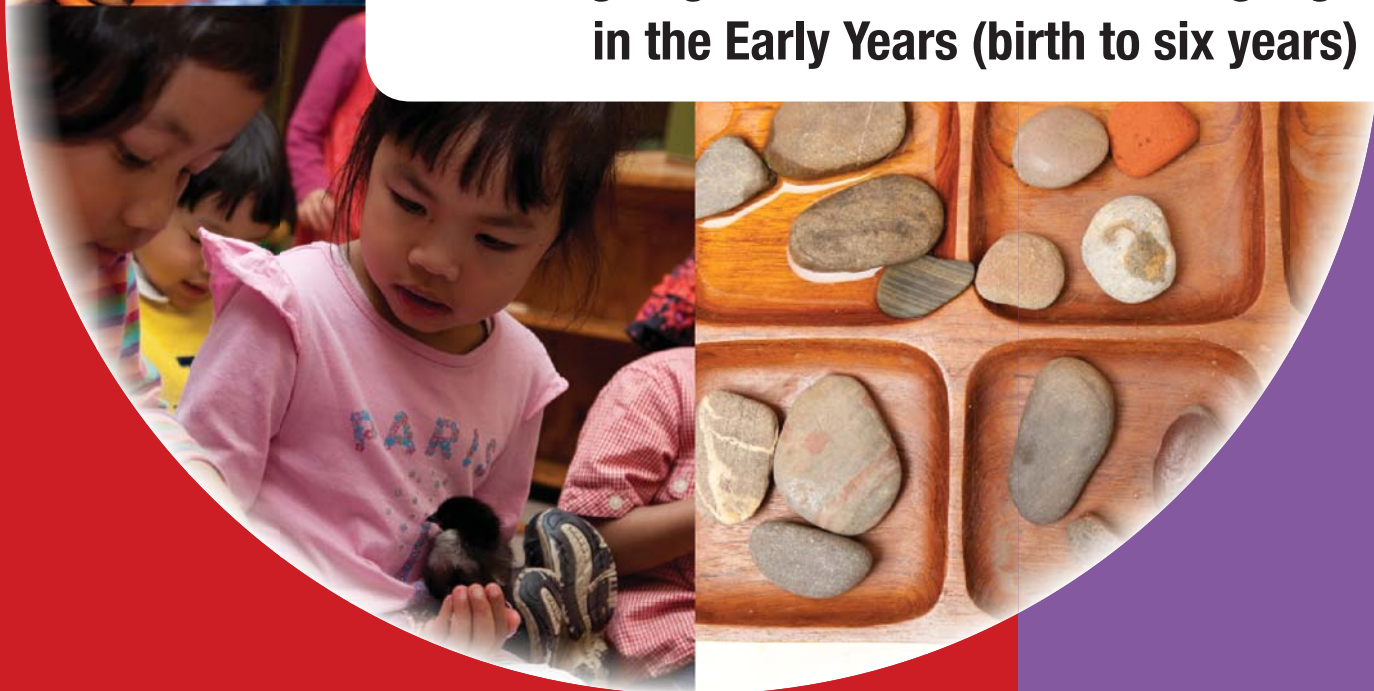




**Learning English as an Additional Language
in the Early Years (birth to six years)**



**RESOURCE
BOOKLET**

Dr Priscilla Clarke • 2011



Department of Education and
Early Childhood Development

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY





**Learning English as an Additional Language
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ISBN: 978-1-921702-76-1

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This resource is available on the Internet at:
www.vcaa.vic.edu.au/earlyyears

Foreword

I am thrilled and delighted to introduce the *Learning English as an Additional Language* professional learning resources.

In Australia at the present time there are many children starting early childhood services for whom English is not their first or home language. Some early childhood settings have a diversity of languages spoken, while others have only one or two children who do not speak English.

This set of resources provides comprehensive information to assist children from birth to six years in learning English as an additional language and practical suggestions to support early childhood professionals in their work with children and families from diverse communities.

These materials, which draw on both the research of Dr Priscilla Clarke and the training and practice expertise of the FKA Children's Services, have been developed in partnership with the Victorian Curriculum and Assessment Authority.

These resources will support implementation of the Victorian Early Years Learning and Development Framework. The Framework acknowledges that the families and communities in which children live are diverse, that responsive relationships support children's learning and development and that early childhood professionals respect children's languages, cultures and ways of knowing and being.

I commend these accessible, clear and helpful professional learning resources to early childhood professionals. I also recognise the significant contribution these resources make to bi/multilingual early childhood education and to all children's learning.



Professor Iram Siraj-Blatchford has worked as an academic and researcher for over 25 years, holding positions at the University of Warwick and the University of London.

