

**CONFERENCE  
JOURNEY  
PLANNER  
2020**

**18<sup>th</sup> National  
Playwork  
CONFERENCE**

**Tuesday 3rd & Wednesday 4th March 2020  
EASTBOURNE**

## Dear Colleagues and Friends

Welcome to Eastbourne, the National Playwork Conference and what promises to be a really exciting, stimulating and provocative two days.

What I write here is a start to the guide of how to get the most out of Conference. Try to read it all! Good luck as it is a massive read!

You are joining with some 120 colleagues from all over the UK to spend time with friendly faces from across the Playwork sector. Yes, some people are older, they have been around for a long time, written and spoken a great deal but they would be the first to tell you that they are still learning, still thinking and still trying to make a difference. Some people are younger, hopefully keen to grow, develop and learn and already carving their own Playwork path.

Playwork doesn't stand still, it is not routed in the past, immovable and unchanging; it is constantly evolving as it moves to meet the challenges that faces both Playwork as a profession and the children it serves.

I believe that we need to focus both on the needs agenda and the rights agenda, placing play firmly as a cultural imperative as well as all the developmental benefits that it serves.

All of this is the long way of saying that there are people here to talk to. Yes, you want to catch up with old friends but also look around and strike up a conversation with someone who is new to you, for everyone has something to learn and everyone has something to teach.

Over these two days we have 47 sessions delivered by 39 facilitators across six 'tracks' each day, where each session is linked to a theme. We have facilitators who have been working with children for over 50 years and we have facilitators for whom this is their first time presenting.

How you guide yourself around Conference has to be your choice, after all it is your Conference! But if I may offer some advice: Step outside of your comfort zone and try to really stretch yourself.

I want you to get as much out of your days at the National Playwork Conference as is possible and I want you to know that I, and the whole Conference team, will do everything in our power to help you. If there is absolutely anything that I can do that will make Conference a better experience for you then you really must come and talk to me so that I can do my best to help.

Conference is set up and designed in much the same way as I would a play environment: I make many offerings trying to meet both the needs and preferences of the people who are going to be there, and then I step back and see how it unfolds making interventions only when necessary but being available in the completeness of that word and accessible to everyone who is there.

Have an inspired time!

Meynell



**MEYNELL GAMES**  
**01323 730500**

### Here are my key tips for having a great Conference and to maximise your time here

- Prioritise three sessions on Tuesday and two on Wednesday and then if you can fit more in do so.
- Try to avoid session hopping (that is popping in and out of sessions just to get a little bit) as it is disruptive for both the facilitator and the participants.
- Take time to look on the first and second floor landings, find the Playworkers travelling journals, buy some books.
- If there is someone you want to meet, tell Conference reception and we will find them for you.
- Talk to strangers, sit at a table where a conversation is happening and listen in.
- Ask people questions about themselves and about their work.
- Be kind.

**I SAY:**

**"If you don't have time to stop and look at the goats what is the world coming to?"**

## Midah Guilbaud-Walter - Conference Brain



The process of putting a conference together is always a collaborative one and in the case of the National Playwork Conference it is also a family affair, and I could not do it without this one!

Midah does the hard stuff, all the bits that require a big brain and that I don't want to do or if I were to do them would take me sooooo much longer. She processes the bookings, sends out the invoices, checks all the paperwork and at Conference she is to be found in and around the Conference reception area taking care of everyone.

This year, for the first time, she's done all this not from the comfort of our home office but from her uni room in Manchester, where she's studying a degree in Classics. She's half way through her first year and loving every second of it, from the obscure cult rites she gets to learn about to the infuriating conjugations of Ancient Greek verbs.

Midah is the point of call for any questions you have and she will, calmly, resolve any problems that may occur.

## Tilia Guilbaud-Walter - Conference Consultant



Tilia is the creative one. She guides and advises on design and colour schemes but I don't always take her advice. She has been sitting in the office with me late into the evening, her presence settles me with such a strong grounding influence and that helps keep me on track. The cover background is hers as are many of the inspirations for the detail in the designs in the Journey Planner.

Much of the thinking about how Conference will come together starts as soon as the last Conference finishes and Tilia and I spend hours road tripping or travelling to and from session and this is when we chat and explore ideas and options.

Tilia is now a level 3 qualified playworker and this year she is coming to the Conference more as a delegate and facilitator than as part of the Conference team.

When not being wonderful with helping me Tilia is studying for her Level 3 extended diploma in art and design.

## Pamphlet 2

### Eco-intelligences and ecocommunication - the ludic curriculum.

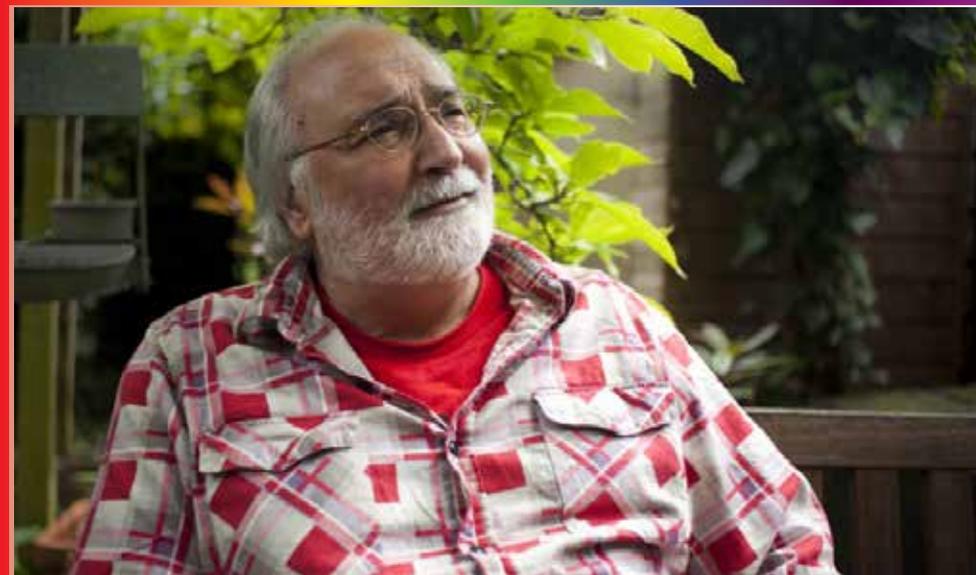
“Through an apparently paradoxical mechanism whose parallel we have described apropos of the thought of the older child, it is precisely when the subject is most self-centred that he knows himself the least, and it is to the extent that he discovers himself that he places himself in the universe.”  
Piaget.

This pamphlet considers the playwork contribution to that placement in the universe. It will attempt to describe a highly particularised developmental schema that has not hitherto configured in playwork's praxis considerations. Neither do they feature as essential attainments or achievement criteria of mainstream education. These schema, represent areas that could be categorised as essential lessons in the humanity of interchange in human and non-human habitats and environments. There is more than a sufficiency to suggest this innate learning has a clearly discernible, ludic curriculum.

Any challenge to playwork's deeply felt attachment to non-taught practice involvement is rendered difficult by an established custom of considered latitude and habit. A position that has masked the essential implicit learning potentials of the playspace. While it has been sufficient to suggest a conformity with 'tradition', that relationship has been implicit in making any description of 'learning', as being antithetical to playwork's essential non-involvement directives. This has seen the acclamation of the a range of parable narratives and anecdote, which underpin forms of laissez-faire practice application, which are denials of deeper examination. There are now matters and consequences, new thinking, new institutions, new politics, and a growing requirement to underpin our threatened practice application, with an agreed, new manifesto, to consider.

Our tacit default and diminishing ideology, is inadequate and unfit for a practice in the 'now'. An acknowledgement that children play in the 'present tense', in no way suggests that some of the content of that playing, is not as old as humanity itself. What we are really saying is, that there are deeply embedded functionalities of evolutionary impetus, which are emergent and encouraging of encounter with the novelty, with repertoires of adaptive response and with highly experimental mutations, operative in playspace. That in our more recent recognitions of the function, role and powerful contributions of evolution, to forms of holistic development, to apprehend them as less important, simply because they are emergent and at the frontiers and margins of our thinking, is to indulge in an inconsiderate 'scientism'.

This is not to deny science itself. The very recent work of Antonio Damasio, sees weighty research-based, neuroscientific evidence, of the clear association between evolution, the drive to encounter and to respond, in what he describes as 'homeostatic disequilibrium' with environs and habitats, explored and navigated through the necessary dynamics of playing.



There are close parallels with the ideas of disequilibrium and the motility and fluency of exchanges in the playground. This is what we see in the congresses of children in the playspace - in many cases, where the entire potential of human and non-human connection is played out - can be read as an exercise in a ludic hermeneutics. Perhaps the most potent thread is that the developmental, self-governance and identity of the child, are also tied up in a political dimension. That the playspace, and the conflict and resolution, the polarities of opinion and their adoption or discarding, the agonisms and antagonisms, rules and breach, is a hustings: a grounding in the syntaxes of political education.

Centrally situated in this ludic disequilibrium is the development of the child. In their 'going forth' there is a powerful evolutionary desire to flourish. This requires a heightened sensitivity and adaptive capacity to engage with the thrust to survive, and, possibly, prevail. To have a confidence in engagement with the novel. These interpretive readings, interpretations and translations of human and habitat interchanges, should be understood as intelligences. An eco-intelligence that arises most particularly, and is developmentally active, in the econiche of receptive playspaces. With my colleague, Joel Seath, we see these informational exchanges in forms of symbiosis. Implicit in this almost occult appraisal is that the profound acknowledgement of the biota, the human and non-human exchanges, an appreciation of what might be termed an affective topography. These sensibilities form the essential building blocks of every subsequent cultural accomplishment and are our foundational humanity. Education, directed teaching, should not only follow this essential learning but acknowledge, both its primacy as a foundational element of development growth and maturation and to acquire sensibilities to the tensions of moving from a learning that was self-ordinated to one of pedagogy. A pedagogy increasingly founded in a neurosis of competitive and self-absorbed, narcissistic self-actualisation.

In essence, what is being discussed is the proposition that playwork understand that it is situated in an entirely unique position. We are a practice in crisis at a time where the needs for our work have never been greater. The entry into deeper explications, are required to offer substantiated terrains, beyond the cosy familiarity of existing practice, to challenge a praxis conformity. Unless our work moves into a more transcendent description then playwork will recede into the folkloric. Indeed some of the elegies are already being written - hence we have the redemption myth of 'revolutions of hope' - bring pronounced.

There is, however, a definitional formula that may offer a useful platform for analysis.

In his masterwork, 'The Ecology of Freedom', the writer, Murray Bookchin, discusses the idea of 'first and second nature.' That distinction offers a potent critique of our practice. (It should also be emphasised that the critique has applications across a whole range of sociologically-impelled, educare narratives.)

First nature is humankind and nature as a unity. Humanity does not stand apart from nature, but arises from nature and is in a specific accord within nature. Though we have to acknowledge a certain superiority in respect of particular endowments, we are also in a partnership, a shared, humanity of sentience. The central construction is that we are in direct involvement in evolutionary potentials across the human and non-human habitat. That as Bookchin describes it, we are in an 'ethics of complementarity'. Yet, the innate learning of environmental engagement, particularly in terms of the econiche of the playspace, has been consigned to epithets of the order of: 'play is sufficient for itself' or categorised as being 'intrinsic'. What is clear is that by characterising elements of our work as being situated in the principles of 'first nature' we move deeper into connecting with the active ecointelligences of nature itself.

'If one grants that ethics is an eminently human creation, that human beings can add a sense of meaning to first nature by virtue of their interpretive powers, that they can confer values as well as create them, then humanity is literally the very embodiment of value in nature itself.' Bookchin, EofF, p. 39

'Second nature' arises from first nature. It is the aggregation and construction of every sociological form in the human community. Culture and the arts arise from the building blocks of consociation with the living environment. We see a politics that is construed by the agonisms and antagonisms of congress and conflict, in creative resolution, where the implicit conformity and challenges to agreed rules commence in playful exchange. Creative impulse and fruitful application are the consequence of developmental strategies of learning deeply embedded in evolutionary, adaptive exchanges, across the human non-human divide. Picasso discussed his art as the exploration of 'discarded discoveries'. Institutions, ceremonial rites, that which is traditional, religious observations, are second nature's acknowledgement of first nature's influences and potencies; now degraded, as the drift into perspectives in denial of environmental connectivity

have taken hold.

In common with many other fields, playwork has become situated into domain and discourse affirmations, that see the child as a social construct in dimensions limited by second nature definition. The ecointelligence of habitat interpretation and response have been supplanted by inferior but formalised mimetic modes of instruction of a predictive education, where the destination and competences, are figured against criteria of arrival, wholly untenable in actuality. By the imposition of taught, directed education, we overlay the deeply embedded learning of significant factors necessary to motility and maturation, with more pedestrian outcomes. Direct contact with the biota becomes a by proxy environmental engagement, consociation becomes a socialised teaching, the avoidance of conflict a politesse, sharing is rehearsed rather than intuitively understood, politics is subsumed into highly restricted codas of dominance and order, the hustings; circle time, and children are massively opting out, into default curricula many rendering our commons noxious, closely followed by disillusioned teaching staff leaving in droves.

If the playwork profession could understand the limitations imposed by second nature thinking and enter into a more profound engagement with nature and the endowments of evolutionary mutational adaption, then we position ourselves not as an adjunct of education but as a distinct, alternative learning system. As magisters in ecocommunication and as contributors to the formation of ecocommunities. To be an integral part of a holistic developmental practice embedded in nature and the creation of cultures. To acknowledge that there exists an existential field, a hermeneutics of self-ordained learning, in a close accord with the holding environment, where playworkers, work as participant learners in the reciprocities of ecological exchange.

However, there remains one major deficiency that requires addressing; namely our underdeveloped environmental consciousness. Is it sufficient that the focus of our praxis, in terms of understandings of the biota and the child habitat dynamic, is centred on the idea of junk and modest regimes of recycling? Might we benefit from a deeper examination of the essences of rewilding, where the steady return and regrowths of flora, encourages trails for both insect and animal life, which are beginning to proliferate in hedgerows and the edges of kerbs and pavements, around the bases of planted trees, radiating, to and from, open green areas including our playgrounds in the cityscape. Is it possible that our playgrounds could be essentially seed banks and involve the trees, shrubs, plants and flora and fauna in the propagation of not so much a 'rich' environment, but one that was, rather, as Emma Marris describes it, a 'rambunctious garden'.

The suggestion is that the child playing in the econiche potentials of some of our playgrounds, with sensitised playworkers in attendance, create the conditions that encourage the role playing, identity, self-governance and political dynamics of deep processes of consociation, across the human and non-human environment. In the 'disequilibrium' of playful exchange, are the very 'pulses' of evolutionary trial and error happenstances and synchronicities, of the ludic encounter in fulsome operation. The focus of

this energy; the potentials in the child to evolve intelligences through the discipline of self-directed learning driven by playful interchange across species boundaries.

Three things pertain: can these ecointelligences of potential be described as crucibles of learning: can we perceive and identify them in the form of a subtle, developmental syllabus, enacted through the dynamics of playing? Is the argument that what we are seeing, is the basis for a complete re-assessment of early years teaching practice into acceptances of profound, primary learning, which underpins the entry and preparedness for qualification by directed instruction? Is the field ready to adjust to a stance where the playspace is perceived as a learning environment for the exploration of the being and becoming and evolutionary adaptation. A highly particularised ludic ecology of emergent, protean change and adjustment.

For playworkers the demands on practice are not that great. This is no bolt-on H&E or 'safeguarding' conciliation. The essential requirement is in accepting new readings, new perceptions and a restating of our worth in parley with an empathic joining with new political movements and alliances. But this shift in direction rests on one central clarity: namely, that there is a distinct learning taking place in the playspace, which is fundamental to our children's resilient health, that is being ignored. A learning that is centred on emerging agendas of playfully-derived ecological intelligences instigated, created and discarded by the children themselves. Our decades-long engagement with children at play, has created a field of muted insight and of an ecological dalliance that is sporadic in effect. It could be argued that children created playwork. Is our present co-conceptualisation sufficient to the task they demand of us?

We have an opportunity to create a unique perspective on child development and fundamental learning as an ethical principal, a practice credo. It requires a partisanship. Our critique of education and of, particularly, early years teaching, should focus on instruction and directed education where the destinations, the learning outcomes, are measured against predictions that are imaginably contrived confabulations of a futurity, which every indication suggests will not come to pass. Against this we offer developmental ecointelligences and ecocommunion, inherent learning potentials, generated and explored by the children as the self-affirmations of an ecological citizenship.

'Neolithic artifacts seem to reflect a communion of humanity and nature that patently expressed the communion of humans with each other: a solidarity of the community with the world of life that articulated an intense solidarity within the community itself. As long as this internal solidarity persisted, nature itself was its beneficiary. When it began to decay, the surrounding world began to decay with it - hence came the long winter-time of dominion and oppression we normally call 'civilisation'. Bookchin, EoF, p. 129.

