

Translanguaging

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**Primary Years Programme
Translanguaging**

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

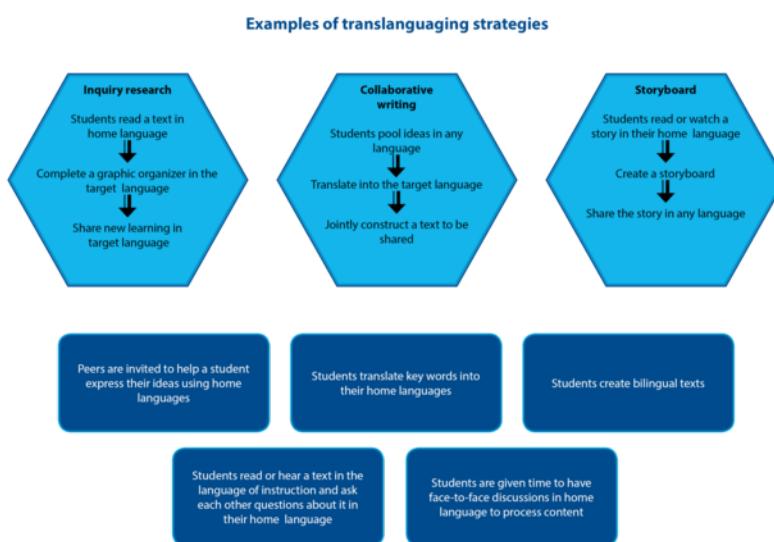
Setting the scene

Learning goals	<ul style="list-style-type: none"> Understand what translanguaging is. Have a set of reflection questions to support planning. Be aware of strategies that can be used in learning and teaching.
Learn about	Language > learning and teaching

Learners' languages can be supported through translanguaging strategies. By intentionally incorporating ways to integrate translanguaging strategies into your planning, you can help unlock the potential of all students. The infographic below gives you strategies and ideas to try with your students.

Translanguaging is a process in which students draw on known languages, naturally and flexibly, combining their elements to meet communicative and social needs. It is what your students are doing when they make connections between their languages or use language skills from one language to support another. By supporting translanguaging, teachers can help students make meaning, access content, and promote cognitive growth. Translanguaging activates prior knowledge embedded in a different language, whilst affirming cultural identity.

Translanguaging can help unlock the potential of every student through framing students in terms of what they can do with the right scaffolds—not only what they can produce in the language of instruction.



Planning is key

Effective translanguaging strategies are intentional. When planning for inquiries and assessment, teachers build in appropriate opportunities for students to draw on home and additional languages.

Planning questions

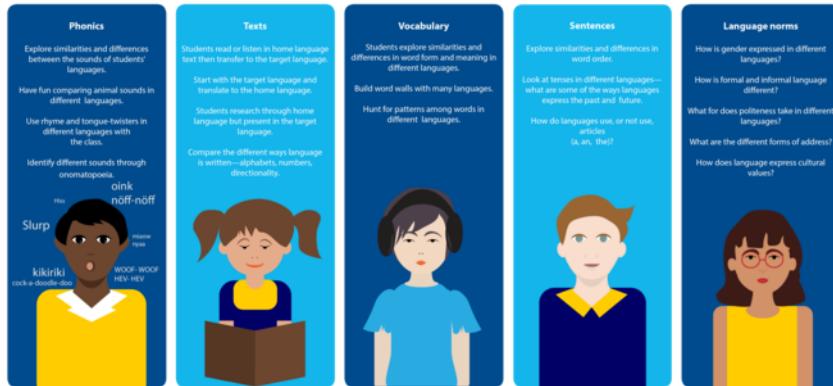
- What are the language backgrounds and needs of my students?
- Do I want to scaffold content or language?

- What content is not easily accessible to particular students?
- What are the unit aspects which might best be approached through a home language? (for example, local or cultural knowledge).
- In what ways can translanguaging strategies be incorporated into the engagements—pre-engagement, partner/collaborative and using home language resources?
- Am I using home languages for input or output or both?

Building an active translanguaging classroom

Opportunities to explore and develop translanguaging strategies exist in lots of daily contexts and many may arise spontaneously. Making languages visible in the learning environment through class routines, labels, signs, transitions and interactions will encourage and foster these moments.

Teachers may not understand all the languages of the classroom, but by seeing themselves as co-learners they support and build positive attitudes in their learning community.



Questions

First impressions

1. Have you observed students informally translanguaging outside or inside the classroom?
2. How do your learning spaces support translanguaging?
3. How can you build translanguaging into your planning?

Deepening your understanding

1. How might translanguaging support inquiry?
2. What resources does your school need to develop further?
3. How might your school develop a consistent approach across the learning community?

Next steps

Working with a colleague, plan some translanguaging strategies to try in your learning engagements.

Share and reflect on experiences with each other and other colleagues. Take the reflections forward into the next learning engagements.

Acknowledgement and disclaimer

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