Professor Siraj-Blatchford's research includes the impact of early home learning, staff training, pedagogy, curriculum and assessment on young children's learning and development; particularly those children and families from vulnerable backgrounds. Prior to this her work was as an early years teacher during the 1980s.

**Professor
Iram Siraj-Blatchford**
Institute of Education
University of London



In 2003, Dr Clarke was awarded an Order of Australia medal for her significant contribution to the bilingual preschool education of immigrant and refugee children.

Acknowledgements

Special thanks to Boroondara Kindergarten staff, children and families for allowing us to photograph in their welcoming and inclusive environment.

This resource has been written by Dr Priscilla Clarke, OAM, Early Childhood Consultant (formerly Executive Director of FKA Children's Services which includes the Multicultural Resource Centre).

Dr Clarke specialises in the Second Language acquisition of young bilingual children birth to eight years and has conducted professional development for early years educators in Australia, New Zealand, Thailand, England, Scotland, Northern Ireland and Ireland. She is the author of many publications including a book written jointly by Professor Iram Siraj-Blatchford and published by Open Press University.

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Resource



Web Link



Contact



Experience



Photo and image credits

This Resource makes use of a series of photos and images:

- Cover image of *From lullabies to literature: Stories in the lives of infants and toddlers*, Washington DC courtesy of NAEYC and Pademelon Press.
- Cover image of *Inviting Play Photographs of imaginatively constructed early childhood settings* courtesy of FKA Children's Service Inc. and Dr Priscilla Clarke.
- Cover image of *There's a Goat in my Coat*, courtesy of Allen and Unwin.
- Images of children's books courtesy of Global Books website.
- Photographs taken at Boroondara Kindergarten.
- Photographs courtesy of Dr Priscilla Clarke.
- Selection of plant images courtesy of Ian Potter Foundation Children's Garden.

Introduction

This Resource Booklet has been developed by the Victorian Curriculum and Assessment Authority (VCAA) with funding from the Victorian Department of Education and Early Childhood Development (DEECD) as part of implementation of the Victorian Early Years Learning and Development Framework, 2009.

This Resource Booklet complements a professional learning program that supports early childhood professionals in their work with children, birth to six years from culturally and linguistically diverse communities. The professional learning program and materials include:

1. *Supporting Children Learning English as a Second Language in the Early Years* (birth to six years) 2009 by Dr Priscilla Clarke OAM
2. Three professional learning modules:
 - Module 1 – Learning English as an Additional Language – children under three
 - Module 2 – Learning English as an Additional Language in the preschool years
 - Module 3 – Achieving outcomes in English as an Additional Language in the preschool years
3. A Resource Booklet which is ordered into four sections: Creating welcoming and culturally inclusive environments for all children and families, Practical ideas to support children under three years old, Practical ideas to support children three to six years old and References and Resources.

This Resource Booklet begins with a selection of ideas, experiences, resources and websites for early childhood professionals. The focus is on supporting children in the maintenance of their first language and in learning English as an additional language. The materials provided promote cultural awareness for all children.



Creating welcoming and culturally inclusive environments for all children and families

Understanding diverse cultural practices is an important part of supporting parents and assisting children to settle into services. The most effective way to learn about the diverse cultural practices of families is through ongoing discussions with families.

Discussions with families over time provides information on:

- what values are important to them
- what cultural practices families wish to retain.

Strategies to welcome and support all families and children

1. Refer to written information on diverse cultures and cultural practices.

A current resource on diverse cultural practices is:

Child Rearing Backgrounds of Immigrant Families in Australia (manual and/or CD)

Published by FKA Children's Services



2. Provide translated notices, brochures and pamphlets that help explain the routines of the early years setting.



'The Victorian Framework acknowledges that the families and communities in which children live are diverse, and children's learning and development is enhanced when early childhood professionals respect their cultures and ways of knowing and being.'

(Victorian Early Years Learning and Development Framework for all Children from Birth to Eight Years, p.7) (VEYLDF)

3. Create a space to display community information and provide bilingual information whenever possible.
4. Acknowledge the traditional custodians of the land:



Together the children and educators have created a display to acknowledge the traditional custodians of the land and pay respect to the elders both past and living.



5. Display a calendar of significant cultural events to share with all families.

6. Discuss with families appropriate ways of acknowledging and celebrating these events with children and families.



7. Display photos of children engaged in learning. Accompany photos with explanations of the children's experiences using the languages spoken by the children and written in the spoken language and English.

8. Learn to pronounce children's names.

9. Learn greetings in the children's languages.

10. Work collaboratively with interpreters or bilingual early childhood professionals to welcome families. These bilingual professionals can explain the early years settling-in processes, routines and practices.

