



# *fka*CS eNewsletter

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## TERM TWO

JUNE 2020

## **Welcome to fka Children's Services (fkaCS) eNewsletter for Term 2, 2020!**

It has been one of the most challenging terms on record for Australian education, but thanks to the dedication and innovation of Early Childhood Educators and Teachers, we have managed to maintain our relationships with children and families and connection to community.

As we begin to head back to a familiar, albeit amended way of providing education and care, we reflect on how we have engaged with children and families in the past, during this period of remote learning, and how we may differently do so in the future.

In this edition, Catherine Hydon asks us to reimagine how we might go forward in our relationships with families, and VCAA's new resource Supporting Bilingualism, Multilingualism and Language Learning in the Early Years gives us a new approach to support multilingual communities. *fkaCS* consultants offer practical advice about supporting children and families as they return to our programs and services and the importance of continuing to support families and children to maintain and further develop their languages.

*fkaCS* remains open and continues to support Victorian Early Childhood Education and Care services via phone, email and online platforms such as Zoom, WebEx and Microsoft Teams. Our consultants are currently working a mixture of home and office hours and we will continue to review our onsite activity as per advice from the chief medical officer. We will let you know about any changes as soon as possible.

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# A Window to Belonging: Reimagining Family Partnerships

BY CATHARINE HYDON

**“It’s been like a window into children’s lives. I thought I knew our families well before home-based learning kicked in, but connecting with them online during this time has helped us to get to know them much better. I think it’s something about the way technology opens up a shared and more personal space – not so public perhaps, more on their terms – guided by children and families”.**

**- Early Childhood Teacher**

Innovation, they say, is born of necessity. When it suddenly became necessary for early childhood educators to provide home-based learning opportunities for children isolated during a pandemic, the likes of which Australia had never experienced, decisions needed to be made. Educators swung into gear, many creating learning packs filled with a little of what children were missing in the program and encouraging families to support children to play and learn in the hands-on way they do in services around the country.

But something else is happening. Educators have created opportunities for more personal connections. They started talking with children and families on the phone and via online platforms generating an individualised experience and clarifying insights that had previously eluded both families and educators. For the first time, educators are reporting that families have felt comfortable sharing the routines and rituals of family life, the cultural aspects that give them meaning and the hopes and aspiration they have for their children’s futures. Educators have witnessed capable and competent children speaking in their first language with grandparents (often with educators who share their language) about a world that they know and are proud of. Family members have been introduced to educators by excited children whose new-found confidence in what they have to share means conversations are much anticipated and last for longer than planned.

**What is going on here? Has necessity given birth to a new way of connecting with families? Are we witnessing a shift in the way we collaborate? Could we have found a way to more respectfully honour the cultural and linguistic lives of the families who bring their children to early childhood education? And more importantly, how can we hold on to what we have discovered and craft a new and better normal?**

As we re-imagine the parameters of these new collaborations, it’s helpful to remind ourselves that seeking to work in respectful partnership with families is not new. For many years now, early childhood educators have been expected to design program and process that actively seek out and embed perspectives of all families.

*Families are the primary influence in their children's lives; they often have strong beliefs and values regarding the education and care of their children. When families and services collaborate and build respectful relationships, children have the opportunity to develop a positive sense of self and experience respectful relationships. As well, the child, the family and the service do not exist in isolation; they are part of a much wider community (ACECQA, 2018 updated Jan 2020, p. 248).*

*Family-centred practice is essential for improving learning outcomes. Research shows that parents' involvement in their child's education is associated with improved learning outcomes for children. Family-centred practice promotes continuity of care for children in early childhood settings. By understanding and respecting family relationships and routines, professionals are able to provide children with greater continuity and more secure attachments and develop responsive learning programs which build on children's prior learning experiences (Cohrssen, Church, & Tayler, 2010, p. 4).*

While such broad philosophical statements reflect the experience of many families as they engage with early childhood services, they disguise a more problematic reality. While educators seek 'collaborative and respectful relationships, that support children have the opportunity to develop a positive sense of self' (ACECQA, 2018 updated Jan 2020, p. 248), these partnerships are often difficult to cultivate. Practice evidence and research findings (Cohrssen, Church, & Tayler, 2010) confirm that families and educators find it challenging to navigate cultural tensions, and all too often there is a mismatch of expectations and aspirations fuelled by assumptions and the dominating power of the majority view. Our efforts to build partnerships in this space result in token efforts that never entirely create the learning community we espouse.

