

Something More to Think About...

Selected quotations from authors cited in *Welcoming Newcomer Children*

- ***“Human development is a cultural process.... people develop as participants in cultural communities. Their development can be understood only in light of the cultural practices and circumstances of their communities – which also change.”***

Barbara Rogoff, *The Culture of Human Development* (2003), pp. 3-4.

- ***“Coming out of the transition and making a new beginning: This is when people develop the new identity, experience the new energy, and discover the new sense of purpose that makes the change begin to work.”***

William Bridges, *Managing Transitions: Making the Most of Change* (2009), p. 5.

- ***“Immigrant families may find culture-specific aspects of play in their culture of destination particularly challenging or perplexing during the process of acculturation and culture-specific aspects of play from the immigrants’ culture of origin may be interpreted ... as problematic simply because they differ from those of the culture of destination.”***

Linda R. Cote & Marc H. Bornstein, *Child and Mother Play ... JFP*, 23(3), 355.

“Cultural tools thus are both inherited and transformed by successive generations. Culture is not static. It is formed from the efforts of people working together, using and adapting material and symbolic tools provided by predecessors in the process of creating new ones.”

Barbara Rogoff, *The Culture of Human Development* (2003), p. 51.

- ***“Children are likely taught to play in different ways by their mother and in ways valued by the culture in which the mother was reared.”***

Linda R. Cote & Marc H. Bornstein, *Child and Mother Play ... JFP*, 23(3), 355.

- ***“... transitional spaces ... allow the children to build bridges between the past and the present, their culture of origin and the host society, home and school, and their internal and external worlds.”***

Cécile Rousseau, et al., *Creative Expression Workshops in School, CCAPR*, 14(3), 77.

- ***“Children’s creations express ingenuity; recognizing them as “products” enhances their self-esteem. It rouses and reinforces children’s abstract and special thinking as well as their cognitive and creative activities...”***

A. Bame Nsamenang, “(Mis)Understanding ECD in Africa,” in *Africa’s Future, Africa’s Challenge*, 2008, p. 144.

- ***“I try to imagine a world in which people respect those who are different from themselves – a world in which oppression is a thing of the past and equity flourishes, a world that is unified not by bland sameness, but in rich diversity. I think we can begin to reach such a world by working on ourselves and our relationships so that we provide outstanding models for children of how people can honour each other’s differences and get along.”***

Janet Gonzalez-Mena, *Diversity in Early Care and Education* (2008), p. 6.

- ***“To honour diversity is to honour the cultural and linguistic complexity in which we live – to honour that diversity requires responding affirmatively to that cultural and linguistic diversity.”***

Eugene E. Garcia, *Teaching and Learning in Two Languages*, 2005, p. xv.

- ***“...immigration should be thought of as occurring among people across a lifespan, from infancy to old age” and, of the factors influencing acculturation, “Age is one of the most important.”***

John Berry, *Immigrant Youth in Cultural Transition*, 2006, p. 7.

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