

# Building Cultural Competence and Critical Consciousness in Teachers

Emergent Strategies



# Session Overview

## The Challenge

Christy M. Byrd

## Pre-service Teachers' Cultural Competence and Self-Efficacy

Jaylene Patterson & Anastacia Cole

01

02

03

04

## Lessons Learned from Cultural Competence Workshops

Mizuho Tatebayashi

## Utilizing Cultural Wealth to Decolonize Teaching Practices

Corina De La Torre

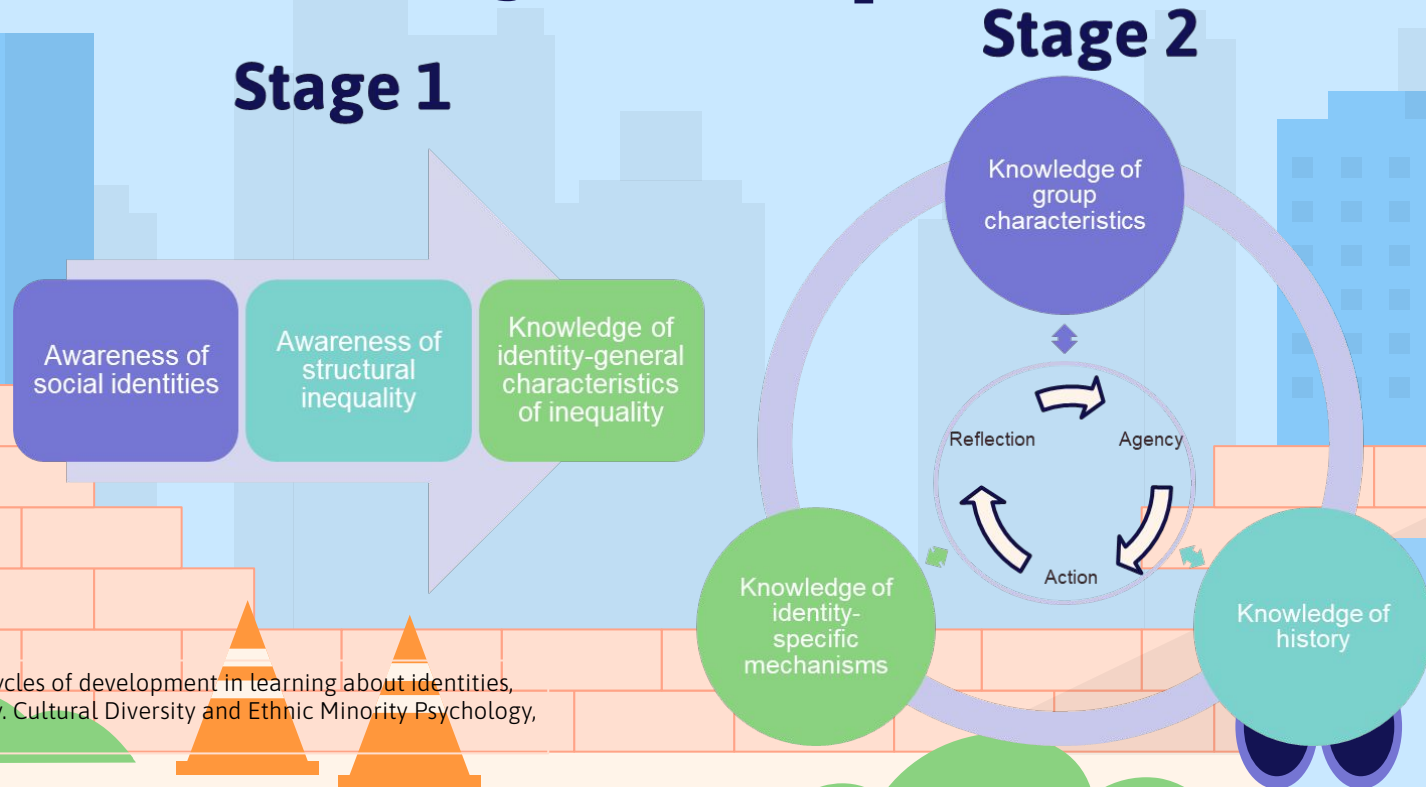


01

# The Challenge

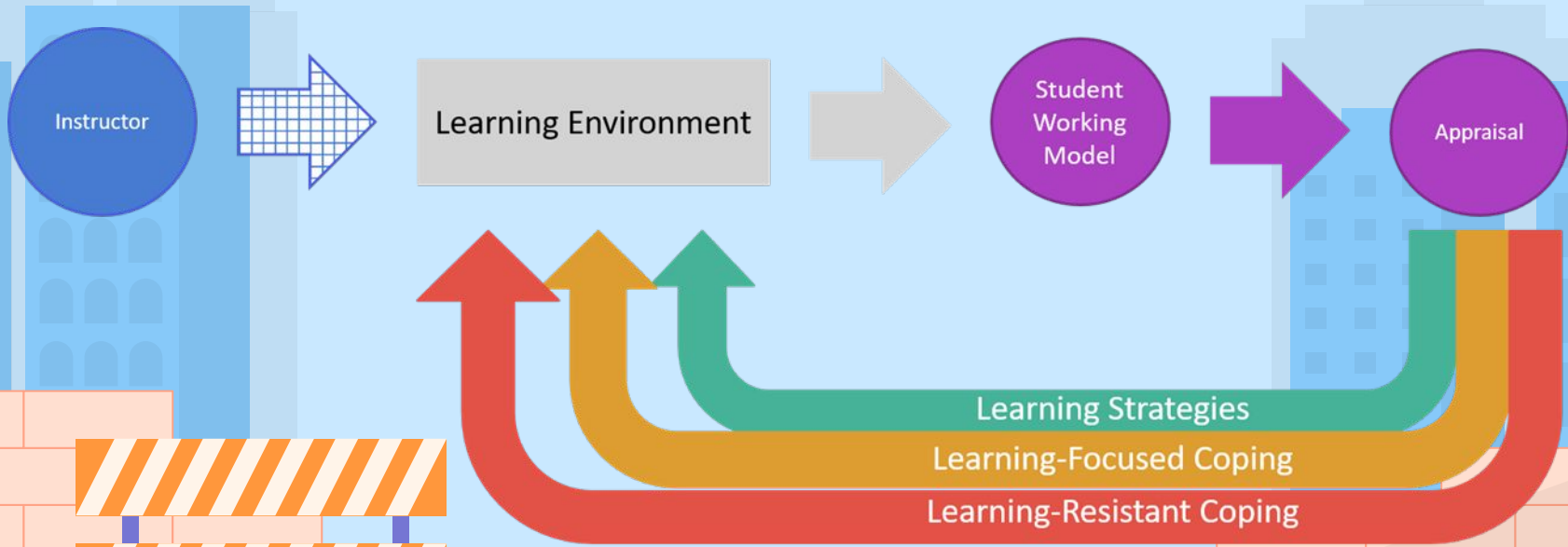
Christy M. Byrd  
North Carolina State University

# Developing critical competencies is a cyclical process



Byrd, C.M. (2023). Cycles of development in learning about identities, diversity, and equity. *Cultural Diversity and Ethnic Minority Psychology*, 29, 43–52.

