

# **22651VIC Course in Facilitating Supported Playgroups Using *smalltalk* Strategies**

**Version 1.1 – November 2024**

**This course has been accredited under Part 4.4 of the *Education and Training Reform Act 2006*.**

**Accredited for the period: 1 January 2024 to 31 December 2028**

**22651VIC Course in Facilitating Supported Playgroups Using smalltalk Strategies**

Version History	Comments	Date
Version 1.1	Copyright owner contact information updated in Section A.	November 2024
Version 1.0	Initial Accreditation approved to commence from 1 January 2024	November 2023

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## Section A – Copyright and course classification information

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<p><b>3. Type of submission</b></p>	<p>This submission is for re-accreditation of <i>22319VIC Course in Supported Playgroup Facilitation</i></p>
<p><b>4. Copyright acknowledgement</b></p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria.</p> <p>© State of Victoria (DJSIR) 2024.</p>
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	<p>Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p>Copies of this publication can be downloaded free of charge from the <a href="#">Victorian government website</a>.</p>
<b>6. Course accrediting body</b>	Victorian Registration and Qualifications Authority
<b>7. AVETMISS information</b>	<p>ANZSCO code – 411713 Family Support Worker</p> <p>ASCED Code – 0905 Human Welfare Studies and Services</p> <p>National course code - 22651VIC</p>
<b>8. Period of accreditation</b>	1 January 2024 - 31 December 2028



## Section B – Course information

<b>1. Nomenclature</b>	<b>Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses</b>
<b>1.1 Name of the qualification</b>	Course in Facilitating Supported Playgroups Using <i>smalltalk</i> Strategies
<b>1.2 Nominal duration of the course</b>	120 Hours
<b>2. Vocational or educational outcomes</b>	<b>Standard 5.1 AQTF 2021 Standards for Accredited Courses</b>
<b>2.1 Outcome(s) of the course</b>	<p>This course describes the skills and knowledge outcomes required to facilitate a Supported Playgroup program and use <i>smalltalk</i> strategies in order to assist parents in developing the skills and confidence to improve the early home learning environment and promote their children’s wellbeing, learning and development.</p> <p>This includes the ability to:</p> <ul style="list-style-type: none"> <li>• analyse the current Practice Framework for Supported Playgroups in Victoria and how it can be applied to the facilitation of supported playgroups.</li> <li>• engage with parents to encourage their participation in the Supported Playgroup program, including addressing identified barriers to participation</li> <li>• plan, deliver and evaluate Supported Playgroup sessions including integrating <i>smalltalk</i> into the processes and activities of a playgroup setting.</li> <li>• provide In-Home Parent Coaching to eligible families, including using <i>smalltalk</i> strategies.</li> <li>• support parents to transition from Supported Playgroups and to undertake family connection planning.</li> </ul>
<b>2.2 Course description</b>	Successful completion of this course provides graduates with the skills and knowledge to facilitate a Victorian Government funded Supported Playgroup program. The role of the facilitator is to deliver Supported Playgroups, provide In-Home Parent Coaching and use <i>smalltalk</i> strategies in order to assist parents in developing the skills and confidence to improve the early home learning environment and promote their children’s wellbeing, learning and development.
<b>3. Development of the course</b>	<b>Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</b>
<b>3.1 Industry, education, legislative,</b>	<p><b>Victoria’s Supported Playgroup Program</b></p> <p>Supported Playgroups are funded by the Victorian government. The Department of Fairness, Families and Housing (DFFH) is responsible for</p>

## enterprise or community needs

state-wide administration of the program and funds approximately 77 service providers to deliver the Supported Playgroup program.

Supported Playgroups are a targeted service for families experiencing disadvantage to improve the learning, development, and wellbeing outcomes of children from birth until they start primary school.

Supported Playgroups aim to make all the benefits of community playgroups available to more vulnerable parents, who for a wide range of reasons relating to their disadvantage and associated vulnerabilities, are less able to avail themselves of the benefits that derive from accessing community playgroups.

Through participation in the Supported Playgroup program parents are supported by experienced and qualified facilitators to develop the skills and confidence to improve their own early home learning environment and promote their children's wellbeing and development. Parents also learn about local services and develop social support networks with other parents.

Victorian government funded Supported Playgroups are required to deliver *smalltalk* to all participating families. This includes using *smalltalk* strategies in a playgroup setting and in the home for individual parent coaching. *smalltalk* is an evidence-based program focused on improving the quality of everyday interactions between parents and children to promote children's learning and improve the quality of the early home learning environment. The skills and knowledge required by facilitators to use *smalltalk* strategies within in a Victorian government funded supported playgroup program is included in the outcomes of this course.

The development of *smalltalk* was funded by the Victorian government. *smalltalk* focuses on encouraging parents to adopt a small number of parenting strategies which evidence indicates, improve developmental outcomes and wellbeing for children. Parents are encouraged to adopt these strategies in their everyday interactions with their children. For example, parents are encouraged to always interact with their children in a warm and gentle manner. Warm and gentle parent/child interactions promote attachment between parents and children and create a sense of safety and predictability for children. Children who experience cold and unpredictable interactions with parents are more likely to experience stress and anxiety which impacts on their immediate and longer term emotional, social and cognitive development.

As outlined in DFFH's [Supported Playgroups Policy and Funding Guidelines](#); *“research has demonstrated that participation in a Supported Playgroup run by a skilled and qualified facilitator and with evidence-based practice embedded, has a positive impact on parent/child interactions and on children's cognitive and social development.”*<sup>1</sup>

Service providers who deliver Victorian government funded Supported Playgroups are required to employ skilled and qualified facilitators who meet the qualification and competency requirements outlined in Appendix A of DFFH's [Supported Playgroups Policy and Funding Guidelines](#)<sup>2</sup>.

This being to:

<sup>1</sup> State of Victoria (Department of Families, Fairness and Housing) 2021, *Supported Playgroups policy and funding guidelines* (page 7): <https://providers.dffh.vic.gov.au/supported-playgroups-policy-and-funding-guidelines>

<sup>2</sup> *ibid.* - Appendix 2A Qualifications and competencies for Supported Playgroup facilitators (pg 16)



- hold an appropriate qualification at a minimum Diploma level, AND
- meet certain skills, knowledge and competency requirements related to the job role.

The *Course in Facilitating Supported Playgroups Using smalltalk Strategies* has been developed in partnership with DFFH to provide accredited training for facilitators of Victorian government funded Supported Playgroup programs in order to address the skills, knowledge and competency requirements of the job role.

