

CONFERENCE

JOURNEY

PLANNER

2019

**17th National
Playwork**

CONFERENCE

Tuesday 5th & Wednesday 6th March 2019

EASTBOURNE

Dear Colleagues and Friends

Welcome to the National Playwork Conference in my home town of Eastbourne and if it is your first time at Conference I hope that you will have a wonderfully joyful experience. Now have a thorough read through this lot, for there is a lot to take in.

This is more than just a Conference it is a happening. There is more than CPD and learning, there are old friendships to reignite and new ones to make, the chance to meet people you have heard of and people who are completely unknown to you. Everyone has a story to tell. Ask each other to share, talk about who you are, what you do and what you believe in and what you want and your Playwork dreams.

This Conference is the only two day event for Playwork people across the UK and beyond to come together to be with like minded people and to try to expand and hone our craft.

Over the next two days we will have in excess of 40 presentations across 10 different themed tracks with approximately 40 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 and developed it and I hope that you get 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.

One of the things that is important to me in the planning and delivery of Conference is the approach that is taken to the design of the content and to the way we the organisers respond to the participants and facilitators. I have always tried for it to match the values and philosophy that are applied when working with children and young people as a playworker



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

In my thinking the way we operate when engaging with children and their play places should be little different than the way we work with and engage with other adults and colleagues.

REMEMBER if you spend all your time in sessions then you are not going to get that refreshing five minute walk along the beach; you will miss out on the 'RO's' that will be taking place; you won't get to 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 is the guardian of the child's play space - we keep the rest of the world away, so they can play”

Midah Guilbaud-Walter - Conference Brain



We call Midah ‘the brain’ because she does all the hard work with managing the bookings, processing everything on all the systems and problem solving.

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 ongoing website updates and monitoring 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



We call Tilia the 'Conference Consultant' because every decision is run by her for approval. Whether it is the Journey Planner colour scheme and graphics or the content of the menus, Tilia has to approve before the job is done!

Tilia has also been the sounding board for the new ideas that are happening this year at Conference and the Awards Ceremony.

She has also taken on the 'back office' work for the Meynell Games Bookseller so can help you find the books you want.

During Conference if you need some help - find Tilia and she will help you!

The Promise of Play by Thomas Henricks

People play to change the world, to turn it to their purposes, to invent things that were not there before. At the end of their endeavor, they discover it is they themselves who have been changed.

There are many ways of thinking about why people play. Some scholars see play as a biological matter. For them, play is a physiological nudge or shove-in-the-back: a dimly understood compulsion to get up, move about, and express oneself. Like other species, humans respond to specific encouragements of body and brain. It is in our nature to learn complicated patterns of thought, feeling, and behavior. Play is the activity that facilitates that development.

Play also is a significant psychological affair. We humans are fascinated by the prospect of controlling our own behavior, of being active subjects in our own lives. In that light, play encounters are forms of engagement or dialogue, interchanges between the external forms and forces of the world and our own powers to confront and perhaps direct these. That quality of unsettlement and tension – for play is inevitably precarious, confusing, and unpredictable – makes play fun. Players crave excitement of that sort, and the gratification that comes from playing well. More profoundly, they seek to remind themselves that they can control the terms of their own actions-in-the-world, that they can break the spell of routines that are oftentimes disadvantageous, demoralizing, and depressing. In play, optimism reigns.

Play is social as well. People flourish through companionship. Frequently, those companions invite us to play with them. Usually, that activity raises our spirits, even when initially we were disinclined to participate. Other people constitute our principal forms of support and the best standards against which to measure our own achievements. They grant us placement in their groups. They provide feedback on our behaviors. They tell us who we are. Playing with others gives us chances to explore new statuses and to evaluate the meanings of these. Without censure, players inhabit different versions of themselves. For that reason, playgrounds are the great laboratories of social learning.

Don't forget the role of culture. We communicate with one another through established forms - publicly circulated beliefs, values, norms, images, and skills. Those shared symbols make possible collective play. And sometimes – as when we create stories, make pictures, or tell jokes - those symbols become the focus of that activity. We play “in” culture but we also play “at” it and “with” it. More than that, culture encourages – and discourages - us from playing. Culture honors certain forms of play as well as certain times and places for those endeavors. It suggests which types

of play are appropriate for which types of people. Sometimes, we play to meet these expectations; sometimes we play to break them.

Last, but not least, is the environment. Certain conditions optimize play; other forestall it. Give us a kite and a windy day and we will have fun. The same can be said for a pool of warm water, a box of wooden blocks, or a craggy hill that is “asking” to be climbed. Much as we do with culture, we play “in” the physical environment, but we also confront specific elements of that world. Through environmental explorations, we learn the boundaries of existence – and the possibilities for expanding those limits.

