



CREATING
CULTURAL
COMPETENCE
ALASKA HUMANITIES FORUM

Creating Cultural Competence (C3) Standards & Competencies January 2020

Geographical Understanding:

1. Understanding Alaska's relative geographic location in the United States and globally.
2. Understanding Alaska's unique location in terms of human and geographic independence.
3. Gaining awareness of and how the land, air, and waters inform daily decisions regarding navigation and activities.
4. Understanding of Alaska's cultural and geographic regions.

Social/Historical Understanding:

1. Understanding the history and impact of spirituality and religion across Alaska Native cultures.
2. Understanding how federal, state, and local policy around education and religion impact and influence Alaska's people.
3. Understanding the basics of ANCSA.
4. Understanding dry, damp, & wet communities.
5. Learning the local history of the village where the teacher will live.
6. Understanding rural health care and wellness.

Alaskan Life-Skills:

1. Understanding how subsistence cycles affect life in Alaska.
2. Understanding local subsistence customs.
3. Understanding and demonstrating safety and survival skills crucial for living and working in Alaska.
4. Demonstrating practical skills and knowledge for regional travel.
5. Understanding the expenses associated with living in rural Alaska.

Alaskan Teaching Knowledge & Skills:

1. Understanding of place-based and culturally relevant teaching resources that are available to teachers.
2. Understanding that student success means educating and supporting the whole student in a cultural context.
3. Understanding that high expectations for achievement is multi-faceted and unique to each individual student.
4. Understanding the necessity of developing collaborative relationships with students' families and the community.
5. Understanding seasonal cycles in relation to teaching in Alaska.
6. Maintaining communication with peers, program coordinators, school and district staff, and community members.

Cross-Cultural Understanding:

1. Gaining awareness of personal cultural frame.
2. Representing and sharing of personal culture.
3. Navigating and respectfully participating in day-to-day life through cultural immersion.
4. Learning the basic local vocabulary.
5. Developing skills to learn through first listening and observing, THEN doing.
6. Building relationships with and contributing to the local community.
7. Taking the initiative to be engaged even in unfamiliar, and possibly uncomfortable, situations.
8. Developing an understanding of local vocabulary and communication styles.

Social Inquiry:

1. Learning and understanding different methods of information-gathering by utilizing local knowledge and resources.
2. Listen deeply, using culturally appropriate strategies, to formulate and to answer questions.
3. Analyzing and describing social issues from various cultural perspectives.
4. Recognizing and taking advantage of learning opportunities in unexpected moments by practicing flexibility and adaptability.

Reflection:

1. Demonstrating active participation in cultural immersion.
2. Evaluating differences and similarities between personal culture and other cultures.
3. Exploring the significance of cross-cultural experiences within the moment and within the larger context.
4. Actively engaging in debriefing and processing exercises.