It is worth noting that in the most recent edition of the Victorian Early Years Learning and Development Framework (2016) these challenges are acknowledged and professional invites to communicate in different ways and negotiate more equitable engagement.

*Some families may find it challenging to engage with early childhood professionals because of their own experiences, for example, their language, cultural or socio-economic backgrounds, health or*

*disability related issues. This requires early childhood professionals to use multiple ways to communicate with families, to negotiate and overcome barriers to equity and engagement (Department of Education and Training, 2016, p. 9).*

When families cultural and linguistic identity challenge, the norms of early childhood education educators are invited to consider other ways of knowing and being. Have the static and more traditional way of building partnerships reinforced the divide and maintained a cultural disconnect? Perhaps as children and families step into the early childhood spaces we have created, some of what makes them unique are withheld or separated or made to feel (subtly perhaps) unwelcome.

The privileging of English in early childhood service is a sobering example. English consumes the spaces – it is what you see and hear despite genuine efforts to recognise our multilingual community. If linguistic rights are so fundamental to identity why is first language so often positioned as 'other' – a line on an enrolment form, a poster on a wall or a few keywords recited at arrival. Why don't we see the more robust commitment the 'rights-based approach to the education of bilingual children' and a 'multilingual ecology' that has recently been articulated in the VCAA Supporting Bilingualism, Multilingualism and Language Learning in the Early Years? An approach that elevates aspects of a family's identity and builds the platform for reciprocity.

*A rights-based approach to the education of bilingual children highlights the importance of supporting the right of children to learn their family and community languages to a proficient and fluent level. It acknowledges the cultural, ancestral and spiritual value of languages, and promotes equity and diversity. It promotes bilingualism for all children, and features multilingualism as an asset and a goal for Victorian children, families and communities. It supports language learning, bilingual experiences and interactions, and translanguaging. Languages are accorded a high and equal value, the space to be featured and represented in the physical environment (such as in signs, meetings, labels and resources), and the time to be used, learnt and practised by children, families and educators (VCAA, 2020).*

Ironically, the very thing that we thought might separate us further, social isolation and the shift to online interactions that would create a more palpable divide between families and educators, might be the

mechanism that helps us re-imagine more fruitful connections. Connections built on reciprocity where 'there is a respect for the differing values, beliefs and expectations ... creating a space whereby each learns from the other and will be changed in the process' (Hadley & Rouse, 2018). In this approach there is a reaching out and 'a reconciling of all points of view and a search for consensus between the partners, recognising that each party has a particular knowledge and expertise to share (Hadley & Rouse, 2018).

### So, what might a re-imagined – post-crisis – connection with families look like?

Might we use the window that home-based learning and online communication has given us to reshape a relationship that:

- dedicates time throughout the enrolment and orientation process where families have an opportunity to share through online communication the part of their lives that they believe shape their children identity
- more formally recognises the learning and development that child has already undertaken before joining the early childhood service and develops ways to record that as part of the assessment process
- privileges languages others than English through the employment of bilingual staff whose voices are heard through the program
- provide opportunities for children and families to speak to educators their first language with the assistance of bilingual staff or regular interpreters
- develops new communication methods that welcome more personal and more regular connections with families that provide an opportunity to share children's progress and essential aspects of family life with the service
- recognising families' capacity as children first teachers and welcomes them into a shared conversation about understanding children's learning and development

In this re-imagined understanding of family partnerships, the window that we created for our online communication during the COVID-19 response, stays in place. The insights we have gained by opening this window and seeing each other in new ways ought not be closed shut.

We can open it wider and use innovation in our everyday practice as a platform to build reciprocity. In so doing, we truly recognise children's social and cultural lives and the learning and growing they pursue with their first and most important teachers.

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#### References

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# Engaging in a Multilingual Ecology: Collaborative Partnerships

**The Victorian Curriculum and Assessment Authority (VCAA) recently launched *Supporting Bilingualism, Multilingualism and Language Learning in the Early Years Practice Guide (2020)*.**

This practice guide, researched by Carolina Cabezas-Benalcázar, focuses on advocating for, and upholding the cultural and linguistic rights of children and families through the development of, and engagement in a multilingual ecology. The purpose of this resource is to “guide educators in their approach to teaching and learning in multilingual communities. This guide emphasises the importance of understanding family-languages as the foundation, resource and outcome of learning” (VCAA, 2020, p. 1).

