



# Bridging Cultures Framework

Elise Trumbull, Carrie Rothstein-Fisch, Patricia M. Greenfield, & Blanca Quiroz

## White Individualism

## Color Group Collectivism

<p><b>1. Fostering independence and individual achievement.</b></p> <ul style="list-style-type: none"> <li>• The focus is on the child as an individual.</li> <li>• There is an emphasis on taking care of yourself and your needs.</li> </ul>	<p><b>1. Fostering interdependence and group success.</b></p> <ul style="list-style-type: none"> <li>• The focus is on the child as part of the family.</li> <li>• The emphasis is on helping others, considering their needs (or how your needs affect others)</li> </ul>
<p><b>2. Promoting cognitive development through exposure to physical objects independent of social context (later on ideas out of context).</b></p> <ul style="list-style-type: none"> <li>• Children are encouraged to play with toys and investigate the world by themselves.</li> <li>• Children learn to think about the physical world separately from the social or interpersonal world.</li> </ul>	<p><b>2. Promoting cognitive development in social contexts; physical world/objects meaningful as they enhance human relations. Toys are important in the context of social relationships - playing with a parent or sibling.</b></p> <ul style="list-style-type: none"> <li>• Children remain with parents more, often not just in proximity but touching.</li> <li>• The physical world has meaning largely as it relates to human relationships.</li> </ul>
<p><b>3. Promotes self-expression, individual thinking, personal choice.</b></p> <ul style="list-style-type: none"> <li>• Children are expected to form and express opinions, even questions elders.</li> <li>• Young people make choices (life, career) based on their own interests and needs.</li> </ul>	<p><b>3. Promotes adherence to norms, respect for Authority, group consensus.</b></p> <ul style="list-style-type: none"> <li>• Children are expected show respect by quiet listening, not advance their own ideas to the exclusion of others.</li> <li>• Life choices are often colored by what will be best for the family (and in the classroom, what will be best for the group.)</li> </ul>
<p><b>4. Is associated with private property.</b></p> <ul style="list-style-type: none"> <li>• Things belong to one person, and if someone else wants to use it, permission needs to be obtained.</li> </ul>	<p><b>4. Is associated with shared property.</b></p> <ul style="list-style-type: none"> <li>• Many things are owned by the family, rather than the individual.</li> <li>• If someone needs to use something, s/he can help her/himself, if no one else is using it.</li> </ul>
<p><b>5. Associated with egalitarian relationships and flexible roles.</b></p> <ul style="list-style-type: none"> <li>• Teachers and parents are equals; parents can teach academics at home. "Parents are children's first teachers."</li> </ul>	<p><b>5. Associated with stable, hierarchical roles.</b></p> <ul style="list-style-type: none"> <li>• Teachers have a special role to teach academics (and to inculcate morals). "The teacher is the second mother." Parents' role is to socialize children (and respect teachers' authority).</li> </ul>



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4. Is associated with private property.	4. Is associated with shared property.
5. Associated with egalitarian relationships and flexible roles.	5. Associated with stable, hierarchical roles.



# Bridging Cultures Framework

## A Classroom/School Approach

### Norm or Value

### Culturally Responsive Teaching

<b>Helping</b>	<ul style="list-style-type: none"><li>• Two or more room monitors</li><li>• Group homework preparation</li><li>• Cooperative projects</li><li>• Choral reading</li><li>• Frequent peer support</li></ul>
<b>Sharing</b>	<ul style="list-style-type: none"><li>• Shared materials</li><li>• Shared clean-up (of all areas)</li></ul>
<b>Group Orientation</b>	<ul style="list-style-type: none"><li>• Two or more "people of the week"</li><li>• Group celebration of student achievement (vs. individual honors)</li><li>• Group parent-teacher conferences</li></ul>
<b>Family Comes First</b>	<ul style="list-style-type: none"><li>• Emphasis on literature with family content</li><li>• Writing topics centered around family experiences</li><li>• Conversation about family (scaffolded to school discourse)</li><li>• Siblings present when parents volunteer; at parent conferences</li></ul>
<b>Cognitive/Social Intertwined</b>	<ul style="list-style-type: none"><li>• Respect parent's concerns regarding behavior (vs. academic focus)</li></ul>



