1.3.3

Information for families
Families are informed about the program and their child's progress.

Week 10
2.4.2024

Section 6. **Exceeding: Information for families** (Educational Leader)
Educational Leader to manage whole service Information for families.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Educators regularly reflect on the accessibility and understandability of communication regarding the educational program and children's participation. This reflection considers language barriers, limited IT access for disadvantaged families, and adapts communication methods accordingly. Changes include using visual symbols for clearer understanding and holding information sessions on EYLF/MTOP to better equip families with the necessary knowledge to engage with their child's learning journey.

If you are doing similar practices to the example, use the below question to help you write your **'exceeding practice for embedded'** description so you can add it to your QIP or SAT (NSW only).

Critical Reflection
Please discuss how all educators regularly reflect, individually and with each other, on whether communication of the education program and children's participation, learning and development is accessible and understandable to families.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Part 1: Individual and collective reflection on communication: This part is asking how educators take time, both on their own and together as a team, to think about and assess the ways they communicate about the education program, as well as how they share information regarding children's participation, learning, and development with families. It's looking for descriptions of the reflective practices educators use to ensure their communication is effective and meets the needs of the families they serve.

Part 2: Accessibility and Understandability of Communication: The second part focuses on the content and clarity of the communication itself. It asks educators to consider whether the information they share with families is presented in a way that is easy for all families to access and understand, regardless of their background or circumstances. This could include considerations of language barriers, cultural differences, and technological access.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please discuss how all educators regularly reflect, individually and with each other, on whether communication of the education program and children's participation, learning and development is accessible and understandable to families.

Regular Team Meetings: Educators hold regular team meetings to discuss the effectiveness of their communication strategies with families. They share

experiences, challenges, and successes in making educational programs and children's progress understandable, leading to collective brainstorming for improvements.

Parent Feedback Surveys: Implementation of periodic surveys for parents and caregivers to gather feedback on the clarity and accessibility of communication regarding the educational program and their children's participation. The results are then reviewed by educators to identify areas for enhancement.

Professional Development Sessions: Educators participate in professional development sessions focused on effective communication techniques, including how to convey complex educational concepts in an accessible manner and how to use inclusive language that reflects the diversity of families.

Reflection Journals: Individual educators maintain reflection journals where they document their thoughts and observations on communication effectiveness with families. These journals serve as a personal tool for assessing and planning how to make information more accessible.

Utilising Translation Services: For families where English is not the first language, educators reflect on and discuss the use of translation services or bilingual staff to ensure communication is understandable. This practice is regularly reviewed to cover new languages as needed.

Accessibility Audits: Educators conduct regular audits of their communication channels (newsletters, emails, apps, websites) to ensure they are user-friendly for all families, considering factors such as readability, language simplicity, and the availability of visual aids for those with different learning preferences.

Case Studies and Role-Playing: During staff development days, educators engage in case studies and role-playing exercises that simulate communication scenarios with families. These activities allow educators to reflect on their communication methods and develop empathy and understanding for the diverse needs of families.

How do you complete individual and collective reflection on communication?

How do educators ensure that the information shared with families is accessible and understandable to everyone, considering language, culture, and technology differences?