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Members eNews

Welcome to the latest edition of the *fka* Children's Services Members eNews.

This edition explores the important role early childhood education plays in creating peaceful, inclusive and connected communities. Across Victoria, educators continue to foster environments where children's languages, cultures, and identities are recognised as strengths that support belonging, wellbeing and learning.

From examining the role of peace education in the early years to considering how multilingualism can strengthen social cohesion and learning, this edition highlights practical ideas and reflections to support safe, culturally responsive, and high-quality inclusive practice. We also share information to assist services as they begin preparing for the next School Readiness Funding planning cycle, with a focus on supporting equitable outcomes for all children.

We are also proud to highlight *fkaCS*' participation in the upcoming ECA National Conference 2026, being held in Melbourne from 30 September to 3 October 2026. Our team will present two sessions – *Peace Education in Early Childhood* and *Supporting Social Cohesion Through Multilingual Ecologies in Early Childhood Settings*. Delegates will also be able to visit our Possum Skin Pedagogy poster display, explore a showcase celebrating *fkaCS*' history and impact in Victoria, and connect with us at Booth 71 in the exhibition area.



Supporting Children in a World Affected by Conflict and Change

Children today are increasingly exposed to global events through media, conversations, and technology, even at a young age. Peace education provides children with a sense of safety and agency, helping them make sense of conflict without fear.

It supports children to understand that challenges can be addressed through dialogue, cooperation, and care, rather than aggression or withdrawal. By providing children with constructive ways to understand and respond to conflict, peace education supports emotional security and resilience in a rapidly changing world.

Early Foundations for Lifelong Wellbeing

Research in brain development and social-emotional learning shows that early childhood is a key period for developing empathy, emotional regulation, and relationship skills.

Peace education supports and strengthens these foundations by helping children learn how to recognise emotions, manage strong feelings, and respond to others with care and respect. These early experiences influence how children approach conflict, cooperation, and justice throughout their lives influencing long-term wellbeing and social participation.

Why Peace Education Matters

In today's social, cultural, and global context, young children are growing up in a world shaped by rapid change, digital media, and ongoing exposure to conflict, uncertainty, and inequality. Early childhood settings are often children's first experiences of community beyond their family, making them powerful spaces for learning how to live peacefully with others.

Embedding peace education in these settings helps children develop the dispositions and skills needed to navigate complexity with compassion and confidence.

Responding to Complexity and Respecting Diversity

Contemporary ECEC settings reflect the rich cultural, linguistic, and social diversity of the Australian community. Peace education supports children to value and respect difference and understand that fairness does not always mean everyone is treated the same. By learning inclusive and anti-bias ways of thinking early, children are better equipped to build respectful relationships and challenge exclusion or injustice in age-appropriate ways.

Building Skills for Democratic Participation and Citizenship

Peace education nurtures skills essential for participation in democratic and community life, including listening to others, expressing ideas respectfully, negotiating solutions, and taking responsibility for shared environments. When children are invited to contribute to decisions and problem-solving in early learning settings, they begin to see themselves as capable contributors to peaceful communities. These experiences lay the groundwork for future civic engagement and ethical citizenship.

Promoting Equity, Justice, and Rights

Contemporary peace education is closely linked to children's rights and social justice. It encourages educators to reflect on power, voice, and inclusion, ensuring that all children feel seen, valued, and respected. Teaching peace in the early years supports children to understand fairness as a shared responsibility and to recognise when someone is being treated unjustly. This supports the development of ethical awareness and moral reasoning.

A Preventative and Transformative Approach

Peace education in early childhood is preventative rather than reactive. By supporting children to develop empathy, communication skills, and ethical understanding early, educators help reduce future patterns of violence, exclusion, and conflict. These small,

everyday experiences – sharing, negotiating, comforting, cooperating – have the potential to create long-term positive social change.

Peace education empowers children to become compassionate, thoughtful contributors to a more just and peaceful society.

