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Afterword

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The six case studies presented in this volume make an extremely significant contribution to research and practice in education. In addition to offering greater understandings of translanguaging as pedagogy to a field hungry for this information, one can readily observe the work of teachers willing to *transgress* traditional monolingual practices within schools, each starting small earthquakes that together are tantamount to major educational change.

Our purpose in this afterword is to situate these cases of translanguaging moments in the context of broader schoolwide change, the larger earthquakes their work engenders, by discussing the significance of school leadership within the work of CUNY-NYSIEB schools. It is evident that the case studies feature exemplary teachers, driven to try something radically different for their emergent bilingual students than the instruction that is typically offered. These are experienced teachers who have understood the need to change the ways education has traditionally been done in their schools in order to better engage their emergent bilingual students and nurture their success in school. When these teachers began their involvement with CUNY-NYSIEB and they learned about dynamic bilingualism and translanguaging, something clearly resonated with them, making them eager to learn more and implement changes in their classrooms. This book covers these teachers' journeys and encourages any teacher to try translanguaging approaches to teaching in their classrooms – because any teacher can do it! Some of the teachers began with translanguaging pedagogy alone, whereas others were part of a community that fostered multilingual practices. We would encourage teachers anywhere to try it

out, even if they are the first in their building to do so. Nevertheless, there is another story about the broader context in which these teachers work, which we explore here.

As it happens, all of the teachers in this volume were fortunate to have had the support of their principals to engage in this work. This is significant, because it means that principals afforded their teachers the time needed to engage with discussions and practices of dynamic bilingualism and translanguaging. These teachers were clearly self-directed in their desire to learn more and devoted the time and energy to do so, but they were also supported by their school administration. For instance, the principals approved the teachers' release time to meet with their CUNY-NYSIEB Support Team during school hours and to attend professional development sessions for the project. We now turn our attention to these school leaders, and their own process of change over the course of their involvement in CUNY-NYSIEB.

As in many places, school principals in New York are called upon to determine educational programming and language policy for their emergent bilingual students, yet very few have received the preparation they need to make those determinations (Menken & Solorza, 2013). New York is like the vast majority of U.S. states in this regard, in that the state licensure requirements do not mandate any preparation for principals or other school leaders (e.g., assistant principals, supervisors, or superintendents) about how to educate emergent bilinguals. This makes it very difficult for school administrators to make decisions for their emergent bilinguals. It is for this reason that at its inception CUNY-NYSIEB focused on increasing the knowledge base of school administrators about bilingualism and language learning.

Like the educators whose teaching is documented in this book, the learning curve was great for principals and other school administrators as well, especially because the majority of administrators did not previously have any background in bilingualism or the education of

emergent bilinguals. The schools described in this volume underwent major change, as it was not only the teachers, but also the principals and other school administrators who adopted new approaches to linguistic and cultural diversity rooted in the CUNY-NYSIEB vision and principles. One of the most significant changes to take place was an overall shift in mindset, and school principals describe how their own language ideologies changed as a result of their involvement in the project, as they moved from seeing bilingualism as a deficit to seeing it as a resource.

The principal of the school where one of the teachers in this volume works explains this paradigm shift as follows:

Well I don't have an ESL background at all, so I would think, my thoughts were that the ESL teachers went in 4 times a week, 8 times a week, whatever it was, and taught the children English, and taught them, almost like being a one-way street. Now I think of it that there's so much more to it, and that the use of the home language should be encouraged and used as much as we can to help them gain English. But also, just because they don't know English doesn't mean they can't think and can't express themselves, and so that I think is really important for us to realize as a school.

(Ms. B, School Principal).