### Target audience for the course

This course is intended for individuals who intent to work as, or who have been recently employed as, a facilitator of a Victorian government funded Supported Playgroup program and require training to meet the skills, knowledge and competency requirements of the job role. These individuals are referred for training by DFFH.

### Enrolment data

Enrolment data, as recorded by the former Department of Education and Training and the current Department of Jobs, Skills, Industry and Regions, for 22319VIC *Course in Supported Playgroup Facilitation* is outlined in the following table.

Enrolment data for 22319VIC		
<i>Data drawn May 2023</i>	2022	2023 <i>(part year)</i>
<b>Victoria</b>	50	32

Data Source: Department of Education and Training and the current Department of Jobs, Skills, Industry and Regions, for 22319VIC *Course in Supported Playgroup Facilitation*

### Course consultation and validation process

The re-accreditation of the *Course in Facilitating Supported Playgroups Using smalltalk Strategies* was overseen by a course accreditation steering committee who confirmed the:

- required skills and knowledge outcomes of the course,
- alignment of the course to the current practice framework for Supported Playgroups in Victoria,
- course structure, and
- final accreditation submission.

The members of the steering committee provided input on course content and structure via virtual meetings and circulation of draft course/unit documents for review and written feedback.

### Members of course accreditation steering committee:

Janice Robertson (Chair)	Department of Families, Fairness and Housing
Donna Palmer	Department of Families, Fairness and Housing

Carol Reeves	Subject Matter Expert
Assoc. Prof. Jan Matthews	Parenting Research Centre
Leanne Dhami	Playgroup Victoria
Kelly Brand	Moonee Valley City Council
Kim Coulter	Barwon Child, Youth and Family Services
Deborah Kelly	Swinburne University of Technology
<b>In attendance:</b>	
Autumn Shea	Curriculum Maintenance Manager (CMM) for Human Services
Christine Foard	CMM Service Project Officer
Angela Clark	Department of Families, Fairness and Housing

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This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification
- is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification
- does not comprise units that duplicate units of competency of a training package qualification.

### 3.2 Review for re- accreditation

The review for reaccreditation took into consideration feedback from the pilot delivery of the course in 2022; the requirements for the job role outlined in DFFH's *Supported Playgroups Policy and Funding Guidelines* and the current practice framework for Supported Playgroups in Victoria; and guidance from the Project Steering Committee. The following changes were incorporated during this reaccreditation:

- Updated the course document units to comply with the *AQTF2021 Standards for Accredited Courses*
- Refining units for clarity of expression and updating terminology
- Revised units to reflect current practice, including the use of *smalltalk* strategies
- Addition of entry requirements to the course and additional assessor competencies.

#### Transition and equivalence

The *22651VIC Course in Facilitating Supported Playgroups Using smalltalk Strategies* replaces and is **equivalent** to *22319VIC Course in Supported Playgroup Facilitation*.

**Table 1** below identifies the relationship between units from this re-accredited course (*22651VIC*) to units from *22319VIC Course in Supported Playgroup Facilitation*.

**TABLE 1: Transition arrangements between 22319VIC and 22651VIC**

<b>OLD COURSE</b> Units in <i>22319VIC Course in Supported Playgroup Facilitation</i>	<b>NEW COURSE</b> Unit in <i>22651VIC Course in Facilitating Supported Playgroups Using smalltalk Strategies</i>	<b>Relationship</b>
VU21894 Apply a practice framework	VU23606 Analyse the practice framework to guide practice	Equivalent
VU21895 Engage families to participate in groups	VU23607 Engage with parents to participate in a Supported Playgroup program	Equivalent
VU21896 Facilitate a supported playgroup	VU23608 Facilitate Supported Playgroups using <i>smalltalk</i> strategies	Not equivalent
VU21897 Support family transitions	VU23609 Support family connections	Equivalent
VU21898 Conduct in home visits	VU23610 Provide In-Home Parent Coaching using <i>smalltalk</i> strategies	Not equivalent

<b>4. Course outcomes</b>	<b>Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses</b>
<b>4.1 Qualification level</b>	<i>22651VIC Course in Facilitating Supported Playgroups Using smalltalk Strategies</i> meets an identified industry need, but does not have the breadth, depth or volume of learning of an AQF level qualification.
<b>4.2 Foundation skills</b>	Foundation skills essential to performance are embedded within the units of competency within this course. Foundation skill requirements, where not explicit in the performance criteria, are identified in the 'Foundation Skills' field of the units of competency.
<b>4.3 Recognition given to the course (if applicable)</b>	The <i>Course in Facilitating Supported Playgroups Using smalltalk Strategies</i> has been developed in partnership with the Department of Families, Fairness and Housing to provide accredited training for facilitators of Victorian government funded Supported Playgroup Programs in order to address the skills, knowledge and competency requirements of the job role.

<b>4.4 Licensing/regulatory requirements (if applicable)</b>	Not applicable.
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<b>5. Course rules</b>	<b>Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses</b>
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<b>5.1 Course structure</b>	<p>To be eligible for a Statement of Attainment for the <b>22651VIC Course in Facilitating Supported Playgroups Using smalltalk Strategies</b>, participants must successfully complete the five (5) units listed in table below.</p> <p>Where the full course is not completed, a Statement of Attainment will be issued for any completed unit.</p>
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Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
VU23606	Analyse the practice framework to guide practice	090503	Nil	15
VU23607	Engage with parents to participate in a Supported Playgroup program	090503	Nil	25
VU23608	Facilitate Supported Playgroups using <i>smalltalk</i> strategies	090503	Nil	30
VU23609	Support family connections	090503	Nil	20
VU23610	Provide In-Home Parent Coaching using <i>smalltalk</i> strategies	090503	Nil	30
<b>Total nominal hours</b>				<b>120</b>

<b>Standard 5.11 AQTF 2021 Standards for Accredited Courses</b>
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<b>5.2 Entry requirements</b>	<p>Entry to <b>22651VIC Course in Facilitating Supported Playgroups Using smalltalk Strategies</b> is restricted to individuals who either:</p> <ul style="list-style-type: none"> <li>meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (as outlined in the Supported Playgroups Policy and Funding Guidelines),</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>are actively working towards meeting the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (as outlined in the Supported Playgroups Policy and Funding Guidelines).</li> </ul> <p>Learners enrolling in this course are best equipped to successfully undertake the course if they have minimum language and literacy skills</p>
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aligned to the Australian Core Skills Framework Level 3 (see the [ACSF website](#) for more information).