All services with State Government Funding contact:



Organisation:

All Graduates Interpreting and Translating Services

Telephone: 03 9605 3000

Telephone Translation Desk: 03 8602 0000

Email: General Enquiries – admin@allgraduates.com.au

All services with Commonwealth Government Funding contact:



Organisation:

Translating and Interpreting Services (TIS) National

Telephone: 131 450

Email: tispromo@immi.gov.au

11. Seek assistance from an interpreter or bilingual educator wherever possible. If this is not possible, and where appropriate, consider seeking assistance from another parent at the early years setting who speaks the same first language and has appropriate language skills.





12. Provide a welcoming physical environment that reflects diversity both indoors and outdoors, for example:

- display pictures and puzzles of varying families and lifestyles
- display a variety of books, fiction and non-fiction in English and other languages



- select items for home corner that reflect diversity including kitchen utensils, materials and dolls
- select musical instruments, songs, CDs and rhymes that promote a variety of backgrounds
- plant a variety of herbs and plants that reflect a rich cultural diversity, for example Vietnamese mint, bamboo in pots, lemongrass, oregano, Australian native plants.



Vietnamese Mint



Bamboo



Banksia



Practical ideas to support children under three years old

Relationships with families

Early childhood professionals play a vital role in the maintenance of children's first languages when they:

1. Support families to understand the value of maintaining their first language. Make available up-to-date information such as bilingual resources in formats that are accessible for families.
2. Reassure families that children will learn English as an additional language from English speakers at the early years setting.
3. Work with bilingual early childhood professionals whenever possible to support children to feel secure in the early years setting and to assist communication with families.

'The maintenance of first or home languages has a significant and continuing role in the construction of identity'.

(VEYLDF, p.18)



4. Demonstrate a respect for diverse cultures and languages by learning greetings, key function words and the names of familiar objects in the child's first language. Develop a bank of resources such as:

Publications of key phrases for early years setting such as FKA Children's Service publication.

How to say it:
some practical
phrases to use
with small children



Generate individual
sets of key words
using the
web translators at:



<http://translate.google.com>
<http://babelfish.yahoo.com>

Example



English	pencil
Spanish	el lápiz
Turkish	kalem
Vietnamese	bút chì

5. Ask families to teach you key words and phrases and help you to pronounce them correctly.

6. Show respect for the cultural backgrounds of families by discussing their cultural practices and routines such as:

- the child's sleeping patterns
- feeding, eating and toileting expectations
- promoting independence and choice; for example, about choosing toys or clothing, and encouraging self-care



- attitudes to play, for example use of toys and resources (new shop bought, natural materials or homemade materials)
- purpose of different play settings, for example playing on the floor, in the sandpit or with water, small group play
- behaviour guidance and beliefs about discipline.

Think about:

- What information have we sought from families about their cultural practices?
- How flexible are we in accommodating the family practices into our routines?





Experiences for children under three years of age

Babies and toddlers need rich language experiences to support the maintenance of their first language and the learning of English as an additional language.

Strategies to support language development in English and other languages

1. Create inviting spaces and safe environments indoors and outdoors such as:

- places to crawl in and explore
- treasures for toddlers including boxes and baskets
- handmade and knitted toys, dolls and balls
- open spaces, areas with cushions, mats and rugs, natural materials.



Further information is available in:
Inviting Play: Photographs of imaginatively constructed early childhood settings
(Clarke, P)



2. Use language experiences, for example:

- talk with children and engage in language play
- engage children in shared conversations such as ‘peek-a-boo’ or waving goodbye
- use interactive games such ‘ipsy wispy spider’ and ‘round and round the garden’
- clap with babies and toddlers
- sing action songs when playing in the sand
- ask parents to teach simple rhymes in children’s first languages:

Vỗ tay, vỗ tay bà cho ăn bánh,
Không vỗ bà đánh lên đầu.

Clap your hands (twice)
Grandma will give you some cakes,
If not, she will pat your head.



Can you keep a secret?
I don’t suppose you can
You mustn’t laugh
you mustn’t smile
But do the best you can.



3. Use everyday routines to extend children’s language, for example sing and talk to children when you change nappies or when children are settling to sleep.

4. Listen and respond to children, for example:

- listen intently
- respond with short sentences
- pause to encourage response
- sing and coo to babies.





5. Read and tell stories everyday.

It is never too early to introduce babies and toddlers to books. Reading a story to young children should involve close physical contact. When you read to children:

- point to the pictures and name objects, for example 'this is a truck'
- use a single word to ask a question or point to an object by repeating the words in the sentence
- provide books with cardboard pages that are easy to turn, or 'lift the flaps' books
- use books with large, simple and realistic illustrations.

