Transitioning Supported Playgroups to Parent Managed Community Playgroups

Final Evaluation Report

AUGUST 2017
Any successful project requires the support and dedication of staff, funding bodies and partners. Firstly, I would like to acknowledge Playgroup Victoria staff for their creativity in developing the Transition Project from a concept to a concrete proposal and then translating that proposal into a live program. Secondly, I would like to thank the Ian Potter Foundation for funding an innovative program that has the capacity to be taken to scale in other areas throughout Australia. Thirdly, the role of Local Governments identifying families who would benefit from the Transition Project and facilities in which playgroups could be held, in addition to providing tangible and intangible support is integral to the success of the Transition Project. Australian Catholic University provided research into the efficacy of PlayMap and recommendations for the re-conceptualisation of that resource. Lastly, to all those families and their children who are participating in the Transition Project, my deepest thanks are due. You are the reason that we believe so strongly in what we do at Playgroup Victoria - empowering families to support each other and advance their child's development by providing advice, support and advocacy for Playgroups.

Danny Schwarz

CEO

Playgroup Victoria
“Playgroup helped me and my child grow...me and my child learnt so many things in here”.

Playgroup parents

Executive Summary

The Transition Project goals were to:

- Establish three playgroups for transition to self-managed community playgroups with cooperation and support from local government areas concerned (Goal One);
- Build competencies of parents/carers to manage the provision of evidence based play activities to provide early learning for their children (Goal Two);
- Build competencies of parents/carers to manage the playgroup including business skills, financial management, conflict resolution, group process, meeting procedure, advocacy and negotiation and promotion and marketing (Goal Three);
- Develop a dissemination agenda for providers and funders of supported playgroups (Goal Four).

Key findings in relation to program goals are:

Goal One: Establish three playgroups for transition to self-managed community playgroups with cooperation and support from local government areas concerned

- The establishment of three playgroups targeted at the expected population of hard to reach families has occurred;
- An active Local Government role is crucial in referring and supporting transition playgroups in their formation and continuance;
- A strong Local Government role has the potential to lead to stronger citizen engagement with Local Government services and other supports and greater preparedness of hard to reach citizens to approach Local Government for services and supports;

The maintenance of a core leadership group is challenging due to a lack of long-term attendance (as illustrated in Appendix a), for reasons including women’s workforce participation and the resettlement issues for newly arrived migrants and refugees;

The built environment contributes to a playgroup’s success. Some environments encourage transition playgroup participants to experience high quality play experiences, particularly those with good outdoor spaces. In addition, the location and design of the venue impacts service delivery and access to local resources. Participants can make stronger connections and access better information when other services are co-located within playgroup venues and their staff are present and engaged;

Levels of parent satisfaction with transition playgroups are high;

Transition playgroups, in common with all playgroups, are powerful vehicles for assisting the formation of informal social networks\(^2\) that aid the development of stronger social ties and enhance communities;

Transition playgroup is a robust means for supporting newly arrived migrants and refugees. This platform assists families to navigate and access systems and resources that aid their settlement process. Similar findings have been made in other projects\(^3\).

Goal Two: Build competencies of parents/carers to manage the provision of evidence based play activities to provide early learning for their children

- The role of the Transition Facilitator is crucial and requires a discriminating approach that allows for group formation, the emergence of leadership and the gradual uptake of playgroup responsibilities by parents;
- For some families playing with children is neither natural nor the norm. The facilitator has a significant role in modelling and communicating to parents the developmental importance of play for children;
- PlayMap requires realignment so that the resource acknowledges and builds upon parent’s role as first educator and experience of their children’s play\(^4\).

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Goal Three: Build competencies of parents/carers to manage the playgroup including business skills, financial management, conflict resolution, group process, meeting procedure, advocacy and negotiation and promotion and marketing

- Skill development of parents occurs in transition playgroup settings organically through relationships and mentoring and mutual learning. The role of the facilitator is crucial in this regard, providing quintessential servant leadership\(^5\) which prioritises service to others and promotes a sense of community. Characteristics of a transition playgroup are such that an environment created is one that is safe, welcoming and supportive. Modelling and motivation occur through the connectedness and cohesion of the group.

Goal Four: Develop a dissemination agenda for providers and funders of supported playgroups

- The Transition Project was preceded by policy development activities by Playgroup Victoria. (see Appendix b, Policy Brief 4 Transition Playgroups) It is a resource that supports other supported playgroups to engage in transition activities and will influence planners and policy makers when conceptualizing supported playgroups;
- Other policy development and dissemination activities include a paper entitled “Empowering parents to run community playgroups: Transitioning from Supported to Community Playgroups” presented at the Australian Institute of Family Studies Conference July 2016 by PV. (See Appendix c for planned activities).

\(^5\) See: http://www.carolsmith.us/downloads/640greenleaf.pdf for a description of servant leadership
“(it) helps in developing a lot of skills for the little one. (It offers) different experiences around other kids and adults.”

Recommendations are:

1. Dissemination

   1.1 PV to write up the presentation given to the AIFS conference in 2016, combined with the study’s final findings in a form which is highly accessible to the relevant fields (e.g. childhood and refugee/resettlement sectors in Australia) and publish them in newsletters and online resources;

   1.2 PV to distribute copies of the evaluation report to the Municipal Association of Victoria, Area Partnerships Program, Department of Education and Training, Victorian Government and to the Commonwealth Department of Social Services in relation to the Communities for Children program, with a covering letter recommending workforce development in this specific area.

2. Workforce Development

   2.1 PV to consider offering a seminar/workshop for facilitators of supported playgroups with a view to up-skilling them in relation to transitioning processes. An "exemplary" facilitator involved in the project would be a valuable role model and co-teacher.

   2.2 PV to make available a range of resources for transition playgroups and professionals on the topics of play and playgroup management.

3. Service Integration

   3.1 PV to explore with municipalities the potential for close integration with Maternal and Child Health Services to address the following implications for Maternal and Child Health (MCH) nurse practice in relation to:
   - mainstream New Parent Groups in order to facilitate them in a way which enhances the potential for them to become self-sustaining after the nurse-facilitated stage of the group;
   - how MCHNs might facilitate ethnic specific first time parent groups so that they become self-sustaining.
FURTHER PROJECTS

Learnings from this project are also being used to inform a new project being run in the Wimmera in 2017-18. Building on the obtained knowledge base, funding was sought and awarded from the Helen MacPherson Smith Trust to examine the relevance of the model in rural and regional areas. The project will examine the effectiveness of this transition playgroup model and what modifications are needed to be relevant outside a metropolitan area; setting up transitional playgroups in local government areas across the Wimmera over two years.

