[redacted]

Resource:
A Professional Learning Community – Understanding, Validating, and Building on the Language Practices of Emergent Multilingual Learners (EMLLs)[1] in Prekindergarten

Introduction: A Professional Learning Community on Emergent Multilingual Learners

This resource guide is meant for administrators and teachers who would like to create a Professional Learning Community (PLC) around dynamic bilingual language development in early childhood classrooms.

A PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. PLCs can take many forms – they can be sponsored by the school officially or groups of teachers may decide to form a study group to learn collaboratively about a given topic. Parents and families should also be encouraged to be a part of a school's PLC.

Dynamic bilingualism refers to the way bilinguals use all of their linguistic resources fluidly to make meaning and communicate in mul

- Teachers will take the Action laid out in a task at the end of each session plan with their students or their families in the week between the PLC sessions. Teachers

Y µ • š] } v } • µ š & u] o] & • µ [v } • (< v } Á o P

- What does your family enjoy doing on the weekends?
- What are your occupations?
- Doesyour family engage in any religious activities?
- t Z š Œ • } Ç } µ (Œ u] o Ç [À • } Œ] š š • o Z } À Á] •] } v
-

[redacted]

Action 2:
ObservingEMLLs

Introduction

d Z Œv• š š µŒ ë 'eLLs ü E™Ð ð‰ Œ'e ŽfP Z2 B` îÏìþ ßpRvP v

[redacted]

- Members of the PLC should share some of the key points in the articles, questions they have

[redacted]

Action 5:

- Allow time for teachers to share their experience implementing the Action over the previous week. Teachers should be encouraged to share and reflect on their plan for emergent literacy and play, and share ideas, anecdotes, student work, video or audio recordings, and/or questions that have emerged.
- Members of the PLC should share some of the key points in the articles, questions they have, and ideas for adapting classroom practices accordingly. The following discussion questions could also be used to guide the conversation:
  1. What is the difference between parent engagement and parent partnerships? Do you think Ç } µ • G E µ v š • [%Á } E ov š ider themselves as engaged or partnered?
  2. What are some ways you can partner with parents who cannot be physically present in the classroom?

After this session: Take action!

Ask families to work with their child to create a Family Crest (below and listed in Appendix F), choosing images that represent all that is important to them about their heritage, language, culture, and history. They may also use words or sentences in their home language. Invite family members to share their crest with the class and talk about what they included, then collaboratively merge the crests to form a class family quilt. Decorating your classroom with this family quilt will enhance its multilingual ecology and can serve

them year-round. Moreover, educators must regularly observe and celebrate D > > entire linguistic repertoire while creating opportunities to extend their language practices through play and thoughtful interactions. An ongoing system of collaboration amongst educators at your school can help everyone continue to feel supported in the ongoing effort of recognizing, cultivating, and celebrating multilingualism.

References and Further Readings

Carini, P. (2008). A letter to teachers and parents on some ways of looking at and reflecting on children. In Alexandra Miletta & Maureen McCann Miletta (eds.), Classroom Conversations: A Collection of Classics for Parents and Teachers. New York, NY: The New Press.

Edwards, S. (June 2017). Play-based Learning and Intentional Teaching: Forever Different? Australasian Journal of Early Childhood, 42(2).

Edwards, S., Cutter-Mackenzie, A., Moore, D., and Boyd, W. (2017). Finding the balance: a play-framework for play-based learning and intentional teaching in early childhood education. Every Child, 23(1), pp. 14-15.

García, O. (2009). Bilingual Education in the 21st Century: A Global Perspective. Oxford, UK: Wiley/Blackwell.

García, O. and Otheguy, R. (2016). Interrogating the Language Gap of Young Bilingual and Bidialectal Students. International Multilingual Research Journal, 11(1), pp. 52-65.

Halgunseth, L. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. YC Young Children, 64(5), 56.

