



fkaCS eNews

Term 2 | 23 May 2019

Welcome to the *fka* Children's Services (*fkaCS*) eNewsletter for Term 2, 2019!

In recent months, *fkaCS* has been undergoing a period of growth, resulting in quite a few exciting projects and changes.

This year *fkaCS* will partner with Semann & Slattery to deliver the Department of Education and Training (DET) initiative, Improving Quality Through Educational Program and Practice. Our consultants will be mentoring and supporting funded kindergartens and their teams in the delivery of high quality teaching and programming, consistent with Quality Area 1 of the National Quality Standards.

We have exciting news regarding our Professional Learning events for 2019-20, with workshop topics and locations now available. Read on for more details!

Lastly, we are continuing with our ongoing upgrade of resources in the Multicultural Resource Centre (MRC). Many of our resources now have intentional teaching notes to help educators enact and embed meaningful and holistic inclusive practice. If you have any suggestions about what you would like to see in the MRC we welcome your feedback.

In the meantime, happy reading!

The *fkaCS* Team

Feature Article



International Year of Indigenous Languages 2019

by *fka* Children's Services

The United Nations General Assembly has declared 2019 the International Year of Indigenous Languages (IYIL2019) to raise awareness of the crucial role languages play in people's daily lives and to celebrate the important contributions they make to our culturally diverse world. It is estimated that approximately 2,680 languages worldwide are in danger of being lost (UNESCO, 2018). This declaration implores all people to consider the value and sustainability of global indigenous languages and engage in acting for change.

Within the Australian context, our first thoughts are of the languages of Australia's First Peoples: how we can better understand, value and respect the cultural knowledge about the land we find ourselves on today; the environment and how to better support it; and the rich cultural history that Australia's First Peoples hold and fight to preserve.

Early Childhood Professionals must also reflect on the first languages of the children, families and colleagues within the learning community. Are endangered indigenous languages held by members of your community? On a larger scale, how are the first languages by all those within your community valued, celebrated and engaged in?

The Early Childhood Education and Care (ECEC) environment provides early childhood professionals, children, families and the wider community with an opportunity to explore, understand and value language as a powerful tool in developing an equitable and diverse community. It is within these early years that children develop a strong foundation for their own cultural identities, understanding and values through the interactions and relationships they form and participate in.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2018) tells us that “languages play a crucial role in the daily lives of people, not only as a tool for communication, education, social integration and development, but also as a repository for each person’s unique identity, cultural history, traditions and memory.” Within the ECEC environment what rights, opportunity and respect is afforded to those participating in our communities to use their language as a tool to share their unique identity, history, traditions and memories? How does the environment show a value for languages as part of the collective and individual cultures of the environment? Through critical reflection ECEC professional have the opportunity to unpack their own cultural identity and reflect on how the individual cultural identities of the community have a participatory role in the ongoing development of individual understanding, value systems and practices.

Language as a communication tool allows it users to “preserve their community’s history, customs and traditions, memory, unique modes of thinking, meaning and expression” (UNESCO 2018, The Role of the Language). Thinking of the unique identity each person holds, dependence is placed on language to think, deliberate, negotiate, plan and articulate within everyday life. Without language what would our inner dialogue and outward expression look like? Furthermore, what does the ECEC environment offer to those who do not share the dominant language to actively participate in their right to use their most fluent language?

In the ECEC environment we are placed at a vantage point to experience how mother tongue, additional languages and other forms of communication empower and often disempower those who participate in our communities. Within our multicultural society, the evidence of the empowerment of language experienced by families, children and professionals is apparent every day.

Early Childhood Professionals as a whole prioritise the development of communication and literacy of young children within the ECEC environment. This predominantly transpires to communication and literacy in the dominant language of the environment. What measures and practices are being put into action that support the continuing development of communication and literacy in the home languages of children?

“Linguistic diversity contributes to the promotion of cultural identity and diversity, and to intercultural dialogue. It is equally important in achieving quality education for all, building inclusive knowledge societies and preserving cultural and documentary heritage. Furthermore, it ensures the continued intergenerational transmission of indigenous knowledge.”

- UNESCO, 2018. Action plan for organising the 2019 International Year of Indigenous Languages, pg2.

