CUNY-NYSIEB - Fall 2015 Leadership Seminar 1

Building, Deepening and/or Extending the Multilingual Ecology in your School

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# Dynamic Multilingualism: Fluid language practices in multilingual communities

What is a Multilingual Ecology?

- The entire range of language practices of all children in the school's textual landscape, as well as in the interactions of all members of the school community.

- Languages of the school are visible and heard, represented in signs throughout the school, in texts in the library and classrooms, and used throughout the day.
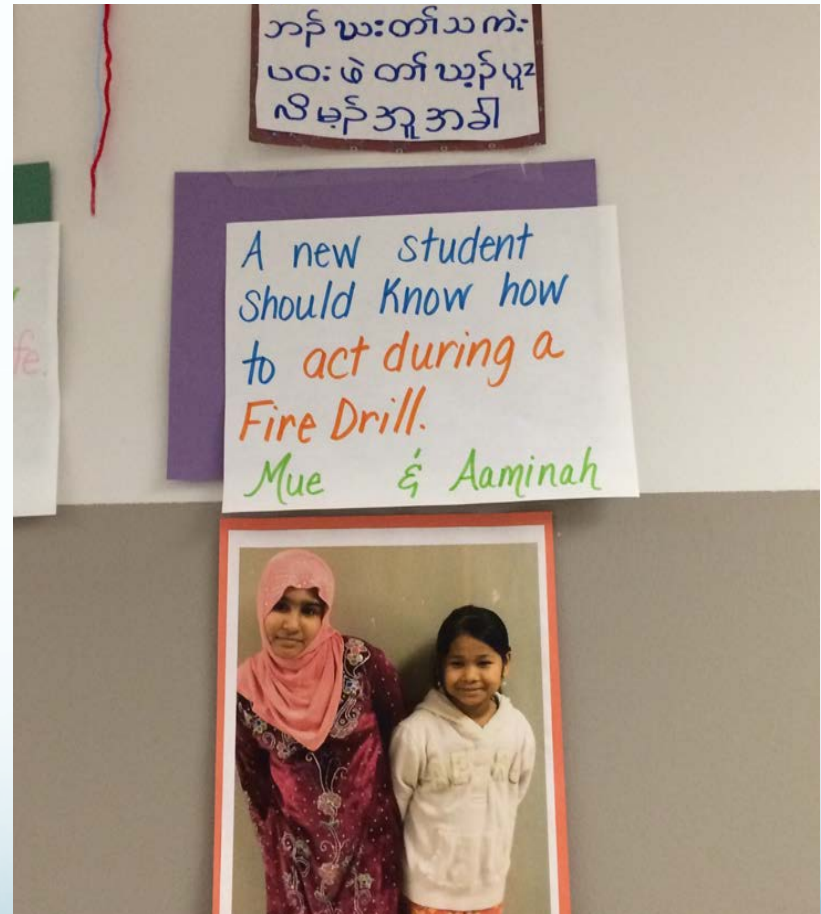
What is a Multilingual Ecology?

- The students' language practices and cultural understandings are used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging.

- This extends beyond the language practices of emergent bilinguals to include those of all students.

Creating a Multilingual Ecology in Schools

- Student made
  - reinforcing student work
- Teacher-made
- Commercially-made
- Community-families
  - welcoming everyone

Creating a Multilingual Ecology in Schools

- Outside classrooms:
  - On the outside walls of the school
  - In the school hallways
  - In the offices of the school

- Inside classrooms:
  - Using technology
  - Using multilingual resources (i.e., books and dictionaries)
  - Displaying student work
  - Connecting programs