Learners who have lower levels of language and literacy may require additional support to successfully undertake the course.

## 6. Assessment

### Standard 5.12 AQTF 2021 Standards for Accredited Courses

#### 6.1 Assessment strategy

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

Assessment strategies must therefore ensure that:

- all assessments are valid, reliable and flexible and fair
- learners are informed of the context and purpose of the assessment and the assessment process
- feedback is provided to learners about the outcomes of the assessment process and guidance given for future options
- time allowance to complete a task is reasonable and specified to reflect the industry context in which the task takes place.

Assessment strategies should be designed to:

- cover the range of skills and knowledge required to demonstrate achievement of competence
- collect evidence on several occasions to suit a variety of contexts and situations
- be appropriate to the knowledge, skills, methods of delivery and needs and characteristics of learners
- recognise prior learning
- assist assessors to interpret evidence consistently
- be equitable to all groups of learners

Assessment methods must include the practical application of knowledge and demonstration of skills, and may also include:

- oral and written questioning related to underpinning knowledge
- problem solving activities
- case studies

	<ul style="list-style-type: none"> <li>• role play/scenarios</li> </ul> <p>A holistic approach to assessment is encouraged. This may be achieved by combining the assessment of more than one unit where it better replicates working practice.</p>
<p><b>6.2 Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p><b>Additional assessor requirements</b></p> <p>In addition, assessors must:</p> <ul style="list-style-type: none"> <li>• meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (outlined in the <i>Supported Playgroups Policy and Funding Guidelines</i>),</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• have experience working with parents and children experiencing disadvantage.</li> </ul> <p>Where the assessor does not meet the additional competency requirements, assessment may be undertaken under a co-assessment arrangement with a Supported Playgroup facilitator who does meet the additional requirements.</p>
<p><b>7. Delivery</b></p>	<p><b>Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses</b></p>
<p><b>7.1 Delivery modes</b></p>	<p>There are no limitations on delivery of this course – it may be delivered part-time or full-time.</p> <p>This course may be delivered in a variety of modes including via:</p> <ul style="list-style-type: none"> <li>• Classroom-based delivery</li> <li>• Workplace or simulated workplace</li> <li>• Blended learning or flexible delivery</li> </ul> <p>Where possible, participants should be exposed to real work environments and examples/case studies.</p> <p>A holistic approach to delivery is encouraged. This may be achieved by combining the delivery of more than one unit where it better replicates industry practice.</p>

	<p>Trainers should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.</p>
<p><b>7.2 Resources</b></p>	<p>Resources required for delivery of this course include:</p> <ul style="list-style-type: none"> <li>• Parents with suitably aged children and/or scenarios that involve interactions with people role-playing parents</li> <li>• Current practice framework for Supported Playgroups in Victoria</li> <li>• Resources to facilitate the Supported Playgroup session and In-Home Parent Coaching visits</li> <li>• Sources of referral and information about available services</li> <li>• Relevant organisational documentation or sample documents</li> <li>• Relevant resources related to the delivery of <i>smalltalk</i> within Victoria's Supported Playgroup program.</li> </ul> <p>Trainers/assessors should refer to the individual units of competency for specific resource requirements.</p> <p><b>Trainer competence</b></p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul>
<p><b>8. Pathways and articulation</b></p>	<p><b>Standard 5.10 AQTF 2021 Standards for Accredited Courses</b></p> <p>There are no formal articulation arrangements in place.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	<p><b>Standard 5.15 AQTF 2021 Standards for Accredited Courses</b></p> <p>The Curriculum Maintenance Manager for Human Services is responsible for the ongoing monitoring and evaluation of this course.</p> <p>A review of the course will take place at the mid-point of the accreditation period. Feedback will be sought via surveys or one-on-one consultations from the project steering committee involved in the reaccreditation of this course, RTOs who deliver the course and other key stakeholders.</p> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of significant changes to the course/s resulting from course monitoring and evaluation processes.</p>

## Section C – Units of competency

The following unit of competency have been developed for this course and are attached in this section:

- VU23606 Analyse the practice framework to guide practice
- VU23607 Engage with parents to participate in a Supported Playgroup program
- VU23608 Facilitate Supported Playgroups using *smalltalk* strategies
- VU23609 Support family connections
- VU23610 Provide In-Home Parent Coaching using *smalltalk* strategies



<b>Unit code</b>	<b>VU23606</b>
<b>Unit title</b>	<b>Analyse the practice framework to guide practice</b>
<b>Application</b>	<p>This unit describes the skills and knowledge to analyse the current Practice Framework for Supported Playgroups in Victoria and how it can be applied to the facilitation of supported playgroups. This includes reflecting on use of the framework in the facilitation of Supported Playgroups.</p> <p>This unit applies to facilitators of Victorian Government funded Supported Playgroup programs. The role of the facilitator is to deliver Supported Playgroups and In-Home Parent Coaching and provide <i>smalltalk</i> to all participating families.</p> <p><i>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	090503 Children's Services
<b>Unit Sector</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
<i>Elements describe the essential outcomes of a unit of competency.</i>		<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.</i>	
1.	Interpret the practice framework	1.1	Identify the purpose of the practice framework
		1.2	Identify the key principles or components of the framework
		1.3	Identify supporting resources to assist in the implementation of the framework
2.	Analyse the practice framework	2.1	Analyse how the framework supports the development of partnerships and effective interaction with parents and their children
		2.2	Investigate how the framework supports learning, development and wellbeing outcomes for children and their families
		2.3	Examine the key child learning and development theories and evidence-based practice which underpins the framework
		2.4	Examine the key learnings that come from brain research concerning the early years, including what these mean for designing and implementing effective parenting support programs
		2.5	Identify strategies to apply framework principles to own role in collaboration with other relevant staff

	2.6	Identify ways in which practice supports the framework
	2.7	Investigate ways to incorporate the framework to support children's learning, development and wellbeing within a Supported Playgroup program

## Range of Conditions

The use of 'parent/s' within this unit may refer to parent/s, guardian/s, grandparent/s or others in a primary carer role, as defined in the *Supported Playgroups Policy and Funding Guidelines*.

A Supported Playgroup program may be delivered in a range of settings, including a playgroup setting for group sessions or in the parent's home for delivery of one-on-one parent coaching, as outlined in the *Supported Playgroups Policy and Funding Guidelines*.

