



# Communication Book

Supporting children from culturally and linguistically diverse and/or refugee backgrounds to understand daily routines and transitions within early childhood education and care settings.

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PROFESSIONAL SUPPORT COORDINATOR

# Bicultural Support for Services

## Respect for diversity

Respect for diversity is one of the five principles of the 'Early Years Learning Framework' which underpins our daily practice as early childhood educators.

Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives.

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.

When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children's motivation to learn and reinforce their sense of themselves as competent learners. They make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives.

Educators think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. They provide opportunities to learn about similarities and difference and about interdependence and how we can learn to live together.

**Early Years Learning Framework, 2009, pg.13.**

## Cultural Competence

The development of a strong sense of identity is critical in the very earliest years of life and underpins the Principles, Practices and Learning outcomes of the EYLF. Culture is the fundamental building block of identity and the development of a strong cultural identity is essential to children's healthy sense of who they are and where they belong. Children must have access to services that nurture, celebrate and reinforce their culture and support the development of the cultural identity.

Cultural identity comes from having access to:

- your culture – its institutions, land, language, knowledge, social resources, economic resources
- the institutions of the community (lifestyle) – its codes for living (social and environmental), nutrition, safety, protection of physical, spiritual and emotional integrity of children and families
- cultural expression and cultural endorsement (Durie 2003).

**Educators Guide to the Early Years Learning Framework, 2010, pg. 21-22.**

# Communication Book

This 'Communication Book' has been designed to support children from culturally and linguistically diverse and/or refugee backgrounds who may have little or no understanding of English who are currently settling into early childhood education and care services.

## How to use the resource

### To communicate instructions and routines:

Visual presentation through signs, symbols, pictures and photographs helps a child who uses language other than English, or a non-verbal child, to at least partly understand what is being said. Instead of expecting the child to understand instructions or to perform self-help routines by following others, (e.g. to wash hands or to go outside), this book is a useful tool to communicate transition from one experience to another and also to communicate daily routines.

Pictures also provide children with little or no English an opportunity to express their wants and needs to educators throughout each day.

### To support the child's first language:

During initial placement/enrolment interviews with family's, PSCTas recommends services spend a few minutes going through the resource with families, (with the support of a **bicultural worker** accessible through PSCTas Bicultural Support Pool if required).

The resource is best utilised when educators working in the daily education and care environment with the child phonetically writes the pronunciation of words from child's home language into English script. If words are written into script of child's home language, educators are generally not able to read the script and therefore the resource is not relevant for everyday use within the setting. Similarly if the bicultural worker or family write the word into English script again the pronunciation is often lost.

Capitalising on opportunities to use the child's home language within aspects of your daily program will assist the child's understanding and also acknowledge and value the child's home language as valid communication within your daily program. Other children will enjoy learning and using words from another language and these can be incorporated into everyday experiences with your encouragement, role modeling and support.

## How to access this resource

Whilst this resource has been developed as an inclusive document for use across both long day care and family day care it is also acknowledged that services may choose to use service specific photos and information, accordingly the resource is available to services in both PDF format for use as currently designed and as a word document for services who would like to upload specific photographs. Both formats are available on 'CD' which services can order by emailing PSCTas [psctas@gowrie-tas.com.au](mailto:psctas@gowrie-tas.com.au). Additional printed copies of this resource are also available through the PSCTas Resource Centres in Launceston and Hobart (nominal cost involved).

## Home Language



**hello**



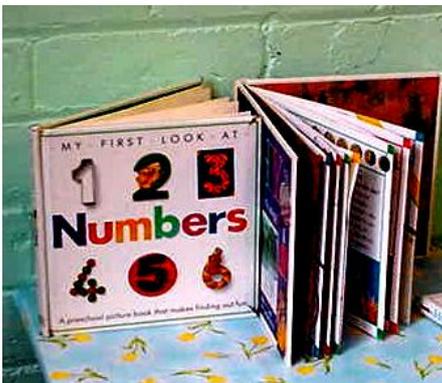
**goodbye**



**happy**



**sad**



**book**



**painting**



**draw**



**music**



**hat**



**coat**



**outside**



**slide**



**sandpit**



**bike**



**toilet**



**wash hands**



**computer**



**sleep**



<b>bag</b>	<b>drink</b>



<b>food</b>	<b>food</b>



<b>lunchbox</b>	<b>drink bottle</b>

## Family

<b>Mummy</b>	
<b>Daddy</b>	
<b>Sister</b>	
<b>Brother</b>	

## Numbers

<b>One</b>	
<b>Two</b>	
<b>Three</b>	
<b>Four</b>	
<b>Five</b>	
<b>Six</b>	
<b>Seven</b>	
<b>Eight</b>	
<b>Nine</b>	
<b>Ten</b>	

## Days of the Week

<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	
<b>Saturday</b>	
<b>Sunday</b>	

## **Other useful words for early childhood education and care settings**