



fkaCS Information Sheet: Bilingual Workers

***fkaCS* Bilingual Workers support Early Childhood Education and Care (ECEC) service staff and educators to settle and engage the child and family in the service by facilitating communication through a shared language.**

The *fkaCS* Bilingual Worker works under the direction of *fkaCS* Consultants and the ECEC service staff to provide the child's home language in order to:

- Create an environment in which the child's home language is spoken, thereby fostering a sense of identity, belonging and wellbeing
- Facilitate communication and support relationship development between key educators and the child
- Encourage communication between the child and their peers to support the child in building relationships with others; fostering their sense of wellbeing and belonging
- Facilitate communication between the service and family by providing a shared language
- Facilitate cultural awareness by enabling the exchange and sharing of information between educators and parents about the child, family life and participation within the learning environment

Benefits of an *fkaCS* Bilingual Worker

fkaCS undertakes an intensive recruitment and induction process to ensure Bilingual Workers are 'service ready'. This includes a broad understanding of the Australian ECEC context such as:

- Understanding regulations that impact the way they work
- Understanding how the National Quality Standards and Approved Frameworks determine how educators and services work
- Understanding play based learning and contemporary behaviour guidance practice
- Understanding the importance of maintaining home languages and how to support this

fkaCS Bilingual Workers also have:

- Valid Working With Children Checks (WWCC)
- At least an introductory understanding of the Child Safe Standards and processes to follow

fkaCS Bilingual Workers are provided with coaching, support and advice from *fkaCS* Consultants to enhance their capabilities in the ECEC setting through the provision of targeted strategies. This promotes effective utilisation of the time limited Bilingual Worker support and ensures child and family engagement is maximised.

Frequently Asked Questions

What can I do before the fkaCS Bilingual Worker arrives for the first visit?	Speak with the family and let them know the name of the fkaCS Bilingual Worker who will be supporting their child, as well as the dates and times the fkaCS Bilingual Worker is scheduled to be at the service.
	Encourage the family to be available on the first visit to meet the fkaCS Bilingual Worker and where possible any subsequent visits.
	Explain to the family that they need to tell you if their child will not be attending any of the days the fkaCS Bilingual Worker has been booked. If the child is going to be absent, you will need to inform fkaCS as soon as possible. This ensures fkaCS can reschedule your booked visit.
	Check the child's enrolment form to see if there is any missing information about the child and family. The fkaCS Bilingual Worker can ask the family for this during the visit.
	Make a list of any questions you need to ask the fkaCS Bilingual Worker and information that you think they will find useful.
What do I do when the fkaCS Bilingual Worker arrives?	Inform each of the educators and any other relevant staff at your service that an fkaCS Bilingual Worker will be visiting, their name and what the role of the fkaCS Bilingual Worker is.
	Welcome the fkaCS Bilingual Worker to your service and show them where they will be working and where the amenities are, e.g. kitchen, toilets, car parking etc.
	Give the fkaCS Bilingual Worker a brief overview of the children's program and routines for the session.
	Speak with the fkaCS Bilingual Worker about your service's relevant policies and procedures and any other matters that you think are of importance the fkaCS Bilingual Worker to know.
What do I do if the family advises the child will not be attending when the fkaCS Bilingual Worker is booked?	Introduce the fkaCS Bilingual Worker to the educators, the child and their family.
	Contact fkaCS as soon as you become aware that the child will not be attending so the fkaCS Bilingual Worker can be notified and another visit can be scheduled. Please note many fkaCS Bilingual Worker's use public transport and travel long distances.
What do I do if the fkaCS Bilingual Worker has arrived but the child hasn't?	If the child hasn't arrived at the service ten minutes after the scheduled time you will need to contact the family to check if they are coming. The fkaCS Bilingual Worker can speak to the family on the phone if communication is difficult.
	Contact fkaCS if the child is not attending. The fkaCS Bilingual Worker will not be required to stay for the session, however their timesheet will still require signing as this circumstance counts as a scheduled visit. This instance can be a good opportunity to ask the fkaCS Bilingual Worker any questions you might have, or work on learning key words and phrases in the child's language to then include in your program.
Can a visit be rescheduled directly with the fkaCS Bilingual Worker?	Yes, by negotiation with the fkaCS Bilingual Worker at a mutually suitable time for the family, service and CBW. Please notify the family and the fkaCS Consultant of any rescheduled visits as soon as possible.

