

The Protective Layers of Culture and Their Influence on Students and Education Teams

How an understanding of the protective and nourishing elements of a student's cultural framework promotes learning and growth, and reduces liability.

Professional Development
for School Districts and Charter Schools

CULTURAL Framework

SHIVER-B: Invite Me In

- ***Spirituality*** and vision (Our place in the world and our concepts of self and purpose)
- ***Household*** practices (Traditions, roles, rules, attitudes, behaviors, material objects and possessions, notions of time, and lifestyles)
- ***Interactions*** (Public, social, relational, personal, perceptions of others, inter-communication style/meanings within a society, influences of language)
- ***Value systems*** (Core, norms, morals, ethics, experiences, and external influences)
- ***Ethnicity/Race*** (Collective attributes of a 'people')
- ***Religion*** (Systems of dogma, faith, worship, and absolutes)
- ***Belief systems*** (Ideologies for interpreting self, and the world, cumulative knowledge, hierarchies including authority and needs)

7 Hallmarks of Culture Framework (SHIVER-B)

(Braack, Taylor, Braack, 2022)

Definitions of the SHIVER-Bs:

Spirituality: Meaningful connections students experience with a source or a concept that is bigger than self, which can result in a deep sense of interconnectedness. Spirituality is a direct reflection of students' concepts of their place in the world, and their reckoning of self and purpose. Students experience the growth of their 'spatial relations' in the sense they envision their future selves, where they fit, and the person they are developing into, especially driven by a force or ideal higher than themselves.

Household Practices: Methods/Thinking/Routines that exist within a certain family or home dynamic which can be, but are not always, influenced by ethnicity, or the traditional cultural beliefs. These practices include traditions, roles, rules, attitudes, modeled or accepted behaviors, notions and approaches to time, material possessions, and the modeled lifestyles of the people students live with or are reared with.

Interactions: Methods of interchanges with other humans: word choices, communication styles, attitudes toward others, and learned responses. Interactions could be public, social, relational, and personal communications which often include a mixing of language usage, ideas, and beliefs. These interpersonal communications shape students' attitudes regarding society and regarding the merits and credibility of human beings. Interactions often influence students' values towards materials, possessions, and the 'concrete' they can relate to or embrace. The role of language is crucially influential.

Value Systems: Morals, ethics, and attitudes towards and about interactions between humans; these core regards, principles, and standards often influence the thoughts and attitudes of the student, and predict the behavior of the student; values as defined are commonly the basis for the student's intentional activities; we ask: what is Important to the student, and why?

Ethnicity/Race: The collective attributes of a student and a 'people'. Nationality can come into play in the context of being influenced by possible origins from geographical locations. "Race is understood by most people as a mixture of physical, behavioral, and cultural attributes. Ethnicity-recognized differences between people mostly on the basis of language and shared ethnic culture" (Jablonski, Penn State University).

Religion: Systems of dogma, faith, worship, and absolutes. For some students, their religious dogma influences the absolutes from which they make simple and complex judgments.

Belief System: Ideologies for interpreting self, and the principles, trends, and constructs of a students' or colleagues' society. They can be a set of thoughts about what is true and false, valid or invalid, fixed, or growth-based and even right or wrong. Beliefs are an ideology or a set of principles that interpret our everyday reality. A belief system is influenced by a student's cumulative knowledge; the notion of hierarchies of authority and the ranking/roles of needs as demonstrated by Abraham Maslow, affect a student's belief system.