Mural: Inside or Outside the School

Community and Families

Outside of the Classroom

- Walls outside the school

- Entrances
  - Murals
  - Information for parents
  - Translation boards

- Hallways

- Offices walls

Information for Families

Staff's Languages

- In the hallway or in the office

- "Students and staff say hello" in many languages

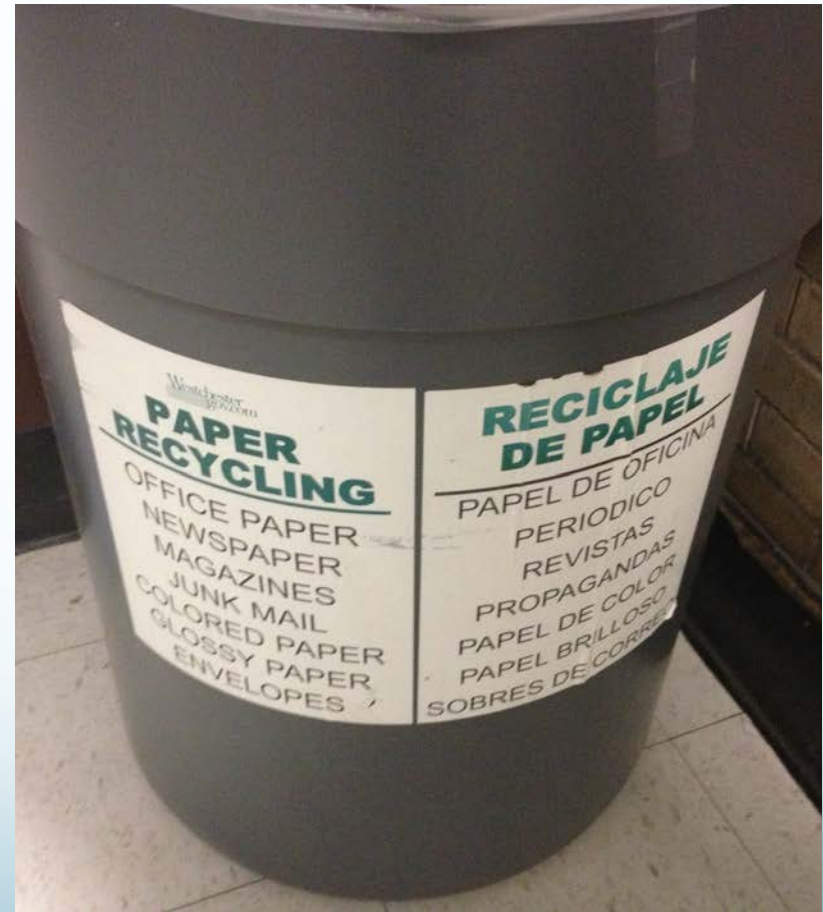- Connects the staff with the students and their families

Families and Staff

Commercially-Made

- Can be connected to classroom activities

Classroom Multilingual Ecology

- Use of technology

- Visual supports

- Vocabulary supports

- Multilingual Resources

- Display of student work

- Connect programs

- Instructional activities

Use of Technology

- Teacher-made

- Providing vocabulary support
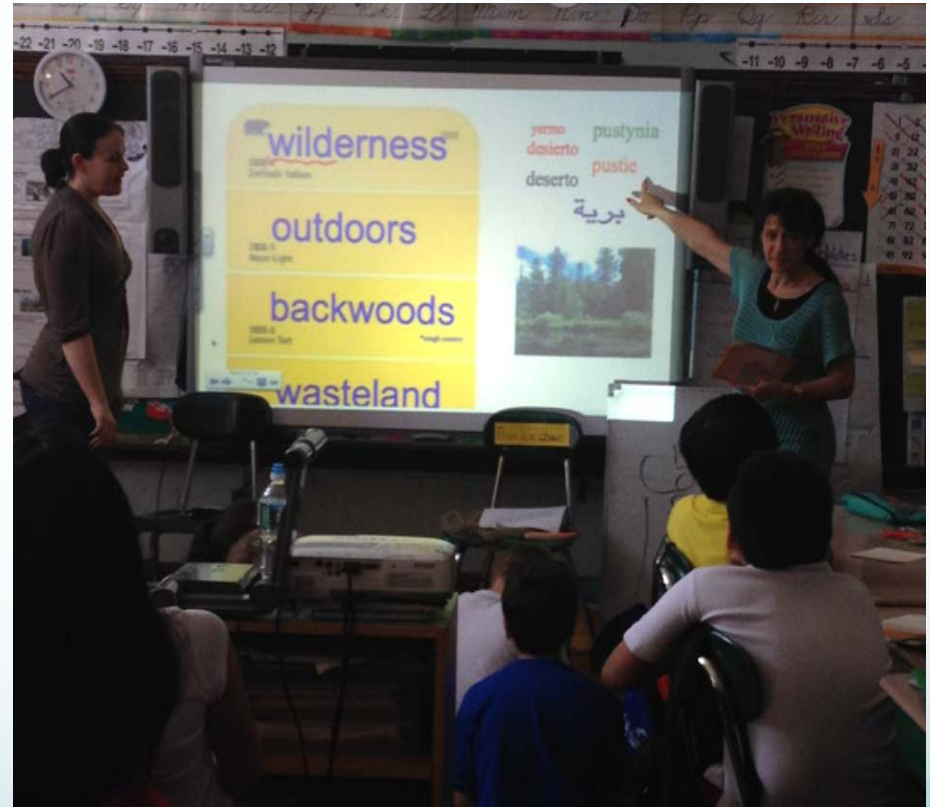
Visual Support

