Department of Communities and Justice 

# TEI Supported Playgroup – Form to Request Locally Designed Supported Playgroup model for Service Delivery

**Purpose and Use of this form**

The DCJ Family and Community Services Insights, Analysis and Research (FACSIAR) [Supported Playgroup Rapid Evidence Scan (2024)](https://evidenceportal.dcj.nsw.gov.au/our-evidence-reviews/supported-playgroups-rapid-evidence-scan.html), referenced in the TEI Program Specifications summarises the evidence base for supported playgroups and shares best practice elements that can guide playgroup design, service planning and implementation.

The Supported Playgroup Rapid Evidence Scan found that the following evaluated programs had the strongest evidence:

* Kids in Transition to School (KITS)
* smalltalk
* Peep-Learning Together Program (Peep-LTP)
* Learn, Engage and Play (LEaP)
* Parent-Child Mother Goose (PCMG).

Service providers delivering supported playgroups under Wellbeing and Safety should aim to select one of the models from the Supported Playgroups Evidence Scan to deliver a supported playgroup in the TEI program. When selecting a supported playgroup model, consideration should always be given to the available evidence, local context, and client and community need.

If a service provider considers that a locally designed supported playgroup model is more suitable in their local context, they can propose this option to their DCJ contract manager. If after discussion, the agreement is that the proposal for a locally designed model may be suitable, the service provider must complete this template and submit it to their DCJ contract manager who will then forward it to the TEI mailbox for consideration and approval. Your DCJ contract manager will advise you if your application has been successful.

Note that Aboriginal Community Controlled Organisations (ACCO) providers or non-ACCO providers with Aboriginal staff delivering supported playgroups to Aboriginal clients **do not need** to complete this form. ACCO’s and non-ACCO’s with Aboriginal staff delivering supported playgroups to Aboriginal families are also not expected to select from the list of models in the evidence scan. These supported playgroup models should be locally designed with input from community and practitioner expertise and any available evidence.

Note supported playgroup models submitted for consideration should be able to demonstrate that they align with the [best practice principles](https://evidenceportal.dcj.nsw.gov.au/our-evidence-reviews/supported-playgroups-rapid-evidence-scan/supported-playgroup-best-practice-principles.html) identified from the evidence scan and align with the [Early Years Learning Framework](https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf).

