

FACILITATOR'S GUIDE

EXPLORING MENTAL MODELS ABOUT
DUAL LANGUAGE DEVELOPMENT

SYSTEMS THINKING

Systems That Support Dual Language Learners:

Exploring Mental Models About Dual Language Development

WHAT'S IN THIS PD2GO PACK?

This pack provides strategies for teachers/providers to look below the surface to expose their mental models of dual language development. It increases their ability to recognize how their mental models influence the experiences they offer to young children and how those experiences impact children's mental models.

Your Participants Will...

increase their capacity to recognize how their mental models influence the learning experiences they offer to young children.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Exploring Mental Models About Dual Language Development*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

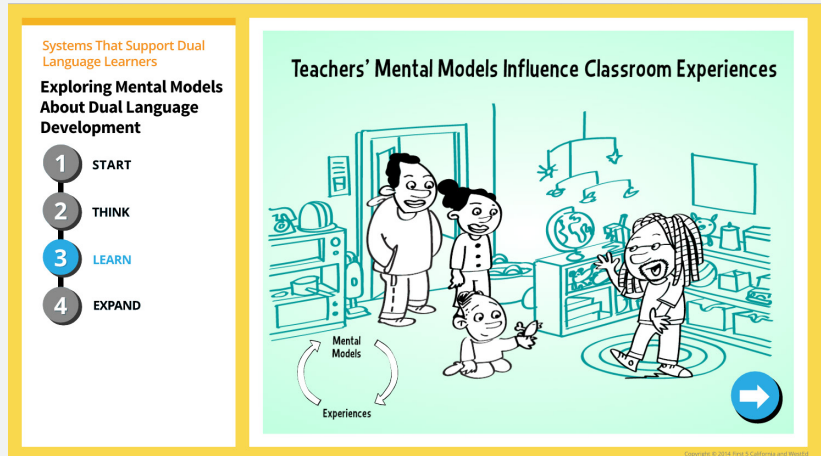
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.




EXPANDING ON THIS PD2GO PACK

This presentation on *Exploring Mental Models About Dual Language Development* can be used individually or in conjunction with related packs in the bundle, *How System Structures Support Dual Language Learners*, and *Dual Language Learners: Developing a Deeper Understanding*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS




In this pack, you will find:

[Download all \(5.3 MB\)](#)

-  [Facilitator's Guide \(5.1 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Exploring Mental Models About Dual Language Development, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Teachers' Mental Models About Dual Language Development \(550 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
-  [Digging Deeper \(160 KB\)](#)
 -  [Family Connections \(170 KB\)](#)
 -  [Resource Links \(160 KB\)](#)

STEP 1:
START

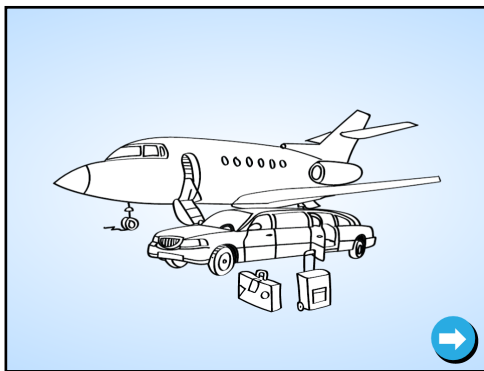
PRESENTATION SEQUENCE

Step 1



An Escape from Reality





FACILITATOR'S NOTES

[3 min]

CLICK 

Step 1 - Start



Ask the participants to take out a pencil and paper. Be sure to have extra pencils and paper available in case participants do not have these materials.

CLICK 

Facilitator: *I'm going to take you on a guided journey. Get comfortable, relax, and close your eyes. Paint a picture in your head as I read to you the following:*

Here we go. Congratulations! You've won a free dream vacation to a destination of your choice. Your trip is scheduled to begin next week. Arrangements have been made for both work and home life to run smoothly in your absence. Your bags are packed and your limo just pulled up. Your driver takes your things and guides you to your limo, where an ice-cold beverage awaits you. Later, as your flight touches down, you hear the pilot announce clear skies and a slight breeze. Let the vacation begin!



Pause a moment to allow participants time to imagine themselves in this situation.

