

New Mexico Early Childhood Higher Education Task Force NM Early Childhood Multilingual Education Pathway Brief for Institutes of Higher Education

This Multilingual Education Pathway Brief contains reviews and recommendations produced by the New Mexico Early Childhood Higher Education Task Force (NMECHETF). The NMECHETF would like to thank the entire membership of the NMECHETF for its contributions to this document and recognize the committee chair and key authors of the document. In 2023-24, the NMECHETF met a total of eight (8) times, convening 26 institutional program representatives one half-day per month. Committees communicated between meetings and produced work within the scope of their service to the NMECHETF. The final deliverable, aligned with the 2023-24 NMECHETF Scope of Work is meant to support institutes of higher education in New Mexico as it relates to early childhood higher education faculty, state entities, and community partners.

New Mexico is regarded as a national leader in early childhood education and care. Together, local services, state organizations, and institutions of higher education are forging a strong, collaborative early childhood system that will improve the services and experiences of New Mexico's young children and their families and communities. The NMECHETF is proud to be a recognized expert voice and steward of early childhood higher education programs during this transformative time.

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NM Early Childhood Multilingual Education Pathway Brief

for Institutes of Higher Education

Objective: Develop a brief that describes the implications (both cautions and considerations) that may result in institutes of higher education during/as a result of the development of a multilingual pathway in New Mexico higher education programs.

Overview: The NMECHETF produced this Multilingual Education Pathway Brief within the scope of a committee. The collected data from the NNMECHETF meeting discussions, discussion meeting notes, and institutions report of historical and current experiences. The Brief is developed from the collected data and consists of seven implications and resources for New Mexico experts.

Implication 1: Cultural and Linguistic Equity

Cautions

There may be challenges in ensuring that the Multilingual Pathway is equitable and inclusive, particularly for Indigenous populations whose languages are at risk of being lost.

Considerations

- Prioritize the inclusion of Indigenous languages alongside Spanish and English, acknowledging their importance in preserving cultural heritage and fostering a sense of belonging among Indigenous communities.
- For New Mexico's Tribes, Nations and Pueblos, maintaining their languages is an existential issue for these communities. The future transmission is key to sustaining lifeways, values and traditions. These languages are exclusively utilized within these communities and nowhere else.

Implication 2: Creation of Core Principles or Competencies

Cautions

Developing competencies for a multilingual pathway in early childhood higher education requires careful consideration and planning. Competencies should be developed with a deep understanding of the cultural backgrounds and linguistic diversity of the children and families being served. Competencies should reflect an inclusive approach that respects and promotes linguistic diversity.

Considerations

- Ensure that the principles are grounded in the belief that we honor the home language and maintain it as a central element in instruction. There are a variety of instructional strategies that sustain the development of the home language.
- The foundation for teaching Native languages is grounded in distinct community values, socio-cultural practices and belief systems/epistemologies. These greatly differ from teaching language as a solely academic endeavor.

Implication 3: Curriculum Development

Cautions

Designing a curriculum that effectively integrates language revitalization efforts and best practices in language immersion programs with early childhood education pedagogy can be complex.

Considerations

- Collaborate with Indigenous communities, local language experts, and early childhood education specialists to develop a culturally relevant and linguistically diverse curriculum

that respects Indigenous knowledge systems and incorporates language immersion techniques. This includes relying on those experts to develop the courses, syllabi, and competencies. Pedagogies should be embedded within the unique social systems of communities contributing to personal and cultural identity.

Implication 4: Faculty Training and Recruitment

Cautions

Recruiting faculty members who are proficient in multiple languages, including Indigenous languages, may be challenging. We must also consider which schools are interested and able to offer the pathway.

Considerations

- Prioritize the recruitment and professional development of bilingual and bicultural educators who have a deep understanding of Indigenous cultures and languages, and who are committed to promoting language revitalization and equity in early childhood education.
- To provide training and support for the existing and future workforce, partnerships should be developed to share resources, support and develop long term capacity. Partnerships should include various stakeholders such as higher education institutions, tribal colleges, ECED and community based teacher training programs.

Implication 5: Resource Allocation and Timeline

Cautions

Establishing and sustaining a Multilingual Pathway may require significant financial resources for developing curriculum materials, hiring specialized staff, and providing support services.

