Teaching young children in English in multilingual contexts

Teaching young children in English in multilingual contexts is a professional development program for teachers. The course materials present strategies and discuss issues which consistently address the fundamental relationship between language and learning.

- *Relevant for all teachers with young students (aged 4–7 years) who are learning through a language that is not their primary language*
- *Develops understanding of the support needed for those young learners for whom English is a second language to be successful learners*
- *Provides strategies for effective teaching and learning and promotes whole-school approaches*

Teacher Development Course

This course incorporates group, between module and classroom-based activities. It provides all teachers, working across the curriculum, with successful strategies for improving the learning achievements of all their young students—with a focus on those whose primary language is not English.

Trained Tutors deliver 18 hours of face-to-face learning in seven modules which, when combined with between module activities, is equivalent to 40 hours of professional development.

The course provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, a number of tertiary institutions around the world will grant credit towards further post-graduate studies. Further information is available at www.unlockingtheworld.com.

The aims of *Teaching young children in English in multilingual contexts*

Young children beginning schooling are embarking on their developmental pathway of learning to use language in schooling contexts, such as reading and writing. This makes them more reliant on spoken language and a range of other meaning-making resources, such as visuals (both static and animated) and sound (music and sound effects). With this in mind, the aims of the course are to:

- develop teachers' understanding of the notion of meaning making and how we can use that to inform the kinds of scaffolding that will build the meaning-making capacity of students in multilingual classrooms
- develop teachers' understanding of the need for explicit teaching practices that will build up students' repertoires of meaning-making resources so that they can be successful learners
- provide a positive context for teachers to reflect critically and openly on their teaching and develop shared understandings about scaffolding in order to improve the effectiveness of whole-school collaboration.

The outline of *Teaching young children in English in multilingual contexts*

MODULE 1
Meaning making in multilingual contexts

- Exploring different ways of making meaning
- Learning how we learn to make meaning through language
- A lesson in language learning

MODULE 2
Scaffolding learners

- Being introduced to an explicit teaching and learning cycle
- Exploring macro-scaffolding
- Exploring meso-scaffolding

MODULE 3
Getting active with language

- Working with the patterns in the structure of procedures
- Identifying the structure through comparison
- Working with the patterns in the language of procedure
- Designing activities for the classroom

Government of South Australia
Department for Education and Child Development

MODULE 4

Understanding stories

- Working with stories
- Exploring stories using a macro-scaffold
- The purpose and content of stories
- Developing children's understanding of the structure of stories
- Working and playing with the content of stories

MODULE 5

Learning the language of stories

- Developing the language for expressing content through
  – working with place and time
  – pointing to, quantifying, describing, classifying and specifying things
  – the processes of doing, sensing, saying and relating
  – concentrating content in processes
- The language of evaluation

MODULE 6

Learning to explain how things happen or are done

- Making sense of an experiment through
  – doing and recounting an experiment
  – discussing, predicting and generalising from the results of the experiment
- Learning to explain how things happen or are done
- The language patterns that allow us to explain
  – making text flow well
  – working with active and passive voice

MODULE 7

Planning for meaning-making success

- Bringing it all together by
  – reflecting on the course content
  – planning a program of work
  – presenting a program to colleagues

Other *Unlocking the World* professional development programs

Teaching ESL students in mainstream classrooms: Language in learning across the curriculum

- Understand the role of language in learning (for teachers working with students aged 8–18 years)
- Understand the support students need to be successful learners
- Strategies, across the curriculum, for effective teaching and learning

How language works: Success in literacy and learning

- Extends teachers' understandings about language and literacy
- Builds participants' understandings of how language works to make meaning across a range of contexts
- Gives students the tools to be more accurate and effective users of language in a range of contexts

Literacy for learning

- Addresses the fundamental relationship between literacy and successful learning
- Provides effective strategies for scaffolding students through explicit teaching of the language and visual resources that they need to be successful learners across all learning areas
- Promotes whole-school approaches to addressing the needs of students in developing high levels of literacy across the curriculum

Gifted education and higher order thinking: Improving learning outcomes for every student

- Understanding and meeting the needs of gifted students
- Incorporating, for all students in everyday classrooms, the teaching of higher order thinking and learning skills

For more information:

DECD Publishing
Education Development Centre
Milner Street, Hindmarsh
South Australia 5007
Email: admin@unlockingtheworld.com
Website: www.unlockingtheworld.com