

# Cultural Competence in Practice

## Considerations for the Classroom Teacher

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Derived from Culturally Competent Leadership, by Dr. Cris Cullinan

1. How are my own stereotypes and prejudices affecting my perspective of the situation?
2. How are my own experiences (or lack thereof) affecting my perspective of the situation?
3. What do I know about (or how can I access) current information on diversity, equity, and access issues that can help me perform a complete assessment and formulate a response to this situation?
4. How are/might differences in access to life needs affecting the lives and work of those involved in this situation?
5. How are the dynamics of dominant culture privilege playing out as institutionalized privilege in this situation?
6. Have I created and maintained a respectful and inclusive classroom and school environment, free of discrimination and harassment, participating in appropriate training and developmental opportunities?
7. Have I intervened in this situation in a timely and appropriate manner?
8. Do I understand that my actions in this situation, and those of my colleagues and supervisors, will have different impacts on different families and students, not only because of the power inherent in these positions, but also because of the dynamics of dominant culture privilege that may be operating?