

**CONFERENCE
JOURNEY
PLANNER
2023**

**20th National
Playwork
CONFERENCE**

**Tuesday 7th & Wednesday 8th March 2023
EASTBOURNE**

Dear Colleagues, Friends, and Playwork Family

Well, it's that time of year again and here we are; one year older and, hopefully, one year wiser, gathering in Eastbourne to celebrate the world of play and playwork; to meet old friends; to make new friends; and to do a bit of learning and personal growth and development.

Welcome to the National Playwork Conference and our 13th year here on the South Coast.

DO READ THIS WELCOME FROM ME AS IT INCLUDES USEFUL INFORMATION AND HELPFUL STUFF.

Over the next two days of Conference, we will be presenting you with an amazing cast of facilitators with over 40 sessions across 12 tracks.

Our facilitators come from across the breadth and depth of playwork experience and this year we are welcoming more Doctoral Graduates than ever before, nine PhD's, and we are also welcoming one professor!

Some facilitators have been in the sector for more than 50 years but this year we also have more young presenters than ever before. It has always been one of our commitments to try to support new and inexperienced playworkers to facilitate at Conference.

We have been really concerned at the lack of diversity in Conference Facilitators and have been working hard to improve this. You will see this reflected in this years programme.

We also want to Conference to be a safe space for all our participants, so if you experience anything that makes you feel uncomfortable please tell Midah on Conference reception immediately so we can take steps to deal with that negative experience.

The National Playwork Conference tries to hold on to the values that we apply in our everyday work with children in a playwork provision. The Rogerian approach of 'unconditional positive regard' where we show complete support and acceptance of a person no matter what they say or do, is as valid when working with adults as with children.

As a participant, be brave! Try something new; go to a session on a subject that you know very little about; go to a session which might tax your brain more than you really want; take time out from the sessions and find someone to have a chat with.

Use your time at Conference to have conversations, yes, talk to your friends but also sit on a sofa with a stranger and introduce yourself and ask questions. Stop at a lunch or breakfast table with people you don't know and listen to their conversations. There is so much wealth and knowledge gathered here that we would be just a little bit silly not to take advantage of it!



I SAY:

**MEYNELL GAMES
01323 730500**

**“PLAYWORK: THE PROFESSION THAT EXISTS TO
SUPPORT THE CHILD’S NEEDS AND RIGHTS TO
PLAY”**

When I talk about playwork I describe it as the profession that exists to support all children's needs and rights to play. Whilst we don't have anything that is overtly about the child's right to play in the programme this year it is worth noting that it is 10 years since the General Comment on the UNCRC Article 31 was published and there will be a lot more conversations and learning about that at the IPA Glasgow 2023 Conference [you can ask me more about this].

Conference is set up and designed in much the same way as I would a play setting: 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.

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.

Conference is a complex experience and, in the end, it is up to you how you best use your time, but if I may offer some advice: **Step outside of your comfort zone and try to really stretch yourself.**

The National Playwork Conference has grown out of an idea I had in 2001. I have nurtured it and developed it and I hope that it gives you everything you expect and want.

I want to meet and talk to everyone who comes to Conference so, whether we have met before or not please do stop me and say 'Hi'. Even if we have met before there is a good possibility that I will have forgotten your name so please introduce yourself! [I blame forgetfulness on my age!!]

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.

I hope that the next two days will enable you to have a most excellent time!

Meynell

REMEMBER if you spend all your time in sessions then you are not going to get that refreshing five-minute walk along the beach; you will miss out on the 'RO's' that will be taking place; or taking part in any other of the surprise offerings that always occur at Conference.

Midah Guilbaud-Walter Conference Manager



This year Midah has made the huge jump to officially become the Conference Manager. Her work behind the scenes includes all the administrative tasks, supporting Meynell with his thinking, and blocking a few of his more extreme concepts! She has had a hand in almost every aspect of the planning and organising process, and so during Conference she is fully equipped to be your first point of call if there are any problems, questions, or needs. If she can't help you directly, she will find the right person to do so!

In her non Meynell Games life, Midah is has recently completed her undergraduate degree and returned to bookselling, where she is starting to expand her event organising experience into the world of author signings and talks. She is still taking every opportunity to read and research Greek Mythology, and spends her spare time following her favourite bands around the country – fortunately, no tours have clashed with Conference this year!

WITHOUT THIS BUNCH OF WONDERFUL HUMANS



SARAH

SARAH IS THE LONGEST SERVING MEMBER OF THE MEYNELL GAMES TEAM, AND A VERY EXPERIENCED PLAYWORKER. SHE IS INCREDIBLY KNOWLEDGABLE, AND WAS SO EVEN BEFORE SHE GOT HER MASTERS AND PHD. ALTHOUGH SARAH NOW LIVES IN SCOTLAND TEACHING AT AN FE COLLEGE, SHE IS STILL INTEGRAL TO EVERYTHING THAT WE DO.

T'CHALLA

T'CHALLA IS AN EXCEPTIONAL PERSON WITH WONDERFUL PEOPLE SKILLS, HE BRINGS THIS TO EVERY PIECE OF WORK THAT HE IS INVOLVED IN WITH MEYNELL GAMES. HE RECENTLY STEPPED DOWN FROM HIS WORK IN YOUTH JUSTICE SUPPORTING ADOLESCENTS INTO INDEPENDENT LIVING, WHICH MEANS WE GET T'CHALLA BACK AT CONFERENCE THIS YEAR!



DAVE

DAVE HAS BEEN PART OF THE TEAM SINCE TILIA WAS LITTLE, AND SHE REFERS TO HIM AS HER 'PLAYWORK UNCLE'. HE HAS VERY CLEAR WAYS OF THINKING AND BRINGS STRENGTH AS WELL AS KNOWLEDGE TO THE TEAM. IN HIS DAY JOB, HE IS THE CHIEF EXECUTIVE OFFICER OF READING YMCA.



Libby

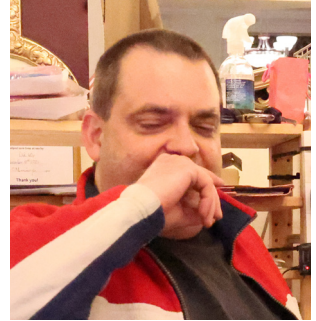
AS THE NEWEST MEMBER OF THE MEYNELL GAMES FAMILY, Libby is proud to have been sharing her skills and knowledge since the age of the dinosaurs. She contributes much to our work, from conversations about how to do things, to helping us reflect on our practice, and a particularly useful skill from her past life in the world of stage and theatre. She also brings us small children which helps us remember just why we're doing what we're doing! When she returns from maternity leave, Libby will resume her role as the manager of Shoreditch Adventure Playground.



CONFERENCE WOULDN'T HAPPEN

GARY

GARY HAS A 'WE CAN DO THAT!' ATTITUDE, WHICH MAKES HIM THE MOST INCREDIBLE ASSET TO THE TEAM. I ONCE ASKED HIM IF SOMETHING WAS POSSIBLE, AND HE SAID 'ANYTHING IS POSSIBLE WITH ENOUGH TIME AND MONEY!' WHEN HE'S NOT WITH US, GARY IS SOLVING PROBLEMS ELSEWHERE, AS A COMPUTER SUPPORT TECHNICIAN.



Sylwyn

I'VE BEEN BACKGROUND SUPPORT FOR THE NATIONAL PLAYWORK CONFERENCE EVERY YEAR SINCE MIDAH WAS IN HER PRAM. MOSTLY I JUST HELP KEEP EVERYONE STANDING, BUT RECENTLY I HAVE TAKEN RESPONSIBILITY FOR THE PLAYFUL DECORATIONS, AND THIS YEAR I'M GOING TO TRY AND PRESENT AGAIN. FOR ME CONFERENCE TIME OF YEAR HOLDS A FEELING OF IMMENSE FAMILY WARMTH, WHICH EXTENDS FROM OUR LITTLE UNIT THROUGH ALL THOSE WHO REPEATEDLY LEND THEIR HELP AND TO EVERYONE WHO COMES AND BECOMES PART OF THIS SPECIAL HAPPENING, IT'S ALTOGETHER A VERY HAPPY HUGGY TIME.



Tilia

FOR ME THE MEYNELL GAMES TEAM IS AN EXTENDED FAMILY. I HAVE BEEN HELPING OUT AT CONFERENCE FOR AS LONG AS I CAN REMEMBER, EVEN WHEN THAT WAS PROVIDING ENTERTAINMENT TO THE TEAM BY DOING BALLET ON THE STAGE WHIST THEY SET UP! I AM A SECOND YEAR STUDENT AT LEEDS BECKETT UNIVERSITY WHERE I AM STUDYING CHILDHOOD, DEVELOPMENT AND PLAYWORK, AND I AM PART OF A SPOKEN WORD SOCIETY. LIKE ALL STUDENTS I LIKE TO DRINK COPIOUSLY SO FEEL FREE TO BUY ME A DRINK AT THE BAR AND HAVE A CHAT.



The Magic Fairy Lady

<https://linktr.ee/sylwyn>



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 by email

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 2023 so far we will be at the National Playwork Conference in Eastbourne, a small play event in Athens, The International Play Associations Triennial Conference in Glasgow and the Club Central conference in the Midlands.



OPAL Outdoor Play and Learning CIC

Proud sponsors of the 2023 National
Playwork Conference



Outdoorplayandlearning.org.uk

Opal Q and A



What is it?

OPAL Outdoor Play and Learning CIC is a national not-for-profit organisation that improves playtime in schools. We have 25 expert mentors drawn from the world of playwork and primary school senior leadership who deliver the OPAL Primary Programme to around 450 additional schools a year.

What has it got to do with playwork?

Our mission is that every primary school child should have an amazing playtime everyday – no exceptions. We bring many of the skills, knowledge and values of the playwork profession and apply them to schools.

Why schools?

Out of 7 years at primary school 1.4 years of a child's school life is playtime. Schools that have done the OPAL programme create the best possible play they can for their children. This means at least 45 minutes of amazing play every day for every child. We have already had an impact on the play lives of between .75 and 1 million children.

What is a CIC?

It's a non-profit community interest company, meaning we invest what we make back into the playwork sector. OPAL sponsors this conference and sponsored places, Project Play to provide play for displaced children in northern France, policy lobbying to improve play in schools, research reports on play, and free online playwork training and online play conferences.

For more information see outdoorplayandlearning.org.uk



The logo for the International Play Association (IPA) is displayed in a stylized, rounded green font. The letters 'i', 'p', and 'a' are interconnected, with the 'i' and 'p' sharing a vertical stem and the 'a' being a separate rounded shape.

GLASGOW 2023



PLAY: RIGHTS & POSSIBILITIES

Countdown to GLASGOW

Play: Rights & Possibilities,

6th – 9th June 2023

#IPAGlasgow2023

We are very excited that the 22nd IPA Triennial World Conference is only four months away. It is the first opportunity for the IPA extended family to come together in-person since 2017 in Calgary. If you have made your plans to come or would like to know more, let us whet your appetite with some details from our **Keynote** programme. #IPAGlasgow2023 is a rare opportunity to hear from some wonderful speakers!



Programme announcement! The State of Play Panels

The State of Play in Scotland panel will explore the landscape for play, policy and practice in Scotland, and the anticipated impact when the Convention on the Rights of the Child becomes part of Scots law.

The International State of Play panel will explore local and global trends and issues impacting children's right to play. Six years since the last IPA World Conference, and 10 years since General Comment 17, we will reflect on the impact of covid-19, conflict, displacement and cost-of-living among other urgent issues of the day.



Keynote Speaker announcement!

Dr Adam Burley

Consultant Clinical Psychologist

discussing the place of play as a central dynamic in human mental health across the lifespan.

"Play is so central to human development, and yet it seems rare outside of children's services that the worlds of play and mental health come into contact. I am keen to explore some of these connections through the lens of early adversity and its impact on play relationships."



PLAY: RIGHTS & POSSIBILITIES
www.ipaglasgow2023.org

Towards a unified playwork theory for provision for play.

Bob Hughes

Introduction

What is meant by good play provision, what does it do and what is it for? You might say, "To facilitate play, of course", but what's that, given that we all have such very different experiences of it.

In the past few years, the knowledge base about play has not only grown, it has been revolutionised by science, and one has to ask whether our thinking regarding what it is, and what we do with that knowledge, in terms of making provision for play, has kept pace with what we now understand play to be and do?

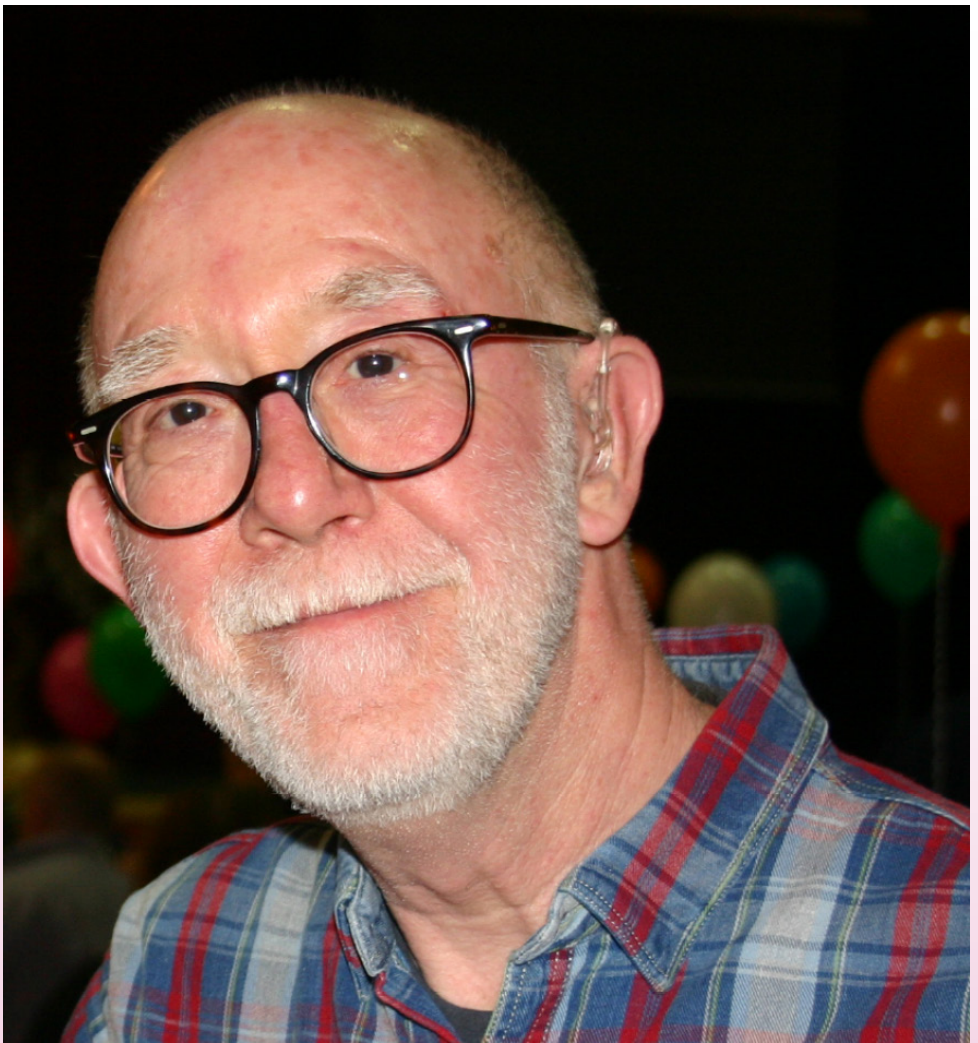
A Review of Play.