Conclusion

In today's world, peace education in the early years is not optional or idealistic – it is essential. The early years provide a unique opportunity to nurture the dispositions and skills that underpin peaceful relationships and thriving communities.

By embedding peace education into daily practice, early childhood educators play a vital role in shaping a more just, inclusive, and compassionate future.

FURTHER SUPPORT

fkaCS members can download the *Pedagogy & Practice Resource Sheet: Peace Education in the Early Years*, via our website.

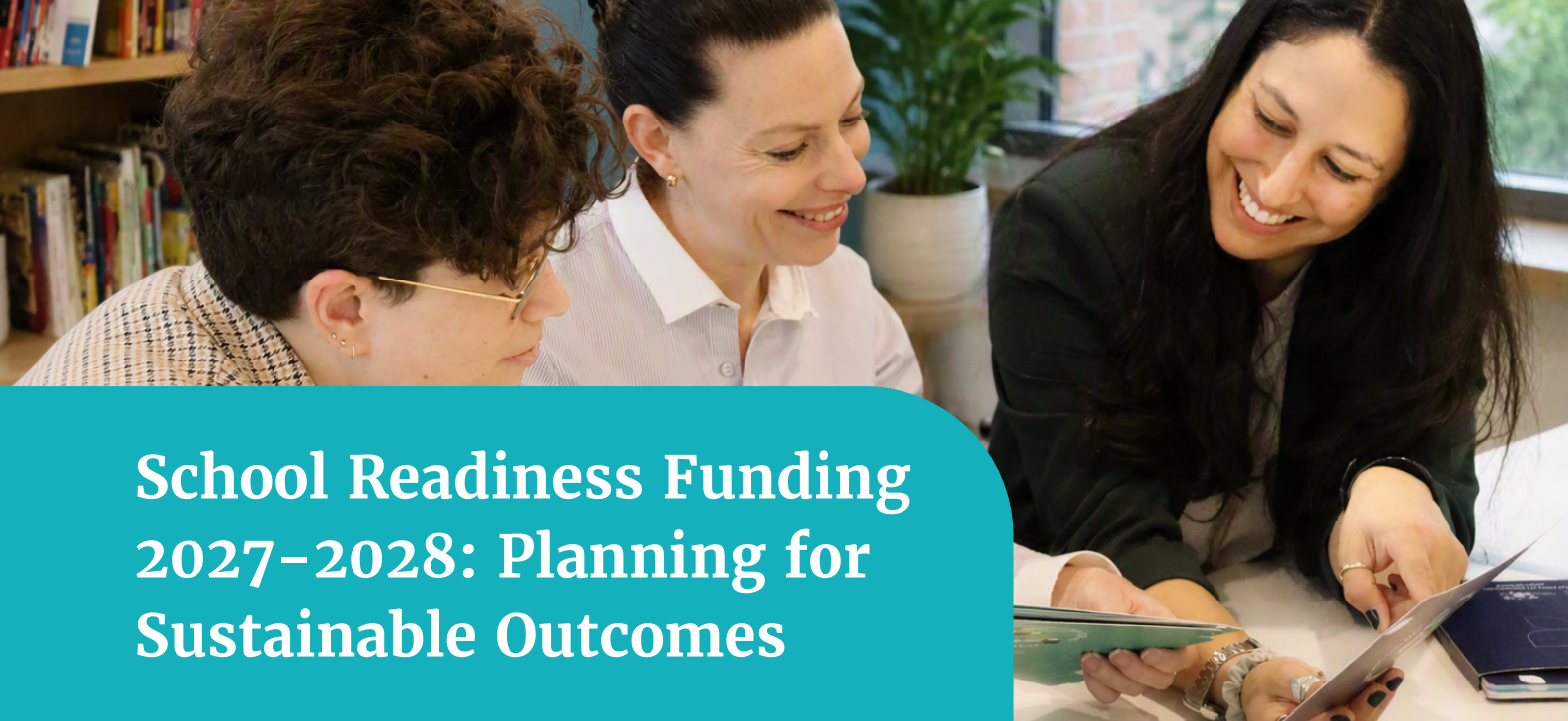
For further support, we offer early childhood education and care services access to skilled and experienced pedagogy and practice consultants. We also offer a range of multilingual resources and professional learning opportunities for services, which are customised according to individual needs.

