



Partnering with Families to Affirm Children’s Languages, Cultures & Identities



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SEAL Mission

To prepare all Dual Language Learners/English Learners in California to learn, thrive and lead.



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MULTILINGUAL Learning Toolkit

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Instructional Topics

- 1) Family Engagement
- 2) Social-emotional Health and Development
- 3) Classroom Environment
- 4) Oral Language Development
- 5) Literacy Development
- 6) Bilingual Classrooms
- 7) Home Language Development
- 8) Additional ELD Strategies
- 9) Content Learning
- 10) Assessment
- 11) Building Educators' Capacity

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Multilingual Learning Toolkit



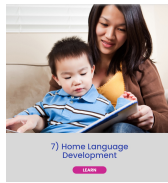
Partnering with Families to Affirm Children's Languages, Cultures and Identities

March 2- English
March 15- Spanish



Supporting Multilingual Learners' Oral Language Development

April 21



Supporting Multilingual Learners' Home Language Development

May 12



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Agenda

Welcome & Introductions

Home-School Partnership

Supporting Home Language & Bilingualism

Families as Language Experts

Home-School Conversations & Projects

Close

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Context and Urgency



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Urgency of Work Centralizing on Dual Language Learners



More than two-thirds of California's young children are children of color.ⁱ



California is home to the nation's largest population of DLLs.ⁱⁱ



60 percent of children under age six are from homes in which languages other than English are spoken.^{iv}

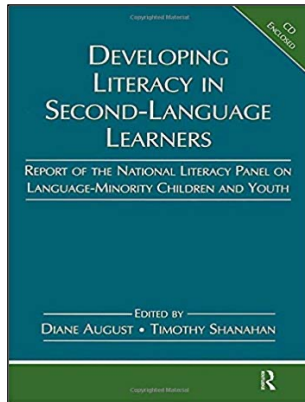
Source: *The Dual Language Learner Policy Platform*

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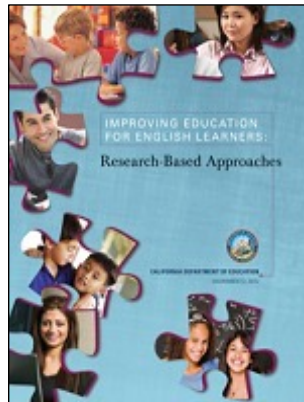


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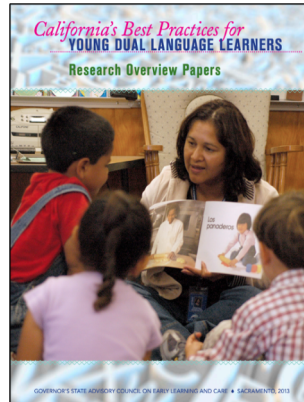
Shared Understanding of Research



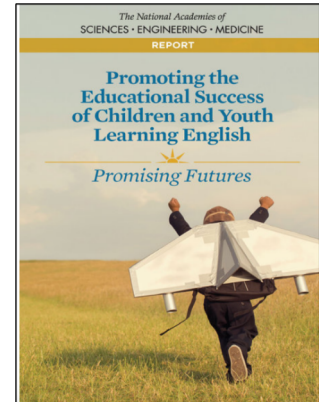
2006



2010



2013



2017

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Research Findings

1. **Home language is crucial**
2. **Strong home-school connections are essential**
3. **Affirming, caring relationships & environments impact development, motivation & participation in learning**

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Home-School Partnership



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Strong family partnerships are essential



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Asset-based Approach

- Families as source of knowledge & wisdom
- Resource for guiding future instruction
- Language expertise



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Knowing, Supporting and Engaging Your Families



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Family Languages & Interest Interviews



1A) Gather information on each child's language/cultural background from parents upon enrollment.*

14 RESOURCES AVAILABLE OPEN

1B) Talk with families about their language and learning goals for their child. Ask families to share their thoughts on the child's bilingual development and how this may relate to their goals.

