



## Welcome to the October edition of *fkaCS* Members News

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## Welcome

Welcome to the latest edition of *fkaCS* Members News. In this edition, you can read about some of our recent achievements and learnings including: the Victorian Kindergarten Cultural Inclusion Program, Member Forums, new *fkaCS*-produced resources and an introduction to our youngest library members.

We also would like to take this opportunity to invite you to our 108th Annual General Meeting.

Happy reading!  
The *fkaCS* team

## Stay in touch and up-to-date

Call **03 9428 4471**

Visit the Multicultural Resource Centre

**42 Dight St, Collingwood**

[www.fka.org.au/resources](http://www.fka.org.au/resources)

Follow us on Facebook

[www.facebook.com/FKACS](http://www.facebook.com/FKACS)

Update your member details. Do we have your  
best contact email?

[fkacs@fka.org.au](mailto:fkacs@fka.org.au)

## Victorian Kindergarten Cultural Inclusion Program



Over the last six months we have worked in collaboration with the Victorian Government in the redesign of the Victorian Government's Kindergarten Cultural Inclusion Program (formally known as Bicultural Support).

Whilst *fkaCS* continues to advocate for the cultural and linguistic rights of all children, the new funded program delivers a more targeted approach to support children and families with the highest need and has recently broadened the support options available, affording us the opportunity to respond to the unique circumstances of each kindergarten. Information on the program's priorities can be found on the Kindergarten Cultural Inclusion page under the Bicultural Support section of our website:

[www.fka.org.au/bicultural-support](http://www.fka.org.au/bicultural-support)

The purpose of the program is to provide a broad range of support to Victorian services to support children and families from CALD backgrounds to engage in the educational program.

Support includes:

- Professional development
- Access to resources
- Cultural capacity building, curriculum and English as an Additional Language (EAL) support and advice – offered by phone, email and/or referral to in-service professional development
- Onsite language support with a Bilingual Worker

The teacher/educator capacity-building component of the program has seen *fkaCS* providing more intensive support to Kindergarten services in a number of local government areas, including the funded delivery of the two-part professional learning series *Supporting children learning English as an additional language in kindergarten* in Terms 2 and 3 (see related article on page 7).

***Like to know more about the Kindergarten Cultural Inclusion Program or want to discuss the needs of your community and the support available? Contact an fkaCS Pedagogy and Practice Consultant on 03 9428 4471 or email [biculturalsupport@fka.org.au](mailto:biculturalsupport@fka.org.au)***

## Inclusion Support Programme

The Australian Government's Inclusion Support Programme implemented in July 2016 has significantly altered the way Australian Government funded children's services can access support.

While we are not funded under the programme, we are developing new ways to support educators to reduce barriers to inclusion and embed culturally responsive pedagogy and practice.

We have produced a couple of simple factsheets explaining the new system and how to access support to reduce the barriers for children and families. InfoSheets 1 and 2 can be downloaded from the Bicultural Support section of our website:

[www.fka.org.au/bicultural-support](http://www.fka.org.au/bicultural-support)

Members can access free telephone support from fkaCS in navigating the programme, including the process of applying for Innovative Solutions Funding.

**Contact an fkaCS Pedagogy and Practice Consultant on 03 9428 4471 or email [biculturalsupport@fka.org.au](mailto:biculturalsupport@fka.org.au)**

## Rupert St Children's Centre and Kindergarten visit the Multicultural Resource Centre

The children and educators at Rupert St Children's Centre and Kindergarten have arranged to have regular excursions to fkaCS to visit the Multicultural Resource Centre.

It is wonderful to see children engage and eager to participate in learning experiences that support their thinking and understanding about the world around them.

As an ongoing relationship we will be welcoming Rupert St every fortnight to engage in discussion, activities and interaction relevant to their program and our vision for all children to actively participate in quality education and care services that recognise, value and celebrate diversity. We're looking forward to sharing some insights from the participating children in the next edition.

**Contact us if you would like further information on the program or to discuss a visit with your Kindergarten.**



## Member Forums



***Our vision is for all children to actively participate in quality education and care services that recognise, value and celebrate diversity***

In response to members' needs, and with our vision in mind, we hosted two free member forums during Term 3. Covering a range of topics and free for *fkaCS* members, these forums are the first in a series of forums over the membership year that are topical, evidence-based, relevant and practical.

Held here at the *fkaCS* Multicultural Resource Centre and Training Room, presenters and participants openly shared and learned from each other's experience.