Gordon Sturrock  
November/2018

## Our approach to the Conference delivery

I like to think that the way we approach our Playwork practice is also the way we approach Conference.

The same level of respect and valuing of individuals that applies when we work with children also applies, as far as I am concerned, when we work with adults.

So Conference tries to use transference to replicate that aspect at an adult event. We want you to have a positive experience and leave wanting to come back.

So, in much the same way that a playworker could spend 'hours' getting something ready for the children only for the children to choose not to engage, our session facilitators may find that they too have spent 'hours' putting something together that may only get a few (or even no) participants. We make the offerings we think the participants want but you can never know in advance what the response to it is going to be.

And also, much like a quality Playwork provision, you, the participant, is not expected to make a commitment in advance about which session you are going to attend. You may even choose not to go to a session at a particular time and to have refreshments and chat to whoever is around. There is plenty to do outside of the actual sessions.





### How does Conference work?

It can be a little bit daunting: walking into the hotel in Eastbourne, collecting your thick, but pretty, personalised programme, [which we call the Conference Journey Planner] and seeing all that information you have to read! If you have looked at all the details we have put online, you probably don't know where to start!

Let me try to explain: You have already made a journey to Eastbourne and Conference is going to extend that journey from one of travelling to one of learning and joy.

Maintaining the theme of 'Journey' we have divided the Conference Programme into a series of parallel tracks and in each track there are a set of sessions linked to the theme of the track.

If there is a particular track subject or area that interests you then you can follow it for the whole day, but you don't have to and you can switch tracks at any point.

It is a matter of choosing the sessions that you think will give you the greatest Conference learning and experience and going to them. Indeed if you think that you are going to get more out of Conference by hanging around and chatting to people outside of sessions, then do that!

So here are some cautionary words for you: **"Do not try to do too much"**. I recommend that you choose **three** significant sessions on Tuesday and **two** on Wednesday and once you have put these into your plan see if there is anything else you can fit in. Some people try to 'session hop', going in and out of sessions trying to get a bit from each. Please don't do this. You will disrupt the session taking place and spending just fifteen or twenty minutes in a session will not really give you anything worthwhile.

### Which level is best for my experience and knowledge?

I like to be able to tell participants the potential level the session will be delivered at. This helps you make an informed choice about what to attend.

**Play:** I am weary and want to take part in something enjoyable which will not tax my brain. There are no levels and it is just about participation.

**Play Easy:** I am relatively new to the world of play and playwork, so please keep it simple and help me along my journey to understanding. Help me along the track and keep the vehicle calm and steady.

**Play Explorer:** I have been around for a while, done some training and studying but there are concepts that I still struggle with and others I want to be refreshed about. I want to be challenged and taken on a voyage of discovery but without making my head explode!

**Play Harder:** I have done a lot, read a lot and have a few ideas of my own. I want to take my learning further and to be stretched in my thinking. My technical and philosophical playwork base is strong but I am like a sponge, keen to know more and really wanting to be pushed and pulled in new directions with new ways of thinking. This is my journey.

### Using the Journey Planner

After reading all the general information and hopefully all your questions being answered you will want to look at the track headings and the details of what each track is aiming to achieve. After that you will want to turn to the individual listings for each track. You will find the Tuesday sessions in the section with the pink edging and the Wednesday sessions in the section with a blue edging following these is a section with orange edging and this has details of all the session facilitators.

We call them facilitators because they are going through a process in each session to help you learn and we call them sessions because they are delivered in different ways.

If you are here with a colleague **it could be considered really stupid** if you go to the same session, go to two different sessions and share the learning with each other over a cup of coffee or other beverage. I understand that it is more comfortable and reassuring to go into a session with a colleague because you know you have got someone with you who will look after you, you can rest assured that going into a session on your own will be safe as here you are surrounded by kind, considerate and supportive playwork friends.

Here are some options on how you can choose what to go to:

Indeed, you do not have to choose by track. You can choose by:

Looking for sessions on a specific subject [like 'Play', or 'Inclusion'].

Go to sessions that are at a specific level. [See page 15 for level explanations.]

Identify the person who is delivering. Be a facilitator groupie; choose who you want to listen to and follow them around!

Don't choose for yourself, get a colleague tell you where to go.

Or find Meynell and ask him what sessions you should go to. After all, Meynell put the programme together, he knows what is happening and when and he will be very happy to help you decide what to do.

Using the Visual Timetable along with the Journey Planner should help you get to where you are going. We have done a bit of colour coding as all the sessions in a specific track will be taking place in the same room.



## Room Names

I like to have a little bit of playing every year with how I name the rooms. Every year at Conference I name the rooms that the sessions take place in, in what I hope is an interesting and thoughtful, thought provoking way.

Over the years I have had play types, Playwork writers, children's authors, play academics, book titles and every year it gets harder to come up with a new idea.

But for this year I have come up with an idea that might actually be able to run in the future as well.

I am going to name the rooms after my 'unsung heroes'. These are some of the people who have influenced and affected playwork both in terms of national practice and policy and my own personal playwork understanding and practice and who don't seem to get a lot of praise and recognition for what they have achieved. They are also very modest and totally embarrassed by me doing this!

Each room will be named and on the door will be a photo, some words about the persons Playwork history and how that has influenced me. In future years I will ask other people to curate this process.

In our work as playworkers we would not do anything that would make the child or young person not want to return to that setting on another occasion so we will avoid being mean; we would not embarrass children; or humiliate them; or put them down; or in any way make them feel uncomfortable. The same applies to my work with adults and this philosophy underpins the way sessions are delivered at this Conference.

**Much like a play space:  
you get to do whatever you want  
to do, in the way that you want to  
do it and for no other reason than  
you want to do it!**

We do ask that you, in your playing, to be aware of how others are playing as in such a confined space we need to be able to support everyone's play. Most specifically it can be disruptive to both participants and session facilitators if you turn up late to a session or leave before a session ends so you can go to another.

The Conference sessions are not a mountain to climb just because they are there! Trying to do more - just because they exist - could end up with you running from place to place and not actually enjoying the moments that you have. Slow down and remember to breathe, if you don't get to a session the facilitator will still be around and will be more than happy to talk to you over lunch or a beverage.

We have no way of knowing in advance how many people are going to be in each session - some sessions could have 40/50 people and some just a handful [or indeed none!]. This could lead to cramped rooms - so be prepared to squeeze people in. We have plenty of chairs so it shouldn't be too much of a problem and you can always sit on the floor!

Yes, we know there are far too many sessions, debates, discussions, papers etc. for you to get to do everything. We could have offered only a limited number of sessions and we could have scheduled everything to run concurrently but then we wouldn't be working in the contexts that playwork works and we wouldn't be able to offer something that aims to meet the individual needs of each and every participant.

If we offered only a limited number of sessions then we wouldn't be covering so much of the breadth of what a playworker needs to engage with. So we try to maximise the learning opportunities that are available to you. After all there is only one National Playwork Conference!

## Answers to Frequently Asked Questions and Questions you didn't think of asking!!

### Your Badge

When you checked in you got your personalised 'Conference Journey Planner' and an empty name badge holder. Your Conference badges can be found on the perforated flap at the front the Journey Planner. Carefully tear out the correct badge [there is one for Tuesday, one for Wednesday and a ticket for the Annual Playwork Awards Ceremony] Please wear the correct badge at the right time or risk being ejected by Conference security! If you are coming to the awards dinner you will need to bring your ticket with you.

### WiFi

This is available throughout the common areas and session rooms. Look for the 'PlayworkConference' network and the password is 'meynellgames'. We chose that just to remind you who put the whole event together and so you will be prompted to ask us to deliver some training for you!

### What do I do if I can't remember someone's name when I am talking to them - especially if they know who I am?

I hate it when this happens to me, but the older I get the more it seems to happen. Someone comes up to me with a big smile and a "Hello Meynell" and I have absolutely no idea who they are or where I have met them! What do I do?

The only option is to say [using your own choice of language] "Hi, I'm sorry but I have no idea who you are" Of course they may be upset that you don't remember them and you will be embarrassed as well but this is a reality of life. Sometimes we only see each other once a year and we simply don't remember.

Alternatively, you could fish for clues as to who they are but that is likely to fail. Re-introduce yourself to anyone you don't know or whose name you have forgotten! It is perfectly okay to say: "Hi, I am (insert your own name)" and if someone introduces themselves to you in this way respond by saying your name. That breaks the tension. If you respond with a 'How could you have forgotten who I am] or 'You really don't remember me?' then you are being rude, discourteous and unbind and there is no need for being like that!

Having got past that moment you can then remind each other of who you are and when you met.

### Annual Playwork Awards

The Awards' Ceremony will take place in the ballroom that is in the basement of the hotel.

### Why do you call them sessions?

We call them 'sessions' because each one may be delivered in a unique way. As always the 'sessions' contain many formats: papers being presented; lecture/presentation; interactive hands on; question/answer; experiential; discussions; interactive group work; workshops; PowerPoint presentations and debate; film and audio; practical or physically active and so much more! One might even make it to the beach!

### When are the sessions taking place?

Sessions will be taking place from 9:30 – 17:00 on Tuesday and 9:30 – 14:30 on Wednesday (with the final 'Child's Right to Play' plenary at 14:45) and as they don't all start and finish at the same time - moving quietly from yours when it finishes will avoid disturbing the others that are still ongoing!

### Where are the sessions taking place?

They are taking place on the ground floor, upstairs and basement of the Cumberland Hotel. There will be some other stuff going on in hidden and out of the way places. Seek and you shall find!!

### Are any sessions repeated?

No, everything happens just the once – that's why we suggest you always come to Conference with a friend, go to different things and share later! Every year we try to record the sessions and then make them available. They are recorded on a webcam [so not great quality] and the intention is always to get them out there to the playwork world as soon as we can. We have not yet achieved this! Ever!! Maybe 2020 will be different? At the time of going to print we are working on live streaming some to our YouTube channel

### Do I have to go to sessions?

It's your Conference; you get to decide what you are going to engage in [a bit like a child and their play!]

### Is there a limit to the number of people in a session?

We only limit the number of participants in a session where it says specifically in the programme that there is a maximum number and no facilitator has asked for that this year.

If all the chairs are in use, not to worry, there will be more chairs nearby or you can sit on the floor!

The whole approach of 'freely chosen' applies to your movements around the Conference; all we do ask is that you recognise that sessions in the seminar rooms have a start and finish time and that the facilitator may have planned a session that is progressive, moving from the beginning to the end. All session facilitators will be given a sign that says **"Please respect that this session has already commenced and find yourself an alternative enjoyment"**. If they have put the sign on the door that means you will have to go to something else.

It can be disruptive to arrive late and is discourteous to leave early.

### Can I arrive late to a session?

If, as you plan your day, you discover that there is an unavoidable overlap between two sessions that you desperately want to be part of – how about finding the facilitator and asking them if it is okay to arrive 10 minutes, 20 minutes late? All the facilitator's pictures are further along in the Conference Journey Planner or ask one of the very helpful Conference Team to point you in the right direction to finding them. The team have mobile numbers so we can contact them if we don't know where they are.

We could have started and finished the sessions all at the same time. We don't. This is to force you to think about which session you want to go to and it also makes it hard for you to go to sessions back to back with each other. This means that you will get time to breathe in the sea air and time to reflect!

### Where do I smoke?

You don't. Smoking is banned from all public places in Eastbourne. It is a disgusting filthy habit and in later life when you get cancer, you will be a drain on the resources of the NHS. The filter tips do not decompose and will last for up to ten years polluting the planet with cellulose acetate. Used filters are full of toxins, which can leach into the ground and waterways, damaging living organisms that come into contact with them. Most filters are discarded with bits of tobacco still attached to them as well, further polluting our environment with nicotine, which is poisonous

If you must: the beach is across the road. But you will probably get run down by a car as you cross over!

### Where's the nearest cash point?

The nearest machines are a 5 minute walk to the town centre.

### What number do I call for a taxi?

Call 01323 720720.

### How do I meet someone whose name I have seen on the delegates list?

Approach one of the Conference Team and we shall endeavour to introduce you. We have most people's mobile numbers so we can send them a text to help you meet up.

### How do I get a drink?

Tea, coffee and water are available throughout the Conference in the Ground floor areas. We have made the decision not to open the bar for alcoholic beverages until 17:00 hours.

The Hotel bar will stay open till 2:00am and later if lots of people are still buying drinks. If you are drinking alcohol remember that you want to be ready in the morning for more learning. Please respect the hotel and only drink refreshments purchased from the bar in the lounge area. Please drink responsibly: Drinkaware.co.uk

### When do I have to check out?

You can leave all your belongings in your hotel room and check out after Conference on Wednesday. If you are staying elsewhere you can bring your bags to the Cumberland where we will look after them.

### Catering

As ever, the Conference is proud to present high quality and varied food during the event; we will try to meet all special dietary requirements. If you have any allergies that you have not already told us about please let Midah know on our reception desk and she will arrange food for you. Of course there will also be best quality coffee and tea varieties throughout the days.

### How, if I am going to sessions almost non-stop do I manage to get some food?

Well it's easy! Firstly, drinks are available all day long, tea and fine coffee. There will be small amounts of organic and soya milk available for those who ask for them and jugs full of iced water! There are tables, sofas and chairs set up around the Hotel ground floor area for you to chill out or eat at.

**Lunch** will be served over a 2 hour period from **12:30 – 14:30**. We do this to avoid the carnage or the stampede that can occur when food is put out. It is only meant to be a light lunch so bear that in mind when you go to collect your food. Sessions do continue right the way though the lunch time period so the food serving is staggered to ensure food is left for the later eaters.

Our plan is that the food presented will cater to all obvious dietary requirements [not including Halal meat or Kosher laws]. The food will be clearly labelled and there will be sufficient variety to meet the needs of vegetarians, vegans, carnivores and those who require a gluten free diet. We aim for the lunches to be nut free but in a commercial kitchen we cannot guarantee that there will be no contamination. Where there is food specifically labelled for 'Gluten Free' or for 'Vegans only' please ensure that you do not take it but leave it for those who really need it.

Each lunch time there will be soup choices, a hot dish as well as a range of salads, crudités and tapenade as well as an exciting desert.

# These are the Tracks

Finding the correct room for your session is nice and simple. There are three rooms leading off from the reception area on the ground floor, one more down the stairs, one up the stairs and one more!

## Tuesday

### On the sofa with Delsy: In the Delahoy Room

A series of interviews, TV talk show style, where Tony Delahoy will explore some of the traditions of Playwork and thinking about play with selected guests. This is a very rare opportunity to hear some of the playwork 'greats' talking about their thinking about playwork and the paths they followed to get to where they are today.

### Childhoods: In the Godfey Room

The nature of childhood is continually changing. The three very different sessions in this track explore new ideas and will provoke thinking about where childhood is now and some of the issues we should be thinking about

### Managing Playwork provision: In the Wood Room

In a track curated by Claire and Catherine who are the Out of School Alliance, you can find out what you need to know to be responsible for a Playwork setting. From policies and procedures to supervision and appraisal

### Inclusion: In the Andrews Room

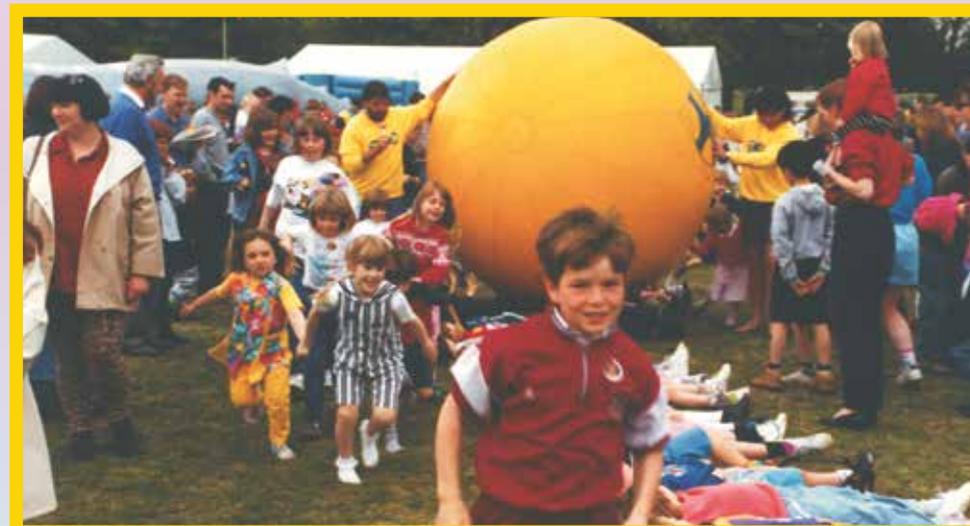
We can never have too much thinking about inclusion. Recognising that when we talk about inclusion that it is more than just children with impairments. There are many barriers that are faced by our potential users. These sessions are about diversity, equality and what we need to do to make sure we do include ALL.