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>comprehend documents and texts of varying complexity to extract and analyse relevant information</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>locate and use relevant information regarding the practice framework to guide own practice</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>proactively seek opportunities to improve own work practice</li> </ul>
Digital literacy skills to:	<ul style="list-style-type: none"> <li>access information related to the practice framework using digital media</li> </ul>

Unit Mapping Information	Current Version	Previous Version	Comments
	VU23606 Analyse the practice framework to guide practice	VU21894 Apply a practice framework	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for <b><i>VU23606 Analyse the practice framework to guide practice</i></b>
<b>Performance Evidence</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit in the context of the job role, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• analyse the current Practice Framework for Supported Playgroups in Victoria.</li> </ul> <p>In the course of this analysis, the candidate must consider:</p> <ul style="list-style-type: none"> <li>• the ways in which the framework supports the work of facilitators of a Supported Playgroup program</li> <li>• how the framework supports achievement of the program's aims</li> <li>• how the framework can be applied to own practice.</li> </ul>
<b>Knowledge Evidence</b>	<p>The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• key principles and components of the current Practice Framework for Supported Playgroups in Victoria</li> <li>• basic aspects of current and emerging research about brain development concerning the early years and how this relates to parenting programs</li> <li>• key aspects of child learning and development theories which underpin the framework</li> <li>• evidence-based practice which underpin the framework</li> <li>• key steps and stages of child development as they relate to the framework and Supported Playgroups</li> <li>• key aspects of evidence-based parenting programs based on principles of social learning and focussing on the development of effective parenting skills</li> <li>• aims and goals of the supported playgroup program and how the framework supports them</li> <li>• own responsibilities within the framework as a facilitator</li> <li>• organisational policies and procedures related to implementation of the framework</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>The assessment must include access to the current practice framework for Supported Playgroups in Victoria.</p> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must satisfy the requirements for assessors in applicable Vocational Educational and Training legislation, frameworks and/or standards.</p> <p>In addition, assessors must:</p>

- meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (outlined in the *Supported Playgroups Policy and Funding Guidelines*),

AND

- have experience working with parents and children experiencing disadvantage.

Where the assessor does not meet the additional competency requirements, assessment may be undertaken under a co-assessment arrangement with a Supported Playgroup facilitator who does meet the additional requirements.

<b>Unit code</b>	<b>VU23607</b>
<b>Unit title</b>	<b>Engage with parents to participate in a Supported Playgroup program</b>
<b>Application</b>	<p>This unit describes the performance outcomes, skills and knowledge required to engage with parents to encourage their participation in the Supported Playgroup program.</p> <p>This unit applies to facilitators of Victorian Government funded Supported Playgroup programs. The role of the facilitator is to deliver Supported Playgroups and In-Home Parent Coaching and provide <i>smalltalk</i> to all participating families.</p> <p><i>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	090503 Children's Services
<b>Unit Sector</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
<i>Elements describe the essential outcomes of a unit of competency.</i>		<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.</i>	
1.	Identify eligible parents	1.1	Determine referral pathways into the Supported Playgroup program
		1.2	Liaise with referring staff to identify eligible parents in the target group and their needs
		1.3	Determine activities to promote the group program to eligible parents in the target group
		1.4	Identify and document potential barriers which could impact on participation in the program
		1.5	Identify and implement strategies and actions to encourage parents to join a Supported Playgroup program
2.	Convey information about the program to parents	2.1	Explain the purpose and benefits of participating in the program to parents
		2.2	Explain the role of parents in supported playgroups to parents
		2.3	Identify the ways in which participation in the program can assist parents to support their child's learning, development and wellbeing

3.	Support parents to engage in the program	3.1	Make contact with parents to encourage participation and engagement with the program
		3.2	Gather and document information about families as required, and in accordance with organisational policies and procedures
		3.3	Respond to any ongoing concerns about, and barriers to, participating in the program if raised by the parent
		3.4	Provide any additional information as required
		3.5	Develop engagement strategies to support parents to attend and engage in the program
4.	Review engagement approach	4.1	Evaluate the effectiveness of the engagement approach
		4.2	Identify factors impacting on the success of engagement approach
		4.3	Identify strategies to improve the effectiveness of engagement with parents

### Range of Conditions

The use of 'parent/s' within this unit may refer to parent/s, guardian/s, grandparent/s or others in a primary carer role, as defined in the Supported Playgroups Policy and Funding Guidelines.

A Supported Playgroup program may be delivered in a range of settings, including a playgroup setting for group sessions or in the parent's home for one-on-one parent coaching, as outlined in the Supported Playgroups Policy and Funding Guidelines.

### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>interpret a range of written information including (but not limited to) program guidelines, organisational policies and procedures, information related to the parents and children</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>accurately record information</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>interact and engage with parents in order to build rapport</li> <li>ask open and closed questions and actively listen to seek information and confirm understanding</li> <li>convey information relevant to participation in the program</li> </ul>

VU23607 Engage with parents to participate in a Supported Playgroup program

Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify potential barriers and generate solutions to support participation</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>establish and build effective working relationships</li> </ul>
Digital literacy skills to:	<ul style="list-style-type: none"> <li>use digital technologies and systems to complete relevant workplace tasks</li> </ul>

<b>Unit Mapping Information</b>	<b>Current Version</b>	<b>Previous Version</b>	<b>Comments</b>
	VU23607 Engage with parents to participate in a Supported Playgroup program	VU21895 Engage families to participate in groups	Equivalent

## Assessment Requirements

<b>Title</b>	Assessment Requirements for <b><i>VU23607 Engage with parents to participate in a Supported Playgroup program</i></b>
<b>Performance Evidence</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit in the context of the job role, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• engage with at least one (1) parent in order to convey information about the benefits of the program and to encourage their active participation</li> </ul> <p>In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• communicate with referral agency</li> <li>• elicit relevant information from the parent</li> <li>• identify barriers to participation</li> <li>• review the engagement approach and identify ways of improving its effectiveness</li> </ul>
<b>Knowledge Evidence</b>	<p>The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• key referral pathways into the Supported Playgroup program, including:             <ul style="list-style-type: none"> <li>○ Maternal Child Health service</li> <li>○ Health agencies</li> <li>○ Family support services</li> </ul> </li> <li>• relevant organisational policies, procedures and program guidelines</li> <li>• common activities undertaken to promote the supported group program to eligible families prior to their referral to the program</li> <li>• information about specific cultural groups relevant to the current or intended work role</li> <li>• concept of playgroups in different cultures</li> <li>• factors affecting participation in playgroups and how they can be managed</li> <li>• range of evidence-based strategies to engage parents, encourage active participation, and maintain attendance</li> <li>• effective approaches for promoting the benefits of participation in supported playgroups</li> <li>• documentation and record-keeping requirements of the program</li> <li>• different communication styles and techniques, and how they impact on interpersonal communication</li> <li>• communication strategies to:             <ul style="list-style-type: none"> <li>○ build and maintain relationships, rapport and trust</li> <li>○ address barriers</li> <li>○ solve problems and resolve conflict</li> </ul> </li> </ul>