20 RESOURCES AVAILABLE OPEN

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Family Languages & Interest Interviews

Head Start
Planned Language Approach
Gathering & Using Language Information that Families Share

Language Learning Project
Sample Language & Interests Interview

Young Dual Language Learners: Gathering Background Information

Considerations	Possible Questions to Ask Parents and Families
Language background: one, two, or more	What language(s) does your family speak? How much experience (exposure) has your child had with each language? Is your child growing up with two languages? If so, what are the languages? Can you tell me about your child's use of English (if at all)? Did your child grow up learning two languages from birth (simultaneous)?
Dual language development: simultaneous or sequential	Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)? How old was s/he when the second language was introduced? About how much time does your child spend using the home language (speaking, listening, comprehending)? About how much time does your child spend using English (speaking, listening, comprehending)?
Language dominance	Does your child use one of his/her languages more often than the other? When your child wants to communicate, which language does he/she use?
Home language experiences	Who are the people in your child's life who speak the home language to him/her? What are some experiences or activities your child has using language (e.g., speaking Chinese each evening while cooking with grandparents, speaking Spanish with father while doing weekend chores)? What experiences with early reading and writing has your child had in his/her home language?
English language experiences	Who are the people in your child's life who speak English to him/her (e.g., the librarian during weekly story hour, older brother in the apartment)? What experiences with early reading and writing has your child had in English?
Individual characteristics of the child	What are your child's interests and favorite activities? - What toys or things does your child especially like to play with? - What pretend play activities does your child like to talk about? - What does your child like to learn about? - What does your child like to learn about? Can you give examples of experiences from the past that your child can recall and talk about?

Child Identifier: _____
Teacher/Classroom Identifier: _____

Family Languages and Interests Interview

RESPONDENT FIRST NAME: _____ Date: ____/____/____
RESPONDENT LAST NAME: _____
CHILD'S FIRST NAME: _____
CHILD'S MIDDLE NAME: _____
CHILD'S LAST NAME: _____

Child's Gender: Boy Girl Child's Date of Birth: ____/____/____

- What family members live with you and your child? **SELECT ALL THAT APPLY.** (1) mother, (2) father, (3) siblings, (4) grandparents, (5) aunts/uncles, (6) cousins, (7) others, (8) don't know, (9) related
- Primary caregiver means the person who spends the most time with a child. Is your child's primary caregiver his/her... (1) mother, (2) father, (3) grandmother, (4) grandfather, (5) aunt, (6) uncle, (7) sibling, or (8) someone else (specify _____). (9) don't know, (10) related. **SELECT ONLY ONE.**
- What language does the primary caregiver speak most often with child? (primary caregiver means the person who spends the most time with the child) (include closed-ended response codes as per district prevalence list, other specify, (10) don't know, (11) refused) **SELECT ONLY ONE.**
- What language did your child learn when he or she first began to talk? (include closed-ended response codes as per district prevalence list, other specify, (10) don't know, (11) refused)
- Can you tell me what language(s) each of the following people in your household speak to your child? (ONLY ASK FOR EACH HOUSEHOLD MEMBER IDENTIFIED IN QUESTION 1)

	(0) Not applicable	(1) Only English	(2) Mostly English, some other language (specify)	(3) Mostly other language (specify)	(4) Only other language (specify)	(5) Don't know, (11) refused
1. Mother (or you)						
2. Father (or you)						
3. Sibling						
4. Grandmother/grandfather						
5. Aunt/uncle						
6. Cousins						
7. Others						

6.a. For families where a language other than English is spoken in the home: How important is it to you that your child continue to speak and learn the language spoken in your home?
6. [INTERVIEWER RATING BASED ON RESPONSE GIVEN] 1 = not important, 2 = neutral, 3 = important