- Multilingual chart

- Students' languages

- In the classroom

- Help everyone communicate

- Early beginners

- Vocabulary, pictures, basic sentences

Vocabulary Support

- Teacher-made

Bilingual Dictionaries

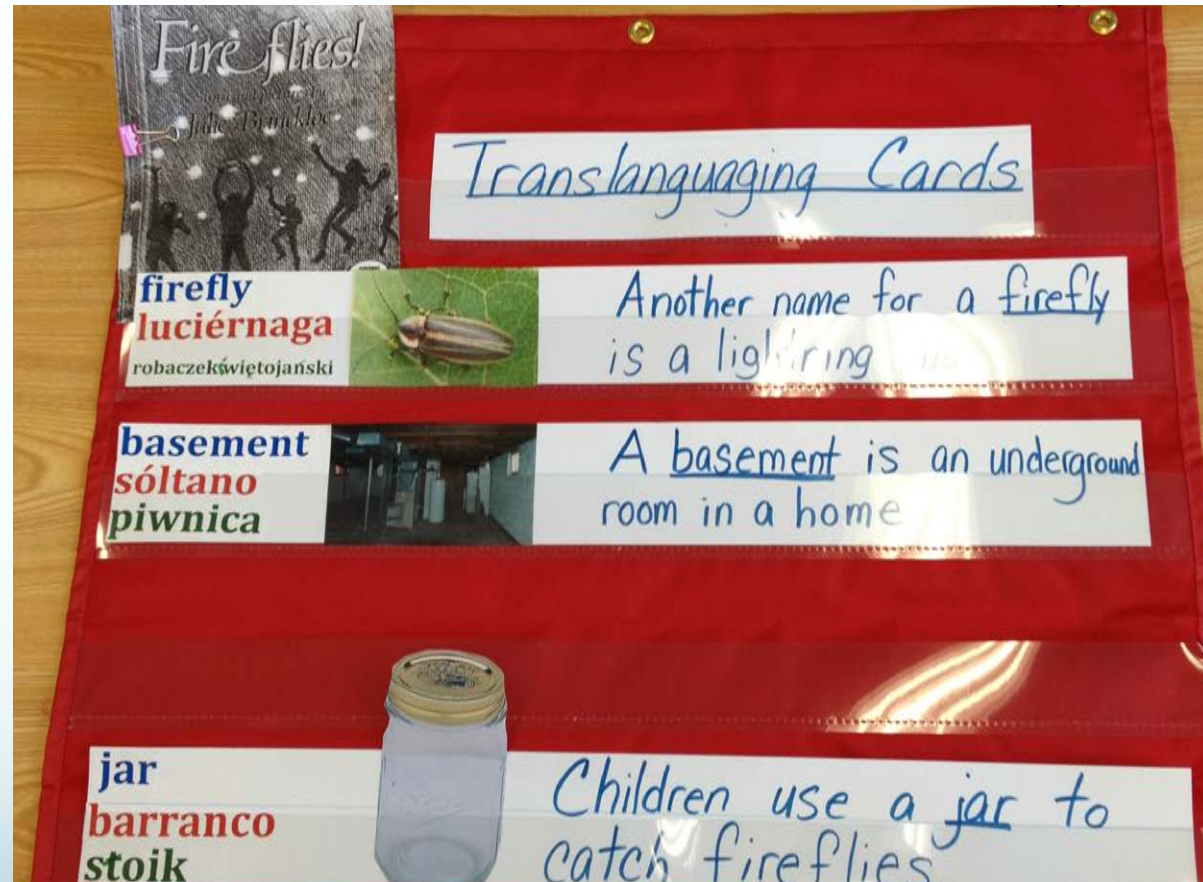- Part of the multilingual resources in the classrooms and library

