Culturally Proficient Learning Communities: Confronting Inequities Through Collaborative Curiosity

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Sixth Annual Cultural Proficiency Institute

Facilitated by:
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Introductions and Outcomes
Session Outcomes

• Be in community with others
• Unpack the meaning of Culturally Proficient Learning Communities
• Share gifts through storytelling
• Introduce and practice breakthrough questions to reframe learning community conversations
• Guide the use of *Culturally Proficient Learning Communities* book
In appreciation of the gifts from:

Terry Cross
‘Our Community of Practice’

- Raymond Terrell
- Kikanza Nuri
- Delores B. Lindsey
- Randall B. Lindsey
- Brenda CampbellJones
- Franklin CampbellJones
- Laraine Roberts
- Richard S. Martinez
- Stephanie Graham
- R. Chris Westphal, Jr.
- Cynthia Jew
- Linda Jungwirth
- Jarvis Pahl
- Keith Myatt
- Michelle Karns
- Diana Stephens
- Carmella S. Franco
- Maria G. Ott
- Darline P. Robles
- Reyes L. Quezada
- Richard Diaz
Agenda

- Introductions and Outcomes
- Building Community
- Making Connections
- Storytelling
- Generating Breakthrough Questions
- So What?
- Closure
Building Community
and a willingness to be disturbed

Turning to One Another
Margaret Wheatley, p. 34
Invitation to...

- Listen to understand
- Give attention: chimes, bell, or hand signal
- Pay attention: to self and others
- Slow down
- Be disturbed
Inclusion Activity

• Why:
  – To connect with each other, bring energy into the room, and invite all voices to contribute their stories and their thinking

• How: Walk About Stories
  – Individually Reflect on the following Questions:
    • What’s a story that disturbs you?
    • What is something you are curious about?
    • What might be a lesson learned from this story and your curiosity?
  – Find a partner and share your story
  – Thank your partner and return to your seat
Making Connections
Learning Communities and Cultural Proficiency

Inner – Outer Circle

Table 1.1A, pp. 9-10
Making Connections
“Circle in a Circle Dialogue”

• Using Table 1.1, “A Framework for Culturally Proficient Learning Communities”, circle or highlight key points of interest
• Count off by 2s
• Taking your Memory Map and Framework handouts with you, 1s form an inner circle, 2s form an outer circle

HO: Memory Map for Culturally Proficient Learning Communities
Making Connections: What if...

- We assessed culture through shared personal practice?
- We valued diversity with shared beliefs, values, and vision?
- We managed the dynamics of diversity through collaboration and supportive leadership?
- We adapted to diversity, with supportive and shared conditions?
- We institutionalized cultural knowledge through collective learning?

Choose one of the posted statements and have a conversation: In our learning communities, What if...
Making Connections

• Inner circle turns left 90 degrees and step forward four steps
• Outer circle turns left 90 degrees and step forward four steps
Making Connections: What if…

– We assessed culture through shared personal practice?
– We valued diversity with shared beliefs, values, and vision?
– We managed the dynamics of diversity through collaboration and supportive leadership?
– We adapted to diversity, with supportive and shared conditions?
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Choose another statement and have the conversation:
In our learning communities, What if…
Making Connections

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Making Connections: What if…

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Choose another statement and have the conversation: In our learning communities, What if…
Culturally Proficient Learning Communities

Invitation for Thoughts, Insights, Connections, Questions

Please thank your partners and return to your seats
Storytelling
Inviting a Paradigm Shift Through Stories
Key Understanding:

Cultural Proficiency *cannot* be mandated

It *can* be nurtured!
Key Understanding: Cultural Proficiency cannot be mandated

We can offer an invitation to explore, examine, challenge, and change our beliefs and assumptions about others — through our stories.
Mini Sagas: 50 words…
to convey lessons in life

Ubuntu
Storytelling

Inviting a Paradigm Shift Through YOUR Stories
Where do our stories fall along the Cultural Proficiency Continuum?
How do we move up on the Continuum…

…from Tolerance to Transformation…?
Through Generating Breakthrough Questions
Learning Communities
Using Breakthrough Questions for Breakthrough Thinking and Actions

Barrier Questions will:

- Shut down thinking
- Assign judgment
- Focus on blame
- Attack or intimidate others

pp. 132, 133
Learning Communities
Using Breakthrough Questions for Breakthrough Thinking and Actions

Breakthrough Questions will:

– Encourage thoughtful responses
– Redirect negative thinking towards positive responses
– Invite flexibility
– Value differences
– Create cognitive shifts in thinking

pp. 132, 133
Characteristics of Breakthrough Questions

- They are invitational. The inquirer uses:
  - An approachable voice
  - Plural forms
  - Exploratory language
  - Positive presuppositions
  - Open ended inquiry posed with curiosity
<table>
<thead>
<tr>
<th>Barrier Questions</th>
<th>Breakthrough Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What’s wrong?</td>
<td>• What’s working?</td>
</tr>
<tr>
<td>• How can I protect my interests and turf?</td>
<td>• What’s best for our community?</td>
</tr>
<tr>
<td>• Why even bother with this?</td>
<td>• What choices/opportunities might I/we have?</td>
</tr>
<tr>
<td>• Why don’t they get it?</td>
<td>• What might they be feeling needing, and wanting?</td>
</tr>
</tbody>
</table>

Culturally Proficient Learning Communities, p. 133
Example: Crafting Breakthrough Questions

- **Barrier Question/Comments**
  - We’re stuck! We’re just spinning wheels!

- **REFRAME WITH: Prelude/Context**
  - Given our strengths as a team…

- **Exploratory Language**
  - …what might be some…

- **Plural Forms**
  - …resources….

- **Essential Element Action Verbs**
  - …to help us adapt…

- **Redirect Towards Goal**
  - …to being an effective and efficient team?

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Embedding Positive Intentions and Choosing Invitational Voice

Hand Out: Generating Breakthrough Questions
Generating Breakthrough Questions

- **Your Turn:** in Groups of 5
- Each group member receives an envelop with stems for generating Breakthrough Questions (Envelopes #1-5)
  1. Prelude/context
  2. Exploratory Language
  3. Plural Form
  4. Essential Element Action Verb
  5. Redirect Towards Goal
- Draw a “context/barrier” card from the Team Envelop
- Practice *Reframing the barrier* by generating Breakthrough Questions using the sample stems
- In pairs, and using your own story’s context/barrier, generate BT questions to reframe your LC story
So What!

Sharing Breakthrough Questions
Learning Circles

Connections — Implications

and

Taking the Next Step...

a personal commitment

Something I will do as a result of our time together is...
Final Thoughts...

Reading...from *Turning to One Another*
by Margaret Wheatley p. 145
Contact Information

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