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Knowing Our Families



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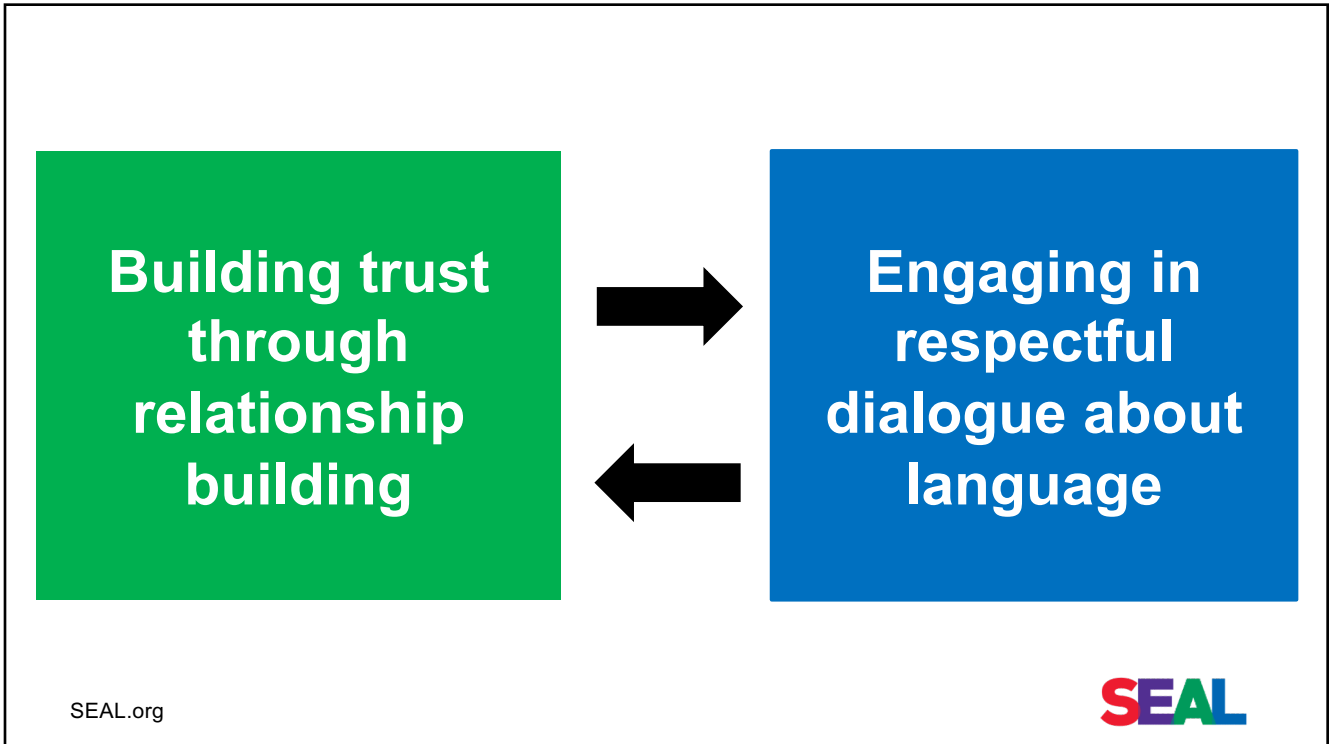
Home Language Advocate



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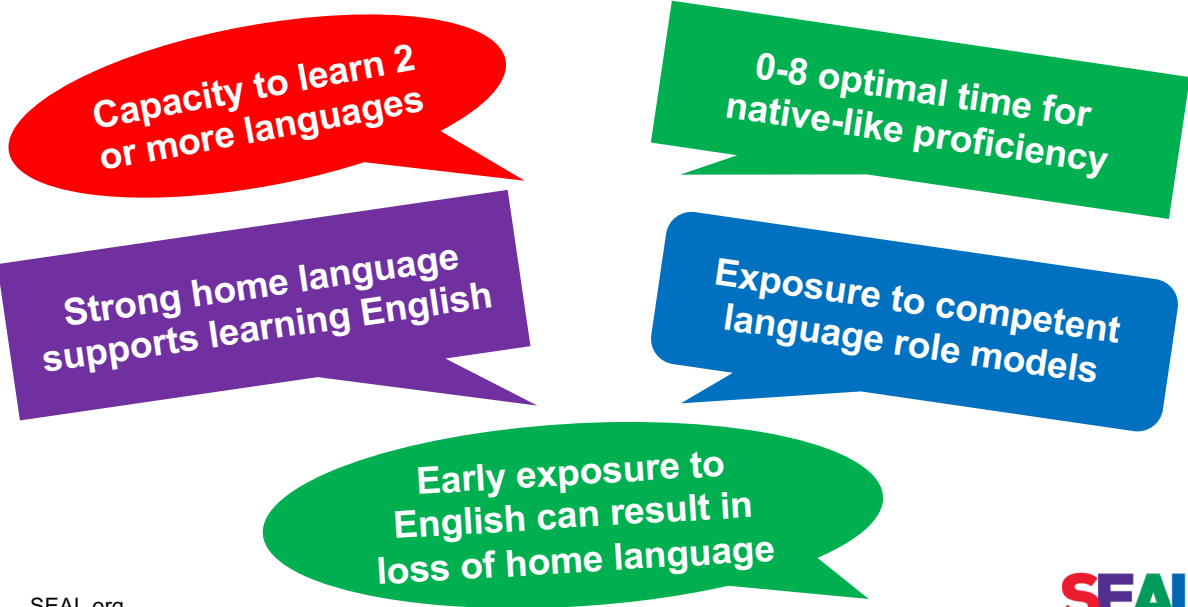
Common Myths about Bilingualism