In all these ways, the world invites us to play. To enter those playgrounds we pay our dues of time, energy, inspiration, and good will. What does play give us in return?

In my view, the gift of play is self-realization.

For every creature, the challenge of living is to determine where one stands in situations and to learn what one can there. Existence is ceaseless reconnaissance. Some species inhabit limited environments and develop very specific skill-sets to survive in these. Species of that type do not need to play. But other species, like our own, operate in very open, complicated environments. They face many kinds of challenges; no single behavior guarantees survival. Indeed, the mixture of useful behaviors is both ill-defined and ever-changing. Creatures like that must establish very flexible arrays of thought, feeling, and behavior. In many species, youth is the period set aside for this development; in humans, that quest continues for a lifetime.

We play then to develop patterns of recognition-and-response, essentially ways of



noticing, evaluating, and responding to the world's occurrences. Creatures like us have orientation systems that we have developed through the years. We rely on those systems. We live inside them; they are fundamental to who we are. But we also treasure the ability to decide which of these patterns we will employ at any time; it pleases us to start and stop those patterns at will. Once again, play activities are the occasions where we practice these possibilities for creation and control.

That sense – of comprehending who we are and what we can do – I call the “self.” Living persons have selves. That is to say, we inhabit our placements in the world; indeed, we are embedded deeply in them. But we humans also can separate ourselves mentally from our immediate settings. We can focus on “situations” that transcend the narrow confines of our perceptual surround. We can dream of things that never were and never will be. We can plan the future. We can choose to do one thing and not another.

The behavior of every creature is “conditioned,” often by factors beyond its control. When creatures play – and this is especially true for humans - they change the terms of those conditions. They interrupt the invisible connections of cause and effect that shackle ordinary existence. Players elevate themselves; they see the world with a new sight. Unafraid, they challenge themselves to change, to become what they have not been before.

When we “realize” ourselves in play then, we explore these possibilities. Although imagination is a crucial setting for play, most play features concrete behaviors. “Acting” in the world (and the concept of action suggests some level of conscious choice), we encounter other things that exist in their own right. Those things, including other people, sometimes allow us to proceed without interference; they may even support our desires. At other times, they resist us, seemingly with a will of their own. Just because the world treats us in these varying ways, we thicken our understandings of the possibilities of living. This knowledge is not simply intellectual; it is practical or applied. Like scientists or artists, players test out ideas by implementing concrete behaviors in the world. Only then can we know what works and what doesn't, what is useful to us and what must be relegated to the realm of the fantastical.

To be sure, there are different types and settings of play - and different ways of playing. But that variation is united by play's general quest to explore the countless strategies for living. In my view, play is the fundamental pathway of experience that centers on “goal-attainment.” In a process without end, players envision the possibilities of situations, define behavior trajectories, develop strategies for fulfilling these, employ these strategies, and examine results. At base, the specific ends of the activity in question are not so important. The real end is self-knowledge.

The gift of play then is that fuller sense of who we are – and who we can be. As part of that process, we learn that other people are important contributors to those feelings of capability and support. We learn about culture, those symbol systems that frame our self-understandings and enhance our communication with others. In its best forms, play emboldens minds and strengthens bodies. It acquaints us with the material environment and teaches that our physical acts have consequences for the world we depend on.

If play were to make promises to us, what would these be? That everyone with an open heart will be admitted to the “magic circle”. Whatever their level of experience and ability, entrants will find themselves challenged. Those difficulties are to be embraced, willingly, by all. No person will present pre-ordained solutions or techniques to others. Instead, people will craft their own responses to their own self-conceived problems. No one will be forced to play, or to stay beyond the time that their interest sustains them. There will be uncertainty and wonderment. There will be fun, magnified by feelings of comradeship. People will leave the playground invigorated by the sense that they now know something about the world – and about themselves – that they did not know before.



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 traveling 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 track but you don't have to and you can switch tracks at any point.

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

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

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

If you are here with a colleague 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 'Gender', or 'older children']

Go to sessions that are at a specific level. [see page 13 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. I like to have a little bit of playing every year with how I name the rooms and this year I decided to approach some living academics in the world of play and ask them if I could name a room after them and would they mind writing a little something to go on the room door.

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

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

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

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

Yes, we know there are far too many sessions, debates, discussions, papers etc. for you to get to do everything. We 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.



Here is some stuff we have never done before

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

From our 'Researcher in Residence' to 'Mad about Bubbles' other RO's [Random Occurrences] will emerge like magic and then fade away again like a ship passing in the night. They will be announced on our twitter and Facebook feeds so keep your phones or tablets connected and keep in touch.