As you know, play is not only what we see – for example children engaged in hide and seek, skipping and climbing trees - these are outward manifestations of a process that is also happening under the surface; while these activities are in motion, a complex multifaceted process that drives the playing child to engage in them, is also underway.

For as well as being something which is visible, play is also invisible - a neurochemical phenomenon, a neurological phenomenon, a genetic phenomenon, and an evolutionary phenomenon too. That last category being perhaps the most profound. Konner (2010) quoting the great evolutionary geneticist Dobzanski, said, "nothing in biology makes sense except in the light of evolution, we can now say that nothing in childhood does either". "And yet", said Konner, "until very recently most of psychology, and here I would include playwork, care and early years too, was carried out as if evolution had never happened (p 2-3).

And yet the games, the social interactions, the creativity that are intrinsic to play, are hugely important conduits that bring these deeper evolutionary processes into contact with the world around the child, and which through the child's senses and behaviour, have the effect of informing both the child, and those deeper individual processes about the current state of the world and of its status in it.

It was Konrad Lorenz's work that originally brought the complexity and importance of play to my attention. In 1972 he wrote that natural selection would favour the most playful individuals "for", he said,



“they will have acquired more useful information about the potential or otherwise of the environment **and** of their actions on it”. Since that initial pronouncement, that those who play will survive better and longer, our understanding of the relationship between playing and evolution, adaptation **and** our species capacity for avoiding the pressures of extinction, has gone through an incredible evolution itself.

For since the mid 1990’s in particular, play has been shown to have an indispensable/intrinsic role in numerous processes vital to human survival and to human development.

Including:

Brain plasticity/growth (Byers 1998)

Neural organisation (Brown 1998, Sutton-Smith 2007)

Muscular growth (Byers, 1998)

Resilience and optimism (Maston 2001, Rutter, 2006, Lester and Russell 2008)

Flexible problem solving (Bruner, 1972, Sylva 1976 and Konner 2010)

Cortical maps and consciousness (Damasio, 2000, Brown 1998)

Ecological immersion and spatial navigation (Orr 2002)

The development of adaptive strategies (Burghardt 2005)

“Rolling with the punches” of life (Siviy 1998)

Maintaining good relationships (Pellis, 1998)

Good physical and mental health (Harlow 1971, Brown 1998, Sutton-Smith 1997, Stevens and Price 2000)

I could go on.

So, the science seems to be pretty categorical that play is the evolutionary engine, or at least one of them, that today drives every child on this planet, and that that has been the case for millennia, certainly since the Palaeolithic Age, up to 40 thousand years ago, although Fagan (1981, 1987) places the origins of social and locomotor play nearer the dawn of mammals, 200 million years ago (Burghardt 2005).

So, this list is not just impressive, its implication is that play feeds into almost every process on which our development and survival as a species depends, and always has.

But what is play?

Burghardt (1998, 2005) suggests that the term encompasses several different behavioural repertoires, and this is in line with my own play types taxonomy, that lists 16 different types of play. Burghardt says these different play types have different causal bases, functions and phylogenies, that is, they have evolved at different points in our evolutionary history, for different reasons and to do different things. Although we can only speculate on what those things might be, I suggest, simply because they have continued to be retained throughout millions of years of natural selection – and not be select-

ed out - that they have a great deal to do with avoiding extinction, and the fact that as a species we are still here at all.

Most of the recent ground breaking data about play are derived initially from ethological studies of species in the wild, or from species kept in stimulating spaces, where the beneficial outcomes of playing seem governed only by their natural drive to play and the nature of their conditions. This realisation is key to any meaningful re-evaluation of play provision. For it implies that the relationship between play and the outcomes listed earlier, has to include a high degree of freedom and self-reliance, behaviour unfettered by cultural expectations, morality or human social hierarchy; life in a world of spontaneity, curiosity, and exploration if you like. Whilst this may not feel like a particularly conducive **social or societal** construct, given that we are talking about children's evolution, adaptation and particularly their survival, it does feel like a fitting biological one – it may not suit our modern preconceptions of how children should behave or be socialised, but from a biological viewpoint it makes good sense.

Demonstrating just how potent is the impact of this free, wild, spontaneous and repetitious behaviour, notwithstanding the earlier list, Byer's is quoted, (Konner,2010), as saying "The idea is that natural selection designed play to shape brain development, and most likely they [the species he was observing at the time] are directing their own brain assembly", This idea of brain self-modification is actually a well recorded phenomenon. Many songbirds for example, as young birds have to perform the **motor** act of singing (subsung), before the structure of neurons that make audible song possible can even be created (Marler 1970, Kroodsma 1981).

This is what Byer's is suggesting, ie that playing, perhaps drawing from what Panksepp (1998) identified as the thalamus area in the brain (perched on top of the brainstem), is designed by natural selection to construct and organise a human brain that 'fits' and 'anticipates' as Dennett (1997) says, the organism's evolutionary needs.

It makes great survival sense for any organism to have evolved a way of adapting its brain in line with contemporary changes in the environment.

But as well as orchestrating the deeper processes like brain self-modification, play is also a visible phenomenon, it can be seen. Recently I described this visual aspect in terms of a succession of different, almost 'magical' behaviours that when able to interact with certain kinds of environmental characteristics, actually create these

deep outcomes.

What are these so-called magical behaviours and what do they require from the environment? Well, what do we see when we observe children playing? We don't see play types, that's for sure, they're an interpretation of what we do see and they have to be learnt. And, describing what we see in terms of games and creativity also falls short of reality. What I see is a continuously changing canvas of spontaneous inter-reactions between the playing child and everything around it, a pattern of behaviour which I described almost as a dance, that incorporates assorted historical, cultural, behavioural and metaphysical elements of each child's life:

Activity

Paranormal Choreography of Play Types

Animating the Inanimate

Invisibility and Flight

Recapitulation

Shared Narratives

Pre-proto & Post-proto Routines

Synch of Game Intent and Structure

Spontaneous and Free Expression

Sensory/Emotional Synthesis of Action

Cues and Meta Signalling

Journeys of Metaphysical Exploration

Flow or Circulation = Navigation

Translation

Second guessing other's behaviour

Building relationships with everything

They can imagine disappearance and flight

They revisit their evolutionary history

Children everywhere play the same games

Increasing complexity of behaviour

Game rules and outcomes change

Independence/Children in their element

Whole body hyper-coordination/calibration

Instant fluency in non-verbal language

Consciousness of mortality/universality

Fluency of movement

Making Provision.

I believe that it is these archetypal behaviours that generate the outcomes I listed earlier. However, the practical question for us is, what kind of environmental characteristics best activate these behaviours? We can get some clues from the ethological studies.

The biggest problem faced by play people and the children they work with is the disparity between what the ethological literature implies is needed – large, wild, free, autonomous, modifiable, novel, challenging spaces, and what society tends to be prepared to both tolerate, pay for and offer – normally cramped, restricted, boring, unchangeable and safe spaces.

Play is an evolved and evolving group of biological behaviours. I hope I have at least demonstrated that? That means that play cannot operate successfully according to inflexible social or community norms. Johan Huizinga recognised this when he stated "Play is older than culture, for culture however inadequately defined, always presupposes human society, and animals (and children) have not waited for man to teach them how to play."

The point is, we have to tailor our thinking about play, to what play is, and not what we want it to be. The square peg of play cannot fit into the round hole of society; society has to reorganise itself to 'fit' round play. After all, you can't make our lungs enjoy polluted air; it's nonsensical to expect that you can, so we introduced clean air legislation. We need that same focus with play. What the early part of this paper was describing was a biological process, in a biological context, and its biological outcomes. If we want the outcomes, we have to facilitate the process that makes them possible by changing into a more bio-evolutionary society, and not expect play to adapt itself to a process of our choosing and convenience – biology doesn't work like that. So, what are the general characteristics a play environment needs to have, to enable these magical behaviours, and facilitate the deeper outcomes?

© Bob Hughes 2010

Our Tribute to Bob Hughes

Bob was not only a wonderful deep thinker and an incredibly intelligent man but he was also my friend. He was a regular at Conference and his words and writing have inspired thousands of playworkers.

I visited an Adventure Playground in Slovenia where they completely understood and implemented playwork practice, and when I asked where they learnt playwork; it was from reading Bob's books!

Our tribute at Conference is a spiral of Bob's books, leading to a comments book for you to contribute your words or drawings of how you remember him, how his work influenced yours, or any other memory you would like to share.

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

- 1) You won't be able to attend every session that you want to go to. You will see, when looking at the Visual Timetable, that sessions start at random times; this is to try to make you slow down! So, I suggest you choose three sessions for the Tuesday and two for the Wednesday that you really want to go to and then if you comfortably fit in more then do so
- 2) BUT please do not session hop (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 and you will most likely not be able to engage in the content.
- 3) Not everything is on the programme or mentioned in this Journey Planner, so watch out for pop-up sessions on sofas or at tables as these semi structured conversations will be happening randomly.
- 4) Visit the exhibitors in their alcoves.
- 5) Go to the bar on Wednesday to meet the Playwork Foundation
- 6) If you want to meet someone, tell Conference reception and we will find them for you.
- 7) Introduce yourself to strangers, sit at a table where a conversation is happening and listen in
- 8) Be kind





**HOW
DOES
CONFERENCE
WORK?**

How does Conference work?

Hopefully you have already looked at everything online and now you are holding your pretty personalised Journey Planner, but what do you do next?

Let me try to explain: You have already made a journey to Eastbourne and Conference is going to extend that journey from the physicality of travelling to the intellectuality of thinking, reflecting, learning and hopefully a decent chunk of pleasure

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.

So, if there is a particular area or thing that interests you then you can follow it for the whole track, 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 well that could be your choice!

So here again, 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.



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 yellow 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 a myriad of different ways.

If you are here with a colleague, **it could be considered really stupid** if you go to the same session as each other! Double your outcomes by going 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, but 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.

In our work as playworkers we would not do anything that would make the child or young adult 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. If something does happen that makes you feel uncomfortable make sure to tell Conference reception so we can sort it out. There is no space at Conference for any type of lack of respect

There are other ways of choosing what to go to:

You do not have to choose by track. You can choose by:

Looking for sessions on a specific subjects [like 'Gender', or 'Digital thinking']

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

Or 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.



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. Slowdown 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!

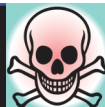
Yes, we know there are far too many sessions, debates, discussions, papers etc. for you to get to do everything. We get at least one person every day complaining that there is too much to do! We could have offered only a limited number of sessions, and we could have scheduled everything to run concurrently, 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 giving you the widest number of opportunities and that's just not the way we do things!!!!!!!!!!!!



Where do I smoke?

You don't.



Cigarettes and tobacco kill hundreds of thousands of people every year. Each day in the UK, over 200 people die from smoking alone.

The nicotine and other poisonous chemicals in tobacco cause lots of diseases, like heart problems and some kinds of cancer. If you smoke, you hurt your lungs and heart each time you light up. It also can make it more difficult for blood to move around in the body, so smokers may feel tired and cranky.

The longer you smoke, the worse the damage becomes.

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 over by a car as you cross the road! And if you make it to the beach – put your butts in a bin!





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

The hotel wifi is available throughout the common areas and session rooms.

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 unkind 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 Restaurant.



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 'Playwork in Progress plenary at 14:30) 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 and downstairs of the Lansdowne Hotel. There will be some other excitements going on in hidden and out of the way places. Either you will find them or you won't!

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. . We have not yet achieved this! Ever!! At the time of going to print we are considering live streaming some to the Meynell Games YouTube channel

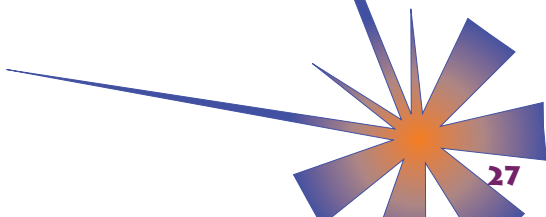
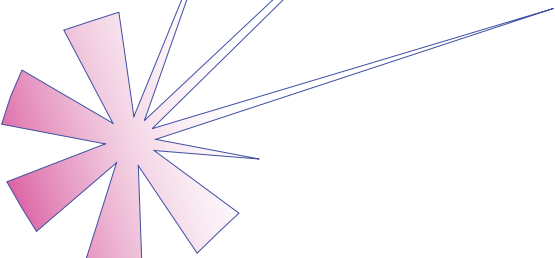
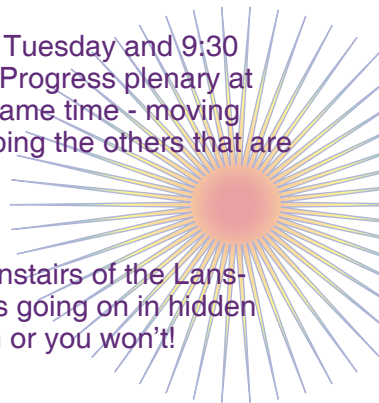
Do I have to go to sessions?

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 are the toilets?

Toilets are all signposted or you could ask! If you are a Full Delegate, you also have your own personal toilet in your room!

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 area. 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 will need to check out on Wednesday morning by 10:00am as the hotel needs to get rooms ready for bookings coming in on the Wednesday. We have a bag drop room downstairs

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 the Conference Team know on our reception desk and we 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 alternative milks 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. If you want a speciality coffee these can be purchased at the bar.

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 'Vegan' please ensure that you do not take it but leave it for those who really need it.

These are the Tracks

Finding the correct room for your session is nice and simple. There are three rooms along the corridor away from the reception and past the bar, and two more rooms downstairs. The practical sessions will start in the restaurant.

TUESDAY

Legacy of Bob Hughes

Bob Hughes, who died in November 2022, was the parent of modern playwork. Many of the aspects of current thinking in playwork practice came from the brain of Bob Hughes, forged in the cauldron of his practical experience and his academic thinking. This track pays tribute to this legacy through playworkers talking about how a particular aspect of Bobs thinking and writing has affected the way they do their playwork.

Playwork Theory

Historically, playwork theory has been limited to psycholudics, play types, compound flexibility, loose parts, and the playwork curriculum. But there is new, emerging, playwork theories, so we want to look at how we use the historical theories and what the new theories can give us to improve the way we work.

Playwork in Schools

With the growing attention to the child's need to play in school breaktimes, and the benefit that has to the learning opportunities across the whole school, and the increasing number of people involved in playwork thinking in schools, this track aims to explore the evidence that supports the benefits of playwork practice in schools; the barriers that have to be overcome; and the skills that a school's play team needs to have.

Risk through the Ages

Understanding the importance of children engaging in risk in their play; thinking about the risk-taking behaviours of different ages of children; the neuroscience of risk taking; and an understanding of how attitudes towards children and risk in their play has changed, is what this track is all about.

New Research

The lack of rigorous academic research in the playwork sector has often been commented on but recently there have been a significant number of playwork people working on and completing PhD's - this track presents some of the findings from recent doctoral graduates.