Contact us to discuss your support needs

03 9428 4471

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School Readiness Funding 2027–2028: Planning for Sustainable Outcomes

School Readiness Funding (SRF) has now been part of the Victorian early childhood landscape for several years. One of the most significant developments has been the introduction of the two-year planning cycle, encouraging services to move beyond short-term purchasing decisions and towards longer-term thinking about children's learning, educator practice and family engagement. As services begin planning for the 2027–2028 cycle, there is an opportunity to focus on sustainable improvements that strengthen outcomes for children, families and educators.

The Victorian Government's School Readiness Funding **aims to address educational disadvantage by strengthening the capacity of educators**, families and services to support children's learning, development and participation across three priority areas:

- **Communication** (language, literacy and numeracy)
- **Wellbeing** (social, emotional and executive functioning)
- **Access, Inclusion and Participation**

As the **Best Start, Best Life** reforms continue to roll out, increasing kindergarten provision to 30 hours per week, and with **Thriving Kids** commencing implementation across Victoria from October 2026, services have an important opportunity to consider how their SRF planning can support priority cohort children's active participation, engagement and success in kindergarten programs.

SRF planning should be viewed as more than a funding exercise. It is an opportunity to strengthen educator capability, embed evidence-informed practice and build more inclusive learning environments that recognise children's strengths, identities, languages and cultures.

The Value of Taking a Two-Year View

The move to a two-year planning cycle provides services with an opportunity to focus on implementation, reflection and sustainable change over time.

Meaningful practice change takes time. Professional learning alone rarely leads to sustained improvement. Early childhood professionals need opportunities to reflect, trial new approaches, receive feedback and evaluate impact. Similarly, strengthening relationships with families and embedding responsive practices cannot be achieved through one-off activities.

The two-year cycle allows services to consider:

- What changes do we want to see in our practice over time?
- How will families experience these changes?
- What systems and processes need to be strengthened?
- How will we know progress is occurring?

Planning over two years encourages a focus on implementation rather than simply acquisition.

Starting with Children, Not Funding

While the SRF priorities provide an important framework, every kindergarten community is different.

Understanding which children are experiencing barriers to participation and learning helps services target SRF investment where it can have the greatest impact.

The most effective SRF plans begin with a clear understanding of children's strengths, interests and developmental needs. Rather than selecting supports first and then seeking to justify them, services can use available evidence to identify priorities and determine which strategies are most likely to improve outcomes.

The most effective planning begins by asking:

What are children and families telling us through our data, our observations and our relationships?

This may include:

- Reviewing child assessment and learning data, including communication, wellbeing, inclusion and participation outcomes.
- Analysing service-level information such as attendance patterns, educator observations, family feedback and transition-to-school data.
- Reviewing Australian Early Development Census (AEDC) data and other local indicators of children's wellbeing and development.
- Identifying children and groups who may require additional support, including multilingual learners, children experiencing vulnerability and children with additional needs.
- Considering the perspectives, aspirations, languages and cultures of families and communities when determining priorities.
- Selecting professional learning, coaching, mentoring or practice improvement initiatives that directly address identified needs.

A useful question for planning teams to ask is:

How will this investment improve outcomes for the children and families at our service?

If the connection is clear, the proposed activity is likely to be a strong fit for School Readiness Funding. When services start with these questions, SRF becomes a tool for achieving meaningful outcomes rather than an administrative task.

Into Practice

A service reviews its AEDC data and identifies an increase in the proportion of children who are developmentally vulnerable in the social competence and emotional maturity domains. The service decides to prioritise Wellbeing and engages coaching and professional learning to strengthen teachers and educators' capacity to support social and emotional learning, self-regulation and positive relationships.