- demonstrate support and empower the parent

**Assessment  
Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

Assessment must ensure access to:

- sources of referral
- parents and/or scenarios that involve interactions with people role-playing parents
- relevant organisational documentation or sample documents
- current practice framework for Supported Playgroups in Victoria

**Assessor requirements**

Assessors of this unit must satisfy the requirements for assessors in applicable Vocational Educational and Training legislation, frameworks and/or standards.

In addition, assessors must:

- meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (outlined in the *Supported Playgroups Policy and Funding Guidelines*),

AND

- have experience working with parents and children experiencing disadvantage

Where the assessor does not meet the additional competency requirements, assessment may be undertaken under a co-assessment arrangement with a Supported Playgroup facilitator who does meet the additional requirements.

<b>Unit code</b>	<b>VU23608</b>
<b>Unit title</b>	<b>Facilitate Supported Playgroups using <i>smalltalk</i> strategies</b>
<b>Application</b>	<p>This unit describes the skills and knowledge to plan, deliver and evaluate Supported Playgroup sessions within a Supported Playgroup program. This includes integrating <i>smalltalk</i> into the processes and activities of a playgroup setting.</p> <p>The unit applies to facilitators of Victorian Government funded Supported Playgroup programs. The role of the facilitator is to deliver Supported Playgroups and In-Home Parent Coaching and provide <i>smalltalk</i> to all participating families.</p> <p><i>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	090503 Children's Services
<b>Unit Sector</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Plan the Supported Playgroup program in collaboration with parents	1.1	Collect relevant information in order to complete the Family Record, in accordance with the Supported Playgroups Policy and Funding Guidelines
		1.2	Provide support to parents who require support in completing the Parent Questionnaire
		1.3	Work with parents to identify their strengths
		1.4	Work with the parents to identify barriers to engagement with the planned program and sessions and determine strategies to address barriers
		1.5	Collaborate with parents to establish guidelines for the conduct of the sessions within the program, including a common understanding about the group's aims and objectives, and document as required
		1.6	Consult parents to identify potential areas of interest or activities for inclusion in the program and respond to suggestions, allowing sufficient time and opportunity for individuals to articulate their ideas and wishes

		1.7	Design activities appropriate to each child's developmental stage and needs
		1.8	Design activities to model age and culturally appropriate play experiences to enable parent-child interaction
		1.9	Provide opportunities to promote interaction and discussion amongst parents participating within the group
		1.10	Identify positive strategies to maintain and support respectful relationships and positive group dynamics within the group
		1.11	Identify and access resources to support the sessions within the planned program
		1.12	Create a safe and inclusive learning environment for parents and children which maintains and supports respectful interactions
2.	Deliver a Supported Playgroup session using <i>smalltalk</i> strategies	2.1	Discuss with parents the <i>smalltalk</i> strategy which will be the focus of the session
		2.2	Discuss with parents how the selected activity will support their child's learning, development and wellbeing
		2.3	Collaborate with parents to set up and implement identified activities
		2.4	Model play and reading activities using a coaching approach in order to promote parent-child interaction and child learning, development and wellbeing
		2.5	Provide information, coaching, mentoring and support to parents to transfer activities and <i>smalltalk</i> strategies to the home environment
		2.6	Encourage and promote interaction, discussion and active listening amongst parents
		2.7	Apply positive strategies to maintain and support respectful relationships and positive group dynamics within the group
		2.8	Advise parents on other resources to support child development and provide support to access these resources
		2.9	Recognise potential developmental issues and escalate or provide warm referral in line with organisational and program requirements

		2.10	Respond appropriately to concerns raised by parents by providing warm referrals or supporting parents to self-refer, escalating within organisation where required
		2.11	Complete documentation related to the session as required
3.	Evaluate a Supported Playgroup session	3.1	Identify factors, both positive and negative, which impacted on the effectiveness of the session
		3.2	Seek feedback on the session from parents
		3.3	Identify improvements which can be made to subsequent sessions
4.	Evaluate a Supported Playgroup program	4.1	Gather and review data to evaluate outcomes, including participation rates and Parent Questionnaire outcome measures
		4.2	Identify factors, both positive and negative, which impacted on the effectiveness of the program
		4.3	Seek feedback on the program from parents
		3.5	Identify improvements which can be made to the program

## Range of Conditions

The use of 'parent/s' within this unit may refer to parent/s, guardian/s, grandparent/s or others in a primary carer role, as defined in the *Supported Playgroups Policy and Funding Guidelines*.

A Supported Playgroup program may be delivered in a range of settings, including a playgroup setting for group sessions or in the parent's home for one-on-one parent coaching, as outlined in the *Supported Playgroups Policy and Funding Guidelines*.

Facilitators of Victorian Government funded Supported Playgroups are required to deliver *smalltalk* to all participating families in accordance with program goals and guidelines.

*smalltalk* is composed of five domains, or elements, that together are delivered to parents through the activities associated with a playgroup and through parent coaching in families' homes.

