

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



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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

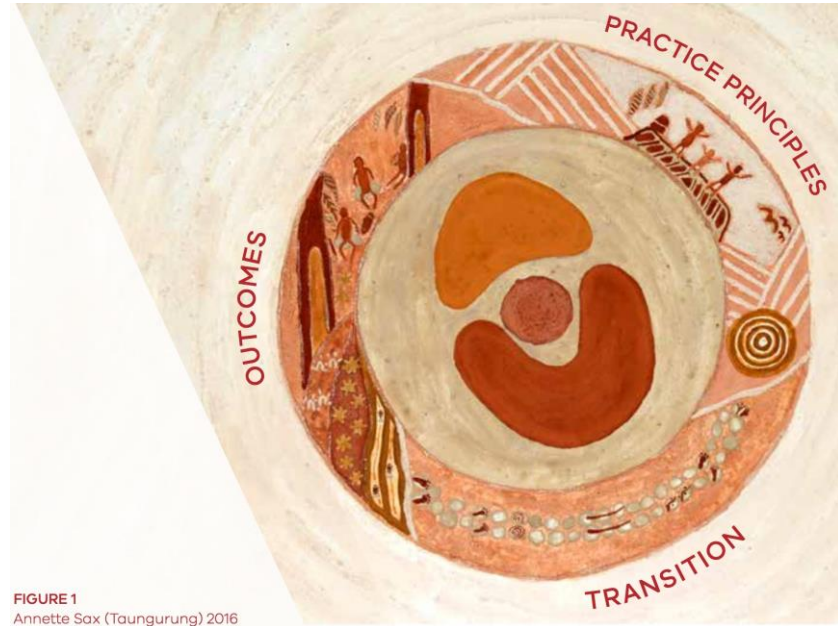


FIGURE 1
Annette Sax (Taungurung) 2016



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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Enacting bilingualism, multilingualism and language learning in the early years

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



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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.



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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.



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Collaborative partnerships

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



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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 mas información ...

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

O visite la página web VCAA : <https://www.vcaa.vic.edu.au/>



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Gracias por su atención



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