- #1 Learning two languages confuses children!
- #2 Speaking their home language will hinder children's development of English.
- #3 English is the only language necessary for success!
- #4 English immersion is the best way for a child to learn English.
- #5 Children will maintain their home language while they learn English

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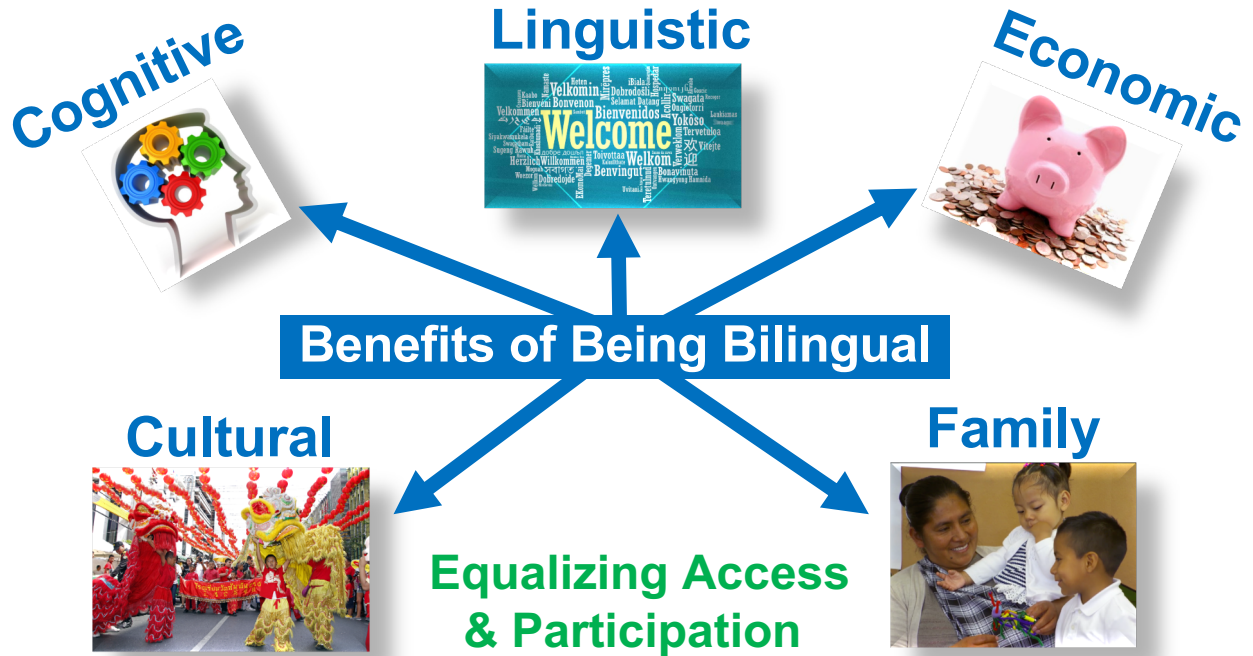
Research Findings Regarding Bilingualism



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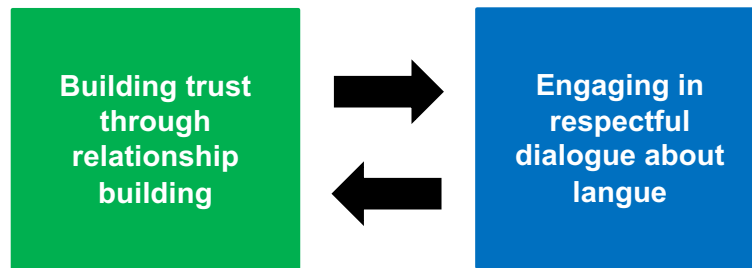
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Talking about Home Language & Bilingualism

How can we engage families in respectful dialogue about home language use & bilingualism while honoring their experiences and desires?