Planning for Success

Effective SRF planning requires a balance between strategic thinking and practical implementation.

Start Early

Contact preferred providers early to discuss availability and schedule support across the two-year funding cycle. Early planning provides greater flexibility and increases the likelihood of securing preferred delivery dates.

Engage Teachers and Educators

Kindergarten teachers and educators should be actively involved in planning decisions. As the people who will implement new practices and approaches, their perspectives are critical to ensuring the plan is realistic, relevant and achievable.

Focus on Priorities

Review service data and identify one or two priority areas where support will have the greatest impact. Focusing on a small number of priorities often leads to deeper and more sustainable improvements.

Think Creatively

Consider how SRF funding, including Local Solutions options, can be used flexibly to respond to the unique strengths and needs of your children, families and community.

Build Partnerships

Explore opportunities to collaborate with neighbouring kindergarten services, schools, community organisations and SRF providers. Collaborative professional learning and Communities of Practice can strengthen outcomes and maximise resources.

Plan for Workforce Capacity

Reflect on whether teachers and educators feel sufficiently supported to respond to the needs of priority cohort children and the changing expectations associated with ongoing sector reforms.

Consider the backfill, rostering and release time required to enable team members to participate in professional learning, coaching and reflective practice.

Into Practice

A kindergarten preparing for priority cohorts of children uses SRF funding to support facilitated conversations, collaborative planning and curriculum approaches. Teachers and educators are provided with release time to participate in group learning and time to reflect on how new practices can be integrated into everyday routines, teaching and learning.

Investing in Sustainable Change

Professional learning is most effective when supported by ongoing coaching, mentoring and reflective practice. Services should consider how learning will be embedded into everyday practice and sustained over time.

Rather than asking:

“What training should we attend?” services may benefit from asking: “What support will help us embed and sustain change?”

Strategies may include:

- Regular reflective practice discussions.
- Peer mentoring arrangements.
- In-program coaching and feedback.
- Collaborative planning and teaching opportunities.
- Incorporating new approaches into Quality Improvement Plans, policies and procedures.

Into Practice

Following professional learning focused on inclusion and participation, educators establish monthly reflective practice meetings to discuss implementation, share successes and identify challenges. This supports the transfer of learning from training into everyday practice.

Review and Adapt

School Readiness Funding is designed to support continuous improvement. Services should revisit their plan regularly throughout the funding cycle and consider:

- Are the intended outcomes being achieved?
- Have new priorities emerged?
- Is the support meeting the needs of educators and children?
- Are adjustments required?
- Is the plan effectively reducing barriers to participation and improving outcomes for priority cohort children and their families?

The mid-year review provides an excellent opportunity to reflect on progress and make changes where required. Services can work with their Kindergarten Improvement Advisor (KIA) and SRF providers to amend plans if circumstances change.

Into Practice

During a mid-year review, a service determines that one planned support is no longer addressing the needs of children. In consultation with their KIA and provider, they redirect funding toward a more targeted approach that better aligns with current priorities.

A Shared Responsibility

Successful SRF planning involves collaboration across the service. Whether plans are developed by teachers, educational leaders, approved providers or leadership teams, those

responsible for implementing the work should be actively involved throughout the planning process. This helps ensure goals are realistic, resources are appropriately allocated and supports can be effectively embedded into practice.



Future Focused

As services prepare for the next SRF cycle, we encourage you to consider how your plan will address educational disadvantage, support priority cohort children and strengthen educator capability for the future.

As the SRF framework continues to evolve, the opportunity for services is clear. The question is no longer simply how to spend funding. The question is how to use funding strategically to strengthen outcomes for children, families and educators over time.

We encourage services to think beyond individual menu items and towards a broader vision for practice improvement, inclusion and equitable outcomes for all children.

By grounding decisions in evidence, embedding culturally responsive approaches and taking a long-term view, services can use School Readiness Funding as a catalyst for lasting and meaningful change.

