

Toolkit for a Culturally Proficient Facilitator

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Facilitating Equitable Change

Times:

- 7:45 AM - Start
- Break
- 10:45 PM - End



| Stage of the Day | Purpose |
|-------------------------|--|
| Orientation | Assess our expectations, and understand the purpose and outcomes of this workshop. |
| Preparation | <p>Co-create an environment that nurtures the foundational tone and trust requisite for a group to progress through an equitable change process.</p> <p>Exercise vulnerability, authentic engagement, and effective communication techniques around the topic of equity.</p> |
| Exploration | <p>Discuss behaviors and beliefs of culturally proficient facilitators.</p> <p>Explore a process for equity consciousness development</p> |
| Commitment | Organize and integrate our thinking to make meaningful connections between today’s experience, our personal learnings, and to professional practice and policy. |

Workshop Description

Refine your facilitation skills and techniques in order to help fellow educators journey toward excellence with equity in education. Learn to how to shape "brave spaces" for professional learning and how to navigate the inevitable sticky situations involving race, class, and culture as a culturally proficient facilitator. Use a facilitation rubric, analyze cases, and develop expertise to help you effectively facilitate groups around equity, inclusion, and cultural competence

Outcomes

Participants will:

- ★ Self-assess capabilities to shape a professional learning environment supportive of an equity focus ("brave space.")
- ★ Learn to identify a range of facilitator behaviors and beliefs that range from unhealthy to healthy.
- ★ Use a rubric to practice responding to participants and groups in a manner consistent with inclusion, cultural competence, and equity.
- ★ Gain knowledge of effective group facilitation interventions and techniques.

Brave Space Conditions

Patience: Slow down to prepare to go far.

Listening: Listen to understand not to respond.

Empathy: Try on new perspectives. Stories shared here stay here.

Openness: Take some risks and practice vulnerability. Keep an open mind.

There is More to Me Than What You See

When people look at me, I believe they see...

But when people really know me...

This is important to me because...

Facilitation for Excellence, Equity, & Inclusion

| <p style="text-align: center;">FROM:</p> <p style="text-align: center;">TRAINING FROM A DIVISIVE PAST</p> <p style="text-align: center;">Tolerance for Diversity: The focus is on <i>them</i>.</p> | <p style="text-align: center;">TO:</p> <p style="text-align: center;">FACILITATING FROM AN EMERGING FUTURE</p> <p style="text-align: center;">Transformation for Equity: The focus is on <i>our practice</i>.</p> |
|--|--|
| <p>The trainer/presenter . . .</p> <p>Assumes the stance of content expert and presents information and strategies about how to work with cultural groups.</p> <p>Purges, demeans, or discounts differences (voices other than the trainer’s own, different perspectives, diverse strategies, and cultural dimensions of differences) when presenting about diversity.</p> <p>Establishes authority; sets the agenda, presents the content; and avoids inquiry, conflict, and divergent thinking. Uses episodic or isolated events and activities.</p> <p>Responds to requests for diversity trainings with standard presentations that adhere to the agenda set by the trainer.</p> <p>Implements train-the-trainer trainings, maintaining control and/or group dependency on the trainer or the trainer’s trainings and materials.</p> | <p>The facilitator . . .</p> <p>Models authentic engagement in learning about the participants’ own individual and organizational culture and what is necessary to facilitate the Cultural Proficiency journey.</p> <p>Values differences: inclusive environments and learning, participant voice, diverse perspectives, and a variety of facilitation strategies. The facilitator helps a group focus on understanding personal and organizational response to differences, the need for redressing inequity, and the benefits of inclusion.</p> <p>Models vulnerability, engenders trust, and engages with authenticity to foster brave space. Builds collective efficacy for inquiry, dialogue, conflict resolution, creative problem solving, and moving through stages of the journey.</p> <p>Customizes learning experiences and intervenes with moves, strategies, and energy that helps the group progress on its journey.</p> <p>Builds organizational leadership capacity and capabilities to facilitate Cultural Proficiency. Facilitator incorporates policies, procedures, and practices that ensure culturally proficient professional and organizational development.</p> |
| <p style="text-align: center;">Source: John Krownapple. (2016). <i>Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation</i>. Thousand Oaks, CA: Corwin</p> | |

