

## Things you can do with families

**Video 1** and the following **For Reflection Activities** can be used in staff meetings or individually to reflect on how you and your centre support and develop cultural competence in infant / toddler programs.

*“You help me learn to love the new”*

- *How can you show children and their families that you enjoy learning about new cultures?*

*“Are children experiencing your culture?”*

- **What can you share about your own cultural background?**  
*E.g. Songs, stories, food, photos, clothes and/or something else?*

*“It also depends on your actions”*

- **What actions can you take to discover the cultural experiences of your families?**  
*E.g. An easel at the entrance has a large sheet of paper with the question written on it: “What celebrations are important to you and your family? Help us create our own celebrations calendar”. By providing marker pens at the easel and writing at least 2 comments yourself, families can be encouraged to respond.*

*“Your mummy will love that one”*

- **How do you share the child’s day with families with whom you do not share the same language?**  
*E.g. Sending videos and photographs to families showing what their children are engaging in at their early childhood centre*

*“How do you find out what is important to them?” (the families)*

- How can you assist families to understand the value of cultural and linguistic awareness and knowledge for children and other families?
- How frequently are the enrolment forms reviewed to ensure they are culturally relevant and enable you to better understand cultural practices that are important to families in relation to the care of their children??
- Do all educators, including your regular relief staff, know the cultural backgrounds and preferred practices of the families in relation to the care of their children?
- Do all teachers and educators know the correct name of the languages spoken at home?  
*E.g. If a family is from India find out what language they speak - there are many languages spoken in India.*
- Do families hear key words in languages other than their own? Do they hear key words in their home languages?  
*E.g. hello, goodbye, thankyou, how are you*

- Consider the messages you might be communicating through your non-verbal communication to families who have limited English  
*E.g. crossed arms, rushing between responsibilities, tone of voice*
- Do you and parents understand the importance of maintaining the home language?  
*For information [https://fka.org.au/cms\\_uploads/docs/tip-sheet-supporting-home-languages-final-0516.pdf](https://fka.org.au/cms_uploads/docs/tip-sheet-supporting-home-languages-final-0516.pdf)*
- Do you know where to go to get information and assistance to enable you to share information in the family's home language?  
*E.g. FKA children's services <http://fka.org.au/>*