

CONFERENCE

JOURNEY

PLANNER

2018

**16th National
Playwork**

CONFERENCE

Tuesday 6th & Wednesday 7th March 2018

EASTBOURNE

Dear Colleagues and Friends

Well it's that time of year again and here we are: one year older and 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 8th year here on the South Coast.

Over the next two days we will have in excess of 40 presentations across 9 different themed tracks with approximately 30 different facilitators. Our facilitators come from across the breadth and depth of playwork experience. Some facilitators have been in the sector for more than 40 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.

As a delegate 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.

However you decide to approach Conference I really want you to have the best time possible and to help you we have a strong Conference team to answer your questions, to guide you in the right direction, or to be there to talk to so you don't feel lonely.

This 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.

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.

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 are going to miss out on the spontaneous conversations you have over coffee or lunch; you won't get to the MKPA shop; or spend time knitting with Joan; or taking part in any other of the surprise offerings that always occur at Conference.

Have a great time

Meynell



I say:
"THE playworker holds the
child's play in the palm of
their hand"



MEYNELL GAMES
01323 730500

Midah Guilbaud-Walter - Conference Brain



We call Midah the brain because she is the thinking and the hard work that makes Conference happen.

During Conference she is the go-to person for anything that you might need she knows who everyone is, she knows where everything is going on and she will be found in our reception area or nearby. If she is not in our reception keep hammering away at the bell till someone turns up!

Midah has also been responsible for some of our social media presence and will be continuing to post online throughout the two days of Conference as well as looking after the in-room webcams.

If you have any questions or problems be it about your hotel rooms, where to call a taxi, an issue with food or anything else – Midah will sort it out for you.

Tilia Guilbaud-Walter - Conference Consultant



Our Conference 'Consultant' Tilia has been working behind the scenes to make sure that Conference will work with the right atmosphere and little bits of fun. She is also the instigator of the return of the ball pit! Hurrah

She has worked on the decisions about what food to offer on the menus; the layout of the hotel and communicating with children's authors to get details for the room names

Tilia has also made a significant contribution to the design and art of this year's Journey Planner.

Being that Tilia is young and energetic if you need to find something, be it a member of the Conference Team or a pen, she is likely to know where things are or be able to run off and find them for you!

Play and playing: some comments.

by Gordon Sturrock

Play is a drive. There is now considerable neurological evidence suggesting that it happens at a micro-cellular level. As such the play function is simple. It is a singularity. We could say, after the notion of the philosopher/mathematician Leibniz, that it is a monad; essentially an irreducible energy. In that respect it is akin to love. No matter what we write or rhyme, sing, dance, draw, or how we dramatise love, the energy never diminishes. We will love still. So to with play.

The sole purpose of play is to provoke playing. In that respect, Sutton-Smith's 'Seven Rhetorics' rubric is incorrect. There is one rhetoric of play and many billion rhetorics of playing.

Playing plays through us. When we speak of ideas, theories or grand narratives in playwork, they all represent acts of playing. Every disparate notion, every theoretical excursion, every everyday encounter we have with the playing child, or children, is evidence of this process in action. So, when we read, or hear, or are attracted to various theses on play, they are in fact considerations of playing. When Arthur describes recalcitrance, or Eddie discusses mythical content, or Bob playing and quantum theory, or Perry's 'four quadrant' analysis, or Fraser's combinatorial flexibility, or Wendy's PhD pronouncements, and Ali, or Jackie, or Penny, or Ben, or Annie, or playworkers everywhere offer interpretations, they add to a field of insight. They are all, in essence, declaring that this is how playing has played through me. This is evidence of my ludic capacity.

We are, accordingly, consciously playing in the unconscious playing of the child or children. In so doing a number of issues arise.

Firstly, in playing with children, we enter an area, a specific ludic ecology, that is powerfully and affectively in process. It has both therapeutic potentialities and toxic possibilities. While I am certain that playing has made a massive contribution to my own well being, I am also aware that at times, particularly over periods of very intense interaction, summer holidays being a prime example, I have been reduced to periods of infantile toxicity, where an affective over-identification with the children's expressions, highs or hurts, as taken a hold of me.



We work with the idea of various 'containments' for our practice. There are any number of praxis protocols that we heed. We are in a continuum of practice amendments. We have an ethical mandarinism with which we are familiar. Yet we pay scant attention to the impact of the intense exposure to the level of affect we encounter in the playspace. (This issue is also little acknowledged in child care more generally, in teaching and in youth and social work.)

At least, more than these adjacent disciplines, we have begun to take stock of this condition and its prophylactic management. It is not just legitimate, but a fundamental aspect of our work, that both the well being of the child and that of the attendant playworker are in an overlapping duality. Here we operate an adulteration watchfulness. We move to a 'witness position' where we are both authentically present with the child or children and simultaneously aware of our power, position and presence. If we claim, as I have done, that playwork has a significant therapeutic dimension, the same claim must also apply to the playworker.

Who among us did not enter play without some unconscious requirement to play out encysted material from our own past play experiences?

Secondly, we are obliged to consider; what comprises our particular epistemology? What is the disciplinary fruition of our insights and interpretation? Our caution is that there is a

certain colonisation of our praxis that may sometimes erode our sovereign application. Is our practice sufficiently aware of the deep affective communion we enact with children in the playspace? And, correspondingly, the impact of this communion on our own growth and development. Are our interpretations, our translations, our exegeses of meaning, not also relevant to our own ontological progression?

Could it be that we should regard our playing with children as action research? That we return the idea of learning to the playspace. For we are in a learning dyad with the children we are engaged with. That engagement, that immersion in playing, is not our work - it is our reflection. Our work is in ensuring that the playspace and our minute-to-minute interactions are cogniscent of the essential 'grammars' of playing, the Play Cycle is one such structural application. There are obviously many others.

It is in the discourse around insight, or interpretive interrogation of playing content, that offers us some possibility of discrete disciplinary description. In our search for translation of meaning and the interpretation of playing content, from type to archetype, our immersive active research, we enter into a hermeneutic accord with playing. There is considerable similarity between the playing purpose and the methods of hermeneutic enquiry.

The hermeneutic approach permits and encourages interactions on a number of levels, for the child, for the playworker, and for the child and playworker together. It is a learning cycle.

The lesson is straightforward. Playing is not just essential, it may be the essence of well being; playspaces are effectively niches for evolutionary development; through playing some of the basic grammars, the vital synaptic mappings and codings, are inscribed and may be pre-selective; playing is the basis of what we later understand as the civic; it is the source for affective ecological patterning; it is the well spring of bonding between people and the bridging of communities; it is a counter to the encroachments of Big Data; it is cooperative; it is the source point of what we understand as culture; it is the nursery of creative and emotional intelligence.

Playwork attempts to describe play and playing as participative action into the development of ludic capital. It sees the self-generated and self regulated learning of the child, which occurs

in the playspace, as crucial to mature health and well being. It is an undeniable and basic awareness of an embedded and deep, hard-wired, biological functionality. These are the building blocks of a highly particular ludic curriculum. Not one instigated by adult mores or motives but child-centred and, more intrinsically, child-ordained.

The upshot: playing children are engaged in a profound learning experience; interacting in a designated playspace, bounded by physical containment and enshrined in practice protocols cognisant of being and becoming, self and identity, the well springs of health and the capacities to flourish, of civic and cultural contribution and an ecological consciousness. In service of this functionality are playworkers attendant to these processes, in full acknowledgement of the their own growth and development as being both congress and congruent, active in the same playspace.

Therein lies our uniqueness.



How does Conference work?

It can seem a little bit daunting walking into the hotel in Eastbourne, collecting your thick, but pretty, programme, which we call the Conference Journey Planner plus you have probably looked at all the information we have put online and you just don't know where to start!

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

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

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

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

So here are some cautionary words for you: "Do not try to do too much". I recommend that you choose three significant sessions on Tuesday and two on Wednesday and once you have put these into your plan see if there is anything else you can fit in.



Using the Journey Planner

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

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

If you are here with a colleague I command you not to go to the same sessions but to go to two different sessions and share the learning with each other over a cup of coffee or other beverage. I understand that it is more comfortable and reassuring to go into a session with a colleague because you know you have got someone with you who will look after you, you can rest assured that going into a session on your own will be safe.

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

So there are other options on how you choose what to go to:

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

Looking for sessions on a specific subject [like 'Playwork Theory', or 'older children']

Go to sessions that are at a specific level. [see page 8 for level explanations]

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. This year we have named all the rooms after prominent living children's authors and there are signs outside each room telling you its name.

**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.

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

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

If we offered only a limited number of sessions then we wouldn't be giving you the widest number of opportunities and that's just not the way we roll!!!!!!!!!!!!!!

Which level is best for my experience and knowledge?

I like to be able to tell participants the potential level the session will be delivered at. This helps you make an informed choice about what to attend. A session can't be both 'Just in' and 'Wanting more'

For anyone

The facilitator will cleverly balance the input so I will feel neither intimidated nor patronised by the content no matter how much or how little I may know about playwork

Just in

I am relatively new to the world of play and playwork, so please keep it simple and help me along my journey to understanding.

Getting there

I have been on a few courses, I may even have a playwork qualification. There are some playwork concepts that I still struggle with but I am keen to be stretched and challenged in this voyage of discovery.

Wanting more

I have been round the block a few times. I have read and studied, talked and taught. My technical and philosophical playwork base is strong but I am like a sponge, keen to know more and really wanting to be pushed and pulled in new directions with new ways of thinking and taking everything I know to a greater depth.

Cruising

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



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 one for the Annual Playwork Awards Ceremony and one for your Awards Dinner selection] please wear the right badge at the right time or risk being ejected by Conference security!. Also remember to bring your meal choice badge with you on Tuesday evening.



WiFi

This is available throughout the common areas and session rooms at the hotel. Look for the 'PlayworkConference' network and the password is 'meynellgames'. We chose that just to remind you who put the whole event together! We also have limited availability for cabled internet access.