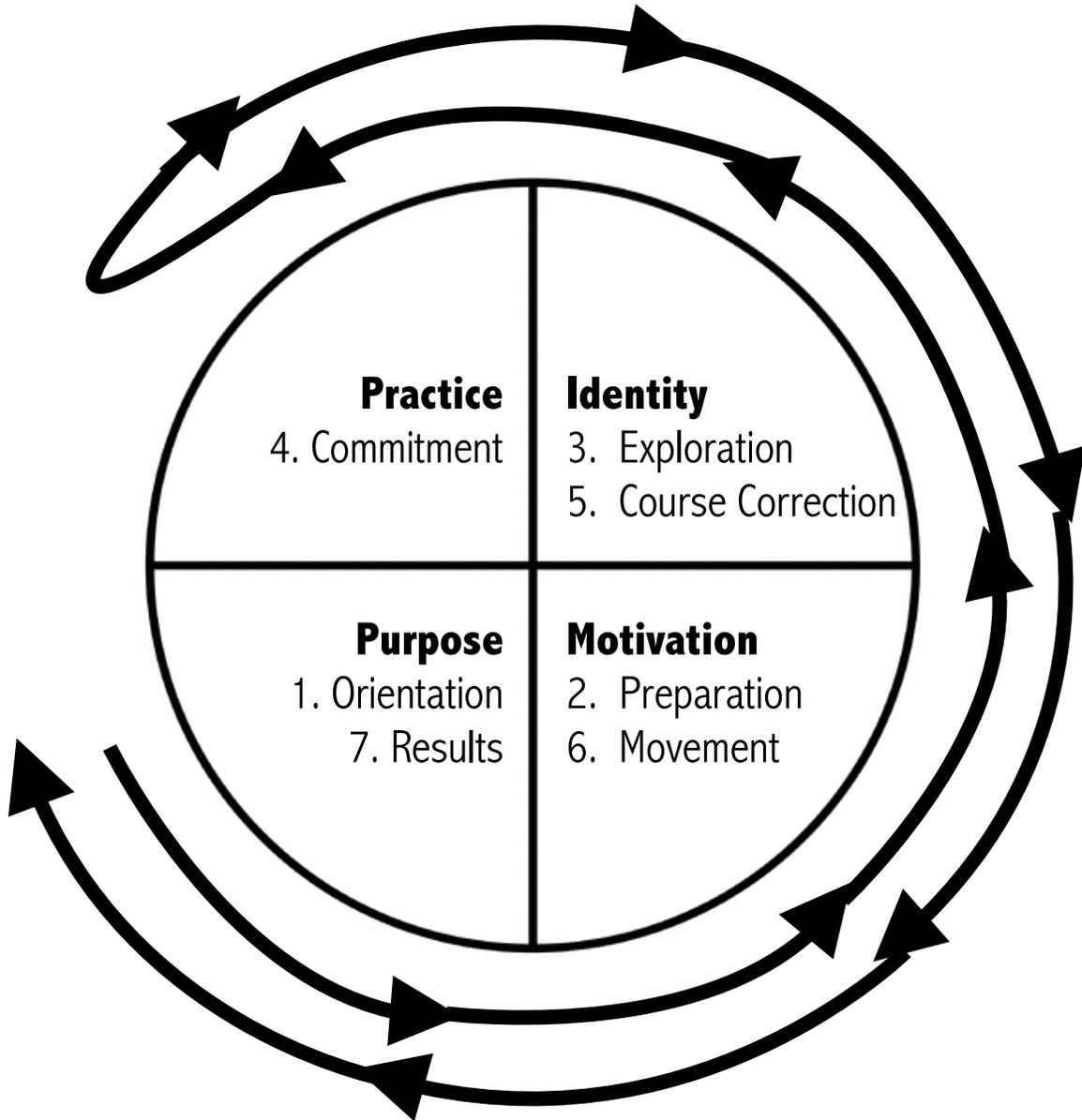
Table 10.7 Facilitator Rubric

| | <i>Training from a divisive past</i> Informed by the Barriers and performance-training | | | <i>Facilitating from an emerging future</i> Informed by the Guiding Principles and professional learning | | |
|---|---|---|---|---|---|--|
| | Cultural Destructiveness | Cultural Incapacity | Cultural Reductionism | Cultural Precompetence | Cultural Competence | Cultural Proficiency |
| Managing the Dynamics of Difference <i>Extent to which the facilitators engender trust, foster brave space, and increase collective efficacy for</i> <ul style="list-style-type: none"> • inquiry • dialogue • conflict resolution • creative problem solving • progressing toward excellence with equity | <i>Trainers...</i> <ul style="list-style-type: none"> • Shatter trust altogether • Enforce punitive ground rules that establish disproportionate power • Pressure participants into unstructured discussions about divisive topics • Rely on coercing participants to change • Use unhealthy activities and strategies that harm a group's state of being • Disdain positive energy in diversity trainings and instead trigger negative motivations such as anger, fear, anguish, guilt, and shame | <i>Trainers...</i> <ul style="list-style-type: none"> • Provoke suspicion, doubt, and mistrust • Lay down restrictive ground rules that negatively impact the group's engagement and allow power-over dynamics • Deliver content that initiates passive-aggressive behavior and counterproductive discussions • Speculate that impacting people and making them change is effective • Use activities and strategies that obstruct a group's healthy development • Discount the influence of their own negative energy states on group energy | <i>Trainers...</i> <ul style="list-style-type: none"> • Fail to explicitly or implicitly address trust • Neglect ground rules or use them in a general manner that does not acknowledge power • Present content, valuing the product over the process • Operate from cursory, untested, and subconscious mental models of change • Use arbitrary activities that lack short- and long-term intention for a group • Disregard physical space, energy