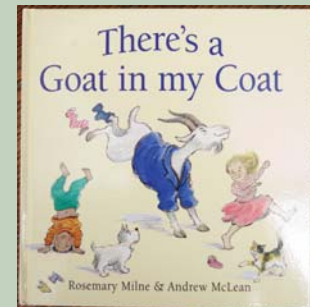
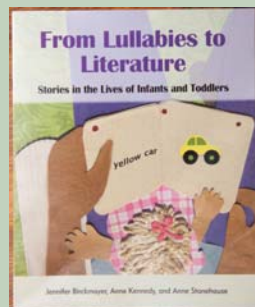
For further reading and more ideas for using books with babies and toddlers:

From Lullabies to Literature: Stories in the lives of infants and toddlers

(Birckmayer, J, Kennedy, A and Stonehouse, A)



There's a Goat in my Coat (Milne, R and McLean A)



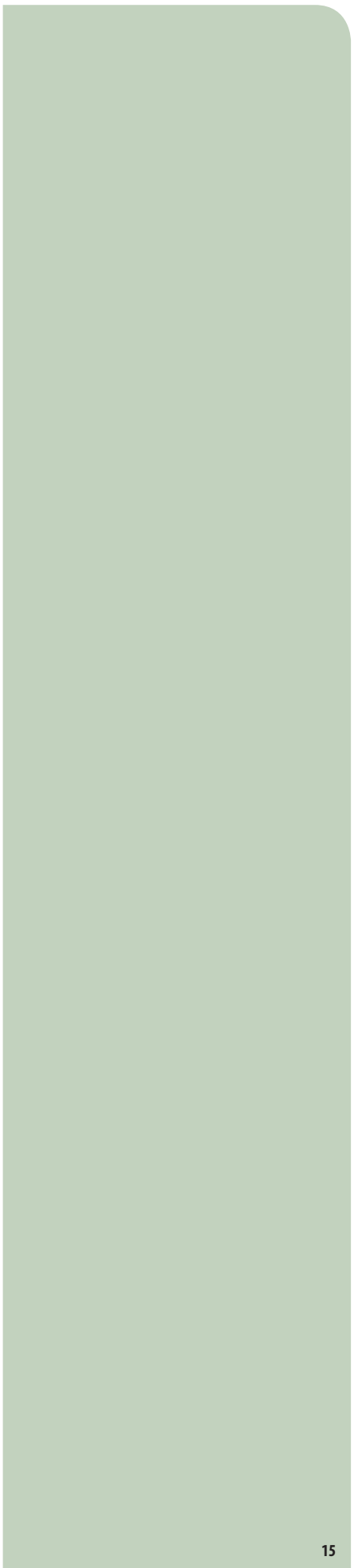
6. Sing songs.

When you sing to children:

- sing familiar nursery rhymes and simple songs to babies and toddlers
- sing to babies while you organise routine tasks such as nappy changing and washing hands
- learn short chants and rhymes in languages other than English.

Notes

Lined area for taking notes, consisting of approximately 25 horizontal lines.





Practical ideas to support children three to six years old

Beginning in an early years setting

When children first attend an early years setting, they may not understand much English and may be unfamiliar with the new environment. Early childhood professionals can support children in the following ways:

1. Greet children everyday using repetitive language such as 'hello', 'how are you?', 'bags go here', 'you can hang up your coat'.
2. Help children become familiar with English by using routine phrases every day such as 'come and sit on the mat', 'is everyone listening?', 'would you like to do a puzzle?' 'you can wash your hands'.
3. Use visual clues when speaking with children, for example take photos of familiar routines such as meal or snack times.
4. Encourage children to repeat the words said by other children.
5. Use gestures to describe what is happening, for example 'Marko said he wants to wipe the table, so I gave him the cloth'.
6. Acknowledge what children say, including single words.

'Children can successfully learn English as a second language through quality exposure to English, explicit modelling and language teaching.'

(VEYLDF, p.28)



Strategies to develop children's English



1. Learning through play.

- Set up the environment to encourage children to talk together.
- Provide 'props' to encourage socio-dramatic play.
- Provide interesting, stimulating and open-ended experiences.
- Provide opportunities for children to hear everyday language and introduce new vocabulary in context.
- Encourage children's attempts at communication.



2. Plan a variety of group times every day.

- Meet with children informally and read a book together, play card games, and sing songs.
- Plan small groups to include children who may be reluctant to join a bigger group.
- Plan small groups for cooking, playing card games and picture lotto.



- Illustrate stories using a felt board to provide visual support and encourage children to retell stories using visual aids.
- Make your own illustrations: draw or photocopy pictures, laminate and put Velcro on the back to make them stick onto a felt board.
- Use puppets to encourage children to communicate and enter a world of imagination and fun.
- Ask parents and bilingual early childhood professionals to read stories to children in their own language.



