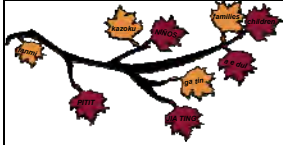




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Head Start 101: Getting Started with Dual Language Learners in Head Start & Early Head Start

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U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start




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Head Start 101: Getting Started with Dual Language Learners in Head Start & Early Head Start



Sharon Yandian
Early Language Specialist
Office of Head Start



Angie Godfrey
Infant/Toddler Specialist, Office of Head Start



Rachel Roberts
Head Start Fellow

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Introduction


- Part of a year-long series of professional development opportunities
- Geared toward new programs and existing programs
- Just an introduction to a complex topic




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 **Introduction**

- Framed by:
 - Head Start Act of 2007
 - Program Performance Standards
 - Exemplary practices
- Focused on a strengths-based approach




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 **Head Start 101: Outline**


Four 15-minute segments:

- Program Design and Management
- Responsive Environments and Curriculum
- Supporting Families
- Questions and Answers



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 **Program Design and Management**

In terms of overall policies and practices, what are the most important things to consider?


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Program Design and Management

Policies and Practices

- Take stock of existing systems and services
- Modify policies and procedures to be more culturally and linguistically responsive
- Be strategic and plan how to communicate with families
- Develop a written plan for interpretation and translation, including identifying resources



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Program Design and Management

Policies and Practices (Infant/Toddler)

- Build a workforce that reflects the cultural and linguistic diversity of families
- Engage families in governance activities




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Program Design and Management

Policies and Practices



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 **Program Design and Management**

What are effective approaches to professional development?


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 *Program Design and Management*

Professional Development

- Encourage staff to reflect on their own cultures, heritages, and family experiences
- Be active consumers of local and online resources
- Explore ways to analyze transcripts to recognize degrees/coursework from foreign institutions
- Learn more about first and second language acquisition



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 *Program Design and Management*

Professional Development (Infant/Toddler)

- Support competence in working with diverse families
- Ensure education requirements include working in diverse environments



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Program Design and Management

Professional Development (Infant/Toddler)

Staff must be trained to:

- Be knowledgeable about first and second language acquisition
- Develop effective teaching strategies when they do not speak the child's language
- Understand importance of a language-rich environment and of caregiver interactions



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Program Design and Management

Professional Development



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 **Responsive Environments and Curriculum**


What do culturally and linguistically responsive environments and curriculum look and feel like?

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Responsive Environments and Curriculum
Environments

- People are the most effective part of learning environments
- Learn about each family and their home language environment
- All staff learn meaningful words and phrases in each child's language



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Responsive Environments and Curriculum
Environments

- Provide and use materials, books, and music that reflect the cultures and languages of the children
- Meet each child where they are – create opportunities for all children to be involved




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Responsive Environments and Curriculum
Environments (Infant/Toddler)

- Reflect relationship of caregiver/child/family
- Integrate the traditions and practices of the families
- Incorporate the home language in conversations and children's experiences
- Learning happens through routines



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Responsive Environments and Curriculum

Environments



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Responsive Environments and Curriculum

Responsive Environments and Curriculum

How do we individualize for children who are Dual Language Learners?


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Responsive Environments and Curriculum

Individualizing

- Focus on the whole child – their competencies and skills in their home language and English
- Gather information from many sources and use for ongoing assessment
- Keep in mind the goal is for each child to learn and grow in all domains
- Be mindful of dual language learners who are “seen and not heard”




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Responsive Environments and Curriculum
Individualizing (Infant/Toddler)

- Connect with each family around goals for language learning
- Encourage children to "play" with language
- Individualize the routines of the day



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Responsive Environments and Curriculum
Individualizing



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Responsive Environments and Curriculum

How do we promote language and literacy development?


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Responsive Environments and Curriculum

Language and Literacy

- Be purposeful and intentional in language use – encourage conversation
- Expose children to both home language and English-language models
- Develop a year-long curricular approach for use of home language and English
- Affirm each child's efforts to communicate in any language




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Responsive Environments and Curriculum

Language and Literacy (Infant/Toddler)

- Support everyday experiences in context of home language
- Take cues from body language and facial expressions
- Conversations and interactions with caregivers are key
- Scaffold language experiences



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Responsive Environments and Curriculum

Language and Literacy



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 **Responsive Environments and Curriculum**

Is there one best program model that programs should implement?