The families, children and colleagues within the ECEC environment, all of whom play a pivotal role in shaping and informing the learning community, are entitled to have their whole identity celebrated and valued within the communities they choose to participate in. If we lens our thinking to the future of those participating in our environments, the values, skills and knowledge being instilled today will advocate for the continuing growth, regular engagement and continuing importance of preserving and using first languages.

As Educators, the importance of advocating for the use of a child’s home language/s, both outside of and within the early learning environment is not only imperative to their sense of identity and wellbeing, but it has the ability to contribute to sustaining languages at risk of endangerment. fka Children’s Services asks Early Childhood Professionals to reflect critically on your learning environments, practices and pedagogies and question ‘how are the languages and identities of all those participating in your community supported, valued, and celebrated – and what will you action to continue to advocate for the cultural and linguistic rights of your community?’

fkaCS Members can download practice tips on supporting home languages and the development of identity via the Educator Resources page on our website: <http://fka.org.au/resources/educator-resources>. Contact us on 03 9428 4471 if you would like to speak with an fkaCS Practice and Pedagogy Consultant to discuss support options for your service.

*References at the end of this eNewsletter.



Sector Updates

Equality in the Early Years

In February, SNAICC – National Voice for our Children and Early Childhood Australia (ECA) prepared a joint position paper, and longer discussion paper, to ensure all Aboriginal and Torres Strait Islander children receive quality early learning and family support. Endorsed by more than 40 leading child welfare, education and research organisations, Working Together to Ensure Equality for Aboriginal and Torres Strait Islander Children in the Early Years highlights the key issues that impede First Nations children from accessing early childhood education and care (ECEC), while further providing recommendations for improving outcomes.

To read more about the paper and to download, visit www.snaicc.org.au.

Subsidised Kindergarten for all Victorian Children

Article taken from the Department of Education and Training

Beginning in 2020, the Government will be rolling out a new initiative in stages to ensure every Victorian three-year-old has access to a subsidised kindergarten program. This will mean that an extra year of play-based learning, led by a qualified teacher, will be added to Victorian children's education. These funded programs will be offered in both sessional kindergartens and in long day care settings.

From 2022, every three-year-old Victorian child across the state will have access to at least five hours of kindergarten delivered by a qualified teacher. Kindergartens will then scale up their hours to reach the full 15-hour program by 2029. Read more about the initiative at <https://www.education.vic.gov.au/childhood/earlychildhoodupdate>.

School Readiness Funding

In recognition of the importance of Cultural Inclusion in responding to and celebrating the diverse needs of the Victorian Community, fkaCS is privileged to be included on the menu of evidence as part of the Victorian Government School Readiness initiative.

Our School Readiness Program of support sits alongside the Victorian Kindergarten Cultural Inclusion Program, and affords us the opportunity to work alongside Kindergartens to design a program of work that will support their needs and those of the children and families in their community.

For services in tranche 1 who have included fkaCS in their Annual Plan, please contact us so we can plan resources and ensure our support is timely and available when you need it. For those of you participating in tranche 2 (2020), we have a wide range of options that can be tailored to meet the needs of your service. If you would like to start planning the use of your 2020 funding, we are available now to help you develop your action plans. Call us or visit the menu of evidence to see what services we can provide for your annual offer.