“Playgroup idea works great for me”
Introduction

The Transition Project grew out of Playgroup Victoria’s (PV) knowledge of, and experience in, supporting playgroups. Supported playgroups aim to assist families to access playgroups, who may not normally do so. Because they experience difficulties that make their participation challenging supported playgroups require the support of a trained facilitator. Examples of difficulties faced by this group of families are:

- Parental substance misuse, mental illness and significant disability, and;
- Severely disrupted infant development.

For some families, the nature of these difficulties can mean that reliance on the skills and support of a trained facilitator is required for the life of their participation in a playgroup.

For other families who face challenges, although with less complex vulnerabilities, transition from reliance on skilled facilitation to a self-managed community playgroup is a realistic and attainable goal. It was this group of families that PV sought to assist. Such families have been characterised as ‘hard to reach’ and benefit from the provision of soft entry points such as playgroups which are accepting, supportive and normalising groups.

A program concept was developed that identified partners, outlined the process and principles underpinning the Transition Project. This was presented to the Ian Potter Foundation who encouraged PV to submit an application for a grant to sustain the project. Ultimately this application was successful, with confirmation that the project could proceed received in April 2015.

The partners are:

- City of Wyndham
- City of Moonee Valley
- City of Melton
- Australian Catholic University

The project in its early stages was managed by Janine Regan, Manager Practice and Research and in its later stages by Deborah Njegac, Manager Practice and Research, supported by Justine

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6 Curtis, N. Katz, I. Patulny, R. “Engaging hard to reach families and children” Occasional paper no. 26, Commonwealth of Australia, 2009. This paper explores the concept of hard to reach families in detail and the benefits of ‘soft entry points’ to community and services systems.
Jones, Project Coordinator and transition playgroup facilitator; Joanne Tarasuik, Research Officer and all of PV.

A Performance Working Group has been established, chaired by Janine Reagan (2015-6) and Deborah Njegac (2016-7) and consisting of the major partners, PV support staff and an external evaluator (see Appendix d).

The project commenced in October 2015 with three (3) Playgroups established.

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**Background and Program Rationale**

Supported Playgroups have been planned in isolation of the continuum of playgroups resulting in inadequate attention to assisting families to transition the playgroup from dependence on professional facilitation to one of self-management. The Transition project aims to demonstrate how an alternative model which aims to target less vulnerable families than those engaged in supported playgroups, provides them with opportunities for skills development sufficient that they can transition to a self-managed community playgroup. If successful the transition playgroup model, broadly deployed, will ensure that government funded supported playgroups can provide services to a wider spectrum of vulnerable children and families than is currently possible.

Not all families will be suitable for transition playgroups. As a result of that understanding, the transition playgroup model is particularly focused on those families with less complex vulnerabilities than those in the child protection system and receiving other tertiary services.

The project aims to achieve transition by providing resources and building skills so that parents have the capacity and confidence to self-manage their community playgroup and further into...
the future, potentially their preschool committee, their local school committee or sporting group. Community playgroups, in this way, are often the first experience of community volunteers.

An important rationale of all playgroups is the provision of play opportunities for children and their parents that lead to enrichment of the child’s development and development of informal social networks that increase levels of wellbeing. These goals have been demonstrated to be significant benefits of playgroups\(^7\). In this sense, transition playgroups are not distinguishable from other types of playgroups who also aim to achieve these important goals.

“A very good support...here he learn so many things. Thankyou”

Program Description

The transition playgroup project may be described as follows:

(1) The establishment of three supported playgroups for in-need pre-school-aged (birth-5 years) children and their parents/carers to encourage positive participation of parents/carers in the development of their child(ren) through playgroups activities known to enhance children’s development, future positive developmental, social and educational outcomes, as well as benefits for families and community;

(2) The deployment and evaluation of PlayMap, a tool designed to assist parents/carers to provide developmentally appropriate and enriching playgroup activities (that align with the Early Years Framework Outcomes\(^8\)) and contributes to enhanced opportunities for children and skill development in their parents/carers\(^9\);

(3) The development of skills and resources to enable parents/carers to transition from reliance on facilitation and support to a self-managed community playgroup. Playgroup Victoria (PV)

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\(^9\) PlayMap deployment occurred in partnership with Australian Catholic University (ACU) who has completed complementary research on this component of the program. (See Appendix e)
anticipates the results of this project will be of interest to universal service providers, policy makers and funders of supported playgroups in many jurisdictions\textsuperscript{10};

(4) Improved design of the supported playgroup model through dissemination activities by policy makers, funders and providers will enable greater numbers of vulnerable families to participate in playgroups where successful transition to self-management is enabled.

**Evaluation Methods and Limitations**

The evaluation approach adopted for the Transition Project may be characterized as an interactive, multimodal approach (Owen;2006;52). The evaluation approach is formative in scope (Ozanne & Rose:2013;242) and is designed to assess the feasibility of the transition playgroup concept.

Key evaluation questions are:

- Is the Transition Project achieving its stated aims;
- How is the delivery of the Transition Project progressing;
- Are there any improvements or adaptations required to improve delivery;
- Are there any unexpected themes or issues emerging as implementation progresses?

The evaluation design also aims to be minimally intrusive and low impact for families participating in the Transition Project. Thus, strong reliance has been placed on reports and data obtained from Justine Jones, transition playgroup facilitator, local government stakeholders and PV management information. The external evaluator has taken the role of the ‘critical friend’ and interrogated these sources of data accordingly.

The limitations of this approach are:

- Design is aimed at proof of concept only i.e. to assess the feasibility of the program;
- Findings are only true for the transition playgroups formed in the current conditions;
- Ultimate outcomes, for example, longer-term benefits of participation for parents and children in transition playgroups, are not within scope.

