**RECRUITING AND SUPPORTING FACILITATORS TRANSCRIPT**

Mikayla Cronin: Support from our coordinator, Playgroup Queensland, is really important. He's always there to rely on if you need support, and he will always come out and give support to families or myself when it's needed.

Andrew McMahon: In the initial training with the facilitator, that's our most important time to be able to tell that facilitator what the outcomes are that we're trying to meet with the playgroup. Those are the things like achieving more connection with kindy, and participation in kindy, and then in school. Also connecting families to local services.

We run through with the facilitator the transition process. Give the facilitator some skills and some practical ways to encourage families to be more involved. We do run through a lot of administration work as well too in terms of making sure that public liability is covered. Also making sure that families become members of Playgroup Queensland.

Trish Landsberg: The other support that we give our facilitators is those opportunities to step into the trainings that the parents are utilising - sorry the trainings that we offer to parents because those are the frameworks that we would hope to see operating within our playgroup space. Also, that I do try as often as I can for as much time as I can to dip into the playgroup mornings. So, when we're having those conversations in supervision or at team meetings I've got a pretty good understanding of that dynamic that's being lifted up.

Andrew McMahon: In the initial stages of supporting a facilitator, the first and most important thing is for us as people, and an organisation, but to have a relationship with that person. That then leads on to long term success. There's been many times in the past where we haven't had the opportunity to meet face-to-face with some of our staff. Some of that staff have been a little more challenging to communicate with because we haven't had that initial face-to-face consultation.

We also like to in our training, when it's possible, not only train the facilitator but someone in a partnering organisation who may be able to help bridge the gap in some of the skill sets that the facilitator might not be strong in. So, say like reporting or collecting membership forms and things like that, and getting them through.

We need to take into consideration that some of these facilitators don’t have access to internet, fax machines, photocopy. They're just a couple of the considerations, but it just depends from community to community. There's many things that we probably haven't already come up against that we'll just have to make work.

Dean Wrobel: In my role supporting a facilitator and finding the correct facilitator for our play to learn program is essential. They're the frontline workers who are going to be engaging with these families and children and working with the children to develop their skills and their developmental areas.

So, finding a facilitator is key so we're wanting to make sure that they have, I guess, education and qualifications within early childhood or similar equivalence. So, for say the children we make sure that all facilitators have a Cert III in Early Childhood or something of equivalent nature.

[Reading]

[Music]