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Families as Language Experts



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Language Experts

Strong Partnerships
with Families

Develop Positive Attitudes
About Multilingualism

Learning is
Shaped by Families

Children's Lives are
Reflected in the
Environment

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Language: Spanish

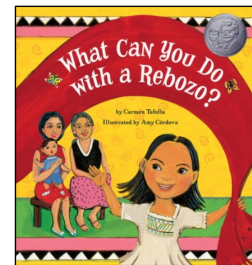
Mexico

Song: [Los pollitos dicen pío, pío, pío](#)

Book: [What can you do with a Rebozo? /](#)

[¿Qué puedes hacer con un rebozo?](#) by

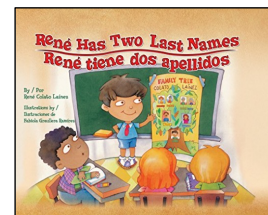
Carmen Tafolla



El Salvador

Song: [Un elefante se balanceaba](#)

Book: [Rene Has Two Last Names / Rene tiene dos apellidos](#) by Rene Colato Lainez



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Implementation

1. IDENTIFY LANGUAGES

Classroom Profile & Language Surveys

The image displays four survey forms used for classroom implementation. The first is 'Classroom Profile: Diversity of Experiences' with a table for language diversity. The second is 'Language Diversity' with a table for family structure diversity. The third is 'Family Structure Diversity' with a table for gathering and using language information. The fourth is 'Gathering and Using Language Information That Families Share' with a table for family structure diversity.

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Implementation

1. IDENTIFY LANGUAGES

2. CALENDAR

2-3 Weeks Learning About the Language & Culture

JANUARY					FEBRUARY					MARCH					APRIL																								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S												
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31																																							
MAY					JUNE					JULY					AUGUST																								
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30	31																																						
SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER																								
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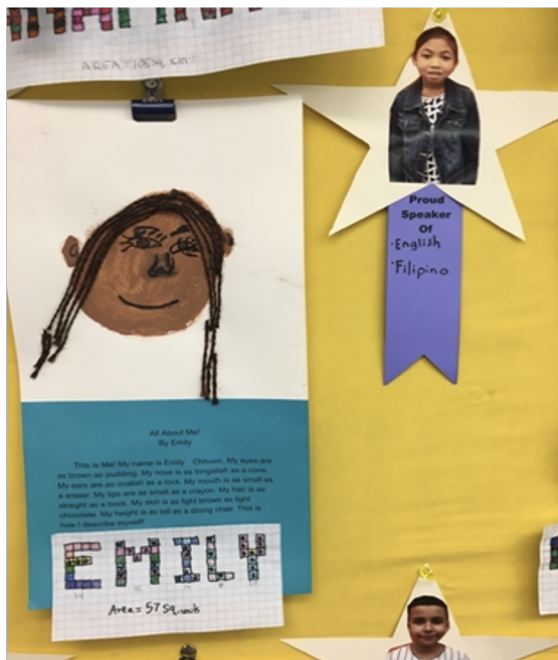
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Proyecto de puente entre escuela y hogar

Ten una conversación con tu familia acerca de las siguientes preguntas.
 ¿Cuales idiomas hablan las personas en tu familia? ¿Que idiomas quisieran aprender? ¿De que manera ser bilingüe te ayuda en la vida? Escribe y dibuja tu respuesta.

idioma de casa

Yo ablo en español en mi casa pero tambien ablo en ingles en mi casa.

¿Que idioma quiero aprender?

Yo quiero aprender como hablar en china y mis padres quieren aprender a hablar ingles.

¿en que me ayuda ser Bilingüe?

me ayuda a tener un buen trabajo en el futuro.

Alfonso
Firma de padres

Alfonso Secura Farias
Nombre de estudiante

Bilingüe

6/21/18

Because I am bilingual.

Porque hablo español puedo leer cuentos en español
Y escribir en español.

Y decir hola y adios, esta mañana
and good night.

Because I speak English I can read and write.

And say good morning and good night.