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?

This happens to all of us! Re introduce yourself to anyone you don't know or

whose name you have forgotten! It is perfectly okay to say: “Bugger me if I haven’t forgotten who you are – tell me your name again” and if someone says this to you, you could respond with a “Streuth, I thought you knew who I was!” Having got past that embarrassing moment you can then remind each other of who you are and when you met.

Annual Playwork Awards

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

Why do you call them sessions?

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

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 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 basement of the Cumberland Hotel. There will be some other stuff 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! It is our intention to record nearly every session on a webcam [so low quality] and the recordings will start to be made available by the end of March.

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.

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.

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! And if you are a Full Delegate you also have your own personal toilet in your room!

Where do I smoke?

The beach is across the road.

Where's the nearest cash point?

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

What number do I call for a taxi?

Call 01323 720720.

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

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

How do I get a drink?

Tea, coffee and water are available throughout the Conference in

the Ground floor areas. We have made the decision not to open the bar for alcoholic beverages until 17:00 hours.

The Hotel bar will stay open till 2:00 am 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. www.drinkaware.co.uk

When do I have to check out?

You can leave all your belongings in your hotel room and check out after Conference on Wednesday.

Catering

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

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

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

Lunch will be served over a 2 hour period from **12:00 – 14:00**. We do this to avoid the carnage or the stampede that can occur when food is put out. It is only meant to be a light lunch so bear that in mind when you go to collect your food. Sessions do continue right the way though the lunch time period so the food serving is staggered to ensure food is left for the later eaters.

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

These are the Tracks

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

TUESDAY

Play Thoughts

Extending our thinking about play with key sessions looking and thinking about play from different perspectives.

Playwork Theory

This is all about the thinking behind what we do as playworkers. From the classic playwork theories of play types, play cycle, compound flexibility, loose parts to more complex joining up of ideas that incorporate ideology and environment

Playwork and Older Children

In playwork we make an offer to ALL children and according to the UNCRC children remain so until they are eighteen. So what do we need to think about and understand in our work with the non primary school aged children?

Revisiting Intervention

Whilst playwork may have its accepted set of 'Appropriate Intervention Styles' there is much more that needs to be considered in our everyday interactions with children and the how and when of our intervention in their play. This extends to the very existence of staffed settings and non traditional places that the playwork approach is used

Play Time

A few sessions that give you the opportunity to think about and even do practical things!



Wednesday

Current Research

Hear from the new thinkers of today and tomorrow about how they are advancing our thinking about play and playwork.

More Playwork Theory

As if the offerings on Tuesday were not enough the Wednesday programme gives and stretches yet more!

Playwork and...

This track will look at early years, learning and play, forest schools and play in schools and what we can learn from each other.

Making Inclusion Inclusive

Inclusion can be tokenistic and if we look at our settings can we honestly say that we are offering a provision which is accessed by all parts of our community? What do we need to do to make our setting more accessible and we need to remember that inclusion is more than just disability

Making it through 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.

Exhibition and Marketing[ing] Place

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

A couple of the book's authors are at Conference and would be



Almost there - just a few more things to tell you about

Programme changes

If there are any changes we will display that news in the reception area and also try to put it on the website.

More information

Do make sure that you have looked at the website for any other details that we have not included in this Journey Planner. All the details about Tuesday evenings Playwork Awards ceremony will be found there.

Secrets

Not really that secret but around the ground floor area, at various times, there will be people wanting to talk to you. They will sit at a table and have a sign. Look out for whoever might appear.

Conversations

Gill James and Martin King-Sheard want to talk various aspects of training and qualifications with you. Rob Wheway wants to talk inspecting playgrounds.

Instagram films

Giving you the opportunity to make a 1 minute film about a project from the past. Look out for Penny Wilson who is going to make this happen.

Lounges and Hidden Spaces

The Knitting Lounge will be lurking but is there anything else that can be found, unannounced, not signposted and just waiting for the inquisitive?



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.

The Market[ing] Place was another innovation we started! It is a display point where various organisations, both those that are here and some who couldn't make it, have provided literature for you to collect and take away.

If you would like to add something to the Market[ing] Place please talk to Midah on Conference reception.



Pleased to be
sponsoring the
Frontline
Playwork Award

The International Play Association (EWNI) promotes the right of all children and young people to play, as outlined in Article 31 of the United Nations Convention on the Rights of the Child. We do this through:

- Fostering and facilitating evidence gathering and exchange
- Research, policy and practice
- International networking and relationship building

Join us and enjoy:

- Membership of the IPA International Community
- Invites to IPA Events world wide
- Contacts with the IPA Worldwide Community
- Discounts at IPA events world-wide and for IPA EWNI Publications
- Copy of IPA EWNI News brief
- Copy of IPA Play rights magazine

*Membership forms are available at the Conference or online at:
<https://ipaewni.wordpress.com/ipa-ewni-membership/>*

Quality in Play

helping play providers improve service delivery and secure funding

In an era of unprecedented government funding cuts, local authority commissioners and other funders are intensely focusing on the quality of services and value for money.

Quality in Play (QiP) helps play providers demonstrate quality and value for money whilst at the same time working to the Playwork Principles to create and maintain excellent staffed play environments.

Shiremoor Adventure Playground is the latest play organisation to be accredited with QiP.

Keeks McGarry, Senior Playworker and Manager of Shiremoor says, “We strongly believe in the professional profile of playwork and welcome being scrutinised by a set of standards endorsed by the sector. Having achieved QIP status it’s given the team credibility and confidence. The QIP process has helped us to focus on what we provide as professional playworkers and we’ve used it as evidence of quality in several funding bids. Accreditation has also given the Playground a sense of status that really helps when working with other organisations. To the uninitiated, Adventure Playgrounds are often misunderstood. It can be difficult to build relationships and partnerships in the wider community unless there is some understanding about our approach and our practice and how this can benefit the children we work with. QIP has helped us to develop good, mutually respected relationships in the local and wider community This has given us the opportunity to ‘educate’ some of these people and organisations in relation to the importance of play in the lives of children.”

E-mail QiP@playengland.net to find out more about Quality in Play or visit:

<http://www.playengland.org.uk/resources-list/quality-in-play/>

Join Play England today!

Campaigning for children’s right to play has never been more important — together, we are stronger and more effective in working to improve play for all children and young people.

Join on-line: <http://www.playengland.org.uk/get-involved/join-us/>



QUALITY IN PLAY

Standards, assessment indicators and evidence — a manual





The OPAL Primary Programme has helped hundreds of primary schools achieve school improvement through play

OPAL OUTDOOR PLAY AND LEARNING

Contact us now for a free introductory meeting Outdoorplayandlearning.org.uk

Our researched and evaluated play development programme and expert design services support excellence in play

We work with



A photograph of a metal fire pit with a fire burning inside. The fire pit is cylindrical and has several circular holes punched into its side. It is placed on a patch of ground with some bricks. In the background, there is a wooden fence and a house. The text "TUESDAYS SESSIONS TRACK BY TRACK" is overlaid on the image in a large, bold, white font with a green outline.

**TUESDAYS
SESSIONS
TRACK BY
TRACK**

MICHAEL ROSEN ROOM

Korczak's children's rights on risk-taking in play

9:30 - 11:00

1 Hr 30 Minutes

For Anyone

The purpose of this session is to provide insight in the children's rights the Polish pedagogue Janusz Korczak has formulated by connecting those to the Right to Play, especially towards the balance between risk and safety in children's play. In my PhD research I am investigating influencing factors on professional attitudes towards children's risk-taking in play. Korczak articulated the right of a child to his own death. This is not to take literally, Korczak state adult's perception of risk in play may be based on fear, and sometimes they see dangers that are not there. We will discuss dilemmas on facilitating children's risk-taking in play and how children's rights and pedagogy can give us a foundation for our daily practice.

Martin
van Rooijen

Relevant to Principle 8 Adult's role in enhancing children's risk-competence

martin.vanrooijen@phd.uvh.nl

Why playworkers need play therapy

11:15 - 12:45

1 Hr

Getting there

In a session with two foci, we not only look at the therapeutic nature of play and the value of knowing play therapy but also tackle the problem of where does the playworker go for their own therapy. See additional notes about the session.

Meynell

Relevant to Principle 6 Whilst this session relates to all the Principles it can be argued that the knowledge and understanding we are going to be discussing is very much about the responses to the child at play

meynell@meynellgames.org.uk

<http://ringworld.org.uk>

A counter intuitive journey into the unimagined

13:30 - 15:00

1 Hr 30 Minutes

Just in

For beginners only please. Bob is going to be taking you on a journey into the unknown looking at children's play in a way that means you might think differently about it by the end of the session.****Building on a lifetimes work that has looked at Play Types and Evolutionary Playwork you will be engaging with fundamental approaches.****The content of this session is aimed at those new [ish] to the playwork sector

Bob Hughes

Relevant to Principle 2 But really all of them

playeducation@ntlworld.com

Playtheism	15:30 - 16:30	Getting there
	1 HR	
<p>Ok so this is a presentation about my invented religion Playtheism. Some of you may have heard about it before. I invented it in about 2013 AD but as yet have only given one sermon about it at Beauty of Play - not sure whether I have any followers.</p> <p>I am hoping to rectify that today.</p> <p>Unfortunately I cannot be with you in person but then that is nothing new!</p> <p>Who needs to be a reality!</p> <p>I am presenting through the ether and by the power of Microsoft and Meynell who are helping me to spread my words!!</p>		Jacky Kilvington
Relevant to Principle 5	But really all of them	

Why play workers need play therapy

This session investigates the two parallel worlds of playwork and play therapy. Those in the profession of playwork are primarily focussed on the creation, resourcing and supporting of environments where children can play and have a mantra of 'minimal intervention' in the play and do not realise that the knowledge and understanding of how a play therapist views the child at play can enhance the way they do their job.

