Enacting bilingualism, multilingualism and language learning in the early years

A Practice Guide for Early Childhood Educators

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**VEYLDF Outcomes**

**EARLY YEARS LEARNING AND DEVELOPMENT OUTCOMES**

**OUTCOME 1:** CHILDREN HAVE A STRONG SENSE OF IDENTITY

**OUTCOME 2:** CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

**OUTCOME 3:** CHILDREN HAVE A STRONG SENSE OF WELLBEING

**OUTCOME 4:** CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

**OUTCOME 5:** CHILDREN ARE EFFECTIVE COMMUNICATORS
VEYLDF Practice Principles

- Reflective practice
- Partnership with families
- High expectations for every child
- Respectful relationships and responsive engagement
- Equity and diversity
- Assessment for learning and development
- Integrated teaching and learning approaches
- Partnership with families
Linguistic diversity in Victoria

• Traditional Owners are connected to 38 language groups
• More than 250 languages spoken, including English, as a result of European settlement; gold rush immigration; post-war immigration; skilled and humanitarian migration
• Bilingualism: 1 in 4 students in Victorian schools; in ECEC 1 in 3 children
A rights-based approach to language learning, bilingualism and multilingualism

• Convention on the Rights of the Child ratified in 1989 (Article 29)
• Victorian Charter of Human Rights and Responsibilities (Section 19)
• Salzburg Statement for a Multilingual World (2017)
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New resource to support teaching and learning with bilingual children in early childhood education and care settings

✓ Theoretical material
✓ Teaching and learning scenarios
✓ Prompts for critical reflection/discussion
The new resource will support educators to:

• understand the complexities and intersections of languages, languages use, culture and identity
• respond with confidence
• harness capacities and use holistic approaches
• respond equitably and effectively.
Koorie Languages in Victoria

The new resource acknowledges:

• the significance of the Koorie Languages in Victoria
• promotes the significance of reclamation of Language
• uses scenarios to show how educators might consider Koorie Language programs in their serves.
• **Bilingualism** – an individual’s ability to use *two or more* languages

• **Multilingualism** – a societal practice of multiple languages within a group, community, region or country

• **Family language** – children’s mother tongue, first language, home language, ancestral and/or heritage language

• **Community language** – all languages used in broader social spheres (e.g. educational settings, schools, institutions, community organisations)
Bilingualism in the early years

Two broad categories

- simultaneous bilingualism
- sequential bilingualism

Approaches to teaching and learning

- monolingual
- subtractive bilingualism
- additive bilingualism
- recursive bilingualism
- dynamic bilingualism
Nurturing a multilingual ecology

• Centre the languages, literacies, and knowledges of children and families as the foundation, resource and goal of learning and development
• Children, educators and families enact bilingualism, language learning and multiliteracies in the educational setting and across all learning contexts
• Foster and promote language plurality, linguistic diversity, and multilingualism
• Linguistic, cultural, social, emotional, intercultural and academic competence
Culturally sustaining pedagogies

Holistic perspective + integrated approach

- fluid flexible and dynamic community languages
- values, rights, equity, diversity are enacted through curriculum, assessment, and pedagogical practices
- strengthens collaborative partnerships
- linguistic and cultural pluralism
- potential to transform monolingual and monocultural practices
- lead to creativity, exploration, innovation, and understanding.
Collaborative partnerships

- Parents, carers, families and kin
- Early childhood educators and professionals
- Educational settings
- Other professionals and community organisations
Learning activities

• Koorie Languages
• Language, bilingualism and learning outcomes
• Linguistic diversity, multilingual communities, and advocacy
• Partnerships with bilingual families and professionals
• Curriculum and pedagogy
• Assessment for bilingual learning and development
Para más información …

Contacte al VCAA Early Years Unit: veyldf@edumail.vic.gov.au

Gracias por su atención