### Conversations around the table: Upstairs

A series of facilitated conversations on a range of different subjects.

### Practical: With a view

A bit of possible playing for yourself and some ideas of experiences and opportunities you could be making available to the children you work with.



## Wednesday

### Playwork theory and Practice: In the Delahoy Room

Theory influences practice and from practice comes theory. This is a track that will remind and refresh you about existing theory and also where you can be introduced to some emerging thought

### Celebrating Gordon Sturrock: In the Godfrey Room

Gordon Sturrock, who died in June 2019, had a significant impact on the way that we think about playwork. In this track we say thank you, by engaging with some of his final thinking before he died.

### Forest school, hospital, youth work, play therapy: In the Wood Room

Hour long sessions exploring the meaning and understanding of play in different contexts

### Play: In the Andrews Room

A playworker who does not understand play is likely to not be a playworker! So let's think about play in these sessions from playworkers who address this in their working [and playing] lives.

### Conversations around the table: Upstairs

A series of facilitated conversations on a range of different subjects

### Practical: With a view

A bit of possible playing for yourself and some ideas of experiences and opportunities you could be making available to the children you work with.

## Here is some other stuff we should tell you

As well as all the wonderful sessions actually listed on the Visual Planner and in the Journey Planner there are a whole host of additional happenings!

The Market[ing] Place is a display point where you can provide literature for others to collect and take away. If you would like to add something to the Market[ing] Place please talk to Midah on Conference reception.

We want the people who haven't come to feel like they are missing out so let's get the whole of Conference buzzing on social media. Feel free to live stream anything that is happening, keep the Tweets and Facebook updates going. On Facebook we are both Meynell G Ames and The National Playwork Conference; Instagram is meynelldoesplaywork and on Twitter it is @meynellgames and so make sure you tag us in everything you share and use the Conference hashtag #natplayconf so we can see your Conference adventures!

We have one or two exhibitors tucked away around the venue which offers you an opportunity to see what other people in the playwork world are offering and you can even buy stuff.

A couple of the book's authors are at Conference and would be pleased to be approached for signing your purchases – don't be embarrassed to ask, they love it! If you don't know who they are – ask the Conference staff and they can direct you.

## Making it to the end!

Make sure to programme in breaks and a decent amount of time to enjoy our superb lunch, see the exhibitors, network, browse the bookseller and drink tea or coffee.

If you have come with colleagues, it gives extra benefit to your employer if you plan your journey through Conference together. It's probably best not to go to the same sessions as colleagues.

Separate and take notes to share the information you gather. This is an opportunity for you to extend your learning further.

Once you have been in a session having to tell someone else about it is a good way of concentrating your mind, sharing information reinforces learning and aids reflection on the process.

And **DON'T FORGET** you are here to enjoy yourself and have a **POSITIVE** experience

## THE PLAYWORKERS TRAVELLING JOURNALS

### ABOUT



- THE JOURNALS ARE A UNIQUE AND INDIVIDUAL HANDCRAFTED PROJECT THAT ENCOURAGES PROFESSIONALS TO SHARE THEIR PASSION OF PLAY THROUGH TEXT OR PICTURE.
- THE JOURNALS HAVE BEEN TRAVELLING SINCE 2013 AND HAVE GROWN TO CREATE SOMETHING QUITE PRICELESS BUT INSPIRATIONAL.
- IF YOU WOULD LIKE TO SEE THE JOURNALS VISIT YOU IN YOUR SETTING OR AT AN UPCOMING CONFERENCE PLEASE GET IN TOUCH.

### CONTACT

[WWW.FACEBOOK.COM/THEPLAYWORKERSTRAVELLINGJOURNALS](http://WWW.FACEBOOK.COM/THEPLAYWORKERSTRAVELLINGJOURNALS)

CALL VICKY EDWARDS ON 07936 875302

OR

EMAIL [VICKY.EDWARDS.PLAY@HOTMAIL.CO.UK](mailto:VICKY.EDWARDS.PLAY@HOTMAIL.CO.UK)



# Spirit

*Play - what the research tells us*

14 May 2020, Cardiff  
Delegate price - £50



Join us for **Spirit 2020** – Wales' annual play conference which we are delighted to say has been running for over 20 years.

- As a nation are we giving our children enough good and varied play opportunities?
- What can we learn from what children tell us about how they play in today's environment?
- An opportunity to reflect and share best practice about children's play

#### Keynote speakers

- Wim Seghers, City of Antwerp
- Wendy Russell, University of Gloucestershire
- David Dallimore, Bangor University
- Helen Dodd, University of Reading
- Julie Morgan AM, Deputy Minister for Health and Social Services

Book your place [www.playwales.org.uk](http://www.playwales.org.uk)

# Play England

Freedom to play

Play England is the only national charity campaigning for children's right to play.

- We campaign
- We partner
- We raise awareness
- We lobby

**We want you to join us!**

Together we will build a growing movement to increase children's freedom to play

Become a member at [www.playengland.org.uk](http://www.playengland.org.uk)



# Unite for playworkers

Unite believes that playworkers make a huge contribution to improving the lives of children and young people but we also know how challenging your work can be. Too often it is undervalued and under-resourced. We believe children and young people should receive the highest level of professional support and that playworkers deserve the very best form of trade union support at work.



Unite represents and support thousands of members working in the sector across Ireland and the UK, and our membership is available to all levels of worker, whether paid or unpaid, qualified or in training. Our members work in a variety of settings both in local government and the voluntary sector and we have a dedicated playwork convenor on our national committee.

We are the majority union on the JNC for Youth & Community Workers where we negotiate terms, conditions and pay for our members and are also represented on the NJC for local government. We believe in providing our members with a democratic voice to ensure that their expertise and knowledge influences national policies.

**Join us and let us amplify your voice.**



**Unite the union - for playwork – for playworkers**

**More information from [kerry.jenkins@unitetheunion.org](mailto:kerry.jenkins@unitetheunion.org)**

**PRELUDE  
TO JAIPUR**

**ipa ENGLAND**

**ipa 21<sup>st</sup> World Conference Jaipur 2020**

**IPA England Event on the  
Child's Right to Play  
June 5, 2020. London**

Event includes AGM

Supported by:  
**CYPW** Community, Youth and Playworker's Section of Unite  
**unite the UNION**

<https://ipaewni.wordpress.com/prelude-to-jaipur/>

The poster features a young girl in a purple superhero costume with a red cape running against a cityscape background. The text is in large, bold, orange-outlined letters. Logos for IPA England and the 21st World Conference in Jaipur 2020 are included. A red circle highlights that the event includes an AGM. Logos for CYPW and Unite the Union are shown as supporters. The URL is at the bottom in a green bar.

# Out of School Alliance

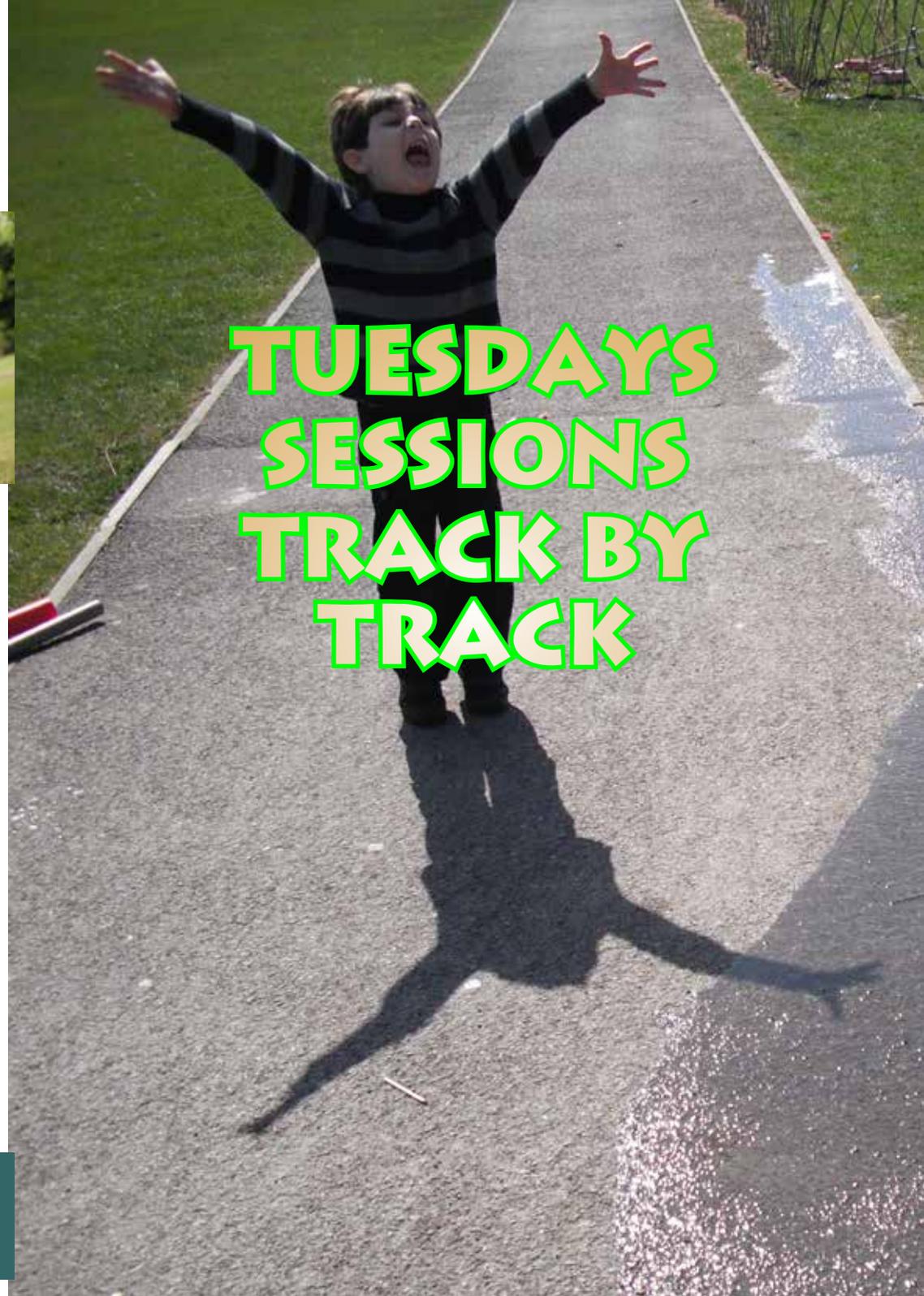
Help and support for out of school clubs



## Everything you need for your out of school club

- Guidance on setting up and running an out of school club
- Monthly newsletter with topical articles, updates on legislation, tips, special offers and new activities
- 15% off your club insurance from Morton Michel
- Discounts and special offers from 20+ partner organisations
- Sample documentation (policies, forms, timesheets, etc)
- Advice on meeting Ofsted requirements
- Activity library containing 100s of ideas for games, crafts and other activities
- Job listing service for all your playwork vacancies
- Online forum to network with other out of school club providers

[www.outofschoolalliance.co.uk](http://www.outofschoolalliance.co.uk)



**TUESDAYS  
SESSIONS  
TRACK BY  
TRACK**

## DELAHOY ROOM

## A conversation with ?

1 Hour plus  
per session

Play Harder

Tony Delahoy

This will be a series of interviews with playwork authors exploring their understandings of play and playwork. We will be delving into some of the ideas they have developed and written about. What they hoped to achieve by publication. How they developed their thinking and the processes they went through. What were the influences that led to their development including experiences, key characters, literature and so on. The intention is for participants to gain new insights into play and playwork in order to develop their understanding and practice.

Relevant to Principle 6

The discussions will explore play and playwork from the perspective of the interviewees. This will enable participants to develop their understanding and in turn their reflective practice.

tony.delahoy@ntlworld.com



**Bob Hughes**  
9:30 - 11:00

Play is a vital precursor to brain and muscle growth and to the development of the cortical maps which may form our consciousness, says Bob Hughes



**Penny Wilson**  
11:30 - 13:00

All too often the subject of play has been trivialised, says Penny Wilson



**Jacky Kilvington & Ali Wood**  
13:45 - 15:15

Play is about survival, all-round development, evolution, learning, catharsis, invention, discovery, the meaning of life say Ali and Jacky

## GODFREY ROOM

## Perspectives on when a child becomes a young person

9:30 - 11:00  
1 Hour 30 Minutes

Play Explorer

Penny Keeling

When does a child become a young person? And what is the impact of the change of language when this occurs? This is an interactive session designed to explore our personal and professional views and the language we use when talking to and about children and young people and how we could be enforcing their world view. The session will also include indirect input and voices from young people themselves who attend Meriden Adventure Playground.

Relevant to Principle 7

This particular principle - and this session - is about the impact of children and young people on us and us on them.

Penny@meridenadventureplayground.com

## The Playworkers Perspective Towards Criminology

11:15 - 12:15  
1 Hour

Play Harder

Vicky Edwards

This is a session which will encourage audience participation to discuss those uncomfortable subjects around childhood and crime. The facilitator will look to pull together her own thoughts whilst moving into discussion exploring the vulnerability of the child, and the impact the playworker has when it comes to the reduction of crime. Participants will have the opportunity to look at the playfulness behind crime and to what extent children can be held accountable for their actions in criminal cases. In cases like the James Bulger case should the children be portrayed as pure evil or is there argument for misconception? This is a session where all participants are guaranteed to have an opinion so come along and join the discussion.

Relevant to Principle 4

For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult-led agendas. Enough said!

vicky.edwards.play@hotmail.co.uk

https://www.facebook.com/ThePlayworkersTravellingJournal/

## Play &amp; Privilege

15:30 - 17:00  
1 Hour 30 Minutes

Play Explorer

Laura Watkins

It strikes me that privilege is at play in the world of play. There are children at festivals whose parents pay upwards of £200 for a weekend. Who can pay for play experiences but who may be tied into a timetable of schooling and extra curricular activities. There are children at festivals who have to look after themselves and their siblings. They have freedom, but also responsibility. There are children who never experience glamping style festivals but have the privilege of freedom at adventure playgrounds and financially free play events. Privilege and play both come in different forms, it's something I'd like to explore!

Relevant to Principle 1

types?

All children need to play. Does the level of a child's privilege change how they play? Does play alter privilege? Is play privilege different to other

lawratalulabel@sky.com

**WOOD ROOM**

<b>Navigating the maze of regulation...</b>	9:30 - 10:30	Play Easy
	45 Minutes	
Do you need to register your play setting with Ofsted? And if so, how do you go about this and what requirements do you need to meet? If your setting does not need to register, what do you actually have to do in order to get up and running? Our session will examine the different Ofsted Registers, look at the requirements for each, and identify the benefits and downsides to Ofsted registration. Join us for a guided tour through the maze of childcare regulation for play settings.		
Clare Freeman Catherine Wrench		
Relevant to Principle 8	Management topic, playwork principles don't apply	
info@oosa.co.uk <a href="https://www.outofschoolalliance.co.uk">https://www.outofschoolalliance.co.uk</a>		

<b>Day to Day management of a Play setting</b>	10:30 - 11:30	Play Easy
	1 Hour	
This session will look at the day-to-day management of your play setting. It will give you an insight into how your day might go, including managing staff, preparing rotas, planning activities, providing food, liaising with parents, and dealing with difficult situations, whilst also remembering to celebrate with staff - and there's so much more. You will find that no two days are the same and that it is important to plan in flexibility, and to prioritise the most important tasks.		
Audrey Bobb		
Relevant to Principle 1	"This session covers management topics so the Playwork Principles don't apply"	
abobbsayers@yahoo.co.uk		

<b>Eat, Sleep, Train, Repeat... The Playwork Edit</b>	11:45 - 12:30	Play Easy
	45 Minutes	
Not sure where to turn when it comes to training and qualifications for your setting? No idea what you or your team should be doing next? Want to know what training is actually required and what's just a good idea? Confused about how often your training should be updated? Want to know about how to nail your workforce development plan for the next year? Interested in ways of funding your workforce plan? This workshop explores all things training and qualifications! Participants will get all the tools they need to create an effective workforce plan and put it into place.		
Rebekah Jackson		
Relevant to Principle 3	This workshop is about creating a staff team that are well placed to support children's playful behaviours	
rebekah@theboldtype.co.uk <a href="http://www.theboldtype.co.uk">http://www.theboldtype.co.uk</a>		