A multilingual ecology includes:

*“The entire range of language practices of all children in an educational setting, as well as in the interactions of all members of the learning community. A multilingual ecology fosters the use, learning and practice of languages. All languages are respected and assigned meaningful spaces in the learning program and environment” (VCAA, 2020, p. 38).*

A multilingual ecology requires a strong community to flourish. A strong theme throughout this guide calls early childhood professionals to understand and act upon the importance of collaborating meaningfully and closely with families to support children’s ongoing learning of languages, literacies, growing identity, and to provide equitable opportunities for children and families to share their funds of knowledge (VCAA, 2020, p. 8).

As early childhood professionals, our understanding of early childhood development is influenced by the ecological model of child development (adapted from Bronfenbrenner, 1979). This same model is used to create a multilingual ecology within our practice, environment and relationships. (VEYLDF 2016)

*“Families and kinship members have primary influence on the child’s learning and development. They provide the child with relationships, opportunities and experiences that shape each child’s sense of belonging, being and becoming. A child’s local community, cultural events, spaces and their accessibility reinforce a sense of belonging and wellbeing for a child and their family” (VCAA Wellbeing Practice Guide, 2018, p. 13).*

As families and children are returning to the early learning environment, early childhood professionals can reignite their relationships with families and children with a focus on collaboration. While children have been learning at home, families will play a pivotal role in working alongside early childhood professionals to not only provide programs that continue supporting children’s current interests and funds of knowledge but to also provide insight to children’s learning relationships with their family.

Recognising that families play an integral role in their child's learning and development within the early learning environment and at home, and empowering families to be active collaborative partners will support you in developing and engaging in learning environments that reflect and engage in children's sense of wellbeing and identity.

### Reflection Break

- As a practitioner, what is your understanding of collaborative partnerships with families?
- What is needed to build and maintain a collaborative relationship?
- What role do you play in nurturing and strengthening the relationships you hold with families?
- How do you understand the funds of knowledge families and children hold, and how this knowledge influences your teaching practices and program design?

### How do you nurture a Multilingual Ecology?

The pillar stone of nurturing a multilingual ecology is the collaborative relationships early childhood professionals hold with families. It is through these dynamic relationships that early childhood professionals, in collaboration with children and their families, develop responsive approaches to curriculum, pedagogy and assessment practices that truly speak to the bilingual identities children and families hold.

*“In family-centred practice, the strengths of the family are valued, emphasised, and acted upon... [Educators] work collaboratively with families, recognising them as equal partners in supporting the child's learning and development” (VEYLDF Evidence Paper Practice Principle 1 Family-Centred Practice 2010, p. 4).*

During the recent months, the way you engage with families may have changed. You may have had to include multiple avenues of communication to connect with families. With children learning at home and now beginning to re-engage with the early learning environment it will be important to recognise the knowledge, experience and learning children have engaged in at home with their families.

In thinking about a holistic view of children's learning and development, it will be important for you to

engage with families regarding their experience, what they noticed about their child's learning and development, what activities were engaged in together and what conversations and thinking their child is currently engaged in. Through welcoming collaborative partnerships at the time of re-engagement you are inviting families to participate actively in your development of responsive approaches to curriculum, pedagogy and assessment practices to meet the contexts and experiences of children and families.

Within your teaching practices and learning environments it is important to reflect on your own practices and how these encourage and validate the importance of a collaborative partnerships with families. Visibility of these practices is important. Research suggests that the visibility of family input is crucial. Families require validation that their engagement in the partnership is constructive, valued and respected (VEYLDF Evidence Paper Practice Principle 1: Family-Centred Practice 2010, p. 12). Families need to see their active participation within the program and environment that their children are engaging in. It is important to reflect on and plan for how you will communicate and showcase family participation. With the new information regarding children's learning dispositions and funds of knowledge you are gathering from families think about where this information is stored, how you will be using it, and how you will communicate its value to families.

### Reflection Break:

- Reflect on what practices you engage in to build strong partnerships with families. Did these differ while children were learning at home?
- What practices did you need to develop to continue engaging in collaborative partnerships with families?
- How will you continue to utilise these strategies now children and families are returning the early learning environment?
- In what aspects of the learning environment and program will families see the outcomes of their participation?
- How will the outcomes of your collaborative partnerships be communicated with families?

## Strengthening your Collaborative Partnerships with Families

The *Supporting Bilingualism, Multilingualism and Language Learning in the Early Years Practice Guide* (2020) provides early childhood professionals with supportive strategies and practice suggestions to engage in a multilingual ecology, many of which direct early childhood professionals to work closely with families. It is important to remember that “there is no one strategy to build strong partnerships” (PSC National Alliance: Build Strong Partnerships with Families, 2011, p. 18).

