



Accessing fkaCS Online Language Support

Victorian early childhood services are well aware of the importance of community/family language in supporting a child and family's identity, wellbeing and belonging in the early childhood environment. **fkaCS Community Language Support Workers (Bilingual Workers) support Early Childhood Education and Care (ECEC) Teachers and Educators to engage with multilingual children and families by facilitating communication through a shared language.**

For more information on fkaCS Community Language Support Workers (Bilingual Workers) please see InfoSheet: *fkaCS Bilingual Workers* at <https://fka.org.au/resources/educator-resources>.

During current social distancing restrictions (as a result of the pandemic and in order to keep everyone safe) it may not be possible for fkaCS Community Language Support Workers to work onsite or travel to your service.

fkaCS are pleased to be able to offer an amended version of this support in the online space.

It is important for services to continue to actively engage with multilingual families, and in the absence of a shared verbal or written language, online language support may be the best option.

ECEC services should in the first instance look to your local community and ascertain if there are other language support options available to you either in the early childhood education community or in the wider local community. In the absence of community support fkaCS is able to provide online language support.

To ensure you are accessing the correct type of Community Language Support, please see the fkaCS resource 'Maintaining your relationship with families when you don't share a language' at <https://fka.org.au/resources/learning-at-home>

Typically, a program of support will include the following:

Facilitated online meetings with both an fkaCS consultant and a Community Language Support Worker to:

- support communication and help identify goals for the family and child, including whilst orientating back to the ECEC environment;
- facilitate communication and support relationship development between educators, families and the child;

- identify strategies to assist the educators in encouraging communication between the child and their peers to support the child in building relationships with others; fostering their sense of wellbeing and belonging; and
- facilitate cultural awareness by enabling the exchange and sharing of information between educators and family about the child, family life and participation within the learning environment.

This type of facilitated support is also available for children who may not yet return to the ECEC environment and may continue learning at home.

In these instances, online meetings may include:

- gathering information with the family in regards to learning from home;
- assisting the educator in identifying and providing relevant support to the children and family at this time;
- supporting ongoing engagement with the ECEC service throughout physical absence from the service;
- supporting the return of the child and family to the service.

fkaCS is available to design the best option for you and your early years community as part of our Cultural Inclusion packages of support. Services can access support in the following ways:

- Victorian Kindergartens have access to this support under School Readiness Funding (SRF)
- Victorian Kindergartens who are not yet in receipt of school readiness funding have access via the DET Victorian Kindergarten Cultural Inclusion Program
- Other early childhood services have access via fee for service or the Inclusion Support Program ([Victorian Inclusion Agency](#))

If you think fkaCS online language support is a resource that will support you in maintaining your relationships with children and families, contact fkaCS and a consultant will guide you through the planning process:
culturalinclusion@fka.org.au | 03 9428 4471