Our first forum, saw Mat Jakobi, an Aboriginal teacher educator at Victoria University, Catherine Hamm, lecturer at Victoria University with a personal connection to the Victorian Aboriginal community and Dr Mindy Blaise, *fkaCS* board member and professor of early childhood education at Victoria University, present their recent research project findings in Troubling place and reconciliation pedagogies in early childhood education.

The second forum saw Felicity Johnstone and Monique Thompson, Senior Speech Pathologists from North Richmond Community Health present *Dual language*

*learning in early childhood*. With a focus on the current evidence for best practice in promoting dual language development for educators and families, the session presented the right mix of theory and practical content, with topics covered including aspects of typical speech and language development and ways to support this in practice, determining if there is a speech or language delay, and when to refer to a Speech Pathologist.

In addition to the Victorian Government's guest presentation on the *Early Childhood Reform Plan* at this year's AGM (refer to page 11), we're looking forward to offering another member forum before the end of the year. We're open to suggestions so feel free to contact us with any forum ideas you think would be relevant to our members.

Keep an eye out for the next forum invite in Term 4 and come along with your colleagues to learn something new, challenge yourself and leave with some practical tips to support your work with children and families.

***Read on for the 'Dual language learning in early childhood' member forum wrap-up. A wrap-up of 'Troubling place and reconciliation pedagogies in early childhood education' will appear in our next issue. For members who were unable to attend, audio recordings will be available on our website in the coming weeks.***

## Member forum wrap-up: Dual Language Learning in Early Childhood



*Felicity Johnstone*



*Monique Thompson*

Felicity Johnstone and Monique Thompson, Senior Speech Pathologists at North Richmond Community Health discussed current evidence regarding dual language learning and the relationship with typical speech and language development, and the occurrence of speech and language delays.

For *fkaCS* members who attended, Monique and Felicity engaged participants in thinking about language development in both children who are learning one language and those who are learning multiple languages.

Felicity and Monique stressed that positive language models are the most beneficial resources to children learning language, and that families should be empowered and supported to be the best language model for their children, in their most fluent language.

Another interesting and thought provoking point Felicity and Monique raised included how educators and families can promote dual language development within the contexts children participate.

Language, any language, is learnt best through play and within relationships. Within our Early Childhood

Education and Care contexts, educators and teachers emphasise the importance of learning through play and work closely with children in supporting them to develop strong connections with others.

Within these moments, teachers and educators can further support the development of dual languages through being a language model and equipping children with expressive and receptive communication of both verbal and non-verbal means.

It is important that children have the opportunity to contribute to the program within play, discussion and sharing in their most comfortable language. Providing these opportunities is important for the development of language and communication.

Another interesting point raised spoke to referring children for speech assessments, in particular when Echolalia is suspected in young children. Felicity and Monique stressed that we look at children's communication holistically and also think about the social functions of a child's communication – is repetition used to communicate in social engagement or does it seem different i.e. in pitch, direction, and repetitiveness?

*Article continued overleaf...*

## Member forum wrap-up cont'd: Dual Language Learning in Early Childhood

Children who are learning additional languages are problem solving within communication. Often children will repeat words and phrases when communicating and participating in play, especially when 'mapping' the use of a new word or phrase or as a social engagement tool where English is an additional language.

We also discussed how to 'model' language and how to do so in a way that supports children. Felicity and Monique discussed how they use repetition and model sounds to support children learning sounds and words, rather than having children attempt to repeat the sound or word in succession. In repetition and modelling we would use the word within sentences when in conversation with children. Through this method children feel validated and respected.

Throughout Felicity and Monique's work they use encouragement, play, language stimulation techniques and support families in understanding the importance of their children learning both their home language and English. To support families in continuing to support the development of home languages within the family environment, parents and carers are taught techniques to support the ongoing learning of home language and communication.

