

Strategic Plan 2024 – 2026



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

Our Purpose is to guide, support and champion the provision of high-quality early childhood education and care with the object of improving the health, welfare and education of young children by (not limited to):

- providing practical resources and consultancy services to support the implementation of educational programs grounded on culturally and linguistically sustaining curricula and pedagogies.
- delivering flexible, practical, and evidence-based professional learning and support to early childhood, teachers, educators, and those who work with young children and their families.
- promoting community recognition of the impact of high-quality standards and educational qualification levels of early childhood teachers and educators on young children's learning and development outcomes.
- advocating for children and families' right to actively participate in their education and care.

Why fkaCS pursues the Strategic Goals set out below

- Early childhood settings reflect the culturally rich community in which they operate.
- Language and cultural identity are critical to the well-being, development and belonging of children.
- All children and families have a right to actively participate in high-quality early childhood education that recognises, values, and enacts their language and culture.
- Recognising, valuing, and embedding all forms of diversity are essential principles of high quality equitable early childhood education and care (ECEC).
- Early life experience of diversity within a rights-based, social justice framework contributes to social cohesion.



Lead

Lead in the provision of high quality support and information services in early childhood education and care that respects, values and celebrates cultural, linguistic, ethnic, "racial" and social diversity.

Priorities

- Promote children's rights, relational pedagogy, identity and social cohesion as the cornerstones of quality early childhood education and care
- Showcase early childhood education practices that challenge prejudice and bias and promote anti-racist anti-discriminatory practices in early childhood education and care services
- Promote ecologically sustainable practices across early childhood education and care programs and services operation



Advocate

Advocate for systemic changes that address prejudice and bias and recognises the value of cultural, linguistic, ethnic, "racial" and social diversity.

Advocate for the acknowledgement and recognition of Australia's First Nations right to self-determination.

Priorities

- Develop Position statements articulating the cultural and linguistic rights of children and families in early childhood education and care
- Listen, support and collaborate with Aboriginal and Torres Strait Islander organisations as respectful allies when invited to do so
- Engage and collaborate with multicultural and other community organisations as partners to influence early childhood education and care policy and practice



Respond & Collaborate

Deliver services and resources flexibly that support educators to value, celebrate and honour all families in the context of their community.

Build responsive and professional relationships with governments and the community services sector.

Priorities

- Utilise multimodal media to deliver fkaCS resources
- Maintain and grow working arrangements across all tiers of government
- Establish respectful and responsive partnerships with Aboriginal and Torres Strait Islander organisations and multicultural organisations
- Develop a respectful and collaborative referral framework to ensure early childhood education and care services are referred appropriately to Aboriginal and Torres Strait Islander organisations and multicultural organisations as required



Build

Build and maintain a strong, sustainable, capable and informed organisation.

Priorities

- Maintain the organisation's financial viability
- Ensure projects and activity aligns with our purpose and strategic direction
- Determine the optimal size, capacity and structure of the organisation
- Develop financial and risk policies and processes that ensure the appropriate strategic use of resources
- Ensure the organisation's skills and knowledge remain current based on contemporary theories of anti-racist pedagogy, bias and prejudice, social justice and the effects of colonisation on young children and their families
- Recruit, retain and develop staff and board with the appropriate expertise

*fkaCS recognises that the terms "race" and "racial" are socially constructed labels that have been used and continue to be used to oppress and silence people. Whilst these terms should not be used to define individuals and communities, they are terms that are widely used and are familiar to the community.