**WOOD ROOM**

<b>Muted aspects of managing an Adventure Playground</b>	13:30 - 14:30	Play Explorer
	1 Hour	
"Risk and Safety in Play", the recognised guidance for adventure playgrounds, is our go-to manual (some might say bible), however, some sections are now dated. Over the last 25-30 years, there have been changes and challenges to managing adventure playgrounds from evidencing facilities management and site checks, to building play structures with children or as a playwork team. Through this session, we will explore the ever-changing role of adventure playground managers' responsibilities, and how play can be incorporated into what can sometimes be labelled as 'admin work' for playworkers. The session will invite shared views, experiences and thinking and how the sector could create updated guidance for adventure playgrounds.		
Guy Lawrence Rebecca Pryce		
Relevant to Principle 5	Supporting children to create awesome play spaces and opportunities on adventure playgrounds in which they can play, often relies on how the playworker inspects the children's playground and evidence good processes and practices.	
info@awesomemic.co.uk <a href="https://www.awesomeadventureplay.org">https://www.awesomeadventureplay.org</a>		

<b>Winning at Ofsted</b>	14:45 - 15:45	Play Explorer
	1 Hour	
As childcare providers we all experience the highs and lows of Ofsted inspections, so this session will look at how to make it an altogether more positive experience and outcome for everyone. From things to put in place now, and things to make sure you do on the day, I'll cover the new inspection criteria, so you may end up knowing it more thoroughly than your inspector does! What's the deal with managers' qualification requirements? Ratios? Do they even look at Learning and Development now? And does everyone need Prevent?! Speaking from personal experience of managing a group of wraparound settings, I'll be sharing checklists, best practice and top tips for the new inspections.		
Karen Hodgson		
Relevant to Principle 1	It's about Management more than Playwork Principles.	
info@stclaires.co.uk <a href="http://www.stclaires.co.uk">http://www.stclaires.co.uk</a>		

<b>Sustaining your playwork business</b>	16:00 - 17:00	Play Easy
	1 hour	
It is tough time for many playwork businesses with increased costs from school rent, staff wages, pension, resources and the uncertain climate with Brexit. During my session I will talk about the challenges and successes in my business and discuss how to sustain a business by making difficult decisions. I will talk about our marketing strategy, agreements and contracts with schools, and the benefits of using an online system, as well as how to plan ahead with the NMW increases year on year, with hints and tips of what has worked for me. I will help and work with you to ensure your out of school club provision is sustainable with the tough times ahead.		
Nick Mealey		
Relevant to Principle 1	This session covers management topics so the Playwork Principles don't apply"	
nick@treetopsclubs.co.uk <a href="http://www.treetopsclubs.co.uk">http://www.treetopsclubs.co.uk</a>		

## ANDREWS ROOM

<b>Barriers to play</b>	9:30 - 11:00	Play Explorer
	1 Hour 30 Minutes	
As playworkers, we know that all children have a right to play and that inclusive play should be actively supported and promoted. Inclusive play is primarily about all children having equal access to participation in local play opportunities. It is important to remember that the principles of inclusion apply to children of all abilities, ages, ethnic and social backgrounds, as people's perceptions can often focus on children with disabilities only. How can settings and play workers ensure they are inclusive, despite a range of barriers they may be facing. What are these barriers and how can we overcome them?		
Amanda Pick		
Relevant to Principle 3	Overcoming barriers to inclusion in play starts with a robust policy to inform the strategic direction of play locally	
amanda.pick@guildford.gov.uk		http://guildford.gov.uk/playstrategy

<b>How inclusive are we?</b>	11:30 - 13:00	Play Explorer
	1 Hour 30 Minutes	
How inclusive are we? We may think that we are inclusive, but until an unidentified challenge comes along to test our knowledge and play-work practice can we be certain? We are going to explore a particular incident that we have faced during the last 12 months that has questioned our whole inclusive approach. This will be a head scratcher and a chance for different views to be taken into account. We'd also like to know your views and if you have experienced anything similar and how you may of handled it. All will be revealed at the session.		
Ellen Delaney Paula Madden		
Relevant to Principle 8	We did a dynamic risk assessment and decided the action was too risky.	
ellen@meridenadventureplayground.com		http://meridenadventureplayground.com

<b>Vulnerable children: do we talk about this?</b>	13:45 - 15:15	Play Explorer
	1 Hour 30 Minutes	
Vulnerable children! What does it mean to be a vulnerable child? Do you know who the vulnerable children in your setting are? Have you thought about the demographics in your area and at your setting? The Holiday Childcare Team at London Borough of Tower Hamlets has been supporting vulnerable children for a number of years and our work in this area is increasing. Come find out about the work the team is doing and how this could help your setting.		
Lance Lathino Joe Boakye-Yiadom		
Relevant to Principle 1	How do you as an organisation ensure that all children and young people are able to play, particularly those who are vulnerable?	
lance.lathino@towerhamlets.gov.uk		http://www.towerhamlets.gov.uk/hcs

## ANDREWS ROOM

<b>Playwork and Disability: How can we be better?</b>	15:30 - 17:00	Play Explorer
	1 Hour 30 Minutes	
Come and join me for a (exciting as I can make it) whistle stop tour of playwork and disability. We shall take a brief look at disability and play-work historically through to the present day, with some legislation bits (nothing too heavy). We shall then consider how, as a profession, how we can move away from developmental targets and playing for out-comes, to a more relaxed and playwork approach for disabled children.		
Becky Willans		
Relevant to Principle 3	The session looks at disability policy and play, how to support disabled children's access to play and addresses gaps in literature in the playwork profession regarding disability.	
rw17183@bristol.ac.uk		



**UP THE STAIRS [OR THE LIFT]**

<b>PARS playwork model in Mainland China</b>	9:30 - 10:15	Play
	45 Minutes	
<p>This session is about how PARS model is being put into practice in Mainland China. To begin with, I will introduce the general view of children's play in urban and rural China. I will then introduce PARS tailor-made training courses and PARS Masterclasses that have been delivered in China and their impact so far. After that, I will talk about the playwork projects in Shanghai – the adventure playground, the co-operated summer camp, and the most recent government-sponsored "Play in My Neighborhood". I will end up the presentation by an introduction of the coming new regulation of building child-friendly communities in China, which might bring more opportunities for the development of PARS model and playwork in general.</p>		
<p>Relevant to Principle 3 This session focuses on people's attitudes towards play, trainings for teachers and parents, and policies that might increase the play provision.</p>		
<p>zheng.qian@lianquan.org</p>		

<b>AP Inspection Good, Bad &amp; Ugly. How was it for you?</b>	10:30 - 11:00	Play Harder
	30 Minutes	
<p>Adventure playgrounds are suffering from inspectors who do not understand what's special about adventure playgrounds. Sometimes it's unsympathetic managers, sometimes Health and Safety Officers and often annual inspectors of unsupervised playgrounds who incorrectly use EN1176 for guidance. A group of very experienced playworkers and respected AP inspectors are working to prevent the work of playgrounds being damaged by incorrect and over-cautious "advice". We want to hear from you. Have inspectors or managers tried to prevent adventurous activities at your playground? Or have you had a good experience of inspectors who have supported your work. Do you want to know how to stand up to those trying to restrict your activities?</p>		
<p>Relevant to Principle 8 Challenge and risk</p>		
<p>rob@wheway.demon.co.uk <a href="http://childrensplayadvisoryservice.org.uk">http://childrensplayadvisoryservice.org.uk</a></p>		

<b>Getting qualified: new playwork developments</b>	11:15 - 12:45	Play Explorer
	1 Hour 30 Minutes	
<p>This session will look at some of the options that are newly available or in development in respect of playwork qualifications. For those who manage playwork settings, deliver playwork training or are in need of qualifications this is intended to provide an overview of the latest options available primarily in England and Wales and respond to any queries. Playwork Trailblazer (England) - this is being developed with funding from the UK Government to deliver a new apprenticeship standard for playwork. Playwork: Principles into Practice (England and Wales) - This new suite consists of 3 qualifications at Level 2 and 3 and have been developed by Play Wales. These qualifications are now also available for delivery in England.</p>		
<p>Relevant to Principle 4 The development of qualifications is inherently an adult agenda. Find out how we've worked to ensure that we have navigated adult agendas to fund and disseminate playwork qualifications</p>		
<p>martin@playwales.org.uk</p>		

**UP THE STAIRS [OR THE LIFT]**

<b>Do playworkers think about the climate crisis?</b>	13:00 - 14:00	Play Easy
	1 Hour	
<p>The purpose of this session is to open the line of conversation about the climate crisis. This will be a discussion had in a relaxed manner and I will not be teaching you, and there are no right answers, we need to just think. So please come along and let your thoughts be provoked.</p>		
<p>Relevant to Principle 1 If we destroy the spaces, they can't fulfil their need.</p>		
<p>tgw1606@gmail.com <a href="https://hazefirepoetry.wordpress.com/">https://hazefirepoetry.wordpress.com/</a></p>		

<b>Sustainability and corporate support</b>	14:15 - 15:45	Play Explorer
	1 Hour 30 Minutes	
<p>Sycamore Adventure was developed through central government Play Pathfinder money with a commitment of continued ring fenced funding. This lasted half a year before a barrage of cuts hit the service. In response, Sycamore Adventure developed a business arm where a series of income generating services were introduced to offset the cost of its public play settings. Ten years on, the sustainable adventure playground is sharing its voyage, learning, trials and errors, tools and resources to enable other organisations to generate essential non-restricted funding. The workshop will enable discussion and sharing of knowledge from attendees.</p>		
<p>Relevant to Principle 4 Adult led agendas would have seen Sycamore Adventure close ten years ago if we had not made changes which sustained the service and as such advocate for play.</p>		
<p>keith@playtomeasure.co.uk <a href="http://www.sycamoreadventure.co.uk/">http://www.sycamoreadventure.co.uk/</a></p>		

<b>Kaleidoscope of adult/child interactions</b>	16:00 - 17:00	Play Explorer
	1 Hour	
<p>Conversation with provocations related to looking at the influence that adult perceptions of children and childhood have on their expectations of, and their encounters with children and the implications of this. By rotating a kaleidoscope of thought and applying a playwork lens, we can consider different views; enable different aspects to be highlighted and explore alternative possibilities, outcomes and affects.</p>		
<p>Relevant to Principle 7 This conversation is all about the impact that playworkers and other adults make when they interact with children</p>		
<p>jaquito@btinternet.com</p>		

## WITH A VIEW

### Build your own Miniature Sensory Garden

9:45 - 10:45

1 Hour

Play Easy

“Sensory play engages children, helping them explore and discover the world – and using their senses through sensory play is recognised as an integral part in their development. Sensory Play includes any activity that will stimulate any one or all of a child’s five senses.” © Copyright 2020 garden4me Limited. Come along and join me as we create and learn about what makes a good sensory garden by making our own miniature ones.

Phil Woodruff

Relevant to Principle 5

The senses are a key part of creating the space a children needs to play

phw4@hotmail.co.uk

### Whittling Little Wooden Things

11:00 - 12:00

1 Hour

Play

Often when risk is involved, especially with sticks and sharp knives, it’s hard to retain focus on the playwork principles. Recently I’ve been experimenting with ways of setting up and providing opportunities for playing with sharp wood-working tools while retaining good playwork practice in line with the playwork principles. In this workshop we will explore ways of setting up and holding a woodwork space. We will utilise cheap, old fashioned hand tools and discuss practical ways of managing risk with specific tools. We will sit and make little toys together and I’ll share some observations and reflections that I’ve taken from the play settings I’ve worked in.

Christopher Roberts

Relevant to Principle 8

Managing risk through non-imposing intervention styles.

chrisrobertsartists@gmail.com

<http://www.instagram.com/generalchubaka2/>

### Make simple den frames

12:15 - 13:15

1 Hour

Play

We can make simple frames that children can use and adapt as dens or platforms with scrap materials and a little know how so they won’t fall down. Have a go!

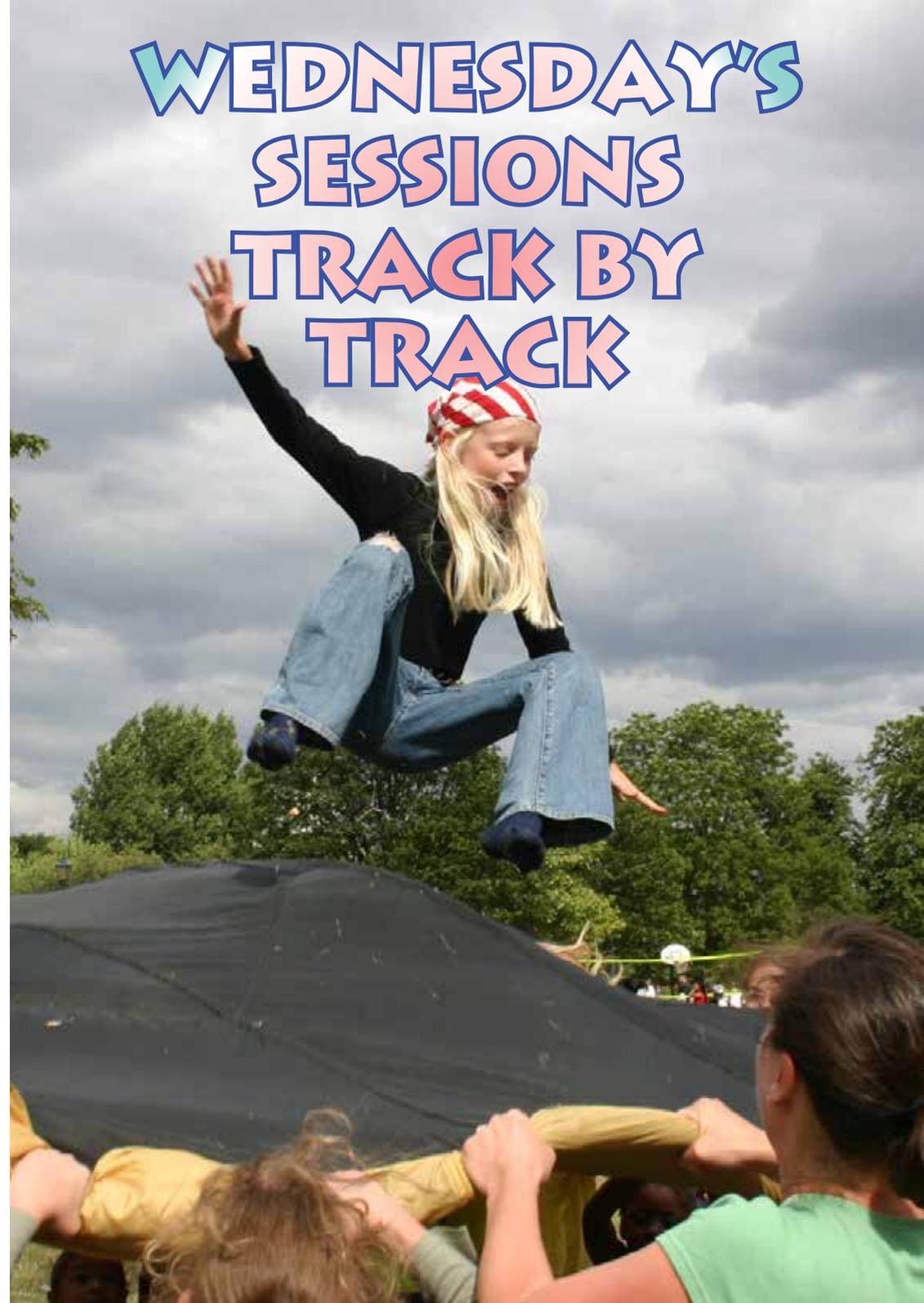
Simon Rix

Relevant to Principle 5

We have skills that used as a provocation can facilitate a wide range of play types.

simon@designandbuildplay.org.uk

# WEDNESDAY'S SESSIONS TRACK BY TRACK





*developing playwork practice*

## Booking now open for PARS training courses in

Sheffield  
18<sup>th</sup> March

London  
23<sup>rd</sup> April

Cambridge  
13<sup>th</sup> May

Sheffield  
17<sup>th</sup> June

London  
7<sup>th</sup> July

For more PARS training in the UK, Australia, mainland China, Hong Kong and The Netherlands, please visit our website

[www.commonthreads.org.uk](http://www.commonthreads.org.uk)



Email: [info@commonthreads.org.uk](mailto:info@commonthreads.org.uk)

Our registered office address is:  
The Sackhouse  
Jicklings Yard  
Wells-next-the-Sea  
Norfolk  
NR23 1AU



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## Where Adventure Begins

Gwealan Tops is a charity based in Redruth that offers free, accessible, challenging and adventurous play opportunities for local children.



In 2016 three year funding was secured from the Big Lottery Reaching Communities Programme. This enabled us to appoint experienced managers and a professional staff team, refurbish the Play Hut and develop the outdoor site.

Gwealan Tops Adventure Playground is run as an open access provision, so children who are 8 and over can register and attend without a parent.

## The Playground

The playground is a large area with structures, wild areas and lots of space to roam, explore, experiment and create. Arts, crafts and imaginative opportunities are offered alongside campfires, building, sports and outdoor experiences with the main purpose of supporting school-aged children at play. Children are able to take on challenges and manage risks gaining new skills, building confidence and increasing their understanding of themselves, others and the world around them.