Practical Sessions

If one is sticking to a pure playwork approach, then one knows that running activities could be seen as adult led and not freely chosen by the child. However, there are times when it is entirely appropriate for the playworker to offer a new experience to the children who attend their setting, and to spark play opportunities by delivering a specific

play opportunity. In addition, the sessions in this track do provide the conference participant with both the opportunity to take a new idea back to their setting, but even more the chance to have a bit of play for themselves.

WEDNESDAY

Playwork

This is the National Playwork Conference so we need a track just about playwork and in this track we are going to be argumentative, thought provoking and reflective. We will be talking about what playwork is and what it can achieve.

Diversity and Inclusion

In our rush to provide stimulating and quality play spaces for children, it is often that settings do not fully consider how they make themselves inclusive and/or welcoming to children and their families from diverse backgrounds. In this track, we will hear examples of good practice, and question what we need to do in the playwork sector to support inclusion of all people, not just the children, but in our workforces as well.

Play

If a playworker's role is to support the play process, then a full understanding of play is paramount to good playwork practice. But the playworker's understanding of play needs to be more than playwork principle 2 'freely chosen, personally directed, and intrinsically motivated'. In this track we want to explore some different approaches to play, from gamers to neuroscience, from old theorists to modern thinkers.

Playwork in non-traditional environments

Playwork as an approach to supporting children's play that is freely chosen, personally directed and intrinsically motivated is recognised as the most appropriate way of working in adventure playgrounds and after school clubs but it is also the way that works well in other settings and other approaches in providing the opportunity to play. Here about those provisions in this track.

Policy and Strategy Work

In order for the playwork sector to have the opportunity for growth, and to be in a position where it can effectively lobby across the UK's political structures, we need to understand how to influence policy; how to prepare and present strategies; and how to present the case for the playwork approach to children's play.

Playwork Foundation

The Playwork Foundation aims to promote Playwork to policy makers, parents, the media and the world at large, so that over time, more children benefit from the Playwork approach. Our aim is also to support the Playwork community, working with partners and allies to strengthen our network.

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 the team 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 installations tucked away around the venue which offers you an opportunity to see what other people in the playwork world are offering.

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



Helping Out of School Businesses to Thrive

Where great **playwork**
practice **meets** great
business practice!

Next conference: **October 2023**

Date and Location: **TBC**

Follow our socials for 'breaking news'



[club-central-conference](#)



[ClubCentralUK](#)



PARS[™]
playwork practice

A brand new playwork adventure!

International playwork
learning community

NCFE-accredited
programmes

Research

Publications

www.commonthreads.org.uk



@parsplaywork



© Shanghai Playwork Foundation

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



NCFE

CACHE

NCFE is an educational charity and leader in vocational and technical learning.

Included in our portfolio are gold-standard CACHE qualifications, which have a reputation for excellence and leadership in care and education.

Our sector-leading CACHE product portfolio includes provision in playwork, which helps learners to raise professional standards across the sector.



Visit [ncfe.org.uk](https://www.ncfe.org.uk) for more information

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 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 providers

www.outofschoolalliance.co.uk

A Greener Understanding of Article 31



Litter
Pick &
Play!

Do you work with children
& young people?

1 Download our Toolkit

Are you a champion of
children's right to play?

2 Plan your event

Do you care about the
environment?

3 Share your success

Part of the International Play Association World Conference 2023 in Glasgow



Scan the QR code to find out more
about the project and get involved.



A photograph of children playing on a red net structure outdoors. The net is stretched between trees and a wooden post. A girl in a white dress is climbing on the left, and other children are visible on the net. The background is filled with green trees and grass. The text 'TUESDAYS SESSIONS TRACK BY TRACK' is overlaid in large, bold, yellow-green letters with a black outline.

**TUESDAYS
SESSIONS
TRACK
BY
TRACK**

A question of quality	9:30-11:00	Ali Wood
	1 Hour 30 Minutes	
<p>In the mid 90's Bob wrote and produced Play Environments: A Question of Quality. This session is about the impact that book had (and still has!) on my own playwork practice and how it also inspired me as a playwork trainer. There will be reflective stories of me putting all this into practice, interspersed with interactive and participative activities on some of the sections in the book - most notably IMEE, Ambience and Constraints Indicators and the Playwork Curriculum. Bob has left us a huge and timeless legacy that will continue to inspire and challenge us for generations. He has passed the baton on to us and If we spend time analytically reflecting on his words and how they impact on our attitudes and practice, we will keep that baton live...</p>		
Relevant to Principle 7	Bob's work has always made me consider my own impact on children playing and theirs on me - this book is no exception!	
<p>aliwood@blueyonder.co.uk</p>		

Lessons on physics; lessons in play	11:15-13:15	Sam James
	2 Hours	
<p>Modern physics: Relativity and Quantum Mechanics, two of the greatest scientific achievements in human history, have redefined the way we view the world, influencing almost every aspect of our society. Might they also be used in our understanding of play? **Expect the world as you know it to disappear as we play with play; exploring it through the lenses of relative space-time and quantum weirdness, where nothing is as it seems: a world where certainties vanish and the impossible becomes possible... Much like in play itself!</p>		
Relevant to Principle 6	Explores new ways of looking at play	
<p>sammy.james46@yahoo.co.uk</p>		

It's a surprise!	13:30-14:30	
	1 hour	
<p>Relevant to Principle</p>		

Remembering Bob	14:45-15:30	Dr. Morgan Leichter-Saxby
	45 Minutes	
<p>Bob Hughes was a widely-loved and staggeringly clever playworker. I was lucky enough to know him a little at the start of my career. This session includes stories from our professional friendship, and shines a small light on how his personal qualities and playwork ideas informed one another. He was incredibly influential on my playwork and the whole community, and remembering the best of what he shared is part of our collective reflective practice.</p>		
Relevant to Principle 1	It was central to Bob's understanding and contribution	
morgan@popupadventureplay.org		https://www.popupadventureplay.org

IMEE and RAP: Conversations about playwork	15:30-17:00	Bridget Handscomb John Fitzpatrick
	1 Hour 30 Minutes	
<p>In this workshop we will explore a variety of playwork questions and concepts based on Bob's work developing methods to support quality playwork. IMEE (Intuition, Memory, Experience, Evidence) and RAP (Reflective Analytic Practice) will inform our discussions. As Bob says in 'Evolutionary Playwork', we will be engaged in:***'A meditation that incorporates an immersion into both the play space, the children who play there, and into one's own childhood.' (Hughes, 2012 p.265)**This is a participative session requiring us all to use self-knowledge, teamwork, honesty, openness, listening and reflective skills whilst drawing on our own direct playwork experience.</p> <p>This session is aimed at playworkers who are actively involved in daily practice and can apply the methods to a setting. We will be sharing personal perspectives on:</p> <p>What kind of playworker you are?</p> <p>What has influenced you in becoming the playworker you are?</p> <p>What were your own play experiences?</p>		
Relevant to Principle 7	The basis of this workshop is about all aspects of playwork and therefore the Playwork Principles are applied holistically.	
manager@gwealantops.org		https://www.gwealantops.org



A quick tour of playwork theory	9:30-10:30	Vicky Edwards
	1 Hour	
Ask at reception for more details or check the website		
Relevant to Principle		

What should the adults be doing?	10:45-11:45	Sarah Turton, Laura Walsh, Dr. Sylwyn Guilbaud
	1 Hour	
Here is an opportunity to listen to the perspective of three very different people who have knowledge of working in very different environments, talking about the role of the adult. After a brief introduction from each of the panelists, you will be encouraged to ask questions to provoke more thinking and dialogue.		
Relevant to Principle		

IPA Conference Glasgow 2023
6th -9th June 2023

Take part in our conference

PLAY BREAKS

Interactive workshops where YOU get to learn about and experience a play based activity to then incorporate into your own practice.

It's time to **play!**



#IPAGlasgow2023

[BOOK NOW](#)



Playwork in wrecked communities	12:00-13:00	Mick Conway via Zoom
	1 Hour	
<p>We need to think about what is going on in children's lives outside our playwork four walls or fence. Otherwise our playwork is unauthentic. Could we be failing as playworkers by focusing on just our playwork? Most children today live in very stressed communities - way more stressed than in the 1969 Belfast war where I started my playwork life, way more stressed than 1980 where suddenly 70% of the parents of kids at Bermondsey adventure playground were on the dole as the docks, the print business and other local small industries shut down. They are way more stressed by fear of gang culture, inability to play out on the street with their neighbours and friends.</p>		
Relevant to Principle 5	Our job is to create the conditions in which play can happen. But that is greatly influenced by outside factors.	
mickplayfile@gmail.com		

Playful by design: Free play in a digital world	13:45-15:15	Professor Sonia Livingstone
	1 Hour 30 Minutes	
<p>The Digital Futures Commission (5Rights) co-developed a design tool, informed by the voices of children, parents/carers and professionals who work with children, including playworkers and play experts. **Playful by Design embeds free play in digital contexts, addressing hygiene factors such as safety and privacy as well as children's positive right to play freely. We take a child rights approach that builds on the long history of ideas about free play. **But there is a gulf between those promoting free play in physical contexts and those keen to improve digital contexts. Can this gulf be overcome? This session will use our design tool (a pack of cards) to debate how to support children's play simultaneously in digital and physical contexts.</p>		
Relevant to Principle 2	The digital environment can be unsafe, coercive and exploitative: so how can it be designed differently, to support free play that's intrinsically motivated and child-led?	
s.livingstone@lse.ac.uk https://digitalfuturescommission.org.uk/play-in-a-digital-world/		

Time and time again	15:30-17:00	Simon Rix
	1 Hour 30 Minutes	
<p>At conference a couple of years ago, I began to explore Playwork practice's relationship with and facilitation of the concept of time. We touched on what 'time' means from seasonal rhythms to personal and collective history, experiences of time in play settings and their relationship to the concept of Separation - which is separation from one's historical agency. In this session I hope to expand this discussion into Playwork practice.</p>		
Relevant to Principle 1	It looks into an aspect of why play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.	
simon@designandbuildplay.org.uk https://apiuk.org/		

PLAYFUL DESIGN

by

FREE PLAY IN A DIGITAL WORLD



ESTEEMED CREATIVES

Democratic Creative Arts
COMMUNITY & OUTREACH

C.I.C.



We provide rich creative environments bursting with opportunities for exploration, expression & connection, using agile tools and systems to facilitate self-directed, youth-led community experiences.

YOUTH COMMUNITY

@ Projekts Skatepark
(Manchester)
Tue, Wed, Thur
from Sept 2023

A creative hub for home
educated/educationally
disengaged people from
5-18 years old.

IMMERSIONS

for school groups,
third sector
organisations
& festivals

Full day democratic,
creative workshops
facilitated in the
setting of your
choosing.

We are currently recruiting volunteers
for the following roles:

**Artists & Playworkers, Board Members,
Bid Writers, Promoters & Partners**

If you feel like you're a match to any of the above or, if you've
got other dope skills to offer to the project... **GET IN TOUCH!**



CONTACT US/KEEP IN THE LOOP:
esteemedcreatives@gmail.com
www.esteemedcreatives.org.uk
www.jyotiimix.com



What are OPAL doing to play in schools?	9:30-10:15	Michael Follett
	45 minutes	
<p>What if every school provided outstanding play for every child every day? What if schools understood playwork and provided playwork-trained staff? Come and hear how OPAL is revolutionising play across the UK school system and worldwide in Poland, Spain and Eastern Europe and as far as Malaysia. Hear how about the changes in practice, training and research OPAL is pioneering is one of the most positive bits of news for the playwork sector in many years.</p>		
Relevant to Principle	The session covers the application of all of the principles	
michael@opalcic.org		https://outdoorplayandlearning.org.uk

Making the case for play in schools	10:30-12:00	Ana Ardelean Kate Smith
	1 Hour 30 Minutes	
<p>A session for everyone interested in ensuring children access good quality play where they spend a large proportion of their childhoods - in primary schools! Whether you are a parent/carer, grandparent, playworker, support worker, school staff member or overall play enthusiast, join the session to uncover some of the most interesting findings from the first-ever comprehensive review of the academic and literary research evidence supporting the case for better play in primary schools. The review authors will also draw on their own experience of play development work in schools, while exploring how the instrumental, institutional and intrinsic values of play can be combined for amazing play provision in school, for every child, every day. We will close the session with the opportunity to reflect on what we can all do, collectively, to improve the current state of school play.</p>		
Relevant to Principle 3	Both Principles 1 and 3. At its core, the research review is based on acknowledging that all children and young people need to play, that the impulse to play is innate and that play is a biological, psychological and social necessity, fundamental to the healthy development and wellbeing of individuals and communities. We cannot start to make the case for play without establishing that fact, so number 1 was a guiding principle. Moreover, the prime focus of the review is to support and facilitate the play process in the school context while informing the development of national play policy, strategy and training around play in UK primary schools, meaning principle 3 both underpins the literature and is an outcome of it.	
opal.anaardelean@gmail.com		

ALC's: the anarchistic bridge between playwork & education	12:15-13:45	Jyoti Imix
	1 Hour 30 Minutes	
<p>Playwork and education should never be uttered in the same sentence... or maybe they can be! Agile Learning Centres are a radical branch of the democratic education family, based on self direction & mutual aid. Jyoti is an old school playworker who spent time researching ALC's in both California and Romania. She is passionate to dissolve the divide between playwork and education so that we can unite as children's rights advocates across society. This talk will take you deep down the rabbit hole of self directed learning, rattling old ideas, sharing inspirational nuggets & introducing you to systems to support horizontal relating and youth empowerment.</p>		
Relevant to Principle 2	ALC's exist as rich environments for self directed action	
hello@jyotiimix.com		https://www.jyotiimix.com

Can access to quality play exist in schools?	14:15-15:15	Lizzy Fleming Llew Jones
	1 Hour	
<p>Within this session, we will share our experiences of designing and building playable landscapes within schools. What happens when challenging play structures are introduced to schoolyards, often populated with risk-averse staff? How we have learned to encourage them to take a play-centred approach and the associated challenges and highs of taking a community on a journey into exploring play. How can play design can also environmentally mitigate the effects of climate change reducing children's access to play, and how that can be achieved on a budget without compromising play value.</p>		
Relevant to Principle 1	We critique the value and role of play in schools, is it possible in an adult led setting?	
lizzy@madefromscratchltd.co.uk		https://www.madefromscratchltd.co.uk

Including the excluded: Playworking in PRU's	15:30-17:00	Simon Bazley
	1 Hour 30 Minutes	
<p>Simon will share his experiences of working in three different pupil referral units (PRU's) over his playwork career and how this work has informed his planned work in a fourth and larger PRU. This isn't a sales pitch for my own work, but rather jointly exploring how a playwork approach can be utilised by anyone to support children's wellbeing, whilst helping struggling education and/or care settings to support theirs too! I'm often asked to help pick up the pieces of settings that are perceived as failing children (and often are). I thought I'd like to share how I think playworking can indeed help pick up those pieces, but also how we can collectively as a sector help to limit the harm in the first place.**Discussion & questions welcome</p>		
Relevant to Principle 4	For me it's all about advocating for enhancing children's opportunities for playing via a playwork approach.oach	
simonjbazley@gmail.com		https://www.facebook.com/playfulfutures