Facilitator: *Open your eyes. Write about the following:*

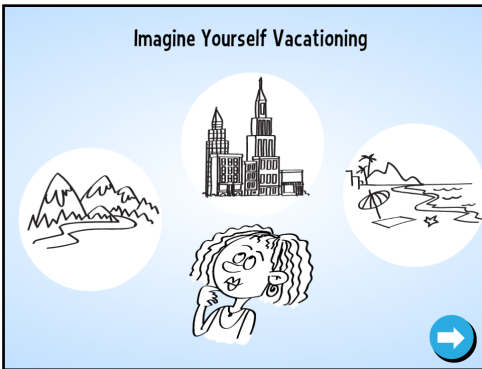
- *where you imagined yourself vacationing*
- *what you packed in your suitcase*
- *what you were most excited about doing on your vacation*

CLICK 

STEP 1: Continued
START

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



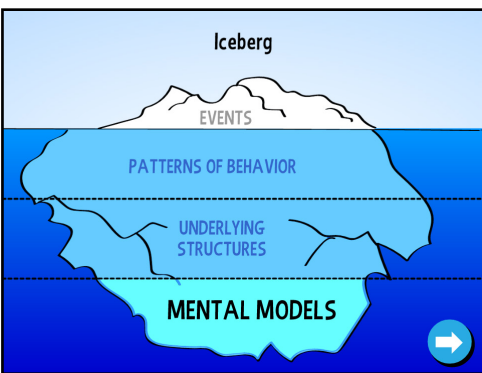
Facilitator: *Share your responses with the person next to you.*



Allow two minutes for sharing.

Facilitator: *The way you imagined your dream vacation was a direct result of your mental model of what a dream vacation experience would be like. Mental models operate “beneath the surface”—they’re automatic, and we’re usually not aware of them. Your mental model of a dream vacation influenced:*

- *where you chose to vacation*
- *what you chose to pack*
- *the activities you planned to do*
- *your expectations for the experience*



Facilitator: *The “iceberg” used in systems thinking helps us look below the surface of an event (such as thinking about a vacation) to see how mental models impact what we see and how we act. In the same way, our mental models shape our images of a dream vacation. Mental models influence how we imagine other aspects of our lives, including the learning experiences we create for young dual language learners.*



STEP 1: *Continued*
START

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Facilitator: *Our mental models have a strong influence on all of our actions and decisions, including our teaching practices with young dual language learners.*

STEP 2:
THINK

PRESENTATION SEQUENCE

Step 2

FACILITATOR'S NOTES

[2 min]  **Step 2 - Think**

Facilitator: *Think about the different mental models teachers/providers might have about dual language development in the early years.*



Facilitator: *With a partner, discuss possible mental models, beliefs, and assumptions teachers/providers might have about dual language development during the early years.*

STEP 2: *Continued*
THINK

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
-----------------------	---------------------

Facilitator: *Ask for responses from the large group. Possible responses if not stated are:*

- *Learning more than one language in the early years is important.*
- *Learning more than one language will confuse, overwhelm, and/or delay learning English.*
- *Children need to have a strong foundation in English by the time they enter kindergarten in order to be “ready for school.” Continuing to develop their home language takes away from time that should be spent on learning English only.*
- *Young dual language learners should focus on developing their home language only, not English, during the preschool years.*
- *Young dual language learners can develop both their home language and English while developing a strong foundation in all other areas of development.*



Facilitator: *Teachers/Providers hold different mental models about dual language development and how it impacts children's early development and school readiness.*



Teachers/Providers hold different mental models about dual language development and how it impacts children's early development and school readiness.



Go to step 3: LEARN




STEP 3:
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

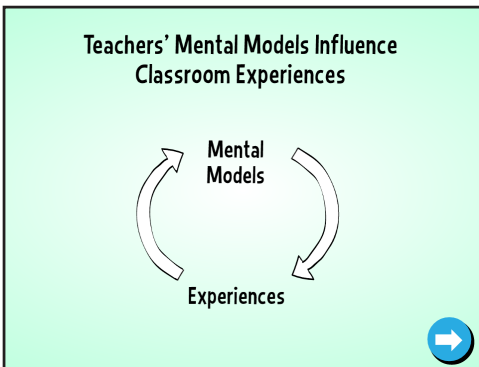
Step 3

Teachers' mental models influence the kinds of learning environments and experiences they provide children.

[6 min]  **Step 3 - Learn**

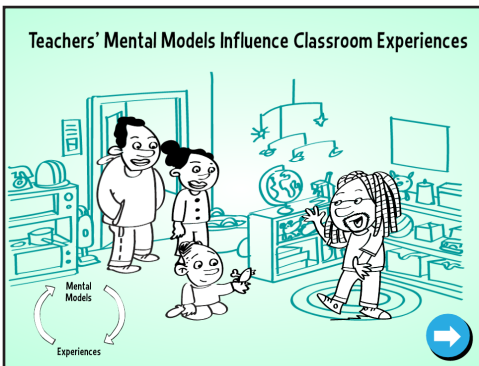
Facilitator: *Teachers' mental models influence the kinds of learning environments and experiences they provide children.*





Facilitator: *Our mental models about dual language development influence the experiences we provide to dual language learners.*

Let's look at the following early learning setting to see how Juanito, a three-and-a-half-year-old dual language learner, is being supported by his teacher, Andrew.





