

**Promoting Language and Literacy Development of Bilingual Children:
The Nuestros Niños Professional Development Program (USA)
Intercultural Bilingual Education in the Shipibo-Conibo
Community (Peru)**

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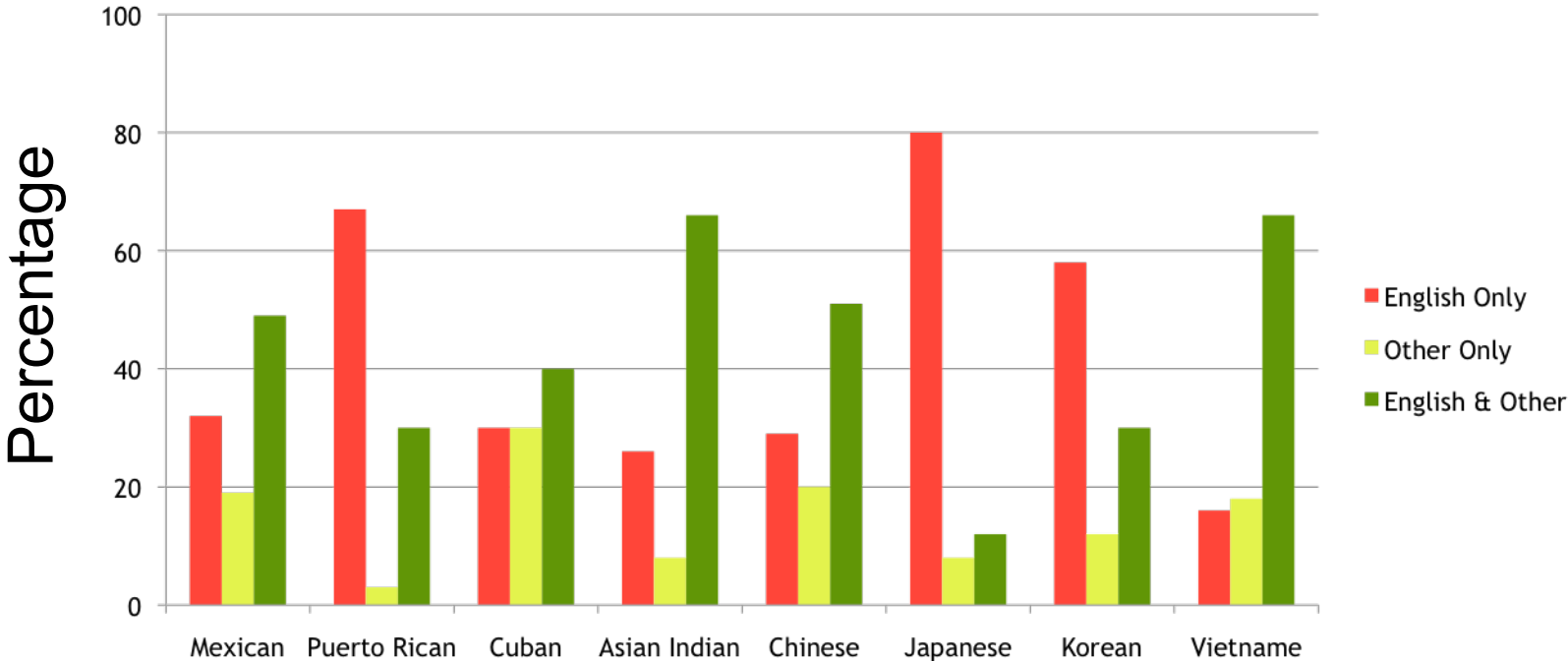
The Nuestros Niños Program: Interinstitutional Research Team

- Cristina Gillanders (Co-PI), School of Education and Human Development, University of Colorado, Denver
- Kent Seidel, (Lead evaluator), Center for Practice Engaged Education Research, University of Colorado, Denver
- Ximena Franco (Evaluator), FPG Child Development Institute, University of North Carolina at Chapel Hill

