

Exploring Cultural Concepts: *Funds of Knowledge*



Keywords

Funds of Knowledge, family engagement

Some Research Highlights

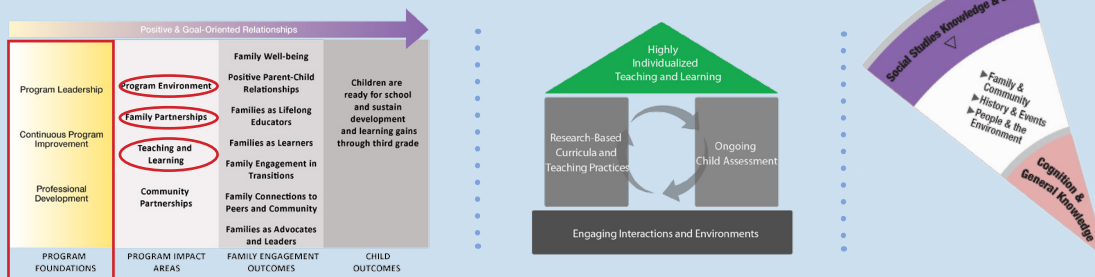
- Families have abundant knowledge that programs can learn and use in their family engagement efforts.
- Students bring with them funds of knowledge from their homes and communities that can be used for concept and skill development.
- Classroom practices sometimes underestimate and constrain what children are able to display intellectually.
- Teachers should focus on helping students find meaning in activities, rather than learn rules and facts
- Group discussions around race and class should promote trust and encourage dialogue.

Relevant Publications

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). *Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.* *Theory Into Practice*, 31(2), 132-141.

González, N., Moll, L., & Amanti, C. (Eds). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms.* Mahwah, NJ: Erlbaum.

Head Start Frameworks



This resource highlights only select aspects of each framework and is not an exhaustive review of the frameworks or the research.

Instructions for Completing *Funds of Knowledge*

- 1 Form small groups to review the 10 categories of *Funds of Knowledge*.
- 2 Think about *Funds of Knowledge* for you and your family.
- 3 Fill in your *Funds of Knowledge* on the lines provided. Skip the categories that don't pertain to you or your family. Add a new category based on your culture.
- 4 Within your small group, share the aspects of your *Funds of Knowledge* that you feel comfortable discussing.
- 5 Consider the following questions:
 - What similarities did you notice among the *Funds of Knowledge* shared in your small group? What differences did you notice?
 - How might you gather the *Funds of Knowledge* of children and families in your classroom or program?
 - How are *Funds of Knowledge* reflected in the various Office of Head Start frameworks?
 - What are some of the ways you might apply the *Funds of Knowledge* of children and families to inform culturally relevant programming (e.g. approaches to family engagement, curriculum development, instructional practices, etc.)






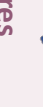





Note: When working with families, it is important that you have a mutually trusting relationship before you ask them direct questions about their *Funds of Knowledge*. This is especially necessary if you plan to fill out the form together.



Name: _____

Date: _____

Funds of Knowledge

| | |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Home Language |  E.g., Arabic; Spanish; Navajo; Italian |
| Family Values and Traditions |  E.g., holiday celebrations; religious beliefs; work ethic |
| Caregiving |  E.g., swaddling baby; giving baby pacifier; co-sleeping |
| Friends and Family |  E.g., visiting grandma; barbecues; sports outings |
| Family Outings |  E.g., shopping; beach; library; picnic |
| Household Chores |  E.g., sweeping; dusting; doing dishes |
| Educational Activities |  E.g., going to the museum; taking a walk in the neighborhood |
| Favorite TV Shows |  E.g., watching Dora; Sesame Street; Sid the Science Kid |
| Family Occupations |  E.g., fishing; office; construction; policeman |
| Scientific Knowledge |  E.g., recycling; exercising; health |
| |  Additional Funds of Knowledge |

González, N., Moll, L., & Amanti, C. (Eds). (2005). Funds of knowledge: Theorizing practices in households, communities and classrooms. Mahwah, NJ: Erlbaum.