\textsuperscript{10} The emphasis on transition from facilitated to a self-managed Playgroup is considered to be innovative and strategically important given the significant number of playgroups where little, if any attention, has been paid to providing skills for self-management.
Evaluation Themes and Discussion

The establishment of three playgroups targeted at the expected population of hard to reach families has occurred with relative ease due to the support of local governments, the skill of the facilitator, the support and direction of PV and the contribution of other agencies. Three distinct groups were established reflective of their local community’s demographics. Based on the facilitator’s description of the three groups, their key features are:

Group 1

- Culturally specific playgroup for recently arrived refugee families;
- Four to five families attending regularly;
- The format follows a standard playgroup model and includes free play, art and craft and rhymes;
- Parent child play interaction is limited with parents tending to sit and talk together and the children play together separately from the parents. This may be due to a variety of reasons, for example, high levels of parental distraction due to the pressures of the refugee experience, the parents seeing ‘playing’ as the role of the facilitator, or a result of cultural specific understandings of play;
- Families have experienced high levels of trauma in their countries of origin and are experiencing significant upheaval as they navigate the process of gaining refugee or resident status. Playgroup was a forum to share vital information about their experiences;
- Local Government has been a very supportive partner however the group has struggled to attract new families. This may be due to a lack of new families in the area, the close

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friendships within the existing group acting as a barrier, the location being a distance from public transport or a lack of cultural understanding or interest in playgroups;

- Two parents have shown a willingness to participate in leadership and organisation. Although the families are facing difficulties at every level, they are capable of and willing to run a playgroup that suits their needs;
- Parents are keen to start dance classes at playgroup and bring snacks and music each week to make the space more welcoming and inviting.
- **This playgroup has transitioned successfully** but may be challenged by natural attrition as children move into kindergarten and school, resettlement to other areas and the lack of new members replacing them.

**Group 2**

- Culturally and Linguistically Diverse (CALD) playgroup with a dominant cultural group in addition to several other cultural heritages, reflecting the growth and immigration patterns in this region;
- Ten to fifteen families attend regularly;
- The families play actively with the children and engage with each other in a positive way;
- A feature of the playgroup is the high demand for places reflected by the waitlist that is required each year;
- Each cultural group is bound by language, family norms and practices but also by the shared experience of settling into a new environment;
- One distinct feature is the irregular attendance of some families, influenced by return visits to countries of origin, particularly following the arrival of newborns;
- Local Government is highly supportive providing a high-quality venue playgroup with venue staff who are approachable and welcoming to families;
- There has been no significant change in this group and stability has been a feature of it;
- There are several very capable leaders who can ensure the playgroup’s sustainability and therefore **this playgroup has achieved transition** successfully and should maintain its strong numbers into the future.

**Group 3**

- Around 5-6 families attending regularly. Gradually the attending numbers increased and a core group of 8 families made up of CALD communities were attending within three months;
- Local Government has been highly supportive with the provision of resources and staff and provided a dedicated staff member to attend each week in the first 3 months. The playgroup was required to move location in mid 2016 due to the original facility no longer being suitable and three families were no longer able to attend as they lacked transport;
Promoting the group to new attendees is a high priority. Several parents have developed friendships that extend to outside activities however high levels of turnover due to parents returning to work or study puts the group’s cohesion under stress;

There are several parents who have capacity to assist in running the group and are doing so in a limited form but there is an unwillingness to step into leadership roles and this represents the greatest challenge to the group’s capacity to transition;

This playgroup achieved transition but chose to discontinue as group in June 2017. This was due to several families moving into work or childcare, and not being able to attract enough new families to make the venue cost manageable.

“My child learnt to share and interact with other children”

Other key findings based on the experience of operating the playgroups and data obtained from participants are:

Levels of parent satisfaction with transition playgroups are high with the majority of respondents evaluating their and their child’s experience positively. A questionnaire\(^{12}\) was administered that sought parents feedback on the following dimensions of satisfaction:

\(^{12}\) See Appendix h for Questionnaire and results for each group.
• Playgroup connectedness;
• Children and Developmental Play;
• Outcomes for Families;
• Self-assessment of parenting capacity, and;
• Community connectedness.

Responses were uniformly positive and displayed limited variation between groups suggesting high levels of interrater reliability. Given the significant numbers of newly arrived migrants and refugees participating in the groups it was pleasing to see such high levels of satisfaction across dimensions that reflect well on the contribution of the transition playgroup to the settlement process such as community connectedness and outcomes for families. It is possible to infer from this data that transition playgroups and indeed community playgroups are a platform on which enduring relationships and hence a deeper connection to community can be built. The transition playgroup may also be conceptualised as a robust means of welcoming newly arrived migrants and refugees to this country by providing a safe welcoming place for both parents and children. A well-functioning playgroup assists social integration and is a concrete manifestation of care from the community in which they have recently arrived.

The role of local government is crucial and the transition playgroup has citizen engagement potential: A strong Local Government role facilitates playgroup access and membership, practical support via the securing of an appropriate venue(s). An important consequence of this role is the potential for stronger citizen engagement with Local Government services and other supports and greater preparedness of hard to reach citizens to approach Local Government for services and supports. This is consistent with some conceptualisations of playgroups as ‘soft entry’ points enabling people in need to access appropriate services and information. This is particularly important to newly arrived citizens as appropriate information and services are positive aids to the resettlement process.

The built environment is important as it creates intangible value contributing to a sense of excitement and connection to the broader community, resources and other relevant services. Some environments encourage transition playgroup participants to experience high quality play

13 Range of overall satisfaction is 88-96%
experiences and access local resources and make connections that may not have made in less well-structured and connected environments.

The role of the Facilitator is crucial to helping the playgroup function effectively by providing resources and follow-up of non-attendees, non-intrusively animating the group and building trust with families that supports natural leaders to emerge. Once leaders are identified the facilitator encourages and mentors them to take ongoing organizing roles necessary for transition to occur. Many ancillary activities occur that build trust and group cohesion that may involve the facilitator in a range of family support activities for example, helping families with visa paperwork and negotiating access to local services.

Exemplary facilitator approaches are identified as including:

- **Reflection in Action**: Openness to changes in the playgroup through observation and learning from the group process and adjusting facilitator behaviour accordingly

- **Engagement**: interest in families, understanding their strengths, their experiences and welfare

- **Servant Leadership**: Belief in the group, their competence and capacity to management into the future and a capacity to animate the group unobtrusively identifying natural leaders and facilitate their access to leadership roles

- **Enabling stance**: not initiating action but allowing the group to struggle through issues and generate workable solutions

For some families **playing with children is neither natural nor the cultural norm**. Teaching play skills requires subtle role modelling by the facilitator, encouragements for parents to participate and educative advice regarding the importance of play for children’s development. It is also the case that many families were in the process of transitioning into the Australian community as a result of their refugee or recently arrived migrant status. In periods of intense disruption, it is likely that attendance at playgroup also meets a variety of other parental needs, for example, information sharing, social support and the development of networks that are a greater priority than parent and child play activities.