- Vocabulary notebooks
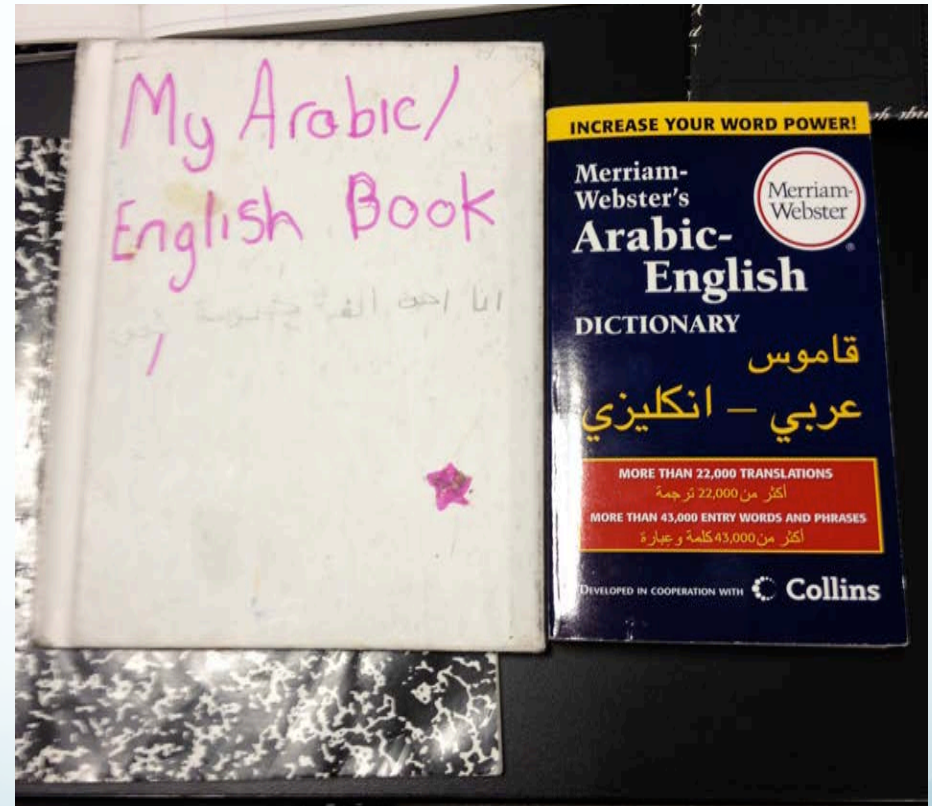
Student Work

- Rotating samples of student work in the students' languages
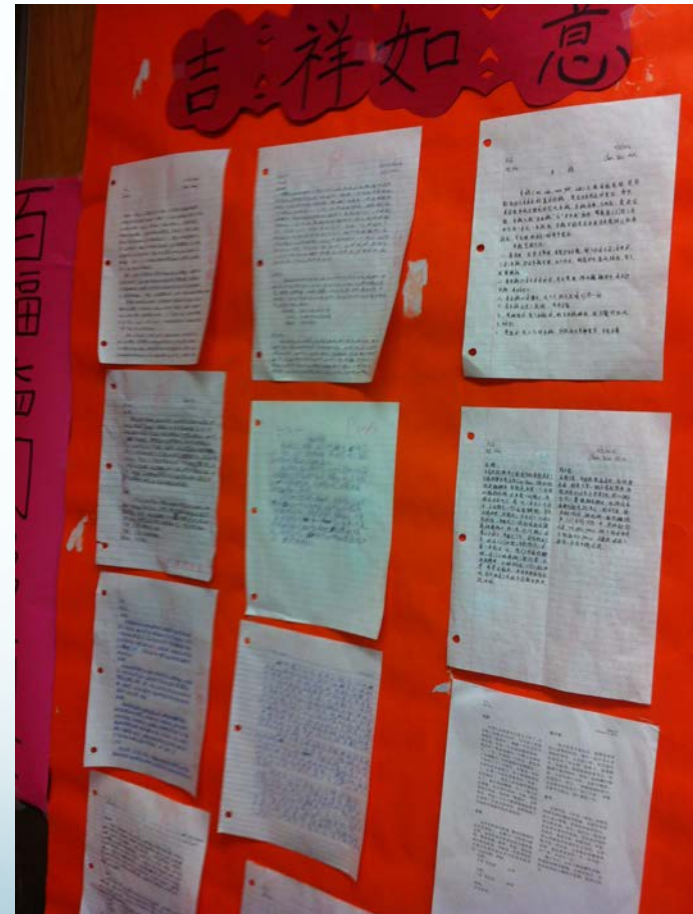
Connections between Programs