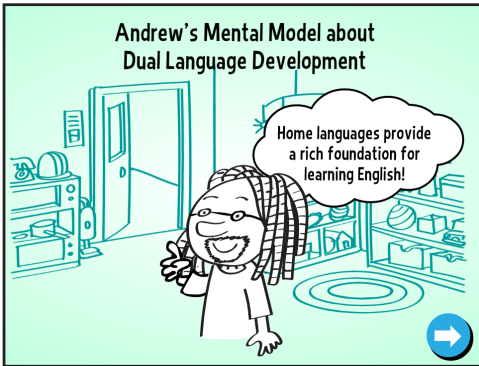
Facilitator: *This is Juanito. He started in Andrew's learning environment six months ago. Juanito's primary language is Spanish. Each morning Andrew greets Juanito in Spanish with a warm smile and welcoming arms. Juanito's mother often stays to sing a good-morning song in Spanish with the children before saying goodbye and heading to work. Andrew also works with Juanito's mother to let her know what the class is focusing on each week so she can talk with Juanito in Spanish about the different experiences. He intentionally labels objects in the learning environment in both English and Spanish, and he provides books in English and Spanish in the reading area.*

One of Juanito's favorite books is one he and his mother created together that includes pictures, favorite songs, and rhymes in Spanish. On weeks Juanito's mother can't stay

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



to share a morning song, Andrew has Juanito pick a song from his book to share with the class.

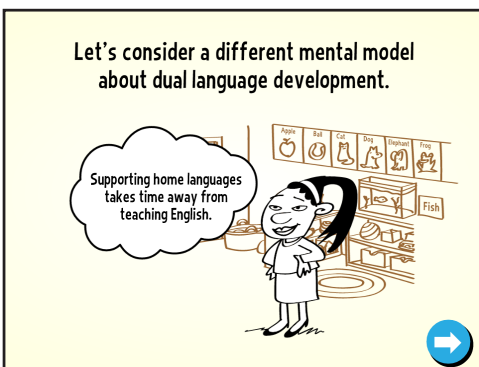


Facilitator: Andrew's mental models about dual language development shape the environment and learning experiences he provides to Juanito. One mental model Andrew holds is home language provides a rich foundation for learning English. With a partner, respond to the following questions on the handout Mental Models and Dual Language Development.

- How does Andrew's mental model influence the learning environment he provides?
- What messages might this environment communicate to Juanito about the importance of his home language?
- How does this environment influence the connection Juanito and his family feel about the early learning program?



Allow participants 2 minutes to share their answers with each other.



Facilitator: Now let's imagine Juanito's teacher/provider holds the following mental model about dual language development: Children need to have a strong foundation in English by the time they enter kindergarten in order to be "ready for school." Continuing to develop a home language takes away from time that should be spent learning English.

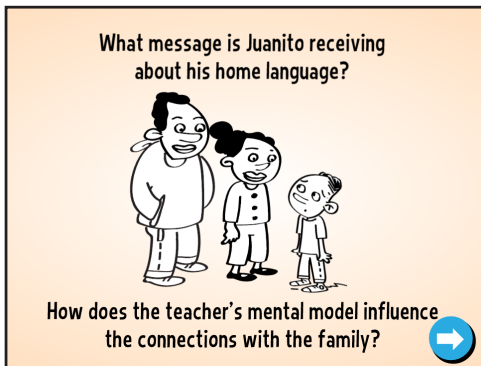


Provide participants with markers/pens and blank paper, poster paper, butcher paper, or flip-chart paper. Allow 1 minute for drawing.

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



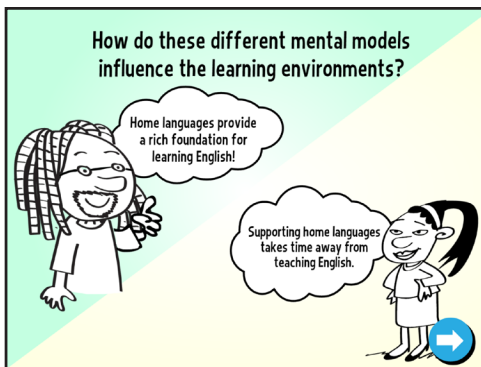
Facilitator: *With a partner, draw a picture of the learning environment this teacher/provider is likely to offer children. Discuss with your partner the interactions that might take place in this setting.*

Facilitator: *What messages might Juanito be receiving about the importance of his home language in the setting you drew?*

How might having a teacher with this mental model impact the way Juanito and his family feel about their connection to the early learning program?



Allow 1 minute for responses.