The most valuable outcome of SRF is not what is purchased. It is the sustainable growth in capability, confidence and inclusion that remains long after the funding cycle ends.

Disability Standards for Education Now Include Early Childhood Education and Care

From 1 August 2026, the Disability Standards for Education 2005 (DSE) were extended to most early childhood education and care (ECEC) services, ensuring children with disability can access and participate in education and care on the same basis as their peers. The change creates a consistent framework across the education sector, from early childhood through to university.

Under the updated Standards, children with disability have the right to:

- Access and participate on the same basis as other children.
- Receive reasonable adjustments that support their inclusion.
- Learn in environments free from discrimination and mistreatment.

ECEC services are expected to make reasonable adjustments, work collaboratively with families, remove barriers to participation, and ensure policies and practices support equitable inclusion for every child.

Quick Checklist for Services

Use this checklist to review your service's readiness:

- ✓ Review enrolment policies to ensure they do not discriminate against children with disability.
- ✓ Consult with families about children's strengths, needs and support requirements.
- ✓ Identify and remove barriers in learning environments, routines and excursions.

- ✓ Ensure educators understand and implement reasonable adjustments.
- ✓ Review inclusion, behaviour guidance and enrolment policies.
- ✓ Include disability inclusion goals in your Quality Improvement Plan.
- ✓ Provide professional learning on the Disability Standards for Education.
- ✓ Regularly evaluate how all children are accessing and participating in the program.

Training and Resources

- ACECQA Disability Rights and Obligations Resources: <https://www.acecqa.gov.au/resources/disability-rights-and-obligations>
- ACECQA Inclusive Capability Project: <https://www.acecqa.gov.au/inclusivecapability>
- Disability Standards for Education eLearning Courses: <https://www.schools.vic.gov.au/disability-standards-education-elearning>
- Introduction to Disability Inclusion (Early Childhood Hub): <https://www.earlychildhoodhub.vic.gov.au/offerings/introduction-to-disability-inclusion>

The extension of the Standards recognises that inclusion begins in the early years and provides clearer guidance for educators and providers to ensure every child experiences belonging, participation and opportunity.

MRC Spotlight: Be The Difference

Be The Difference

Written by Jayneen Sanders; illustrated by Cherie Zamazing

Robert Fulghum once said, "peace is not something you wish for; it is something you make, something you are, something you do."

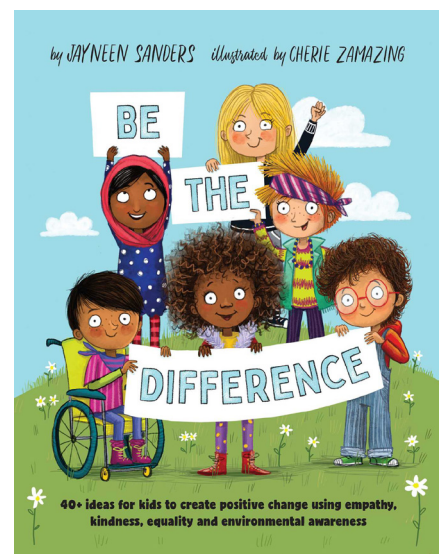
This powerful book brings this idea to life by offering simple yet meaningful ways for children to make a difference and create positive change in the world. From encouraging empathy and kindness to advocating for fairness and equality, the book inspires children to recognise that they all have the power to make a difference.

To support implementation, the book also includes discussion questions that can assist teachers and families in engaging children with the resource and extending their thinking.

Reflection Questions

Educators can foster professional inquiry into their own pedagogy and practice by reflecting on the following questions:

1. How am I supporting children to make decisions and take actions that contribute positively to the world around them?
2. How am I creating opportunities for every child to contribute to change in ways that build on their strengths and interests?