# Learning about diversity is a self-regulatory process



Byrd, C.M., Rastogi, R., & Elliot, E.R. (2020). Engagement with diversity experiences: A self-regulated learning perspective. In L. Parson & C. C. Ozaki (Eds), *Teaching and Learning for Social Justice and Equity in Higher Education: Foundations*. Palgrave Macmillan.

# Building critical competencies in a post-affirmative action world



## Understand your values

Keep in mind your “why”



## Honor experiences

Meet students where they are and show compassion



## Build community

Find allies inside and outside your institution



## Expect resistance

Know the tactics and be prepared



# Stay in Touch!

Download our slides at  
<https://go.ncsu.edu/christybyrd>





02

**Lessons Learned from  
Cultural Competence  
Workshops for  
Japanese High School  
Teachers**

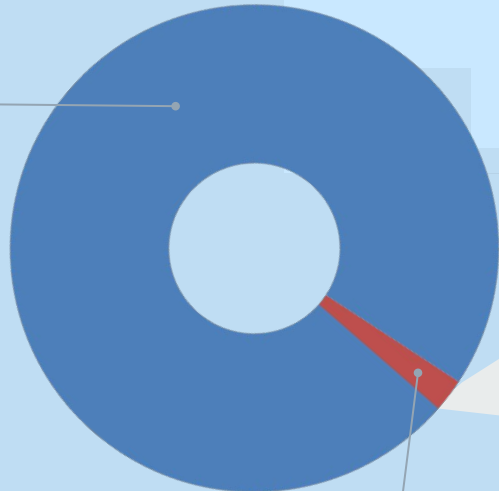
Mizuho Tatebayashi  
North Carolina State University



