



Data collection and between-session tasks

Your role as a facilitator extends beyond group time. Recording data, staying connected, and linking members with support are important parts of keeping MyTime strong and sustainable.

Member registration

All parents and carers who wish to attend MyTime regularly must register as members within their first three sessions.

Registration helps us:

- understand who is accessing MyTime
- ensure we are reaching diverse families
- plan groups and sessions (for example, cultural or literacy considerations)
- meet funding requirements to ensure the program continues.

Talk with your coordinator if you're unsure about the registration process. Forms and guidance are available [here](#).

Member (and facilitator) surveys

Surveys are a key way we show the impact of MyTime. They help us learn what's working, identify areas for improvement, and demonstrate value to our funder.

Member surveys capture changes in wellbeing, confidence, and connection. Combined with facilitator feedback (received through Facilitator surveys), they give a national picture of how MyTime supports families.

- **Member surveys** – capture the impact on wellbeing, confidence, and support networks
- **Facilitator surveys** – highlight the skills you use, the challenges you face, and how peer support comes to life in your group.

Together, these insights build strong national evidence about how MyTime works and why it matters. This evidence not only helps us refine the program, but also allows us to advocate for better supports for families.



You play an essential role in this process by encouraging members to complete surveys and by sharing your own experiences. Your role is to:

- remind members about surveys
- make time for members to complete them if needed
- explain why their feedback matters.

Session data entry

After each session, you are required to enter information into the facilitator portal. Recording session details while they're fresh in your mind ensures accuracy and helps show the value of your work. This data:

- makes your group's efforts visible to coordinators and PRC
- contributes to program evaluation and improvement
- strengthens the case for ongoing funding.

Tip: Refer to the Facilitator Portal Manual for step-by-step instructions.

Supporting connections between sessions

One aim of MyTime is to help parents build support networks. This might be members connecting with local services, practitioners, family members, friends and other MyTime members. You can help facilitate these connections by:

- suggesting members meet up outside the group (for example, a coffee or a park playdate)
- encouraging members to exchange contact details (with their consent)
- letting new members know if the group has a chat group or mailing list (while keeping your professional boundaries clear – refer to your organisation's social media policy)
- suggesting members reach out to a friend or family member between sessions.

You may also connect members with services and resources such as toy libraries, playgroups, or disability-specific supports.

Note: If members set up their own social groups or chats, you should not join them. Keep your communication with members within professional boundaries and your paid work hours.



Referrals to services

Some issues members face go beyond the scope of MyTime, such as housing, financial hardship, mental health concerns, or family violence. In these cases, your role is to:

- listen respectfully
- suggest relevant services or resources
- provide contact details for organisations that can help.

Always check with members before passing on their details or suggesting connections. Resources such as [AskLizzy.org.au](https://asklizzy.org.au) can help you identify local services.

Linking members with another service doesn't mean they can't attend MyTime, or that they can't discuss their challenges with the group. However, if you feel a topic or challenge is inappropriate for discussion in the group, you will need to step in and redirect the conversation.

Tip: See the 'Safe space' principle in the Guiding Principles Handbook for tips on how to approach this.