It's gonna end in tears...	10:00-11:30	Kurti Birkenbeil
	1 Hour 30 Minutes	
<p>.. is the stance of many if not most adults when it comes to children's playfighting as a form of rough and tumble play.**What is yours as a playworker? Do you see it as the fundamental form of play and are you ready to fight for it within adult let agendas? How do you provide for it?***When was the last time you did it?***Let's look at some theory, reflect on do it.***You are asked to contribute to the Risk Benefit Assessment of the session and wear whatever you consider as fit for rough and tumble clothing.</p>		
Relevant to Principle 4	Working with children we have a duty of care. As playwork practitioners we need everyone's trust in looking after children. How can we not only stand up against the widespread belief that play fighting as a form of rough and tumble is a preparation for violence but promote it as the fundamental form of play?	
opal.kurti@gmail.com		

Playwork and risk: Beyond elfin safety	11:45-13:15	Harry Shier
	1 Hour 30 Minutes	
<p>I was an adventure playground worker in the 1970s. We scrounged old timbers from demolition sites to build climbing structures and giant rope swings. Other favourite activities included light-ing fires, cooking, den-building (with indiscriminate handing out of hammers and saws), and various arts and crafts involving sharp knives.**Hearing old-timers reminiscing about the good old days is all very well, but I want to use these reminiscences to start a conversation beyond clichés about “elfin safety” .***§ How and why have attitudes to risk and safety changed over the years?***§ The climate of fear, and the compensation culture.***§ Responsibility, responsabilisa-tion and blame. ***§ Socialism and individualism.***§ Real playwork in a risk-averse age.</p>		
Relevant to Principle 8	“All playworker intervention must balance risk with the developmental benefit and well being of children”.	
harry@harryshier.net		https://www.harryshier.net

Risk taking in teenage play	13:45-15:00	Siôn Edwards
	1 Hour 15 Minutes	
<p>Mae'n haws dweud “mynydd” nag i fynd drosto / It's easier to say “mountain” than go over it.**As far as possible, playworkers put their faith in young people at play to manage their own risk. We also know that teenagers, generally, take more risks. Where or what are the pivot and tipping points between their freedom to play in their own way and our duty to protect them (and others) from harm? Is there a time when young people need to move on from playwork settings? How do we manage the needs of young people and younger children? You're invited to reflect on your practice, retrospect on your own teenage self (if you can remember) and pick up breadcrumbs of research and thought as we discuss this area together. We may even find some solutions!</p>		
Relevant to Principle 8	Balancing risk-taking with developmental benefit and well being.	
sion@theventure.wales		https://www.theventure.wales

Doing risk benefit assessments	15:30-17:00	Vicky Edwards
	1 Hour 30 Minutes	
Ask at reception for more details or check the website		
Relevant to Principle		

More about It's gonna end in tears...

The play brain circuit, as identified by neuroscientist Jaak Panksepp, is a neural network that is activated during play and is associated with the experience of positive emotions such as joy, excitement, and pleasure. Similarly, the Sovereign archetype, as described by Carl Jung, embodies qualities such as benevolence, responsibility, and leadership that can promote positive play experiences.

In this context, joy can be seen as the link between the expression of the play brain circuit and the gateway emotion of the Sovereign archetype. As individuals engage in play and activate the play brain circuit, they may experience positive emotions such as joy, which can then facilitate the expression of the Sovereign archetype's qualities of benevolence, responsibility, and leadership. Conversely, by embodying these qualities, individuals may be able to facilitate positive play experiences that activate the play brain circuit and lead to feelings of joy and fulfilment.

Overall, joy can be seen as a key component of both the play brain circuit and the Sovereign archetype, and as a link between these two concepts that promotes positive play experiences and personal growth.

Panksepp sees rough and tumble as the fundamental form of play.

Play fighting is a specific type of rough-and-tumble play that involves simulated aggression and physical contact. It is commonly seen in many animal species, including humans, and is believed to play an important role in the development of social, emotional, and cognitive skills.

During play fighting, individuals engage in physical interactions that involve mock attacks, defensive manoeuvres, and other forms of physical contact. This type of play helps to develop skills such as coordination, balance, and spatial awareness, as well as social skills such as negotiation, cooperation, and conflict resolution.

Play fighting is also thought to promote emotional regulation and the development of emotional intelligence. By engaging in this type of play, individuals learn to recognize and regulate their own emotions, as well as to understand and empathize with the emotions of others.

Research suggests that play fighting may have specific benefits for young children, including improved social skills and self-regulation. For example, children who engage in play fighting may be better able to negotiate and resolve conflicts, as well as to regulate their own emotions and behaviour.

Overall, play fighting is an important form of play that promotes physical, social, emotional, and cognitive development. By engaging in this type of play, individuals can develop a range of skills and competencies that are essential for success in social and academic contexts.

Based on this and drawing from our individual and professional experiences we will develop a risk benefit assessment before we engage in play fighting ourselves. Finally, we will reflect our session experience and your individual takeaways as playwork practitioners.

Harry Shier

Available for consultancy work

11 January 2023

Dear colleague,

Now that my work with the COVISION Project at University College Dublin has come to an end, I have decided not to seek any further formal employment. So from now on I am semi-retired, but am actively seeking interesting short-term projects and consultancy work.

If you are reading this you most likely know who I am. However you will find a lot more information, including all my published work and my CV, on my website www.harryshier.net.

Here's an updated infographic...



Though I'm keen to take on paid free-lance work, it's not all about money, and what I really want to do is get involved in interesting projects. Above all, I'd like to engage with projects where children are making decisions and driving change; so if you have something interesting to propose along these lines but no money, contact me anyway.

Please pass this on to others in your networks who may be interested.

I look forward to interesting responses from all directions.

Best wishes,

Harry Shier



Care for Young People's Future CIC

A bit about us:

We are based in Sheffield, however we work at national and regional level.

We exist to support young people and vulnerable or marginalised communities to achieve their best in life. We do this through non-formal or alternative education.

This can be done in partnership with our young people and services by having brave conversations, visibility and advocate for their rights.

To encourage work in partnership we co create education sessions and activities that involve communities and services. We offer Cultural/Competence trainings, outreach, creative and art sessions or simply use dialogical gatherings to tackle inequalities or praise existing positive work.

Care for Young People's future vision and mission is to tackle inequalities for our young people from the most marginalised groups living in poor conditions , mainly at risk of permanent exclusion, at risk to enter into criminal system, exploitation , SEN, LAC or on a child protection plan or vulnerable young people through mentoring in and after school clubs, offering Cultural Awareness and Cultural Competence training, non-formal education, arts, dance outreach and engagement through activities which young people love doing.

We are a Roma led organization, however we are not exclusively support only the Roma young people. We have lived experience staff, volunteers willing to make every day a difference.

Last year we reached over 5k young people through our mentoring project which made a direct impact, videos and reports can be shared or seen on our Youtube channel.

If we can help you, get in touch with us.

www.cypf.org.uk

teretzuca@yahoo.com

What is workplace play?

9:45-11:15

Dr. Mike Wragg

1 Hour 30 Minutes

This session presents the findings of a doctoral research project investigating play as it is understood in the workplace, and explores the potential of the study's conclusions and recommendations for children's play and playwork.

Relevant to Principle 3

The session explores the potential for alternative pro-play policy arguments informed by the findings of an investigation into the play of adults in the workplace.

m.wragg@leedsbeckett.ac.uk

Staging: Children's gendered negotiations in play

11:30-13:00

Dr. Sarah Goldsmith

1 Hour 30 Minutes

Finally I have finished my PhD! And with your input over the years I have developed a framework, Staging: a tool to evaluate playwork practice, and the play environment in terms of gender. Staging uses the analogy of the theatre to help playworkers better support and understand the multiple and often complex influences on children's gendered performances and negotiations during play. Come along to find out more.

Relevant to Principle 3

Staging was developed with the play process at the centre so that playworkers could understand and better support children's gendered performances and negotiations during play

sarah.goldsmith@gcu.ac.uk

A story of survival: Playwork provision

13:45-15:15

Dr. Alexandra Long

1 Hour 30 Minutes

The first half of this session will provide an overview of a PhD research project which examined the financial sustainability of playwork provision between 2014 and 2020. The session will include an overview of phase one of the research examining the loss we've experienced as a sector. I'll share findings from the latter phases of the research project which focused specifically on Adventure Playground provision and the model which summarises the strategies used to sustain adventure playgrounds by those involved. I'll introduce you to Strategic Action Fields Theory and how this can be used to consider how we utilise our networking skills to increase the likelihood of sustaining playwork provision.

Relevant to Principle 3

The session will explore data which evidences the extent to which the 'people who make play', maintain their focus on the core values of playwork in order to "support and facilitate the play process".

a.m.long@leedsbeckett.ac.uk

Older children and smartphones in outdoor play	15:30-17:00	Dr. Chris Martin
	1 Hour 15 Minutes	
<p>This presentation introduces new research uniquely exploring how children (10-13) and smartphones engage in mutually constituted outdoor play. Emerging from a seven-year PhD project I critically examine how assemblages of children, environments and technologies provide playful moments in everyday lives, illustrating how modern, networked childhoods can still be full of play and wonder. Examining how children intra-act with digital devices while still climbing trees, making dens, and chasing each other, I argue this new normal is no less important than any other childhoods. Research was built around participant observation from an adventure playground, augmented with focus groups and guided by Article 31 and the Playwork Principles.</p>		
Relevant to Principle 2	I examine myths and (subjective) truths around children's choices in their relationship with their smartphones in play	
cpmchrismartin@gmail.com		



Keynote Speaker announcement!

Dr Sudeshna Chatterjee

www.ipaglasgow2023.org

“IPA’s Triennial World Conferences are some of the best and most joyful I have ever attended. I am super excited to deliver a keynote, listen to other speakers, meet with old colleagues and make new friends. I’m looking forward to visiting Scotland and witnessing first-hand the fantastic work there on children’s right to play.”



Paper planes

9:45-10:30

Keith Rogers

45 Minutes

It wouldn't be the National Playwork Conference without a little play time and it wouldn't be the Annual Playwork Award Ceremony without a paper plane war. So come along and up your paper plane game, learn to fold the best gliders and compete with other attendees to win the golden airplane.

Relevant to Principle 1

Our impulse to play. Playful playworkers make the best playworkers

keith@playtomeasure.co.uk

<https://www.playtomeasure.co.uk>

How versatile is a stick, or sometimes a log!

10:45-12:15

Paula Madden

1 Hour 30 Minutes

Kevin Johnson

This is an informal session and hopefully a bit of fun. We hope to incorporate some crafty activities that can be done with minimal resources so won't cost loads to replicate. Since training to be a Forest School Leader (Level 3) I am trying to incorporate more natural ways of connecting with nature and the environment that is around us. Anyone can pick up sticks whilst they are out and about. Hopefully at the end of this session, you may have a few different ideas to be able to do with the children at your settings, they can be incorporated in any way the children want, we are just trying to giving you some inspiration.

Relevant to Principle 4

By implementing Forest School through play on an Adventure Playground and advocating for children when adults are in attendance on the session.

paula@meridenadventureplayground.com

<https://www.meridenadventureplayground.com>

A playworkers toolbelt, adding in games

14:30-15:30

Sarah Turton

1 hour

An opportunity to come together, play and hopefully learn some new games to add to your playworkers toolbelt as well as share favorite games from your own childhood settings and from the children that you work with.

Relevant to Principle 5

Playworkers sometimes may be asked for ideas and things to do and having a full and dynamic playworkers toolbelt supports children to create spaces in which they can play.

saraht@clybiauplantcymru.org

<https://www.clybiauplantcymru.org/>

Axe us anything about building with wood

15:15-16:30

Llew Jones

1 Hour 15 Minutes

Lizzy Fleming

Leaf out any concerns about types of wood and fixings to use when building with children, or making semi-permanent larger timber structures within your play setting. Branch out during this practical session, as we share our knowledge of building with timber. There is an opportunity to handle different types of woods and fixings, plus tips on simple ways to confidently involve children with woodworking!

Relevant to Principle 7

To encourage play workers to have confidence in supporting children to adapt their play environment.

llew@madefromscratchltd.co.uk

<https://www.madefromscratchltd.co.uk>



**WEDNESDAY'S
SESSIONS
TRACK
BY
TRACK**

Adaptive behaviours: Why it is difficult to do playwork on an adventure playground	9:30-10:30	Meynell Tilia Guilbaud-Walter
	1 Hour	

Working on an adventure playground has always been billed as the epitome of playwork practice. The place where the perfect playworker works. But all is not as it seems. Playworkers on adventure playgrounds have to be really reflecting on their practice as the pressures of the world make it challenging to undertake the fullest of playwork practice until other needs and rights are met. **In this reflective conversation between two playworkers, one young and one old, they will talk about what playwork is, the role of the playworker and about their experience on an adventure playground in one of the most deprived wards in England. **Participants are encouraged to ask questions and to reflect on what is being said.

Relevant to Principle 6	It is hard to do what we have to do so our knowledge about play and the ability to seriously reflect are of paramount importance
-------------------------	--

meynell@meynellgames.org.uk <https://ringworld.org.uk>

The power of play & playful interactions	10:45-12:15	Dr. Linda Shaw
	1 Hour 30 Minutes	

Playwork is an evolving academic field which is of increasing interest to multi-disciplinary research and practice from early years educators, urban geographers, health professionals, youth workers and community activists (King and Newstead, 2021). The workshop explores discourses and tensions in play. The notion of play spaces as ‘heterotopia’ (Foucault, 1994) will be explored in relation to participants own work places and lived experiences, in order to engage with the possibilities of spaces shared by children, playworkers and other adults as ‘Everyday Utopias’ (Cooper 2014). I invite playworkers to join in an epistemological playground which invites exercising the sociological imagination and everyday playfulness (Lester, 2020).

The proposal emerges from an ongoing knowledge exchange project which partners with a third sector community development organization advocating for intergenerational community play and playworkers as researchers (Shaw, 2021). The ongoing auto-ethnographic research takes a post-structural approach to spaces in which play occurs, drawing on the notion of heterotopia (Foucault, 1994), social haunting (Gordon, 2008) and feminist paradigms (McNay, 1992).

The concept of play is taken to mean a complex but everyday enactment which can be applied to ideas, language, sport, science, flights of imagination or just messing about. The seduction and challenge of studying play (whoever the players might be) is that ‘A game is never the same twice, even if it has the same name and the same players, in the same or a similar physical space’ (Shaw 2023:1).

