

Transition Learning and Development Statement :



Flexible
approaches
promote
partnerships
with CALD
families



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The Professional Support Coordinator is an initiative funded by the Australian Government under the Inclusion and Professional Support Program.

FKA Children's Services Vision

All children have access to quality early childhood services that recognise and value diversity where:

- Skilled Staff incorporate multicultural perspectives in all programming
- The maintenance and development of languages other than english is promoted and children are supported to learn English as a second language
- Children from all cultural backgrounds have equal opportunities to participate and achieve



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Role of FKA

- AMEP/State/Commonwealth
- CBP
- Training
- Bookshop
- Mobile Resource Service
- Library – onsite & online
- Website – www.fka.com.au



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Overview of today's session

- Flexible programming approach
- Understanding CALD
- Partnerships and communication
- FKA – Transition support
- Next steps: Strategies and processes



Outcomes

- Understand the benefits and value of a flexible programming approach to support the cultural and linguistic diversity of individual children and families
- Identify the role that values and experiences play in building effective partnerships between educators and CALD families.
- Identify strategies and be confident to implement these to engage CALD families particularly when preparing and writing the Transition Learning and Development Statement



Children's learning

“The diversity in family life means that children experience belonging, being and becoming in many different ways”

(The Early Years Learning Framework, p9)



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Flexible programming approach

Key elements to building a flexible programming approach;

- Belonging
- Communication
- Consultation
- Participation



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Reflecting Diversity

- Children will more readily engage with the learning environment if it reflects their culture and identity.
- Bringing memories and experiences from home into the learning environment validates their 'place' in the 'space'.

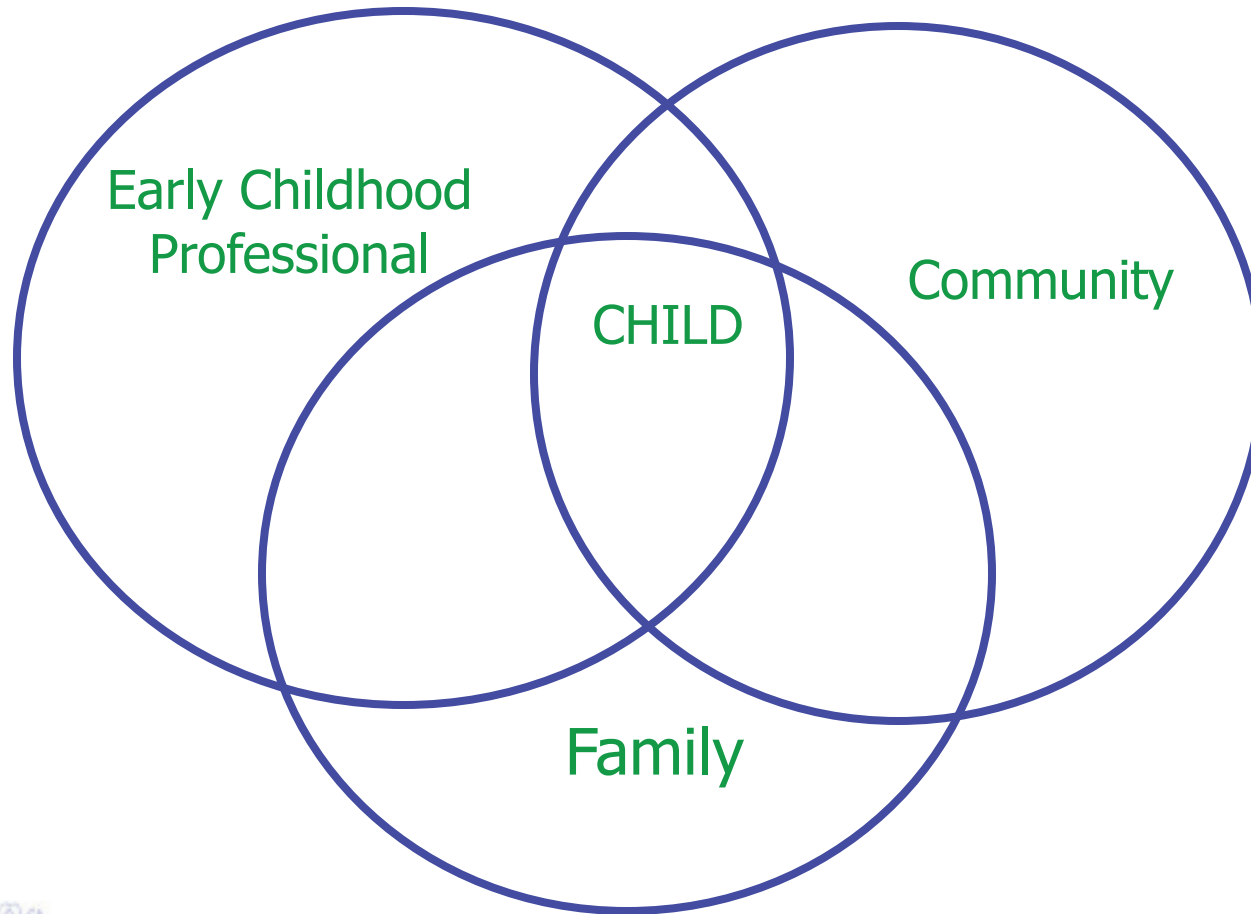


Responding to culture

- Collect background information
- Consult with parents
- Communicate
- Develop a philosophy
- Implement strategies
- Reflect /Review



Partnership: With whom?



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Partnerships with CALD families require

- Time
- Effort
- Patience
- Empathy
- Knowledge
- A whole of service approach



“Genuine partnerships occur when Early Childhood Professionals ensure that the interests, abilities and culture of every child and their families are understood, valued and respected.”

(The Early Years Learning Framework, p11)



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Early Years Learning Framework

Interactions with children and families inform staffs' knowledge of children's distinctive interests, skills, cultures and abilities.

VEYLF ,2009 p11



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2009 FKA pilot CALD Transition Helpline

At the end of 2009 FKA was funded by DEECD for 6 weeks to facilitate a pilot Transition support helpline to support practitioners in engaging with and developing transitions statements for children and families of CALD background.



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Learning's from the Helpline

Many services that contacted the helpline;

- Did not know personal family details, first language or CALD background of children in their service
- Reported perceptions that CALD children had language delay/difficulties although they were fluent in their first language
- Had not engaged with CALD families prior to the Transition Statement process
- Did not have any understanding of CALD nor the confidence to build relationships with parents who did not speak English fluently



What strategies would you
now implement to ensure
that a respectful, flexible
programming approach is put
into practice?



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