For many in the playwork world, play therapy is seen as an adulteration of the child at play and as a methodology that uses play to meet the needs of an adult agenda that encompasses healing and growth.

Most play therapists have not encountered playwork and therefore do not understand the profound impact that playworkers can have on the lives of children and young people.

As part of this investigation we look at the therapeutic nature of play and learn how an understanding of play therapy can actually improve the practices and the work of a playworker.

In this session I will offer a series of arguments drawing on current literature, observation and anecdotal evidence that draws the parallels together culminating in an understanding of the relationship between playwork and play therapy.

I will also draw on the work of Oaklander [1997], Buber [1958], Sturrock and Else [1988], Steinhardt [2013] in forming the arguments that we present.

SHIRLEY HUGHES ROOM**IMEE, reflection, playwork and parents**

9:45 - 11:15

1 Hr 30 Minutes

For Anyone

A look at reflection and how this impacts on a persons playworker-ness and an exploration as to how we can use reflection to encourage parents and other adults' playworker-ness to emerge. This session will focus on looking at IMEE and how as playworkers we use our Intuition, Memories, Experiences and Evidence within our day to day practice and then consider ways that we could get parents and other adults who may have forgotten how to play or what it was like to be a child to be more playful or understanding of the play process.

Sarah Turton

Relevant to Principle 6

The focus of this session will be on the use of reflection

saraht@clybiauplantcymru.org

<http://www.clybiauplantcymru.org/>**Ins and outs of play in a Dutch nature playground**

11:45 - 13:15

1 Hr 30 Minutes

For Anyone

With a surface of 3 hectares (7.4 acre) nature playground Het Woeste Westen in the city of Amsterdam is the biggest nature playground within an urban area in the Netherlands. Kids can romp around, explore nature, climb trees as well as catch little (water) animals. Remarkable is that children really cut loose at this place and play with almost 'nothing'. How is this possible? What's going on?****In my presentation I will give an inside in how the playground looks like and I'll discuss results from research on the different play types observed in our playground. I also will talk about the organizational part and the reasons behind our organized activities. There will be plenty time for discussion and Q&A. See additional notes about the session.

Martin Hup

Relevant to Principle 2

When adults are involved, it is no longer playing, but just another form of doing games. It is different in comparison with playing with friends. Parents going out with their kids often seem to miss a certain educational or game-related component. Children however, are not bothered by such questions. They just go out and play with everyone and everything.'And when, as in our nature playground, they play in nature it looks like an extra stimulants. They play for hour at a time leaving the parents behind with a thought "are they still OK?" But they are perfectly OK because they become themselves; children, play and nature fit together as the Holy Trinity.

info@woestewesten.nl

<http://www.woestewesten.nl>**The ins and outs of nature playground Het Woeste Westen in the Netherlands**

Since its foundation in 2010 the nature playground Het Woeste Westen (The Wild West) in Amsterdam West offers kids a public space where they can romp around, explore nature, climb trees as well as catch little (water) animals. Remarkable is that children really cut loose at this place.

With a surface of 3 hectares (7,4 acre) Het Woeste Westen is the biggest nature playground within an urban area in the Netherlands. It's also the most visited nature playground, with around 50.000 visitors each year from Amsterdam and surrounding

SHIRLEY HUGHES ROOM

A situated ethos of playwork	13:30 - 15:00	Wanting more
	1 Hr 30 Minutes	

Discourse about the status of playwork tends to focus on its struggle for recognition as a new profession. We will offer a novel perspective, suggesting that playwork is primarily ethical, political and emergent, redefining terms like 'profession'.****We will consider an ethos of playwork, situating it in the 'precariat' – an awakening class of society that is:****Reclaiming the concept of education from the patriarchal designs and industrial-age demands of the pervading but exhausted hegemony;****Enacting a more conscious, non-binary relationship with the natural world and our species' evolution within it;****Resisting the annexation of the commons and the monetisation of the public realm by corporate wealth;****Demonstrating a radical curriculum for communities, bringing learning back to the play space;****Promoting a rebirth of human culture, privileging creativity, connectedness and cooperation over competition and economic growth****We will explore and share ways in which our practice contributes to a redistribution of power, a reordering of ideological norms and a reimagining of our shared life on earth, through developments of practice that strengthen our field and broaden our reach.

**Gordon Sturrock
Adrian Voce**

Relevant to Principle 4 This session will aim to provoke and contribute to a review of these principles; reframing them for the current political context.

adrianvoce@me.com http://playworkfoundation.org

Knitting together playwork theory	15:30 - 17:00	Getting there
	1 Hr 30 Minutes	

In this session Mick will look at how theories and models like the playwork curriculum, play types, the play cycle, loose parts, and the Playwork Principles, and understandings from neuroscience along with rights-based approaches like the Manchester Circles and the General Comment 17 on Article 31 can be knitted together into a coherent whole to help us do playwork better.

Mick Conway

Relevant to Principle 1 All of them

mickplayfile@gmail.com http://www.playfile.co.uk

area. Thousands of kids along with their parents enjoy the opportunities that the playground offers and are enthusiastic about what they can do, learn and experience at this very special location.

Het Woeste Westen is run by a small foundation whom goal is to get kids from all social standings to play free and experience nature. Even though we encourage free play, we do organize several activities i.e. weekly adventure clubs, nature lessons for schools, birthday parties and events.

In my presentation I will discuss results from research on the different play types observed in our playground. I will give an inside in how the playground looks like and talk about the success factors of Het Woeste Westen and the reasons behind our organized activities. Finally, website: www.woestewesten.nl , FB: www.facebook.com/hetwoestewesten

LINDA CHAPMAN ROOM

What is a Play work approach to youth?

9:30 - 10:30

1 Hr

Wanting more

To support my research, and improve my practice, I would like to facilitate a group discussion on the approaches taken with children aged eleven years and over who access adventure playgrounds, currently and historically under the heading of "What is a Playwork Approach to Youth". The criteria for those wishing to contribute to this structured focus group is that they are now, or have been working with young people aged eleven and over in an adventure playground setting. ****As the focus group session will form part of the data used in my dissertation it will be recorded for later analysis so it is necessary for me to request that consent forms be signed by all participants

Penny Keeling & Ali Wood

Relevant to Principle 3

within other play setting.

By Looking at how playworkers facilitate youth within a play setting could highlight approaches taken but not yet fully explored

Penny@pkeeling.plus.com

Playworking with teenagers

10:45 - 11:45

1 Hr

For Anyone

We want to explore what differences there may be for teenagers playing and what issues these might raise for playworkers. Our playground is open for 0-18 (it wasn't originally but the decimation of youth work locally meant there was nowhere else for 13+ kids to go!) and we are still working through how to manage the range of ages and play needs, let alone the adults also on site in school holidays. We want to share our thinking but find out what you think too, so we can all benefit from reflecting together....

Ali Wood & Penny Keeling

Relevant to Principle 4

There are a whole host of adult-led agendas that apply to teenagers - we want to unpick and challenge these

aliwood@blueyonder.co.uk

Teenagers - Folk devils or misguided angels?	14:30 - 15:30	For Anyone
	1 Hr 15 Minutes	

Within this session we will briefly explore what is going on within teenagers - physiological changes. What the impact of teenagers is within the play space on others and a playworkers role as an advocate for the right to play. ****Teenagers - much loved or much maligned?****Young people are readily perceived as a threat within everyday society and play provision can be no different. Do you take a deep breath when a group of teenagers arrive at your play provision or do you welcome them with open arms the same as younger children?****This session will explore some of the background to the demonising of young people and what playworkers need to consider before adding to that condemnation.

Colin Powell & Leanne Percival

Relevant to Principle 1 All children need to play - teenagers are no different except they are bigger

colin.powell@live.co.uk

Teenagers - Folk Devils or Misguided Angels? no2	15:45 - 16:45	For Anyone
	1 Hr	

Within this second session we will briefly explore re-framing behaviour and some tried and tested tools of engagement. ****Teenagers - much loved or much maligned****Young people are readily perceived as a threat within everyday society and play provision can be no different. Do you take a deep breath when a group of teenagers arrive at your play provision or do you welcome them with open arms the same as younger children? Why are teenagers so scary and why do we treat them this way?****This session will explore some of the background to the demonising of young people and what playworkers need to consider before adding to that condemnation.

Colin Powell & Leanne Percival

Relevant to Principle 1 All children need to play - teenagers are no different except they are bigger

colin.powell@live.co.uk

LAUREN CHILD ROOM

How Playwork influenced 2 primary schools	9:30 - 11:00	For Anyone
	1 Hr 30 Minutes	
<p>“Well, we learn more playing out now, because we couldn’t learn anything when we had just sticks and stones, that we weren’t allowed to play with!” (Year six child, School A, 2016)*****Play interventions are often used in primary schools for various reasons to varying effect. Some of those achieving significant success take a playwork approach to working with children and their play. This seminar will take an in-depth look at research carried out in two primary schools where a playwork intervention was implemented. We will consider the literature, and gaps in it, the methodology, and of course discuss the findings, their implications for playwork and primary school children and the broader primary school community.</p>		Ben Tawil

Relevant to Principle 1 Arguably it was an appreciation of play and children’s disposition toward it that influenced the customs and practices of the two schools and as such is the most influencing factor in the interventions outcomes.

b.j.tawil@leedsbeckett.ac.uk https://courses.leedsbeckett.ac.uk/childhooddev_playwork/

Ethics and Morals in Playwork intervention	11:15 - 12:15	Getting There
	1 hour	
<p>Not a session that tells you anything, one that you have to participate and conclude for yourself.</p> <p>No games, a peek at the work you do with children around intervention, does it fit with the Principles?</p> <p>Are you being ethical in your application of your interventions?</p> <p>Are you happy that your interventions are not going against the child’s playful use of the time they are with you?</p> <p>‘if a person tries to fail and succeeds which did they do’??</p>		Jess Milne
Relevant to Principle 8	All the principles have a bearing on this session	
jess.milne@yahoo.com		

