

LCF Fun Languages - Links with Multicultural Program objectives at Australian Childcare Centres

We welcome the input from Kindergarten directors and teacher and allow for individual differences of children within any group. Our programs are a wonderful way for young children not only to learn languages at a fast pace, but also to connect to their own personal identity and the diverse multicultural world in which they live.

As a guide for Board Members, Kindergarten Directors and Teachers and Parents, we have prepared the following guide as to how LCF Fun Languages programs complement the Early Years Learning and Development Frameworks in different states.

Complementing the many diverse activities that children participate in during their formal pre-school education, LCF Fun Languages programs encompass the Outcomes as laid out in the Early Years Learning and Development Frameworks

<p>Outcome 1 Children have a strong sense of identity</p> <p>Children develop a deeper sense of identity through participating in cultural experiences and celebrations</p>	
	<p><i>LCF curriculum covers significant celebrations in Australia, as well as cultural celebrations within each particular language and culture. For example, children are often fascinated by Christmas traditions in other countries - imagine the mouths dropping in your kinder class when children learn that in many countries there are no gifts until January 6th! Our teachers will ask for input from the children in each group about celebrations important in individual families within the kinder group. Our programs support Early Childhood professionals in becoming familiar with the diverse backgrounds of the children within their classrooms.</i></p>
<p>Outcome 2 Children are connected with, and contribute to their world</p>	
<ul style="list-style-type: none"> • traditions and practices of their families and communities • explore the diversity of culture, heritage, background and traditions • become aware of (then notice) connections, similarities and differences between people 	<p><i>LCF programs make explicit to children the differences between cultures. We celebrate difference and capture the imagination of young children through the presentation of games, stories, songs and activities that replicate cultural traditions and practices from throughout the world.</i></p>

Outcome 3 Children have a strong sense of wellbeing	
<ul style="list-style-type: none"> • development of gross and fine motor movement (running, skipping, hopping) on to the complex integration of sensory, motor and cognitive systems (dance, creative movement and drama) • seek out and accept new challenges • make new discoveries • celebrate their own efforts and achievements and those of others • respond to music storytelling of their own and others' cultures 	<p><i>A typical LCF Language class will see children singing, dancing, acting out a story and even tasting traditional food of a different culture. They are praised for their efforts, make the most of group time at the end of the session to celebrate and consolidate their learning and are encouraged to practice their learning at home with their families.</i></p>
Outcome 4 Children are confident and involved learners	
<ul style="list-style-type: none"> • use play to investigate, imagine and explore ideas • transfer and adapt what they have learnt from one context to another 	<p><i>The programs to be used by LCF Accredited teachers have been developed specifically for pre-school aged children. They involve appropriate tasks for children of this age group, and are based on learning through a fun and communicative approach. Furthermore, we can guide teachers in continuing the language learning throughout the kinder week, not just during the session that our teacher attends.</i></p>
Outcome 5 Children are effective communicators	
<ul style="list-style-type: none"> • maintenance of first language is important for children's identity, wellbeing, communication and learning and further enhanced by early learning of another language. • requires early childhood professionals to be knowledgeable about the way children learn a second language • rich spoken language, as well as gestures and actions, underpin the development of basic literacy and numeracy concepts • use language and representations from play, music and art to share and project meaning • sing, chant rhymes, jingles and songs 	<p><i>LCF teachers are trained in effective communication with students - the majority of our instructions are in the target language, and the target language is used for key words and concepts. In this way, we scaffold learning through adding to the child's foreign language vocabulary in a well planned manner.</i></p>

Helping the World Communicate!