Porque soy bilingüe puedo hablar en español y
Puedo hablar en ingles.

And someday,

Because I speak two languages I will be able to be a teacher
when I grow up

Porque soy bilingüe.

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Next Steps

- Make a list of all the languages spoken in your classroom
- Identify 2-3 families to start of Language Experts



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Ensuring the Presence of Each Child's Language



1D) Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.

18 RESOURCES AVAILABLE OPEN

1E) Provide parents with children's learning activities to support home language development and connect the curriculum with learning at home.

35 RESOURCES AVAILABLE OPEN



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Ensuring the Presence of Each Child's Language / Asegurar la presencia del idioma de cada alumno

A child's language is their vehicle for expression, interacting with others, and comprehending the world. Many children come to school with knowledge and language skills acquired in a language other than English. These dual language learners need to learn to function in and across their multiple language worlds. Regardless of the language of instruction in a classroom, and regardless of the language(s) the teacher(s) speak, we want children to be able to access their knowledge and build stronger language and literacy skills as needed for their dual language abilities.

All preschool classrooms should be environments that support children as dual language learners. Because young children carry messages about whether their language is valued or ignored, it is important that teachers actively work to create a culture in which language diversity is welcomed, children's home languages are treated as assets, and the development of bilingualism is actively framed as a wonderful thing. They should feel comfortable using their home language and should be able to see that their language is welcomed and has a presence in the program. When they walk into the classroom and see bilingual reflections, hear their language, are greeted with kindness and affection... they begin to feel "I'm safe here, I'm okay here, I belong here."

A child's home language is a center part of their identity. While bilingualism is a strong virtue, the reality is that very few children actually have a teacher who speaks their language or attend a school where their home language is part of the daily instruction and interaction. For all children, it is important that their home language be respected and valued and have some visibility and "space" in the world of school. Helping all children see language diversity as a positive thing is a major goal. Additionally, there is no difference between a bilingual and an English-only program. For all children, it is also important to learn that bilingualism is an asset and that language diversity is a normal, accepted part of living in a diverse world.

Teachers can respect these values and affirm the language(s) of the students in the classroom by being explicit about the value of all children's languages, creating ways to incorporate each child's language in the classroom, and proactively reporting information and messages about bilingualism as an asset.

In addition, teachers should:

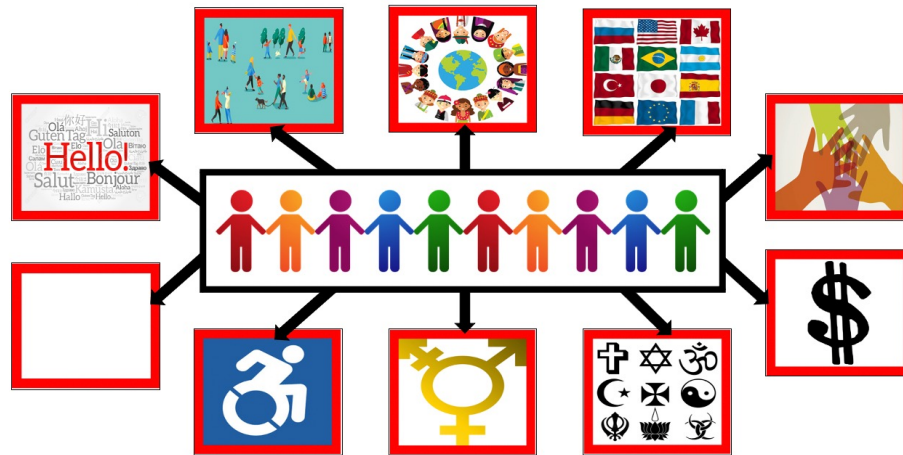
- Know and learn how to properly pronounce the names of the children, ask families how the names are pronounced at home.
- Incorporate signs and messages throughout the classroom in all of the languages of the children in the program.
- Learn basic phrases and messages in each child's home language and use the phrases regularly (e.g., good morning, goodbye, and thank you).
- Learn a few songs in multiple languages that become routines for the class (e.g., "good morning song").
- For each thematic unit, select one or two words representing key concepts and learn how to say them in all of the languages of the families in the program. Display them on

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Aspects of our Social Identity



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Family Conversations & Projects



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Family Conversations & Projects