These domains are:

- Quality everyday interactions
- Stimulating environment
- Parent self-care
- Parenting confidence
- Community and service connections

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>interpret a range of written information including (but not limited to) program guidelines, organisational policies and procedures, information related to the parent/s and children</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>accurately record information</li> <li>complete reports, forms and/or workplace documentation according to organizational requirements</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>use culturally sensitive and respectful approaches to interact and engage with parents in order to build trust and rapport and support inclusion</li> <li>ask open and closed questions and actively listen to seek information and confirm understanding</li> <li>convey information regarding playgroup processes, parent-child relationships, child development and suitable activities</li> <li>interact effectively with children</li> <li>create and maintain an environment conducive to promoting positive group dynamics</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>establish and build effective working relationships</li> <li>share information to provide support in line with organisational and program requirements</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan a program and structure a session to promote positive parent-child interaction and positive parent-parent interaction</li> <li>coordinate resources and equipment necessary to facilitate Supported Playgroup sessions</li> </ul>
Digital literacy skills to:	<ul style="list-style-type: none"> <li>use digital technologies and systems to complete relevant workplace tasks</li> </ul>

Unit Mapping Information	Current Version	Previous Version	Comments
	VU23608 Facilitate Supported Playgroups using <i>smalltalk</i> strategies	VU21896 Facilitate a supported playgroup	Not equivalent

**Assessment Requirements**

<p><b>Title</b></p>	<p>Assessment Requirements for <b><i>VU23608 Facilitate Supported Playgroups using smalltalk strategies</i></b></p>
<p><b>Performance Evidence</b></p>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit in the context of the job role, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• plan a Supported Playgroup program which includes at least two (2) sessions</li> <li>• deliver at least one (1) Supported Playgroup session which integrates <i>smalltalk</i> into the processes and activities of the playgroup setting</li> <li>• evaluate the effectiveness of:             <ul style="list-style-type: none"> <li>○ a Supported Playgroup program, and</li> <li>○ at least one (1) session within the Supported Playgroup program</li> </ul> </li> </ul> <p>In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• use a coaching approach to engage with parents</li> <li>• promote positive group dynamics and parent-parent interactions</li> <li>• collaborate with parents in the planning process</li> <li>• liaise with parents to evaluate the effectiveness of a Supported Playgroup program and session within the program</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• developmentally and culturally appropriate activities in order to plan and deliver an appropriate session</li> <li>• the factors involved in planning, managing and reviewing Supported Playgroup programs and sessions</li> <li>• principles for establishing a parent-facilitator partnership</li> <li>• how to facilitate based upon age and stage of development</li> <li>• importance and purpose of completing the Parent Questionnaire, including as a means to capture outcome data</li> <li>• child development theory:             <ul style="list-style-type: none"> <li>○ early brain development and importance for future educational success</li> <li>○ major developmental milestones from birth to 6 years:</li> </ul> </li> </ul>

- cognitive
- communication
- emotional
- physical
- social
- how the different developmental domains are interrelated and how this informs a holistic approach
- influences on development
- variations in development
- range of activities appropriate to each child's developmental stage and needs
- the importance of reading in combination with behavioural strategies
- basic principles of coaching for skill acquisition and motivation
- basic principles of adult learning
- role of *smalltalk* as a parenting intervention within Victorian Supported Playgroups program
- the five domains, or elements, which comprise *smalltalk* and how these are addressed by facilitators within the structure and activities of the Supported Playgroup program:
  - quality everyday interactions
  - stimulating environment
  - parent self-care
  - parenting confidence
  - community and service connections
- principles and processes of a strength-based approach to assist parents to identify their own strengths
- the role and importance of play in:
  - children's learning and development
  - the design of appropriate activities to facilitate children's learning and development
  - parent-child interaction
- the role parents play in the learning, development and wellbeing of their children
- positive strategies to maintain and support respectful relationships, including:
  - modelling positive behaviours
  - seeking assistance
  - establishing group processes
- strategies for supporting positive group dynamics

- stages of group development and stages of change
- communication techniques and how these are applied in working with groups, including:
  - collaboration
  - conflict resolution
  - effective non-verbal communication
  - empathetic responding
  - listening
  - negotiation
  - paraphrasing
  - questioning
  - summarising
  - techniques for maintaining group cohesion
- the importance of the early home learning environment
- how strategies introduced through the playgroup experience supports parents with their early home learning environment
- a range of methods for promoting interaction and discussion amongst parents, including:
  - peer discussion amongst parents
  - dedicated discussion time
  - parent to parent mentoring
- source of resources for parents to support child development
- relevant organisational policies, procedures and program guidelines
- legal and ethical considerations relevant to the responsibilities of the job-role, including:
  - duty of care
  - Child Safe Standards
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work health and safety
- documentation and record-keeping requirements of the program
- work role boundaries – responsibilities and limitations

**Assessment Conditions**

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

Assessment must ensure access to:

- parents with suitably aged children and/or scenarios that involve interactions with people role-playing parents



- resources to facilitate the Supported Playgroup session
- relevant organisational documentation or sample documents
- relevant resources related to the delivery of smalltalk within Victoria's Supported Playgroup program
- current practice framework for Supported Playgroups in Victoria

**Assessor requirements**

Assessors of this unit must satisfy the requirements for assessors in applicable Vocational Educational and Training legislation, frameworks and/or standards.

In addition, assessors must:

- meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (outlined in the *Supported Playgroups Policy and Funding Guidelines*),

AND

- have experience working with parents and children experiencing disadvantage.

Where the assessor does not meet the additional competency requirements, assessment may be undertaken under a co-assessment arrangement with a Supported Playgroup facilitator who does meet the additional requirements.

<b>Unit code</b>	<b>VU23609</b>
<b>Unit title</b>	<b>Support family connections</b>
<b>Application</b>	<p>This unit describes the skills and knowledge to support parents to transition from Supported Playgroups and to undertake family connection planning. This includes consulting with parents attending supported playgroups and developing a Family Connection Plan which is refined over the course of their engagement with the Supported Playgroup program.</p> <p>The unit applies to facilitators of Victorian Government funded Supported Playgroup programs. The role of the facilitator is to deliver Supported Playgroups and In-Home Parent Coaching and provide <i>smalltalk</i> to all participating families.</p> <p><i>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	090503 Children's Services
<b>Unit Sector</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Develop a Family Connection Plan	1.1	Work with parents to identify the purpose of a Family Connection Plan
		1.2	Conduct ongoing consultation with parents throughout their engagement with the Supported Playgroup program in order to develop and refine the plan overtime
		1.3	Engage with parents to identify their goals and aspirations related to their parenting role
		1.4	Identify areas where more intensive specialist services or community supports may be required for the parent and/or child
		1.5	Identify appropriate services and supports for family referral or connection
		1.6	Provide information to parents about available community-based social and personal support
		1.7	Document the plan according to organisational requirements

		1.8	Discuss the plan with the parent and respond to any requests for further information
2.	Refine Family Connection Plan	2.1	Collect and use information arising from ongoing participation in supported playgroup program to identify amendments to the Family Connection plan
		2.2	Review the plan with parents and discuss amendments
		2.3	Document agreed amendments as required
3.	Complete the planning process	3.1	Finalise plan at the end of attendance at the Supported Playgroup program
		3.2	Provide assistance to the parent to implement the plan

### Range of Conditions

The use of 'parent/s' within this unit may refer to parent/s, guardian/s, grandparent/s or others in a primary carer role, as defined in the *Supported Playgroups Policy and Funding Guidelines*.