The Nuestros Niños Program: Context

- Changes in the demographic composition of children and families served in early care and education programs: bilingualism and multilingual communities
- The opportunity gap affecting bilingual children
- Increased accountability requirements in EC do not consider the needs of bilingual learners
- Teacher education programs do not prepare teachers to educate bilingual children

Language Use by Country of Origin



Nuestros Niños Program: Research Evidence

- Two randomized control trial studies:
 - Castro, D. C., Gillanders, C., Franco, X., Bryant, D. M., Zepeda, M., Willoughby, M. T., & Mendez, L. I.* (2017). Early education of dual language learners: An efficacy study of the Nuestros Niños School Readiness professional development program. *Early Childhood Research Quarterly*, 40, 188-203.
 - Buysse, V., Castro, D. C. & Peisner-Feinberg, E. (2010). Effects of a professional development program on classroom practices and outcomes for Latino dual language learners. *Early Childhood Research Quarterly*, 25, 194-206.

Goals of the NN Program

- To improve the teaching of language and literacy for young bilinguals in PreK classes.
- To enhance parents' ability to promote their children's language and literacy by supporting teachers in strengthening home-school partnerships.



The Nuestros Niños Program

- The NNP is designed to attend to the developmental characteristics of young bilinguals as revealed in different research studies and to use bilingualism as a resource for learning.
 - based on sound developmental and educational research,
 - takes into consideration children's sociocultural contexts,
 - uses a culturally sustaining pedagogy approach

The Nuestros Niños Program: Massachusetts and Colorado

- This program will assist a total of 160 lead and assistant teachers (80 in each state) to meet high professional standards in the early education of young bilingual children through a two-year PD program that includes four online courses (12 credit-hours) and classroom-based coaching sessions.
- The program provides multilingual books for use in the classroom and to send home.

Teaching and Learning of Young Bilingual Children Certificate

The NN PD Program consist of four courses leading to an academic certificate:

- Working with families, professionals and communities
- Young bilingual children development and learning
- Methods for teaching young bilingual children
- Fieldwork in Education: ECE for young bilingual learners



We hypothesize that:

- General classroom quality and the quality of practices specifically targeting bilingual children will be higher in classrooms of teachers participating in the NNPD program.
- Young bilinguals' language and literacy outcomes will be higher among those in classrooms of teachers participating in the NNPD program.

Intercultural Bilingual Education in Peru: A study with Shipibo communities in Lima and Ucayali

Co-Investigators:



Nora Cépeda and Pilar Lamas

Pontificia Universidad Católica del Perú

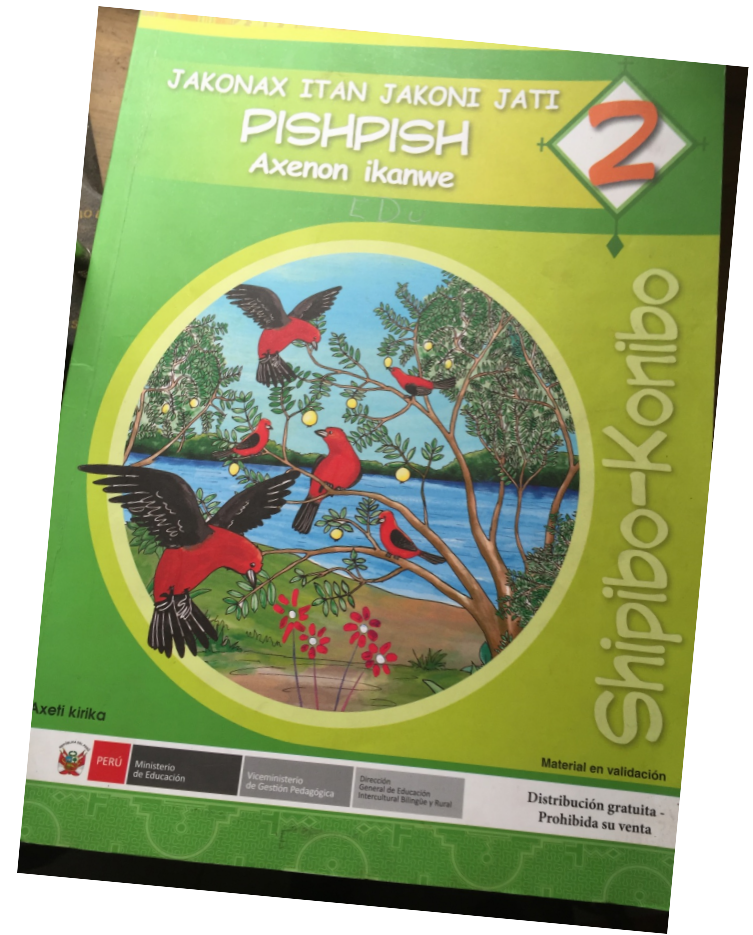
Indigenous communities in Latin America

- 522 indigenous communities in Latin America, from northern Mexico to southern Argentina and Chile.
- 87% in México, Bolivia, Guatemala, Perú and Colombia.
- 55 indigenous communities in Perú speaking 47 languages.



Intercultural Bilingual Education: A National Policy

- National language policy declaring ALL languages spoken by indigenous communities official languages of the country.
- Children in indigenous communities can be educated in their native language and Spanish.
- National curricula that is locally adapted (diversified curriculum process involving community)
- Textbooks have been developed in 15 languages, so far. Needed to create written system for oral languages.
- Teacher professional development materials developed.



Books in quechua, an indigenous language of the Andes, and Shipibo-Koribo a language from the Amazon.

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Awajun and Wampi teachers at a professional development session in the Amazon region of Peru

Challenges

- Difficulties finding qualified bilingual teachers speakers of indigenous languages.
- Intercultural and bilingual education programs target indigenous population only. This does not include bilingual education programs outside their communities (i.e., when they migrate to urban areas).
- Recently, Perú launched the “Intercultural Education for All” program.

Study Objectives



- To identify teachers' conceptualizations of interculturality.
- To examine how teachers' conceptualizations are reflected in their teaching practices.

Settings and Participants

- A total of 15 teachers participated from four intercultural bilingual schools:
 - In Ucayali, Amazon region: 5 teachers (2 early childhood and 3 elementary)
 - In Lima, capital city in the coast: 10 teachers (4 early childhood and 6 elementary)

School in Ucayali, Peruvian Amazon





School in Cantagallo, Lima



Findings: Defining interculturality

- Affirmation of one's own culture as a critical first step.
 - *“Pero yo pienso que primero lo nuestro, conocer nuestra propia cultura, lengua y costumbres y luego la de otros.” (Docente Shipibo BJ).*
- Important to support students' self-identity and self-esteem.
 - *“Al inicio había niños...que eran tímidos en decir soy shipibo, pero se han dado cuenta que la cultura es importante, les digo más bien ustedes deben sentirse orgullosos.” (Docente CG).*

Findings (continued)

- Encounter of cultures – not all encounters evolve into an exchange.
- Exchange of knowledge among different cultures – requires a climate of mutual respect
 - “Para mí es un intercambio cultural que debemos hacer con mucho respeto, de conocer mi cultura y también otras culturas, de repente no solo de los pueblos originarios sino del mundo occidental.”
(Docente CG).

Findings: From Conceptualizations to Practices

- Positive attitude towards interculturality, however, practices reflecting interculturality seem spontaneous, not intentional.
- More clarity about the conceptualization of interculturality results in more consistent practices to support it in the classroom.
- Most teachers show understanding and positive attitude toward interculturality, however, they have limitations in putting it in practice because of limited knowledge of bilingual intercultural education pedagogy.

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