Facilitator: *How did the physical environment you drew differ from Andrew's learning environment? How might the learning experiences offered to children in each of these environments differ from each other?*

Possible responses may include, but are not limited to:

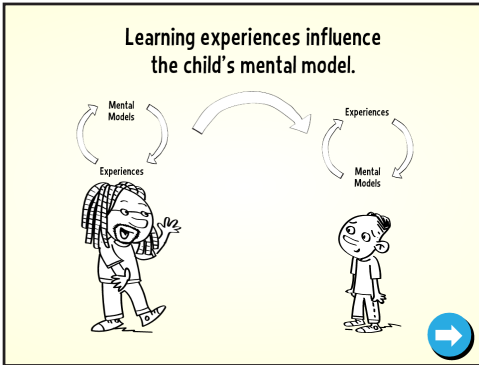
- *Andrew's environment included both languages.*
- *In the first environment, Juanito had familiar books that were bilingual, including one that he and his mother wrote in Spanish. In the second setting, all books were in English.*
- *The only language spoken and supported in the learning environment of the second scenario was English.*



STEP 3:
LEARN *Continued*

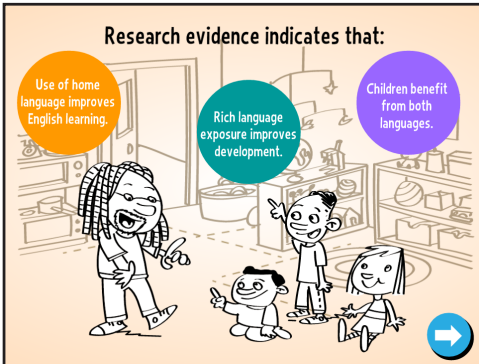
PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Facilitator: *In the same way our mental models of dual language development shape the environments we provide to children, these mental models also shape the experiences we create for children within these environments. In turn, these experiences influence young dual language learners' mental models about the importance of their home language, which impact their self-identity.*

Earlier, we acknowledged we each have different mental models about dual language development. Rather than relying on our own beliefs and assumptions about dual language development, we can learn what science tells us about dual language development.



Facilitator: *Research evidence indicates:*

- Children's learning and development are strengthened when they receive support in both their home language and English.
- Rich language use and exposure in any language improves overall language development and school readiness.
- Supporting the use of a home language, both in school and at home, does not delay the acquisition of English. It provides a strong foundation for learning English and doing well in school.



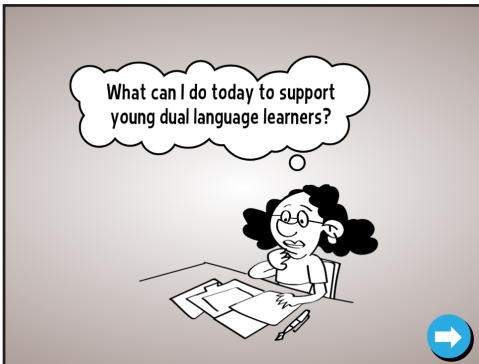
Facilitator: *Research-informed mental models help us recognize the value of supporting home-language development.*


Research-informed mental models help us recognize the value of supporting home-language development.


Go to step 4: EXPAND

STEP 4:
EXPAND

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

[3 min]



Step 4 - Expand

Facilitator: *Take a moment to reflect on your own learning environment. What are some mental models you hold about dual language development that become clear by reflecting on your learning environment?*



Pause to allow participants to think.



Facilitator: *Now consider how your mental models influence the environment and learning experiences you provide to young dual language learners.*

- *What might it feel like for a dual language learner in your setting?*
- *What messages might dual language learners be receiving about the importance of their home language in your setting?*
- *How connected do you think the families of dual language learners feel to your learning environment?*

As we gain more information and experiences, our mental models are challenged, and they often change as our perspective changes.

Identify one or two things you can do tomorrow to improve how you support young dual language learners and their families.




Share your plans for improvements with the person next to you.



Allow one minute for participants to share their plans.



STEP 4:
EXPAND *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid red; padding: 10px; text-align: center;">  <p>Learning more than one language during the early years has long-lasting benefits for children.</p>   </div>	<p>Facilitator: <i>Surfacing our mental models helps us see the impact they have on the learning spaces we create and how those spaces impact the dual language learners in our programs. Environments and experiences that support learning more than one language during the early years have long-lasting benefits for children.</i></p>

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

California Department of Education. (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: Author. Retrieved from: <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>

California Department of Education. (2013). *California's best practices for young dual language learners*. Sacramento, CA: Author. Retrieved from: <http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

Waters Foundation. (2014). *Systems thinking in schools*. Retrieved from <http://www.watersfoundation.org/>