In this passage, this school principal describes how her views about language learning changed as a result of her involvement in CUNY-NYSIEB. Her limited expertise in the education of emergent bilinguals prior to the project led to a number of misconceptions regarding how the programs for these students are to be structured, grounded in a belief that they should be taught solely through the medium of English. It is worth noting that this principal's views at the outset of her involvement in CUNY-NYSIEB were shared among many of the school administrators we

have worked with, many of whom also believed at first that instruction should be English-only and that the home language could not support a child learning English. But as this interview excerpt shows, Ms. B began instead to see the students more holistically and recognize their knowledge and skills. In our recent analysis of interviews conducted with principals and other administrators in CUNY-NYSIEB schools, we have found that this change in stance is common across school leaders involved in the project.

Central to this change process is how leadership within CUNY-NYSIEB schools has been redefined. Interestingly, we have found that changes in school leadership structures in these schools went hand-in-hand with broader language policy and pedagogical shifts, as documented by Ascenzi-Moreno, Hesson, and Menken (forthcoming). Because teachers, especially those of ESL and bilingual education, are often the ones in their buildings with the most expertise in the education of emergent bilinguals, they began to be called upon in CUNY-NYSIEB schools to be directly involved in making schoolwide decisions for these students. A school principal and assistant principal describe the involvement of teachers in the development of the school's CUNY-NYSIEB plan, in which they outlined proposed changes in the education of emergent bilinguals aligned to the project's vision and principles, along with the tasks and timeframes to implement those changes:

Principal: Well they [teachers] have been really immersed and involved in creating the plan, and they have taken a leadership role in implementing the plan, I think very much so. So, I think they're really essential.

Assistant Principal: They're the ones who are doing it. (Ms. B & Ms. V)

At the start of the project, these school leaders spoke about themselves at the center of school decision making but, by the end, began to see the teachers as the leaders of school change efforts.

The school administrators in this interview describe how teachers – who in this case were a mixture of ESL, general education, and literacy teachers – took on major leadership roles in developing, adopting and implementing the school’s CUNY-NYSIEB plan. Thus top-down leadership arrangements with the principal as the sole decision maker fell out of favor for CUNY-NYSIEB work, as across schools more hierarchical leadership was abandoned in favor of collaborative models in which teachers became school leaders.

In schools like that described in the preceding paragraph, the principals readily adopted and promoted CUNY-NYSIEB vision and principles, and actively encouraged experimentation with translanguaging, while in others schoolwide changes emanated from several teachers who began experimenting with translanguaging pedagogy in their classrooms. After witnessing the successes of these pioneering teachers first hand, it caught on, and principals became more actively supportive. Regardless, all the teachers in the case studies are emblematic of collaborative school leadership because the pedagogical changes they made in their classrooms led to expanded roles and responsibilities in their schools. In one case, the teacher has gone on to assume leadership responsibilities in her district around translanguaging pedagogy as well. What is more, the project now targets school leaders more broadly, which is inclusive of school principals, other school administrators, as well as teacher leaders as the primary arbiters of change.

Working in tandem, teachers and school administrators adopted a number of powerful changes in CUNY-NYSIEB schools worth noting here. Many classroom teachers have begun engaging the students’ full linguistic repertoire in instruction through translanguaging pedagogy like those documented in this volume, and many schools have likewise changed their linguistic landscape by incorporating all of their students’ languages in the hallways, classroom walls and

in the materials used in instruction (see García & Menken, 2015; García & Sánchez, 2015, for further discussion). In addition to adopting translanguaging pedagogy in classrooms, some schools have begun to offer new classes taught through the medium of students' home languages, for instance in what the schools term 'Native Language Arts' classes. Some schools have made additional programming shifts for emergent bilinguals. For example some ESL and transitional bilingual education programs have been replaced with dual language bilingual education programs, the program model in New York with the greatest opportunity to develop bilingualism and biliteracy.

The work of the teachers in the case studies took place within a context of overall school reform as their schools moved from monolingual or monoglossic to multilingual. While any teacher could try experimenting with translanguaging pedagogy in their classroom, regardless of the initial level of support from their administrators, we expect that the successes they experience from doing so would foster schoolwide change. Moreover, in order to improve the education of emergent bilinguals, we must all work collaboratively as we nourish a vision for these students that appreciates them completely, and is full of hope and opportunity.