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 *Responsive Environments and Curriculum*
Program Models

- Tailor **your** program to address **your** goals and to serve **your** children and families
- No one program model fits all Head Start programs
- Be grounded in child development and effective practices in early childhood



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 *Responsive Environments and Curriculum*
Program Models (Infant/Toddler)

- Relationships are key – caregiver, child, family
- Provide opportunities for ongoing caregiver-child interaction
- Individualize in the context of home language, language learning, and family goals



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Responsive Environments and Curriculum
Program Models



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 **Supporting Families**

How do we find out from families about their language and culture?

And how do we use that information to provide quality services?

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Supporting Families
Language and Culture

- Ask! All household members are sources of language input
- Educational and family service staff work together to support families
- Become familiar with cultural customs and practices, yet be aware of individual family styles



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Supporting Families

Language and Culture

- Create an environment where families share their stories
- Orient families to all aspects of the program and make specific suggestions for their participation




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Supporting Families

Language and Culture (Infant/Toddler)

- Welcome families, knowing they bring strengths
- Understand that families will share and participate when they feel welcome
- Ask open-ended questions to elicit families' stories and conversation



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Supporting Families

Language and Culture



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 **Supporting Families**

How do we work with families on their goals for language development for their children?

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Supporting Families

Language Development

- Listen to what families say about their goals
- Acknowledge where family and program goals agree or disagree – work toward mutual understanding
- Share research with parents to show why support for home language at home and in Head Start is important



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Supporting Families

Language Development (Infant/Toddler)

- Start with each family's goals for their child
- Then focus on their language goals
- Develop individual and group goals on this basis



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Supporting Families

Language Development



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Supporting Families

What role can community organizations play?


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Supporting Families

Community Organizations

- Acknowledge the wealth of knowledge and resources in communities
- Partner with organizations to support families' goals and interests
- Tap into organizations to provide language models for Head Start



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Supporting Families

Community Organizations (Infant/Toddler)

- Children who are DLLs succeed best with the support of strong communities and families
- Partners should reflect the cultural and linguistic diversity of families



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Supporting Families

Community Organizations



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Questions and Answers

Are dual language learners the children who are enrolled in a program that is teaching them in two languages?

How are these children different from English language learners?

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 **Questions and Answers**

How can we support American Indian/ Alaska Native children who speak English at home and are being exposed to learning environments for acquiring their Tribal language?

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 **Questions and Answers**

When using interpreters, how can we build effective partnerships with families when our relationships depend on a third party?

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 **Questions and Answers**

What is the best way to utilize staff who speak the same language as the family? In our program, they are in positions where they do not have regular contact with families. What have other programs done?

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 **ECLKC**

Early Childhood Learning and Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs.gov/hslc>

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 **ECLKC**

Dual Language Learners




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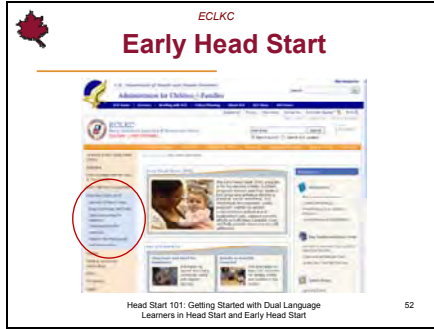
 **ECLKC**

Early Childhood Development



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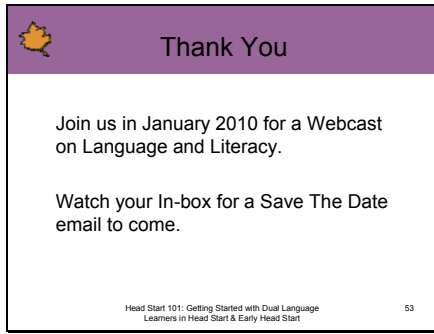
ECLKC
Early Head Start

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Thank You

Join us in January 2010 for a Webcast on Language and Literacy.

Watch your In-box for a Save The Date email to come.

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