3. Support children to learn English.

- Use visual materials such as pictures, photos, toys and puppets when talking with children.
- Model and extend the language used by the children.
- Ask open-ended questions, rather than questions that require a 'yes' or 'no' response.
- Praise children's attempts to communicate.





4. Listen and enjoy stories in English and other languages.

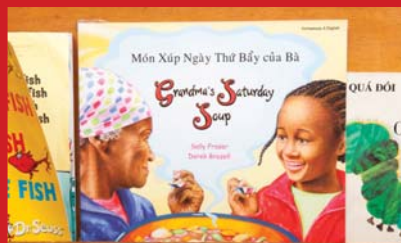
- Provide opportunities for children to share their culture and language.
- Use familiar stories to promote a strong sense of identity and wellbeing.
- Introduce children to the rhythms and sounds of English.
- Introduce new vocabulary and model grammatical structures.
- Use puppets to help children who are shy or reluctant to talk by providing a focus other than on the learner.
- Provide opportunities to practise.



Some children may find it difficult to sit for long periods of time. Choose books that can be told or read in a short space of time. If the book is long, consider shortening it at appropriate places.

5. Choose a range of different types of books.

- Offer factual books, picture books, bilingual books, books about different cultures, fantasy, poetry, rhymes and nonsense, books with audio tapes, homemade books.
- Have books on display all the time.



6. Read books more than once.

If children hear a story often they get more information and begin to learn new vocabulary. If children are familiar with the story they will be able to talk about what is happening.

Guidelines for selecting books

Remember to select books and stories that reflect diversity of culture, language, gender and ability.

Refer to handout under References section:
**Criteria for selecting children's books
 and materials**



Keep up to date with books for children. Look at websites that specialise in children's books, both bilingual and in English.

The Book Garden: www.thebookgarden.com.au



Global Books, specialists in a large range of bilingual books
 and books reflecting diversity: www.globallanguage.com.au

7. Enjoy musical experiences with children every day.

Songs and singing games, lullabies and music for listening, percussion and movement expose children to diverse musical experiences.

Songs, raps and rhymes provide opportunities for children to learn and practise language. They can practise pronunciation and intonation by learning nonsense rhymes and songs. Singing introduces new vocabulary and concepts.





Play singing games such as:

Hokey Pokey

Children play this game standing in a circle.

Sing the song and demonstrate the actions.

You put your right foot in,

You put your right foot out,

You put your right foot in and you shake it all about,

You do the hokey pokey and you turn around,

That's what it's all about.

There are many singing games in other languages. These are often sung to familiar tunes.

Children can share their culture and language by singing songs in other languages. Families can also provide songs to learn in their child's first language.

Many songs share common tunes:

- 'Frere Jacques' (French)
- 'Butterfly song' (Vietnamese)
- 'One elephant balancing' (also in French, Italian, Spanish)
- 'Twinkle, twinkle little star' (also in Greek, French)
- 'If you're happy and you know it' (also Greek)
- 'Old Macdonald had a farm' (also Italian, Mandarin, Cantonese)
- 'My little hen' (Spanish)

Use rhymes to provide opportunities for children to work cooperatively together.

Fis Fis Kayici (Turkish)



Fış fış kayıkçı
Kayıkçının küreği
Tıp tıp atar yüreği
Akşama fincan böreği
Yavrum yesin büyüsün
Tıpış tıpış yürüsün

Swish, swish boatman
Row your boat, boatman
Thump, thump his heart is beating
Borek for dinner, will be eating

Children sit in pairs on the floor with their legs stretched out.

Ask the children to hold hands. Show the children how to push and pull and move forwards and backwards in time to the music.

Songs in languages other than English can also be found at Mama Lisa's World International Music and Culture for Kids & Adults: www.mamalisa.com





Games and learning experiences

Games and experiences can assist children learn everyday language, practise socialisation skills and develop new concepts.

‘What is your name?’

Resources: A small rubber ball

Children sit on the floor in a circle

Roll the ball to one of the children.

Ask the child ‘What’s your name?’

The child catches the ball and says their name.

Ask the child to roll the ball to another child and repeat the question.

Feely bag

Resources: A variety of tactile objects such as a wooden block, peg, cloth ball, small toy car, animal, spoon, woollen object, acorn and prickly seed pod.

Spread the objects out on the table.

Ask each child to feel an object.

Describe to the child a characteristic of an object – soft/hard, smooth/rough, big/small, heavy/light.

Ask each child to describe an object.

Put the objects in a bag large enough for the child to put a hand in and feel the object.

Ask the child to put their hand into the bag and guess what the object is and describe it for others to guess.



Sorting and matching

Resources: A selection of pictures of fruit and vegetables, containers for sorting.

Spread the individual pictures out in front of two to three children.

Place the containers for the children to sort the fruit and vegetables into.

