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Letter from Executive Editor

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Art as Voice: Creating Access for Emergent Bilingual Learners

Journal of Pedagogy, Pluralism, and Practice Special Issue Fall 2017

Editorial

Arlene Dallalfar, *Lesley University*

I am pleased to preface the Fall 2017 Special Issue of the *Journal of Pedagogy, Pluralism and Practice (JPPP)*, titled *Art as Voice: Creating Access for Emergent Bilingual Learners*, edited by Professors Amanda Claudia Wager, Vivian Maria Poey and Berta Rosa Berriz. This Special Issue is a result of numerous meetings and engaging collaboration, both with members of the JPPP Editorial Board as well as the Special Editors, to focus on a publication that targets the intersection of the arts, literacies and language learning. We have been enthusiastic about specifically using Lesley University's online journal as a free access peer-reviewed publication to make this issue more accessible to educators, professionals and advocates in a range of environments. The uniqueness of this Special Issue is that the editors and authors contribute to scholarship on arts and multicultural education, and add to this body of knowledge by helping fill three distinct gaps in current scholarship: first to specifically address literacy acquisition with emergent bilinguals, second to examine language and literacy within elementary education and third to focus on pedagogy and practices across grade levels. The Introductory Chapter frames the epistemological lens and frameworks used by the Special Editors, Professors Wager, Poey and Berriz, in examining their approach to teaching and learning through the interdisciplinary domains of arts and learning in multicultural and multilingual settings, as well as literacy acquisition with emergent bilinguals. The nine chapters, divided into three sections, provide local and national examples from scholars and practitioners on pedagogical approaches to describe the range of multimodal literacies and language learning in educational settings. Each article was selected to demonstrate how the arts can be used to build on language learning practices among a variety of constituents, such as educators, community youth workers and those involved in advocacy work. I welcome how the editors and authors encompass a methodology that addresses the interplay of class, gender and ethnic/race identities as it intersects with language and literacy, schooling and educational policy, illustrating a commitment to culturally responsive practices and inclusive communities of practice. The concluding chapter provides a rich archive of resources that can be used to further engage with multilingual educational practices as well as theoretical and pedagogical approaches on using the arts to enhance academic access and success for children, youth and families who are in the process of learning another language.

In this Special Issue we have also included an engaging review, by Frank Daniello, Professor of Elementary Education at Lesley University, of the book *Child's Social and Emotional Well-Being: A Complete Guide for Parents and Those Who Help Them* (2016), authored by Dacey, Fiore and Brion-Meisels. Professor Daniello provides an overview and

assessment of how traditional schooling and public education curriculum has not adequately promoted children's social and emotional learning (SEL). In addition, he examines concrete actions, strategies and exercises proposed by the authors to engage children in SEL. He highlights the value of collaboration between organizations and parents, caregivers and educators in supporting children's SEL.

We hope JPPP can provide a forum for scholars in the humanities, arts, sciences, education, social sciences and human services to promote cultural criticism and pluralistic approaches to teaching and learning. The Editorial Board also seeks to present a balance of practitioner-research, philosophical and theoretical essays to showcase interdisciplinary lenses as diverse forms of inquiry. In addition, our goal is to increase and enhance access, both within the Lesley academic community, as well as reaching teachers, learners and practitioners across national and international borders. A special thanks to the efforts of Danielle Powell, our eLearning and Instructional Support (eLIS) team member, and more recently Philip Siblo-Landsman, our Research, Instruction and Digital Scholarship Librarian, for technical expertise with layout, formatting and uploading of the *Journal of Pedagogy, Pluralism and Practice* to its new home in the DigitalCommons@Lesley within the Sherrill library. We strive to make the JPPP more accessible to a global readership. We hope this issue helps provide new insights and understandings of complex issues facing educators and families living and working in multicultural and multilingual communities at the local and national level. For further information please contact us at jppp@lesley.edu.