

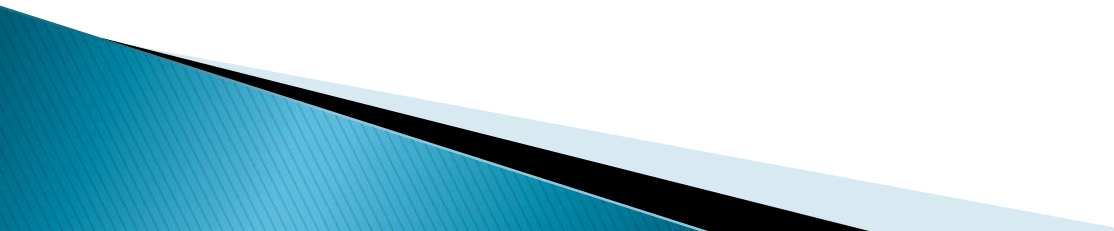
Fact or Fiction? Breaking Through Cultural Perceptions

Cathy DuPre, Oaklawn Language Academy
Alesia Stevenson, Mackin

Who we are

- ▶ Cathy DuPre, Oaklawn Language Academy, Charlotte, NC – dual language immersion school 20 years in education; 9 years as dual language Media Coordinator
(<http://pages.cms.k12.nc.us/cdupre>)
- ▶ Alesia Stevenson, MLS. Mackin Consultant. 15 year public school veteran. 8 years experience consulting with school across a 3 state area. Alesia.stevenson@mackin.com

What is cultural competency and why is it important to teach?

- ▶ How does cultural competence relate to global education and 21st century learning?
 - ▶ How do we base cultural competence on our school's values and mission?
 - ▶ How do we invest in the vision and sustain the vision?
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From NC Dept. of Public Instruction

Nicky Future Ready labels the 21st Century
Elementary School student

(www.ncpublicschools.org/publications/)

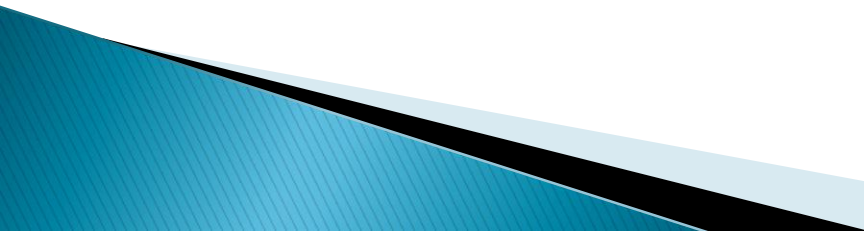
From North Carolina Department of Public Instruction:



We want our students to be:

- ▶ Global citizens
 - ▶ Global leaders
 - ▶ Social entrepreneurs
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Students should

- ▶ Model respect for different peoples and cultures (DIVERSITY)
 - ▶ Recognize how different cultures, traditions and histories can change perspectives and values (DIVERSITY & ETHICS)
 - ▶ Understand current global issues (environment, health, human rights, etc.) (GLOBAL ISSUES)
 - ▶ Discuss issues from multiple perspectives (ETHICS)
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Oaklawn's PBL Project Using Arts Connections

- ▶ Based upon authentic student needs and gaps in knowledge
- ▶ Used backward planning

Major PBL initiatives:

China – entire school K–5– interdisciplinary approach to study of China through music, reading, writing, art, social studies & PE

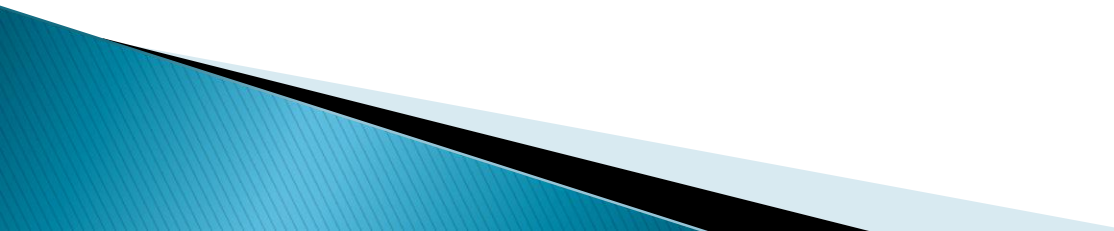
Africa – K–2 – interdisciplinary approach to countries in Africa through music, art, reading, writing, social studies & PE

Data Support


Data supports that gains were made in students' knowledge and perceptions of cultures in Africa and China.

Data collection gives specifics and value to teaching units.