As families and children are re-engaging in the on-site early learning environment it is the perfect time to reflect on your past practices, views and beliefs about collaborative partnerships. Identify what areas of your relationships with families you would like to see better outcomes in and begin planning to implement innovative and creative ways to achieve your goals.

As a team, you might like to dedicate some time to consider the following points;

- How will families be supported to re-engage with the service and early childhood professionals?
- How will families and children’s funds of knowledge be utilised in influencing the program, and be made visible within the environment?
- What might you need to gather such information?
- Will this require a multi-modal approach? What modes of communication and collaboration might you need to achieve this?
- Most importantly, what will you implement tomorrow to begin your journey of re-engaging in collaborative partnerships with families?



### Further Support

*fka* Children’s Services (*fkaCS*) can support your service in building its capacity to re-engage in collaborative partnerships with families. Your service may benefit from;

- Telephone support and advise
- Coaching and mentoring
- Facilitated conversations at team meetings
- Professional learning

If you would like discuss further, please contact us on 9428 4471 or at [culturalinclusion@fka.org.au](mailto:culturalinclusion@fka.org.au).

# Welcoming Children and Families to our New Normal...

**The pandemic pushed early childhood settings into unknown territory as we navigated a drop in utilisation, free childcare, social distancing and learning from home. With ample support from the sector around how to support families and teachers learning at home, we now need to turn our attention to families and children returning to services as restrictions ease and we find our new normal.**

How we re-engage and support families and children will impact the continuation from learning at home back to Early Childhood Education and Care programs. Some families may have been self-isolating or disengaged from services for more than 8 weeks. Many circumstances, routines and relationships may have changed, sparking past trauma or new anxieties and changing the needs and level of support families require for their children. Teachers must think about how this experience has effected families, and hear their stories.

Let's think about what we already know about change and transitions for children. Change can be overwhelming and difficult to understand, especially when children thrive on consistency and routine. Services may want to revisit their orientation processes and reflect on how best to support the re-engagement of families and children, in particular families who may have disconnected from your service.

## Communication - Key to Clarity

Having a clear process in place for re-engaging our communities will ensure teachers, families and children are equipped to return to Kindergartens. Think about the steps you need to follow to ensure families feel safe to return and how you will support children's wellbeing, sense of belonging and identity.

First, we will want to connect with families to ensure the communicate that the guidance is clear about returning to services. Families will most likely have hesitations or questions around new practices; be prepared for this. What is your service doing differently in regards to health and safety practices to limit contact, reinforce social distancing and be on top of hygiene? To better support multilingual families and children this would be an important time to tap into your bilingual workers, the community and family support to be ensure communication is effective. This is an important time to ensure families feel held, informed and supported.

## Orientation

A slow and steady approach to children returning will be key for supporting children's emotional wellbeing and existing social relationships with their peers. Limiting the number of families coming back each day will also be crucial in exchanging new information and spending time at drop off to touch base, ensuring families feel safe and welcomed back to the service.

You may want to revisit goals for children, ask families how the past two months has been for them and how they wish to transition back into your service. It will be important to take the families lead during this process to ensure they feel heard and part of their child's orientation.

## Routines

Before families and children return it will be important to reflect on your routine. How will you ensure all children, including children who are multilingual, understand their day and new routine? Be patient and set children up to succeed as they re-engage with kindergarten and how it differs from home.

It is imperative to ensure transitions prepare children, giving them time to comprehend and understand what is going on around them. Perhaps routine in the first few weeks will differ as you re-establish your foundations in your service and re develop relationships with children and find old and new strategies to communicate and relate to all children.

It will be important to remember that the 'mother tongue' is the emotional language and children whom you once thought could understand and communicate clearly in a language other than their home language may need more nurturing and understanding while they adjust and settle back in.



Think about the strategies you can use for children who are finding it difficult to re adjust and need more communication friendly approaches through the transition?

Lastly something to reflect on is how you will maintain communication with families throughout the process to ensure they feel a connection and can re-establish their sense of belonging, trust and identity within their Kindergarten community. Services may have developed communication platforms or systems during the learning from home period to stay connected and this might be something that can be continued throughout the orientation process.

How, when and what you communicate with families as they return will impact the learning and re-engagement of children as they transition from learning at home back to Early Childhood Education and Care programs.