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Contact the Multicultural Resource Centre to access this resource or for assistance borrowing items:

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More Than a Welcome Sign: Embedding Multilingualism in Everyday Practice

Walk into almost any early childhood services in Australia and you'll find signs of linguistic diversity. A welcome poster in multiple languages, a few key words displayed on the wall, perhaps a family sharing a traditional song from home. These are valuable practices, but a recent analysis of Australia's *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0* (EYLF) asks an important question: **are we treating children's languages as decorations, or as powerful learning tools?**

For many years, early childhood educators have been encouraged to recognise and respect children's home languages. Yet according to research by Zhijun Zheng, the national curriculum largely positions multilingualism as something that supports belonging, identity and relationships, while giving far less attention to its role in thinking, learning and participation.

This matters because language is not simply a way to communicate what children know. Language is also how children develop what they know.

The Hidden Opportunity in Multilingualism

One of the most interesting insights from the study is not what the EYLF says about multilingualism, but what it leaves unsaid. Zheng argues that while the EYLF acknowledges children's right to use their home languages and recognises their role in cultural identity, it rarely discusses multilingualism as an intellectual resource that supports cognitive development, literacy and learning.

This creates a gap between early childhood education and the Australian Curriculum used in schools. In the school curriculum, learning languages is explicitly linked to literacy, critical thinking, intercultural understanding and cognitive growth.

For educators, this raises a provocative question: **What if a child's home language is not simply something we preserve, but something we actively use to strengthen learning?**

Rather than viewing language support as an inclusion strategy alone, we can begin to see it as a pedagogical strategy.

When "Supporting Home Language" Becomes Too Small

The research highlights a common theme in policy documents: educators are encouraged to learn key words in children's home languages and support language maintenance.

These are positive steps, but they can unintentionally create a very limited vision of multilingual practice.

Knowing how to say "good morning" in a child's language is wonderful. But what happens when that child wants to explain why a tower collapsed, predict what might happen next in a science experiment, or tell a complex story from their imagination?



If we believe language supports thinking, then home languages should have a place in those moments too.

The challenge for educators is to move beyond language as a symbol of identity and towards language as a resource for inquiry, creativity, problem-solving and meaning-making.

A Different Way to Think About Belonging

The EYLF is built on the principles of Belonging, Being and Becoming. Zheng's analysis suggests that for multilingual children, true belonging

may involve more than feeling comfortable hearing their language. It may mean being able to use all their linguistic resources to participate, contribute knowledge and shape learning experiences.

When children's languages are positioned only as cultural artefacts, we risk seeing them as visitors in the curriculum. When their languages are recognised as intellectual and learning resources, they become active contributors.

Reflective Questions

- When multilingual children use their home languages in our setting, are we primarily celebrating their identity, or are we actively leveraging those languages to support thinking, problem-solving and learning?
- To what extent do our daily teaching practices allow multilingual children to use their home languages as tools for exploring ideas, expressing complex thinking and influencing the direction of learning, rather than simply demonstrating cultural identity?
- What opportunities do we provide for children to use their full linguistic repertoire during inquiry, storytelling, collaboration and decision-making, rather than limiting home languages to greetings, songs or cultural celebrations?

REFERENCES

- Zheng, Z. (2026). *Examining the position of multilingualism in Australian national early childhood education curriculum through a language-as-resource lens*. *Journal of Multilingual and Multicultural Development*.
- Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Discussed in Zheng (2026).
- Australian Curriculum, Assessment and Reporting Authority (ACARA). (2022). *Australian Curriculum Version 9.0*. Discussed in Zheng (2026).

fkaCS Updates

Vale Dr Priscilla Clarke OAM

With gratitude, respect and admiration, we remember a pioneer, scholar, leader and tireless advocate whose life's work expanded opportunities for generations of children. Her legacy endures in every child whose language is valued, whose culture is respected, and every educator inspired by her vision of an inclusive, equitable and compassionate early childhood sector.

The Board, staff and wider community of *fka* Children's Services extend our heartfelt condolences to Priscilla's family, friends, colleagues and all who were privileged to know and work alongside her. We give thanks for her remarkable life, honour her enduring contribution, and celebrate the profound legacy she leaves for future generations of children, families and educators.

