

Adopting a Language-Focused Approach to Transitions Across PreK-3 Settings

WHAT

A language-focused approach to transitions applies an equity and language lens to multilingual children's transitions across programs, districts, schools, and grade levels (PreK to K, K to 1, 1 to 2, and 2 to 3).

WHY

PreK-3 programs, districts, schools, and educators must be ready to serve and support multilingual children and their families entering new PreK-3 settings. This support includes aligning language programs, practices, and equitable learning opportunities across PreK-3. As advocates for multilingual children and their families, PreK-3 administrators, educators, and staff can find opportunities to challenge traditional notions of school readiness focused on children's skills, and instead ask themselves, are we ready?

HOW

Prioritize **multilingual children**

- Know and understand multilingual children's backgrounds, dynamic practices, interests, learning preferences, and goals
- Create a sense of belonging to foster multilingual children's identity development
- Recognize multilingual children's dynamic language and cultural practices as an asset, and incorporate them into language and learning programming, policies, and practices

Prioritize collaboration with **multilingual families**

- Address any biases, stereotypes, or assumptions embedded in policies and practices that could negatively affect relationships with multilingual children and families and their transitions
- Include multilingual families in equitable transition processes and decision making a) for their children and b) for district-, school-, and/or program-level transition policies and practices
- Advocate for families' language and learning goals
- Inform families about language programming and practices in all PreK-3 settings available to multilingual children
- Share with the family any information about their child that is being shared with other educators across PreK-3 settings
- Facilitate family/child visits to new PreK-3 settings

Prioritize collaboration with **programs, districts, schools and educators**

- Strive for agreement and alignment across PreK-3 settings with regard to language practices and promoting multilingualism and multiculturalism
- Connect with educators, administrators, and staff in other PreK-3 settings serving multilingual children
- Visit and observe other PreK-3 education settings (for example, a Kindergarten teacher visiting a PreK setting and vice versa)