Prompts & activities

**Promote
Oral
Language**

Engaging

Open-ended

Should occur in their HOME LANGUAGE

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Positive Identity Development

School

Using literature to develop children's positive identities

- Story of My Name
- I am Called _____

Home

Family Conversations & activities that focus on positive identity:

- Story of My Name
- I am Called _____

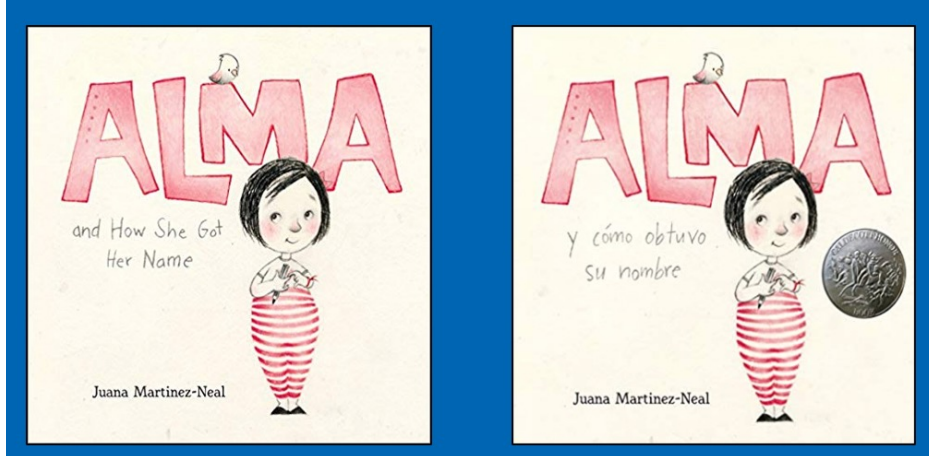
Family Conversations in their Home Language

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Literature about Names



At *school*, use literature to establish the idea of feelings & stories behind names.

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At *school*, discuss the story & how Alma's perspective changed throughout the story.



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The Story of My Name

At school, share the story of your name, using visuals wherever possible



Patricia
Olvera
Montes

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Family Conversation - *The Story of My Name*

In their HOME Language

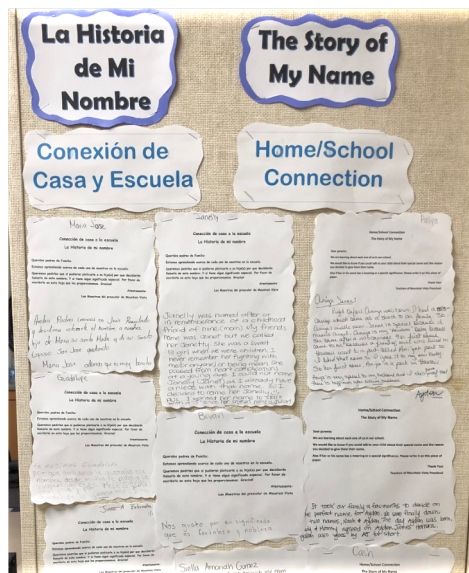
-Share the story of your child's name.



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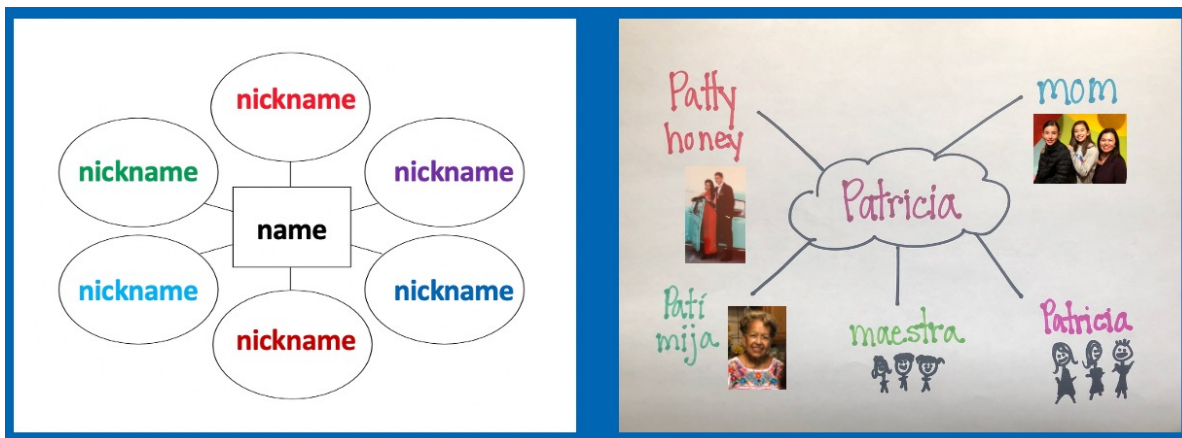


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I am Called Poster



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Family Conversations & Projects



1D) Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.