LAUREN CHILD ROOM

REVISITING INTERVENTION
TUESDAY TRACK TIMES

Play Types into Practice	13:45 - 14:45	Getting there
	1 Hr	
<p>This session will look to explore the basic understanding of play types, whilst also bringing in some Theory. A theory produced by Bob Hughes gives room to question whether they are over thought within practice, and if they have in fact just become a tick chart for 'playworkers', those with a lack of understanding for the playworkers role. ****Throughout this session I hope to encourage discussion with various professionals coming together to discuss their own perspective on the 'usefulness' of play types within practice.</p>		Vicky Edwards
Relevant to Principle 5	<p>Principle 5 talks about the role of the playworker in supporting the children in creating a space in which they can play. Play types are a resource to encourage playworkers to think of how they create an affective space, the judgement of where they place a ball at a start of a session, or will everything stay in the container for the children to help themselves? The play types are a tool, to assist playworkers in supporting and facilitating play.</p>	
vicky.edwards.play@hotmail.co.uk		

The Kaleidoscope effect	15:00 - 15:45	For Anyone
	45 Minutes	
<p>We are writing a new book entitled 'The Kaleidoscope Effect - applying the playwork lens in everyday adult and child interactions' We want to tell stories about a range of interactions between children and adults and that occur in different situations and then apply a playwork lens to these to see the similarities and differences that the playwork approach might bring to the interaction and the outcomes. ****We'd like to explore this with other playworkers and hear your stories about how this can happen - and your stories might end up in the book! Please come along and share with us.</p>		Julia Sexton & Ali Wood
Relevant to Principle 4	<p>Adult agendas dominate most adult-child interactions - we're looking at ways to help adults see that and then change their ways!</p>	
J.Sexton@shu.ac.uk		

'We want an Adventure Playground': The Journey	16:00 - 17:00	For Anyone
	1 Hr	
<p>Gwealan Tops is the first and only adventure playground in Cornwall. The trustees received a 3 year grant in 2016 to develop an adventure playground in Redruth on land previously used as a school. The playwork team will describe their early steps towards realising this dream and share stories and pictures of the journey so far. There will be opportunity to explore some key concepts and dilemmas arising through this experience. It will be a participatory workshop involving small and large group discussions.</p>		Kerry Raymond John Fitzpatrick, Bridget Handscomb
Relevant to Principle 5	<p>These can't & shouldn't be separated. We cover them all!</p>	
manager@gwealantops.org		http://www.gwealantops.org/

MEG CABOT ROOM

How not to cut yourself when whittling	9:45 - 10:45	Cruising
	1 hour	
Travelling with a collection of knives and a selection of hazel means that you can get the opportunity to try your hand at the art of whittling. Inside every piece of wood is an artwork waiting to emerge! This is one hour not to be missed. First aid will be available.		Tony Delahoy
Relevant to Principle 1	It is a play opportunity and so it can relate to all the principles.	
tony.delahoy@ntlworld.com		

Old Skool games at playtime	11:00 - 12:00	Cruising
	1 Hr	
Why they are beneficial in today's handheld electronic generation. Re visiting games that were used to be played and how they are important for social skills and having fun.		Steve Bryant
Relevant to Principle 3	social and motor	
play@mkpa.co.uk		http://www.mkpa.co.uk

Pound Shop Play and NEW!!! Poetry Pebbles	13:30 - 14:30	For Anyone
	1 Hr	
Making exploding boomerangs, kazoos, and catapult launchers using just lolly sticks, elastic bands and cheap or free bits'n'pieces. ****And introducing Poetry Pebbles! Part 1 in the room with slices of applewood, part two on the beach with Eastbourne pebbles!****"Inspiring, brilliant, creative, useful, value, fun, great ideas!"****"Excellent ideas and easy. Can't wait to try these with our children - thanks."****"Fab! Great ideas, inspirational, fast pace, great for people on a budget." ****(Pound Shop Play workshop attendees)		Mick Conway
Relevant to Principle 5	Simple ways to support children's play	
mickplayfile@gmail.com		

Scavenger hunts	14:45 - 15:45	For Anyone
	1 Hr	
The title of the session says it all.****I will be providing two to three scavenger hunts that you can take part in, they will leave the hotel and lead you on fun journeys in the surrounding area.****You are welcome to take any ideas back to your setting, but I will not mention playwork this is just a time for you to PLAY!!		Tilia Guilbaud-Walter
Relevant to Principle 1	all of them	
tilting@meynellgames.org.uk		



**WEDNESDAY'S
SESSIONS
TRACK BY
TRACK**

Children's 'Genderous' Toy Stories

9:30 - 11:00

1 Hr 30 Minutes

Getting there

For my PhD I am exploring children's knowledge and understanding of toys and gender. Are their stories about toys 'genderous'? Come along and find out! See additional information about the session.

Sarah Goldsmith

Relevant to Principle 6 This is new research and how it can be incorporated into play-work practice

sarah.goldsmith@gcu.ac.uk

Children, Mobile Digital Technology & Outdoor Play

11:15 - 12:15

1 Hr

For Anyone

The session introduces the initial results of fieldwork investigating the relationship between children and mobile digital technology in outdoor play, based in an adventure playground in southwest England. It is part of a PhD that takes a detailed looks at how children and mobile digital technology mix together in outdoor play, suggesting different ways of looking at the issues.*****The research examines how modern childhoods are still full of play and wonder, and makes the case that this new normal is no less important than any other childhood. It examines how children combine play in digital spaces and with digital tools while still climbing trees, making dens, and chasing each other.

Chris Martin

Relevant to Principle 5 The session explores how children are incorporating digital spaces into physical ones, and provide an opportunity to discuss issues and playworker responses.

cpmchrismartin@gmail.com <https://www2.le.ac.uk/departments/geography/people/pgr/chris-martin>



Exploring the buzz: playful affective atmospheres	12:15 - 13:15	For Anyone
	1 Hr	
<p>We have probably all felt the buzz of a space, its affective atmosphere, the feel or mood of the space. However, as a playworker, explaining this buzz to others is often difficult because words frequently fall short of being able to fully evoke the richness of the everydayness of children's environments, especially the more intangible aspects of emotion and mood. This session will draw on posthuman participatory action research (PAR) undertaken for my MA in Play and Playwork with playworkers at an adventure playground. It will share key aspects of the research especially the use of creative methods such as photography; video and storytelling to attune to and articulate the buzz.</p>		Julia Sexton
Relevant to Principle 7	<p>Through understanding more about playful affective atmospheres, playworkers can deepen their understanding of their own impact on the play space and the impact of children and young people's play on the playworker. Using creative methods such as photography; video and storytelling offers opportunities to attune to different affective aspects. This can aid playworkers in being responsive to the conditions which support playful affective atmospheres.</p>	
<p>j.sexton@shu.ac.uk</p>		

Play in the USA	13:30 - 14:30	For Anyone
	1 Hr	
<p>Pop-Up Adventure Play has been working hard to support child-directed play all over the world, but it all started in the USA. Join this session to hear about what's been going on, and how it has impacted the PhD research done by Suzanna, one half of Pop-Up Adventure Play. Could the USA be bordering on a play movement?</p>		Suzanna Law
Relevant to Principle 4	<p>This is about adults finding a way to work around adult agendas to ensure that children's play can happen.</p>	
<p>suzanna@popupadventureplay.org</p>		<p>http://www.popupadventureplay.org</p>

LINDA CHAPMAN ROOM

Curiosity & Inquiry	9:30 - 10:30	For Anyone
	1 Hr	
<p>This workshop will look at the experiences of a playwork team in their attempts to deepen their understandings of children's play and playwork. It is a participatory session involving small and large group discussion. We will share examples of our approaches to reflection and some of the understandings we have developed. There will be opportunity for participants to share stories, examine current practice and explore ways of continuing to question and learn.</p>		Bridget Handscomb & John Fitzpatrick
<p>Relevant to Principle 7 All!</p>		
<p>manager@gwealantops.org</p>		<p>http://www.gwealantops.org/</p>

Children's narratives while they play	10:45 - 11:45	Wanting more
	1 Hr	
<p>Children endlessly create and tell themselves stories while they play. But there is very little in play or playwork theory about what must be a very important domain of play behaviours, given that children engage in it so much.****In this session Mick will look at the role of narratives in adult and childhood story-making and share real-life examples of how carefully listening and responding to children's play narratives deepen our understanding as playworkers, and with luck provide enriched possibilities for children to extend their play.</p>		Mick Conway
<p>Relevant to Principle 1 All of them</p>		
<p>mickplayfile@gmail.com</p>		



The Playwork Foundation is a new charitable organisation established to promote the value of playwork, support playworkers and advocate for children's play.

We were originally formed in 2015-16 in response to a survey of the playwork field, which showed overwhelming support for the creation of a new vehicle that could make the case for playwork services, help to develop the playwork approach, and provide a representative platform for playwork practitioners.

The Playwork Foundation aims to:

- Represent playworkers UK-wide, giving them a collective voice.
- Promote playwork nationally and support local campaigns.
- Lobby for policy change to create a legal and regulatory framework conducive to playwork services.
- Be a focus for good practice: supporting research and other areas that develop playwork.
- Provide support and benefits for playworkers, such as networking, information, skills sharing, events and resources.
- Be outward looking, building links with other professions and sectors.

Membership:

On 8 November 2017, the Playwork Foundation launched as a membership organisation. You can join via the website or at The National Playwork Conference.

Further events are planned for this year including several roadshows and a seminar. Details of these will be posted on the website and included in our regular members newsletter.

www.playworkfoundation.org

LAUREN CHILD ROOM

Outdoor classroom Day

9:30 - 10:30

For Anyone

1 Hr

Every child everywhere in the world needs time, space and opportunity to play every day right? So where better to start making that happen than with schools - that's where 90% of the world's children are, and every child in the UK (we include the 'unschoolers' too!)* Outdoor Classroom Day is a campaign to jolt teachers into thinking about the importance of the outdoors for learning and, yes, for playing. 16% of the schools around the world that joined us in 2017 already get over 90 minutes of playtime a day at school. We can share stories from UK, China, India and New Zealand!****In this session can you help us better shape the campaign's playwork messages in the UK? So every school gets the value of a great playtime?