We want you to get the whole of Conference buzzing on social media. Feel free to live stream anything that is happening, keep the Tweets and Facebook updates going. We're Meynell G Ames and The National Playwork Conference on Facebook; @meynellgames on Twitter so make sure you tag us in everything you share and use the Conference hashtag #natplayconf so we can see your conference adventures!

On Tuesday only you will see 'Bob's special chair'. This is the place to meet and talk to Bob Hughes who is also going to, at some point in the morning, talk specifically about 'Beginnings, middles and ends'. It's a conversation about his playwork journey, you will see him sitting in the corner muttering to himself but making it a little bit more formalised - a kind of conversational Q&A.

Joan Beattie is knitting yellow butterflies for Cancer Awareness. If you are a knitter a butterfly should take you about 15 minutes to complete, so quite easy to fit in-between sessions! If you can't knit – Joan will teach you, although probably not to butterfly standard, but maybe the basics. If you want to carry out any other easy crafts just bring along your own bits and pieces and pass on your skills to the rest of us.

Another real treat is a Health & Safety in Practice conversation with Bridget Handscomb and Nicola Butler which is intended to support existing practice and help playworkers keep the bureaucracy to a minimum whilst meeting required standards. Some areas they hope to cover are: explore how to use simple, tried and tested practices in Health & Safety; identify the core systems and evidence to have in place; clarify the current issues around insurance for play organisations. This is a chance for playwork people to exchange ideas, ask questions, develop strategies and support each other through constructive dialogue. It is not about theory but about practice, focusing on adventure playgrounds but applicable to all play settings.

Look out for Jess Milne doing fringe stuff! He is going to be challenging in conversation and also telling stories. Just ask him a question about something he's done, or a specific playground or a person from playwork history. Then figure out a way of how to move him on to another subject without being rude.

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

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

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

Programme changes

If there 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.



Making it to the end!

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

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

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

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

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] please wear the right badge at the right time or risk being ejected by Conference security!

WiFi

This is available throughout the common areas and session rooms. Look for the 'PlayworkConference' network and the password is 'meynellgames'. We chose that just to remind you who put the whole event together in the hope that you might ask us to do some work!

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! You could fish for clues as to who they are but that is likely to fail. Time to fess up and admit it: Re-introduce yourself to anyone you don't know or whose name you have forgotten! It is perfectly okay to say: "Hi, I am (insert your own name) and bugger me if I haven't forgotten who you are – tell me your name again" and if someone says this to you, you should not respond with a "Streuth, I thought you knew who I was!" That will just compound their embarrassment. Be kind, be gentle and reintroduce who you are too! Having got past that moment you can then remind each other of who you are and when you met.

Annual Playwork Awards

The Awards Ceremony will take place in the ballroom that is in the basement of the hotel. There are more details about the Awards evening later on in the Journey Planner

Why do you call them sessions?

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

When are the sessions taking place?

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

Where are the sessions taking place?

They are taking place on the ground floor, upstairs and basement of the Cumberland Hotel. There will be some other stuff going on in hidden and out of the way places. Either you will find them or you won't!

Are any sessions repeated?

No, everything happens just the once – that's why we suggest you always come to Conference with a friend, go to different things and share later! Every year we try to record the sessions and then make them available. They are recorded on a webcam [so not great quality] and the intention is always to get them out there to the playwork world as soon as we can. We have not yet achieved this! Ever!! Maybe 2019 will be different?

Do I have to go to sessions?

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

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

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

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

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

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

Can I arrive late to a session?

If, as you plan your day, you discover that there is an unavoidable overlap between two sessions that you desperately want to be part of – how about finding the facilitator and asking them if it is okay to arrive 10 minutes, 20 minutes late? All the facilitator's pictures are further along in the Conference Journey Planner or ask one of the very helpful Conference Team to point you in the right direction to finding them.

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

Where are the toilets?

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

Where do I smoke?

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

If you must: the beach is across the road.

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. We shall endeavour to introduce you. We have most people's mobile numbers so we can send them a text to help you meet.

How do I get a drink?

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

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

When do I have to check out?

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

Catering

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

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

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

Lunch will be served over a 2 hour period from 12:00 – 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 labeled 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 labeled for 'Gluten Free' or for 'Vegans only' please ensure that you do not take it but leave it for those who really need it.

Each lunch time there will be soup choices, a hot dish as well as salads, crudités and tapenade and tart for dessert!

These are the Tracks

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

Tuesday

My Understanding of Play: in the Anna Beresin Room [downstairs]

Whilst there is the playworkers' understanding of play - 'freely chosen, personally directed, intrinsically motivated' - the way this is understood and interpreted can vary depending on the context from which you are looking. This is a set of very different and sometimes challenging approaches to thinking about play.