Relevant to Principle 1 adulthood	The session focuses on spaces as shared cultural constructions and troubles the western focus on childhood as phase of life in continual tension with
-----------------------------------	---

ishaw@brookes.ac.uk

Jacky interrogates her alter-ego	12:30-13:30	Jacky Kilvington
	1 Hour	
Jacky will ask herself questions about playwork and, scarily, her alter-ego will give honest and open answers to the questions and at times the two will argue.		
Relevant to Principle 8	My alter ego is likely to challenge some of the perceived wisdom about playworker intervention	
jaquito@btinternet.com		
Reflecting on relationships	13:30-14:15	Mike Fontilio Libby Truscott
	45 Minutes	
This session offers a space for professionals to share stories, and reflect on how they build relationships not only with the children they work with, but with the wider community. Drawing on experiences from Shoreditch Adventure Playground, based in central London, we will explore how the relationships we build reach out past the gates of the play space, and support the wider community, especially in an area with poor perceptions of youth, and high youth crime.		
Relevant to Principle 7		
mike.fontilio@hackney.gov.uk	https://www.younghackney.org/organisation/shoreditch-adventure-playground/	



**RE-IMAGINING PLAYWORK
THROUGH A
POSTSTRUCTURAL LENS**
STORIES FROM THE CLIMBING FRAME

Linda Shaw



Available at the Meynell Games Bookseller

Difficult conversations with children	9:30-10:45	Peter Woods Dani Knight
	1 Hour 30 Minutes	
<p>As Playworkers, we are so often the first port of call for children who want to talk about all manner of subjects. Some of these conversations can be tricky, so please come and enjoy our interactive workshop around having difficult conversations with Children. We will have a strong focus on internet safety- talking to children about being safe online and the possible dangers they might encounter. We will also be focusing on self-harm- what to do if children disclose self-harm and how to effectively converse with them around this. The final focus will be around sex and relationships- making sure delegates feel confident to talk to children about these subjects.</p>		
Relevant to Principle 3	Developing playworker knowledge	
pwoods-wetton@lpw.org.uk		https://www.lpw.org.uk
Diversity in the setting	10:45-11:45	Audrey Bobb
	1 Hour	
<p>Diversity - What does it mean? Exploring diversity in our settings: Festivals & Celebrations, Resources, Staffing, Practical Activities for the children, Parents & You! Session will include a resource pack and a display table</p>		
Relevant to Principle 7	It recognises that the resources/materials we as playworkers provide can make a big difference on the child' perspective of how we accept their culture /family and enhances their well being. It is also a learning process for the playworker	
abobbsayers@yahoo.co.uk		
Play my way? Play for SEN, ASC and PMLD	11:45-13:15	Kyle Richmond
	1 Hour 30 Minutes	
<p>How do young people with autism spectrum condition play? Do they want to play if "they aren't interested in social interactions"? How do they play when they "don't do imaginative play"? "UNSTRUCTURE?! You can't do that!"**They can! You can!**How do young people with profound and multiple learning difficulties play? Can you rough play with the most physically vulnerable young people? "YOU CAN'T THROW A THERAPY BALL AT THEM"***You can! It's fun! (Just not too hard)**This talk will be a culmination of years of work and joyful experience of working with a vast spectrum of professionals and young people with varying degrees of learning difficulties and physical impairments often combined with behaviours that challenge.</p>		
Relevant to Principle 5	Creating a space in an SEN setting where play is free and unstructured is challenging. It is also very rewarding and massively insightful. I'd like to share the culmination of setting up an area where play and child lead interactions is paramount within an SEN world with students who "can't do it". They can do it, the love it and they get a huge amount from it.	
kylerichmond@hotmail.co.uk		

Cultural competence and marginalised communities	13:15-14:00	Terezia Rostas Patrick Meleady
	1 Hour	
<p>How to foster an environment of inclusion .**Building trust and relationships**Cultural Competence vs Cultural Humility (recognising and accepting we all have our own bias)**Families and children’s experience from a marginalised background with services . **Learn about the inequalities that some of the most marginalised communities are exposed to and how you can support them through play and through your role.(Children of the North report) and Care for Young People’s Future ongoing mentoring, workshops to advocate against inequalities. **How is Pitsmoor Adventure Playground an equal place for all and advocating for our children’s safety and wellbeing through play.</p>		
Relevant to Principle 5	This sessions it’s all about creating safe spaces and support children and families in this space .	
teretzuca@yahoo.com	https://www.cypf.org.uk	



Celebrating 25 Years

Award Winning Club



Holiday and Activities Food Programme
Funded by the DFE
Approved by the Local Authority
Play & Enrichment Activities



Breakfast, Afterschool & Holiday Club
Fun, Play, Activities
Registered with Ofsted

Tel: Audrey: 07535 33 1146
Email: abobbsayers@yahoo.co.uk

Parental guidance	9:30-10:30	Penny Wilson
	1 Hour	
<p>Imagine that there was an international movement of dedicated advocates and activists constantly and tirelessly understanding and supporting children's play.**Could we use some sort of Play Literacy campaign to inspire children's adults?</p>		
Relevant to Principle 3	The workshop will focus around principles 3, 4, 5. We need to be thinking of new ways , all the time, to advocate for play.	
Play@assemblestudio.co.uk		https://Assemblestudio.co.uk

Developing cultural identity on an adventure playground	10:45-12:00	Libby Truscott
	1 Hour	
<p>Drawing on the work of Post-Colonial scholars, this session will look at how cultural identity can be, explored, played with and formed through Playwork. Looking through the lense of an Adventure Playground, we will explore how we can support children and young people to develop their own sense of identity while navigating the difficulties of culture, racism and oppression.</p>		
Relevant to Principle 6		
libby.truscott@hackney.gov.uk	https://www.younghackney.org/organisation/shoreditch-adventure-playground/	

Do you really not believe in fairies?	12:00-13:00	Dr. Sylwyn Guilbaud
	1 Hour	
<p>What happens if we reverse the incredulity with which an adults' belief in fairies is often met? And ask instead, how can we be certain that fairies do not exist, and further to that what or who's purpose does such certainty serve? **In this hour I will share little pockets-full of personal experience of listening to the elemental beings, I will read some beautiful snippets of stories and poems and I will mix in some philosophical musings. My hope is to offer a whimsical hour of exploration which may cultivate your sense of uncertainty and thereby nourish your inner playworker.</p>		
Relevant to Principle 1		
sylwyn8@gmail.com	https://magicfairylady.blogspot.com	

Play in hospital	13:15-14:00	Nicky Everett
	45 Minutes	
<p>Play is an important aspect of childhood, and it becomes even more crucial in a hospital setting. When children are in hospital, they often feel scared, overwhelmed, and out of control. Play provides a way for them to cope with their experiences and to feel more in control of their environment.**Play is not just a fun activity for children in hospital, but it is also an essential tool for their well-being. With the help of health play specialists, play can help children to cope with their experiences during this time.**This session will discuss the role of play in a hospital and why this is so important for all children, there will be reflections from practice throughout the session.</p>		
Relevant to Principle 1	Regardless of where children find themselves they need to play and a hospital is no different.	
n.j.everett@leedsbeckett.ac.uk		

More information on Parental Guidance

This workshop will be more of a conversation than a presentation. Our invitation is to think about the role of the adults of playing children.

Traditionally we have preferred play places to be as free from non playworking adults as possible.

We do this for excellent reasons.

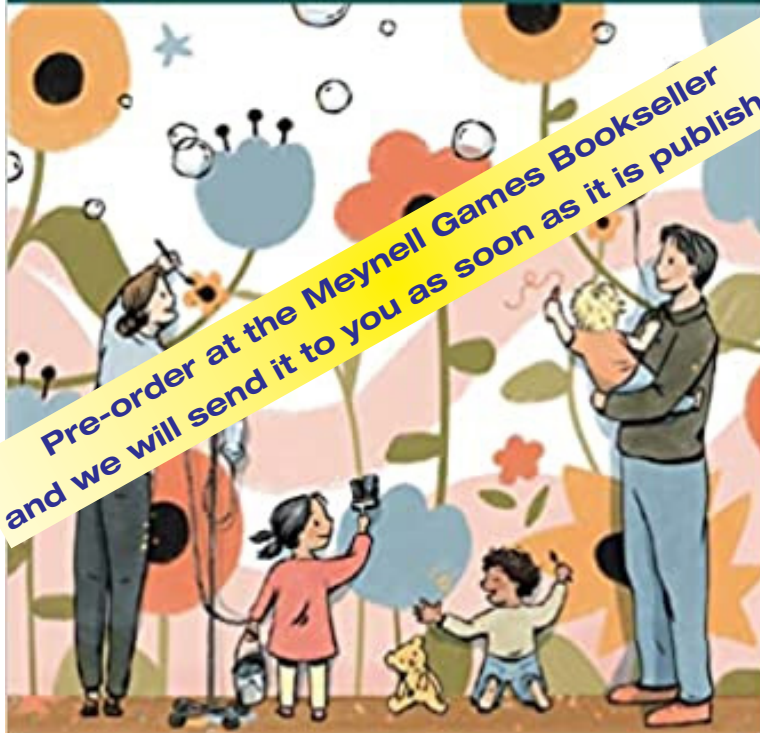
But what happens when we create play environments for children to visit with their adults?

We will spend time together understanding how we can work with adults to avoid adulteration.

The session will run for 1 hour

Play in Hospitals Real Life Perspectives

Pre-order at the Meynell Games Bookseller
and we will send it to you as soon as it is published



Edited by Nicky Everett, Cath Hubuck
and Fraser Brown



Playwork in prisons	9:30-10:45	Emma Booth
	1 Hour 15 Minutes	
<p>The session will consider why playwork is essential for children visiting a parent in prison as well as examining how Compound Flexibility can be implemented in such a restrictive setting. Visiting a parent in prison can be a traumatic experience for a child and play activities can help to mitigate this stress and anxiety. Play offers children an opportunity to express their feelings and emotions in a safe and supportive setting. It also helps to maintain and strengthen the bond between the child and their parent, which is crucial for the child's well-being and future development. Playwork can also provide children with a sense of control and autonomy, which can be especially important in an environment where they may feel powerless</p>		
Relevant to Principle 5	It is important to understand the impact of the playworker and the playing child on each other. This session explores how the relationships built on our adventure playground permeate out into the wider community.	
e.r.booth@leedsbeckett.ac.uk		
How we talk about play, being and doing	11:00-11:45	Laura Walsh
	45 Minutes	
<p>In this facilitated discussion we will consider the tension between children's unadulterated play and the offer adults make within various contexts. Examples from the therapeutic continuum of therapeutic playwork, play therapy and play specialism will be an example used, although other examples will be welcome. Where do we position ourselves? What can our language be and how can it help us? How can the unconditional positive regard we hold for the child/ren be a clarifying and motivating factor.**There will be a brief presentation of selected material and the offer of juicy discussion and exploration.</p>		
Relevant to Principle 2	This session will look at how Playworkers might respond to children and young people of diverse backgrounds and how we might challenge prejudice and support understanding of difference.	
laura.walsh@starlight.org.uk		
Planting a play seed after a natural disaster	11:45-13:00	Natsuki Hotta Angela Day
	1 Hour 15 Minutes	
<p>Play In Crisis : On 11th March 2011 a catastrophic earthquake hit Eastern Japan causing 15,859 deaths and 3,021 recorded missing people over 12 provinces. In Ishinomaki City Province the tsunami caused a great deal of damage to the infrastructure, homes and loss of lives.**Immediately after the earthquake many evacuation centres with temporary housing units were erected for families displaced by the disaster. Working as a playworker at one of the evacuation centres for 6 years I helped to emphasize the importance of play for children who had experienced a traumatic event and helped them to navigate how to process their emotions, feelings and moving forward.</p>		
Relevant to Principle 1	All children should have the freedom to play	
natsukey22@gmail.com		

**#familywildwalks:
play by stealth**

13:00-14:15

1 Hour 15 Minutes

Cath Prisk

Adventures for children to take their grown ups on **Outdoor People** have been leading these Wild Walks around Hackney in East London since 2014, and through them building community and changing the way parents, communities and schools think about the role of play in their children's lives. **This will be part feedback from what we have learned and a practical session where I will walk you through the process of designing your own Wild Walk from your setting, school or known area. Any organisation can do this - and the impact can be huge. we used to go out just once or twice a month for a treat, now I make sure they get outdoors to play every day!** said one of our parents. **Help the families you work with be #OutdoorPeople!**

Relevant to Principle 4

Principle 1 relates to my session as it articulates the importance of play for all children, how children's innate impulse to play is a vital part of their overall development and well-being and therefore requires support as a right for all children and young people. Supporting play within strategic policies and plans highlights its importance in creating more cohesive communities with children as the central focus. Principle 5 is in relation to the development of policies and strategies that support creating the right conditions for play to happen. Moreover placing an emphasis on the fact that wherever they are, children play (Opie & Opie)

cath@outdoorpeople.org.uk

<https://www.outdoorpeople.org.uk>



Playwork in non traditional environments
WEDNESDAY THROUGH TIMES

NOS - Who gives a shit?!	9:30-11:00	Martin King-Sheard Simon Bazley
	1 Hour 30 Minutes	
<p>National Occupational Standards (NOS) may seem about the most boring thing you could hear about, but WE NEED YOU to get involved. This session will provide some insight into the importance of NOS but most importantly it is an early opportunity for playworkers in the UK to have their say on the Standards that things like qualifications, job descriptions and training are written to. **The playwork NOS were last reviewed in 2016 by SkillsActive. There are plans to update them in the next year. We want your thoughts on some of the big questions - where do/ should playworkers work? What should new playworkers learn about? What skills do playworkers need?</p>		
Relevant to Principle 3	We need playworkers with a knowledge of the play process to share their views to help inform the development of UK standards for playwork training	
martin@playwales.org.uk		https://www.playwales.org.uk

Play's bubblin in Dublin's fair city?	11:15-12:45	Debby Clarke
	1 Hour 30 Minutes	
<p>This session will involve a brief introduction/overview of the Dublin City Play Strategy. this is followed by discussion and exploration of how embedding the theory and concept of play and playwork practice relates to ways that the built and natural environment can creatively support children's play within the context of a Play Strategy And UNCRC GC17 Article 31. The key purpose of this session is to determine whether; the Dublin play strategy has achieved a play-led approach?****Then enjoy a cuppa and chats to share knowledge and similar experiences within your own field of practice and ask me questions about the state of play in Dublin/Ireland. ****Session playfully ends with "Howaya Dublin" and "Fr Ted" Cultural Quiz - Cultural Prizes!</p>		
Relevant to Principle 5		
debbie.clarke@dublincity.ie		https://dublincitycouncil.sharepoint.com/sites/pblplaydev

Play for the future: A strategy for winning	13:00-14:15	Rob Wheway
	1 Hour 15 Minutes	
<p>"Play" campaigning can change government policy and even increase spending at times of austerity – as happened with EDM363. All of us in play need to get our act together and campaign so that all political parties feel involved. Waiting until a supportive government comes along just does not work. This session will demonstrate how this success was achieved and what could be done in the future.</p>		
Relevant to Principle 1		
whewayr@gmail.com		https://www.childrensplayadvisoryservice.org.uk

More on Play's bubblin in Dublin's fair city?

The opportunity to facilitate this session presents an excellent opportunity to explore how drawing on the theory and concept of play and playwork practice to identify ways in which the built and natural environment can creatively support children's play and be embedded within the Dublin City Play Strategy.

The session will involve discussion with regard to the adopting and adapting the principles of playwork practice in the absence of a playwork workforce or related services. Those currently working with children and young people at play will have the opportunity to provide their opinion and share knowledge and experience based on their own practices through the following and based on the list of strategy themes/policy statements:

brief discussions to identify if a play-led approach has been achieved/addressed within the Dublin City Play Strategy

Those currently working with children and young people at play will have the opportunity to provide their opinions and share knowledge and experience based on their own practices based on the strategy themes listed below.

You can also hit me with any questions or spark conversations based on these statements and/or the state of play in Dublin.

Dublin Play Strategy:

Promotion and Awareness: 'Play' is more than just swings and roundabouts.....

Giving Children and Young People a Voice: By 'having their say' children and young people can influence issues that affect their lives.....

Developing a citywide play infrastructure: Identifying and implementing long term sustainable measures ensures that children and young people can play safely throughout their city

Equality of Access– accessible and inclusive play for children of all ages and abilities: Advocating for and supporting play requires a whole-child, play-led approach to planning and development by prioritising play for the wider community

Play in Schools and Early Education & Childcare Settings: Exploring a play-led approach to implementing high impact and low cost measures.....