# Background: "Diversity" in Japan

## Total Population

Japanese Citizens  
97.8%



Foreign Residents  
2.2%

## Distribution of Foreign Residents

Others  
26.1%

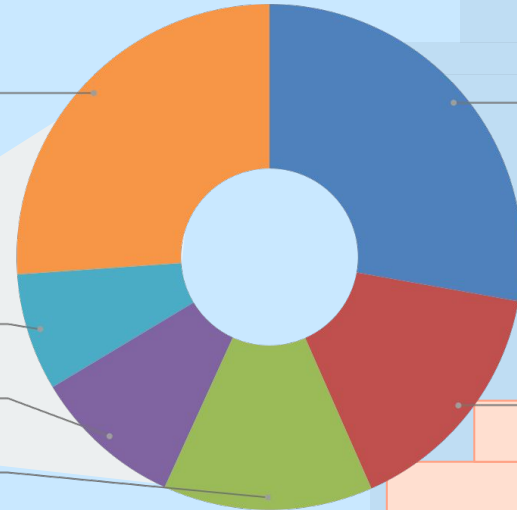
Brazil  
7.5%

Philippines  
9.6%

Vietnam  
13.4%

China  
27.8%

Korea  
15.6%

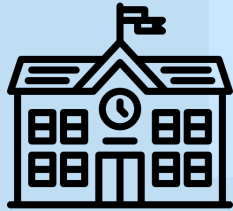


# Background: “Diversity” in Japan

- “Hidden” ethnic diversity (Shrader, 2017)
- The challenge: recognizing systematic and historical inequality (Iwabuchi, 2021)



# Background: About the School and the Workshop



- Fostering globalized leaders
- International programs
- Majority = Japanese ethnicity

- Entirely online
- Three sessions for one semester
- Participants: Japanese teachers

# How the Workshop Sequence Started



**Desire of Teachers:**  
better understanding of  
their students' personal  
growth in international  
interactions

**One-hour Online  
Workshop on Intercultural  
Competence:** study a  
concept and model of  
intercultural competence  
and discuss guiding  
strategies



**Active  
Engagement:**  
actively discussing  
tips to implement  
the perspective



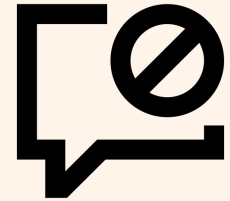
# How It Evolved

**What's "diversity"?  
What's D&I?**



**One-hour Online  
Workshop on Critical  
Perspectives:** discussion  
on D&I (Japan's invasion  
history of Asian countries,  
gender inequality) and an  
activity to recognize  
one's value

**Less Active  
Engagement:**  
withdrawing from  
participating the  
discussion and activity



# Implementation Plans at the School



**Pre-orientation**



**Reflection Session**

# Takeaways

- Difficulty in providing learning opportunities to grasp more critical perspectives on societal inequality; facilitation skills
- The workshop needed to provide models of inclusive teaching practices; be aware of motivations of participants
- Be gentle with yourself; learning-focused coping (Byrd, 2020)

# Ideas for Practice Improvement

## **Tone-setting**

Being founded on respect and openness, practice listening for understanding (e.g. UNESCO Story Circles (Deardorff, 2020) )

## **Guiding Privilege Learning**

Introducing a White racial identity development model and shifting it to the Japanese context (Deguchi, 2017)



The background features a stylized illustration of a construction site. On the left, a blue crane is shown with a hook and a load of purple blocks. In the center and right, a city skyline is depicted with various blue and grey buildings. The sky is light blue with two yellow clouds. At the bottom, there is a row of orange rectangular blocks, some of which are stacked to form a staircase on the right side. Green bushes are scattered at the bottom edge.