***A very informative session that saw great participant attendance and participation throughout the forum. We would like to take this opportunity to thank Felicity and Monique once again for an interesting and thought provoking session.***

### Spread the word

***Our new membership year runs from 1 July 2017 to 30 June 2018.***

***Tell your friends and colleagues to join now to take advantage of our membership benefits and support children's cultural and linguistic rights.***

#### ***Benefits include:***

- *Free access to our Multicultural Resource Centre collection of over 1200 bilingual / multicultural books and professional resources*
- *Consultant support and advice in selecting resources and navigating support services*
- *Discounted professional learning and resources*

***View the full list of member benefits and join online [www.fka.org.au/membership](http://www.fka.org.au/membership)***

#### ***Membership types & cost***

##### ***Education and Care Services Membership***

*\$210 Single site operator*

*\$790 Multi-site operator – for the first 6 services, then*

*\$105 per additional service*

##### ***Individual and Student Membership***

*\$65 Individual*

*\$45 Student*

##### ***Other Organisation Membership (training institutions or other organisations that support children's cultural and linguistic rights)***

*\$790.00 Other Organisation*

***New members joining before 31 October receive a 10% discount***

## Professional learning update: Supporting children learning English as an additional language in kindergarten

**Kindergarten Cultural Inclusion Program – Professional Learning Series**

### Supporting Children Learning English as an Additional Language in Kindergarten

FKA Children's Services is pleased to announce the upcoming professional learning series *Supporting Children Learning English as an Additional Language in Kindergarten*.

This professional learning is part of a suite of support available through the Kindergarten Cultural Inclusion Program delivered by FKA Children's Services and funded by the Department of Education and Training.

**About**  
Developed by the Victorian Curriculum and Assessment Authority, early childhood development expert Dr Priscilla Clarke OAM and FKA Children's Services, the series provides early childhood professionals with a clear understanding of the way children learn English as an additional language and how to support families raising children with multiple languages.

**Who should attend**  
Teachers and other early childhood professionals working in Victorian kindergartens

**Eligibility & cost**  
Free for state funded Victorian kindergartens\*\*  
\*limited to two participants per kindergarten - additional participants can be added to the waitlist

**Session summaries & schedule**  
View content...

**BOOK ONLINE from 18 April**  
[www.fka.org.au/news-and-events](http://www.fka.org.au/news-and-events)

**Part Two: Achieving Outcomes in English as an Additional Language in Kindergarten**  
Build on knowledge of the developmental stages of language acquisition and explore the implications for curriculum development and assessment for children in kindergarten.

**Overview**

- Stages of additional language development
- Sustained shared communication
- Achieving outcomes
- Assessing outcomes
- Rates of acquisition
- Identifying language delay

SESSION TIME	VENUE	BOOK ONLINE From 18 April <a href="http://www.fka.org.au/news-and-events">www.fka.org.au/news-and-events</a>
Friday 16 May 10am-1pm	Multicultural Hub	BOOK ONLINE
Friday 16 May 10am-1pm	Whittlesea Community Activity Centre	BOOK ONLINE
Friday 16 May 10am-1pm	National Wool Museum	BOOK ONLINE
Friday 16 May 10am-1pm	Ballarat Mechanics Institute	BOOK ONLINE
Friday 16 June 10am-1pm	Bononia Springs Children's and Community Centre	BOOK ONLINE

03 9428 4471 or email [fka@fka.org.au](mailto:fka@fka.org.au)  
Kindergarten Cultural Inclusion Program visit [www.fka.org.au](http://www.fka.org.au) > Bicultural Support >

FKA Children's Services Inc  
14 Dandenong Mall, Dandenong VIC 3188  
03 9428 4471 | [fka@fka.org.au](mailto:fka@fka.org.au) | [www.fka.org.au](http://www.fka.org.au)

Developed by the Victorian Curriculum and Assessment Authority (VCAA), early childhood development expert Dr Priscilla Clarke OAM and FKA Children's Services, the series provides early childhood professionals with a clear understanding of the way children learn English as an additional language and how to support families raising children with multiple languages. Originally developed for delivery over three sessions, *fkaCS* worked in partnership with VCAA and Dr Priscilla Clarke to redesign the content for early childhood professionals working in Victorian kindergartens, with delivery over two parts instead of three.

Term 2 saw delivery of the series to 138 registered participants in 5 locations; Ballarat, Geelong, Melbourne CBD, Melton and Whittlesea. The take-up from the kindergarten sector was overwhelmingly positive, with waitlists for Melbourne, Whittlesea and Melton.

In Term 3, we followed up with another round of series, with targeted delivery to 75 participants from kindergartens from the City of Casey, City of Greater Dandenong and City of Wyndham.

### Feedback highlights

Some of the common threads seen through participant feedback received during and after the series, include participants feeling challenged to reflect on their personal practice and beliefs, enjoying the lively in-session discussion and debate, and taking away achievable, practical strategies to implement in their service. The quotes featured overleaf highlight some of the participant feedback received to date.

