

### CULTURAL KNOWLEDGE



### CULTURALLY DISENGAGED

Staff not expected to know about cultural difference

### CULTURALLY COMPETENT\*

Staff are expected to know about cultural difference through one-off education

### CULTURALLY SENSITIVE

Staff recognise gaps in knowledge without shame, and learn through ongoing dialogue

### RECOGNITION OF DIFFERENCE



### CULTURALLY DISENGAGED

Staff unaware of cultural diversity in their school community

### CULTURALLY COMPETENT\*

Staff recognise different cultures within their school community

### CULTURALLY SENSITIVE

Staff expect differentiation between and within cultures within their school community

### UNDERSTANDING PERSONAL CULTURES



### CULTURALLY DISENGAGED

Staff do not understand, or reflect on, their own cultures

### CULTURALLY COMPETENT\*

While understanding their personal cultures staff rarely delve into associated biases or oppressive structures

### CULTURALLY SENSITIVE

Staff understand bias or oppression linked to their own cultures and address this to promote change

### POWER DYNAMICS



### CULTURALLY DISENGAGED

Staff actions and school policies may reinforce power imbalances

### CULTURALLY COMPETENT\*

The power to recognise and engage with cultural difference rests in siloed teams and static activities

### CULTURALLY SENSITIVE

Actions to recognise and engage with cultural diversity are co produced - and through this process challenge inequity

\*Also known as Culturally Aware

Lindsay, B (2022) Towards Culturally Sensitive Schools Part 2. London: Power The Fight