



The Source for Learning, Inc.

Building Relationships with Young Multilingual Learners and Their Families

WHAT'S THE DIFFERENCE?
Culturally Responsive Teaching & Learning in Early Childhood Education

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Our Presenter
Angèle Sancho Passe



Dual-Language Learners Strategies for Teaching English
Author and ECE Consultant

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Objectives

Examine — Examine how building relationships with dual language/multilingual learners and their families results in inclusion and belonging.

Explore — Explore techniques to build stronger reciprocal engagement and create meaningful, caring relationships.

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"Develop trusting relationships with children and nurture relationships among them while building on their knowledge and skills."
"Establish reciprocal relationships with families."

NAEYC: Advancing Equity in Early Education
(2019)

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Factors That Impact The Quality of Relationships



- Affect
- Communication
- Respect
- Awareness
- Responsiveness

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- Problem-solving
- Flexibility
- Support for autonomy
- Encouragement
- Clarity of expectations

Factors That **Impact** The Quality of Relationships



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Have **Clear** Goals



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Best Practices In Multicultural **Multilingual** Education



Educators are **Interested** in children's and families' backgrounds
 Educators **Learn** from children and families
 Educators **share** their own story and knowledge

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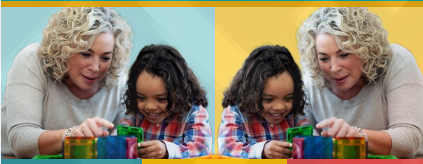
If You Are A **Monolingual** Educator



- Respect
- Curiosity
- Affection
- Value
- Dignity

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If You Are A **Bilingual** Educator



Extra language support
 Extra emotional comfort
 Model for bilingualism

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9 Strategies To Make **Personal Connections**



with **families** of Dual Language Learners

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1 Positive **Affect**

- Smiling
- Laughter
- Enthusiasm
- Gentle humor

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2 Communication

- Show verbal affection
- Sound positive
- Use plain English
- Talk in short sentences
- Speak slowly not loudly
- Support your message with gestures
- Give time for response

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3 Show **Respect**

- Understand low-context vs. high-context cultures
- Make eye contact
- Use a warm, calm voice
- Be cooperative

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4 Understand **Families**

- Ambiguous loss
- Acculturation
- Be curious but not intrusive

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5 Tell About **Yourself**

- Your family
- Your credentials
- Your experience

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6 Be A **Cultural Guide**

- To the culture of education
- Explain how you teach
- Explain what you teach

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7 Create A Welcoming Space

- Engage families and children in visual displays
- Use home language for greetings and songs
- Organize family events
- Invite families to assist in the classroom
- Offer books in the languages of the children
- Photographs
- Drawings
- Objects

Visuals: A woman pointing to a sign that says "Bienvenido" and "환영" (Hwan-yeong).

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8 Believe All Children Can Learn

- Focus on strength
- Respect funds of knowledge
- Involve children in co-creating the curriculum

Visuals: A teacher and two students working together at a table.

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9 Create A Caring Community

- Children
- Families
- Workers
- Routines
- Traditions
- Structure
- Order

Visuals: Hands forming a heart shape.

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Strategies For Building Relationships with children in the classroom

Visuals: A group of diverse children sitting on the floor and smiling.

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Promote Belonging

DLLs feel like they belong when they...

- Are safe
- See themselves
- Hear their home language and English
- Have interesting materials and toys to explore
- Make friends
- Are in a calm environment
- Know adults have clear expectations and care for them

Visuals: A teacher interacting with children in a classroom.

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Offer Mirrors And Windows

- Reflect children's lives
- Teach children new skills and concepts

Visuals: A child sitting on a staircase.

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Teach English Explicitly

- Teach vocabulary
- Integrate the curriculum
- Select materials most relevant to the topic
- Turn off the CD, sing with your voices
- Declutter the room
- Repeat, repeat, repeat

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Honor The Home Language

- Formal: Circle time, Small group
- Informal: code switching
- Management: Ask
- Reading
- Fingerplays
- Songs
- Greetings
- Games
- Reading
- Scolding

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Connect With DLLs In Multiple Ways

- In large group
- In small groups
- Individually
- Facilitate interactions with other children and adults
- Organize "pockets of play"

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Use Or Design A Curriculum That Bridges Home And School

- By inviting
- Children to see themselves in it
- Families to share their ideas
- Children to share their ideas
- Children to ask questions about their identity and diversity

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Curriculum Example

Transportation

FROM Impersonal vocabulary and concepts:

- Bus
- Driver
- Truck
- Bicycle
- Read

TO Personal vocabulary and concepts:

- My grandpa rides a bicycle in his Guatemalan village.
- I take the bus with my mom and we say hi to our bus driver.
- In the old days, there were no roads in Somalia. My ancestors rode camels in the desert.
- My uncle is a truck driver. His truck is big and red.

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Build On What Families Already Do

- Household chores
- Talking: English and Home Language
- Telling stories
- Counting
- Cooking
- Playing
- Walking
- Errands
- Praying
- Singing
- Dancing

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Calming And **Centering** Routines

At the beginning and at the end of activities in the schedule

I am a snake, I am a bunny.

Poem

Fingerplay

Puppet

Yoga

Breathing

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Invite Family Members And **Community Volunteers**

Visit

Eat lunch

Read a book

Tell a story

Present a skill, musical instrument

Play in the playground

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Parallel Process

Children Families Educators

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Connecting With Adults And Children Every Day

Slow down

Listen

Personalize

Guide behavior

Show emotions accurately

Give affirmations

Invite families to contribute

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Essential Elements for Teaching

Standard/Element	Apply	Monitor	Assess
1. Establish a safe and supportive classroom environment			
2. Establish a positive classroom culture			
3. Establish a classroom management system			
4. Establish a classroom assessment system			
5. Establish a classroom communication system			
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19. Establish a classroom communication system			
20. Establish a classroom assessment system			

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Essential Elements for Program Quality

Standard/Element	Apply	Monitor	Assess
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Dual-Language Learners
Strategies for Teaching English

www.angelesan chopasse.com

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Resources

Colorado
www.coloradocolab.org

Early Childhood Learning & Knowledge Center
<http://www.ecelc.org>

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

WIDA
www.wida.us

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