# Moving Forward

Diversity has always existed Japanese society. The challenge lies in recognizing systematic and historical inequality in daily lives, and how deep this issue is. (Iwabuchi, 2021)



03

**Pre-service Teachers'  
Cultural Competence  
and Self-Efficacy for  
Inclusive Practices**

Jaylene Patterson & Anastacia Cole  
University of Kentucky

# Cultural Competence and Culturally Responsive Instruction



**Culturally responsive instruction (CRI)** is “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2010, p. 31).

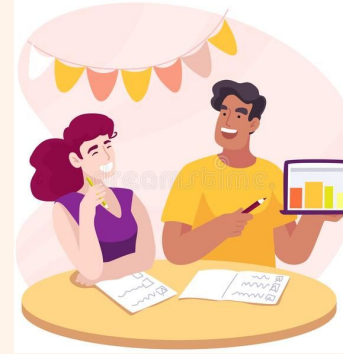
# CRI Self-Efficacy Development



Mastery  
experiences



**Self-efficacy for CRI:**  
Teachers' beliefs in their  
“capabilities to execute  
the practices associated  
with culturally responsive  
teaching” (Siwatu, 2011)



Vicarious  
experiences



# Barriers to Implementing Culturally Responsive Instruction (CRI)

**Barriers include lack of:**

- *Self-efficacy* for implementing CRI
- *CRI knowledge*
- *Observations of/practice* with implementing CRI

# Research Questions

1

What is the level of self-efficacy PSTs have in their ability to implement CRI? To what extent do PSTs report cultural competency?

2

What did PSTs report influenced their self-efficacy development?

3

Does level of cultural competence serve as a moderator between field experiences and coursework and PST self-efficacy for CRI?

# Study Context



Beginning and end of  
Fall 2022 semester



PSTs enrolled in an  
introductory  
Educational Psychology  
course at a PWI

\*T1 (Oct 2022) ( $n = 39$ )

\*T2 (Dec 2022) ( $n = 11$ )

# Study Context

**\*All demographics are from T1**



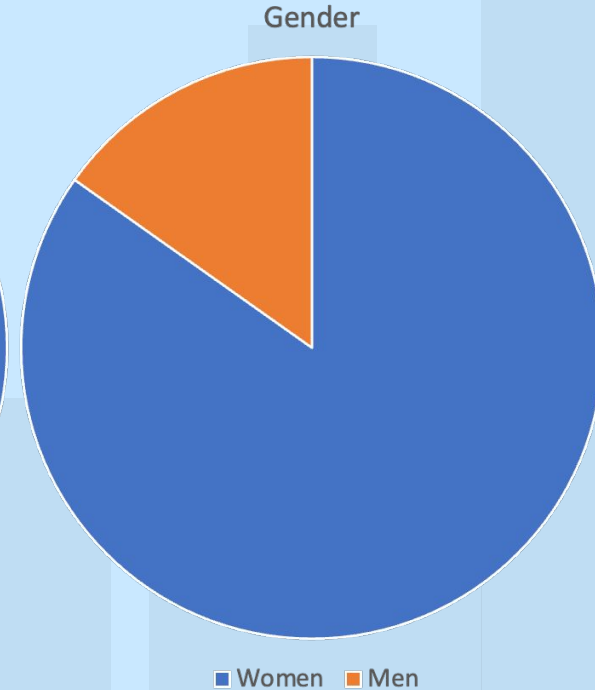
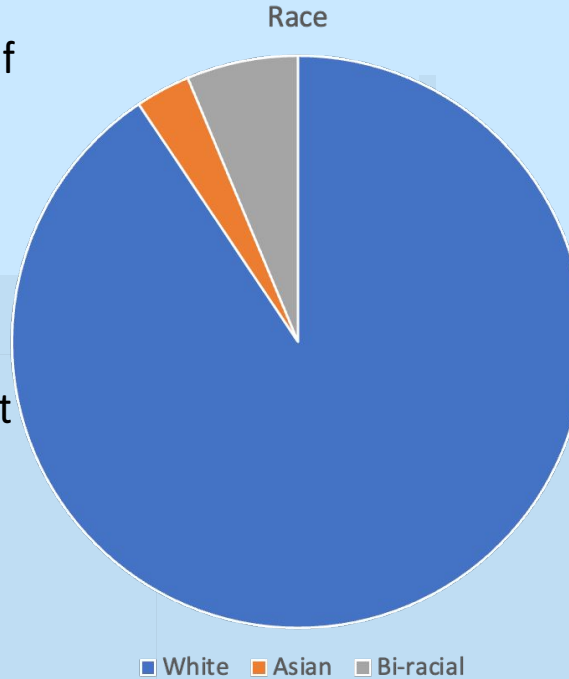
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# Study Context