Hill, J.; Flynn, K. (2008). Asking the right questions: Teach[illegible] English language skills. National Staff Development Council, 29(2), pp. 46-52.

[illegible]

Menken, K. (2017). Leadership in Dual Language Bilingual Education: A National Dual Language Forum. Center for Applied Linguistics [White Paper]. Retrieved from http://www.cal.org/ndlf/pdfs/publications/NDLF-White-Paper-October-2017.pdf

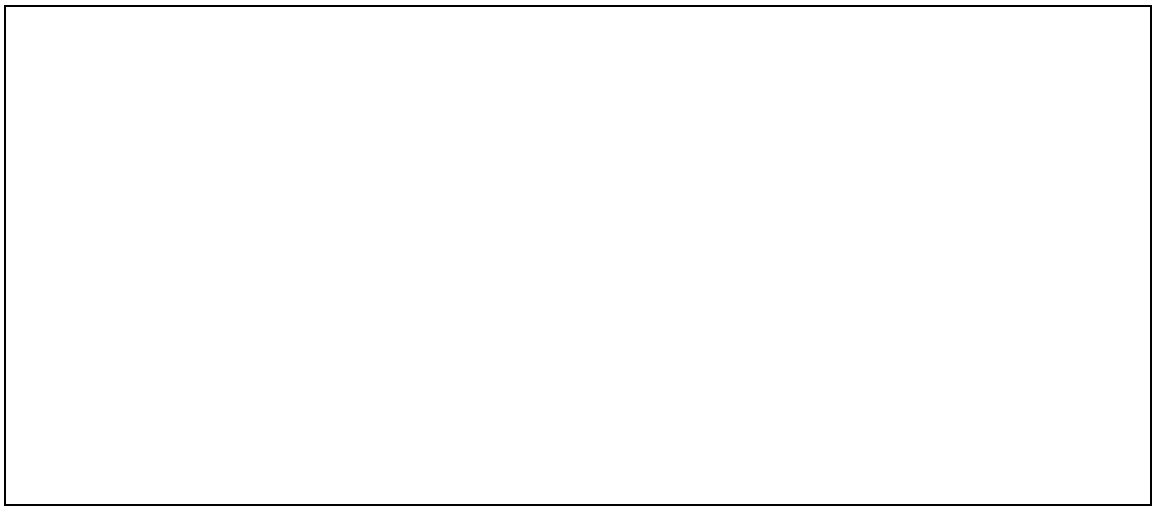
Moll, L.C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a

[redacted]

APPENDIX A

Questions About & u] o]& µ[v }•(< v } Á o P

- What does your family enjoy doing on the weekends?
- What are your occupations?
- Does your family engage in any religious activities?
-



[redacted]

APPENDIX D

Interacting with EMLLs
Asking Questionsd Z šµ] o ^}šv µ vLšmg[uisticRepertoires

[redacted]

APPENDIX E

Thematic Unit Planning
for Emergent Literacy and Play that Sustains Bilingualism

Look at a thematic unit that will be taught in the near future. Work with a colleague to think
} µ šZ } ÁÇ } µ v‰ o (}y Œ ‰]v Á Ç š Z šµ] o } v • š µ v š] • d [ ] v P] µ v o š] š] • X

Thematic Unit: _____

Setting	Concept or language to be modeled through play	Props that extend the unit & may elicit culturally & linguistically-specific creativity	How can families contribute? What connections are there with

[redacted]

Family Crest

APPENDIX G

[redacted]

Name: _____ Date: _____

Professional Learning Community Reflection Questions

In preparation for our culminating PLC meeting, please take time to answer the following questions about your experience throughout the Professional Learning Community.

1. In what ways, if any, has your participation in the PLC impacted your beliefs about bilingualism?

   _____
   _____

2. What have you noticed about the way your EMLLs use language during play? Have you noticed any changes in

   _____
   _____

   _____
   _____

   _____
   _____

   _____
   _____

   _____
   _____