**Skill development of parents so that they can lead a community playgroup has occurred** although there are challenges to the pace and stability of that development. This is in part due to relocation of newly arrived migrants and refugees participating in the transition playgroup and workforce issues. The maintenance of a core leadership group is challenging because workforce participation, especially of women, involves part-time and casual work. These employment patterns challenge the formation of a stable playgroup structure. The nature of workforce participation in Australia has been compared unfavourably to many other
jurisdictions with respect to paid parental leave and family-friendly policies. The experience of the challenges to the formation of a stable leadership group enabling appropriate services and information. This is particularly important to newly arrived citizens as appropriate information and services are positive aids to the resettlement process. Transition to a community playgroup reflects some of these tensions for young families where the main caregivers may feel prematurely pressured into economic participation relatively early in their child’s life.

Attendance tables (see Appendix a) record how many sessions each family attended each month and relate to terms 2–4 of 2016. This data illustrates that the same families do not attend across the entire period and reinforce the challenge to stability of membership and formation of a leadership group.

The fluctuating attendance created the need to revisit material repeatedly. This affected the pace of skills acquisition, the capacity building process and group cohesion.

Another challenge to the stability of leadership in transition playgroups leading to the ability to transition to a community playgroup is the relocation of newly arrived migrants from the local area where the transition playgroup operated to newly established suburbs for permanent resettlement.

Allied to the development of skills to enable transition resources are being developed by PV to further support the establishment of further transition playgroups. In addition to these resources, a suite of presentations and resources including Frequently Asked Questions about transition playgroups will be developed for local government.

PlayMap requires realignment so that the resource acknowledges and builds upon parent’s role as first educator and experience of their children’s play. PlayMap will be redeveloped in line with recommendations made in the ACU research report. (see Appendix e)

The Transition Project was preceded by policy development activities by PV. Policy Brief 4 entitled Transition Playgroups (see Appendix b) was developed prior to the Transition Project. It is a resource that supports other funder and deliverers of supported playgroups to engage in

16 See http://www.theaustralian.com.au/life/norway-is-proof-that-you-can-have-it-all/news-story/3d2895adbace87431410e7b033ec84bf
http://theconversation.com/we-can-learn-a-lot-about-public-policy-from-the-nordic-nations-32204
transition activities and will influence planners and policy makers when conceptualizing supported playgroups.

Other policy development and dissemination activities include a paper entitled “Empowering parents to run community playgroups: Transitioning from Supported to Community Playgroups” presented at the Australian Institute of Family Studies Conference July 2016 by PV. Other planned dissemination activities are:

- A model presentation will be developed for Local Government so that they are enabled to deliver presentations to key stakeholders;
- A model presentation will be made available to all stakeholders to present to families and playgroups to support the transition process

The diffusion of innovation theory will be utilised as a framework to increase the probability that the transition playgroup model can be adopted by the maximum number of stakeholders across Australia\(^\text{19}\).

Assessing impact of playgroup attendance

Whilst the key focus of the project was the transitioning of playgroups into self-sustained community playgroups, there was also an examination of the impact on attending one of the playgroups. This data was collected nearing the completion of the project, with a sub-sample of parents who had been attending one of the three playgroups for at least 6 months. Via surveys, parents shared how they felt the playgroups attendance impacted both their children and themselves. The responses are presented as Appendix f.

In summary, the majority of parents indicated that attending playgroup impacted their child’s development *a fair amount/a great amount* in the following way:

- Interest in reading or being read to
- Curiosity
- Understanding of other people’s emotions
- Ability to express ideas and emotions
- Vocabulary and language
- Increased turn-taking and sharing

The majority of parents also indicated that the following *opportunities* were *very important* to their children’s playgroup experience:

- Engaging in more imaginative and pretend play
- Building relationships with peers
- Developing fine motor skills through play
- Engaging in more imaginative and pretend play
- Increased physical activity
- Playing and learning
- Developing new skills

Furthermore, parents reported that they were supported as a parent by playgroup in the following ways:

- Meeting and interacting with other parents
- Sharing ideas and experiences; people to bounce ideas around with
- Have more social contacts
- Making the community closer
- Providing a place where you can relax for a bit & around like-minded people who understand the battles of parenting.
- A very good support
- A place for parents to play with their child

“*Increase in social contacts, sharing ideas and (creating a) closer community***”
Recommendations

Dissemination

1.1 PV to write up the presentation given to the AIIS conference in 2016, combined with the study’s final findings in a form which is highly accessible to the relevant fields (e.g. childhood and refugee/resettlement sectors in Australia) and publish them in newsletters and online resources;

1.2 PV to distribute copies of the evaluation report to the Municipal Association of Victoria, Area Partnerships Program, Department of Education and Training, Victorian Government and to the Commonwealth Department of Social Services in relation to the Communities for Children program, with a covering letter recommending workforce development in this specific area.

2. Workforce Development

2.1 PV to consider offering a seminar/workshop for facilitators of supported playgroups with a view to up-skilling them in relation to transitioning processes. An "exemplary" facilitator involved in the project would be a valuable role model and co-teacher.

3. Service Integration

3.1 PV to explore with municipalities the potential for close integration with Maternal and Child Health Services to address the following implications for Maternal and Child Health (MCH) nurse practice in relation to:
- mainstream New Parent Groups in order to facilitate them in a way which enhances the potential for them to become self-sustaining after the nurse-facilitated stage of the group;
- how MCHNs might facilitate ethnic specific first time parent groups so that they become self-sustaining.
Conclusion

The program goals have been met in full. Three groups were established and transitioned to self-management, resources to enable transition to occur have been developed, and dissemination of findings has also occurred.

This evaluation indicates that the transition playgroup model is a feasible design and has the potential to be both viable and scalable. The success of the transition playgroup model is highly dependent on the skills of the facilitator who engenders self-sustaining behaviours of the group by enabling leadership to emerge gradually from participants’ experience of decision-making and taking on the roles required to transition to independence. By identifying those families, who may be defined as hard to reach, the transition playgroup model offers strengths based approach to working with families in community that offers play opportunities for children, builds parental skills in play and offers significant opportunities for citizen engagement. It has particular value as a vehicle for providing a platform for resettlement and the social integration of newly arrived migrants and refugees. Importantly the playgroup experience provides the capacity of participants to build both bonding and bridging social capital considered vital ingredients to the building of a cohesive and robust civil society²⁰.

https://www.hks.harvard.edu/saguaro/glossary.htm provides a good summary of the concepts of social capital and civil society.
REFERENCES


List of Appendices

a) Parent attendance at playgroups
b) Policy Brief 4 - Transition Playgroups
c) Dissemination activities - Playgroup Victoria
d) Performance Working Group membership
e) PlayMap Executive Summary
f) Parent survey responses – during project
g) Time point comparisons of playgroup parents’ progress in transition process.
h) Parent playgroup satisfaction survey
i) Swinburne Ethics Approval
Appendix a: Family attendance at playgroup

The following tables illustrate that whilst these two playgroups had steady attendance rates, there were a minimal number of families attended consistently.