Mary Jackson

Relevant to Principle 1

mjackson@ltl.org.uk

<https://outdoorclassroomday.com/>

Infiltrating Playwork Practice into Early Years?

10:45 - 11:45

For Anyone

1 Hr

I was posed this question:-**** "Play as a process, play as a tool – playwork v's early years, but do you think there is a generic definition, if you take the UN's definition, then can early years play types actually be defined as play or does it depend on how they are facilitated. Can there be Play in education settings or is it a pipe dream?"*****Best to try and get the answers at the Eastbourne Conference thought!! ****Grab a coffee and come along to discuss and listen to others and/or to share your thoughts, ideas and suggestions to working in the Early Education sector - as a Playworker.

Joan Beattie

Relevant to Principle 4 Do we advocate for play in Early Education? You decide.

beattie9search@gmail.com

Views of resistance	11:45 - 13:15	Wanting more
	1 Hr	
<p>When working with young people it is sometimes an intention to reduce the incidence of domination and dictatorship. This can be seen in attempts to reduce the domination of adults in the play-space, or in the creation of spaces which encourage people to be active and positive in their community. We will look at starkly different approaches to reducing domination, bringing in concepts from children's rights, evolutionary playwork, and Bakhtian dialogism, to throw open debate about the role of play, play supporters, and community spaces, in resistance against totalitarianism.</p>		Iain Cameron
Relevant to Principle 1	The healthy development of children and communities is our focus.	
iainplay91@gmail.com		

Play and Playwork In Schools in the UK and Canada	13:30 - 14:30	For Anyone
	1 Hr	
<p>Can schools ever be great settings for play and playwork? OPAL has worked with over 300 schools in the UK and Canada bringing playwork practice into every playtime 180 days a year. Is it really playwork? Can school's ever let go enough during the school day for play-workers to be able to work their magic?</p>		Michael Follett
Relevant to Principle 5	Traditionally the role of the adult in the play setting in schools is one of policing and stopping bad things getting worse. OPAL's work in schools replaces the policing model with a playwork one where the role of the adult is to be an enabler and enricher of play	
outdoorplayandlearning@gmail.com		http://outdoorplayandlearning.org.uk

SHIRLEY HUGHES ROOM

Why girls only?

9:30 - 10:30

45 Minutes

For Anyone

Why would open access adventure playgrounds offer single sex only sessions?****The Sisterhood Project based a Somerford Grove Adventure Playground in Tottenham, uses a combination of Play and Youth Work to respond to local need; a diverse, busy population that is living through many changes.****In this sessions we'll think about why and when single sex work adds to the offer of a playground and what this work might look like.

Sianead Crawford
& Issy Harvey

Relevant to Principle 8

Seeing single sex work as a type of intervention that enables children and young people to extend their play.

playworkers@hackneyplay.org

Creating Inclusive Play Spaces

10:45 - 12:45

2 Hours

For Anyone

This session is an opportunity to explore what inclusion means and its relationship to accessibility, design and play. It is a mix of discussion, presentation and activity. It will introduce ideas and tools which you can use in your practice to create more inclusive play spaces. This includes exploration of a three part model to use in the process of planning and delivering play sessions. The session emphasises an approach to inclusivity based on collaboration, reflexive practice and creativity. It's about an Inclusion that isn't a far-off ideology or something tokenistic, but something natural and joyful we can see on the playground every day.

Max Alexander

Relevant to Principle 5

The session is about enabling play workers to deliver play sessions which can support all children and young people in the play space including those who often face barriers to play due to their needs, abilities or backgrounds.

maxalexander@live.co.uk

<http://playradical.blog>

Understanding and positioning gender in playwork

13:00 - 14:30

1 Hr 30 Minutes

Getting there

As a playworker and specifically as a sector how do we understand and position gender? In this session we will explore the concept of gender equity and various theories of gender to see how we can situate gender within a playwork perspective.

Sarah Goldsmith

Relevant to Principle 5

Principle 5 alludes to inclusion of ALL children

sarah.goldsmith@gcu.ac.uk

**The FINAL Wednesday
afternoon Plenary poses some
important QUESTIONS**

**How is playwork going to get itself back
into policy discussions at a community
level?**

**What does playwork need to do to emulate
the building of a power base Meriden has
achieved?**

**What is playwork doing to bring itself to
the attention of the policy makers of the
incoming government?**

moderated by

Simon Rix

14:45 - 16:00

In the Michael Rosen Room

ALL ABOUT THE SESSION FACILITATORS

Ali Wood

Track: Playwork and Older Children

Playworking with teenagers

Linda Chapman Room

10:45 - 11:45

1 Hour



I have been in the playwork sector for decades now although began as a youth and community worker and now feel in some ways I've come full circle. (You'll have to attend the workshop to understand what that means!) I train/teach/assess/write and think a lot and still make time to play as much as I can on the Gower

aliwood@blueyonder.co.uk

Ben Tawil

Track: Revisiting Intervention

How Playwork influenced 2 primary schools

Lauren Child Room

9:30 - 11:00

1 Hour 30 Minutes



Ben shares his time between lecturing at Leeds Beckett University, and his company Ludicology, supporting all concerned with children's play through advice, research and training. ****Ben has worked on projects investigating the influence of playwork in primary schools, the effects of loose parts play on children's physical activity, the experiences of participants in a regional play project, Local Authority play sufficiency assessments and the development of suitable processes for managing risk in staffed play provision. ****Ben has been playworker/manager and play development officer. Ben's work has appeared in industry publications, edited books and journals as well as being presented at many conferences.

b.j.tawil@leedsbeckett.ac.uk

Bob Hughes

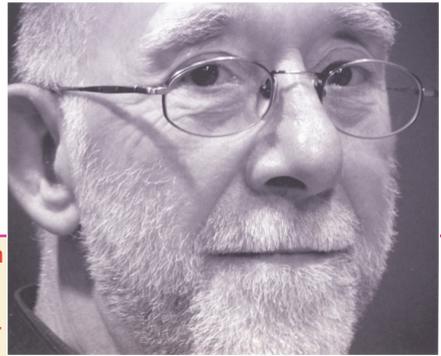
Track: Play Thoughts

A counter intuitive journey into the unimagined

Michael Rosen Room

13:30 - 15:00

1 Hour 30 Minutes



Sad old Elvis look-alike. Although Bob has been a playworker since 1970 and has run three adventure playgrounds and worked on many other settings, he tends to work more as a theorist these days. ****His work is internationally acknowledged and he has lectured in numerous countries including Japan, the US, Argentina, Hong Kong, Australia and Europe. ****His publications include, Notes for Adventure Playworkers, Play Environments : A Question of Quality, A Playworker's Taxonomy of Play Types 2nd edition, The First Claim Parts I and II, Evolutionary Playwork and Reflective Analytic Practice, and Play Types : Speculations and Possibilities. The 2nd edition of Evolutionary Playwork was published in September 2011****Bob was the first Managing Editor of the International Play Journal from 1993 – 1996, and is a recently retired Committee member of the EWNI branch of the International Play Association.****He has run PlayEducation, an independent playwork research and training consultancy based in Ely, Cambridgeshire since 1984. ****His current professional interests are play and evolution, and the quantum world of play. He is also a singer and songwriter.

playeducation@ntlworld.com

Bridget Handscomb & John Fitzpatrick

Track: More Playwork Theory

Curiosity & Inquiry

Linda Chapman Room

9:30 - 10:30

1 Hour



Bridget and John work for Gwealan Tops as the job share adventure playground manager. They have both worked within the Playwork sector for over thirty years on adventure playgrounds, after school clubs, mobile play projects and for regional play associations. They are experienced and established playwork trainers, assessors and advisors with backgrounds in quality, education, management and frontline playwork. Bridget has a degree in Play and Playwork and a Post-Graduate Certificate in Lifelong Learning. John is a qualified tutor with a Post-Graduate Certificate in Play and Playwork and has co-authored a research paper on 'Co-creating an Adventure Playground (CAP): Reading playwork stories, practices and artefacts' (2014) with the University of Gloucestershire. Both have edited and written chapters in playwork publications.

manager@gwealantops.org

Chris Martin

Track: Current Research

Children, Mobile Digital Technology & Outdoor Play

Michael Rosen Room

11:15 - 12:15

1 Hour



Chris is a playworker, writer/researcher, and play activist. He has an MA in Play and Playwork and is engaged in fieldwork for his PhD at the University of Leicester, examining the interaction between children and mobile digital technology in outdoor play. He is on the board of the International Play Association (EWNI), a fellow of the Royal Geographical Society (with IBG), and has published and delivered academic and professional papers in the UK and internationally, including the recent Play Wales information sheet 'Play and Digital Technology'. He is also a playworker at Tiverton Adventure Playground, currently co-creating a green oak treehouse.

cpmchrismartin@gmail.com

Colin Powell & Leanne Percival

Track: Playwork and Older Children

Track: Playwork and Older Children

Teenagers - Folk devils or misguided angels?

Teenagers - Folk Devils or Misguided Angels? no2

Linda Chapman Room

Linda Chapman Room

14:30 - 15:30

1 Hour 15 Minutes

15:45 - 16:45

1 Hour



Colin is the manager of an adventure playground called Gwenfro Valley based in Wrexham. He has been actively involved in delivering playwork since the 1980's. He has also sat as a member of the youth justice management board in Wrexham and the Police and Crime Panel for North Wales. He is a qualified social worker and also has a BA Hons in Criminal Justice.