For those wishing to read more about Dr Priscilla Clarke's life and legacy, our full tribute is available on our website: <https://fka.org.au/vale-dr-priscilla-clarke-oam/>



Membership Reminder: Stay Connected with *fkaCS*

As we continue to support early childhood professionals across Victoria, we invite existing members to **renew their *fka* Children's Services membership** and encourage non-members to consider joining our growing community.

Membership provides access to valuable resources, professional learning opportunities, the Multicultural Resource Centre, member publications, and specialist support to strengthen culturally responsive and inclusive practice. It also connects you with a network of educators committed to supporting the diverse languages, cultures and identities of children and families.

Whether you are renewing your membership or joining for the first time, your support helps *fkaCS* continue its work advocating for inclusion, belonging and equitable outcomes for all children.

Members can now renew their membership online quickly and easily through the *fkaCS* website, ensuring continued access to member resources, professional learning opportunities and specialist support: www.fka.org.au

Contact the *fkaCS* team on **03 9428 4471** or fkacs@fka.org.au to learn more about becoming a member.

We thank our members for their ongoing support and look forward to another year of learning, collaboration and connection.

fkaCS at the ECA National Conference 2026

fkaCS is looking forward to connecting with educators at the ECA National Conference 2026 in Melbourne. This year, we will be sharing our work through two conference presentations: Peace Education in Early Childhood and Supporting Social Cohesion through Multilingual Ecologies in Early Childhood Settings as well as a poster display on Possum Skin Pedagogy, and an exhibition showcase celebrating fkaCS' history and impact in Victoria.

Our conference sessions will highlight practical approaches to culturally responsive practice, quality and inclusion, while the Possum Skin Pedagogy poster display will share insights into embedding Aboriginal perspectives and knowledge in early childhood settings.

Delegates can also visit us at Booth 71 in the exhibition area to explore fkaCS resources, learn more about our programs, and meet the team. We look forward to sharing ideas, stories and conversations with colleagues from across the sector.

Multilingual Early Childhood Professionals Network

Multilingual educators bring invaluable linguistic, cultural and professional expertise to early childhood education. Their ability to work across languages and cultures enriches learning environments, strengthens partnerships with families, and supports children's identity, belonging and wellbeing.

The Multilingual Early Childhood Professionals Network has been established to celebrate and build on these strengths by providing a space for connection, shared learning and professional growth. The network recognises multilingualism as a significant professional asset and encourages educators to share their knowledge, experiences and perspectives with colleagues who understand the unique opportunities that come with working across languages and cultures.

Through participation in the network, educators can:

- Connect with colleagues from diverse linguistic and cultural backgrounds.
- Share ideas, experiences and effective practices.
- Reflect on the strengths that multilingualism brings to professional practice.
- Build confidence in contributing to professional conversations and leadership opportunities.
- Exchange strategies that support culturally responsive and linguistically inclusive environments.

By fostering collaboration and professional dialogue, the network aims to strengthen the visibility, confidence and professional identity of multilingual educators while promoting inclusive and equitable practices for children, families and communities. Together, we recognise and celebrate the vital contribution multilingual educators make to the early childhood profession.

Educators who are interested in engaging in professional discussion, sharing experiences, and contributing to a community of practice focused on multilingualism and inclusion are warmly invited to participate.

Thursday 15 October 2026

2.00pm - 3.30pm

**fka Children's Services
18 Harper Street
Abbotsford VIC 3067**

Who should attend?

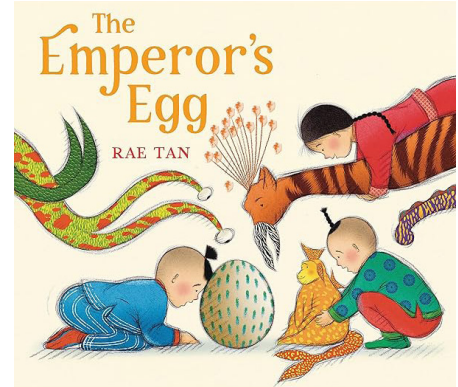
Multilingual educators and teachers working in early childhood education and care.