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Rates of attendance per month (columns) per family (rows) for Group 2 across three terms.
Rates of attendance per month (columns) per family (rows) for Group 3 across four terms.
Appendix b: Policy brief 4

Transition Playgroups

Necessary pre-reading:
Policy Brief 1: Community Playgroups and Social Capital Municipal Early Years Flyer 4: Framework for Understanding Playgroup Models

Introduction:
One of the most common topics for agencies running supported and intensive playgroups is the question of transition and how best to support families through this process. Increasingly supported playgroup models are being funded with an expectation that the families attending the playgroup will need to transition at some stage during the life of the playgroup or where playgroups are specifically implemented for short or time-limited periods due to funding constraints. Transition can be both a process experienced by an individual family or a planned, conscious playgroup model where the entire playgroup is resourced and supported for transition. Transition playgroups are unique entities and need to be seen as part of the playgroup continuum through community, supported and intensive playgroups.

Opportunities for transition:

Within the continuum of playgroups, there are several opportunities where transition is an important process to better meet the needs of families participating in supported playgroups. The first is from supported playgroups which work with families who experience lower level complexities to a community playgroup. The second is from intensive supported playgroups to supported playgroups for families with highly complex vulnerabilities. These are more often than not transition processes.

To understand the opportunities for transition one needs to understand that supported playgroups can be classified into 2 layers:

Figure 2: Continuum of Playgroups – Supported

The lower layer are those supported playgroups which work with children and parental carers who experience some child wellbeing issues or challenges which prevent them from participating in community playgroups. These challenges may be ones of parental language, young parents who are struggling with their parenting capacity or newly arrived families with settlement issues. These families do not have complex substance use or mental health issues or child safety concerns. Transition opportunities exist for these playgroups.

The upper layer are supported playgroups (high level) targeting families with highly complex vulnerabilities where there are...
entrenched substance use issues; complex mental health issues impacting parenting and clear child protection concerns and most often involvement in the child protection or out of home care systems. Transition for these playgroups is not good practice however transition into these playgroups from intensive supported playgroups is possible for some families.

To also understand the opportunities for transition one needs to understand what the difference between an intensive supported and a high level supported playgroup is. An intensive supported playgroup (ISP) should target those families with such complex vulnerabilities and issues that they cannot sustain participation in a high level supported playgroup. These are families who will be heavily involved in the child protection and out of home care systems and be those who require intensive case management and interventions. The intensive supported playgroups are a component of an integrated suite of services these families will be receiving and they should never be provided as stand alone services. The ISP provide an intensive platform to work with children and their key developmental challenges and with parents on key parenting capacity issues. They supplement the more individualised family support, mental health, child protection and other interventions. As such ISP’s should be time limited for families, with purposeful assessment and design of programs to meet child development and parenting capacity needs. They should be focussed on improving the capacity of families to individually transition to supported playgroups and as such they require low numbers to achieve this outcome. These are not therapeutic parenting programs they remain playgroups which use the experience of play to improve attachment, parenting capacity and developmental and learning experiences for children.

What is a transition playgroup?

A transition playgroup is established with a clear expectation of transitioning the entire playgroup from a supported to a community playgroup. They are therefore focussed from the outset on building the capacity of the adults within the playgroup to run their own community playgroup. This does not take away from the experience of playgroup for the families but it does change the focus of the workers from delivering a supported playgroup to working with the families so they deliver the playgroup for themselves. Parents benefit from the sense of ownership and the shared responsibility within the playgroup.

To have a successful transition playgroup you need to:

- **Target to the most appropriate communities and families** - Understand your community profiles and target families who cannot currently successfully participate in community playgroups but have strengths enough to participate with a little support over time. Do not target areas scoring quintile 1 on the AEDI or the most disadvantaged communities on the SEIFA index.

- **Be open about the expectation of transition from the recruitment stage** - families need to understand that their participation in a supported playgroup is time limited and that the outcome is that they will run their own community playgroup at the end of the supported period. How you explain this is essential to the success of your transition playgroup. Families will be hesitant at first and you need to engage them in conversations and practises that build their confidence and assure them that they can do it themselves. This is the goal of transition playgroups- its about strengthening families to successfully participate for themselves, not to provide a platform to intervene in parenting capacity or child learning and development issues. This is what differentiates transition playgroups.

- **Build the capacities of parents/carers to participate.**

**What capacities do I need to build to transition from a supported playgroup to a community playgroup?**

This question can be reframed to ask: *What does it take to be a successful community playgroup?*

- Be involved in making decisions in a group
- Resolve conflict in a group
- Communicate effectively within a playgroup setting
- Manage diversity
- Make friends
- Trust
- Feel confident in showing leadership in a group
- Manage money
- Manage committee or meeting processes if a leader
- Ask for help from friends and neighbours
- Know and use social rules

Playgroup Victoria has defined a quality process for community playgroups which assists us to identify what we need to develop in supported playgroups to transition successfully. A quality community playgroup:

- Provides a range of play opportunities that support a child’s learning and development.
- Provides a range of activities that allow children to play according to their age and stage of development.
- Provides a range of resources to encourage play and children’s natural curiosity.
- Provides play activities which match the needs of the members of play group.
- Provides a safe and supportive environment for adults and children that attend the playgroup
- Have a venue adequate to the playgroups needs and is safe.
- Enable adults and children to feel part of their community.
- Supports parents/carers in their role.
- Connect families/carers to services in the community.
- Provide a Playgroup which is safe and welcoming.
- Ensure viability of the group over time
- Has parents who are capable leaders within the group.
- Has members who take an active role in organising the functions needed to keep the playgroup running.
- Ensures playgroups meet the needs of its members.
- Ensures the workload is shared by the members of the playgroup.
- Ensures affordability of the playgroup.
- Has sound financial practices

Supported playgroup facilitators therefore need to implement a program within their supported playgroup from the beginning to
build the skills, attitude and knowledge required under each of the 3 key areas of quality. Please note not all parents will need to achieve these competencies but the group should have a mix of the competencies necessary to succeed as a community playgroup.

