



Reflect on your own experiences with children, families, and colleagues. If you are an supervisor, administrator, or adult educator, how might you use these questions and activities to help other adults reflect on their experiences?

Know Yourself

Helping children continue to develop their home languages and cultures as they enter an English speaking culture presents many challenges.

“Unless teachers go out of their way to examine and change the ways their everyday practices support a power hierarchy that privileges some groups and disadvantages others, they will continue using practices that unwittingly sustain inequity.” (Nora Hyland, 2010)

Identify some of the aspects of dual language development of which you are already aware.

What motivates you to take up this challenge?

Try This!

Consider that over 50% of school age children in California are from non-white racial groups, and already these students have a serious achievement gap compared to white students. Our work in early care and education can begin to reverse power and opportunity inequities.

Consider the following understandings needed to support dual language development for children:

- I see the importance of creating a climate of belonging to promote linguistic and cultural democracy in my program.

- I view myself as a language learner for the different languages among the children and families in my group.

- I recognize English as the language of power, but I want children to value and respect all languages.

What are your thoughts about what you need to do to strengthen these dispositions in yourself.

What will you do first?