**DELAHOY ROOM**

<b>There are more questions than answers</b>	9:30 - 11:00	Play Easy
	1 Hour 30 Minutes	
<p>Gwealan Tops Adventure Playground was set up three years ago by a couple of experienced playworkers leading a team of people from a range of different backgrounds such as early years, art, sports, teaching and horticulture mostly who were new to playwork. In this fun and interactive session we will look at the reality of everyday playwork practice, the questions and dilemmas that arise and explore a range of responses. We will use a variety of methods to help deepen our understandings of play, playwork, childhoods and ourselves. What we found as a team is that there is no blueprint for playwork and there are more questions than answers!</p>		Bridget Handscomb John Fitzpatrick
Relevant to Principle 6	All of them	
manager@gwealantops.org		http://www.gwealantops.org
<b>PARS Playwork in Practice</b>	11:15 - 12:15	Play Easy
	1 Hour	
<p>PARS is the first ever model of playwork practice, grounded in the original philosophy of the adventure playground pioneers. The PARS model aims to enable practitioners working with children in their leisure time in any setting to articulate, develop and evaluate their playwork practice. The workshop will introduce PARS playwork and explore how it's being used and is making positive impact in settings in the UK. Through exploring how real settings have implemented the model and unpicking their journey we hope to inspire you to see how PARS might work for you in your setting.</p>		Rebekah Jackson
Relevant to Principle 3	All of them!	
rebekah@theboldtype.co.uk		http://www.theboldtype.co.uk
<b>Are you lying?</b>	13:00 - 14:00	Play Explorer
	1 Hour	
<p>It's easy to say that you are doing Playwork, but are you? Does it matter that you're lying? Or are you doing a great job, but it's just not Playwork? (as defined by principles). This session will be delivered with a little encouragement from a few slides and chat but it's really about debating and talking about intervention and your work.</p>		Jess Milne
Relevant to Principle 1	All of them	
jess.milne@yahoo.com		

**GODFREY ROOM**

<b>Reflective Practice and Remembering Gordon Sturrock</b>	9:30 - 10:45	Play
	1 Hour 15 Minutes	
<p>Gordon Sturrock, who died in 2019, invigorated and agitated our field with his ideas. At the centre of his thinking was a commitment to reflection and a desire that playworkers do the work of thinking for ourselves. In 2017 he wrote: 'I have little idea of what goes on in the mind of the playing child. But I can... reflect, I can allow what they are playing or have played, to be replayed through me, and others of the same mind'. I am not an expert on Gordon's thinking or a follower of all of his notions. My purpose is to honour the memory of a complex, generous and noteworthy colleague. This interactive session will focus on reflective practice and a few of Gordon's words, to better understand our experience of playwork and playing children</p>		Lucy Benson
Relevant to Principle 6	The principles work as a unit. But let's reflect on 6	
lucy@islingtonplay.org.uk		http://www.islingtonplay.org.uk
<p>"I have little idea of what goes on in the mind of the playing child. But I can do two things. The first is that I reflect, I can allow what they are playing or have played, to be replayed through me, and others of the same mind. We develop insights (and as I have repeatedly said, our field should be a field of insight) where we amplify the present of the child in a return to the present for ourselves. The second is that we develop acute sensitivities to the potential of the playspace to hold and contain present events and potential experiences...</p> <p>That we have an increasing range of metaphora drawn from a wide variety of sources can only be a benefit. That we should be thieving magpies about this seems to me to be entirely appropriate a methodology. 'We have long been, I believe that we still are, guests of creation. We owe our host the courtesy of questioning.'"</p> <p>Gordon Sturrock</p> <p>These few words of Gordon's are the at core of my session along with some fanciful words on narrative, myths and fabrications. I hope they will help us with our own reflections and questions about children's play. - Lucy Benson</p>		
<b>Towards a social ecology of play and playwork</b>	11:00 - 12:15	Play Harder
	1 Hour 15 Minutes	
<p>Gordon Sturrock identified that, for both playworkers and children, playing is a therapeutic and social dynamic. Increasingly his ideas situated playwork practice within a socio-political context. Drawing on social ecology (Bookchin), new economics (Standing, Raworth), and evolutionary biology (Schilthuizen), this talk will look at Gordon's vision of playwork as a blueprint for a type of activist-pedagogy to underpin an era of accelerating social change, with the climate emergency forcing humanity to shed the bondage of rapacious markets, hierarchical obeisance, and patriarchal myths, not for political revolution, but to realise a truer, more playful, better connected, human nature – and a more sustainable way to live together.</p>		Adrian Voce
Relevant to Principle 4	This session will explore the concept of advocacy as an aspect of the playwork ethos.	
adrianvoce@playfulplanet.org.uk		http://playfulplanet.org.uk

**WOOD ROOM**

<b>Forest School v's Playwork</b>	9:30 - 10:30	Play Explorer
	1 Hour	
A look back at the first year of Clandeboye Nature Rangers which is the first outdoor after-school. The session will look at what happens when Forest School ethos and Playwork Principles collide!		Richard McMeekin
Relevant to Principle 1	We are passionate about getting children playing freely in the great outdoors, the perfect setting for developing mind and body.	
richardmcmeekin@gmail.com		

<b>The Power of Play in Hospital</b>	10:45 - 11:45	Play Explorer
	1 Hour	
Health Play Specialist (HPS) illustrates how play can be used within hospital to help children and young people (CYP) make sense of this new world. Nijhof et al. (2018) suggest "children with chronic or life-threatening disease may face obstacles that negatively impact play... possibly impending developmental milestones, beyond the illness itself", therefore, the role of the HPS is essential to facilitate play within hospital. It's important to note that those who are... unwell are 30% more likely to suffer from a mental health condition (The Shaw Mind Foundation, 2016), supporting the need to protect CYP's right to play, as play is a "natural tool" to enhance resilience, in turn protecting mental health. Case studies will be used throughout.		Lowri Morris
Relevant to Principle 1	Being in hospital/unwell should not prevent play	
lowri.morris@gosh.nhs.uk		

<b>Can playwork and youth work co-exist?</b>	12:00 - 13:30	Play Explorer
	1 Hour 30 Minutes	
Austerity has meant that lots of both playwork and youth work provision has gone. But it has also meant that sometimes people are being asked to do both at different times, or that playworkers are being asked to work in youth work settings or youth workers being asked to work in playwork settings. What are the differences and similarities between playwork and youth work and what is their main focus? What can we learn - and gain - from each other and in what ways can we work together? What are the needs and the play needs of adolescents and how might we meet these - from either discipline? This session will be participative, thought-provoking and challenging and will use real-life examples from practice to get us thinking.		Ali Wood
Relevant to Principle 1	How do adolescents play in comparison with younger children?	
aliwood@blueyonder.co.uk		

**WOOD ROOM**

<b>An Intro to Play Therapy</b>	13:30 - 14:30	Play Explorer
	1 Hour	
I find that most professionals working with children still have very little understanding of the extensive and longterm impact trauma has and how play therapy works. Talking from the perspective of an adoptive Dad who is proactively engaged in the therapeutic (re)parenting of his children, a guy who has sought out a wide range of training to further his understanding of trauma, and has himself works in both playwork and therapeutic settings, predominantly the Trauma Recovery Centre, Bath. I hope this intro to Play therapy will support your understanding and transform your playwork practice		Phil Woodruff
Relevant to Principle 3	This will point to different forms of training about child and brain development and the steps that can be taken to facilitate trauma recovery in order to facilitate the play process	
phw4@hotmail.co.uk		



## ANDREWS ROOM

**Playworker's understanding of play & why it's important**

9:30 - 11:00

1 Hour 30 Minutes

Play Explorer

When we are working with children one of the roles that we take on is to act as a guardian of the child's play and the space it happens in, holding, as it were, the child's play in the palm of our hand. But if we don't really understand what play is then this whole concept can fall apart! I am going to talk to you about play, what we really understand play to be, how we should respond to it and why all of that is important. This will be a non powerpoint presentation with interruptions for questions as well as a Q&A at the end.

Meynell

Relevant to Principle 3

A playworker who doesn't properly understand what play is will fail before they start

meynell@meynellgames.org.uk

<https://ringworld.org.uk>**An iconoclastic re-inventing of play and playwork**

11:15 - 12:45

1 Hour 30 Minutes

Play Explorer

This workshop hopefully will lead to an 'emergent quantum playspace-time entangled outcome' or in other words after thinking about some hard theory made soft and silly, have some fun playing with examples of play and playwork and using creative, different and playful ways of communicating about them.

Jacky Kilvington

Relevant to Principle 7

The workshop is all about how everything is intermingled in play which includes playworkers impacting on children playing and children impacting on the playworkers in the playspace

jaquito@btinternet.com

**Making places playable: Unbrushing the landscape**

13:00 - 14:30

1 Hour 30 Minutes

Play Harder

The session will be focussed around the presentation of a paper which sketches word portraits of several different playable spaces, in France, America and London. The last of these portraits will be of the most recent of Penny's projects, PlayKX. Each of these playable spaces turn up some interesting and challenging questions for us as Playworkers.

Penny Wilson

Relevant to Principle 8

Many of the projects I describe would be totally oblivious of the fact that they are in line with the Playwork Principles. I also think that the strongest project are described by the Principles as a complete work.

Play@Assemblestudio.co.uk

[Http://theinternationale.com/pennywilson](http://theinternationale.com/pennywilson)

- \* 900 people per week participate in PlayKX, including children and adults.
- \* Playkx runs consistently and reliably every Friday, Saturday and Sunday from 11.15 to 4.30 from various agreed, safe and publicly accessible spaces throughout the Kings Cross area.
- \* It is staffed each day by two experienced Playworkers from a small close knit team.
- \* The Playworker Team manage every aspect of the daily delivery and social media, supported by Assemble for employment and practical policies and procedures
- \* Play is free to access. Not paid-for but precious and valued by all parties.
- \* Play is freely chosen and led by children
- \* Adults stay with their children, offering support as required. Adult to child ratios are therefore always appropriate.
- \* Playworkers support the whole environment supporting adults to understand the importance of free play in the lives of children and ways to sustain play in the lives of their children beyond Playkx.
- \* Every child is able to access the playing beyond the divisions of age, ability or family income and circumstance.

**UP THE STAIRS [OR THE LIFT]**

<b>‘See it closely’: Chat about autistic play culture</b>	9:30 - 10:30	Play Explorer
	1 Hour	
Grab a cup of tea and come and have a chat with me about autistic play culture. We'll dispel some misconceptions about autism and play. Then we can 'look really closely' and play around with some objects my autistic friends enjoy playing with.		Becky Willans
Relevant to Principle 6	Providing new knowledge of autistic play culture	
rw17183@bristol.ac.uk		

<b>Jam Tomorrow</b>	10:45 - 11:45	Play Explorer
	1 Hour	
What is Playwork's relationship to time? The phrase 'jam tomorrow' comes from rationing days when it was always promised that things would be better tomorrow, that although we had dry bread today, there would be jam tomorrow... How does Playwork practice consider and facilitate the experience of time in its many guises? How is playwork's consideration and facilitation of agency and provision of affordance challenged by the recognition or failure to recognise that agency's place in time? Are we even in a position, in our poverty, to even make the promise of jam tomorrow?		Simon Rix
Relevant to Principle 8	The intervention of designating a space 'a play space' is beneficial because it allows behaviour that may not have otherwise been accessible. What regard is paid to the longevity of that intervention?	
simon@designandbuildplay.org.uk		

<b>Developing the Playwork Awards</b>	12:00 - 13:00	Play Easy
	1 Hour	
The playwork awards have been in existence for 11 years and it is time to take stock of the impact they have had and how they and their processes can be improved. This conversation will explore the effectiveness of the current awards and whether they should be replaced with alternatives, and if so, what? We also want to look at the nomination and judging process to see if there are different ways this can be achieved. This is your chance to help shape how we praise ourselves.		Award Panel Convenors
Relevant to Principle 8	The motivation to engage is paramount.	
Enquiries@playworkawards.org.uk		<a href="https://playworkawards.wordpress.com/">https://playworkawards.wordpress.com/</a>

**UP THE STAIRS [OR THE LIFT]**

<b>Play and the Unknown</b>	13:15 - 14:15	Play
	1 Hour	
Every day is an adventure into the unknown - but how do we approach this as a Playworker? Have you had to start, or take part in a Playwork session with no idea who is going to turn up - staff or children or parents? This session is a time to chat and to share ideas and experiences, with a broad link to the Playwork Principles. Can the Playworker learn how to Play or is it innate? Is there a process that helps Playworkers follow their own instincts? Do Playworkers have to focus on informing Play Policy? Is there always an adult-led agenda the Playworker has advocate for? How do Playworkers create spaces? Should Playworkers always respond? Do Playworkers always impact on a Play space? How do Playworkers extend their own Play?		Joan Beattie
Relevant to Principle 1	The health and well-being of the Playworker is paramount!	
beattie9@googlemail.com		



## WITH A VIEW

<b>Baskets</b>	9:30 - 10:30	Play
	1 Hour	
This session is a mindless break from taxing learning. I will be sharing the skill I learned at my forest school of how to simply weave baskets and this is something you can come and do for a bit of fun or something to take back to your play setting! Please note I am no expert on the subject but if you enjoy you can always use youtube to learn more :)		Tilia Guilbaud-Walter
Relevant to Principle 8	Provides inspiration for ways to extend play	
tgw1606@gmail.com	<a href="https://hazefirepoetry.wordpress.com/">https://hazefirepoetry.wordpress.com/</a>	
<b>NO SKATEBOARDING ALLOWED!</b>	10:45 - 11:45	Play
	1 Hour	
Watching children skateboard can be very nerve racking and scary, but I think less so if you know how to skate yourself! Come and learn how to skateboard, you'll be cruising down the street in no time. I have some knowledge of the history of skateboarding which may be interesting to discuss too. Wear trainers if you can. Warning participation may result in injury and/ or extreme exhilaration!		Christopher Roberts
Relevant to Principle 8	Managing risk through non-imposing intervention styles.	
chrisrobertsartist@gmail.com	<a href="http://www.instagram.com/generalchubaka2/">http://www.instagram.com/generalchubaka2/</a>	
<b>Exploring children's spontaneous musical play</b>	12:00 - 13:00	Play Explorer
	1 Hour	
This fun and interactive session explores some of the growing theory around the value of children's musical play. Participants will have the opportunity to: Explore ideas to support and manage music play sessions; Develop some improvisatory strategies that nurture children's natural musicality; Learn some new songs. Creative Futures believes in the transformative power of creativity and the arts. We work with brilliant artist-educators, and with communities across London and the Southeast, (including Hastings and Eastbourne), to devise and deliver programmes which can have lasting and positive impacts on those involved. Our work covers all art forms, and across many different settings: Community Halls, Children's Centres, Nurseries, Schools and Youth Centres. As well as focussing on the children and young people involved, we also work closely with parents (especially in our Early Years programmes) and with professionals: teachers, carers, nursery workers, and volunteers. Running since 2011, Creative Futures has a compact management team which oversees all its programmes with care and professionalism, and a growing roster of brilliant artist-educators whom we engage and nurture. Although primarily London-based at present, with some programmes operating in the Southeast, we have bold ambitions to support children and young people across the country and ensure that creativity and the arts is a part of every child's early life.		Kate Comberti
kate@creativefuturesuk.com	<a href="https://www.creativefuturesuk.com">https://www.creativefuturesuk.com</a>	

## The FINAL Wednesday afternoon Plenary

### The Child's Right to Play

#### An Understanding of Rights Based Work with Article 31 and GC17

Presented by trustees of IPA England

**14:45 - 16:00**

## In the Delahoy Room



Pleased to be sponsoring the Playwork Awards

We are part of a global network dedicated to promoting the child's right to play. Our work is guided by Article 31 of the United Nations Convention of the Rights of the Child (UNCRC).

We run events, share good practice with our members, lobby, write and present papers and workshops.

IPA England welcomes as members all individuals and groups who share our aims. Membership gives you full access to the International Play Community, and to discounts at IPA Events.



<https://ipaewni.wordpress.com>



Improving children's mental health and wellbeing

**PLAY** can help meet the big health challenge of our time - improving the mental and physical health and overall wellbeing of our children and young people. All children need permission, time, space and more opportunities to play. Play Scotland designs strategies and resources and delivers training to support confident parents and providers at home, in care settings, in schools and communities.

We can all do more to promote the benefits that children get from playing and help make play a priority for families, care environments, schools, and communities - in all weathers!

Become a Play Champion and support **more places to play**, **better access for all to play spaces**, more street play, **more play in the school day**, and more welcoming attitudes from adults to children playing outdoors.