Leanne has worked at both The Venture and Gwenfro Valley for the last fifteen years and specialises in engaging with the older users. She has a particular interest in enabling young people to access our provision and unpacking the presenting issues in order to build positive relationships.

colin.powell@live.co.uk

Gordon Sturrock & Adrian Voce

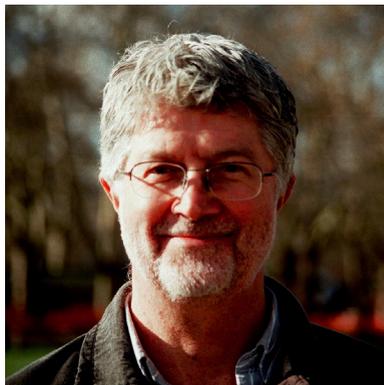
Track: Playwork Theory

A situated ethos of playwork

Shirley Hughes Room

13:30 - 15:00

1 Hour 30 Minutes



Gordon Sturrock is a playwork theorist and writer. He is co-author, with the late Perry Else, of *The Play Cycle: An Introduction to Psycholudics and The Therapeutic Playwork Reader*.****Adrian Voce is a play advocate and author of *Policy for Play*. He chairs the European Child in the City conferences and is a board member of both the Playwork Foundation and *Playing Out*. ****They each have grey beards, but only one of them has truly earned it.

adrianvoce@me.com

Iain Cameron

Track: Playwork And...

Views of resistance

Lauren Child Room

11:45 - 13:15

1 Hour



I've been working with young people for nine years now, and I am starting to have a few ideas about it beyond just working as hard as I can every day.****I have been using my white male privilege to spread ideas about the value of play, participation, and hope, for everyone.****I always have a few projects going at once, but I am currently practice manager of a community playgroup in Edinburgh, which is a partner provider of Early Learning and Childcare with the council. My work therefore puts me on the direct intersection line of Playwork and Education. I have opinions about this.****I also work at Edinburgh University, supporting managers of organisations concerned with young people to keep The Man out of their business.****This is my second visit to The National Playwork Conference, and the second session I will have run here.

iainplay91@gmail.com

Jacky Kilvington

Track: Play Thoughts

Playtheism

Michael Rosen Room

15:30 - 16:30

1 hour



I have been involved in the theory and practice of playwork for a long, long, time and now I am mainly writing about theory and practicing with my grandchildren.
 BUT I'm still here and still finding out about, and still banging on about, things that are relevant to play and playwork because I still love it and because I still think play is one of the most important aspects of life. I'm still crazy after all this time!

Jess Milne

Track: Revisiting Intervention

Ethics and Morals in Playworker intervention

Lauren Child Room

11:15 - 12:15

1 hour



Been around a long time, was described last week by a young play worker as 'Old school'. Still working, still fascinated by adults reaction to children's play. Enjoy a drink and some conversation, still Adventure Playground based in thought and deed.

Joan Beattie

Track: Playwork And...

Infiltrating Playwork Practice into Early Years?

Lauren Child Room

10:45 - 11:45

1 Hour



I am currently working as a lecturer for the University of the Highlands and Islands. Initially trained as a nursery nurse, I have worked in a variety of settings – early years, Playwork, youth work, the Arts and community work in Dundee, Bristol, London, Leeds, Edinburgh and the Highlands. After completing a BA (Hons) Professional Studies in Playwork in 1993, I went on to gain the PGCE and become a lecturer for Early Years and Playwork in Edinburgh, the Lothians, Central region, the Scottish Borders, Fife, and now Shetland. I worked as a Quality Assurance consultant for SkillsActive UK and was an assessor for SOSCN's original QA scheme. I have a particular interest in the development of play and Playwork opportunities within the Roma community and have visited and worked in the same villages in Transylvania annually for the past 15 years. I am a Trustee of IPA Scotland.

beattie9search@gmail.com

Julia Sexton

Track: Revisiting Intervention

Track: Current Research

The Kaleidoscope effect

Exploring the buzz: playful affective atmospheres

Lauren Child Room

Michael Rosen Room

15:00 - 15:45

45 Minutes

12:15 - 13:15

1 Hour



Julia lectures in Childhood Studies at Sheffield Hallam University, has always been involved with playwork and regularly volunteers at Pitsmoor Adventure Playground

J.Sexton@shu.ac.uk

Kerry Raymond

Track: Revisiting Intervention

'We want an Adventure Play-ground': The Journey

Lauren Child Room

16:00 - 17:00

1 Hour



Kerry has worked to support children in a variety of settings and lives in Redruth. She is a local parent and was originally a trustee at Gwealan Tops Adventure Playground before becoming an integral part of the playwork team. ****Bridget and John work for Gwealan Tops as the job share manager. They have worked in playwork for over thirty years on adventure playgrounds, after school clubs, mobile play projects and for regional play associations. They are experienced and established playwork trainers, assessors and advisors with backgrounds in quality, education, management and frontline playwork.

manager@gwealantops.org

Martin van Rooijen

Track: Play Thoughts

Korczak's children's rights on risk-taking in play

Michael Rosen Room

9:30 - 11:00

1 Hour 30 Minutes



Martin van Rooijen completed his Master's in (Ecological) Pedagogy cum laude on 'Parents and risky play' at the University of Applied Sciences in Utrecht in 2013. He is currently a PhD candidate at the University of Humanistic Studies in Utrecht in the Netherlands, and his primary research focus is on risk in play and the resilience of children in outdoor environments, as well as normative professionalism of pedagogues with children in their care. Martin set up two adventure playgrounds and was the coordinator of the playwork team 2006-2012. He is involved in Dutch networks on nature play and children's play rights, and is a member of the Dutch Korczak Foundation. He is appointed to the Journal of Playwork Practice Board, member of the Dutch branch of the IPA and the Special Interest Group Outdoor Play & Learning of the EECERA (European Early Childhood & Education Research Association).

martin.vanrooijen@phd.uvh.nl

Martin Hup

Track: Playwork Theory

Ins and outs of play in a Dutch nature playground

Shirley Hughes Room

11:45 - 13:15

1 Hour 30 Minutes



Martin Hup (1967) is founder and CEO of nature playground Het Woeste Westen in Amsterdam the Netherlands (since 2010). Before he was a biology teacher for 10 years and an environmental educator. ****His main goal is getting kids to free play and bring them in contact with nature. ****Martin is also the founder of the "Adventure club" (with five weekly groups in Amsterdam and three in Utrecht) which have as goal risky play and live time experiences in urban nature.

info@woestewesten.nl

Mary Jackson

Track: Playwork And...

Outdoor classroom Day

Lauren Child Room

9:30 - 10:30

1 Hour



Mary Jackson is Projects Manager for Learning through Landscapes and co-founder and Executive Committee member of the International School Grounds Alliance. Working in and with schools for over 25 years she has visited schools around the globe as they make the most of their grounds for both play and learning. Mary believes that play is important for everyone - and that includes teachers too! and that outdoor play should be intrinsic to every school grounds - whatever the age of the pupils. She hopes that schools will be celebrating play as part of Outdoor Classroom Day this year wherever they are in the world.

mjackson@ltl.org.uk

Max Alexander

Track: Making Inclusion Inclusive

Creating Inclusive Play Spaces

Shirley Hughes Room

10:45 - 12:45

2 Hours



My name is Max Alexander, I'm a writer, artist and, most importantly, play worker. I'm based in Edinburgh where I work in an adventure play setting specialising in inclusive play for children and young people who are disabled and/or have additional needs. I have worked with disabled children, young people and adults for the past 5 years in educational, play and healthcare settings.****I also write a blog called Play Radical, about inclusive play and communication and have run workshops for adults about exploring what play means and how play can help us meet our sensory and emotional needs. On the playground I can be found building everything out of cardboard, turning junk into puppets and facilitating messes of all proportions!

maxalexander@live.co.uk

Meynell

Track: Play Thoughts

Why playworkers need play therapy

Michael Rosen Room

11:15 - 12:45

1 Hour 30 minutes



Meynell is a radical maverick blessed with a light touch of arrogance.****In his 46 years of working with children and young people he has seen it all and done it all. He has, and continues to, make plenty of mistakes!****Meynell still does actual playwork and continues to train play people around the world – anywhere he can get paid to do a job.****He has read masses and talks to lots of really clever people. He argues his points passionately and proudly boasts there is no question that he cannot answer.****When not being immersed in the playwork world he likes to drink whisky and has a wonderful skill of having such a large musical repertoire that if you tell him anyone's name he can sing you a song with that name in it!****Test him.

meynell@meynellgames.org.uk

Michael Follett

Track: Playwork And...

Play and Playwork In Schools in the UK and Canada

Lauren Child Room

13:30 - 14:30

1 Hour



Michael spent 6 years as Play Adviser in the School Effectiveness Team at South Glos Council. Other experience includes playworker, teacher, special needs worker, policy officer, and social entrepreneur. Achievements include initiating the original Play Rangers and Play Pods projects. Since 2011 Michael has been director of Outdoor Play and Learning (OPAL). A not-for-profit which has transformed play in over 300 schools in the UK. ****In 2017 OPAL and Gloucester University were granted EU funding to develop quality criteria for play in schools in the Czech & Republics, Poland, Hungary and Austria. In 2017 JKP Publications commissioned and published Michael's Book "Creating Excellence in Primary School Playtimes". In 2018 the Toronto District Education Board will be working with OPAL's Canadian Partners to start a 40 school expansion of the OPAL Programme in 40 Toronto schools.

outdoorplayandlearning@gmail.com

Mick Conway

Track: Playwork Theory

Knitting together playwork theory

Shirley Hughes Room

15:30 - 17:00

1 Hour 30 Minutes

Track: Play Time

Pound Shop Play and NEW!!! Poetry Pebbles

Meg Cabot Room

13:30 - 14:30

1 Hour



Mick Conway started his playwork career on Bermondsey adventure playground in 1978. He went on to become Director of Hackney Play Association where he was a founder of Playday, created the Quality in Play system and was a consultant on development of the Playwork Principles. He then managed various playwork programmes at London Play and Play England, wrote a number of play-related texts including four editions of Quality in Play, the play stories in Bob Hughes' Evolutionary Playwork and hundreds of other briefings, presentations and articles. ****These days he mostly draws and paints (after a four-decade gap year) including being the graphic recorder for the University of Gloucester 'Sharing Memories of Adventure Playgrounds' project. He currently works part-time as a playworker on adventure playgrounds in Islington and delivers playwork training for play projects on RAF stations.

mickplayfile@gmail.com

Nicola Butler & Mick Conway

Track: Miscellaneous

Getting started with Quality in Play

Meg Cabot Room

13:00 - 14:30

1 Hour 30 Minutes



Nicola Butler is Director of Hackney Play Association, a play development charity that supports play projects in Hackney, including support with Quality in Play. She is also chair of trustees of Play England, which administers the Quality in Play accreditation process.

Mick Conway has played a key role in the development of Quality in Play since its inception, when he was Director of Hackney Play Association, and is an experienced Quality in Play mentor and assessor.

nicola@playengland.net

Penny Keeling

Track: Playwork and Older Children

What is a Play work approach to youth'

Linda Chapman Room

9:30 - 10:30

1 Hour



Hello, my name is Penny Keeling and I am currently working on my BA in Youth and Community Work at Newman University. As part of my requirement to develop practical skills I was on placement at Meriden Adventure Playground (MAPA) in my first year and have been there ever since in one form or another. During my final year I found myself asking, "What is the Playwork approach to youth?", and so, approached MAPA and asked if I could return on placement as a youth worker to conduct research into this with the kind permission of MAPA, I am initiating research while taking on the role of Youth worker adhering to and respecting the play work principles and practices as they are upheld within MAPA.

Penny@pkeeling.plus.com

Rob Whewey

Track: Miscellaneous

Inspecting your own outdoor equipment daily/mnthly

Meg Cabot Room

9:30 - 11:00

1 Hour 30 Minutes



The country's leading practitioner of consulting children (and their parents) about their outdoor play. He has used non-interactive observation research together with interviews and questionnaires at over 70 areas of housing in England and Wales. He has also carried out many consultations when play facilities are to be built or improved. His regular work is the inspection/assessment of hundreds of fixed equipment playgrounds and some adventure playgrounds every year. He has devised systems for inspections which reduce paperwork to a minimum but give very robust systems. ****His research means that he knows why some play facilities are regularly used by children and others are not. He has campaigned for children's right to play since he became an adventure playground worker in the early 1970s.

rob@whewey.demon.co.uk

Sarah Turton

Track: Playwork Theory

IMEE, reflection, playwork and parents

Shirley Hughes Room

9:45 - 11:15

1 Hour 30 Minutes



Born and bred in Devon I spent most of my childhood playing outdoors, a trait which has carried me through into adulthood and now into parenthood. My playwork journey began in 2001, where after completing a National Diploma in Outdoor Leisure at Bicton College I was looking for the next steps to take when a lecturer suggested playwork. From then on playwork didn't just become a profession, it became a passion. Since starting in playwork, I've worked in settings in Devon, Bristol and Gloucestershire and in 2012 myself, my partner and our son who was then 3 relocated to Wales where I went from working with children to being a Training Officer, training new playworkers to work with children and whilst I miss working directly with children I do enjoy seeing those 'lightbulb' moments in playworkers where they finally get what playwork is.

saraht@clybiauplantcymru.org

Sarah Goldsmith

Track: Current Research

Track: Making Inclusion Inclusive

Children's 'Genderous' Toy Stories

Understanding and positioning gender in playwork

Michael Rosen Room

Shirley Hughes Room

9:30 - 11:00

1 Hour 30 Minutes

13:00 - 14:30

1 Hour 30 Minutes



This feels a bit like internet dating, so here's my brief profile! Experienced playworker/trainer who is now in the 3rd year of a PhD in Glasgow, looking at children's knowledge and understanding of toys and gender. I should be finished by the end of the year which is quite scary as I have lots to do, but I think I'm keeping sane by walking in the beautiful Scottish countryside, meeting up with friends and doing some strange art stuff. This is also peppered with moments of mania! So if you are interested in what I'm doing come along to one of my sessions or find me for a chat as I shall be floating around throughout conference.

sarah.goldsmith@gcu.ac.uk

Sianead Crawford

Track: Making Inclusion Inclusive

Why girls only?

Shirley Hughes Room

9:30 - 10:30

45 Minutes



Sianead has worked on adventure playgrounds for 5 years. She currently works at 3! She started off as a young parent whose children went to a playground and has never left. She has worked on the Sisterhood girls project for 4 years as well as open access sessions.

playworkers@hackneyplay.org

Steve Bryant

Track: Play Time

Old Skool games at playtime

Meg Cabot Room

11:00 - 12:00

1 Hour



I'm the Play Manager at the MKPA a play charity that has been running since 1971. I have past experience in a Pre-School, holiday club , after school setting and Open Access Play environments. I'm still a big kid at heart love a good pun and a dad joke.

play@mkpa.co.uk

Suzanna Law

Track: Current Research

Play in the USA

Michael Rosen Room

13:30 - 14:30

1 Hour



Suzanna Law began as a mobile playworker, or playranger, in socio-economically deprived neighbourhoods in Manchester, UK. She then pursued a second BA, and graduated in 2012 with a First-Class Honours Degree in Playwork. At the same time, she helped to found Pop-Up Adventure Play in both the UK and US, and was Lead Playworker during a 2-month residency on Governors Island in NYC. Based in the UK, she is currently working towards her PhD in Playwork at Leeds Beckett University. At Pop-Up Adventure Play, she leads on project coordination including all three Pop-Ups Tours, and manages online communications for all social media platforms.

suzanna@popupadventureplay.org

Tilia Guilbaud-Walter

Track: Play Time

Scavenger hunts

Meg Cabot Room

14:45 - 15:45

1 Hour



i am the 14 year old daughter of two playworkers and have grown up in Eastbourne. Like all teenagers (perhaps) I enjoy music, both listening to and playing with my local folk orchestra. I am passionate about creativity and specifically different forms of art - my sketch books fill all too quickly.

tilting@meynellgames.org.uk

Tony Delahoy

Track: Play Time

How not to cut yourself when whittling

Meg Cabot Room

9:45 - 10:45

1 hour



A versatile all rounder. As at home in an adventure playground as out play ranging.

Playworker, forest school, bushcraft all feature highly in Tony's work.

Working as a play development worker for Play Torbay gives Tony plenty of opportunities to continue to grow and learn.

Currently very interested in play and resilience.

tony.delahoy@ntlworld.com

Vicky Edwards

Track: Revisiting Intervention

Play Types into Practice

Lauren Child Room

13:45 - 14:45

1 Hour



So....a bit about me! I'm Vicky and I'm a playworker and have been for almost ten years. Throughout this time I've worked at various settings, including Adventure Playgrounds, Breakfast & Afterschool clubs & Play Ranging. I have a real passion for play and playwork, beginning out as a playworker I remember thinking it was so easy, it's just play; something i have to remind myself still, rather than taking into account all the complex jargon that so easily gets in the way of what we do in our practice. ****I'm known as a bit of a mad hatter where I work, loving the chaos that comes with the job.

vicky.edwards.play@hotmail.co.uk



LOOSE PARTS



Cable Reels



[miltonkeynesplayassociation](https://www.instagram.com/miltonkeynesplayassociation)



[@MKPlay](https://twitter.com/MKPlay)



[@mkplay](https://www.facebook.com/mkplay)



Delegate List

Adrian Voce	Policy for Play
Ali Ransom	London Borough of Hackney
Ali Wood	Playwork Consultant
Amy Crowley	GOSH
Andrea Butler	Cambridge City Council
Andy Leatham	London Borough of Hackney
Angela Day	London Borough of Hackney
Angie Foran	Streatham Youth and Community Trust
Antonia Birk	In2play
Archie Morrell	LPW/Bristol
Barbara McIlwrath	Belfast Met
Ben Tawil	Leeds Beckett University
Bob Hughes	Play Education
Bridget Handscomb	Gwealan Tops Adventure Playground
Carolyn Berthou	Woodpeckers Fun Club Jersey
Charlene Leith	Hackney Play Association
Charlotte Vincent	Funzonr Ltd
Chloe McNulty	acacia adventure playground
Christopher Martin	Tiverton Adventure Playground
Christopher Roberts	Acacia Adventure Playground
Clair Faulkner	Class Of Their Own
Claire Griffiths	The Land
Clare Moutrie	In2play
Colin Powell	Gwenfro Valley ICC
Cyril Felix	Clapton Park Play Project
Dave Poulton	Meynell Games
Dave Bullough	The Land
Dawn Harrison-Smith	
Debby Clarke	Dublin City Council
Denise Cochrane	GOSH
Denise Barr	RAF Wyton
Denise McVeigh	Mid and East Antrim Borough Council
Ellena Henry	GOSH
Gareth Poole	The Land
Gemma Jones	The Land
Gemma Wilson	PLAYtarium
Gill James	Hybu Ltd
Gillian Marsden	Bright Beginnings
Gordon Sturrock	
Hannah Arthur	PLAYtarium