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Qualtrics Survey

- Likert-type scale measuring:
  - Self-efficacy for CRI
  - Cultural competence
- Open-ended items:
  - Factors that have contributed to their development of self-efficacy for CRI

# Study Context

## Self-efficacy for CRI

- Meeting the needs of diverse students
  - *“Students whose racial and/or /ethnic identity differ from your own.”*
- CRI instructional practices
  - *“Challenge stereotypes, discrimination, and prejudice that arise.”*
  - *“Talk about racism.”* (Adjusted from SCD-C; Byrd, 2018 and other measures)

## Cultural competence (Everyday Multicultural Competencies/Revised Scale of Ethnocultural Empathy)

- *“A truly good education requires knowing how to communicate with someone from a different culture.”* (EMC/RSEE; Mallinckrodt et al., 2014)

## Open-ended

- *“What factors have contributed to your self-efficacy for...?”*



# Methods and Results

## #2 - What did PSTs report that influenced their self-efficacy development?

### Experience in education classes and field placements (36.8%)

- ❑ “Being able to **watch my observation teachers** meet the needs of their students has definitely helped with some of my confidence because I am able to see different ways to meet these needs.”
- ❑ “I think that actually having difficult conversations about culturally relevant issues has made me feel more comfortable... I think that one reason why people aren’t confident is because they don’t talk about it. For example, **in my \_\_\_\_\_ class, we had a class-wide discussion about an incident of racial violence that occurred on campus.** Having this discussion gave everyone a platform to ask questions and listen to others and learn more about the situation...”

### Self-reflection and personal experiences (19.2%)

- ❑ “**Knowing who I am, and why I want to be a teacher..**”
- ❑ “**I know what it feels like to be excluded, and I would never want a student to feel that way.**”

# Recommendations (PSTs & Instructors)

## PSTs

- Attend and actively engage in Ed Psych courses.
- Seek to understand how culture influences teaching & learning.
- Embrace the practicum as a chance to put practices into action.
- Reflect on personal biases and assumptions through self-reflection.

## Instructors of PSTs

- Use diverse perspectives in course materials and provide opportunities for open discussions.
- Lead by example by modeling CRI practices.
- Encourage peer modeling and facilitate activities that promote cross-cultural understanding.
- Provide regular opportunities for self-monitoring and reflection.

# Recommendations (TEPs)



**Professional Learning**



**Observation**



**Practice**

04

**Utilizing Cultural  
Wealth to Decolonize  
Teaching Practices**

Corina De La Torre  
North Carolina State University



# Defining Cultural Capital & Decolonizing Education

Decolonizing is to actively engage in:

- Learning/unlearning
- Acknowledging the colonial presence in our education system
- Challenge and dismantle power dynamics in the classroom

The goal of Yosso's **Community Cultural Wealth framework (2005)** is to dismantle deficit thinking and instead highlight the often undervalued array of cultural knowledge, skills, abilities, and networks that marginalized students hold.

# Community Cultural Wealth

(Yosso, 2005)

## Aspirational

Hoping and dreaming for the future despite barriers

## Linguistic

Language and communication skills

## Familial

Family and community relationships & connections

## Social

Social networks such as family, friends, school, and local communities

## Navigational

Skills or an inner set of resources to maneuver through oppressive social institutions

## Resistance

Knowledge and skills transformed into critical tools and a source of empowerment to challenge oppressive forces



# Practical Recommendations

1. Explicitly stating learning and teaching is co-constructed
2. Giving student the power to define class norms and expectations within the learning space
3. Setting explicit and high expectations for all students
4. Allowing students to build community with one another.
5. Reaffirming **personal experience as valuable experience.**