For further information or to register your interest, contact us on 03 9428 4471 or fkacs@fka.org.au.

Sector Updates

CBCA Early Childhood Book of the Year 2026: *The Emperor's Egg*

Each year, the Children's Book Council of Australia (CBCA) shines a spotlight on outstanding Australian books that inspire young readers. This year's **Early Childhood Book of the Year** winner is *The Emperor's Egg*, written and illustrated by Rae Tan. Designed for children aged 0-6 years, the book was recognised for its engaging storytelling, emotional depth and beautiful illustrations.



For kindergarten educators, *The Emperor's Egg* offers much more than an enjoyable story. The CBCA judges praised the book for its thoughtful pacing, strong character development and themes of **integrity, patience and responsibility**, making it highly relevant to everyday early childhood practice.

What makes a book award-worthy for young children? Often, it is not just the quality of the illustrations or the appeal of the story. The most memorable books help children make sense of their world. They invite discussion, provoke questions and create opportunities for deeper learning. *The Emperor's Egg* does exactly that, encouraging children to think about caring for others, perseverance and doing the right thing even when challenges arise.

Books such as this remind us of the important role quality literature plays in early childhood settings. A carefully chosen picture book can support language development, extend children's vocabulary, foster social and emotional learning, and inspire imaginative play. Sharing award-winning Australian literature also helps children develop an appreciation of local stories, authors and illustrators.

Educators might use *The Emperor's Egg* as a springboard for conversations about caring relationships, persistence, or even broader inquiry projects related to animals, families and life cycles. The story also offers opportunities for retelling, dramatic play and creative arts experiences that extend children's engagement beyond the initial reading.

As Children's Book Week celebrates the theme "Symphony of Stories", the announcement of the CBCA awards reminds us that great books are among the most powerful tools in an educator's repertoire. Whether read one-on-one, in small groups or during a whole-group story time, quality literature continues to nurture curiosity, empathy and a lifelong love of reading.

Supporting Meaningful and Sustainable Outcomes Through SRF

Inclusion and Cultural Responsiveness Are Not Separate Priorities



A powerful feature of SRF is that culturally responsive practice can strengthen outcomes across all three priority areas.

Children's communication skills flourish when their first languages, cultures and identities are recognised and valued. Wellbeing is strengthened when children experience belonging and positive identity formation. Participation increases when families see themselves reflected and respected within the service environment.

For multilingual children and families, inclusion is not an add-on to educational practice. It is fundamental to it.

This is why *fkaCS* encourages services to embed culturally responsive and socially cohesive approaches into their planning. By building on the linguistic and cultural assets children bring, services create richer learning environments for everyone.

How *fkaCS* Can Support Your Service

Since the introduction of School Readiness Funding, *fkaCS* Pedagogy and Practice Consultants have partnered with kindergarten services across Victoria to strengthen educator capability, build inclusive practice and improve outcomes for children and families.

We work alongside services to design tailored support packages that respond directly to identified priorities and community needs. Whether your focus is communication,

wellbeing, or access, inclusion and participation, our consultants can develop a customised program that supports both immediate educational needs and long-term service improvement.

Support may include:

- Professional learning and development
- Coaching and mentoring
- In-program observations
- Facilitated reflective practice
- Community language support
- Assistance developing bilingual libraries and multilingual resources
- Culturally responsive practice and inclusion support
- Family engagement and partnership strategies

Our consultants work alongside educators to strengthen practice, build confidence and embed approaches that continue to benefit children and families well beyond the funding period. By combining professional learning with coaching, reflective practice and implementation support, we help services translate new knowledge into meaningful and sustainable change.

Let's Start the Conversation

03 9428 4471 · fkacs@fka.org.au
www.fka.org.au

Scan the QR code
to learn more:

