FACILITATOR'S GUIDE
HOW SYSTEMS STRUCTURES SUPPORT DUAL LANGUAGE LEARNERS

SYSTEMS THINKING

Systems That Support Dual Language Learners:
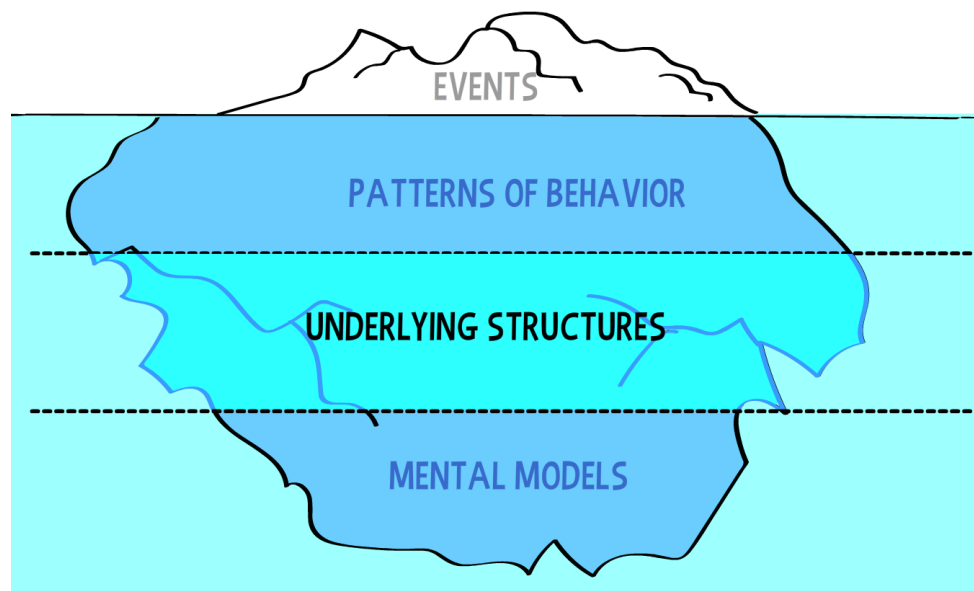
How System Structures Support Dual Language Learners

WHAT'S IN THIS PD2GO PACK?

Participants will identify how the system structures in early learning environments and routines support intentional interactions with young dual language learners.

Your Participants Will...
increase their capacity to use systems thinking tools to intentionally plan and organize supportive early childhood environments for young dual language learners.

EVENTS

PATTERNS OF BEHAVIOR

UNDERLYING STRUCTURES

MENTAL MODELS

SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *How System Structures Support Dual Language Learners*, 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.
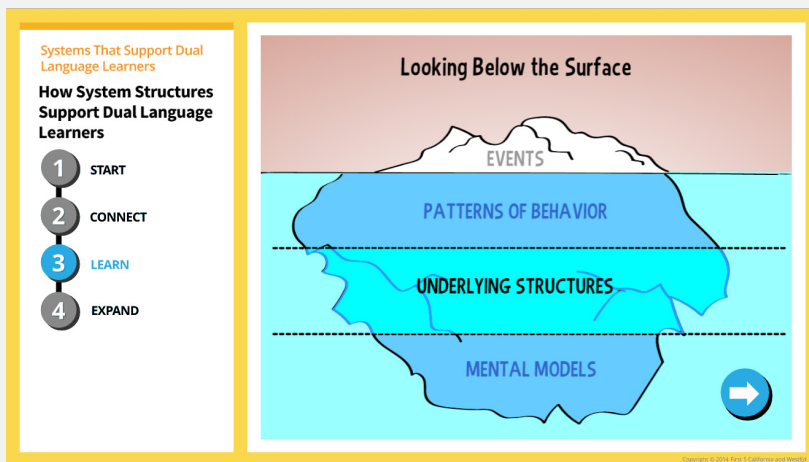
DOWNLOADABLE MATERIALS

■ **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 *How System Structures Support Dual Language Learners* can be used individually or in conjunction with related packs in the bundle, *Exploring Mental Models About Dual Language Development,* 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 *(4.3 MB)*

ⓘ **Facilitator's Guide** *(4.1 MB)*
Everything you need to facilitate this PD2GO presentation on How System Structures Support Dual Language Learners, 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: Environments, Routines, and Interactions** *(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)*

FIRST 5 CALIFORNIA   WestEd Center for Child & Family Studies

STEP 1:
START

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Step 1

What's going on here?

[2 min]　**CLICK** 　**Step 1 - Start**

Facilitator: *What's going on here?*

CLICK
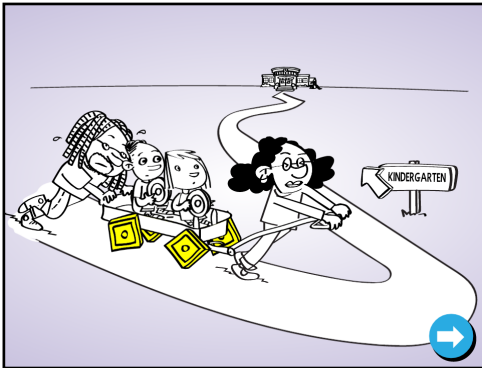
Facilitator: *What is happening in this picture?*

(i) 　Give participants a moment to respond.

Facilitator: *Systems thinkers understand a system's structure generates its behavior. Square wheels are the part of this wagon's structure that make the ride bumpy and require a lot of extra effort. Sometimes we can feel like this in our early childhood work—we're working hard, but things aren't going as smoothly as we would like. We aren't sure if we're meeting the needs of all of the children in our care. Systems thinking provides us a framework to "look inside the wagon" and discover approaches that can help our daily activities run more smoothly and improve our practice with all young children, including young dual language learners. Systems thinking tools can help us ask:*

- *Do I have structures in place that support the diverse needs of the children in my setting?*

- *How do the ways in which I structure my environment and routines produce supportive interactions with dual language learners?*

STEP 1: *Continued*
START

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Systems thinking provides us with a framework to reflect on and improve our practice with dual language learners. Go to step 2: CONNECT	**Facilitator:** *Systems thinking provides us with a framework to reflect on and improve our practice with dual language learners.*

STEP 2:
CONNECT

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Step 2 Our early childhood settings are systems that include various structures.	[1 min] CLICK **Step 2 - Connect** **Facilitator:** *Our early childhood settings are systems that include various structures.*
	CLICK
	Facilitator: *Just like the wagon, our centers or family childcare homes are systems made up of "structures," such as the physical learning environment and daily routines. These structures influence how the system and the people in it act. Often, rearranging parts of the environment and/or routines can improve ways in which the system functions.*

STEP 2: CONNECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	Facilitator: *From developmental research, we know high-quality interactions between adults and children are essential for supporting young children's learning and development. This PD2GO pack will help you think through ways you can make small but meaningful adjustments to your physical environment and/or routines that can help foster effective interactions with young dual language learners.*
	CLICK ➡
Small adjustments to the structures of our systems can lead to improved functioning. Go to step 3: LEARN	**Facilitator:** *Small adjustments to the structures of our systems can lead to improved functioning.*

STEP 3: LEARN

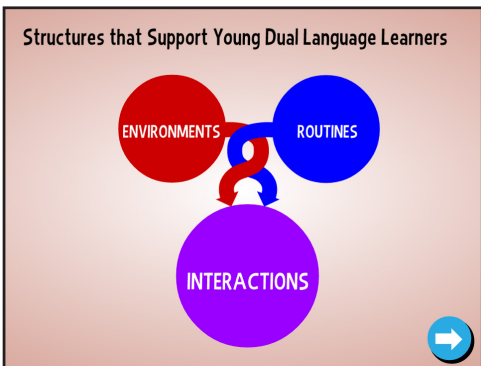| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	[8 min] **CLICK** ➡ **Step 3 - Learn**
Step ③ Looking Below the Surface ➡	**Facilitator:** *Let's look below the surface to the structures and routines in our environments to see how they influence our interactions.*

STEP 3: LEARN *Continued*
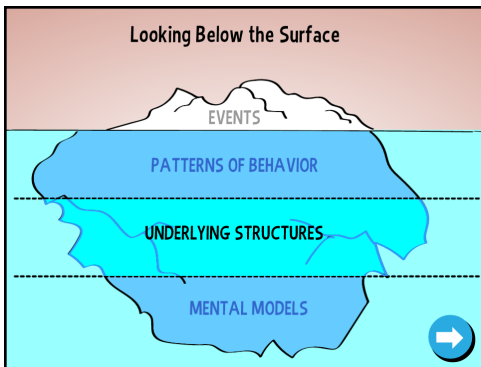
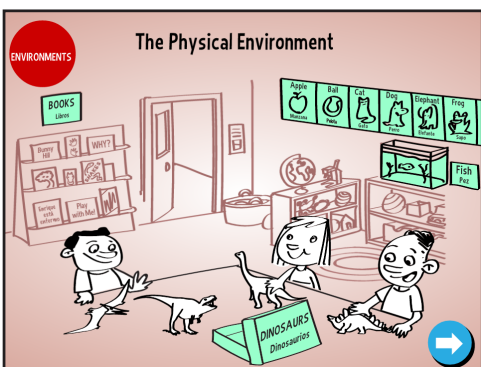| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Looking Below the Surface EVENTS PATTERNS OF BEHAVIOR UNDERLYING STRUCTURES MENTAL MODELS	**CLICK** → **Facilitator:** *The systems thinking "iceberg" reminds us to think about the structures in our classrooms or family childcare homes. The ways in which we organize and structure our learning environments and daily routines generate specific behaviors, such as opportunities to interact with children and families. Our mental models about the best ways to support young dual language learners directly influence the ways in which we structure our learning environments.*
Structures that Support Young Dual Language Learners ENVIRONMENTS ROUTINES INTERACTIONS	**CLICK** → **Facilitator:** *The ways in which we structure our environments and routines help us to intentionally interact with dual language learners. Let's take a closer look at the learning environment from* Systems Thinking *pack 8,* Exploring Mental Models About Dual Language Development, *to examine how Andrew, the teacher/provider, intentionally structures his environment and routines to support dual language learners.*
The Physical Environment ENVIRONMENTS BOOKS Libros Apple Ball Cat Dog Elephant Frog DINOSAURS Dinosaurios Fish Pez	**CLICK** → **Facilitator:** *In Andrew's learning environment, he has materials labeled in both English and the children's home languages throughout the room. The reading area includes bilingual books and also books made by the children and their families, which include stories and rhymes in their home languages. He has interest areas throughout the room that encourage the children to naturally form small groups.*

STEP 3: LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	(i) Reference the handout. 📄 *"Structures to Support Young Dual Language Learners"* **Facilitator:** *With your partner, use the* Structures to Support Young Dual Language Learners *handout to respond to the following questions.* *How does the way in which Andrew structures the* **physical environment** *offer support to dual language learners?* (i) Allow one minute for the whole group to share their responses. Possible responses include: ▫ The environment has spaces that allow for small-group interactions, which offer more opportunities for children to engage in conversations with peers and teachers, and for one-on-one interactions. ▫ Andrew includes the children's home languages throughout the environment by labeling and including bilingual books. **Facilitator:** *What are some other ways in which Andrew can enhance the physical environment to support dual language learners?*

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STEP 3: LEARN *Continued*

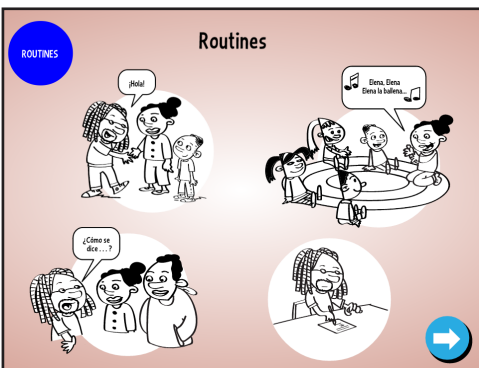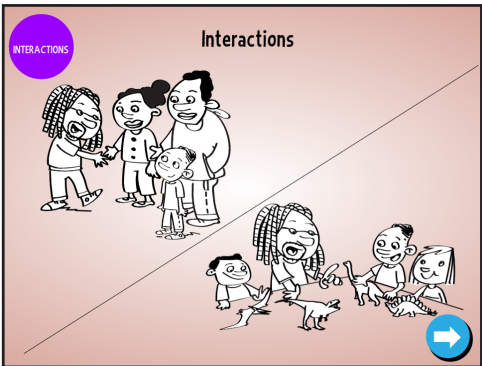| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	(i) Invite participants to share their responses. Possible responses:
	▫ He could include a safe and quiet space to allow a child to take a break from the group if the child chooses. Such an area also could provide a shelter for one-on-one communication.
	▫ He could include pictures for daily routines so the child can see what is happening next.
	Facilitator: *What might you observe in children as a result of this environment?*
	(i) Invite participants to share their responses. Possible responses:
	▫ Peer-to-peer interactions in interest areas
	▫ Parents and children engaging in their home language
	▫ Children using both their home language and English
	CLICK ➔
	Now let's look at how Andrew structures his routines to support dual language learners in his setting.
	Andrew provides consistent daily routines so the children know what to expect throughout the day. He warmly greets children in their home languages and invites family members to join in during group time to share stories and rhymes in their home languages when they are available.

STEP 3: LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	Facilitator: *At the end of each week, he sends notes home to each family to explain what their child was most engaged in during the week and what he plans to focus on in the coming week. He asks families for key words or phrases in their home languages that relate to the coming week's theme.*
	ℹ️ Reference the handout. 📄 *"Structures to Support Young Dual Language Learners"*
	Facilitator: *How do you think the way in which Andrew structures his **routines** supports dual language learners?*
	ℹ️ Possible responses: ▫ Dual language learners will feel comforted by hearing and seeing their home language in the learning environment. ▫ Consistent daily routines will lead to smoother transitions. ▫ The notes that Andrew sends home support family engagement with their children and the program.
	⟨ CLICK ➡️ ⟩
[Interactions slide]	**Facilitator:** *Now let's think about how the structures in the physical environment and routines might influence the **interactions** with dual language learners and their families in Andrew's learning environment.*
	ℹ️ Reference the handout. 📄 *"Structures to Support Young Dual Language Learners"*

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Facilitator: *How do the structures in the environment and routines help Andrew **interact effectively** with dual language learners and their families and support the children's overall language development?*

> *(i)* Allow participants to respond. Possible responses:
>
> - Families will feel more comfortable engaging with their children in their home language.
> - Families will feel more welcome in the learning environment.
> - Children will feel comfortable speaking in both their home language and English, which will increase opportunities for practicing language.
> - There are more opportunities for peer-to-peer interactions in small groups.

CLICK →
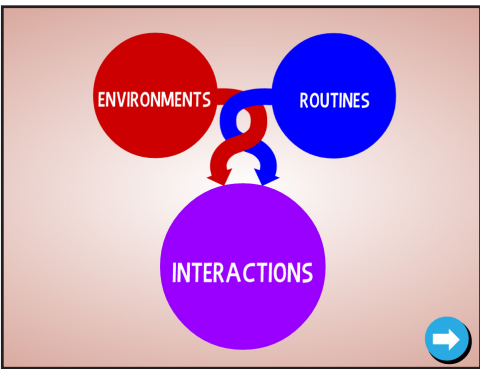
Facilitator: *Small adjustments to the environment and routines set the stage for supportive interactions with young dual language learners. The ways in which we structure our learning environments and routines impact the behaviors we see in the children and families we work with.*

> *(i)* If you'd like more information on supportive interactions with young dual language learners, visit the *Enhancing Interactions with Young Dual Language Learners* bundle from the *Intentional Interactions in Teaching* strand.

CLICK →

STEP 3: LEARN *Continued*

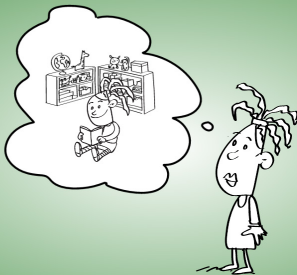| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
When teachers/providers intentionally structure their learning environments, they create systems that support effective interactions with dual language learners. Go to step 4: EXPAND	**Facilitator:** *When teachers/providers intentionally structure their learning environments, they create systems that support effective interactions with dual language learners.*

STEP 4: EXPAND

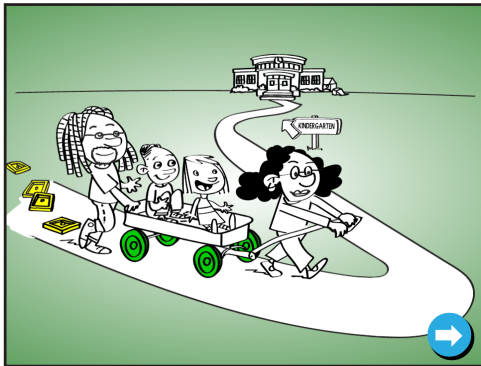| PRESENTATION SEQUENCE	FACILITATOR'S NOTES
Step 4 Let's reflect on structures in our own settings.	[3 min] CLICK → **Step 4 - Expand** **Facilitator:** *Let's reflect on structures in our own settings.*
	CLICK →
	Facilitator: *Now imagine you are a young dual language learner entering your learning environment.* ▫ *How does the structure of the physical environment and the routines impact the way you interact with others?* ▫ *What do you think your interactions in this learning space would be like?* ▫ *How connected would you feel to others in the program?*

STEP 4:
EXPAND *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES

Facilitator: *Now think about the children in your setting. Identify one or two changes you could make tomorrow in your physical environment or routines to improve the ways in which your learning environment supports dual language learners. Share them with the person sitting next to you.*

Allow one minute for partners to share.

CLICK

Facilitator: *By reflecting on our practice, we are able to identify ways to structure our environments and routines so they provide a more supportive, "smoother" learning journey for dual language learners.*

CLICK

The structures we create in our systems provide the foundation for our interactions and, ultimately, the outcomes we see in children's learning and development.

Facilitator: *The structures we create in our systems provide the foundation for our interactions and, ultimately, the outcomes we see in children's learning and development.*

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/psframeworkkvol1.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/