# Utilizing Cultural Capital

## Decolonial Teaching Practices

Classroom norms, expectations, critical assignments

**INPUT**

## Student Cultural Capital

Reaffirming, legitimizing and welcoming capitals

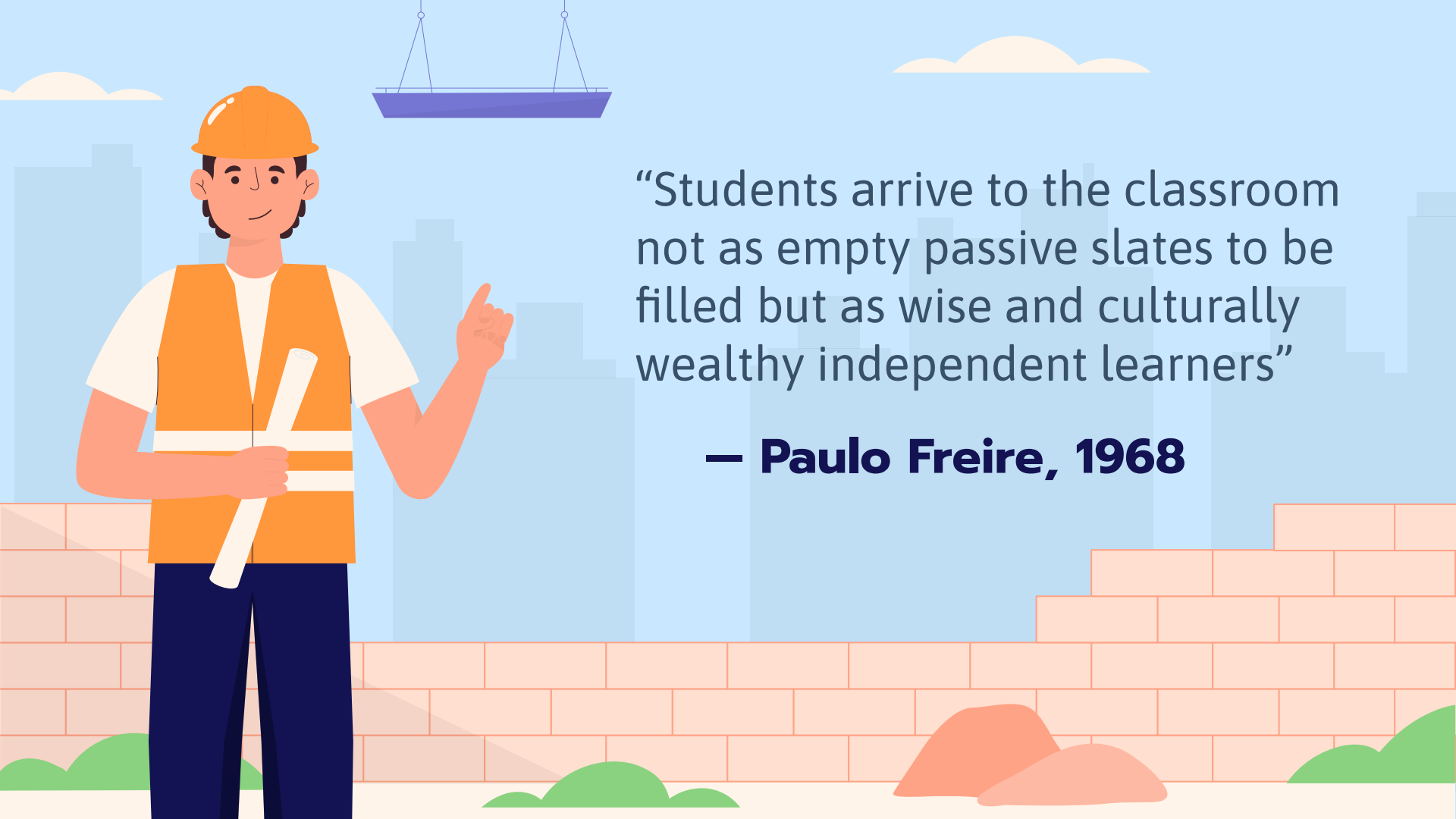
## Student-Teacher Relationships

Building rapport and co-constructing new knowledge

**OUTPUT**

## Equitable and Justice-focused Learning Spaces

Disrupting forms of systemic inequities that are embedded within student-teacher relationships, traditional teaching practices, and the larger education system.



“Students arrive to the classroom not as empty passive slates to be filled but as wise and culturally wealthy independent learners”

— **Paulo Freire, 1968**

# Thank You!

## Question for audience:

What are some successes and challenges you've had in teaching cultural competence and critical consciousness?

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