Ask the children to sort the pictures into different categories such as:

- things we like to eat
- things we do not like
- things that are sweet
- things we can cook
- things we can eat raw.

Hold cards up and children can name them and place them in the containers.

Identifying objects

Resources: Cards with objects known to children (for example, book, box, toy car, key, animals and clothing), counters or tokens (large buttons could be used).

Give out six cards to each child.

Place the cards face up in front of each child.

Call out the name of an object.

Give a token (counter or button) to the child who has the object.

The game concludes when all the cards are full.

The game can be made more difficult by describing the objects rather than naming them. For example, 'it's round and bounces', 'it barks', 'you write with it', or 'it unlocks doors'.

Cut out and mount pictures and photos of fruit and vegetables or download free resources such as those at:

www.teachchildrenesl.com



Talking about families

Resources: A felt board, a selection of family figures (fathers, mothers, grandmother, grandfather, baby, young girl, young boy, older girl, older boy – preferably a selection of figures from different ethnic backgrounds).



Make sure you have a good selection of family members to represent extended families.

Pictures can be cut out of magazines with Velcro placed on the back.

Lay out all the family figures on the floor or table in front of a small group of two to three children.

Each child selects family figures to make their family.

Ask the child about their family.

How many people live at your place?

Tell me about your mum?

What colour hair has she got?

Where does your grandma live?

How many brothers have you got?

Who is big in your family?

What do you call your mummy?

Talk about the names children call their family members, for example mama, papa, yia yia, pappou, mum, dad, baba, granny.



Cooking experiences

Cooking and preparing food is a fun and enjoyable learning experience and provides opportunities for sharing the cultural backgrounds of children in the service and learning English.

1. Making gingerbread biscuits

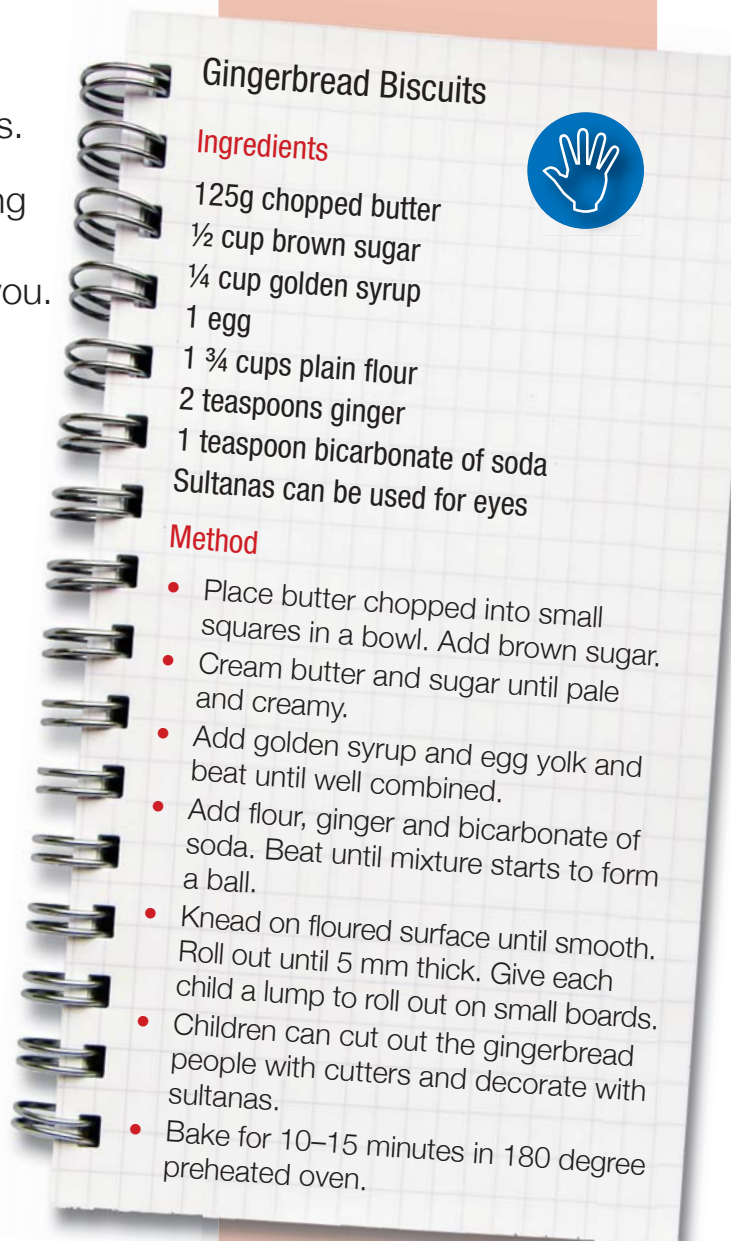
Begin by asking children to wash their hands.

