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# Collaboration efforts in the educational experience of ELLs



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# The Issue

- The relationship between the classroom teacher and the English language learner teacher is one that is imperative to the emergent bilinguals' educational success.
  - Collaboration efforts are not at the forefront of educational approaches within ELL education.
    - ◆ It is important for schools to begin allowing dedicated planning time for both the classroom teacher and ELL teacher to discuss this important classroom data and information for the advancement of instruction.
    - ◆ Teacher candidates are not taught much about collaborative relationships with their fellow educators.
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# EFFECTS

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## The Effects

- For decades, a long standing tertiary mindset has dominated the educational realm and teachers have adopted their own ideologies based on their experiences and their educational background.
  - Lack or the complete absence of adequate co-planning and co-teaching time embedded into the school schedule.
  - Epistemologies, as well have predetermined understandings pause the advancement of revising curriculum and planning efforts to enhance the educational experience of ELLs.
  - Students are not able to recognize and understand their positionality in the world as ELLs and find resources to help advance themselves in their journeys.
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# The Solutions

- Schools need to begin allowing dedicated planning time for both the classroom teacher and ELL teacher to discuss this important classroom data and information for the advancement of instruction.
  - Teacher training on collaboration that they may fully understand, adapt and challenge our own understandings to engage in true collaboration in education.
  - Educators begin to foster socially just mindsets in our students to better inform them of their positions in society and how they can become successful in their lives regardless of the privileges that are not open to them. One way we can do this is through the use of postmodern picturebooks.
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**LONG TERM**

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# The Lasting Effects

- By supplying teacher candidates with a curricular planning course that is inclusive of ideologies and the processes of co-planning and collaboration, they would have a collaborative spirit ignited at the beginning of their careers and be intrinsic collaborators which will translate to a stronger educational experience for all students and a more seamless collaborative relationship with the ELL teacher.
  - The long term effect of effective collaboration in education between the classroom teacher and ELL teacher is that of a sustaining and impactful foundation for the student to see connections between curriculum and language and their positionality in the world that will last a lifetime after their time in the classroom.
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