How can I contact the <i>fkaCS</i> Bilingual Worker?	To contact the <i>fkaCS</i> Bilingual Worker please call <i>fkaCS</i> (9428 4471) and ask to speak to your Pedagogy and Practice Consultant.
How do I work with the <i>fkaCS</i> Bilingual Worker in my service?	<p>The <i>fkaCS</i> Bilingual Worker will only be there for a limited number sessions, therefore it is important that you maximise the benefits of knowledge and skills the <i>fkaCS</i> Bilingual Worker has to build on your relationship with the child and their family. Work with the child as you normally would. Speak directly with the child and where necessary the <i>fkaCS</i> Bilingual Worker will interpret and explain what you are saying to the child. The <i>fkaCS</i> Bilingual Worker is there to help the child and their family build up a relationship with you.</p> <p>You can find out from the <i>fkaCS</i> Bilingual Worker how well the child speaks in their home language(s). Ask if the child is speaking in single words/sentences. Is the child able to follow directions/instructions the <i>fkaCS</i> Bilingual Worker is giving them, i.e. can you get your hat from your bag? What sort of things is the child talking to the <i>fkaCS</i> Bilingual Worker about? Think about your current goals for the child's learning and development and the activities/interactions the child might engage in to achieve these goals. The <i>fkaCS</i> Bilingual Worker can interpret and translate the child's thinking and understanding to you, supporting your assessment for/of learning for the child.</p> <p>The <i>fkaCS</i> Bilingual Worker can teach you how to say a few simple words/phrases in the child's home language(s). It is beneficial to listen to the <i>fkaCS</i> Bilingual Worker and write words down phonetically in your own way as you hear them.</p> <p>You can ask the <i>fkaCS</i> Bilingual Worker to read a story in the child's home language(s) with a small group of children. If group story time is part of the children's program you can ask the <i>fkaCS</i> Bilingual Worker to read the story to the child they are working with before the group session. This will help the child to be familiar with the story and more engaged during group time. Counting, singing well-known rhymes and songs in languages other than English can be enjoyable for all children, whilst supporting the child's sense of identity and belonging.</p>
Can the <i>fkaCS</i> Bilingual Worker be included in the child/staff ratio?	<p>The <i>fkaCS</i> Bilingual Worker is not part of the child/staff ratio. While the <i>fkaCS</i> Bilingual Worker has a Working with Children Check, the <i>fkaCS</i> Bilingual Worker is a visitor to your service and needs to be supervised at all times.</p> <p>Please remember the <i>fkaCS</i> Bilingual Worker's role does not include tasks such as cleaning tables, changing nappies etc. The <i>fkaCS</i> Bilingual Worker's role is to support the child in their home language(s).</p>
Can the <i>fkaCS</i> Bilingual Worker write some translations?	The <i>fkaCS</i> Bilingual Worker can do some translations, such as straightforward messages for families and routine signs or phrases such as 'please shut the door' and 'welcome'. Any formal translation must be done by a qualified translator.
Is it a good idea to ask the <i>fkaCS</i> Bilingual Worker to encourage the families to speak some English at home?	It is important for families to continue being a role model in their home language(s). A firm foundation in their home language development is crucial when children are learning additional languages such as English. If you would like more information regarding supporting children learning additional languages, please contact your <i>fkaCS</i> Pedagogy and Practice Consultant for further information.
Can I ask the <i>fkaCS</i> Bilingual Worker to teach the child some English words?	The <i>fkaCS</i> Bilingual Worker is there to communicate with the child in their home language(s). Educators at your service are the English role models for the child. The <i>fkaCS</i> Bilingual Worker can translate what educators or other children are saying in English so the child they are working with will understand what is being said, and therefore support the child to make connections and meaning between their home language and English.

Can I use the *fkaCS* Bilingual Worker for a family meeting?

A family meeting can be arranged in consultation with the *fkaCS* Consultant who organised the bilingual support. The *fkaCS* Consultant may or may not be present for this meeting so it is important for an educator from the service to attend the meeting when arranged.

Please ensure the meeting is in a private space. Making time to meet with the family is a good opportunity to further build your relationship with them and to find out about their child's interests, likes and dislikes, sleeping/rest and eating routines, home routine and/or special requirements.

Please ensure you have someone to relieve you during the meeting if you are required to be included in the child/staff ratios.

If the family requires an interpreter for discussion of personal issues and/or concerns about their child's development, or if they require a more formal meeting, an accredited interpreter must be used.

The *fkaCS* Bilingual Worker is booked to work with a child but I have another child in the centre who speaks the same language. Can I ask the CBW to find out more about this other child?

The *fkaCS* Bilingual Worker is only permitted to work with the child[ren] for whom the support was initially requested. However, all children within the environment will be encouraged to interact and participate in any activities the *fkaCS* Bilingual Worker is engaging in to support the child in building connections with others. If you feel that other children within your program require specific support from the *fkaCS* Bilingual Worker, please contact your *fkaCS* Pedagogy and Practice Consultant to discuss.

Thank you for taking the time to read this information. *fkaCS* hope that you will find the Bilingual Worker's visits beneficial. All feedback from you is greatly appreciated. This will help us as we review and reflect on the quality of the *fkaCS* Bilingual Worker's Program so that it remains a valuable resource to children, families, services and the wider community.