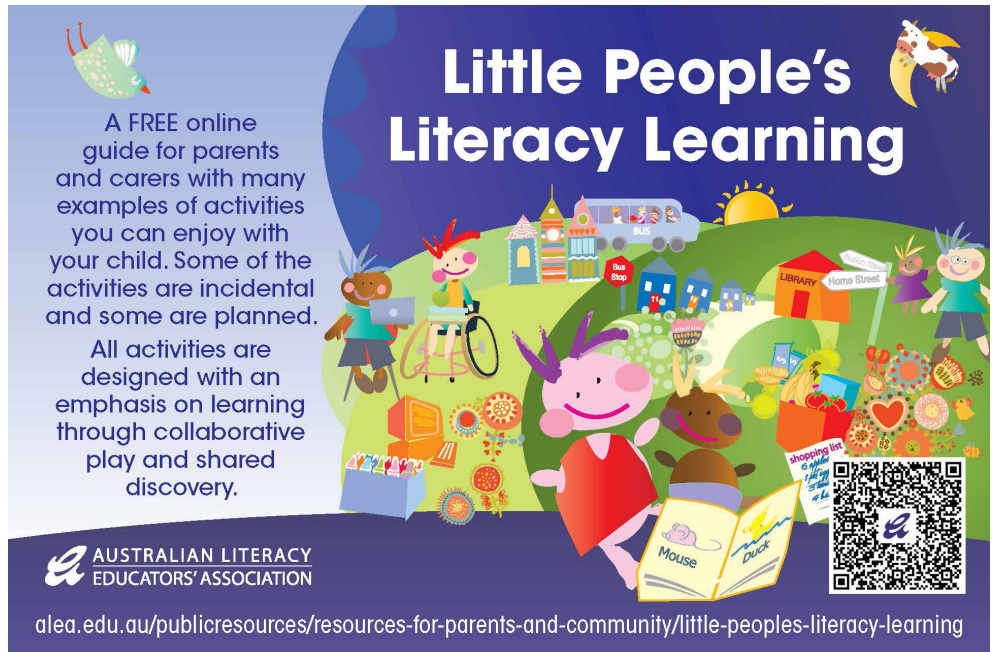
Read more about our support: <http://fka.org.au/cultural-inclusion-support/school-readiness-program>

View the Menu of Evidence: <https://www.education.vic.gov.au/childhood/providers/funding/Pages/SRFmenu.aspx>

Sector Updates

Little People's Literacy Learning

The Australian Literacy Educators' Association (ALEA) recently released Little People's Literacy Learning, a free online guide for parents and carers with activities designed to enhancing learning through collaborative play and shared discovery. For more information, visit www.alea.edu.au/publicresources.



Little People's Literacy Learning

A FREE online guide for parents and carers with many examples of activities you can enjoy with your child. Some of the activities are incidental and some are planned. All activities are designed with an emphasis on learning through collaborative play and shared discovery.

AUSTRALIAN LITERACY EDUCATORS' ASSOCIATION

alea.edu.au/publicresources/resources-for-parents-and-community/little-peoples-literacy-learning

The banner features a colorful illustration of a village scene with a bus, a library, a shopping list, and various children and animals. A QR code is located in the bottom right corner.

News at fkaCS



Learning English as an Additional Language in Early Childhood
By Dr Priscilla M. Clarke | 2nd Edition

eBook now available exclusively to *fkaCS* Members!

Download now: www.fka.org.au/resources/educator-resources

The image shows a tablet displaying the eBook cover, which features several small photos of children and a central title box.

We are excited to announce the release of Dr Priscilla M. Clarke's publication Learning English as an Additional Language, 2nd Edition.

Complete with a new look and available for download as an eBook, this popular resource guides educators supporting children learning English alongside their home language/s.

fkaCS Member? Download the eBook: <http://fka.org.au/resources/educator-resources>

 **News at fkaCS**

2019-20 Membership Packs

For all new and renewing 2019-20 Members (1 March 2019 to 29 February 2020), you should have received your member pack - including your 2019 Annual Membership Calendar - in the post.

After a great response from the reflective practice prompts in last years calendar, the 2019-20 calendar features a new selection of insightful and in-depth pedagogy and practice notes for you to utilise within your service each month. If you have any questions about these prompts or would like to share your experiences applying them to your practice, contact us on 03 9428 4471 or fkacommunications@fka.org.au.

Your pack also includes your 2019 Membership Certificate – featuring a wonderful new photograph taken at Sunnyside Kindergarten – and brochure detailing your member benefits. Display these items with pride! We hope that they serve as a reminder of, and inspiration for, the very important work that you do. We thank you for supporting children's cultural and linguistic rights.

New Faces at fkaCS!

Finally, we would like to introduce new staff that have joined the team this year:



Angela Ditchmen: Professional Learning Facilitator & Mentor

Angela has thirty years' experience within the sector both in Australia and abroad. Her background includes Kindergarten teaching, mentoring, training and consulting.

Angela's role at fkaCS will include the construction and delivery of training programs and the delivery of both phone and onsite support to services.