A Supported Playgroup program may be delivered in a range of settings, including a playgroup setting for group sessions or in the parent's home for one-on-one parent coaching, as outlined in the *Supported Playgroups Policy and Funding Guidelines*.

### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>Interpret a range of written information including (but not limited to) program guidelines, organisational policies and procedures, information related to the parents and children, information about services and supports available to families</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>accurately record information</li> <li>complete planning documentation according to organizational requirements</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>use culturally sensitive and respectful approaches to interact and engage with parents in order to build trust and rapport and support inclusion</li> <li>ask open and closed questions and actively listen to seek information and confirm understanding</li> </ul>

Problem-solving skills to:	<ul style="list-style-type: none"> <li>determine which services or supports are appropriate to the identified needs of the parent and/or child</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>establish and build effective working relationships</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>use systematic, analytical processes to gather relevant information, identify support needs and develop/adjust the Family Connection Plan</li> </ul>
Digital literacy skills to:	<ul style="list-style-type: none"> <li>use digital technologies and systems to complete relevant workplace tasks</li> </ul>

<b>Unit Mapping Information</b>	<b>Current Version</b>	<b>Previous Version</b>	<b>Comments</b>
	VU23609 Support family connections	VU21897 Support family transitions	Equivalent

## Assessment Requirements

Title	Assessment Requirements for <b><i>VU23609 Support family connections</i></b>
<b>Performance Evidence</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit in the context of the job role, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• undertake family connection planning with at least two (2) different parents who have different support or connection needs, which includes:               <ul style="list-style-type: none"> <li>○ consulting with parents to identify ongoing support and connection needs</li> <li>○ using information from parents to develop and refine an agreed Family Connection Plan</li> <li>○ supporting parents to implement the Family Connection plan</li> </ul> </li> </ul>
<b>Knowledge Evidence</b>	<p>The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant community organisations and their functions</li> <li>• local referral networks, processes and resources</li> <li>• support networks and sources of local information for parents to assist them to access additional services without direct referral</li> <li>• processes for and purpose of family connection planning, including:               <ul style="list-style-type: none"> <li>○ components of a Family Connection Plan</li> <li>○ key information which must be collected for the Family Connection Plan</li> <li>○ the Family Connection Plan being a 'living document' developed and refined with the active involvement of the family</li> <li>○ planning for families experiencing issues such as mental health, housing instability or financial issues</li> <li>○ completing a Family Connection Plan when a MARAM Family Violence assessment has been undertaken</li> <li>○ types of referrals/connections which may be included in a Family Connection Plan, include (but is not limited to):</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- assisting a family to place their child on a central enrolment list to attend kindergarten the following year</li> <li>- assisting a family to access the Early Start Kindergarten program</li> <li>- referring a family to the Orange Door or a Family Violence Service</li> <li>- assisting a family to access parenting support, relationship counselling, alcohol and drug service or a specialist children's service</li> </ul> <ul style="list-style-type: none"> <li>• potential barriers to implementation of the Family Connection Plan and ways to address these</li> <li>• boundaries and limits of service provision and when assisting family to implement the Family Connection Plan</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• parents with suitably aged children and/or scenarios that involve interactions with people role-playing parents</li> <li>• information about available services</li> <li>• relevant organisational documentation or sample documents</li> </ul> <p><b>Assessor requirements</b></p> <p>Assessors of this unit must satisfy the requirements for assessors in applicable Vocational Educational and Training legislation, frameworks and/or standards.</p> <p>In addition, assessors must:</p> <ul style="list-style-type: none"> <li>• meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (outlined in the <i>Supported Playgroups Policy and Funding Guidelines</i>),</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• have experience working with parents and children experiencing disadvantage.</li> </ul> <p>Where the assessor does not meet the additional competency requirements, assessment may be undertaken under a co-assessment arrangement with a Supported Playgroup facilitator who does meet the additional requirements.</p>

<b>Unit code</b>	<b>VU23610</b>
<b>Unit title</b>	<b>Provide In-Home Parent Coaching using <i>smalltalk</i> strategies</b>
<b>Application</b>	<p>This unit describes the skills and knowledge to provide In-Home Parent Coaching conducted as part of a Supported Playgroup program. This includes planning the visit, providing individual parent coaching in the home using <i>smalltalk</i> strategies, and reviewing the visit.</p> <p>The unit applies to facilitators of Victorian Government funded Supported Playgroup programs. The role of the facilitator is to deliver Supported Playgroups and In-Home Parent Coaching and provide <i>smalltalk</i> to all participating families.</p> <p><i>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Competency Field</b>	090503 Children’s Services
<b>Unit Sector</b>	N/A

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Plan the In-Home Parent Coaching visit	1.1	Determine eligibility for In-Home Parent Coaching
		1.2	Determine the purpose and goal of the In-Home Parent Coaching visit, including identifying if the parent has attended a Supported Playgroup program or not
		1.3	Prepare any equipment, resources and/or documentation required to support the In-Home Parent Coaching visit
		1.4	Determine any potential risks to personal safety and any additional information that will support the In-Home Parent Coaching visit
		1.5	Schedule the In-Home Parent Coaching visit with the parent
2.	Provide individual parent coaching in the home using <i>smalltalk</i> strategies	2.1	Provide information, clarify purpose of In-Home Parent Coaching visit and confirm parents’ understanding, including a common understanding of the coaching goals
		2.2	Discuss with parent the <i>smalltalk</i> strategy which will be the focus of the parent coaching session

		2.3	Discuss with parent how the selected activity will support their child’s learning, development and wellbeing
		2.4	Work with parent to set up and implement identified activities in the home
		2.5	Model play and reading activities using a coaching approach in order to promote parent–child interaction and child learning, development and wellbeing
		2.6	Provide support to parents in practicing the <i>smalltalk</i> strategies
		2.7	Monitor the conduct of the in-Home Parent Coaching visit to complete planned activities within the prescribed timeline
		2.8	Apply <i>smalltalk</i> strategies to support achievement of intended outcomes
		2.9	Engage appropriately with others in the home
3.	Review the In-Home Parent Coaching visit	3.1	Seek feedback on the In-Home Parent Coaching visit and parent coaching session from the parent
		3.2	Review feedback and determine any future adjustments to In-Home Parent Coaching visits and/or coaching methods to support positive interactions
		3.3	Complete document requirements according to the requirements of the Supported Playgroup program
		3.4	Make arrangements for further In-Home Parent Coaching visits as appropriate

**Range of Conditions**

The use of ‘parent/s’ within this unit may refer to parent/s, guardian/s, grandparent/s or others in a primary carer role, as defined in the *Supported Playgroups Policy and Funding Guidelines*.