| 1. Contact Details | |
| --- | --- |
| Name and contact details of person submitting form | (Service provider contact name and contact details) |
| Organisation Name and Address | Family Support Organisation |
| DCJ District | South West Sydney |
| District CPO Name and contact details | (District CPO contact name and contact details) |
| 1. Please provide name and brief overview of supported playgroup model proposed: | |
| Our service proposes to deliver our own locally developed supported playgroup model. We currently deliver nine supported playgroups through our service which support school readiness. Our model is structured to align with the Early Years Learning Framework and provides supports for the child and the family to reach their potential as well as reflect the community diversity and promote CALD inclusion. We provide a holistic approach to formal learning using play as an appropriate vehicle for developing social skills. | |
| 1. Location/s of where model will be delivered (please specify LGA) | |
| Bankstown, Fairfield, Campbelltown | |
| 1. Key Target Group | |
| Families with complex needs and support required, especially regarding understanding child development and parenting. We have a large cohort of families from culturally and linguistically diverse backgrounds as well as children experiencing developmental delays. | |
| 1. Have you considered the supported playgroup models identified in the evidence scan? | |
| Yes  No  (Note: if No, please review the models before submitting this form) | |
| 1. Please describe main reasons a model from the evidence scan was not selected as suitable: | |
| Our service has found immense value in our current supported playgroup model which has been designed with our local community and has been well received. A large proportion of our local community have migrated from non-English speaking countries. The top 10 languages spoken across the LGAs after English are Arabic, Vietnamese, Cantonese, Mandarin, Spanish, Hindi, Bengali, Italian, Turkish and Greek. Representatives from these cultural groups from the local multicultural services participated in the design of our model. We did consider the other models from the evidence scan. For example, we reviewed the Parent Child Mother Goose model which had some useful features using rhymes, songs and stories to strengthen interactions between parents and children. However, our model has additional features which are specifically tailored to be specific to our CALD community and offer targeted support, including for children with additional needs. | |
| 1. Is your proposed supported playgroup model an adaptation of any of the models identified in the scan? | |
| Yes  No  If Yes, please indicate which model/s and why the adaptation was needed: | |
| 1. Is your model self-developed or an existing model? | |
| Self-developed  Existing model | |
| 1. Please provide further detail on your proposed model (including key elements of the model, target group, duration, delivery format) and why it was chosen: | |
| The supported playgroups are delivered by suitably qualified and/or experienced early childhood educators. We provide a welcoming space where children from different cultural backgrounds can interact, learn about each other's cultures, and develop a sense of belonging.  Whilst staff don’t follow an evidence-based model, they do follow a list of best practice principles and theoretical approaches that allow to adapt the program to meet the needs of the children, families and community.  We tailor our supported playgroups around our client group for example by inviting guest speakers from the community. Staff members also have a CALD background, which enhances their understanding of the needs of the local CALD community.  There is a huge number of children who miss the opportunities for diagnosis of developmental delay, especially the ones who are about to start school. Our supported playgroups are crucial in bridging the gap to assist families in understanding the process and benefits of early diagnosis and receive the support they need to support their children. We notice that the needs and the number of children who require to receive early intervention prior to school, continue to grow.  Our supported playgroups are based on the following:   * Client centred, strengths based, engagement and relationship building are strategies that are implemented in all playgroups. * Family centred: skilled, trained staff members work collaboratively. For example, one has a focus on the child and the program and planning and the other with a focus on the family, providing education, information, referrals and community links and supports. * Child development theory: helps staff to understand the needs and progress of children under five and consider the child’s growth and learning in a holistic context to their family, culture, community and environment. * Trauma Informed, common approach, family focused and early intervention practice framework are all tools used by the playgroup facilitator/children workers staff. * Staff work in partnership and collaboratively with stakeholders and schools, where they provide supported playgroups for vulnerable and disadvantaged families to reach their potential. * Staff are culturally sensitive and informed, invite, accept and provide opportunities for the valuable contribution children and families make to the community. | |
| 1. Describe how your supported playgroup model incorporates the best practice principles identified from the supported playgroup evidence scan | |
| The supported playgroup model incorporates the best practice principles as follows:  **Qualified and skilled staff** – our supported playgroup staff have qualifications or experience in early childhood education and care or community services, and strong engagement and relationship building skills.  **Family centred facilitation** – our staff use skills such as listening, demonstrating an unconditional acceptance and respect, showing genuine interest and care, and creating a responsive and flexible space which contribute to families experiencing trust, emotional support, confidence in parenting and decreased feelings of isolation and inequality.  **Engagement and relationship building** – our supported playgroups use consistent and ongoing engagement strategies to retain families’ motivation to continue attending, including a warm and welcoming approach, building a reputation in the community as a trusted service, and linkage with other established services.  **Enhancing families’ social capital** – our supported playgroups enable peer support, with parents valuing connecting to other parents with shared experience, reciprocal learning and a sense of belonging.  **Outreach and co-location** – some of our supported playgroups provide mobile outreach in parks to make them physically accessible.  **Referral and service linkage** – our service has a strong referral network to other relevant services, as well as information sharing activities. As specified earlier, we include visits from guest speakers from the community and or service providers. This helps to build parents’ knowledge and capacity to navigate the service system.  **Intentional service promotion** – we have various promotional activities, including partnerships with early childhood services, schools, health services, and local neighbourhood centres.  **Adequate dosage** – our supported playgroups are provided on an ongoing basis, and we have strong engagement with families attending regularly and at least six sessions which ensures better outcomes.  **Governance** – our service has strong organisational governance and resourcing, a framework for practice including child safe principles, formal collaborative partnerships, and effective ongoing training, professional development, supervision and support for staff. | |
| 1. Describe how your supported playgroup model aligns with the Early Years Learning Framework | |
| All staff utilise the Early Years Learning Framework to program and plan activities based on the needs, strengths and cultural groups reflected in their playgroup.  This includes the following principles:   * Secure, respectful and reciprocal relationships * Partnerships * Respect for diversity * Aboriginal and Torres Strait Islander perspectives * Equity, inclusion and high expectations for learning. Striving to provide all children with equitable and participatory environments and experiences to promote their learning, development and wellbeing. In doing this, educators recognise that equitable means fair, not equal or the same, and some children may need greater access to resources and support to participate in early childhood settings. * Sustainability * Critical reflection and ongoing professional learning * Collaborative leadership and teamwork   We also incorporate the following practices:   * Holistic, integrated and interconnected approaches * Responsiveness to children * Play-based learning and intentionality * Learning environments * Cultural responsiveness * Continuity of learning and transitions * Assessment and evaluation for learning, development and wellbeing   Our supported playgroups also support the following learning outcomes:   * Children have a strong sense of identity * Children are connected with and contribute to their world * Children have a strong sense of wellbeing * Children are confident and involved learners * Children are effective communicators. | |
| 1. Has the supported playgroup model been evaluated? | |
| Yes (evaluation completed)  Yes (evaluation in progress)  No  If No, please indicate below whether you would be interested in having an evaluation of your model:  Yes  No | |
| 1. Please provide any supporting evidence to demonstrate your model’s effectiveness   Note: examples of evidence can include research evidence, evaluation, alignment with published best practice principles, client feedback, practitioner expertise, DEX data or other documentation demonstrating effectiveness.  Please include links to evidence and/or attach relevant supporting evidence when submitting this form | |
| Our model has not been formally evaluated. However, it was developed in consultation with our local community and aligns with the Early Years Learning Framework and best practice principles in the Supported Playgroups evidence scan. Our supported playgroups have been well received by our client group and there is currently high demand to attend (with a waiting list) and strong engagement of existing families with client surveys indicating positive feedback from those who have participated. Practitioners and families have observed positive outcomes – both in terms of child outcomes, including language, cognition, behaviour, socialisation and transition to school; and parent outcomes, including attachment, responsiveness, and social connection.  Please find attached a copy of our most recent SCORE data indicating improved client outcomes and high client satisfaction with the service received. | |