18 RESOURCES AVAILABLE OPEN

1E) Provide parents with children's learning activities to support home language development and connect the curriculum with learning at home.

35 RESOURCES AVAILABLE OPEN



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Strategy: Family Conversations, Home-School Connections & Projects / Conversaciones familiares, conexiones de escuela a hogar y proyectos

Families play a critical role in the educational success of their child. Research clearly indicates that when schools, families, and community groups work together to support learning, children tend to have a more positive attitude towards school and perform better in school.

Family Conversations, Home-School Connections, and Projects create opportunities for families to contribute to and build on what is happening in the classroom. They support families in engaging their children in talking about what is being learned in school. Conversations depend on what are modeled for conversations at home and in the school. Family Conversations and Projects provide opportunities for families to share their culture, wealth and knowledge with their children and the learning community. These family contributions bridge the world of home and school, helping to create the curriculum both engaging and relevant to children's lives. They can be used to elevate and honor family history and culture, as well as to encourage discussion about the thematic content that is being learned at school.

Projects provide extended opportunities for children to think about, be about and learn about conversational, projects and activities that families can do together.

Implementation

Each month creates one-to-one opportunities for families to actively engage with children and/or content (thematic and/or ability) being explored in the classroom. It is vital for families to participate. It is essential that all instructions and prompts be translated into their home language.

Family Conversations and Projects are prompts and activities related to the content discussed in the classroom that focuses on developing children's identities and socio-emotional skills. They encourage families to share their cultural knowledge and experiences with their child.

Example of a Family Conversation that focuses on Developing a Child's Positive Identity:

- Show family photos with your child and tell the story of the event and people in the photos. Make connections to how the photos give you feel. Do you see an expression, clothes, background, color or unusual crop of the photo that you find interesting?
- Compartir fotos de su familia con su hijo y contarle la historia del evento o de las personas en las fotos, preguntando, ¿de qué se acuerda al mirar la foto? ¿Qué expresiones o cosas le llaman la atención? ¿Hay algo que le guste o que le sorprenda?
- Mostrar fotos familiares. Hablar sobre sus abuelos, primos, tíos, tías, etc.
- Plantear conversaciones sobre cómo se han sentido sus hijos, sus expresiones y contextos para hablar de sus ideas, eventos, y acontecimientos. Compartir o incluir una copia de la foto con su hijo.

Home-School Connections and Projects are prompts and activities that engage families in conversations about the thematic content that is being explored. They can be simple prompts that ask children to share with their families what they have learned in class or invite families to share their experiences and experiences about a topic.

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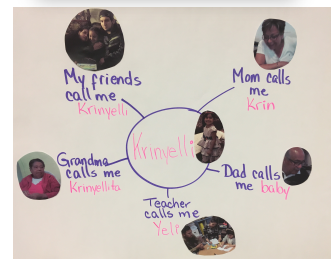
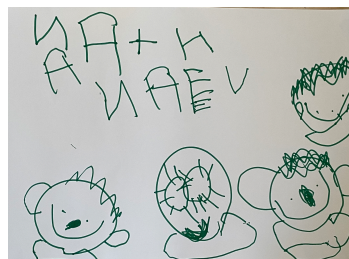
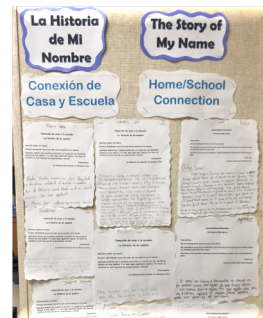
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Next Steps

Partnering with Families to be Language Advocates

Language Experts/ Language Presence

Family Conversations & Projects



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Thank You!