**Sign Scotland's Play Charter!**  
**#playeveryday**

Training includes Play Types Toolkit- bringing more play into the school day and Getting it Right for Play- strategic planning for play



**Play Scotland**

Level 1, 9 Haymarket Terrace, Edinburgh EH12 5EZ  
Tel: **0131 313 8859** Email: [info@playscotland.org](mailto:info@playscotland.org) Web: [www.playscotland.org](http://www.playscotland.org)  
Company Number: 017885 Scottish Charity Number: SC029167 Registered at the address above

Committed to PLAY



## INTERNATIONAL PLAYWORK OPPORTUNITY

The **Transylvania Playwork Project 2020** is looking for **Volunteers** to work and host daily play sessions for the Roma children of Valea Rece in Targu Mures, Transylvania, a 5-day camp in a hosted countryside campsite and a pop-up play event on the village green in the beautiful farming village of Ormenis, in the Carpathian Mountains.

We require people who love to play, have fun and adventure while finding out about other cultures. You will be expected to supply some playful resources and children's clothes.

Translators/Playworkers from the children's village will be with us at all times, to support play opportunities and also any language barriers.



UK-Romania return flights will be on 12<sup>th</sup> and 22<sup>nd</sup> June 2020. Your accommodation will either be self-catering in a city centre apartment or at a 3 star hotel on a bed and breakfast basis.

The cost will be approximately £40 per day (excluding flight costs) for all travel, including airport transfers in Romania, accommodation when not at camp, and the meals listed below. Flights are to Targu Mures from London Luton Airport.

You will also be required to sponsor 5 children to take to camp. (£500 - for you and 5 children).

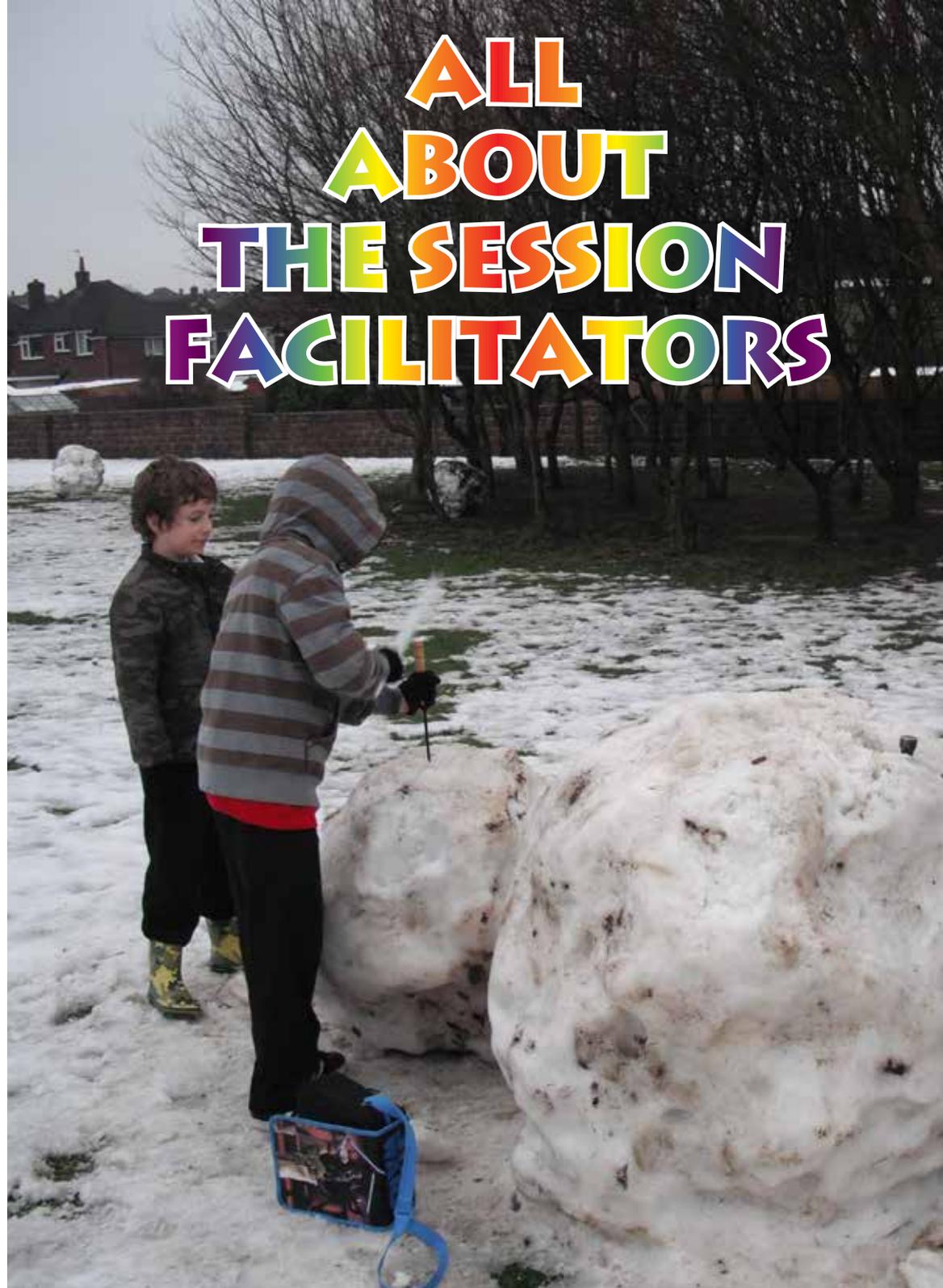
Highlights include:

- Daily Play sessions in the children's home village
- 5 day (4-night) camp in the Romanian countryside
- A welcome traditional meal in Valea Rece
- Assisting with Gino's Cantina (providing hot food for 80-120 of the poorest village children)
- A pop-up play event in the village of Ormenis
- A traditional gypsy buffet in Ormenis
- A horse and cart ride through the beautiful Romanian countryside
- A final night barbecue with the Playworkers in their village
- A day trip of your choice (Dracula's birthplace, Sighisoara, is always a popular option)
- Visiting a local market (means an early start!)
- Time to enjoy sightseeing in the lovely cathedral city of Targu Mures
- Talking about Playwork and reflecting on practice

If you would like more information and are over 18 years of age, please contact:

Joan Beattie by e-mail - [beattie9search@gmail.com](mailto:beattie9search@gmail.com) – Closing date 30 March 2020

# ALL ABOUT THE SESSION FACILITATORS



**Adrian Voce**

Track: Celebrating Gordon Sturrock

**Towards a social ecology of play and playwork**

Godfrey Room

11:00 - 12:15

1 Hour 15 Minutes



I began my playwork career in Birmingham in 1979, working in adventure playgrounds and other play settings until the late 90s, when I moved into advocacy and campaigning as the first director of London Play. There, I campaigned for and helped develop the play policy of the first London Mayor (2004). I was then director of the national Children's Play Council, where I founded Play England (2006) and led the successful campaign for a big lottery initiative for play, followed by a government Play Strategy (2008-11). I wrote about these experiences in my book, Policy for Play (2015). I now run the European Network for Child Friendly Cities, –advocating for children's rights in the built environment – and a new community interest company, Playful Planet. In 2011, I got an OBE (and a P45 within a couple of weeks), but am prouder of my MA in Professional Studies in Children's Play (2019).

adrianvoce@playfulplanet.org.uk

**Ali Wood**

Track: Forest school, hospital, youth work, play therapy

**Can playwork and youth work co-exist?**

Wood Room

12:00 - 13:30

1 Hour 30 Minutes



Ali has worked with children and young people in a variety of roles and settings for more than four decades although playwork is where she is most at home. She writes, trains, assesses and verifies and currently co-manages Meriden Adventure Playground which caters for children and young people aged 0-19.

aliwood@blueyonder.co.uk



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=====

Contact: Audrey @ Jumoke on

Tel: 07535 331146

Email: abobbsayers@yahoo.co.uk

**Amanda Pick**

Track: Inclusion

**Barriers to play**

Andrews Room

9:30 - 11:00

1 Hour 30 Minutes



I have been involved in play and playwork in different guises for 20 years. My current role is as a Play and Youth Development Officer for a local authority; this month I celebrate 10 years in this role – yay me! I can honestly say that I find working with children and young people to be such a privilege. It has taught me so much about myself, my own children and about life in general. I love introducing children to new experiences, new adventures and watching them grow as individuals. Delivering training for our playworkers is a key part of my job. So is writing strategies, business reviews and impact reports for our schemes and play services, to ensure we deliver effective play opportunities. It is definitely not as fun as direct playwork but these documents allow us to successfully advocate for play to those holding the purse strings.

amanda.pick@guildford.gov.uk

**Audrey Bobb**

Track: Managing Playwork Provision

**Day to Day management of a Play setting**

Wood Room

10:30 - 11:30

1 Hour



I am Audrey Bobb. I first became interested in Playwork in the late 1990s. I was already working in Early Years. I did research in my local area and this led to me setting up Jumoke in 1998. I went to University as a mature student and gained a foundation degree in playwork which led to me doing my B.A. in Professional Studies in Learning and Development. I am passionate about Play for children and am constantly developing new ideas to enrich the children's play experience. My club celebrated 20 years of opening with the Mayor of Bromley coming to our celebrations in 2018. In my spare time I enjoy doing Walking Netball and amateur dramatics.

abobbsayers@yahoo.co.uk

**Award Panel Convenors**

Track: Conversations around the table

**Developing the Playwork Awards**

Up the Stairs

12:00 - 13:00

1 Hour

The playwork awards have been in existence for 11 years and it is time to take stock of the impact they have had and how they and their processes can be improved. This conversation will explore the effectiveness of the current awards and whether they should be replaced with alternatives, and if so, what? We also want to look at the nomination and judging process to see if there are different ways this can be achieved. This is your chance to help shape how we praise ourselves.

Enquiries@playworkawards.org.uk

**Becky Willans**

Track: Inclusion

**Playwork and Disability - How can we be better?**

Andrews Room

15:30 - 17:00

1 Hour 30 Minutes

Track: Conversations around the table

**'See it closely'- chat about autistic play culture**

Up the Stairs

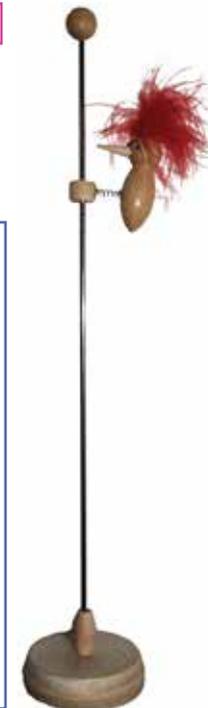
9:30 - 10:30

1 Hour



Becky Willans is doctoral candidate at University of Bristol, reading Autism and Play. Her research is inspired by 18 years of playwork and positive experiences with disabled children and young people, and fun-loving, creative and wild daughter, who happens to be diagnosed with Autism. Prior to commencing her PhD Becky was the manager of an Adventure Playground for disabled children and young people and their siblings. She has also held positions as the External Examiner and a course tutor and programme leader on the BA (HONS) Playwork and Youth Studies. Becky has a MA in Play and Playwork, PGCE in Post Compulsory Education and a BA (HONS) Playwork and Youth Studies. Becky's previous research and published work focus on the play experiences of children during WWII, therapeutic methods of play and supporting the play needs of disabled children.

rw17183@bristol.ac.uk



**Bridget Handscomb & John Fitzpatrick**

Track: Playwork theory and Practise

**There are more questions than answers**

Delahoy Room

9:30 - 11:00

1 Hour 30 Minutes



John and Bridget job share the manager post at Gwealan Tops Adventure Playground. We have been around a long time and done lots of things mostly about children's play and playwork, previously mainly in London and now in Cornwall. Before our current posts John was working as an Out of School Childcare and Playwork Advisor for Cambridgeshire County Council and Bridget was the Training Manager for Hackney Play Association.

manager@gwealantops.org

**Caron Zheng**

Track: Conversations around the table

**PARS playwork model in Mainland China**

Up the Stairs

13:15 - 14:00

45 Minutes



Caron (Zheng QIAN) is the founder of the Shanghai Playwork Fund, Shanghai United Foundation. She was first introduced to playwork in 2015 when she undertook the Certificate of Playwork Practice in Hong Kong, delivered by Dr. Shelly Newstead. Caron is now working to bring the PARS model to people who work with children across China by organizing and delivering PARS tailor-made training courses and PARS Masterclasses. She is also developing playwork projects in local communities to provide time and space for children to enjoy more free play. Caron is currently studying for a Masters degree in Sociology of Childhood and Children's Rights at University College London (UCL).

zheng.qian@lianquan.org

**Christopher Roberts**

Track: Practical

**Whittling Little Wooden Things**

With a View

11:00 - 12:00

1 Hour



Hi my name is Chris, I'm a playworker and an artist. Ive worked in forest schooling and studied a degree in art practice. I have almost finished my L3 and I currently work at Acacia Adventure Playground, Play KX and Mudchute Park and Farm in the nursery and after school club. I like thinking about play, whittling spoons and skateboarding around London!

chrisrobertsartist@gmail.com

Track: Practical

**NO SKATEBOARDING ALLOWED!**

With a View

10:45 - 11:45

1 Hour

**Clare Freeman and Catherine Wrench**

Track: Managing Playwork Provision

**Navigating the maze of regulation...**

Wood Room

9:30 - 10:15

45 Minutes



Drawing on their backgrounds in childcare and internet consultancy, Clare and Catherine founded the Out of School Alliance in 2009 with the aim of making life easier for the providers of out of school clubs, holiday clubs and activity clubs. Since that date they have helped thousands of clubs successfully navigate the minefield of setting up and running a playwork business, including the mysteries of Ofsted registration and inspection. Their website now provides a wealth of information for both new and experienced club providers, with template documentation, a vast library of activity ideas, discount deals from other suppliers, and much more. Find out more by visiting [www.outofschoolalliance.co.uk](http://www.outofschoolalliance.co.uk)

**Ellen Delaney & Paula Madden**

Track: Inclusion

**How inclusive are we?**

Andrews Room

11:30 - 13:00

1 Hour 30 Minutes

Ellen has been a playworker for about 9 years and have come across many challenges during that time. Before playwork I was a lunch time supervisor bringing in bits and bobs from home for the kids to play with, unknown to me these were loose parts, so moving into Playwork came quite naturally. I have also helped out in the local community for the past 18 years and this was reflected when unknown to me I was nominated for a BEM. This year a group of us from Meriden Adventure Playground are hiking up Mount Snowdon to raise funds for the playground.

Paula Madden has been a Playworker for the past 10 years or so, probably a bit longer, but who's counting! I kind of stumbled into Playwork when my kids were younger by volunteering at my local Play Centre in Birmingham. Then eventually I was able to secure a paid position. Several years later whilst on my Level 3 course I met Ellen from Meriden Adventure Playground and that started a great friendship and I am now lucky enough to work with her every day (and we're still friends!). Working at Meriden has widened my opportunities as a Playworker as it is a truly unique space. We have no indoor space so work outside in all weathers. I've been involved in building projects and shaping the playground so that it is continually evolving. It's been the best job ever, surely beats sitting in an office (which I did for 21 years!)

ellen@meridenadventureplayground.com



**Guy Lawrence & Becky Pryce**

Track: Managing Playwork Provision

**Muted aspects of managing an Adventure Playground**

Wood Room

13:30 - 14:30

1 Hour

Guy Lawrence & Becky Pryce are the dynamic duo. Guy is a northerner, who started his first playwork job at 15 years old in the summer of 1987 at LingBob Addy (Adventure Playground) in Halifax. After being moulded by Frazer Brown and Brian Cheesman, now with a tie has his cape, he oversees six of Islington's adventure playgrounds as the managing director of Awesome. Becky, a proud Islingtonian and redhead, has grown up on adventure playgrounds. Becky started her first playwork job at 16 at MLK Adventure playground. Now the director of a play for Awesome, continuing to support Islington Adventure Playgrounds by being imaginative and always thinking of new ways to do something different! In 2016 both Guy and Becky led the way with a group of Islington Council staff to be the first Employee Led Play Mutual in the UK.

info@awesomemic.co.uk



**Jacky Kilvington & Ali Wood**

Track: Conversations around the table

**Kaleidoscope of adult/child interactions**

Up the Stairs

16:00 - 17:00

1 Hour

Jacky and Ali - playworkers, authors, colleagues, friends, grannies, fun, workshop presenters, speakers, tutors, course writers, mentors and more. Jacky is also a Playtheist and we both have advance senses of humour so expect to have fun in a workshop you attend. Yada yada yada, play play play, bing bong boo.

jaquito@btinternet.com



**Jacky Kilvington**

Track: Play

**An iconoclastic re-inventing of play and playwork**

Andrews Room

11:15 - 12:45

1 Hour 30 Minutes

I've been around in playwork for quite some time. I came out as a 'playtheist' at a workshop I ran on Play and Religion' many years ago and still believe play to be the meaning of life. There is something transcendental about children playing and I feel very passionate about its importance. It is great to come across new ideas that make you think in different ways about it.

jaquito@btinternet.com





www.towerhamlets.gov.uk/hcs

# Holiday Childcare Scheme

The Tower Hamlets Holiday Childcare Scheme offers Ofsted registered childcare.