Harriet Sharp	The Exwick Ark
Heather Jebb	Cambridgeshire County Council
	Cambridgeshire County Council
Iain Cameron	The University of Edinburgh
Ingrid Wilkinson	OPAL North East
Jackie Boldon	play north east
Jenny Dyer	GOSH
Jess Milne	
Joan Noade	Armagh City, Banbridge and Craigavon Borough Council
Joan Beattie	UHI (Shetland College)
John Fitzpatrick	Gwealan Tops Adventure Playground
John Haines	Acacia Adventure Playground
John Massingham	Streatham Vale park
Julie Henderson	Acacia Adventure Playground
Julie Page	Hastings Borough Council
June Wilson	PLAYtarium
Karl Wilks	Cambridge City Council
Katie Hanchard-Goodwin	Bristol Playbus
Kelly Smith	Cambridge City Council
Kerry Raymond	Gwealan Tops Adventure Playground
Kimberly Bonner	GOSH
Kurt Birkenbeil	OPAL South
Laura Walsh	GOSH
Laura Lassetter	Class Of Their Own
Laura Beerling	Hastings Borough Council
Leanne Percival	Gwenfro Valley ICC
Libby Truscott	Hackney Borough Council
Linda Naccarato	OPAL Canada
Lisa North	Cambridgeshire County Council
Lisa Coggins	Woodpeckers Fun Club Jersey
Lorna Blackie	Cambridgeshire County Council
Maggie Ruby Ward	Hastings Borough Council
Margo Skonieczna	In2play
Maria Wass	Welton Kids Club Ltd
Martin van Rooijen	University of Humanistic Studies Utrecht
Martin Hup	Nature Playground Het Woeste Westen, Amsterdam+A1
Martin King-Sheard	Play Wales
Mary Jackson	Project Dirt

Max Alexander	The Yard Edinburgh
Meynell	Meynell Games
Michael Lassman	Meynell Games
Michael Follett	OPAL International
Mick Conway	Islington
Midah Guilbaud-Walter	Meynell Games
Naomi Jones	Child's Play Clubs UK
Neil Broome	Cambridge City Council
Neville Hays	London Borough of Hackney
Nicola Butler	Hackney Play Association
Nicola Gladwin-Stride	Hawkedon Primary School
Penelope Keeling	
Penny Wilson	
Rachel Murray	OPAL UK
Rebecca Bennett	Coleg y Cymoedd
Rebekah Bibby	Kent High Weald Partnership
Rob Wheway	Children's Play Advisory Service Ltd
Ruth Lockley	Bright Beginnings
Samuel Thomas	Bristol Playbus
Sara Keane	Class Of Their Own
Sarah Goldsmith	Glasgow Caledonian University
Sarah Henshaw	Extra Care Club
Sarah Turton	Clybiau Plant Cymru Kids' Clubs
Sarah Buffy-Hitchens	OPAL
Sharon Parrott	The Exwick Ark
Sianead Crawford	Haringey Play Association
Sigrid Hillman	RAF Wyton
Simon Bazley	Playful Futures
Simon Rix	Independent
Sophie Wear	Child's play Clubs UK
Steve Bryant	MILTON KEYNES PLAY ASSOCIATION
Sue Olding	The Exwick Ark
Sue Leigh	Hastings Borough Council
Susie Dadd	Artist
Suzanna Law	Leeds Beckett University
Suzanne Lyons	GOSH
Tilia Guilbaud-Walter	Meynell Games
Tony Delahoy	Play Torbay
Vicky Edwards	
Vikki Osbourne	Kent High Weald Partnership

INTERNATIONAL PLAYWORK OPPORTUNITY



The Transylvania Playwork Project 2018 is looking for **Volunteers** to work and host daily play sessions for the Roma children of Valea Rece in Targu Mures, Transylvania, and a pop-up play event on the village green in the beautiful farming village of Ormenis, in the Carpathian Mountains.

We require people who like to have fun and adventure while finding out about other cultures. You will be expected to supply some playful resources.

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

The trip will be from 07-21 July 2018. Your accommodation will either be self-catering in a city centre apartment or at a 3 star hotel on a bed and breakfast basis. (You can come for 7, 10 or 14 days.)

The cost will be approximately £40 per day (excluding flight costs) for all travel, including airport transfers in Romania, accommodation, and the meals listed below. Flights are to Cluj Napoca from London Luton Airport.



Highlights include:

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

If you would like more information please contact Joan Beattie by e-mail on:

beattie9search@gmail.com – Closing date 30 March 2018

FREE PRIZE DRAW

NOT A MEMBER YET?
WIN A YEAR'S MEMBERSHIP



Put your name and email address in the box, and on Tuesday night at the awards ceremony two winners will be picked.

About the prize: IPA has members in close to 50 countries. IPA is an international non-governmental organization founded in 1961, its purpose is to protect, preserve and promote the child's right to play as a fundamental human right.

Members meet every three years at the IPA world conference – the 2020 conference will be held in Jaipur, India. Members receive discount entry and other exclusive offers around conference time. Between conferences you will receive the *PlayRights* magazine and as an IPA England, Wales and Northern Ireland member you will receive an additional magazine *CommEWNication* twice yearly, along with invitations to events throughout the year and opportunities to connect with play people around the world.

Annual membership for an individual in employment is £30.

Unfortunately this offer is not available to existing members.



At CACHE, we are continually investing in high quality qualifications for the care and education industry, making us the UK's leading sector specialist.

Our in-depth portfolio supports progress in a wide range of sectors



Early Years



Health



Children and Young People



Playwork



Health and Social Care



Supporting Teaching and Learning

Find out why CACHE is the number one choice for care and education provision.



0345 347 2123



cache.org.uk



info@cache.org.uk

9th Annual Playwork Awards

Shortlisted Nominations

Frontline Playworker Award Sponsored by IPA EWNi

- Gwealan Tops Adventure Playground
- Sycamore Adventure Playground
- The Land, Plas Madoc



Training Award Sponsored by CACHE

- Mohair Centre Training
- Pop-Up Adventure Play
- Simon Bazley



Raising the Profile of Play Award Sponsored by Play Scotland

- Denise McVeigh
- Ellen Delaney
- Play Torbay



Development and Support Award Sponsored by Unite the Union

- CVSC (Community and Voluntary Support Conwy) Play Development Team
- Denise McVeigh
- Nick Jackson



Playwork in Different Contexts Award Sponsored by Hackney Play Association

- Play Gloucestershire
- Torfaen Play and Short Breaks Services
- Woodland Tribe



Paul Bonel Memorial Award Sponsored by

- Barbara McIlwrath
- Stuart Lester

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

It is a 'Black Tie and Ball-gown' optional event.

Details of all the short-listed 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/>

Here is the timetable for the evening:

18:00 Doors and Bar open at the venue with Live Music.

18:30 Doors open to the Event hall and you can take your table where the first course will be plated and ready.

19:30 The main course will have been served to your table

20:00 The awards ceremony begins with the Comperes opening monologue

The first two awards are introduced by Suzanna Law and presented

20:30 An intermission in which dessert is available on a buffet and entertainment takes place on the stage

20:45 The next two awards are introduced by Laura Walsh and presented

21:15 An intermission in which you can go to the bar and entertainment takes place on the stage

21:30 The final two awards are introduced by Archie Morrell and presented

22:00 The Ceremony finishes and you can, at your leisure, return to the lounge bar for conversation or stay in the Ballroom for the After Party till 12:00 midnight

Unite the Union – talking loud and saying something to Playworkers at National Playwork Conference 2018!

Unite are the only major trade union to have taken up the cause of playwork. We believe that there should be a statutory investment in open access play provision and that there should be a framework for qualifications for playwork linked to pay, terms and conditions.

Barbara McIlwrath is the current Playwork Convenor for Unite the Union and last year she was asked, “What has Unite the Union the Union got to do with Playwork?” The response to that was more detailed than her inquisitor expected!

Unite has promoted and supported all the positive developments in Playwork for 25 years. We have a specialist section for Community, Youth and Playworkers (CYPW) and have had two Playwork Convenors, both of whom have been a face to face Playworkers and are the direct representatives of play workers on the section’s National Committee.

Barbara has years of experience in promoting Play and Playwork at a local and national level, as member and Chair of PlayBoard Northern Ireland for nearly 30 years and as member and current chair of the Playwork Education and Training Council for Northern Ireland. She, along with the CEO of PlayBoard, managed to lobby for statutory support for a number of out of school groups who ran their services based on the Playwork Principles.

Barbara was part of a team that successfully lobbied the Northern Ireland Assembly to devise a Play Strategy. She is also a Founder Member of the Playwork Foundation. As Playwork Convenor for Unite she can bring all that experience, and network of contacts, together to work for Unite’s members. Unite is the only Trade Union to actively support Playwork and offers a collective voice. We value the work you do and believe that we are only as good as our membership so come on, get your voice heard!!!

Unite have supported Playwork campaigns in London and have Playwork members across England, Wales, Scotland and Northern Ireland.

Unite supported Chris Martin’s 2014 paper “[Play work is a serious business](#)” and want to build a network of play workers who want to defend their services and be advocates for play work with other stakeholders, who have the same values and aspirations.

Do sign up to our network and find out how the trade union movement has got something to say about services for children and young people.

For further information do contact Barbara McIlwrath on barbaramcilwrath@hotmail.com or Colenzo Jarrett-Thorpe, Unite National Officer on Colenzo.Jarrett-Thorpe@unitetheunion.org or Kerry Jenkins, Sector Development Assistant on Kerry.Jenkins@unitetheunion.org or follow us on twitter www.twitter.com/CYPWUnite



Meynell Games Bookseller is a specialist seller of new and second-hand books relevant to the play and playwork sector.

We go mainly to sector Conferences and events although a few books are sold through customers directly ordering from us or on our website www.playbooks.org.uk.

Whilst we currently stock over 250 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 and playwork 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 all the new books and most of the second-hand books that we sell!

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 have a display copy at the event and direct potential buyers to purchase elsewhere.

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.

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 make no charge to bring bookseller to an event.

CREATING
BETTER
play
opportunities

11 Beachy Head Road, Eastbourne BN20 7QN
01323 730500
MEYNELL@MEYNELLGAMES.ORG.UK



MEYNELL
GAMES
GROUP



Conference Organiser – FOOTNOTE

This Conference has been organised and put on by Meynell Games. If you have ever come across us before, we are a small non profit distributing organisation working towards making a difference to the play lives of children and young people.

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

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

Please do talk to Meynell Games if you are looking to put on your own mini Conference, organise some training or want to buy some books or other resources.

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

meynell@meynellgames.org.uk

www.meynellgames.org.uk

www.ringworld.org.uk