Quality Theme 1: Provides a range of play opportunities that support a child's learning and development
Parents in the group will need to:
- Understand the value of play.
- Understand the importance of play to early learning, growth and development.
- Understand the importance of their role as their child's first and most enduring educator.

Quality Theme 2: Provide a safe and supportive environment for adults and children that attend the playgroup
Parents in the group will need to:
- Afford a venue.
- Create a welcoming atmosphere and have capacity to welcome or accept difference.
- Connect with the services and supports in their community
- Have rules and social conventions which are well understood by everyone.
- Supervise and take responsibility for their children and be empowered by the professionals in the group.
- Have opportunities to share with each other and support each other in an environment that is not too "service system like."

Quality Theme 3: Ensure viability of the group over time
Parents in the group will need to:
- Take on leadership roles
- Understand the roles needed to lead a community playgroup, i.e. committee or leader roles.
- Support each other in undertaking leadership roles.
- Have connection to their local community and feel confident to use and navigate services with assistance.
- Work together as part of a team.
- Manage workloads together – i.e.: set tasks, manage timelines, delegate, resolve conflict.

In summary, to successfully transition a playgroup from a supported to a community playgroup:
- Assessment – when starting up the playgroup be careful to select those families/carers who have capacity for transition.
- Be realistic given the type of community you are working within. Highly disadvantaged communities will have far less opportunities for transition but still may have some opportunities.

- Avoid professionals disempowering families.
- Mix and Match approaches.
- Discuss transition with families as an outcome of your playgroup in the establishment period. Gain the understanding of parents/carers from the outset.
- Employ structured strategies and programs to build and strengthen capacity in the areas identified here from the outset.

What about transition from intensive to supported playgroups?
It is important to consider before commencing the playgroup whether you intend to have the whole playgroup transition to a supported model after a period of time or whether you will transition individual families into existing supported playgroups.

Intensive playgroups need to develop capacities for parents, children and the service system for successful transition. These can be summarised as:

- Parental Behaviour: parents have:
  - Capacity to manage and communicate in a group
  - Active involvement with child/children
  - Capacity to play
  - Takes responsibility for supervision of their children
  - Can resolve conflict
  - Brought their lives under some sense of control

- Child's Behaviour:
  - The child's response to trauma is understood by parent and playgroup, workers and strategies are in place to manage their trauma.
  - Has some attachment to their parent or carer
  - The child is meeting social/emotional developmental milestones, for example:
    o The child can play alongside and/or with others
    o The child can manage a routine e.g. sit down for morning tea, participate in song/story time, self regulates in some areas

- Service System Behaviour; the service system
  - Effectively supports the family
  - Enables the family to handle life challenges e.g. family violence, legal issues, homelessness
  - Provides an integrated and coordinated response to issues faced by families.
  - Takes into account the perspective and needs of each participant – parents, carers, children, and extended family.
Appendix c: Dissemination Plan

Stage 1

- PV to consider offering a seminar/workshop for facilitators of facilitated playgroups with a view to up-skilling them in relation to transitioning processes.
- PV to make widely available targeted presentations (for both families and early childhood professionals) on benefits of playgroup and implementing the transition model

Stage 2

- PV to distribute copies of the evaluation report to the Municipal Association of Victoria.
- PV to explore with municipalities the potential for close integration with Maternal and Child Health Services to address the following implications for Maternal and Child Health (MCH) nurse practice in relation to:
  - mainstream New Parent Groups in order to facilitate them in a way which enhances the potential for them to become self-sustaining after the nurse-facilitated stage of the group;
  - how MCHNs might facilitate ethnic specific first time parent groups so that they become self-sustaining.

Stage 3

- PV to write up the presentation given to the AIFS conference in 2016, combined with the study’s final findings in a form which is highly accessible to the relevant fields (e.g. childhood and refugee/resettlement sectors in Australia) and publish them in newsletters and online resources;
- PV to explore with philanthropic and other funding bodies the possibility of re-visiting the transition process with other models of implementation to test effectiveness of alternative delivery models
Appendix d: Performance Working Group membership

Deborah Njegac, Practice and Research Manager, Playgroup Victoria
Janine Regan PV, Manager, Practice and Research, Playgroup Victoria
Justine Jones, Transition Playgroup Coordinator, Playgroup Victoria
Dr Joanne Tarasuik, Research Officer, Playgroup Victoria
Rosie Dymus, Playgroup Development Consultant, Playgroup Victoria
Karina Viksne, Coordinator Family & Children’s Services Planning, Moonee Valley City Council
Michele Leonard, Manager Family and Children’s Services, Moonee Valley City Council
Leonie O’Malley, Area Leader, Children’s Resource Unit, Early Years and Youth, Wyndham City Council
Lyndall Mione, Playgroup Support Officer, Early Years and Youth, Wyndham City Council
Leigh Cruickshank, Coordinator, Early Years Partnerships, Melton City Council
Karen Curson, Playgroups Supervisor, Melton City Council
Janet Farrow, independent evaluator
Appendix e: PlayMap reports and publications

EXECUTIVE SUMMARY

This report evaluates the use of Playmap as a tool to support parents attending transition and community playgroups to implement play activities at playgroup. Playmap is an online tool developed by Playgroup Victoria for use by parents in the provision of parental provided play activities at playgroup. This project recognises the fundamental role of parents as children’s first educators and the influence parents have in this role on the quality of their children’s early childhood play experiences prior to formal education.

In this project Playmap was released by Playgroup Victoria in metropolitan playgroups in Melbourne. It was released for use by parents and playgroup facilitators in transition and community playgroups for the planning and implementation of parental provided play-activities at playgroup.

Aims and scope

This project focuses on the promotion of parental provided play-activities to young children attending transition playgroups. Transition playgroups play an important bridging role in the process of transition from a supported to community playgroup. Traditionally, during this transition process a playgroup facilitator actively works with parents to plan and implement play-activities for their children as the playgroup transitions to a community playgroup. This project used a new approach to working with parents in transition playgroups by using an online tool developed by Playgroup Victoria to support parents in planning and implementing play-activities in both the transition and community playgroups. The online tool is called Playmap. Using Playmap parents can select from a range of play-activities suitable for implementation in playgroup settings. In this project, parents in collaboration with a Playgroup facilitator used Playmap in the planning and implementation of parental provided play-activities at playgroup.