## Early Years Area

Children aged 3-5 years old are placed in an exciting Early Years area.



I love to jump



I really like playing with all my friends!



## Creative Area

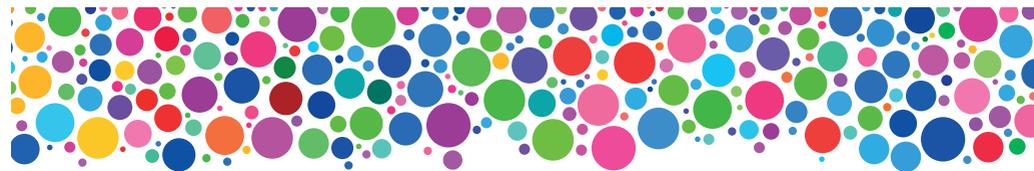
The children can learn new skills such as sewing, clay modelling, crafts, cooking and many more.



I like animals, I'm making a hedgehog!



We learn how to cook and sew, we can take home our creations too!



## Games

The children can participate in a variety of fun games, indoors and out.

I meet new people and make new friends



I have lots of fun - there is so much to do!

## Teen Space

The teen space offers the older children a more youth focused environment.



Teen Space is really fun, we get to do lots of different activities, like pool and table tennis, you can also play computer games

We enjoy local outings to farms, parks and other places!

I like the fact that there are many different things for my child to do like games, art, cooking and spending time outside. I also like that the children are from all different schools, so they get to mix with different people. It's a great scheme!

Tower Hamlets  
**Holiday Childcare Scheme**

To find out more and to apply for a place contact us

www.towerhamlets.gov.uk/hcs

020 7364 0523

**Jess Milne**

Track: Playwork theory and Practise

**Are you lying?**

Delahoy Room

13:00 - 14:00 1 Hour



Jess has 52 years' experience in play and playwork, and has been involved in many training and advisory roles, including training experience with the London Adventure Playground Association, managing Islington Council's Play and Recreation Department and Hackney Play Association's Play Training Unit. He has been a Trustee of adventure playgrounds, a school governor and Chair of the Halabja Community Play Project, building an adventure playground in Iraq. He has been around a long time, was described by a young play worker as 'Old school'. Still working, still fascinated by adults reaction to children's play. Enjoy a drink and some conversation, still Adventure Playground based in thought and deed.

jess.milne@yahoo.com

**Joan Beattie**

Track: Conversations around the table

**Play and the Unknown**

Up the Stairs

13:15 - 14:15 1 Hour



Hi, I'm Joan and have been working with children and young people for a long time. At present I am a lecturer at Shetland College and I have previously worked in a number of Playwork settings in England and Scotland, and delivered Playwork training and qualifications in a number of colleges and training organisations in Scotland too. I have run a voluntary Playwork project in a gypsy village in Transylvania for the last 10 years with Gino, one of the villager Playworkers. Gino and his wife Mori also run a food kitchen twice a week for up to 120 of the most needy children in the village. Please contact me if you would like to come over sometime for a Playful and adventurous time.

beattie9@googlemail.com

**Karen Hodgson**

Track: Managing Playwork Provision

**Winning at Ofsted**

Wood Room

14:45 - 15:45 1 Hour



Twenty years ago I started St Claire's as a not for profit company to provide care that really cared, not care that cost! I wanted to bring into it everything I was passionate about - supporting natural development, confidence through play, the opportunity to create worlds and micro world for children, particularly those who weren't getting these experiences elsewhere. I became fascinated by play as a therapy, play to heal and so changed how we funded activities resulting in a wide array of activities and a National Award in Innovation. I've had some Outstanding moments, and an awful experience with Inadequate, but each time I've learned and moved on, taking the lessons with me. Now, from the giddy heights of two 'Met' inspections, I am here to share my experiences of how to get through it all with a smile, and a real one at that!

info@stclaires.co.uk

**Kate Comberti**

Track: Practical

**Exploring children's spontaneous musical play**

With a View

12:00 - 13:00 1 Hour



As a workshop leader, researcher and professional violinist, Kate delivers and advises on the Sound Communities programme for Creative Futures as well as the early years band time programme for Junior Trinity Laban. As part of the MA in Early Childhood Music Studies from the Centre for Research in Early Childhood (CREC), Kate is in her final dissertation year focusing on the role of play in early years instrumental learning. She has presented her research at MERYC, England (Music Educators and Researchers of Young Children), for the Tri-Music Together workforce development programme and LEYMEN (London Early Years Music Education Network). Other research interests include speech and language development, using children's literature as a starting point for music making, improvisation and musical play.

kate@creativefuturesuk.com

## Keith Rogers

Track: Conversations around the table

### Sustainability and corporate support

Up the Stairs

14:15 - 15:45

1 Hour 30 Minutes



Keith Rogers has managed Sycamore Adventure Playground for eleven years and has overseen its development and survival from concept to completion. He had a decade of previous experience working in the field of inclusion and has brought much of this learning into the development of Sycamore Adventure, which has become a beacon location for inclusive play. Keith Rogers is also a trustee on the board of Play England and where he has offered support for nearly two years. 2020 will see new ventures for Keith Rogers and for Sycamore Adventure.

keith@playtomeasure.co.uk

## Lance Lathino & Joe Boakye-Yiadom

Track: Inclusion

### Vulnerable children - do we talk about this in the

Andrews Room

13:45 - 15:15

1 Hour 30 Minutes



Lance Lathino is the Holiday Childcare Team Manager at London Borough of Tower Hamlets, a service which works with children aged 3 – 13 years across the borough. Originally from South Wales, Lance has worked in Liverpool, Sussex and most recently London. Lance's work over the past 14 years has included breakfast, after school and holiday clubs; youth clubs, youth exchanges and youth projects/programmes such as NCS; parent and toddler groups; children's residential homes and safeguarding roles at a national charity. Currently Lance is studying a Masters in Child Protection and Adult Safeguarding in his free time. Lance has a passion for learning and enhancing safeguarding practice within the sector. Lance is also a Governor at a London Primary School and Safeguarding Lead Trustee at a London Primary School and Safeguarding Lead Trustee at a LGBT youth charity in London. Joe Boakye-Yiadom is the Holiday Childcare Coordinator at LB Tower Hamlets. Joe was born in Ghana and also lived in Italy for 4 years before commencing his career in London. Joe has worked with children and young people over the past 15 years. Joe's work has included being a Teaching Assistant at a London Primary School, within this role Joe became the Lead Behaviour and Anti-Bullying Officer. Joe also worked as an After School Club Manager before becoming an unqualified PE Teacher. Joe has also worked in a London Secondary School within their extended day provision. Joe supported young people who were vulnerable and provided a safe environment to discuss mental health alongside organising cultural activities such as trips to the opera. Within the Holiday Childcare Team Joe leads on our SEND practice which is highly regarded amongst parents and carers who access our service.

lance.lathino@towerhamlets.gov.uk

Keith Rogers started his early career working with disabled children and young people through MENCAP, KIDS and Autism West Midlands. After successfully developing a string of play based friendship groups for children with SEND and managing a inclusion kitemark award service he joined Dudley MBC as their Play Service Manager.

Keith has managed Sycamore Adventure Playground for 11 years. During this time he has supported the site to grow from being a two acre field, to becoming an oasis for play, in one of Dudley's most deprived wards. The service have steered the adventure playground through turbulent financial periods and have successfully developed a range of income generating services which have seen the adventure playground bringing in over 70% of its annual running costs and spend over £70,000 on developing the building and ground this year. Keith has also done a lot of work building relationships with corporates to support sustainability of the service. The adventure playground has received 8 national awards and many local awards in recognition of the service provided.

Keith is leaving Sycamore Adventure in April, when he will be founding "Play to Measure". Play to Measure will provide a range of services for children, families, play organisations and communities.

For more information visit [www.playtomeasure.co.uk/](http://www.playtomeasure.co.uk/) or email [keith@playtomeasure.co.uk](mailto:keith@playtomeasure.co.uk).



**Laura Watkins**

Track: Childhoods

**Play & Privilege**

Godfrey Room

15:30 - 17:00

1 Hour 30 Minutes



Playwork is in my bones - my mum was pregnant with me and at the same time my parents were part of a local project taking a van load of play opportunities to local villages. I have been involved in out of school clubs for almost twenty years and adventure play since 2013 when I helped fundraise to keep Sheffield's adventure playgrounds open and staffed.

lawratalulabel@sky.com

**Lucy Benson**

Track: Celebrating Gordon Sturrock

**Reflective Pactice and Remembering Gordon Sturrock**

Godfrey Room

9:30 - 10:45

1 Hour 15 Minutes



Lucy Benson discovered Charlie Chaplin Adventure Playground 1990s and has been a playworker ever since. She is now Head of Adventure Play at Islington Play Association, who have just won a contract to run 5 adventure playgrounds for 15 years! Lucy met Gordon Sturrock at the National Playwork Conference 2016 and held an email dialogue with him for 2 years. Some of his words will inform the session she is running at the 2020 conference.

lucy@islingtonplay.org.uk

**Lowri Morris**

Track: Forest school, hospital, youth work, play therapy

**The Power of Play in Hospital**

Wood Room

10:45 - 11:45

1 Hour



I am a Senior Health Play Specialist based at Great Ormond Street Children Hospital for Children NHS Foundation Trust, where I previously worked as a Play Worker since May 2013. I have a varied background both in experience and qualifications - I began my career in play in South Wales doing outreach work within communities who lack play provision. I have a BSc in Psychology, MSc in Play and Therapeutic Play, along with my recently completed FdA in Healthcare Play Specialism. I am passionate about promoting and advocating for access to play for all children and young people, as this is essential for their overall well-being and mental health.

lowri.morris@gosh.nhs.uk

**Martin King-Sheard & Gill James**

Track: Conversations around the table

**Getting qualified - new play-work developments**

Up the Stairs

11:00 - 12:30

1 Hour 30 Minutes



Martin is the Workforce Development Officer for Play Wales. Martin is leading on the development and review of a range of playwork qualifications in Wales which include courses for playworkers, playwork managers and playwork trainers. These courses are also being made available to playworkers in England. Martin is based in North Wales and has been with Play Wales since 2006.

Gill James is a playworker and trainer based in South Wales. Gill started her career as a playworker with the local Council working at first on a playscheme and then managing five very large schemes across two housing estates in North East Cardiff. She is an experienced Playwork trainer and has delivered training to a large number of students both in Wales and England. Gill was involved in setting up the Trailblazer Playwork Apprenticeship Group.

martin@playwales.org.uk

## Meynell

Track: Play

### Playworker's understanding of play and why it's important

Andrews Room

9:30 - 11:00

1 Hour 30 Minutes



Meynell is a playworker, trainer / lecturer, and advocate who is absolutely passionate about his work and the way it improves the lives of children. As a qualified teacher, youth worker, playworker and an early years expert Meynell has a very clear understanding of the role of play and its importance in the everyday worlds of children. He has been working with children in one way or another for 48 years and has travelled to many countries across the world, to talk play and playwork directly with face to face workers and also with trainers and academics. He is still a frontline playworker but also works academically having studied to MPhil level and currently [because of also being a bookseller] is one of the very well-read people in the sector. He engages with a number of play academics across the world keeping his thinking up to date and this is reflected in all his teaching and presentations.

meynell@meynellgames.org.uk

## Nick Mealey

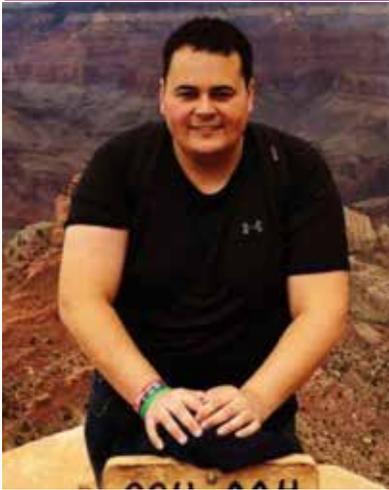
Track: Managing Playwork Provision

### Sustaining your playwork business

Wood Room

16:00 - 17:00

1 hour



My playwork career started when I finished school. I worked as a playworker for a busy out of school club and then for two summers I worked in America on an American summer camp. This experience changed me in the way I looked at playwork and working practices. I worked my way to a manager then an area manager in the same sector. Since 2015 I have been the Managing Director and Owner of Tree Tops Clubs. Tree Tops Clubs offer breakfast, after school and holiday clubs to currently 45 schools across the South and London. I have learnt a lot over my career, from starting off as a playworker to now the owner of a successful company. It's through networking, meeting new people and conferences like this that I am where I am today. If you are running your own business or thinking about starting one, please do network with me, I would be happy to share my highs and lows during my career with you.

nick@treetopsclubs.co.uk

## Penny Keeling

Track: Childhoods

### Perspectives on when a child becomes a young perso

Godfrey Room

9:30 - 11:00

1 Hour 30 Minutes



Penny – is a 35-year-old human who is a mother to 3 children and wife to a long-suffering husband. I am currently the youth development worker at Meriden Adventure playground, having worked as a playworker and a youth worker after gaining my youth work degree. I have spent my life living with dyslexia, now my colleges at Meriden adventure playground live with it to, and have learnt that spellcheck can't be trusted. Can I just say a big thank you at the National Playwork Conference in helping me obtain my degree by supporting in the data collection for my dissertation at Conference in 2018.

Penny@meridenadventureplayground.com

## Penny Wilson

Track: Play

### Making places playable: Un-brushing the landscape

Andrews Room

13:00 - 14:30

1 Hour 30 Minutes



Penny Wilson has been a Playworker in an inclusive Adventure Playground, an umbrella organisation providing play in East London estates and parks, and supporting the design of playable spaces. She is now employed by Assemble Studio to run PlayKX. She has written and talked a lot.

Play@Assemblestudio.co.uk

<b>Phil Woodruff</b>	
Track: Practical	Track: Forest school, hospital, youth work, play therapy
<b>Build your own Miniature Sensory Garden</b>	<b>An Intro to Play Therapy</b>
With a View	Wood Room
9:45 - 10:45	13:30 - 14:30
1 Hour	1 Hour



I am a father of 4 wild and wonderful girls. I have worked as a teacher, community play ranger, therapeutic play worker and mentor. I currently do mentoring in schools around Bath and work 3 days a week gardening at a large privately-owned estate. I started out graduating in Geology but quickly discovered my skills and passion were actually working with children and being outdoors. After initially trying to merge these two by becoming a field studies instructor and then a Secondary Science teacher I soon realised mainstream teaching wasn't for me. I stumbled upon Play work and one of Meynell's L3 NVQ courses and I finally found what i was meant to be doing. Along the way I have become an adoptive Dad and started out studying therapeutic play.

phw4@hotmail.co.uk

<b>Richard McMeekin</b>	
Track: Forest school, hospital, youth work, play therapy	
<b>Forest School vs Playwork</b>	
Wood Room	
9:30 - 10:30	1 Hour



After 11 years working in a pre-school and after-school I took the leap in setting up and opening in collaboration with Northern Ireland Forest School Association the first ever outdoor after-school. The setting was Clandeboye Estate which boasts 2,000 acres of ancient wood. I have completed level 5 in Playwork and level 3 in Forest School. I currently deliver Level 3 in Playwork at Belfast Met and one-off training courses across Northern Ireland. I love visiting setting and seeing good practice.

richardmcmeekin@gmail.com

<b>Rebekah Jackson</b>	
Track: Managing Playwork Provision	Track: Playwork theory and Practise
<b>Eat, Sleep, Train, Repeat... The Playwork Edit</b>	<b>PARS Playwork in Practice</b>
Wood Room	Delahoy Room
11:45 - 12:30	11:15 - 12:15
45 Minutes	1 Hour



Rebekah Jackson is a childcare, early years and playwork consultant and trainer with over 15 years of experience supporting the development of children's childcare and out of school settings in both England and Wales. Rebekah stumbled across playwork early in her career working with children and young people and completed her MA in Play and Playwork at University of Gloucestershire. Rebekah founded her company The Bold Type Ltd after working as childcare strategic lead for a council in Wales. She is a trustee for Wrexham Youth and Play Partnership and a member of the Editorial Board for the International Journal of Playwork Practice.

rebekah@theboldtype.co.uk

<b>Rob Wheway</b>	
Track: Conversations around the table	
<b>AP Inspection Good, Bad &amp; Ugly. How was it for you?</b>	
Up the Stairs	
12:30 - 13:00	30 Minutes



