Language, Identity and Wellbeing

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fka CHILDREN'S SERVICES INC

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

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fka CHILDREN'S SERVICES INC

Supporting children's cultural and linguistic rights

What we do

- Onsite support visits

- Support in home language/s

- Multilingual material

- Culturally appropriate resources

- Telephone support and guidance

- Multicultural Resource Centre

Setting the scene: What guides the work of Early childhood teachers and professionals

The Early Years Learning Framework – Belonging, Being, Becoming

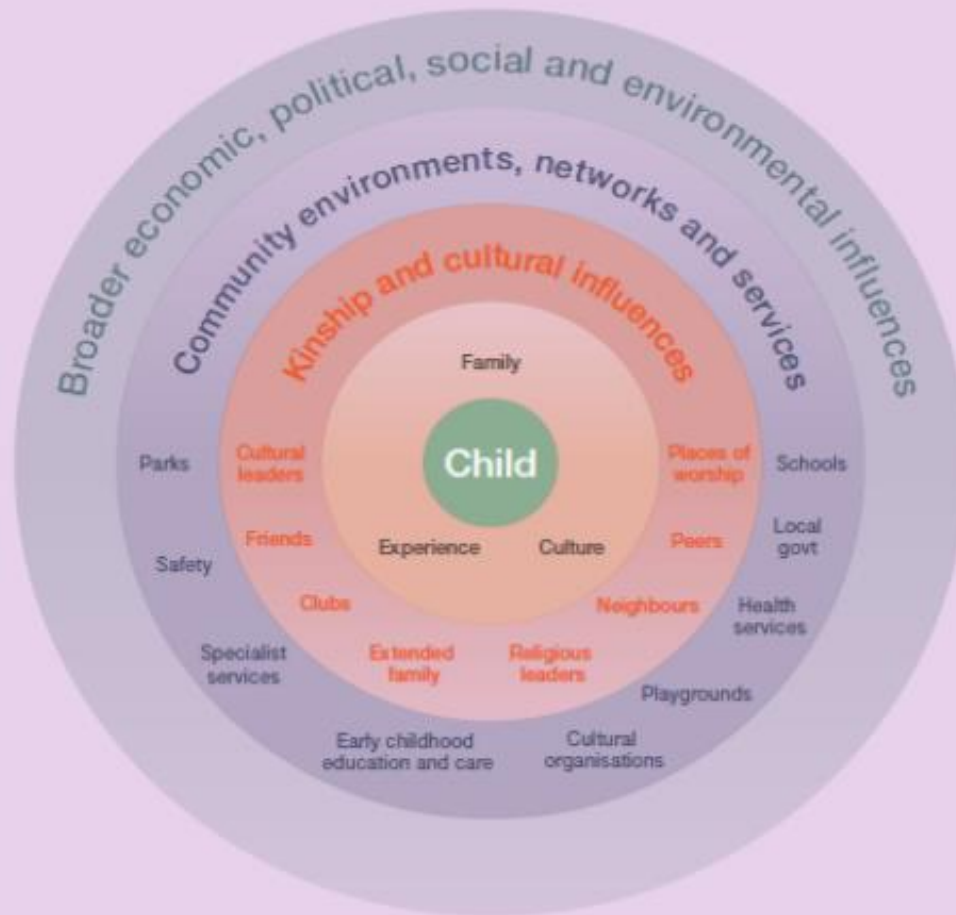**Victorian Early Years Learning and Development Framework**

FIGURE 2: ECOLOGICAL MODEL (adapted from Bronfenbrenner 1979)

Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – 'who I am', 'how I belong' and 'what is my influence?'

(Belonging, Being and Becoming – The Early Years Learning Framework for Australia p.20)

Practice Principles

- Reflective practice

- Partnerships with families

- High Expectations for every child

- Respectful relationships and responsive engagement

- Equity and diversity

- Assessment for learning and development

- Integrated teaching and learning approaches

- Partnerships with professional

Learning Outcomes

Identity: Children have a strong sense of identity

Community: Children are connected with and contribute to their world

Wellbeing: Children have a strong sense of wellbeing

Learning: Children are confident and involved learners

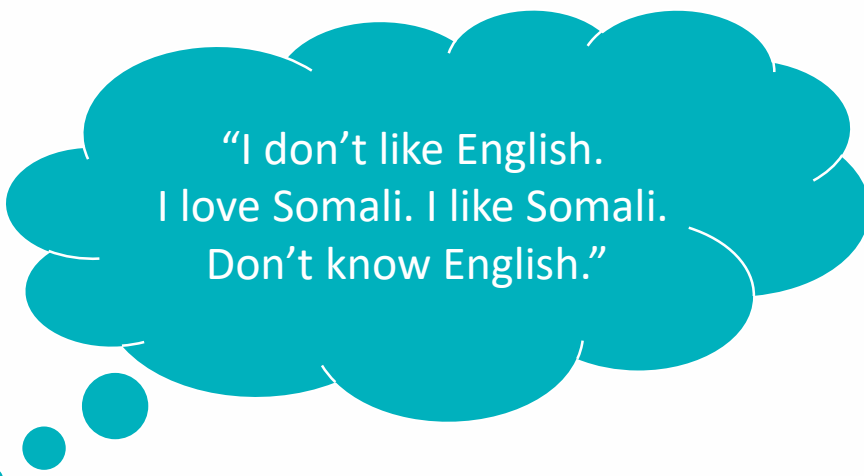**Communication:** Children are effective communicators

Theoretical Framework and Bilingual Education Types

	Subtractive bilingual ed.	Additive bilingual ed.	Recursive bilingual ed.	Dynamic bilingual ed.
Language Ideology	Monoglossic	Monoglossic	Heteroglossic	Heteroglossic
Linguistic Goal	Monolingualism	Bilingualism	Bilingualism	Bilingualism
Type	Transitional	Maintenance **Prestigious** *(i.e. ELLA & Language Learning Program)* Immersion	Immersion Revitalisation (heritage language immersion) Developmental	Poly-directional or two-way (dual lang., bilingual immersion; two way immersion) CLIL and CLIL-type Multiple multilingual

(Garcia, 2009)

Amani

"I don't like English.
I love Somali. I like Somali.
Don't know English."

- 4 years old

- Family language: Somali

- Community languages: Arabic and English

- Oldest of 3 children

- Attended the kindergarten setting for 2 years

- Subtractive, transitional approach in ECEC

- Maintenance, bilingual support for 4 months

VEYLDF

- Continuity of learning
- Equity and diversity
- Partnership with families
- Partnership with professionals
- High expectations for every child
- Holistic approaches

References

Garcia, Ofelia. (2009). Bilingual education in the 21st Century. A global perspective. Wiley-Blackwell.