This research considered three aims in relation to the provision of parental provided play-activities in transition playgroups:

1. To further develop Playmap as an online resource for parents;
2. To establish parents’ understandings of the role of play in young children’s learning and development and the frequency, duration and type of parental provided play-activities in the family home pre and post Playmap usage;
3. To identify the efficacy of Playmap in promoting the provision of parental provided play-activities to young children in transition playgroups as they move into community playgroups.

Methodology

This project was conducted within a sociocultural theoretical perspective (John-Steiner & Mahn, 1999). Specifically, it used the Vygotsky’s (1997) concept of tool mediation to understand parents’ perspectives of Playmap as a tool for promoting the provision of parental provided play-activities at playgroup. The project used a mixed methods approach to address the project aims. Quantitative methods included the administration of pre and post surveys to participating parents. Qualitative methods included semi-structured focus group interviews post implementation of Playmap with participating parents and playgroup facilitators.
Findings

The findings of this project indicated that parents do have knowledge of play and are engaging in different play-types at home with their children. The findings further indicated that Playmap has been used successfully in the provision of some parental provided play-activities in transition and community playgroups.

The project established five main findings in relation to the efficacy of Playmap in promoting the provision of parental provided play-activities. These were:

1. **Parental knowledge**: Playmap is currently aligned to a deficit model of delivery which does not acknowledge or build upon parents existing knowledge and experiences of children’s play.

2. **Structured play**: There is some reluctance amongst parents to fully embrace Playmap as a tool for provision of parental provided play activities at playgroup because it appears to promote structured play to the detriment of open-ended or free play.

3. **Socialisation**: Playgroup is an important socialisation opportunity for parents and children. This social aspect of playgroup and children’s play are both important and interconnected.

4. **Playmap activities**: Playmap reinforces the value of play in terms of what is already happening in playgroups but it does not enrich the quality of play. In this sense Playmap provided activities for implementation but not ideas for inspiration.

5. **Playmap functionality**: Parents identified a range of functionality and navigational issues with Playmap that limited their willingness to use it to plan and implement play-activities at playgroup. Playmap functionality did not meet the needs of contemporary and time-poor parents who expressed a preference for using collaborative planning and communication practices to plan and implement play-activities at playgroup.

Conclusion

This report concludes that Playmap has been used with some success in the provision of some parental provided play-activities in transition and community playgroups. In relation to the efficacy of Playmap as tool for promoting the provision of parental provided play-activities to young children in transition playgroups the evaluation concludes with a series of recommendations. These include:

1. **Parental knowledge**: The re-conceptualisation of Playmap as part of a broader approach to parental education that values and extends on parents’ existing knowledge of children’s play.

2. **Playgroup play**: The incorporation of a framework to support parents in their interactions with children at playgroup through a value-added approach recognising the value of familiar open-ended or free play activities at playgroup.

3. **Socialisation**: The consideration of Playmap more broadly within the social and cultural context that playgroups operate in, which acknowledges socialisation for parents and children as a key aspect of regular playgroup participation.

4. **Playmap activities**: To expand the breadth and depth of Playmap activities through extension and adaption ideas for promoted play-activities and through an increased range of activities for different age groups, particularly younger children.

5. **Playmap functionality**: The functionality of Playmap is reviewed to take into consideration the planning needs of playgroup parents, particularly in relation to parents collaborating together to provide play-activities at playgroup. This may include consideration of the incorporation of other contemporary communication practices including social media.

Full report can be accesses at: https://lsia.acu.edu.au/projects/promoting-the-provision-of-parental-provided-play-activities-in-transition-playgroups/

The findings have also been published in a peer reviewed journal:
Appendix f: Benefits of playgroup - parent survey

Sub-sample of the playgroup parents who had each been attending one of the three playgroups for at least 6 months, completed a survey about how they and their child benefitted from attending playgroup. Respondents were ten mothers of children aged 12-24 months (n=1), 2 years (n=4), 3 years (n=4) and 4 years (n=1). This data should be considered in light of the fact that these were the 12 out of 19 families were in attendance at the time of the survey, and those who responded to the email request to complete the survey online.

Parents reported how they had perceived that attending playgroup had impacted their child’s development, and the role that they saw playgroups having in preparing for learning in the early years. They indicated the importance of different aspects of playgroup to their children’s experiences, what make a good playgroup for their child and the role that playgroup had in supporting them as a parent. The results are presented below in the form of pie graphs and direct quotes.

The degree to which parents perceived that attending playgroup impacted their child’s development in the following areas.

- Increased interest in reading or being read to
- Increased curiosity
Increased understanding of other people's emotions

- Slightly
- A fair amount
- A great amount

Greater ability to express ideas and emotions

- Slightly
- A fair amount
- A great amount

Increased vocabulary and language

- Slightly
- A fair amount
- A great amount

Increased turn-taking and sharing

- Not at all
- Slightly
- A fair amount
- A great amount
Interacting more with other children
How important parents felt that different opportunities were to children's playgroup experience.

- Opportunities to play and learn
  - Very important
  - Somewhat important

- Opportunities to build relationships
  - Very important
  - Somewhat important

- Opportunities to develop fine motor skills (e.g. holding paintbrushes, pencils, scissors)
  - Very important
  - Somewhat important

- Opportunities to engage in more imaginative and pretend play
  - Very important
  - Somewhat important
Opportunities for more physical activity

- Very important
- Somewhat important

Opportunities to develop new skills

- Very important
- Somewhat important
The role that parents saw playgroups having in preparing them and their children for learning in the early years

Responses from parents of 2-year-olds:

• *Playgroup helped me and my child grow. Me and my child learnt so many things in here.*
• *Communication & Social skills*
• *Being a healthy and interactive part of the community and society*
• *Playgroups are very good platforms for babies to develop new skills and mums to share ideas*

Responses from parents of 3-year-olds:

• *The child learn to share and interact with other children*
• *Helps in developing a lot of skills for the little one. Different experiences around other kids/adults.*

What parents feel makes a good playgroup for them and their child.

• *Playgroup idea works great for me*
• *A great group of mums.*
• *Safe, creative and healthy environment*
• *A playgroup with a collaborative approach and where a child wants to visit each week*
• *Good activities for kids*
• *[playgroup name] has always been a very good playgroup. Maybe that's why I'm attending the same playgroup for almost 2 years now*

The role that parent felt that playgroup had in supporting them as a parent?