***If you're interested in engaging fkaCS for your next professional learning event please visit [www.fka.org.au/professional-learning](http://www.fka.org.au/professional-learning) for more info and contact us to arrange a quote.***

***We offer a range of topics focused on culturally responsive pedagogy and practice, and work collaboratively with you to develop a session tailored to your learning needs. Sessions can be delivered at the fkaCS Training Room (small groups only), at your service or an external venue. fkaCS members receive a 10% discount.***

## Professional learning update cont'd: Supporting children learning English as an additional language in kindergarten

### Participant feedback highlights

#### Did the professional learning series meet the learning objectives?

"It was as I had hoped [useful] in providing some food for thought as well as some practical knowledge to take away and share with my teaching colleagues at my centre. Particularly in the second session the practical examples and links to resources gave me things I was able to implement straight away – went back feeling enthusiastic and more able to assist my children learning English and another language."

"I wanted to know about how children acquire another language and specifically English as an additional language and the session provided me with this. I am now more able to understand at what stage a child is at when learning English as an additional language."

#### How do you plan to apply the learning of this professional learning series to your practice?

"Understanding children's development of English as Additional Language – we can plot which stage they're at, communicate to families about importance of maintaining home language and use strategies for encouraging their identity and language skills."

"I have already used it to critically reflect on the programme and my practice and to assess where individual children are with their language development."

#### Would you recommend this professional learning series to others?

"Absolutely. It was fantastic."

"All Educators should attend – especially those of us who work in this region."

"It's a great way of learning and understanding."

"A must for educators including teachers and co-educators."

"I have very limited experience with bilingual children and so I found this an excellent learning experience. Thank you"

"All Educators should attend this training. I have worked in this industry for over 30 years and this presentation was very informative and has provided information important for my teaching with children."

#### Any other feedback or suggestions?

"Thank you for providing the training. Whilst I understand the constraints around providing greater access I feel it is imperative that all educators working with young children and their families in multilingual circumstances hear this information first hand so as to build up their own understandings and capacities."

## Noticeboard

### WORKSHOP

## Victorian Early Learning and Framework (VEYLF)

MONDAY 23 OCTOBER 2017



Conducted by Annette Sax  
Taungurung Early Childhood Consultant, Artist and Storyteller

During this Professional Development workshop we will take a closer look at the Aboriginal Cultural Knowledge Story which was written by Yorta Yorta academic Dr Sue Atkinson Lopez to reflect the revised Victorian Early Years Learning and Development Framework (VEYLDF). The Ochre painting which accompanies the Framework was created by Taungurung Artist, Annette Sax. We will explore the process of creating Ochre works in this style and unpack the Aboriginal symbols and animal tracks used by Annette in the painting. In this workshop we

**JOIN US!**

## Traditional and Contemporary Games Workshop

THURSDAY 16 NOVEMBER 2017, 6.30PM - 8.30PM



Conducted by Annette Sax  
Taungurung Early Childhood Consultant, Artist and Storyteller



Maringrook is a traditional Aboriginal game played by Victoria's First People. Maringrook was played with a possum skin ball stuffed with reeds from the creek. The game we know as AFL is based on Maringrook and Gaelic Football. This Professional Development workshop explores contemporary versions of traditional games in a hands-on way. Traditionally Aboriginal children were taught skills in survival through play. By actively participating in the workshop, we will learn traditional games that have been adapted. You will go away from this workshop being able to share these games with the children in your Early Childhood Service or School. By linking Indigenous storytelling with play we are encouraging the sharing of Indigenous culture within the everyday curriculum. We examine Dr. Sue Atkinson Lopez's PhD research 'Indigenous Early Childhood Curriculum and Self-Determination and how games are a part of Aboriginal Pedagogy. This workshop includes group work, storytelling and hands on art experience.

**JOIN US!**

**Yarn Strong Sista**

INDIGENOUS EDUCATION CONSULTANCY  
www.yarnstrongsista.com • Like Us on Facebook

## Yarn Strong Sista Workshops Monday 23 October & Thursday 16 November 6.30pm - 8.30pm

Stemming from our Culture and Community Partnership with Yarn Strong Sista, FKA Children's Services are hosting a series of professional learning opportunities, with *fkaCS* members entitled to a 10% discount.