- Bridge the gap between Spanish- speaking and students who use ASL
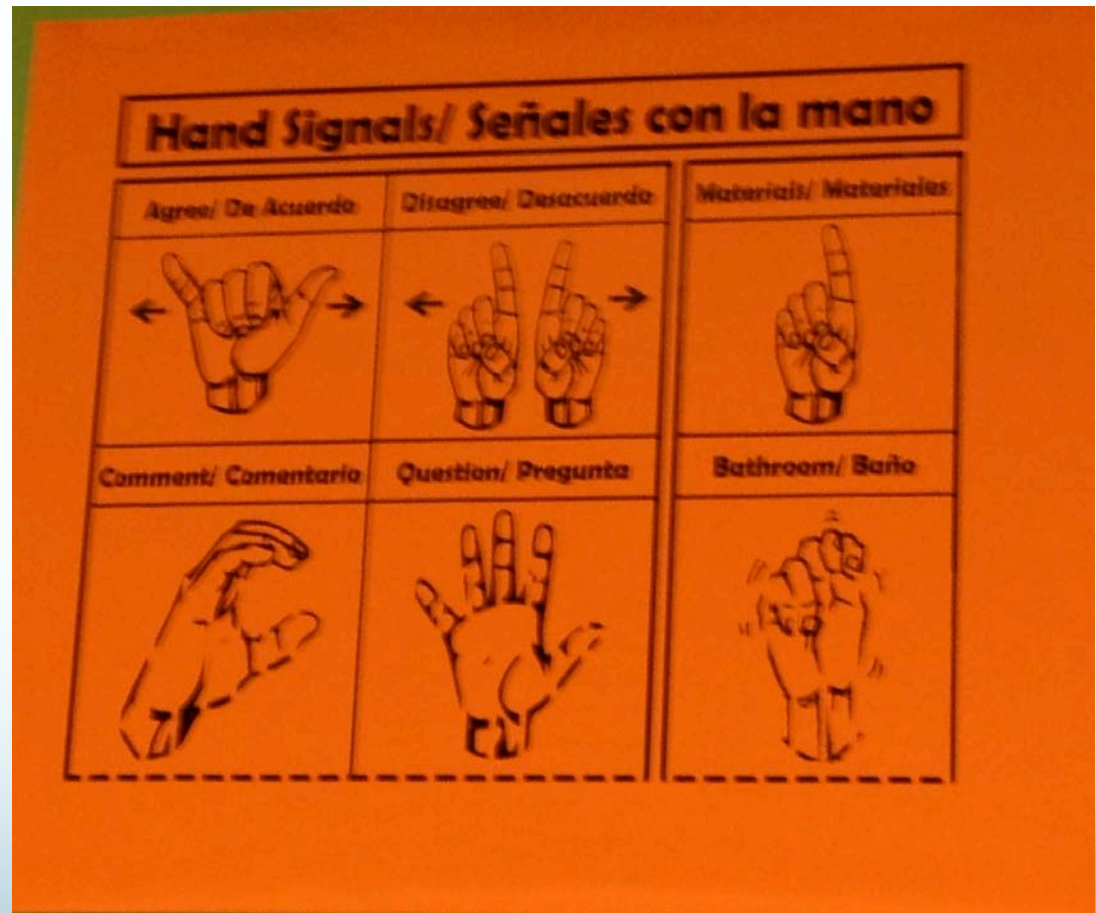
Read-Alouds

- Teacher-led bilingual read-alouds

- Student-led

- Parent-led

Student Reading Partnerships

- Books for independent reading and student reading partnerships

- Use the multilingual resources in the classrooms and libraries

Connecting to Students' Cultures: Measurement and Data

Measurement & Data
CCSS 2.MD
Represent and interpret data.