• *Get to know other families*
• *Interacting with other parents/sharing experiences*
• *Increase in social contacts*
• *sharing ideas*
• *closer community*
• *A huge impact as it gives you a place where you can relax for a bit & be around like-minded people who understand the battles of parenting.*
• *A good place to bounce ideas around also.*
• *A very good support...here he learn so many things.*
• *Introducing more ideas*
• *Playing with my kids*
Appendix g: Time point comparisons of playgroup parents’ progress in transition process. Facilitator’s report of the degree to which the following were occurring, and the role of the parents and facilitator, at different time points.
Group 2

- Provides a range of play opportunities that support a child’s learning and development.
- Provide a range of activities that allow children to play according to their age and stage of development.
- Provide a range of resources to encourage play and children’s natural curiosity.
- Provide play activities which match the needs of the members of play group.
- Ensure viability of the group over time.
- Ensure the workload is shared by the members of the playgroup.
- Ensure playgroups meet the needs of its members.
- Has members who take an active role in organising the functions needed to keep the playgroup running.
- Has parents who are capable leaders within the group.
- Connect families/carers to services in the community.
- Supports parents/carers in their role.
- Enable adults and children to feel part of their community.
- Provide a safe and supportive environment for adults and children that attend the playgroup.
- Has sound financial practices.
- Ensures affordability of the playgroup.
- Ensures the workload is shared by the members of the playgroup.
- Has members who take an active role in organising the functions needed to keep the playgroup running.
- Has parents who are capable leaders within the group.

1. Minimal/no signs of this
2. Partially occurring
3. Well on its way
4. Well established, predominantly by facilitator
5. Well established, by facilitator and parent
6. Well established, predominantly by parents
7. Well established, solely by parents
Facilitator reported progress of parent’s skill acquisition of key competencies for transitioning to a parent-run playgroup.

**Facilitator's rating of how well parents did the following at different time points: Group 1**

- Manage workloads together i.e.: set tasks, manage timelines, delegate, and resolve conflict
- Work together as part of a team
- Have connection to their local community and feel confident to use and navigate services with assistance
- Support each other in undertaking leadership roles
- Understand the roles needed to lead a community playgroup
- Take on leadership roles

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Take on leadership roles

Understand the roles needed to lead a community playgroup

Support each other in undertaking leadership roles

Have connection to their local community and feel confident to use and navigate services with assistance

Work together as part of a team

Manage workloads together i.e.: set tasks, manage timelines, delegate, and resolve conflict

Facilitator's rating of parents' transition roles at different time points: Group 2

- Manage workloads together i.e.: set tasks, manage timelines, delegate, and resolve conflict
- Work together as part of a team
- Have connection to their local community and feel confident to use and navigate services with assistance
- Support each other in undertaking leadership roles
- Understand the roles needed to lead a community playgroup
- Take on leadership roles
Take on leadership roles
Understand the roles need to lead a community playgroup
Support each other in undertaking leadership roles
Have connection to their local community and feel confident to use and navigate services with assistance
Work together as part of a team
Manage workloads together i.e.: set tasks, manage timelines, delegate, and resolve conflict

Facilitator's rating of how well parents did the following, at different time points: Group 3

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Appendix h: Parent playgroup satisfaction survey

There are two statements are used to inform each of the anecdotal theme:

Theme 1 - Playgroup connectedness
- I feel valued as a member of this playgroup
- Families at this playgroup feel safe and welcome

Theme 2 – Parenting (parenting capacity and self)
- I feel supported in my role as a parent
- My confidence as a parent has increased

Theme 3 - Children (learning through play)
- My child/ren enjoy activities at playgroup
- We have used some of the play activities at home

Theme 4- Family (outcomes for families)
- Coming to playgroup has been good for our family
- My children have enjoyed making new friends at playgroup

Theme 5 – Social relationships and community connectedness
- I am socialising more with other people now that we have been coming playgroup
- I have found out more about services and resources for families in my local community by attending playgroup
Appendix i: Swinburne University of Technology Ethics Approval

SHR Project 2015/294 Ethics Clearance
Keith Wilkins on behalf of RES Ethics

To: Jordy Kaufman
Cc: RES Ethics; Joanne Tarasuk

To: Dr Jordy Kaufman, FHAD

Dear Jordy

SHR Project 2015/294 Empowering parents to run community playgroups: Transitioning from Supported to Community Playgroups
Dr Jordy Kaufman FHAD; Dr Joanne Tarasuk et al
Approved Duration: 30-11-2015 to 30-11-2018 [Adjusted]

I refer to the ethical review of the above project protocol by Swinburne’s Human Research Ethics Committee (SUHREC). Your responses to the review, as emailed on 26 November 2015 with attachments, were put to the SUHREC delegate for consideration and feedback sent to you. Your response to the feedback, as emailed today, was also put to the SUHREC delegate.

I am pleased to advise that, as submitted to date, the project may proceed in line with standard on-going ethics clearance conditions outlined below.

- All human research activity undertaken under Swinburne auspices must conform to Swinburne and external regulatory standards, including the National Statement on Ethical Conduct in Human Research and with respect to secure data use, retention and disposal.

- The named Swinburne Chief Investigator/Supervisor remains responsible for any personnel appointed to or associated with the project being made aware of ethics clearance conditions, including research and consent procedures or instruments approved. Any change in chief investigator/supervisor requires timely notification and SUHREC endorsement.

- The above project has been approved as submitted for ethical review by or on behalf of SUHREC. Amendments to approved procedures or instruments ordinarily require prior ethical appraisal/clearance. SUHREC must be notified immediately or as soon as possible thereafter of (a) any serious or unexpected adverse effects on participants and any redress measures; (b) proposed changes in protocols; and (c) unforeseen events which might affect continued ethical acceptability of the project.

- At a minimum, an annual report on the progress of the project is required as well as at the conclusion (or abandonment) of the project. Information on project monitoring and variations/additions, self-audits and progress reports can be found on the Research Intranet pages.

- A duly authorised external or internal audit of the project may be undertaken at any time.

Please contact the Research Ethics Office if you have any queries about on-going ethics clearance, citing the Swinburne project number. A copy of this email should be retained as part of project record-keeping.

Best wishes for the project.

Yours sincerely

Keith

Keith Wilkins
Secretary, SUHREC & Research Ethics Officer

https://outlook.swin.edu.au:8080/owa/?lan=en&ItemID=IR9MRU.HP980C4E7Y1Y9KQMwD3mQgE8vWOKIHR73gZd%eSLAAAAAyshAAD7mgE... 1/2