Further examination of paragraph 2 of Article 31: Arts as a medium for play: Addressing both paragraphs of article 31 to ensure a play-led approach is preserved whilst supporting children's access to cultural life and the arts.



The playwork foundation is an organisation created to promote the value of playwork, support playworkers and advocate for children’s play. The PWF is a membership body for the playwork community, offering playwork practitioners, trainers, students, researchers and others:

- *A collective voice to raise awareness about the value of play and playwork*
- *A platform to promote and debate issues that affect playwork*
- *A strong, credible representative vehicle to make the argument for playwork to policy makers, the media and the world at large*
- *A network for mutual support, dissemination of research and sharing good practice*

Playworking in the UK: What unites us?	9:30-12:30	Playwork Foundation Trustees
	All morning	
Drop in to the Playwork Foundation for an interactive workshop and discussion on playwork across the UK. ****In the first half of the morning, we invite you to put yourself and your organisation on the map and hypothesise with us a future for our sector. The “what will happen” vs the “what could”. We will also provide an update on our work in the area of training and qualifications in England. ****In the second half, we will reflect on the contemporary. Sometimes when things go wrong you might feel that the issue is only affecting you. But the truth is that others often have the same problems or issues. This session hopes to combine the value of your experience with those of others in the room to find solutions and answer questions.		
Relevant to Principle 3	All the work of the Playwork Foundation highlights the importance of supporting and facilitating the play process.	
info@playworkfoundation.org.uk		https://www.playworkfoundation.org.uk

OOSA Academy

OOSA Academy is where school aged childcare providers can access a collection of hand-picked, specialist online and live training courses and CPD, all in one place

Both **members and non-members** now have access to courses and training across three tiers of engagement:

- induction level courses from our Emerging Practice stream.
- sessions for those who have some experience but want to develop their knowledge or skills in our Enhancing Practice stream
- training courses and programmes for ambitious practitioners and owners wanting to master their practice in our Expert Practice stream

Current topics include: business, inclusion, behaviour, mental health, HR, legal issues, playwork, practical playing and activity ideas, working with parents, safeguarding, inspection and registration guides, quality improvement and many, many more.

www.oosaacademy.co.uk

If you have a great idea for training you'd love to get in front of thousands of OSC providers, please get in touch with Rebekah Jackson Reece at rebekah@outofschoolalliance.co.uk

Out of School Alliance
Help and support for out of school clubs

Playwork guides

Play Wales publications

A series of four playwork guides for all those who work with playing children. The guides introduce and explore some of the core theories and practices at the heart of playwork.



This guide takes a look at some of the theories that influence the way adults understand children, the role of play and childhood, as well as the ethics of working with playing children.

It also explores the playwork role and how it both affects and is affected by the environment and the children.



This guide explores some of the ideas, concepts and frameworks, and the practical application of tools and approaches at the core of playwork practice.

It also looks at issues related to risk and uncertainty in children's play and approaches to risk assessment, mainly risk-benefit assessment.



This guide focuses on the practicalities of developing and managing the day-to-day delivery of playwork provision.

It is underpinned by the Playwork Principles and produced for those with a good understanding of play and playwork theory and practice.



This guide focuses on the managerial duties of senior playworkers. It looks at managing staff and working with other adults, including parents and other professionals.

It's aimed at senior staff who have management responsibility within a playwork project and is intended for those with a good understanding of play and playwork theory and practice.

We worked with Ludicology to produce the playwork guides.

Download the playwork guides at:

www.playwales.org.uk/eng/publications/playwork-guides

We also have a series of info sheets on a range of topics:

www.playwales.org.uk/eng/publications/information sheets

Free online events

We are running a series of free monthly webinars on a range of play and playwork topics.

To find out more and to book your space visit:
www.playwales.org.uk/eng/events



www.playwales.org.uk

Registered charity, no 1068926

A photograph of children playing with wooden blocks outdoors. One child in the foreground is wearing a striped shirt and is barefoot, with their hand on their head. Another child to the left is wearing a yellow shirt and a blue wristband. The background shows a concrete wall and a wire mesh fence. The text 'ALL ABOUT THE SESSION FACILITATORS' is overlaid in the center in a colorful, bold font.

**ALL
ABOUT
THE SESSION
FACILITATORS**

Ali Wood

Tuesday Track: The Legacy of Bob Hughes

A question of quality

Martello Room

9:30-11:00

1 Hour 30 Minutes



Ali has been playworking for nearly half a century now and is still loving it and is still learning more from children about it. Over that time Ali has also been involved in research about gender and sexual play, affective play spaces and has co-written books about this and playwork in general. She has been involved at national and regional levels in designing and delivering playwork training and qualifications as well as training playwork trainers. For the last several years Ali has been co-managing Meriden Adventure Playground in Chelmsley Wood outside Birmingham which has been both exhausting and wonderful. Ali is also secretary of the Playwork Foundation.

aliwood@blueyonder.co.uk

Ana Ardelean

Tuesday Track: Playwork in Schools

Making the case for play in schools

Lawns Room

10:30-12:00

1 Hour 30 Minutes



For the last 17 years, Ana has happily lived in the play world, working as a playworker, support worker, play and inclusion service manager, play trainer/consultant, and lecturer in Childhood Development and Playwork. Currently, by day, she is an Outdoor Play And Learning Mentor, supporting schools across Yorkshire and North Lincolnshire to improve the quality of their play. By night, Ana is delivering a series of play training sessions to preschool teachers in Quebec, Canada, funded by the region's Ministry of Education. Over the last seven years, her passion and main research focus have been around the development of play provision in refugee camps - if you are interested in that, she will always welcome a chat about it. Ana has also co-authored the Case for Play in Schools, the first-ever comprehensive review of research evidence supporting the improvement of play in primary schools.

opal.anaardelean@gmail.com

Anne-Marie Mackin

Wednesday Track: Playwork Foundation

Playworking in the UK - What unites us?

Bar

9:30-12:30

All morning



Anne-Marie Mackin is one of the twelve trustees of the Playwork Foundation and is also the IPA Scotland Branch Rep to IPA Council. She works in Out of School Care managing a club in Dundee and also as a freelance assessor for the Scottish Out of School Care Network on their QA programme. She teaches Playwork and Childcare from entry up to degree level.

Audrey Bobb

Wednesday Track: Diversity and Inclusion

Diversity in the setting

Wilmington Room

10:45-11:45

1 Hour



Jumoke my club is now an award winning organisation having received "Highly Commended" in the category 'Best Out of School Club' Awarded by Club Central May 2022****Jumoke will be celebrating 25 years of providing a Play Service this autumn "Another award for Jumoke is becoming an approved HAF provider. **We met had to meet certain conditions set by the local authority. I was so happy to be granted this approval** . . Our doors opened in September 1998 We've had an amazing journey, hundreds of children have used our services - Breakfast, Afterschool and Holiday Club. We've experienced highs and lows but have carried on to where we are now. Long may we continue****And finally. . . Surround yourself with people whose eyes light up when they see you!

abobbsayers@yahoo.co.uk

Bridget Handscomb

Tuesday Track: The Legacy of Bob Hughes

IMEE and RAP: Conversations about playwork

Martello Room

15:30-17:00

1 Hour 30 Minutes



John and Bridget job share the manager post at Gwealan Tops Adventure Playground in Cornwall. They have done lots of things mostly about children's play and playwork. They have co-edited and co-authored various articles, papers and book chapters and most recently, co-edited, "Stuff and

Nonsense: Thinking differently about children's play" with Wendy Russell and Charlotte Derry (2021) which includes their chapter 'Every Picture Tells a Story,' about looking at the overlooked. They are strongly committed to the playground as a learning organisation and highly value reflective playwork practice employing a wide range of methodologies to encourage discussion within their team and deepen understandings of children, play, playwork and ourselves.

manager@gwealantops.org

Cath Prisk

Wednesday Track: Playwork in Non-Traditional Environments

#familywildwalks - play by stealth

Alfriston Room

13:00-14:15

1 Hour 15 Minutes



Cath Prisk is CEO of Outdoor People, leading projects that make it easy to get outdoors. She is an OPAL Mentor for East London and East Kent. She recently moved to the seaside and likes playing by the sea. ****Cath has campaigned for children's freedom to play for many years, and has been a teacher, researcher, campaigner, programme director, CEO and shopkeeper to that end. She wishes she could have worked in an adventure playground but never had that chance.

cath@outdoorpeople.org.uk

Debby Clarke

Wednesday Track: Policy and Strategy

Play's bubblin in Dublin's fair city?

Glynde Room

11:15-12:45

1 Hour 30 Minutes



My career began as a 'playworker' (1979) with Dublin City Council (DCC), (Approx 20 years) working in Dublin's inner city and suburban Play Centres, locally known as 'the swings'. I then became a Community Worker, Ballymun Regeneration Play Development Officer and now Play Development Officer for Dublin city. In 2015 I eventually completed a BA honours Degree in Play and Playwork Practice with Gloucestershire University. **Since 2012 my role as Play Development Officer for Dublin City presented the task of completing and now implementing a Play Strategy and all other things playful e.g. National Playday for Dublin City. **By now you may have calculated that I am 100 years old! Which brings me to sharing my wonderful news of becoming the proud Grandmother to my Grandson Isaac who brings me much joy and happiness and the prospect of an even more playful future!

debbie.clarke@dublincity.ie

Dr. Alexandra Long

Tuesday Track: New Research

A story of survival: Playwork provision

Glynde Room

13:45-15:15

1 Hour 30 Minutes



Alexandra (Ali) is the Course Director for the BA (Hons) Childhood Development & Playwork degree programme at Leeds Beckett University. Before joining the playwork team, Ali worked across various local authorities in strategic play development-type roles. Ali has been in the playwork sector since the early 2000's, during the heady days of the Better Play, Big Lottery and National Play Strategy funding. She helped establish Bradford's first Adventure Playground and a voluntary sector play and childcare provision in Camden. Ali has two lovely little people in her life aged three and eight and is a Govenor at a local primary school. Research interests are varied but include the funding and evaluation of play provision, commissioning, third sector provision and tech use for play in hospitals.

a.m.long@leedsbeckett.ac.uk

Dr. Chris Martin

Tuesday Track: New Research

Older children and smart-phones in outdoor play

Glynde Room

15:30-17:00

1 Hour 15 Minutes



Chris is a playworker, writer/researcher, and playwork activist and has just passed his Viva voce at the University of Leicester. He is a board member of the International Play Association (England), a trustee and former playworker at Tiverton Adventure Playground, and a fellow of the Royal Geographical Society and has published and delivered academic and professional papers in the UK and internationally. Chris was the main writer and lead for the UK Play and Playwork Education and Skills Strategy 2011-2016; facilitated the All Party Parliamentary Group on Play, and was National Playwork Convenor for Unite the Union.

cpmchrismartin@gmail.com

Dr. Linda Shaw

Wednesday Track: Playwork

The power of play & playful interactions

Martello Room

10:45-12:15

1 Hour 30 Minutes



Linda Jane Shaw is a Senior Lecturer in child development at Oxford Brookes University with interests in social pedagogy, post-structural feminist perspectives on early childhood and play, intergenerational theory and innovative spaces for play and learning. She is the author of a number of book chapters on play and playwork research and has recently published the monograph 'Re-imagining playwork through a post-structural lens: stories from the climbing frame in the Advances in Playwork Research series.

lshaw@brookes.ac.uk

Dr. Mike Wragg

Tuesday Track: New Research

What is workplace play?

Glynde Room

9:45-11:15

1 Hour 30 Minutes



Dr Mike Wragg is Senior Lecturer in Playwork at Leeds Beckett University where he is responsible for the postgraduate play therapy programmes. Mike is Chair of Trustees of two children’s play projects: Play Bradford and New Hall Prison Play Facility. Play Bradford, formally the Big Swing Adventure Playground, has recently rebranded to reflect the broad range of community development work that it leads on across the district whilst retaining play and playwork at the centre of all it does.

m.wragg@leedsbeckett.ac.uk

Dr. Morgan Leichter-Saxby

Tuesday Track: The Legacy of Bob Hughes

Remembering Bob

Martello Room

14:45-15:30

45 Minutes



Morgan Leichter-Saxby, PhD is a co-founder of Pop-Up Adventure Play, working with individual organizers and community groups around the world to improve spaces for children’s play. Their dissertation research focused on creating a somatic framework for reflective playwork practice, and building practitioner capacity. Morgan is mostly based in the USA, living in the woods with one human and two cats.

morgan@popupadventureplay.org

Dr. Sarah Goldsmith

Tuesday Track: New Research

Staging: Children's gendered negotiations in play

Glynde Room

11:30-13:00

1 Hour 30 Minutes



Most of you know that I've been a playworker and playwork trainer for ages now, in after school clubs, adventure playgrounds and as a play ranger. This year I'm so happy to say that I have finally finished my PhD, which means I will have more time to do fun stuff! I have already started by learning how to make stained glass windows; I also have plans to go travelling in the summer. Currently, I'm really excited to be helping to organise the IPA Triennial International Conference in Glasgow, 6-9th June 2023, as I am a trustee of IPA (Scotland). <https://www.ipaglasgow2023.org/> Come and chat if you would like to know more. I also still love working as a lecturer of Childhood Practice at West College Scotland. **Follow me on Twitter @ SarahGoldsmith

sarah.goldsmith@gcu.ac.uk

Dr. Sylwyn Guilbaud

Wednesday Track: Play

Do you really not believe in fairies?

Lawns Room

12:00-13:00

1 Hour



Sylwyn Guilbaud is an independent researcher, artist and home educating mother of three. She qualified as a Playworker in 1997 and returned to Leeds Beckett University to complete one of the first PhDs in the sector in 2011. She lives by the sea, where she loves to wander and wonder, drawing inspiration for part of her current play-advocacy—the creation of small stitched magical beings in support the playing relationship between children and the elements.

sylwyn8@gmail.com

Emma Booth

Wednesday Track: Playwork in Non-Traditional Environments

Playwork in prisons

Alfriston Room

9:30-10:45

1 Hour 15 Minutes



Emma Booth is a Lecturer on Childhood Development and Playwork course at Leeds Beckett University. Holding a BA (Hons) in Playwork, alongside undertaking my PhD, which is 'An examination of Playwork Practice within Prison'. Previous to her role at the University, Emma was employed for just over 7 years in the prison and probation service as Playworker and Family Support. Emma is passionate about the role of play within a prisons setting and is currently focusing on this aspect within her role at the University.

e.r.booth@leedsbeckett.ac.uk

Harry Shier

Tuesday Track: Risk Through the Ages

Playwork and risk: Beyond elfin safety

Alfriston Room

11:45-13:15

1 Hour 30 Minutes



Born in Ireland, Harry Shier worked on adventure playgrounds in London in the 1970s, then in playwork training, founding PLAYTRAIN in Birmingham in 1981. From the 1990s he worked in children's rights and participation. In 2001 he moved to Nicaragua, Central America to support child workers on coffee plantations claiming and defending their rights, including the right to play. There he authored the influential report on the IPA Global Consultations on Children's Right to Play that convinced the UN to issue new guidance to the world's governments on the right to play. In 2016 he was awarded a PhD at Queen's University Belfast for his study on Nicaraguan children's perceptions of human rights in school. He now lives on the banks of the River Liffey in Co Kildare, where he continues to work on children's rights and participation initiatives. All his published work is at www.harryshier.net

harry@harryshier.net

Jackie Boldon

Wednesday Track: Playwork Foundation

Playworking in the UK - What unites us?