A Supported Playgroup program may be delivered in a range of settings, including a playgroup setting for group sessions or in the parent’s home for one-on-one parent coaching, as outlined in the *Supported Playgroups Policy and Funding Guidelines*.

‘Additional information’ which needs to be considered prior to conducting an in-home visit includes:

- Are there any reports of issues or concerns related to the family?
- Have there been previous issues encountered?
- Are there any specific cultural practices that may impact on the conduct of the home visit?



Facilitators of Victorian Government funded Supported Playgroups are required to deliver *smalltalk* to all participating families in accordance with program goals and guidelines.

*smalltalk* is composed of five domains, or elements, that together are delivered to parents through the activities associated with a playgroup and through parent coaching in families' homes.

These domains are:

- Quality everyday interactions
- Stimulating environment
- Parent self-care
- Parenting confidence
- Community and service connections

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• interpret a range of written information including (but not limited to) program guidelines, organisational policies and procedures, information related to the parents and children</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• accurately record information</li> <li>• complete reports, forms and/or workplace documentation according to organizational requirements</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• use culturally sensitive and respectful approaches to interact and engage with parents in order to build trust and rapport and support inclusion</li> <li>• ask open and closed questions and actively listen to seek information and confirm understanding</li> <li>• convey information regarding parent-child relationships, child development and suitable activities</li> <li>• encourage parent's acceptance of and participation in the Supported Playgroup Program, where required</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• establish and build effective working relationships</li> <li>• share information to provide support in line with organisational and program requirements</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan an In-Home Parent Coaching visit and structure an individual parent coaching session, and make arrangements for further visits as required</li> <li>• coordinate resources and equipment necessary to undertake an In-Home Parent Coaching visit</li> </ul>

VU23610 Provide In-Home Parent Coaching using *smalltalk* strategies

Digital literacy skills to:

- use digital technologies and systems to complete relevant workplace tasks

**Unit Mapping Information**

Current Version	Previous Version	Comments
VU23610 Provide In-Home Parent Coaching using <i>smalltalk</i> strategies	VU21898 Conduct in home visits	Not equivalent

## Assessment Requirements

<p><b>Title</b></p>	<p>Assessment Requirements for <b>VU23610 Provide In-Home Parent Coaching using <i>smalltalk</i> strategies</b></p>
<p><b>Performance Evidence</b></p>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit in the context of the job role, including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• plan and review at least one (1) In-Home Parent Coaching visit associated with Supported Playgroup programs</li> <li>• Provide individual parent coaching in the home using <i>smalltalk</i> strategies for at least one (1) parent</li> <li>• reflect on feedback from parents to inform future adjustments to the conduct of In-Home Parent Coaching visits and/or coaching methods</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• objectives and parameters of In-Home Parent Coaching visits</li> <li>• scope of own responsibilities when in a family home</li> <li>• principles of respectful relationships</li> <li>• documentation requirements of the Supported Playgroup program</li> <li>• organisational policies and procedures for the conduct of In-Home Parent Coaching visits, including those that relate to worker safety</li> <li>• eligibility criteria for accessing In-Home Parent Coaching</li> <li>• communication techniques and their application in a one-on-one coaching context</li> <li>• the factors involved in planning, conducting and reviewing In-Home Parent Coaching visits associated with Supported Playgroup programs</li> <li>• role of <i>Smalltalk</i> as a parenting intervention within Victorian Supported Playgroups program</li> <li>• the five domains, or elements, which comprise <i>smalltalk</i> and how these are addressed by facilitators within the structure and activities of the Supported Playgroup program:             <ul style="list-style-type: none"> <li>○ quality everyday interactions</li> <li>○ stimulating environment</li> <li>○ parent self-care</li> <li>○ parenting confidence</li> <li>○ community and service connections</li> </ul> </li> <li>• the role and importance of play in:             <ul style="list-style-type: none"> <li>○ children’s learning and development</li> </ul> </li> </ul>

- the design of appropriate activities to facilitate children's learning and development
- parent-child interaction
- the role parents play in the learning, development and wellbeing of their children
- the importance of the early home learning environment
- legal and ethical considerations relevant to the responsibilities of the job-role, including:
  - duty of care
  - Child Safe Standards
  - mandatory reporting
  - privacy, confidentiality and disclosure
  - work health and safety
- documentation and record-keeping requirements of the program
- source of resources for parents to support child development
- how to facilitate based upon age and stage of development
- child development theory:
  - early brain development and importance for future educational success
  - major developmental milestones from birth to 6 years:
    - cognitive
    - communication
    - emotional
    - physical
    - social
  - how the different developmental domains are interrelated and how this informs a holistic approach
  - influences on development
  - variations in development
- range of activities appropriate to each child's developmental stage and needs
- the importance of reading in combination with behavioural strategies
- basic principles of coaching for skill acquisition and motivation
- basic principles of adult learning

### Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

Assessment must ensure access to:

- parents with suitably aged children and/or scenarios that involve interactions with people role-playing parents resources for In-Home Parent Coaching visits
- relevant organisational documentation or sample documents
- relevant resources related to the delivery of *smalltalk* within Victoria's Supported Playgroup program
- current practice framework for Supported Playgroups in Victoria

**Assessor requirements**

Assessors of this unit must satisfy the requirements for assessors in applicable Vocational Educational and Training legislation, frameworks and/or standards.

In addition, assessors must:

- meet the minimum qualification requirements for employment as a facilitator in a Victorian Government funded Supported Playgroup (outlined in the *Supported Playgroups Policy and Funding Guidelines*),

AND

- have experience working with parents and children experiencing disadvantage.

Where the assessor does not meet the additional competency requirements, assessment may be undertaken under a co-assessment arrangement with a Supported Playgroup facilitator who does meet the additional requirements.