Audrey D'Souza Juma: Special Projects Coordinator

Audrey has worked in early childhood education in varied settings in Australia and overseas. Audrey has extensive teaching and teacher education experience and has served in diverse roles in universities, higher education institutes and schools. Her doctorate from the University of Melbourne is in the area of Early Childhood. She has contributed to policy reform and curriculum development and has co-authored the Early Childhood Care and Education curriculum in Sindh, Pakistan. She has also co-edited a teacher manual and has published extensively.



Ron Holmes: Project Lead

Ron is both a new staff member at fkaCS and an old one, having worked at the organisation from 1995-2000. Ron has a long and varied history in early childhood, and a passion for social justice in all its forms. Ron lives in Brunswick and has four children who help him stay young, no matter how much they remind him how old he is. Ron will be delivering pedagogy and practice support as part of the Cultural Inclusion Program and the Ready for School Funding initiative, as well as delivering training and other projects.



Events & Professional Learning Opportunities

fkaCS Professional Learning Calendar - Coming Soon!

Our Professional Learning calendar of events will be published soon, with the first of our training sessions beginning early June. We will be holding the following workshops across Victoria in 2019-20:

Understanding and Implementing Authentic Cultural Inclusion

Upcoming Locations: Sale, Mildura, Cardinia, Coburg, Melbourne CBD, Yarra Junction

Supporting Children Learning English as an Additional Language in the Early Years

Upcoming Locations: Swan Hill, Shepparton, Caroline Springs, Seymour, Horsham, Warrnambool, Bendigo

Culturally Inclusive Transitions in Early Childhood

Upcoming Locations: Ballarat, Wodonga, Geelong

Keep an eye out for our email next week, which will list the dates and locations of our PL events.

Alternatively, you can keep up to date via Facebook @FKACS or Eventbrite: <http://fkacs.eventbrite.com/>

Local Events

Australia National Reconciliation Week | 27 May - 3 June

Celebrates and builds on the respectful relationships shared by Aboriginal and Torres Strait Islander peoples and other Australians. The week-long celebration is an ideal opportunity for all Australians to explore ways to join the national reconciliation effort.

Taste of Portugal | 9 June

A cultural festival that showcases Portuguese cuisine, music, dance, history, language and tourism at Queen Victoria Market. The festival unites all the Portuguese speaking communities, including Portugal, Brazil and East Timor, to celebrate historical ties.

Refugee Week | 16 – 22 June

Refugee Week is Australia's peak annual activity to raise awareness about the issues affecting refugees and celebrate the positive contributions made by refugees to Australian society. Originally celebrated in 1986, Refugee Week coincides with World Refugee Day (20 June).

Annual Islamic Eid Show | 23-24 June

Melbourne Showgrounds is set to bring forth a first-time exciting expansion of the Annual Islamic Eid Show. This Show has earned its reputation as THE premier multicultural festival in Australia and everyone is welcome to take part in this wonderful celebration!

For more information about these events visit www.whatson.melbourne.vic.gov.au.



From the Multicultural Resource Centre



fkaCS Literacy Kits

Within children's developing phonological awareness it is important that they are supported to engage in a range of literacy and numeracy based activities that connect their everyday knowledge to introduce new concepts.

Our Literacy Kits, available in both Rhymes and Stories, feature colourful illustrations and engaging props to with children, along with tailored intentional teaching and reflection points to aid discussion. Popular titles include Old MacDonald had a Farm, Ten Green Bottles, Jack and Jill, Little Red Riding Hood and more!

Member? Browse online: www.library.fka.com.au or download resources: www.fka.org.au/resources

Not a member? Visit www.fka.org.au and join now!

Enjoy a range of benefits and play a vital role in supporting fkaCS to achieve our vision and purpose, enabling us to:

- Advocate for children's cultural and linguistic rights.
- Maintain the Multicultural Resource (MRC) collection – ensuring hard-to-find multicultural/bilingual resources are accessible to Victorian education and care services.
- Design and implement new programs and resources to support all children's active participation, learning and belonging in their service.



From the Multicultural Resource Centre

Resources in Review

A new addition to our eNewsletters this year is Resources in Review, featuring our partner organisations Global Language Books, Kaleidoscope Books and Yarn Strong Sista! fkaCS Members receive discounts on purchases made with our partners, so be sure to read Resources in Review and stay up to date with the latest must-haves for your program.