<p><b>Individualistic Value System of Independence in the Classroom</b></p> <p>Individual assignments Developing own knowledge and opinions Responsible for own belongings and performance Academic achievement most important Self-expression Personal choice Competition</p> <p><b>Individualistic Teacher Perspective-</b> Child achieving to one's full potential for the sake of self-fulfillment</p>	<p><b>Collectivistic Value System of Helpfulness in the Classroom</b></p> <p>True Cooperative Work Group responsibilities and assignments Group success most important Social skills are nurtured as much as academic skills Children to help each other complete both academic and housekeeping tasks in classroom</p> <p><b>Collectivistic Parent Perspective-</b> Want their child's academic achievement to serve a social purpose- to integrate into the group and contribute her/his efforts to the social whole</p>
<p><b>Individualistic Value System of Personal Property in the Classroom</b></p> <p><b>Individualistic- Personal Property</b> Property is owned by an individual One must ask permission to use another's property Children "own" their crayons, books, pencils, toys, etc.</p>	<p><b>Collectivistic Value System of Sharing in the Classroom</b></p> <p><b>Collectivistic- Sharing</b> Most possessions are shared People use them when they need them No need to "ask permission" before using an item Responsibility for caring for material goods is shared (There may be adult possessions that are off-limits to children)</p>



<b>Individualistic Value System of Praise in the Classroom</b>	<b>Collectivistic Value System of Criticism in the Classroom</b>
<p><b>Individualistic Praise-</b> To raise a child's self esteem To recognize individual or group achievement</p> <p><b>Based on "Bridging Cultures" teachers' research - "Mainstream" American Schools Conferences</b> "Sandwich a small amount of criticism in-between a lot of praise"</p> <p>Raise the child's self esteem Emphasize the positive Parents have been found to be more able to listen to a range of feedback about their child if they hear the teacher comment on the child's special qualities first</p> <p><b>Collectivistic Praise-</b> The praise a teacher will give is related to the importance of acquiring knowledge that will help the family as a whole.</p>	<p><b>Criticism-</b> Collectivistic perspective is that criticism has a normative effect and can benefit social and moral development Brings the child in line with the group</p> <p><b>Critique of Praise-</b> Praise is not given for individual achievement Discomfort with individual praise Praise singles out a child from the group Families may be uncomfortable having their child praised for individual achievement Concerned with child's overall social and moral development as it relates to the whole Parents want to hear from the teacher about what needs to be done to improve their child's development</p>
<b>Individualistic Value System of Cognition in the Classroom</b>	<b>Collectivistic Value System of Social Skills in the Classroom</b>
<p><b>Individualistic perspective- Cognition-</b> Schools focus is on cognitive development Teacher may want to focus on cognitive development and academic achievement</p>	<p>Collective Parents may see cognitive development as dependent on social and moral development Do not distinguish between education as schooling and education as upbringing Parents may want to focus on behavior during a conference</p>



<p><b>Individualistic Value System of Oral Expression in the Classroom</b></p>	<p><b>Individualistic Value System of Respect for Authority in the Classroom</b></p>
<p>The "Ideal Student," according to current educational reform- Oral Expression Skillful self-expression Critical thinking Ability to engage in discussion and argument</p>	<p>Collective Parents may believe that a quiet student will learn more and is more respectful than asking questions and being argumentative than a child who singles him/herself out from the group, taking time away from the teacher's talk. They may want to preserve respect for elders and their wisdom.</p>
<p><b>Individualistic Value System of Parent's Role in the Classroom</b></p>	<p><b>Collectivistic Value System of Parent's Role in the Classroom</b></p>
<p><b>Individualistic perspective-</b> Parents are children's first teachers  Parents should work with children at home on academics</p>	<p><b>Collectivistic perspective-</b> Believe that academic instruction should be restricted to school and done by the teacher  Believe socializing children is their role and may not want school wide advice on parenting skills</p>
<p><b>Individualistic Value System of Teacher's Role in the Classroom</b></p>	<p><b>Collectivistic Value System of Teacher's Role in the Classroom</b></p>
<p>Teacher's role is to educate (academic skills)  Parents are the child's first teacher</p>	<p>The teacher is the child's second mother/father  Parents are likely to expect that the teacher take a stronger role with social and moral skills</p>