Many institutions have different processes for catalog additions; timeline must be considered. Submitting the coursework to the HLC will also take time. Additionally, consideration for inclusion or revision of the catalog of articulated courses will need to be considered as well as state certification or acknowledgement of credentialing.

Considerations

- Advocate for funding and resources from government agencies, philanthropic organizations, and community partnerships dedicated to Indigenous language revitalization and educational equity initiatives.

Implication 6: Community Engagement

Cautions

Engaging communities and families in the development and implementation of the Multilingual Pathway may require building trust and overcoming historical mistrust of educational institutions, particularly for Indigenous communities.

Considerations

- Foster meaningful partnerships through community meetings with Indigenous leaders, elders, and community members to ensure their perspectives and leadership are heard and their cultural knowledge is respected in shaping the Multilingual Pathway (e.g. create one credit practicum to work with a language mentor).

Implication 7: Policy and Advocacy

Cautions

Advocating for policy changes and institutional support for multilingual education, particularly for Indigenous languages, may face resistance or bureaucratic hurdles.

Considerations

- Collaborate with policymakers, advocacy groups, and other stakeholders to advocate for policies that prioritize language revitalization, cultural preservation, and educational equity for Indigenous communities in New Mexico.

Conclusion

Implementing a Multilingual Pathway for early childhood educators in New Mexico higher education programs holds immense potential for promoting language revitalization and equity, particularly for Indigenous populations. By carefully considering the implications outlined in this brief and actively addressing them, institutions can create an inclusive and culturally responsive educational environment that honors all languages, cultures, and communities.

Recommended Resources and Experts

- Coursework Group Presentation - Atencio
<https://www.dropbox.com/scl/fi/68qyhsim22pt8tcdd67hw/Coursework-Group-Presentation-10.4.pdf?rlkey=e4t3tzgldf6hm2hdhc1h7k72b&dl=0>
- DLLTC Report Presentation
<https://www.dropbox.com/scl/fi/5pjfmg9aqi7dvh4ccazyg/DLLTCreport.allLOW-RES-copy-3.pdf?rlkey=t54krdi52fuu7c6u6tqqn4th6&dl=0>
- Final DLLTC NAEYC PLI Presentation
<https://www.dropbox.com/scl/fi/iwrc17arqjdybwos3b2rb/FINAL-DLLTC-NAEYC-PDI-2013-Presentation.pdf?rlkey=mj2lz7cah8tm8dtysjwvfsc3&dl=0>

- National Clearinghouse for English Language Acquisition <https://ncela.ed.gov/resources>
- Haka ‘Ula o Ke‘elikōlani Hawaiian Language College: <https://www.olelo.hawaii.edu/en/>
- New Mexico State University Borderlands and Ethnic Studies: <https://best.nmsu.edu/>
- McCarty, T. & Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. *Harvard Educational Review*, 84 (1). 101-124.
<https://nau.edu/wp-content/uploads/sites/49/2018/04/McCarty-Lee-Critical-Culturally-Sustaining-Pedagogy.pdf>
- Borough of Manhattan Community College Associate degree Bilingual Early Childhood Education: <https://www.bmcc.cuny.edu/academics/departments/teacher-education/bilingual-childhood-education-edb/> and https://uc23e262f3f66c3882151d8157cb.dl.dropboxusercontent.com/cd/0/inline2/CQyxkYW3--AOBNC7vebc4ViOtmLO0545Hrmo00fDnktAsAoR1ekCTpTTZfY-Ppcfsv9W7lCmDOvaD_cFEvvQKJ0Aoz5mDt1OyC-vBkegIMCWQjYspNAB2k5FmyzYz6pCXI4iWmkeluosaAUfFA3HN4hnPsoO9qHuMhFbC4uo3HwYP0AvOSgU5sLNdFLA6svsyyRKd4oWdmoOk4DqAETr68DkrxrIPat_f8zo-ScqmL8z9LHqsYPCGaMDmkjW_OHs2O7zXe1RxXV-kQD16NNivviTn9J5GH7atilu56jZhSV64ZR7jWjRXOPSRs5DWHQHMVw6i4whGtz2Jbi-ILXx0zNTq21NjDY2VQfm95ktbf6CdnP7-E6Pp3noM7eRU5kNzA/file