## Supporting Families in Maintaining their Home Language/s

Despite the positive changes that have occurred in relation to cultural and linguistic diversity, Australia remains a resolutely English-language society. Therefore it is not surprising that research tell us many multilingual families in Australia feel pressure when it comes to their children's language acquisition and use. Some families wonder whether they are right to keep speaking their home language/s with their children, regardless how well they speak English.

The current situation in particular has presented significant challenges for families with young children confined to the home. *fkACS* have spoken to a number of Educators who report that some multilingual families who are concerned about their children's learning needs at home have wavered in their confidence in using their home language. As a result, some have openly asked Educators whether they should now use English at home with their child, while others have purchased English-language magnetic letterboards and similar activities.

It is more important than ever that families maintain the use of their home language/s with their children. There is no reason why the recent stay-at-home situation changes this- indeed, being together at home for extended periods presents an ideal opportunity for families to strengthen their children's proficiency in their home language/s. Educators have a crucial role to play in supporting and encouraging families. The positive messaging that Educators can provide to families in maintaining and strengthening the home language/s can play a part in relieving their stress and uncertainty. Educators should remind families that children's learning and development occurs regardless of the language in which it is delivered- and for children whose English is still developing, it will be more effective in the home language.

Think about the messages you are sending to all families in helping them guide their child's learning and development at home, and ensure you adjust your message to the unique position of multilingual families. Reassure families that play and learning in the home can and should be accompanied by rich use of the home language/s. For example:

- After reading stories (in their home language/s), families can discuss themes in a storybook as a way to deepen their child's comprehension and (home) language proficiency;
- When performing everyday tasks in the home, use specific words and phrases that build on and extend children's (home language) vocabulary and conceptual understanding;
- Engage in enjoyable (home) language activities such as word play, rhyming and singing well-known and new songs.

The VEYLD Practice Principle Guide: Equity and Diversity states 'professionals committed to equity focus not only on children but also on their families. When families feel accepted and respected and are joint decision-makers with professionals, both professionals and families have a greater understanding of the child and are better placed to support learning and improve outcomes.' The current period is an ideal time for Educators to truly collaborate with families; a unique opportunity to deeply understand the perspective of families and incorporate it into the programs they provide whether remotely or at the service.

Consider the following:

- Who lives in the home, and what language/s do they speak?
- What is the family's attitude towards daily chores/responsibilities for children, and what opportunities are there for learning in these?
- What equipment and materials do the families have at their disposal to create play and learning opportunities for their children?
- What is the current knowledge base of the family in maximising the learning opportunities in everyday situations (cooking, cleaning, gardening, housework etc)?

*fkACS* can support Educators in their work with multilingual families and children. If you would like to discuss any concerns or issues, phone 03 9428 4471.



# Sector Updates

## Resource: Why Play is Important

Continuing to support families in their child's ongoing learning and development is currently at the forefront of the Early Childhood Education and Care Sector. It is important that Early Childhood Education and Care Services are communicating with families how they can provide and engage in play opportunities and experiences with their children. We know that play is the driver of all learning and development for children, and in the early learning environment our spaces reflect this.

When supporting families to view play as an important learning and development tool we must consider how we are communicating this to all families who participate in our early years settings, particularly those who are multilingual.

The Raising Children Network have developed information for families about the importance of play for their child's ongoing learning and development, inclusive of play ideas for children across the newborn to primary age range.

Their article *Why Play is Important* supports families understanding of; why play is important, the different types of play and play ideas that support development.

It is available in multiple languages at [www.raisingchildren.net.au/newborns/play-learning/play-ideas/why-play-is-important](http://www.raisingchildren.net.au/newborns/play-learning/play-ideas/why-play-is-important).

## Translated Information for Families

In response to the Government announcement that on-site schooling will return, Health Translations has released 'Victoria's return to school plan' in 24 languages.

➤ Visit [www.healthtranslations.vic.gov.au](http://www.healthtranslations.vic.gov.au) and search 'Victoria's return to school plan'.

Health Translations have also provided multilingual COVID-19 resources in 70 languages, including Auslan and Easy English.

➤ Visit [www.healthtranslations.vic.gov.au](http://www.healthtranslations.vic.gov.au) and search 'coronavirus'.



*Sue (right) receiving her Victorian Volunteer Of The Year Award in 2018.*

## Congratulations, Dr Sue Lopez Atkinson

Dr Sue Lopez Atkinson has been appointed a Member of the Order of Australia (AM) for significant service to early childhood education and to the Indigenous community.