flow, or motivations when directing activities | <i>Culturally proficient facilitators</i> <ul style="list-style-type: none"> • Help group learn about trust and historical distrust • Encourage risk-taking through working agreements and ground rules • Teach about processes such as dialogue and conflict resolution • Draw on effective change management mental models to help groups through the inside-out process • Incorporate group activities intended to help the group develop and grow • Attend to group energy when making decisions about strategies and physical space | <i>And...</i> <ul style="list-style-type: none"> • Demonstrate and nurture trust, vulnerability, and forgiveness • Cocreate and help group exercise responsibility for democratic norms of operation that foster brave space • Practice processes of inquiry, dialogue, conflict resolution, and creative problem solving with groups • Support groups in developing effective shared mental models to increase collective-efficacy for transformative change • Use group activities and strategies appropriate to the group's stage in its journey, articulating what, why, and how • Exercise principles of transformation that bring about positive energy states through their actions, processes, protocols, and structures | <i>And...</i> Seek and provide opportunities to learn about and develop principles, tools, and practices that help groups and individuals <ul style="list-style-type: none"> • Create a learning environment of brave space • Establish, extend, and restore trust • Develop as a self-directed and collaborative group • Use processes and strategies to progress through the different stages (awareness [inside], commitment, and action [out]) of their journey to excellence with equity |

Source: John Krownapple. (2016). *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation*. Thousand Oaks, CA: Corwin

Equity Consciousness Development

Source: Guiding Teams to Excellence with Equity by John Krownapple



Based on the Learning Cycle and Theory of Process by Arthur M. Young

Reflection

Here's what
(I'm learning...)

So what?
(It's important because...)

Now what?
(As a result of my experience today, I will...)