Bar

9:30-12:30

All morning



Jackie is a passionate campaigner for Play and Playwork and has worked in the Playwork sector for over 40 years. She is currently a Trustee for the Playwork Foundation and a Play Consultant for the Newcastle Children's Communities. She is also a mother, stepmother and grandmother and continues to play and travel in her spare time. Jackie has worked as a Playworker and Play Development Worker in Yorkshire, Liverpool, London and the North East of England. She was a Senior Lecturer in Play and Playwork at Northumbria University for 25 years and managed the Playwork Honours Degree for 10 years. Since leaving the University in 2016 Jackie has fundraised for and managed playwork projects in a number of locations across the North East of England – including for Shiremoor Adventure Playground. Recent campaign have been around neuro-diversity and inclusion.

Jacky Kilvington

Wednesday Track: Playwork

Jacky interrogates her alter-ego

Martello Room

12:30-13:30

1 Hour



Jacky is, according to her family, argumentative and disputatious. She refutes this description vehemently. She just loves to challenge, and play around with her own and other people's opinions and ideas. This often involves trying to sound knowledgeable about things she really knows little about e.g. she once spent an hour and a half, arguing about why a book, that she had not read, should not win the Booker Prize. She is a confirmed playtheist, which, as it has at its core, the belief that playing is one of the most important things in life, gives her permission to spend lots of time playing and not bothering with a lot of stuff that other people deem important. She has been involved in range of things to do with Playwork for eons and still continues to write about it and act as a tutor for the odd online student.

jaquito@btinternet.com

Jyoti Imix

Tuesday Track: Playwork in Schools

ALC's: the anarchistic bridge between playwork & education

Lawns Room

12:15-13:45

1 Hour 30 Minutes



Jyoti Imix is an advocate, anarchist & activist with a particularly strong devotion to children and their rights. From the moment she was introduced to the field at 18 years old, she has identified as a playworker, working in a variety of settings with young people across the world. She is passionate about education reform and recently wrote a book called What To Do About School, translating her formal and informal research into alternative education across the globe into an empowering and easy to access guidebook for parents that want to do things differently. At present she is focused on establishing Esteemed Creatives CIC, a democratic creative arts and wellbeing youth community which will be run from Projekts skatepark in Manchester from September 2023.

hello@jyotiimix.com

Kate Smith

Tuesday Track: Playwork in Schools

Making the case for play in schools

Lawns Room

10:30-12:00

1 Hour 30 Minutes



A playworker in an AP in the heart of darkest Mid-Devon for many years, Kate has what has been politely described as an 'eclectic' CV, ranging from armed forces to Victorian bar wench. Kate has also been working as a mentor with OPAL CiC since 2018 - mostly in the SW of England but also working in Bar-net, Lambeth and Warsaw. Kate has a BA in education, an MA in play and enjoys collaborating with others - currently for an international project lead by Angus Gorrie in Australia, co-writing with longtime friend and colleague Chris Martin. Over Lockdown, Kate worked with Ana Ardalean and Wendy Russell on 'The Case for Play in Schools' lit review, to be presented at this very conference

opal.katesmith@gmail.com

Keith Rogers

Tuesday Track: Practical Ideas

Paper planes

Restaurant

9:45-10:30

45 Minutes



Keith managed Sycamore Adventure Playground in Dudley for 13 years taking it from concept to completion. He helped to sustain the adventure playground during times of austerity and also helped to secure a raft of national awards for the centre. Prior to working at Sycamore Adventure, he worked with disabled children and young people through national charities KIDS and MENCAP.****He left the Dudley play service in 2020 and set up his own company Play To Measure. He now builds play spaces and forest school developments (predominantly in schools).

keith@playtomeasure.co.uk

Kurti Birkenbeil

Tuesday Track: Risk Through the Ages

It's gonna end in tears...

Alfriston Room

10:00-11:30

1 Hour 30 Minutes



Feeling passionate about the power of play ever since I climbed on board of a Playbus, back in 1998 in Hamburg, to work with refugee children. They had no common language but I witnessed how the power play brought them together in joy. Since then I have studied Playwork (University of Brighton, FDA), promoted and provided for Article 31, the Children's Right to Play in social hotspots, schools for children with additional needs, run mobile summer community play programs and free play centred family days for children and their imprisoned fathers at HMP Lewes.****After running Brighton and Hove City Council's Playbus for a decade I joined in 2016 the play forces with Michael Follett and OPAL.**I have thoroughly enjoyed volunteering with my sons for the**Woodland Tribe, providing for adventure play on festivals over the**last few years."

opal.kurti@gmail.com

Kyle Richmond

Wednesday Track: Diversity and Inclusion

Play my way? Play for SEN, ASC and PMLD

Wilmington Room

11:45-13:15

1 Hour 30 Minutes



Dad of 2 (3 and 5)**Play enthusiast,**SEN Teacher, **Forest School leader, **Lego lover, **Failed youtube celebrity**Outdoor.daduk (Instagram)**Hi I'm Kyle. I got bullied for still playing stuck in the mud at secondary school. I can't see a long branch in the woods without wanting to build a den, and, I am that Dad on the beach who takes sand castle building too far. ****I have worked in SEN as a teacher for 14 years. **I have been a Forest School leader for 7. **In that time I have worked with a wide range of young people with a wide spectrum of physical and cognitive impairments and also behaviours that challenge. I have developed from the ground up what I believe to be an example of best practice in play and Forest School in SEN.

kylerrichmond@hotmail.co.uk

Laura Walsh

Wednesday Track: Playwork in Non-Traditional Environments

How we talk about play, being and doing

Alfriston Room

11:00-11:45

45 Minutes



Laura Walsh, play advocate and practitioner.**Current role: Head of Play at Starlight Children's foundation, leading the delivery team protecting play for children with serious illnesses.**Last most recent post was at Great Ormond St Hospital for Children, leading the Play service to provide therapeutic interventions which reduce anxiety around illness and procedures and protecting children's right to play through advocacy and direct facilitation.**Laura holds an MA in 'Children and Play' from the University of Gloucestershire and is a Health Play Specialist. Laura is passionately committed to Children's rights, reflective practice, joy, play, playfulness and compassion as a radical act.

laura.walsh@starlight.org.uk

Libby Truscott

Wednesday Track: Play

Developing cultural identity on an adventure playground

Lawns Room

10:45-12:00

1 Hour



Libby is the Play Manager for Shoreditch Adventure Playground in Hackney. She has over 15 years experience working in Children and Families services in the south of England. She studied Play and Playwork at postgraduate level at the University of Gloucestershire, where she began her research into play and identity. She has spent the last 5 years working in Hackney developing partnerships and working cross departmentally to improve play provision around the borough. Recently she has been working with the Leisure and Green spaces team on the development of play spaces across the borough.

libby.truscott@hackney.gov.uk

Lizzy Fleming

Tuesday Track: Playwork in Schools

Can access to quality play exist in schools?

Lawns Room

14:15-15:15

1 Hour



Lizzy is a designer and maker of magical playgrounds and specialises in creating sanctuaries for the imagination. She is the director and co-founder of a social enterprise based in East London and also teaches woodwork and design skills to children. She co-founded a charity in 2011 to create an adventure playground in Halabja in Iraqi Kurdistan, and the project went on to be championed at the International Play Awards in Istanbul. Her love for play and playgrounds was forged in London's adventure playground. When she is not up on a roof on-site she lives on the river, and enjoys swimming far out to sea and messing about in the woods.

lizzy@madefromscratchltd.co.uk

Llew Jones

Tuesday Track: Practical Ideas

Axe us anything about building with wood

Restaurant

15:15-16:30

1 Hour 15 Minutes



Llew is a playground designer, builder and co-director at Made from Scratch. He is a digital design whizz, skilled at translating unique concepts into large-scale constructions and he is a wicked multi-skilled builder in all realms from earthworks, stone, plants, and structural timber. He grew up in Wales and Ireland and qualified as a youth worker in 2001, and has worked across Europe teaching lyric writing, beatboxing and forum theatre since then. He started building on playgrounds in 2011 while studying for an MSc. in Environmental Architecture and now balances leading the construction of playground builds in London with occasional teaching on European youth exchanges and creating his own music.

llew@madefromscratchltd.co.uk

Martin King-Sheard

Wednesday Track: Policy and Strategy

NOS - Who gives a shit?!

Glynde Room

9:30-11:00

1 Hour 30 Minutes



Martin King-Sheard is the workforce development officer for Play Wales. He ran away from the circus to become a playworker and has been playworking for 21 years. He loves playwork, the outdoors, endurance sport, juggling and alcohol free beer. In the last 7 years he has been involved in writing 7 different playwork qualifications and is a self confessed geek about all things training and qualifications.

martin@playwales.org.uk

Meynell & Tilia Guilbaud-Walter

Wednesday Track: Playwork

Adaptive behaviours: Why it is difficult to do playwork on an adventure playground

Martello Room

9:30-10:30

1 Hour



Meynell is a playworker, playwork trainer / lecturer, and playwork advocate. He has been working with children and young adults in various capacities for 51 years and has been fortunate enough to have experienced working in most kinds of settings and with groups of children in a host of countries across three continents.**A MPhil and qualifications in teaching, youth work, playwork and expertise in early years has given him a very clear understanding of the role of play and its importance in the everyday lives of children. He travels extensively across the globe to discuss play and playwork with both face-to-face workers and academics.**He likes to consider himself as a 'practising' playworker so as to emphasise that he continues to learn - and make mistakes!****

Hello, I am Tilia Guilbaud-Walter I grew up surrounded by Playwork. I am currently studying Childhood, Development and Playwork at Leeds Beckett University, and I am in my second year. My love of play and playwork developed in my mid-teens when I was working doing Play Ranging with Meynell Games. Currently, I work at Door 84, a Youth Group in York; and I am doing my placement at Leeds City Council, working alongside the play strategy officer. I have a real interest in making cities more play and child friendly, with a focus on teenagers and teenage play.

Michael Follett

Tuesday Track: Playwork in Schools

What is OPAL doing in schools?

Lawns Room

9:30-10:15

45 minutes



Michael Follett is the founder of OPAL. He is the author of *Creating Excellence in Primary School Playtimes* and is a former playworker, teacher and school improvement advisor. He sat on the board of Play England and was play advisor to the National Trust, the FA and the Big Lottery.**His goal is to change the entire education system by ensuring every school has a plan for play. **This is his fourth and most successful business, the others being a small printing press, guided historical bike tours of York and a fruit and veg box delivery service in Somerset.

Mick Conway

Tuesday Track: Playwork Theory

Playwork in wrecked communities

Wilmington Room

12:00-13:00

1 Hour



I've been in playwork one way or another for 53 years. Mostly working in or supporting adventure play-grounds. I'm also proud of coming up with the idea of Playday, Cardboard City, helping to put the Playwork Principles together and refusing to sell out to other agendas - very powerful ones with loads of money. It has always been about children's play for me ever since I suddenly realised they were the experts in it, not us adults.

mickplayfile@gmail.com

Mike Fontilio

Wednesday Track: Playwork

Reflecting on relationships

Martello Room

13:30-14:15

45 Minutes



Mike Fontilio is a Playworker with over 20 years experience of working in Play and Youth services in Hackney, Islington and Haringey. He has worked as a youth mentor, youth worker and for the last 15 years, as an Adventure Playworker in Hackney. Working with some of the most vulnerable young people in the borough, Mike has extensive experience of developing positive relationships, not only with the children, but their parents, teachers, youth workers, social workers and a wide range of other professionals. He has a passion for advocacy, and ensuring that children's voices are always heard.**Libby has been working along side Mike for the past 5 years. She has a wealth of experience across the children and young people's sector, and has spent much of her time working at a national level to advocate for children's rights, especially their right to play.

mike.fontilio@hackney.gov.uk

Natsuki Hotta

Wednesday Track: Playwork in Non-Traditional Environments

Planting a play seed after a natural disaster

Alfriston Room

11:45-13:00

1 Hour 15 Minutes



"To be a good playworker is working with a good playworker" I've got this message from a legend of playworker in London 6 years ago when I came to London for the playwork study tour. **I knew that playwork does exist as a professional field and that what I've been doing is called "playwork" at that time. **After 5 years, here I am in London! It's been 1 year and a few months and still have not been satisfied by learning playwork and always hoping to meet playful people. **I experienced as a playworker in a disaster area where the great earthquake happened in 2011 in Japan. Through this experience, I really found the play is so important for children wherever we are and whatever it happens in the world even Crisis. I want to share how I spent the time with children in disaster area and tried to keep their right to Play. **Please be my play buddy, I'd love to make playful connection.

natsukey22@gmail.com

Nicky Everett

Wednesday Track: Play

Play in hospital

Lawns Room

13:15-14:00

45 Minutes



Nicky Everett is a Senior Lecturer on Childhood Development and Playwork course at Leeds Beckett University. Holding a BA (Hons) in Playwork, Level 7 in Education and Training, and a Master's in Education. Previous to her role at the University, Nicky was employed for just over 14 years at the Leeds Teaching Hospital Trust (NHS) working within Paediatric Oncology. Starting her career as a Play Leader, then qualifying as a Hospital Play Specialist in 2007 and then moving over to be a Teenage Cancer Trust, Youth Support Coordinator within the Oncology teenage and young adult team. Nicky is passionate about the role of play within a hospital setting for both children and Young People and is currently focusing on this aspect within her role at the University.

n.j.everett@leedsbeckett.ac.uk

Paula Madden

Tuesday Track: Practical Ideas

How versatile is a stick, or sometimes a log!

Restaurant

10:45-12:15

1 Hour 30 Minutes



Paula - I've been a playworker for over 10 years now! WOW!! **After being tied into an office for over 21 years it was really exhilarating to re-train as a playworker. I found my calling! **Over the past 4 months I am also now training to be a Level 3 Forest School Facilitator (which takes 12 months in total to achieve) and spending loads of time in the woods as well as at Meriden Adventure Playground

Kevin - I've been involved with playwork for the past 15 years, give or take. I've just joined Meriden Adventure Playground and I feel that I have found my calling. Playwork is like nothing that I've done before, my background was working in a Residential Support setting with children and I've always enjoyed bringing the element of play to their daily lives. I've been to Eastbourne a few times, but this is the first time that I will be facilitating, which I'm excited, but nervous about.

paula@meridenadventureplayground.com

Penny Wilson

Wednesday Track: Play

Parental guidance

Lawns Room

9:30-10:30

1 Hour



Penny has worked as a Playworker on inclusive adventure playgrounds, housing estates in galleries and high end developments. She has worked across the US, with Joan Almon, campaigning for play when it was urgently needed. She talks, a lot, and writes and campaigns and does stuff to support play in as many ways as she can think of. She works for Assemble running AssemblePlay and is well aware that she has the best job in the world. **She thinks Playworkers are the bees knees.