With the series starting in the July school holidays and ending in Term 4, it's not too late to join Yarn Strong Sista's Annette Sax – Taungurung Early Childhood Consultant, Artist and Storyteller – for the final two of four hands-on workshops held at the FKA Children's Services Multicultural Resource Centre and Training Room in Collingwood.

We kicked off the series with *Bringing Bush Tucker into Early Childhood and Primary Curriculum* in July and followed up with *Building Authentic Relationships with Aboriginal Families and Communities* in September.

With places limited to enable a small group dynamic, previous participants have thoroughly enjoyed Annette's informative, personable and engaging style. The most recent session was made up of all but one *fkaCS* member, with four individuals from one service planning to attend a workshop each.

Places are still available for the upcoming *Victorian Early Years Learning and Development Framework (VEYLDF) Workshop* on Monday 23 October and *Traditional and Contemporary Aboriginal Games* on Thursday 16 November.

Visit our news page [www.fka.org.au/news-and-events](http://www.fka.org.au/news-and-events) to find out more and book online. Enter the code: **fkamembers** to redeem the 10% discount.

## Noticeboard



### Romp and Stomp

October 25 | 10am - 2pm

Continuing our relationship with the Melbourne Museum and a number of key Victorian education and care organisations, *fkaCS* are once again a member of the Romp and Stomp organising committee. As with previous years, the event will take place at the Melbourne Museum on the Wednesday of Children's Week. Complimentary entry to Romp and Stomp is included with a standard Melbourne Museum ticket on the day, and regularly draws a large crowd.

Aimed at children and families, the day offers a range of fun, play-based activities and experiences showcasing the value of learning through play – for both children and adults – and the importance of shared learning experiences in child-adult relationships.

With various activities, music, storytelling and more, the program has been developed to highlight the value of education, experiences and diversity in early childhood development. Additionally, the organising committee has worked to incorporate some of the more unique, lesser known spaces within the museum.

This year, an *fkaCS* Consultant and two bilingual workers will present songs and stories in various languages throughout the day. A selection of bilingual books and multicultural resources will also be on hand for families to enjoy some quiet time in between the storytime sessions and other activities on the day.

**Visit the Melbourne Museum website for more information and tickets**

[www.museumsvictoria.com.au/melbournemuseum](http://www.museumsvictoria.com.au/melbournemuseum)

## Noticeboard



### Annual General Meeting 2017 Wednesday 1 November | 3pm - 6pm

Join us for our 108th Annual General Meeting. The AGM will be an opportunity for teachers, educators and early childhood professionals to discuss the Victorian Government's *Early Childhood Reform Plan: Ready for Kinder, Ready for School, Ready for Life*.

The *Education State Early Childhood Reform Plan* outlines the Victorian Government's vision for the early years. The Reform objectives include:

- Supporting higher quality services and reducing disadvantage in early education
- Making early childhood services more accessible and inclusive
- Providing more support for parenting
- Building a better system.

Bronwen Fitzgerald, Director Early Childhood Development Strategy, and Bryn Davies, Manager Kindergarten Reform Implementation, will give an overview of the Reform Plan with a particular focus on the new Kindergarten Funding Initiatives, including the

Quality Improvement Program and School Readiness Funding. Information on the Reform Plan can be found at: [www.education.vic.gov.au/about/educationstate/Pages/earlychildhood.aspx](http://www.education.vic.gov.au/about/educationstate/Pages/earlychildhood.aspx) and <http://www.education.vic.gov.au/about/news/archive/Pages/schoolreadiness.aspx>