Classroom Talking Pen Start Packs - Global Language Books

Our new Classroom Talking Pen Starter Packs in popular languages provides an immediate way to help children become better acquainted with English. If a story can first be heard, read and absorbed in a home language, it helps children to understand English better. Children can record their voice on every page, practicing pronunciation and building vocabulary, and by role playing with other children they gain confidence in speaking and listening in English. Each pack contains a Bilingual Talking picture dictionary, 3 bilingual stories and a Classroom Talking Pen (already programmed to read all books in the pack) with Bluetooth Speaker. Select from popular titles including Farmer Duck; Lima's Red Hot Chili; Little Red Hen and The Grains of Wheat; The Giant Turnip; Goldilocks and The Three Bears and the Bilingual Picture Dictionary.

\$300 excl. postage for fkaCS Members (retail price \$400). Visit www.globallanguage.com.au and quote your 9-digit Member ID to claim.

Walking Through the Jungle by Stella Blackstone - Kaleidoscope Books

This book has a delightful rhyming story and is suitable for children in the early years up to about 5 years of age. The brightly coloured illustrations depict not only the animals she meets, but many others that children will be able to identify. This is a beneficial story for children learning English as an additional language, and also suitable for children with additional needs.

Walking Through the Jungle is about a young explorer who journeys through the different environments in the world, and on her way meets a variety of animals, including a whale and polar bear. At the end of the story the lion, polar bear, wolf, crocodile and rattle snake follow her home for vegetarian snacks. The story is told using lots of repetition and rhyme which makes it easy for children to remember and join in with. The book provides many opportunities for children's learning such as:

- developing language skills
- promoting inclusion
- allowing communication and discussion in a group situation

Some suggestions for assisted learning:

- Adapt the story into a familiar tune, i.e. Old MacDonald, which children can sing along to.
- Find animals in the pictures and, if in a different language, use the name of the animal in the picture in the other language, i.e. English = butterfly, Vietnamese = con buom.
- Discuss environmental factors and wild animals by asking questions such as: what sort of environment do wild animals live in?
- To develop numeracy skills, count the number of animals that are the same on each page, i.e. in this picture, how many butterflies are there?

Currently available in Mandarin, French, Czech, Urdu, Burmese Karen and Vietnamese. Visit <https://kaleidoscopebooks.com.au> to purchase.



Additional Notices

Members! How have you applied the Pedagogy & Practice tools in your Annual Calendar?

The fkaCS Annual Membership Calendar provided in your membership pack contains reflective pedagogy and practice tips for each month of the 2019-20 year. This month the focus is on self-esteem and identity.

We would love for you to share your experience and tell us how you have applied it to your practice by emailing fkacommunications@fka.org.au.

Not a member? Join now!

Members enjoy a range of benefits and play a vital role in supporting fkaCS to achieve our vision and purpose. Membership funds enable us to:

- Advocate for children's cultural and linguistic rights.
- Maintain the Multicultural Resource (MRC) collection – ensuring hard-to-find multicultural/bilingual resources are accessible to Victorian education and care services.
- Design and implement new programs and resources to support all children's active participation, learning and belonging in their service.

Seeking Expressions of Interest – Voices from the Field 2019

Do you know of someone exceptional in your field who deserves recognition? Perhaps someone who you believe goes above and beyond in their advocacy for children's cultural and linguistic rights, or who represents what it means to be an early childhood educator working with children learning English as an additional language? Do you know of a service who has shown outstanding efforts in the provision of culturally rich environments?

If so, we invite you to submit your stories as part of our ongoing Voices from the Field article, to feature in our eNewsletters each term. We hope these stories will not only provide inspiration for your own practice, but give credit to the hard work and tireless efforts of those in the early childhood sector. Please email fkacommunications@fka.org.au – we look forward to hearing from you!

United Nations Educational, Scientific and Cultural Organisation (UNESCO): <https://en.iyil2019.org/>.

UNESCO, 2018. *Action plan for organising the 2019 International Year of Indigenous Languages*. Pg. 2: <https://en.iyil2019.org/wp-content/uploads/2018/09/N1804802.pdf>.

UNESCO, 2019. *The role of the Language*: <https://en.iyil2019.org/role-of-language>.