Play@assemblestudio.co.uk

Peter Woods & Dani Knight

Wednesday Track: Diversity and Inclusion

Difficult conversations with children

Wilmington Room

9:30-10:45

1 Hour 30 Minutes



Pete Woods- Service Manager at LPW in Bristol, supporting CYP through play and education. Pete has 12 years experience of working with children and has developed multiple projects across the city.**

Dani Knight- Playworker at LPW. Running open access play sessions and targeted support. Dani is new to LPW but has made an amazing impact with her creativity and flair.***LPW have been providing high quality playwork for many years.

pwoods-wetton@lpw.org.uk

Rob Wheway

Wednesday Track: Policy and Strategy

Play for the future - A strategy for winning

Glynde Room

13:00-14:15

1 Hour 15 Minutes



With over 50 years' experience, Rob the country's leading children's play consultant. He has been involved with adventure playgrounds throughout. He has over 30 years' experience of inspecting/ assessing fixed equipment playgrounds. He is the country's leading advocate/practitioner of observational research of children and parents in play places and in the environment generally. ****Architect of the campaign which led to 255 all party MPs signing EDM363 – the most successful play campaign. ***Leading researcher, by observation and consultation, of children's freedom to play. Published work includes****Child's Play: Facilitating play on housing estates (with Dr Alison Millward) (1997) pub. CIH and JRF**Can Play Will Play – Disabled children's access to playgrounds (with Alison John) (2004) pub. NPFA**Most Play Strategies are Wrong, based on observational research in Cardiff

whewayr@gmail.com

Sam James

Tuesday Track: The Legacy of Bob Hughes

Lessons on physics, lessons in play

Martello Room

11:15-13:15

2 Hours



Hi, I'm Sam! I entered the world of playwork quite by accident, starting as a volunteer with the Vale Play Development Team. That first day changed my life forever, as I fell in love with 'watching the ecstasy of variety unfold in the ludic field', with play and playwork. **8 years later and I'm still as enamored as I was that first day, now a Senior Playworker for the Vale Play Development Team and for a primary school in Penarth. **Completing a level 2 and 3 in playwork has only caused my passion to grow for the profession which has become, I feel, my purpose in life. **If you see me come say hi, lets talk play and playwork!

sammy.james46@yahoo.co.uk

Sarah Turton

Tuesday Track: Practical Ideas

A playworkers toolbelt, adding in games

Restaurant

14:30-15:30

1 hour



I have worked in the playwork sector for over 20 years and am passionate about play and playwork and ensuring children have time, space and permission to play. I feel strongly about playworkers having a fully stocked 'playworkers toolbelt', which is your knowledge, skills and ideas that need updating and renewing through continuous training, reading and practice to ensure you are ready for anything and able to respond appropriately to the needs and wants of children. ****Me personally, I love being outside, come rain or shine and mostly I love spending time and having adventures with my partner and our two boys.

saraht@clybiauplantcymru.org

Simon Rix

Tuesday Track: Playwork Theory

Time and time again

Wilmington Room

15:30-17:00

1 Hour 30 Minutes



Simon has been in Playwork for forty years, beginning as a volunteer on a local West London site and since being a Playworker, Senior Playworker, Play Development Worker, Structure Builder, Trainer and Health and Safety inspector.**Simon has opened several new adventure playgrounds, relaunched a couple which were dormant and rebuilt many. Most recently, Simon developed Meriden Adventure Playground and put in place the bones which enabled it to survive local authority cuts and become an independent organisation.**Simon now conducts annual H&S inspections of adventure playgrounds to adventure play standards (NOT EN1176!) and delivers training with Childrens Play Advisory Service, and was a founding member of the Adventure Playground Inspectors Association.**Simon is a Situationist

simon@designandbuildplay.org.uk

Simon Bazley

Tuesday Track: Playwork in Schools

Including the excluded: Playworking in PRU's

Lawns Room

15:30-17:00

1 Hour 30 Minutes



Simon Bazley is Chief Executive Playworker at Playful Futures. He was previously CEO of NEW Play and is one of the founding trustees of the Playwork Foundation. He most enjoys advocating for a playwork approach from a grassroots to a policy level. A frequent associate consultant and trainer for Play Wales for whom he has written numerous guidance papers. He has worked in over forty schools including PRU's, primary, secondary and specialist schools via his 'Playful Playtimes' project. Ultimately, Playful Futures is all about supporting adults everywhere to see that playwork is the best methodology for supporting children's play and sharing that message as enthusiastically as possible.

simonjbazley@gmail.com

Siôn Edwards

Tuesday Track: Risk Through the Ages

Risk taking in teenage play

Alfriston Room

13:45-15:00

1 Hour 15 Minutes



Siôn is a playworker at The Venture Integrated Children's Centre in Caia Park, Wrexham – the largest housing estate in Wales with some of the highest levels of child poverty in the country. Siôn is also The Venture's Communications Manager and leads on their Inclusion Project for children and young people with neurodevelopmental conditions, such as autism and ADHD. In his spare time, Siôn is the Chair of both The Playwork Foundation and Wrexham Musical Theatre Society and voluntarily coordinates a weekly online reflective practice session, with Penny Wilson, for playworkers across Great Britain and beyond.

sion@theventure.wales

Sonia Livingstone

Tuesday Track: Playwork Theory

Playful by design: Free play in a digital world

Wilmington Room

13:45-15:15

1 Hour 30 Minutes



I am a professor in the Department of Media and Communications, London School of Economics and Political Science. I research children's opportunities, risks and rights in a digital world, and have published 20 books including "Parenting for a Digital Future: How hopes and fears about technology shape children's lives."****In my current research on the Digital Futures Commission with the 5Rights Foundation, I take a children's rights approach. We have explored how free play could be better designed in digital contexts, informed by children's voices and experiences, in collaboration with designers, innovators, and professionals who work with children.****Also, I advise the UK government, European Commission, European Parliament, UN Committee on the Rights of the Child, OECD, ITU and UNICEF and others on children's internet safety and rights in the digital environment.

s.livingstone@lse.ac.uk

Terezia Rostas & Patrick Meleady

Wednesday Track: Diversity and Inclusion

Cultural competence and marginalised communities

Wilmington Room

13:15-14:00

1

Patrick Meleady is the Manager of the multiple award winning Pitsmoor Adventure Playground and has in excess of 25 years of working in children's and young peoples settings of which he has 15 years experience of developing and managing Adventure Playgrounds, including managing Pitsmoor.



Terezia Rostas **Executive director for "Care for Young people's future CIC"***Consultant, advocate and peace activist****My name is Terezia Rostas , I am part of the Hungarian Gabor Roma Community I was born in Romania,in a family of sisters and 2 brothers.

I have settled in the UK since 2008 and have 2 beautiful boys born in England. **I am a peace activist and promote positive actions for our youth.I advocate against inequalities, by bringing the most under represented communities in a safe space and facilitate in building relationships

with services. ****I have graduated in Law and I am an Education consultant and advocate for minorities. **I believe and promote the equality ,fair inclusion and equal opportunities for everyone. **My wishes for the future? **To raise my children in a better world, maintain our Roma traditions and culture and to see my children doing everything for themselves

teretzuca@yahoo.com

Vicky Edwards

Tuesday Track: Playwork Theory

A quick tour of playwork theory

Wilmington Room

9:30-10:30

1 Hour

Tuesday Track: Risk Through the Ages

Doing risk benefit assessments

Alfriston Room

15:30-17:00

1 Hour 30 Minutes



The Awards evening is taking place in the restaurant at the Lansdowne 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 restaurant doors open at 6:30pmww so you can get a drink in the Lounge bar before heading on in!

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

- 18:30** **Doors open at the venue with Live Music and you can find a table where there will be delicious canapes awaiting your taste buds .**
- 18:45** **The buffet will open**
- 20:00** **The awards ceremony begins with your Compère's opening monologue.**
- 20:15** **The tribute to Bob Hughes**
- 20:30** **The 1st award is introduced and presented.**
- 20:40** **The 2nd award is introduced and presented.**
- 20:50** **The 3rd award is introduced and presented.**
- 21:00** **An intermission, during which you can go to the bar and see the walkabout entertainers.**
- 21:20** **The 4th award is introduced and presented**
- 21:30** **We honour our dead.**
- 21:40** **The final award is introduced and presented**
- 21:50** **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 Restaurant for the dancing till 12:00 midnight**

13th Annual Playwork Awards



**Praising
ourselves**

**Praising
each other**



Taic do Chluiche



www.playscotland.org



Out of School Alliance
Help and support for out of school clubs

NCFE

Partners

Adele McLaren	Cambridge Kids Club
Dr. Alexandra Long	Leeds Beckett University
Ali Wood	Meriden Adventure Playground Association
Aline Castanhari	Project Play
Amanda Lawler	Funzone Ltd
Ana Ardelean	OPAL
Andrea Caine	OPAL
Angela Day	Hackney Marsh AP
Anne-Marie Mackin	Freelance
Annette Barnard	Brighton and Hove City Council
Archie Morrell	Chances Therapeutic Residential Childcare
Audrey Bobb	Jumoke
Barbara McIlwrath	Belfast Metropolitan College
Bethan Illman	OPAL
Bethan Morgan	OPAL
Bex Skewes	Gwealan Tops Adventure Playground
Bridget Handscomb	Gwealan Tops Adventure Playground
Caroline Denman	Leeds Beckett University
Cath Prisk	OPAL
Dr. Chris Martin	University of Leicester
Clare Moutrie	Hastings Adventure Playground
Clarice Wamba	Jumoke
Craig Judson	MASKK
Dani Knight	LPW
Dave Poulton	Meynell Games
Debbie Clarke	Dublin City Council
Diane Johnson	Pitsmoor Adventure Playground
Dominique Wicks	Make-Do Play
Donna Partridge	Gwealan Tops Adventure Playground
Eleanor Whittaker	Leeds Beckett University
Ellen Delaney	Meriden Adventure Playground Association
Emma Okpalaeke	MASKK
Emma Booth	Leeds Beckett University
Es Fenn	Leeds Beckett University
Fran Belbin	Pitsmoor Adventure Playground
Gail Swinfield	Playful Approaches
Gary Freeman	Meynell Games
Georgina Lawrence	University of Cambridge Holiday Playscheme
Hannah Aziz	Meriden Adventure Playground Association
Hannah Bingham	Leeds Beckett University
Harriet Chillingworth	University of Cambridge Holiday Playscheme
Harry Shier	Independent
Ingrid Wilkinson	OPAL
Jackie Boldon	Sussed and able
Jacky Kilvington	Bloomsbury and PopUp Play Development
Jakub Kwasniewski	Youth Dreams Project Cambridge
Janet Scott	NCFE
Jessica Swinfield	OPAL
Joanna Hawken	Cambridge Kids Club
Joanne Kent	Childs Play Clubs UK LTD
John Fitzpatrick	Gwealan Tops Adventure Playground
Josh Hales	Youth Dreams Project Cambridge
Julie West	OPAL
Julie Moore	London Borough of Merton
Julie Lavender	London Borough of Merton
Jyoti Imix	Esteemed Creatives
Karen Mogg	The DX Club
Kate Smith	OPAL
Kate Gallon	OPAL
Katie Collier	The ATE Trust
Keith Rogers	Play To Measure
Kelly Allen	Belfast Metropolitan College
Kelly Humphrey	The Willows Child Development
Keni Thomas	London Borough of Merton
Kerri Burton	Make-Do Play
Kerry Raymond	Gwealan Tops Adventure Playground
Kevin Johnson	Meriden Adventure Playground Association
Kurti Birkenbeil	OPAL
Kyle Richmond	Heaton School
Laura Walsh	Starlight
Libby Truscott	Shoreditch Adventure Playground

Dr. Linda Shaw	Oxford Brookes University
Liz Macartney	The ATE Trust
Liz Williams	Gwealan Tops Adventure Playground
Lizzy Fleming	Made From Scratch Ltd
Llew Jones	MFS Ltd
Louis Griqos	Hastings Adventure Playground
Maisie Dale	Cambridge Kids Club
Martin King-Sheard	Play Wales
Martyn Cotrel	Centrepoint Childrens Trust
Mel Prince	TJ Kids Home From Home in the Community
Meynell	Meynell Games
Michael Holt	Cambridgeshire County Council
Michael Follett	OPAL
Michelle Davies	Clwb Y Ddraig
Midah	Meynell Games
Dr. Mike Wragg	Leeds Beckett University
Mike Fontilio	Shoreditch Adventure Playground
Nancy Low	OPAL
Nathania Minard	Conwy Play Development Team
Natsuki Hotta	Hackney Play Association/ Young Hackney
Nichola Church	Caldecote Primary School
Nicky Everett	Leeds Beckett University
Nicola Barrett	OPAL
Patrick Meleady	Pitsmoor Adventure Playground
Patrick Amber	Pitsmoor Adventure Playground
Paula Madden	Meriden Adventure Playground Association
Paula Harris	OPAL
Penny Keeling	Meriden Adventure Playground Association
Penny Wilson	Assemble
Peter Woods	LPW
Rachel Murray	OPAL
Rebecca Bennett	Coleg y Cymoedd
Rebecca Willans	OPAL
Rob Francksen	OPAL
Rob Wheway	Children's Play Advisory Service Ltd
Rosa Curtis	Pitsmoor Adventure Playground
Sam James	Vale Play Development
Samuel Levesque	Kringlumyri
Sarah Truman	Pitsmoor Adventure Playground
Sarah Buffey-Hichens	OPAL
Sarah Turton	Clybiau Plant Cymru Kids' Clubs
Dr. Sarah Goldsmith	Glasgow Caledonian University
Simon Barnett	Pitsmoor Adventure Playground
Simon Bazley	Playful Futures
Simon Rix	Independent
Sion Edwards	Y Fenter The Venture
Professor Sonia Livingstone	London School of Economics and Political Science
Dr. Sylwyn Guilbaud	The Magic Fairy Lady
Tamika Anderson	Cambridge Kids Club
Tanya Prince	TJ Kids Home From Home in the Community
T'challa Marshall	Meynell Games
Terezia Rostas	Pitsmoor Adventure Playground
Tilia Guilbaud-Walter	Leeds Beckett University
Tracey Nicholls	The DX Club
Valentina Natale	Project Play
Vicky Cornwell	Cambridgeshire County Council
Vicky Miles	Caldecote Primary School
Vicky Edwards	
Wendy Blenman	Jumoke
Will Tremayne	Gwealan Tops Adventure Playground
Yanina Koszalinski	Pitsmoor Adventure Playground
Zoe	Meriden Adventure Playground Association

Participative Lists

APIA

Adventure Playground Inspectors Association

A network of independent Adventure Playground specialist health and safety inspectors.

APIA aims to disseminate crucial knowledge and practice in the sector and prevent Adventure Playgrounds from being restricted by people who do not understand the ethos and practice. APIA therefore supports Playworkers to facilitate the richest possible play experiences.

APIA APPROVED INSPECTORS CAN HELP WITH:

- ✓ Independent annual and post-installation H&S inspections
- ✓ H&S training for Playworkers
- ✓ Advice and guidance for H&S concerns

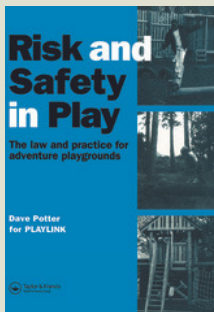


Keeping
the
Adventure




Visit APIA's website for a list of approved inspectors

APIAUK.ORG



AND get your discounted copy of Risk and Safety in Play



Info@apiauk.org



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.

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

www.ringworld.org.uk

www.ip-dip.org.uk

**A massive THANK YOU for being
part of the
20th National Playwork Conference
and
a big HURRAH to all our wonderful
facilitators.**

**21st National
Playwork
CONFERENCE**

**Tuesday 5th & Wednesday 6th March 2024
EASTBOURNE**

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