Sue, a Yorta Yorta woman, has been and continues to be a leading voice on Indigenous identity and conceptualising Aboriginality in Early Childhood Education and Care.

Sue's contribution to the early years and commitment to embedding Aboriginal perspectives in early years' curriculum is expansive, including Kindergarten teaching, teaching and writing curriculum for Aboriginal and non-Aboriginal early childhood students.

She uncaptured the voices of her Elders in her PHD '*Indigenous Early Childhood Curriculum and Self Determination in Victoria*' and celebrates her Yorta Yorta language and the Cultural Knowledges taught by her Elders in her Aboriginal Children's books, *Bartja and Mayila*, *Yurri's Birthday* and *Yurri's Manung*.

She has also contributed a chapter in *Voices and Visions - Aboriginal Early Childhood Education in Australia*, edited by Aboriginal academic Dr Karen Martin.

More recently Sue authored *Possum Skin Pedagogy: A Guide for Early Childhood Practitioners*.

Sue's ongoing commitment to social justice and embedding aboriginal perspectives in early childhood is evident by her extensive volunteer work including establishing and chairing Action on Aboriginal Perspectives in Early Childhood (AAPEC) and as an active member of fka Children's Services Expert Subcommittee.

## 2020 HART Awards

*Possum Skin Pedagogy: A Guide for Early Childhood Practitioners* received a special acknowledgment at the 2020 HART Awards on Friday, for Work Driving Systemic Change in the Education Sector.

The HART (Helping Achieve Reconciliation Together) Awards recognise Victorian initiatives that contribute to local reconciliation outcomes.

Finalists included initiatives that demonstrate Aboriginal and non-Aboriginal people working together, and initiatives that have contributed to building relationships, respect and understanding.

Watch the awards and see the 2020 recipients at [www.facebook.com/ReconciliationVictoria](https://www.facebook.com/ReconciliationVictoria).

## Victorian Early Years Awards: Nominations Open

During these difficult times, it's important now more than ever to celebrate the successes of early years professionals in achieving exceptional outcomes for Victorian children and their families. Nominations open until 6 July: [www.education.vic.gov.au/veya](https://www.education.vic.gov.au/veya)

## fkaCS Continues Support

fkaCS staff are still available via phone or email during restrictions to support you in the transition back to on-site ECEC programs.

Our staff are working remotely and/or in the office on a rostered basis. Contact us on 03 9428 4471 or email [culturalinclusion@fka.org.au](mailto:culturalinclusion@fka.org.au) to discuss how we can support you during this time.

## Utilising the Multicultural Resource Centre Remotely

To ensure the safety of our staff and clients, the fkaCS Multicultural Resource Centre (MRC) is closed to the public until further notice. However, you can still utilise our popular service remotely, in a variety of ways.

For any questions or concerns regarding borrowing or returning items from the MRC during this time, please phone 03 9428 4471 or email [library@fka.org.au](mailto:library@fka.org.au).

### Borrowing Resources

#### Send a Request via the Online Catalogue

1. Visit [www.library.fka.org.au](https://www.library.fka.org.au) and log in with your Username (Membership ID) & Password
2. Search for items in one of two ways:
  - Entering key words in the search bar
  - Using the Advanced Search button to filter by item types, collections or languages
3. Add items to your cart by clicking the *Add to your cart* button under each item
4. Review cart (top left of screen) – a new window will open
5. Send cart – a new window will open
6. Enter [library@fka.org.au](mailto:library@fka.org.au) as the recipient and any additional notes before clicking Send

#### Complete our Resource Request Form

1. Visit [www.library.fka.org.au](https://www.library.fka.org.au)
2. Scroll down to **Useful Links** and select *MRC Order Form*
3. Complete the form and email it to [library@fka.org.au](mailto:library@fka.org.au)

### Returning Resources

#### Via Post

Simply go to your local Post Office to arrange return of your resources by post.

#### Contact-less Drop-Off

**Please phone to book a drop-off time/date before returning resources.**

### Outreach Program

#### Borrowing

When you want a parcel, email the *Outreach Program Resource Request Form* (provided in your membership confirmation email), or email [library@fka.org.au](mailto:library@fka.org.au) to request a form.

#### Outreach Program Returns

Continue to return your parcels as per original arrangements with postage paid returns.



**fka Children's Services Inc.**  
**18 Harper Street, Abbotsford VIC 3067**  
**03 9428 4471 | [fkacs@fka.org.au](mailto:fkacs@fka.org.au)**  
**[www.fka.org.au](http://www.fka.org.au)**