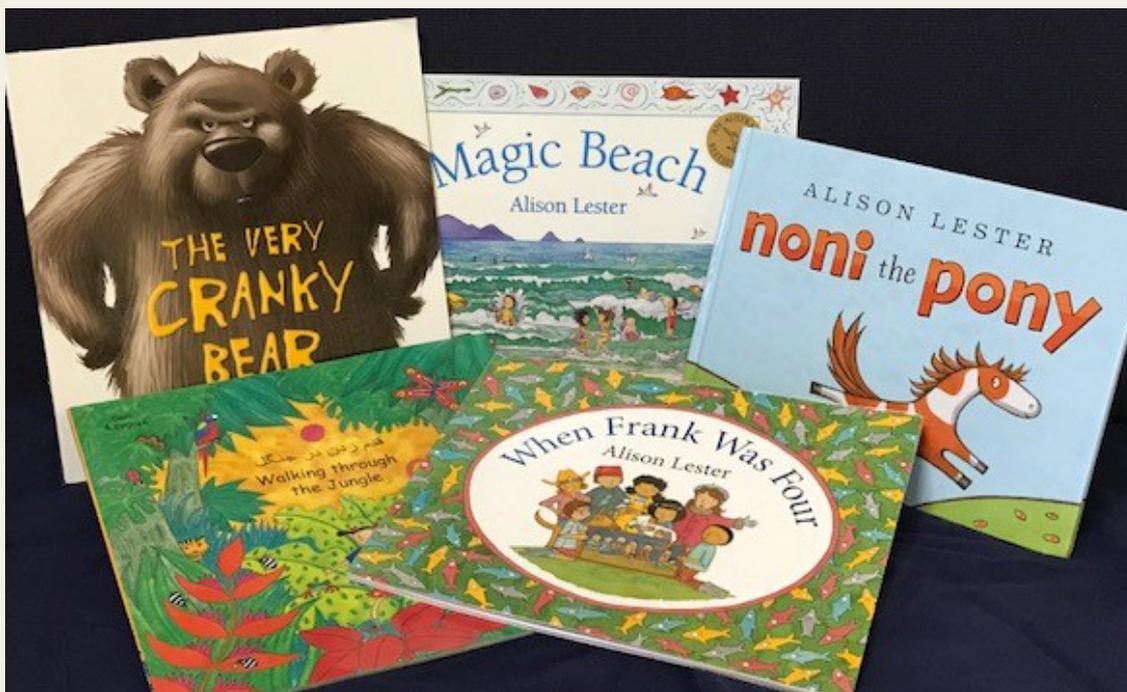
#### Garage Sale

Second hand resources from our annual Multicultural Resource Centre stocktake will be available for members to purchase on the day.

#### RSVP by 31 October 2017 via:

- Eventbrite [www.fka.org.au/news-and-events](http://www.fka.org.au/news-and-events)
- Email [fkacs@fka.org.au](mailto:fkacs@fka.org.au)
- Phone 03 9428 4471

***Please provide your name, membership details, contact number and email***



## New fkaCS resource: The Audio Story Collection

Forest Hill has generously funded FKA Children's Services (*fkaCS*) to produce a small collection of translated audio stories. We have translated five stories, universally popular in early childhood services, into six languages.

The project arose from the awareness that many children involved in early childhood education and care services do not have access to their home languages as part of their education, and that the language resources available to purchase or borrow, cover a limited range of both titles and languages.

This project would not have been made possible without the support of the authors and publishers who gave permission for us to record their books in community languages. The generosity of the authors and publishers listed below cannot be understated:

- Alison Lester courtesy of Allen & Unwin and Hachette Australia
- Nick Bland courtesy of Scholastic Australia
- Stella Blackstone courtesy of Barefoot Books

We would like to express our utmost gratitude for

making these incredible stories available to our members.

It is our hope that these audio stories will offer an accessible way for educators and teachers to bring community home languages into their service. The purposeful selection of the titles included in the collection will enable emerging English language learners to share and participate in the collective experience that these stories afford, with their peers, teachers, educators and families.

The Audio Story Collection CDs (Educational Program copy/Child & Family copy) are available to be borrowed in the following languages; Arabic, Dari, Hindi, Mandarin, Punjabi and Vietnamese, with each CD including the following titles:

- Noni the Pony by Alison Lester
- Magic Beach by Alison Lester
- When Frank was Four by Alison Lester
- The Very Cranky Bear by Nick Bland
- Walking Through the Jungle by Stella Blackstone

*Article continued overleaf...*



## New fkaCS Resource cont'd: The Audio Story Collection

### Important acknowledgement and thanks

We would also like to thank:

- The team of fkaCS Bilingual Workers for their enthusiasm and commitment to the translation, narration and recording of the audio stories:
  - Arabic – Rita Atallah and Mariam Sharobeem
  - Dari – Mojgan Dehghan and Hameedullah Azimi
  - Hindi – Poonam Gandhi and Suniti Pabla
  - Mandarin – Luisa Lay Chiu and Siew Ping Chon
  - Punjabi – Suniti Pabla and Harvinder Kaur
  - Vietnamese – Ly Doan and Van Ngoc Le Ho
- Matthew Andison and Hello Creative for their tireless efforts and attention-to-detail in audio production
- Last but not least, this project was made possible by funding received from a Forest Hill Grant [www.foresthillecf.org.au](http://www.foresthillecf.org.au)

### Audio Story Collection Story Bags coming soon

To further support the use of the Audio Story Collection in your educational program, we're currently developing a small collection of Story Bags with props inspired by the stories within the Collection. All props will be ethically sourced and handmade by local artisans/craftspeople, and will be a great tool to help children, teachers and educators further extend the discussion and learning from these stories.

