Cultural Artifact

- Select a cultural artifact that identifies something you value about what you perceive your culture to be.
- It may be personal, or it may be related to your family, a friend, or an experience in your life.
- The artifact itself could be anything — a book, an item of clothing, a favorite recipe, a document, a photo.
- One of those things that if your house was on fire, you would want to be sure was saved.

HF-L Demographics

- 2,683 Students
- 4 School Buildings (K-1, 2-5, 6-8, 9-12)
- 74 Square Miles
  - 2 Primary Townships, Parts of 9 Towns, 3 Counties
  - Suburban → Small Town Villages → Agricultural
- 97% White
- 67% Married
- Average Income: $48,000 (Lima) $73,000 (Mendon)
Discovering Diversity in a Non-Diverse Community

The Beginning — Understanding Diversity

Developing a Common Understanding and Language

Premise Philosophy

Human behaviors, attitudes, and beliefs are so deeply rooted, complex, and subtly ingrained that individuals and the organization need to be engaged in a trusting (non-shaming, non-blaming), LONG TERM, strategic educational change process.

Working Premise

- People are basically good
- People want to be treated with respect and treat others with respect
- Diversity Paradox
  - Individually and collectively
  - We share many similarities and at the same time have many differences
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Diversity work is focused on behaviors. It is not intended to change and individual's personal value system.

Respecting and honoring the gamut of human difference, by providing each person the opportunity to contribute and achieve their full potential in meeting the objectives of the organization.

Primary and Secondary Dimensions of Diversity
- The dimensions of human difference and similarity
- Attention to the tertiary dimension as well
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Why Engage Diversity Issues?

- Business Perspective
- Personal Perspective
- Teaching and Learning Perspective

The Business Case

- Building a Case Statement for Diversity — the Flattening World

A More Personal Perspective

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The awareness, understanding, and skills that allow us to think through and value human differences and similarities.

- Bucher, 2004

Flexible thinking
- Ability to appreciate and maintain pride in one’s background
- Ability to network and learn from everyone and anyone
- Ability to deal effectively with barriers
- Ability to balance “fitting in” with “being yourself”

- Bucher, 2004
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Desired Workforce Skills

Workforce Skills Among New Hires

- Data: American Management Association, 1997

Desired Workforce Skills
- Speaking 1-on-1
- Solving problems
- Taking initiative
- Relating to others
- Working as a team player

Diversity Skills
- Flexible thinking
- Ability to appreciate and maintain pride in one’s background
- Ability to network and learn from everyone and anyone
- Ability to deal effectively with barriers
- Ability to balance “fitting in” with “being yourself”

Why Diversity in the Classroom?

Understanding Diversity and Creating Community

Introductory Workshop

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Diversity Workshop Topics

- Communication and Team Building
- Defining and Understanding Diversity
- The Case for Engaging Diversity Issues
- Personal Cultural Filters
- Stereotyping
- Organizational Culture
- Personal Action Planning

A Cultural Approach

- CULTURE — The arts, beliefs, laws, morals, customs, habits, symbols, institutions, and transmitted behavior patterns of a community or population. It is:
  - shared by all or almost all members of some social group,
  - something that older members try to pass on to the younger members, and
  - something that shapes behavior or structures one’s perception of the world.

Personal Cultural Identity

- The Diversity Mosaic
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Cultural Perspective
• Personal Cultural Filter

Looking at the world and making judgments through our cultural identity filter

Sunglasses Metaphor

HF-L
Honeoye Falls-Lima
Central School District

Personal Cultural Filter

Looking at the world and making judgments through our cultural identity filter

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Developing a Diversity Initiative

Leadership
Participation
Ownership

Change and Diversity

- The intent of diversity change work is to change organizational culture and create an organizational environment that is supportive of all human and organizational differences.
- Where adverse barriers to diversity exist, resources and efforts are allocated to eliminate those blocks.
- Change strategies and interventions seek to empower each person so all team members and personnel are able to contribute their fullest potential to achieving organizational goals.
- All members are involved in the change process.

Developing a Diversity Initiative

- Key Elements of a Successful Diversity Initiative
  - Leadership from the top
  - Accountability and measurement
  - Strong business case and linked with other strategic initiatives
  - Education and development
  - Communication
  - Member involvement — Diversity Task Force
  - Organizational Development and Human Resources integration
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Commitment Statement

- Promote an understanding of diversity in all its dimensions
- Promote an inclusive sense of community
- Promote an understanding of human difference and similarity including
  - the significance of difference and similarity as it relates to diversity
  - the capacity to deal with differences when unable to bridge those differences
  - the ability to celebrate the gamut of human difference in all its dimensions
- Provide students and staff with opportunities to interact with individuals and groups of diverse backgrounds
- Attract and welcome persons of diverse backgrounds to the District

Diversity Task Force

- Charge: Advise the Board of Education and Superintendent regarding
  - Actions to be taken to improve district-wide understanding of diversity and promote appreciation of human diversity
  - Ways to improve the overall educational experience of students and better prepare them for entry into the increasingly diverse world of the twenty-first century

The Result – A Diversity Plan

- Establish a Diversity Committee
- Develop Action Plans to Act on Task Force Recommendations
  - Diversity Education
  - Curriculum and Instruction
  - Student Support
  - Professional Development
  - Workforce Development
  - Community Relations
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Keeping Track

- Diversity Committee meets four times per year
- Semi-annual reports to the Board of Education
- Ongoing staff development opportunities
- Staff recruitment efforts
- Recognition
- Leadership goal setting and evaluation

Results in the Classroom

- Diversity education integrated into all curricular areas — curriculum maps
- Classroom partnerships with urban schools
- Opportunities for international travel
- Videoconferencing with international schools
- Community Reads Project
- Global Cafe
- Enriched Kindergarten includes Spanish

Bush Mango Drum Studio
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International Travel

- HS European Trip
- MS Quebec Trip

Staff Development

- New Teacher Orientation
- Book Study
- Workshop Opportunities

Benefits to School Culture

- Increase in International Students
- Development of Gay-Straight Alliance
- More Diverse Backgrounds among Staff
- Increased Comfort Among Students in Discussing Issues of Identity and Sexuality
- Clear Messages Related to Harassment and Bullying
- Deliberate Efforts of Inclusion among Students
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Why Teach Diversity?

To provide our students with
A set of skills and experiences that will
Enhance their education
And better prepare them
To enter the world of the 21st Century –
A world of ever-increasing diversity

It Does Take a Planet!

Questions?