Rob Wheway has worked as a playworker, managed playworkers, assessed unsupervised playgrounds and adventure playgrounds. Also he has assessed children's play in the outdoor environment for play strategies. His research has been non-interactive observational studies followed up by consultations with children and parents. During the last 29 years he has carried out objective research at over 70 areas of housing in England and Wales as well as numerous consultations when new or improved playgrounds are being planned. No ivory tower researcher, he gets his hands dirty assessing/inspecting Adventure Playgrounds so the research is grounded in reality. One of his specialisms is training playworkers to inspect their own playgrounds to be thorough AND maintain the adventure. Free-to-download publications are available from the website: [childrensplayadvisoryservice.org.uk](http://childrensplayadvisoryservice.org.uk)

rob@wheway.demon.co.uk

**Simon Rix**

Track: Practical

Track: Conversations around the table

**Make simple den frames**

**Jam Tomorrow**

With a View

Up the Stairs

12:15 - 13:15

1 Hour

10:45 - 11:45

1 Hour



Simon has been a playworker for over 35 years, mainly on adventure playgrounds, but in development and support roles too. After many years at Homerton Adventure Playground in Hackney where he led development of the first public sector zero carbon building in the country, Simon went on to open Somerford Grove AP with the Haringey Play Assn team; reopen Glamis AP with London Play; develop Lordship Rec with Haringey Play Assn; became a founder of Design and Build (Play), which completed over thirty projects on adventure playgrounds, schools and parks; and ran Meriden AP, developing it into a community hub in North Solihull alongside a brilliant team. Simon is interested in a Situationist approach to space, culture and play, an approach which seems to have the support of Lego and the Welcome Foundation by their inclusion of the Situationist artist Constant in their Play Well exhibition.

simon@designandbuildplay.org.uk

**Tony Delahoy**

Track: On the sofa with Delsy

**A conversation with ?**

Delahoy Room

1 Hour



I fell into playwork by accident in 1984. Like many people at the time I started out as a volunteer at a community play project. Then progressed into full time paid work. Mainly working on adventure playgrounds in England and Scotland. I then got involved in training and development in the midlands while working for a local authority. After that I worked for Sprito/SkillsActive on the playwork workforce development, mainly in the south east region. My next step was to work for Meynell Games as a trainer and development worker. In 2012 I moved to Devon and have been working for Play Torbay in a variety of roles ever since.

tony.delahoy@ntlworld.com

**Tilia Guilbaud-Walter**

Track: Conversations around the table

Track: Practical

**Do playworkers think about the climate crisis?**

**Baskets**

Up the Stairs

With a View

9:30 - 10:30

1 Hour

9:30 - 10:30

1 Hour



I am a child of playwork. I have grown up in this world and now I can say that I am coming to the end of my Level three qualification and I find myself becoming and thinking more and more like a playworker each day. It is in my blood and I am excited to push my knowledge even further. Last summer I worked as a part of the Meynell Games team doing mobile playwork/play ranging and I will be doing that again this summer. I enjoy working with the children and learning and thinking. I am also a poet, an artist and a teenager. I am home educated. I am an activist, a film maker and a child. I am always excited to have interesting conversations, so if you feel like talking to me please do come to either of my sessions (rope basket making and/or why playworkers need to think about the climate crisis), or find me on a sofa and say hi.

tgw1606@gmail.com

**Vicky Edwards**

Track: Childhoods

**The Playworkers Perspective Towards Criminology**

Godfrey Room

11:15 - 12:15

1 Hour



Founder and Coordinator of The Playworkers Travelling Journals. Known for my love of fire you will often find me in the centre of the woods watching the magic. I'm a passionate but an out of the box playworker who brings an unconscious something wherever I go. Currently working as a Play Manager, I consider myself to be extremely fortunate having experienced working in many different play spaces including Adventure Playgrounds, Festivals, Youth Clubs and Out of School Clubs. Whilst working I continue to find time to continue studying, currently attending the University of Chichester on the Early Childhood Top Up programme. I am also working closely with local schools and community groups to highlight the benefits of children's play, supporting those involved to establish a new understanding of children's play. Want to hear more? Let's chat over a drink on Tuesday evening.

vicky.edwards.play@hotmail.co.uk

**The Awards evening is taking place in the ballroom at the Cumberland Hotel.**

**It is a 'Black Tie and Ballgown optional' event.**

**Details of all the shortlisted Award nominees will be found in the Awards brochure on your table at the Awards Dinner and on the Awards website:**

**<http://playworkawards.org.uk/>**

**The venue doors and bar open at 6:00pm so you can get a drink in the Lounge bar before heading on down!**

**Here is the **timetable** for the evening:**

- 18:00** **Doors and Bar open at the venue with Live Music and you can take your table where the first course will be ready for sharing**
- 19:15** **The main course will have been served to your table**
- 20:00** **The awards ceremony begins with your Compère's opening monologue.**
- 20:15** **The first award is introduced and presented.**
- 20:30** **The second award is introduced and presented.**
- 20:45** **An intermission in which dessert is available on a buffet and entertainment takes place on the stage**
- 21:10** **The next two awards are introduced and presented.**
- 21:40** **We honour our dead**
- 21:45** **The final award is introduced and presented**
- 21:55** **The Compère's closing monologue**
- 22:00** **The Ceremony finishes and you can, at your leisure, return to the lounge bar for conversation or stay in the Ballroom for the dancing till 12:00 midnight**

**11<sup>th</sup> Annual Playwork Awards**  
Sponsor **cache** **Training and Mentoring Award**  
Short-listed Nominations  
Caroline Kerr  
Rob Wheway  
Sarah Turton

**11<sup>th</sup> Annual Playwork Awards**  
Sponsor **ipa ENGLAND** **Frontline Playwork Award**  
Short-listed Nominations  
Goldhill Adventure Playground  
Gwealan Tops Adventure Playground  
The Land

**11<sup>th</sup> Annual Playwork Awards**  
Sponsor **Unite CYPW** **Playwork in Other Contexts Award**  
Short-listed Nominations  
Play Gloucestershire  
Pop Up Adventure Play  
Simon Bazley

**11<sup>th</sup> Annual Playwork Awards**  
Sponsor **XPLAY** **Raising the Profile Award**  
Short-listed Nominations  
Islington Play Association  
Swansea Play Service  
Torfaen Play

**11<sup>th</sup> Annual Playwork Awards**  
Sponsor **Play England** **Paul Bonel Special Mention Award**  
Short-listed Nominations  
Carla Powell  
Laura Walsh

Adam Smart	Smartkidz Play
Adrian Voce	Playful Planet
Alex Drury	Wrexham Youth & Play Partnership
Alison Wood	
Amanda Matty	Holiday Childcare Service
Amanda Pick	Guildford Borough Council
Amy Brooks	Wombatz Wrap-around care
Andrei Cornea	Awesome
Anita Grant	IPA
Anna Abimbola	South London Gallery
Anne-Marie Mackin	Freelance
Annette Barnard	
Archie Morrell	Learning Partnership West
Audrey Bobb	Jumoke
Becky Willans	University of Kent/Bristol
Becky Pryce	Awesome
Ben Rodgers	The Toy Library
Ben Williams	Awesome
Bob Hughes	Play Education
Bridget Handscomb	Gwealan Tops Adventure Playground
Caia Fallowfield	Project Play
Carla Powell	East African Playgrounds
Caroline Kerr	Belfast Metropolitan College
Caron (Zheng Qian)	Shanghai Playwork Fund
Catherine Wrench	Out of School Alliance
Chris Hayes	Norley Hall Adventure Playground
Chris Martin	
Chris Roberts	Acacia AP / Play KX / Mudchute Farm
Christina Duff	Active Play Ireland
Claire Moutrie	<a href="#">In2play CIC</a>
Claire Morris	Project Play
Clare Freeman	Out of School Alliance
Conor Stredder	Guildford Borough Council
Deanne Williams	Great Ormond Street Hospital
Donna Eastman	Gwealan Tops Adventure Playground
Donna Bovaird	Kudize Club Ltd
Elise Youngg	Norley Hall Adventure Playground
Ellen Delaney	Meriden Adventure Playground
Emma Lythgoe	Smartkidz Play
Felix Dean	South London Gallery
Gill James	Hybu Ltd
Gloria Gardner	Holiday Childcare Service
Guy Lawrence	Awesome
Hannah Goldsmith	Meynell Games
Jackie Howes	Norley Hall Adventure Playground
Jacky Kilvington	
Jake Stephens	Play KX
Jemma Biggadike	Wombatz Wrap-around care
Jess Milne	
Jill Lane	Norley Hall Adventure Playground
Joan Beattie	Shetland College (UHI)

Joe Boakye-Yiadom	Holiday Childcare Service
John Fitzpatrick	Gwealan Tops Adventure Playground
Karen Hodgson	St. Claires
Kate Comberti	Creative Futures
Katie Lee	Pitsmoor Adventure Playground
Keith Rogers	Sycamore Adventure
Kerry Raymond	Gwealan Tops Adventure Playground
Kirsty Taylor	Child's Play
Lance Lathino	Holiday Childcare Service
Laura Beerling	ESCC Hastings Opportunity Area
Laura Walsh	GOSH
Laura Watkins	Busy Rascals
Lauren Preston	East Hants District Council
Lauren Barwick	Great Ormond Street Hospital
Louiza Cox	5 Star Club
Lowri Morris	Great Ormond Street Hospital
Lucy Benson	IPA
Martin King-Sheard	Play Wales
Melian Mansfield	London Play
Meynell	Meynell Games
Midah Guilbaud-Walter	Meynell Games
Nick Mealey	Tree Tops Clubs
Nicole Bashford	Sycamore Adventure
Nicole Haviland	Milton Keynes Play Association
Paula Madden	Meriden Adventure Playground
Penny Keeling	Meriden Adventure Playground
Penny Wilson	Play KX
Phil Woodruff	TRC/Mentoringplus/Barrow Castle
Rebecca Davey	East Hants District Council
Rebekah Jackson	The Bold Type Ltd
Richard McMeekin	Clandeboye Nature Rangers
Rob Wheway	Children's Play Advisory Service
Sandra Wright	Elan Nursery
Sarah Turton	Clybiau Plant Cymru Kids' Clubs
Sarah Truman	Pitsmoor Adventure Playground
Sharon Parrott	The Exwick Ark
Simon Bazley	Playful Futures
Simon Barnett	Pitsmoor Adventure Playground
Simon Rix	Independent
Siôn Edwards	Chwarae Wreccsam
Sioned Huws	Play KX
Tamara Lewis	5 Star Club
Tilia Guilbaud-Walter	Meynell Games
Tony Delahoy	Play Torbay
Vicky Edwards	The Playworkers Travelling Journals
Wendy Russell	
Wendy Jeeves	IPA
Yan Gough	The Toy Library
Yanina Koszalinski	Pitsmoor Adventure Playground
Zac Walwyn	Sycamore Adventure
Zaqer Mused	Pitsmoor Adventure Playground

# Playworkers Forum

25 - 26 June 2020  
Willow Globe, Rhayader



*'The Playworkers Forum strengthens my focus to make the place that I work at the best it could possibly be and makes me a stronger playworker.'*

**The Playworkers Forum is a two-day, residential playwork training event under canvas that gives playworkers the opportunity to learn from each other and experienced playwork trainers.**

Key themes for this year's event include:

- Implementing Dynamic Risk-Benefit Assessment
- Practical playwork skills
- Play sufficiency at local level
- Child-led research.

## £50 – early bird rate

Book by 1 May 2020  
(£75 – bookings made after this date)

## Who should attend?

The event is aimed at playworkers, play development workers, playwork managers, forest school practitioners and childcare workers and all those wanting to increase their skills and knowledge in playwork, especially in the outdoors.

To book your place visit: [www.playwales.org.uk/eng/events](http://www.playwales.org.uk/eng/events)



## NATURE PLAY & THE THERAPEUTIC SPACE FOR HEALTH & EDUCATION PRACTITIONERS

**DATE: 22<sup>ND</sup> & 23<sup>RD</sup> APRIL 2020**

**TIME: 09.00 – 15.30**

### LOCATION

MILL WOODS, PARK LANE, LAUGHTON, EAST SUSSEX, BN8 6BP  
£175 PER PERSON FOR THE TWO DAYS

This two-day training has been created to help those working with groups of young people and children to understand why some children present difficult behaviours and are unable to participate in the group activities.

You will develop your facilitation skills and ability to work with children that present difficult behaviours and explore therapeutic nature-play skills (e.g. reflective communication and use of puppets & sand) which will engage the group of children and individuals building their emotional regulation, curiosity, imagination and well-being.

***Away Days, Staff Training & Bespoke Training available.***

[WWW.CIRCLEOFLIFEREDISCOVERY.COM](http://WWW.CIRCLEOFLIFEREDISCOVERY.COM) | [HARRIET@CIRCLEOFLIFEREDISCOVERY.COM](mailto:HARRIET@CIRCLEOFLIFEREDISCOVERY.COM) | 01273 814226



Play Scotland is the national organisation for play, promoting the importance of play and working strategically to create increased opportunities for all children and young people to #playeveryday

Contact [training@playscotland.org](mailto:training@playscotland.org) for innovative resources and training including:

- **Play Types Toolkit** - bringing more play into the school day, mapped against Curriculum for Excellence and GIRFEC indicators of wellbeing
- **Parents' Play Pack** - resources and guidance for parents and carers of children aged eight to twelve
- **Getting it Right for Play and Play Map** - strategic planning for play in schools, local communities and local authorities
- **Free to Play** - creating accessible and inclusive play opportunities informed by children's views
- **Level 8 PDA Strategic Planning for Play** - understanding how play contributes to better outcomes for children and communities
- **Play Friendly Schools and Settings Awards** - building quality play policy and practice and sharing effective examples
- **Play Builds Children** - a range of practical play booklets and posters, including messy play and other popular themes.

[www.playscotland.org](http://www.playscotland.org)  
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Meynell Games Bookseller is a specialist seller of new and second-hand books relevant to the play and playwork sector.

We go mainly to sector Conferences and events although a few books are sold through customers directly ordering from us or via our website [www.meynellgames.org.uk](http://www.meynellgames.org.uk)

Whilst we currently stock around 350 new titles and have some 200 second-hand books - we don't sell many and we don't really earn much from what we do.

WE EXIST because we wanted to have all the relevant books in one place for people to be able to browse and to purchase thus providing a single point of call for nearly all the good, relevant, play, playwork and childhoods books.

The people who work in the play and playwork sector are typically low paid – many working at minimum wage but we want them to be able to buy books!

So when we sell books we want them at the same price or cheaper than anywhere else. We strive to be cheaper than Amazon.

We also want to be able to talk to prospective book buyers about the books we sell, pointing them in the right direction to books that will meet their needs. This means that we have read most of the new books and some of the second-hand books that we sell!

When we go to Conferences and events we have 'try before you buy' copies that we put out on stands along a display system of bookshelves so people can actually engage with the books prior to purchasing them. We also like to put out a selection of second-hand books, on a separate book rack, for people to browse.

Not all publishers have been able [or willing] to give us distribution rights or large enough discounts. Nevertheless if we think the book is worth having we will still aim to have a display copy at the event and direct potential buyers to purchase elsewhere.

At some events we put together a selection of books recommended by presenters at that event.

The people who staff bookseller are playworkers who have read many of the books and are knowledgeable about the others.

Bookseller has been very well received everywhere we have taken it and we have been told that it really enhances events.

We try to make no charge to bring bookseller to an event but do rely on event organisers to help us with costs.

In 2020 so far we will be at the National Playwork Conference in Eastbourne, Child in the City in Dublin, the International Play Association 'Prelude to Jaipur' Conference in London and the 21<sup>st</sup> IPA Triennial World Conference on Play and Resilience in Jaipur

## Conference Organiser -- FOOTNOTE

This Conference has been organised and put on by Meynell Games. If you have not come across us before, we are a small non profit distributing organisation working towards making a difference in the play lives of children.

As well as delivering the National Playwork Conference we also publish and distribute the almost weekly FREE iP-D!P magazine.

We are an organisation that still gets our hands messy with frontline playwork services so all the playwork training that we run is also underpinned by our current practice.

**Make us your first call if you want to put on some CPD or qualification programmes for your staff**

We are all struggling so let's try to keep all the finances in the sector and not give them to some faceless corporate!

Thank you for being part of this event - and see you again soon,

Meynell

OFFICE: 01323 730500, MOBILE: 07403 617149

[meynell@meynellgames.org.uk](mailto:meynell@meynellgames.org.uk)

[www.meynellgames.org.uk](http://www.meynellgames.org.uk)

[www.ringworld.org.uk](http://www.ringworld.org.uk)

[www.ip-dip.org.uk](http://www.ip-dip.org.uk)

A massive **THANK YOU** for being  
part of the  
**18th National Playwork Conference**  
and  
a big **HURRAH** to all our wonderful  
facilitators.

**19<sup>th</sup>**  
**National**  
**Playwork**  
**CONFERENCE**

**Tuesday 2<sup>nd</sup> & Wednesday 3<sup>rd</sup> March 2021**

**EASTBOURNE**

**Put the date in**  
**your diary and let's**  
**MEET AGAIN next**  
**year if not SOONER**