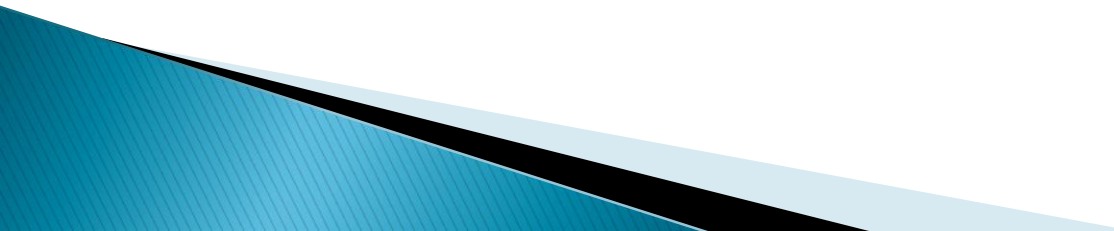
Resources

- ▶ “Vision without resources is just hallucination”
 - ▶ “A vision without action is but a dream. Action without vision is a waste of time. But vision with action can change our lives.”
 - ▶ --Greg Henry Quinn
 - ▶ Author, “365 Meditations for Teachers
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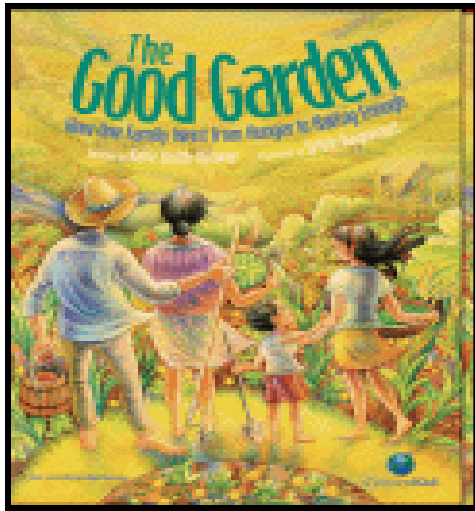
Enabling Effective Support

- ▶ Media Specialists are key in providing up to date resources to promote effective support to teachers, to support global awareness in the classroom.
 - ▶ Media Specialists model and lead the way to integrate global concepts into teaching
 - ▶ Media Specialists collaborate to inform PBL units of study across curriculum areas
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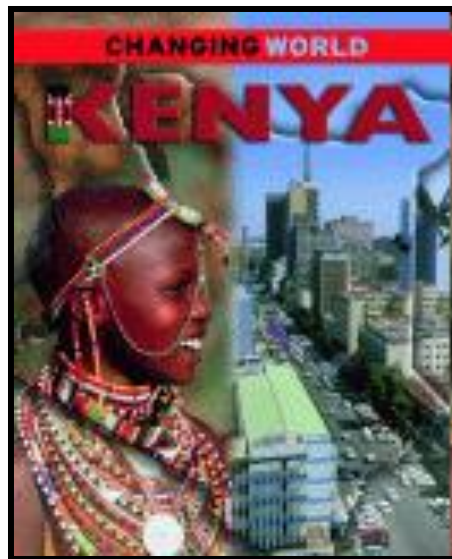
Materials

1. Authentic
 2. Diverse Cultures
 3. Up to date
 4. Include photographs, charts, as well as text
 5. Provide a non stereotypic view of different cultures
 6. Should invite discussion and serve as a catalyst
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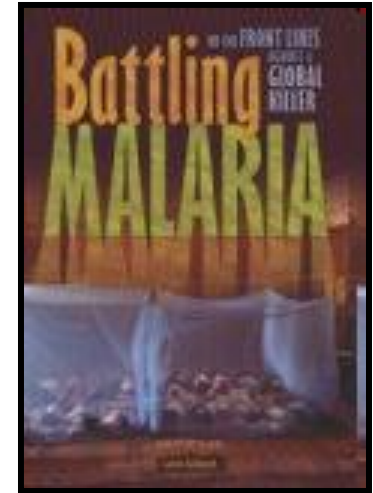
Consider format and approach



Fiction

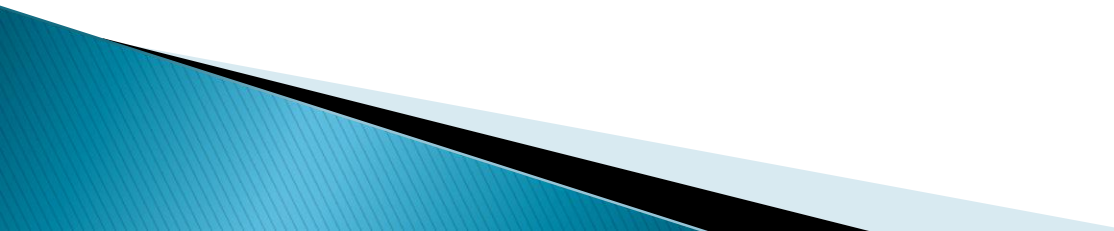


Non Fiction Series



Non Fiction alternatives

Invitation to Share

- ▶ Analyze at your table/with a partner several books to reinforce global connections
 - ▶ Suggest other titles you have used.
 - ▶ Share with entire group
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Thank you

- ▶ We hope the information shared here will help you in designing project based units of study and to inform resource selection.
 - ▶ Cathy DuPre
 - ▶ Alesia Stevenson
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