Resources: Boards for cutting, sifter, measuring cups, teaspoons, wooden spoons, bowls, rolling pins and cutters arranged in front of you. Place in coloured box

Early childhood professionals can:

- Talk to the children as they help sift flour, roll out dough, place sultanas, and prepare for cooking. Children can learn new words and concepts such as *stir*, *roll*, and *beat*.
- Explain the actions that you are taking, children learn to follow directions and instructions.
- Use the cooking experience to help children learn mathematical concepts such as *half full*, *full*, *empty*, *time concepts*, measurement and counting.
- Follow up the cooking experience with the gingerbread biscuit. Use a felt board and illustrations from the story to re-tell the story.

Ask parents to assist by demonstrating cooking with the children or teaching everyone the names of foods and ingredients in their own languages.



Find out what foods are enjoyed at festival times and provide opportunities for parents to share experiences.

Celebrate festivals that are important to families at the service such as Mid-Autumn festival, Moon festival, Orthodox Easter, Diwali, Bayram, Eid and Christmas.

2. Making recipe cards

Resources: Pictures of food from magazines or drawn by children. Cardboard, paste and scissors. Three or four children can help draw pictures of the ingredients for a chosen recipe or cut out pictures from magazines. Photos of the food can also be used.



Prepare the recipe cards detailing the quantities needed and the instructions for preparation.

3. Visual displays

Resources: Display board, pictures for display.

Prepare a visual display about food. Laminate pictures of different foods, talk to the children about how they taste (sweet, sour, bitter, soft, crunchy etc.)

Ask children to tell you the names of food and ingredients in their own language.

Useful websites:

www.nutritionaustralia.org



References

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Birckmayer, J, Kennedy, A and Stonehouse, A 2008, *From lullabies to literature: Stories in the lives of infants and toddlers*, National Association for the Education of Young Children, Washington, USA.

Clarke, P 2011, *Inviting Play: Photographs of imaginatively constructed early childhood settings*, revised edition, FKA Children's Services, Richmond, Australia.

Clarke, P 2009, *Supporting Children Learning English as a Second Language in the Early Years (birth to six years)*, www.vcaa.vic.edu.au/earlyyears

Department of Education and Early Childhood Development and Victorian Curriculum and Assessment Authority 2009, *Victorian Early Years Learning and Development Framework*, Department of Education and Early Childhood Development and Victorian Curriculum and Assessment Authority, Melbourne, Australia.

Global Books, www.globallanguage.com.au

Mama Lisa's World International Music and Culture for Kids & Adults, www.mamalisa.com

Milne, R and McLean A 2010, *There's a Goat in my Coat*, Allen and Unwin, Crows Nest, NSW, Australia.

The Book Garden, www.thebookgarden.com.au

The following publications are available from FKA Children's Services at: www.fka.com.au

FKA Children's Services 1997, *Criteria for selecting children's books and materials* (hand out)

FKA Children's Services in partnership with the Victorian Government's Office for Children and Early Childhood Development 2009, *Child Rearing backgrounds of Immigrant Families in Australia* (manual and/or CD) 3rd (revised) edition

FKA Children's Services 1989-1993, *How to Say It: Some practical phrases to use with small children* (booklet and cassette)

Music

Hoermann, D 1978, *A Developmental Music Programme Teacher's Manual and Children's Book Stage I to Stage III*, A Dominie Publication, Brookvale, Australia

Graham, C 1999, *Holiday Jazz Chants*, Oxford University Press, New York, USA.

Hill, S 1990, *Raps and Rhymes*, Eleanor Curtain Publishers, South Yarra, Australia.

Hill, S 1993, *Jump for Joy: More Raps & Rhymes*, Eleanor Curtain Publishers, Armadale, Australia.

Harrop, B 2001, *Okki-Tokka-Unga: Action Songs for Children*, A & C Black Publishers Ltd, London, England.

Colgin, M 1982, *One potato, two potato, three potato, four: 165 Chants for Children*, Gryphon House, Maryland, USA.

Larkin, V and Suthers, L 1995, *What Will We Play Today?*, Volume 1, Pademelon Press, Castle Hill, Australia.

Larkin, V and Suthers, L 1997, *What Will We Play Today?*, Volume 2, Pademelon Press, Castle Hill, Australia.

