

Program Information for Families - Nominated Supervisor

NQS 1.3.3 Information for families

Name of the person conducting the checklist: _____ Date: _____

Consultation and Communication

Have you consulted with families about their communication preferences eg service displays, emails, closed Facebook groups, Apps, communication book?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have evidence to support consultations about communication preferences?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you implement a range of communication strategies to meet the preferences of all families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you regularly review educators' documentation to ensure families can understand it and it's meaningful to them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you get feedback from families about their understandings of the documentation eg through surveys, questionnaires, conversations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure the curriculum is always displayed where families can easily view it?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you provide information about the EYLF/MTOP in the home languages of service families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you organise regular parent/teacher meetings?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you always available to talk with families about any issues or concerns regarding the educational program or their child's progress?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure educators keep sensitive information about children and their families confidential?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Have you established professional relationships with the school executive and teachers to help educators support consistent learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Roles and responsibilities

Do you engage interpreters or bilingual staff to assist families understand the program and make contributions to the assessment cycle?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure the Educational Leader supports educators in sharing information with families in a meaningful way?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you make sure the Educational Leader guides and coaches educators where necessary in obtaining family contributions to the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do your educator job descriptions include requirements to regularly share information with families eg about the curriculum and their child's progress?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do your orientation and induction procedures include information for families about the learning program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure educators complete meaningful transition to school statements for children starting school	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required