***The Audio Story Collection is available to be borrowed from the fkaCS Multicultural Resource Centre***

- Visit **42 Dight St, Collingwood** or [www.fka.org.au/resources](http://www.fka.org.au/resources)
- Phone **03 9428 4471**
- Email [fkacs@fka.org.au](mailto:fkacs@fka.org.au)

## Multicultural Resource Centre open for browsing

*Pop-in for a browse and borrow some bilingual children's books and multicultural resources for your service*



### All you need to know about the Multicultural Resource Centre

Located on the ground floor of a converted warehouse, the larger floor space allows our complete collection to be on display.

#### fkaCS Multicultural Resource Centre address

FKA Children's Services  
42 Dight Street  
Collingwood VIC 3066

#### We recommend visiting via public transport

fkaCS can be accessed by a short walk from various public transport options including the Smith St tram (Route #86), trains from Collingwood or Victoria Park stations and various bus routes along Johnston St and Hoddle St.

#### Parking

Two guest parking spaces are available in front of the fkaCS office. Parking in Dight St is permit parking only, however all day metered parking is available in nearby

Wellington St. Free (time-limited) parking is also available in surrounding streets near Collingwood College (Campbell St) outside of school pick-up/drop-off times.

#### Access

The Multicultural Resource Centre is located on the ground floor and can be accessed through a standard door or the front roller door. A wheelchair accessible toilet is also located on the ground floor. Feel free to call us to discuss your access needs.

#### Hours

Pop-in Monday to Friday between 9:30am and 4:30pm or call 03 9428 4471 to let us know you're planning to visit so we can ensure a consultant is available to support you. Browse and order online anytime:

[www.fka.org.au/resources](http://www.fka.org.au/resources)

*Hope to see you soon!*

FKA Children's Services

## Mobile Resource Service



***Thanks to the generous support of the Miller Foundation and Friends of fkaCS the Mobile Resource Service is available to support your region***

The Mobile Resource Service brings our Multicultural Resource Centre to your region.

We can visit regional network groups or local professional development events to provide members with easy access to a range of resources to support culturally inclusive practice.

For further information on the types of resources available, or to request specific items, have a look at our online catalogue at [www.fka.org.au/resources](http://www.fka.org.au/resources)

Let us know about an upcoming regional event or find out when we'll be in your area next by contacting an fkaCS Consultant on 03 9428 4471 or email: [fkacs@fka.org.au](mailto:fkacs@fka.org.au)



# fkaCS member benefits

Our members enjoy a range of benefits and play a vital role in supporting *fkaCS* to achieve our purpose



*Our vision for all children to actively participate in quality education and care services that recognise, value and celebrate diversity*

This year we've partnered with a number of like-minded organisations to provide special benefits for our members including...

## **10% discount with fkaCS Culture and Community Partner Yarn Strong Sista**

Yarn Strong Sista is an Indigenous Education Consultancy providing a range of culturally appropriate Indigenous education services and resources. Member discount applies to resources and professional development [www.yarnstrongsista.com](http://www.yarnstrongsista.com)

## **10% discount with partners Kaleidoscope Books**

Kaleidoscope Books specialise in multicultural and bilingual children's story books, with a focus on family and community diversity [www.kaleidoscopebooks.com.au](http://www.kaleidoscopebooks.com.au)

## **15% discount with partners Global Language Books**

Specialising in the CALD and LOTE fields, Global Language Books provide a quality range of English language and bilingual children's books and resources to encourage inclusion of children of all abilities [www.globallanguage.com.au](http://www.globallanguage.com.au)

*Quote your fkaCS member number to redeem your discount!*

### **Not a member?**

Join now to take advantage of our membership benefits and support children's cultural and linguistic rights. New membership year from 1 July 2017 to 30 June 2018.

Visit [www.fka.org.au/membership](http://www.fka.org.au/membership) to view the full list of member benefits.

Join/renew online or call 03 9428 4471



**fka Children's Services Inc**

42 Dight Street, Collingwood VIC 3066

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