Websites

Audio – songs in other languages

Mama Lisa's World International Music and Culture for Kids & Adults, www.mamalisa.com

Food and Nutrition

Nutrition Australia, www.nutritionaustralia.org

Multicultural and English as an Additional Language Resources

FKA Children's Services Inc.

www.fka.com.au

Gowrie Victoria, www.gowrievictoria.org.au

Puppets by Post, www.puppetsbypost.com

Teach Children ESL (flashcards), www.teachchildrenesl.com

World music

Putumayo World Music, www.putumayo.com

The Boite, www.boite.com.au

Resources

Culture and creativity

In the early years there has been a long tradition of the use of natural materials and recycling to support learning experiences for children. In the VEYLDF Outcome 2: *Children are connected with and contribute to their world* describes environmental sustainability as important for the development of learning experiences, centred on a commitment to make the world a safe place for now and future generations.

There is also increasing interest in the maintenance of skills and traditions in art, design and craft as an important part of the cultural identity of communities. In the twenty first century this includes an increased focus on sustainable living.

Children become socially responsible and show respect for the environment when they are supported to gain an appreciation of craft and traditional skills that are fostered within learning environments.

Information and websites in this section describe connections to some resources and materials that are hand crafted, environmentally sustainable and explore diversity. These ideas support the planning of creative experiences with children and families.

Early Childhood Australia (Victoria)

www.earlychildhoodvictoria.org.au

About Early Childhood Australia (Victoria)

ECA Victoria provides a comprehensive range of information, resources, latest news items and research to promote the best interests of children.

ECA Victoria operates a sustainability special interest group which aims to advocate for children, families and issues that relate to environmental sustainability, increase awareness and knowledge, and increase discussion on topics about sustainable education and development.

For more information visit:

[ECA Victoria Environmental Sustainability Special Interest Group](#)

For further information on the National body and branches of Early Childhood Australia please see <http://earlychildhood.org.au>

Ian Potter Foundation Children's Garden

www.rbg.vic.gov.au/rbg-melbourne/childrens-garden

About The Ian Potter Foundation Children's Garden

The Ian Potter Foundation Children's Garden is a magical place to discover the world of plants. It's a place where children can dig, build, imagine, create, hide... come and explore!

Immigration Museum

www.museumvictoria.com.au/immigrationmuseum

About Immigration Museum

The Immigration Museum explores the stories of real people from all over the world who have migrated to Victoria. Learners of all ages can join a journey of discovery, exploring the themes of immigration, cultural diversity and Australian identity.

Koorie Heritage Trust Inc.

www.koorieheritagetrust.com

About Koorie Heritage Trust Inc.

The Koorie Heritage Trust Inc. aims to protect, preserve and promote the living culture of Aboriginal people of south-eastern Australia. Through education and promotion it raises awareness and appreciation of the cultural diversity of Koorie culture in south-eastern Australia and work towards the broader goals of reconciliation for all Australians.

Rainbow Serpent

www.rainbowserpent.com.au

About Rainbow Serpent

Production of art and craft is an important means for Aboriginal people to communicate their stories, spirituality and relationship to the land. Handcrafts are sourced from a range of Aboriginal community art centres and range from traditional forms such as boomerangs, didgeridoos, bark paintings, Tiwi carvings and central desert canvases, through to contemporary ceramics, silk painting and bush jewellery.

Creative experiences

Craft Victoria

www.craftvic.org.au

About Craft Victoria

Craft Victoria fosters creativity, experimentation and professionalism in contemporary craft and design. The organisation enhances awareness of Australian craft and design at state, national and international levels.

Knitting patterns

www.jeangreenhowe.com

www.sunspun.com.au/sunspun

Jean Greenhowe Designs

Publishers of easy to knit patterns for dolls and toys.

Sunspun

Stockists of knitting, tapestry and patchwork kits and patterns to explore colour and creativity. Good selection of knitting pattern books for toys including toys shown in this Resource Booklet.

Spinners and Weavers Guild of Victoria Inc

<http://home.vicnet.net.au/~handspin/>

About Spinners and Weavers

The Guild aims to bring together those who practise, or wish to practise, hand weaving, spinning and allied crafts. It encourages increased knowledge, understanding and skills in these crafts through discussion, demonstration, exhibition, teaching and the provision of resource materials.

Reverse Art Truck

www.reversearttruck.com.au/about-us

About Reverse Art Truck Inc. (formerly Reverse Garbage Truck Inc.)

Reverse Art Truck is a non profit organisation that collects seconds, rejects and factory off cuts for distribution to schools, early learning centres, community groups and individuals.

Reverse Art Truck provides materials to thousands of members of the community. Its sole aim is to provide a large variety of affordable resource materials and to educate on the benefits of re-using to recycle and reduce.

The Friendship Tree

www.thefriendshiptree.com.au

About The Friendship Tree

With 30 years combined experience in the field of early childhood, this range is developed with the child's imagination and sensory appreciation in mind. Through simple concepts, natural materials and a little 'fairytale magic', designs are handcrafted to provide inspiration for play, nature/seasonal displays and story telling.



Published by

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