Utilising soft entry approaches to create safe spaces for children and families

The Salvation Army/Griffith University Knowledge Partnership
The Family Place Approach
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Overview

- What is soft entry?
- What does it feel like to play?
- The Family Place Approach
- Play at the Family Place
- The Family Place Approach diagram
- Principles of Practice
- Play and Soft Entry
- High Quality Play and soft entry
- What actually happens?
What is soft entry?

- Programs that are offered universally and that are delivered in a non-stigmatising way eg, playgroups in most instances
Play

What does it feel like to Play?
The Family Place Approach

Charmaine’s Story
Play at the Family Place
Play at the Family Place
Play at the Family Place
Play at the Family Place
Play at the Family Place
Play at the Family Place
Play at the Family Place
The Family Place Approach

- Informality/calm
- Non stigmatising
- Cultural awareness and sensitivity
- Choice
- Intentionality
- Shared Mission

- Co-construct, co-design, co-implement
- Serendipity
- Intentionality
- Informality/calm

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- Intentionality
- Planned disclosure
- Serendipity

- Disposition
- Relationships first

A Strong sense of justice
- Unconditional positive regard

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- Non stigmatising
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Principles of Practice

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- Unconditional Positive Regard
Play and Soft Entry

- How do play and soft entry work together?
- How does play work as an early intervention and prevention tool?
Moore & Mc Donald (2013)

- Be relationship-based;
- Involve partnerships between parents and clients (e.g., parents, young people, communities);
- Target goals that clients see as important;
- Provide clients with choices regarding strategies;
- Build client competences;
- Be non-stigmatising;
- Demonstrate cultural awareness and sensitivity; and
- Maintain continuity of care
High Quality Play

- Is culturally appropriate (Arthur et al, 2012; Macfarlane, Cartmel & Nolan, 2008; Mosier & Rogoff, 2003; Roopnaire, 2012)
- Involve partnerships and co-construction (Early Years Learning Framework, 2009; Edwards, Gandini & Forman, 1998; Vygotsky, 1962)
- Build children’s competencies (Lester & Russell, 2008)
- Is Relationship based (Macfarlane & Cartmel, 2008)
- Implement play as well being (Jarvis, Newman & Swiniarski, 2014; Lester & Russell, 2008)
- Involve choice (Macfarlane & Cartmel, 2008)
What actually happens

Practice → Play → Practice
References


References Cont’d