Connecting the Multilingual Ecology to the Curriculum
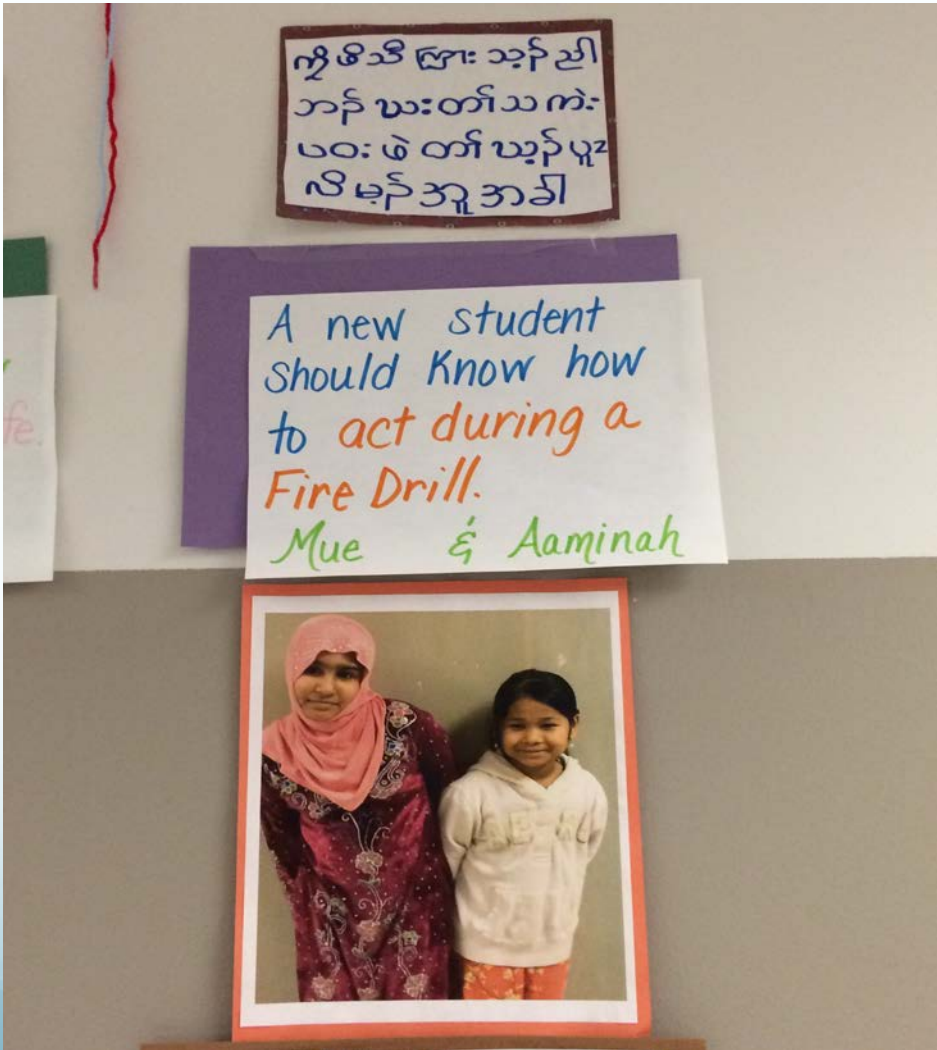
Multilingual Ecology

- Builds community

- Encourages family participation

- Bridges the language barrier between
  - The community and the school
  - The staff and families
  - Students and teachers

Multilingual Ecology

- Incorporates technology

- Provides vocabulary support

- Visual support

- Reinforces student work

- Connects programs

- Uses students' languages in the classroom

- Supports the acquisition of literacy in English and LOTEs

Building, Deepening and/or Extending the Multilingual Ecology in your School

1. List 2-3 reflections that you have after evaluating your school's multilingual ecology.

Building, Deepening and/or Extending the Multilingual Ecology in your School

- The first goal of the CUNY-NYSIEB Plan is to "support a multilingual ecology for the whole school." Now, brainstorm some short-term tasks that your school can do in the near future (October-December 2015) to improve your school's multilingual ecology. You will share those ideas today with all Cohort 4 schools.

- Note: You will also bring these ideas to your next EBLT meeting to discuss. By mid-October you will finalize the first version of the CUNY-NYSIEB Plan.

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