Playwork Theory: in the Peter K Smith Room

What would the National Playwork Conference be without a track on Playwork Theory?! But rather than going down the conventional route of play types, play cycle, loose parts, compound flexibility, observation, and reflection this year we are taking a bit of a side-ways jump to look at Playwork Theory through emerging research and practice.

Hear About My Amazing Project: in the Suzanne Gaskins Room

I have been to so many conferences and gone to sessions which sounded really interesting and informative only to discover that the something exciting content was buried in the presenters telling you just how wonderful and awesome they and their work is so I decided the what really needs to be shared at conferences is the opportunity for people to talk openly and honestly about their work without having to frame it as something else.

Safeguarding, Inclusion and Equality: in the Thomas Henricks Room

You may have noticed that inclusion, equality and safeguarding are not included in the Playwork Principles. The fact that they are not included does not mean they are not important; they are not included in the principles because there is legislation that ensures they are a part of our work. Whilst we have often had sessions on equality and inclusion here at Conference, this is the first time we are including safeguarding, because the welfare of children is paramount.

Thinking about play through doing: up the stairs

A little bit of play time for yourself, but I didn't want to let you get away with an easy ride, so this year these sessions with a more practical focus will still be talking about you need to be doing as a Playworker.



Wednesday

Child's right to play: in the Anna Beresin Room [downstairs]

Playwork is the profession that exists to support the need and rights of a child to play. We must remember this and we must learn more

Working with the Older Children: in the Thomas Henricks Room

When you say you are a Playworker and you work with children, the image that frequently appears in our listener's minds is small children, children still in the primary education age range, and the realisation that children are children all the way to 18 becomes a shock. Many staff feel ill-equipped to work with this age group

Current Research: in the Suzanne Gaskins Room

The ongoing thinking about Play and Playwork doesn't just happen inside academic institutions and although a lot of really good stuff has emerged from recent Masters and PHD studies, there is also a great deal of research that comes from careful and critical analysis of work based practices.

Playwork Outside of Adventure Playgrounds: in the Peter K Smith Room

Our modern understanding of the history of Playwork practice is that it emerged through the Adventure Playground movement. However, the great surge in the numbers of people employed in the Playwork sector happened as part of the out of school childcare initiative, and there are more people employed in after school provision, holiday club provision, prisons, hospitals etc than there are in Adventure Playgrounds and I know there is a lot that can be learned from what they do

Miscellany: search and you will find rooms

There are always a few sessions that either don't fit any of the tracks or come in too late to get a slot in the correct track – so this is where you will find them

The National Playwork Conference will be attended by people with a wealth of playwork knowledge and experience both in practice and theory. Lucy intends to speak with participants to generate data about the ideas emerging from the Conference as well as from the playwork practice, research and activism that people are part of in their day to day lives.

Meaning is made through encounters with people and the interactive dialogue that occurs between them.

Through observing the ebb and flow of the Conference and engaging with others, Lucy hopes to share some of the discoveries and ideas that the Conference generates.

As this unfolds over the two days information will appear both on flip chart easels around the venue and on our social media streams.

Researcher in Residence



Lucy Benson has been learning how to be a playworker for over 20 years, mainly working with London children who have been informative and challenging teachers.

She is Head of Adventure Play at Islington Play Association and has just completed an MA in Sociology of Childhood and Children's Rights.

She is interested in the turbulent and risk-laden spaces and times that children create through play, and the meaning that can be observed in these times and spaces.



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cachealumni.org.uk



alumni@cache.org.uk

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TUESDAYS SESSIONS TRACK BY TRACK



ANNA BERESIN ROOM

Granny Playwork

9:30-11:00

For Anyone

1 Hour 30 Minutes

I will be sharing the new things I have learned (and continue to learn) about, children and play from my 6 grandchildren (aged from one to fifteen years) and outlining what I feel I can offer them as a playful granny using knowledge and reflection from my years being involved practicing, learning and writing about play and playwork. There will be discussion/activity about how playwork knowledge can be used in contexts outside of playwork - when it's appropriate and when not!

Jacky Kilvington

Relevant to Principle 6

I've reflected on my playwork knowledge and experience and use this reflection when responding to my grandchildren

jaquito@btinternet.com

There is no such thing as Free Play!

11:15-12:45

Wanting more

1 Hour 30 Minutes

When talking about play I often hear people using the phrase 'free play' as if supposing that there is such a thing as structured play. We also, in playwork, talk about play being freely chosen. In this session I am going to talk a lot about play and what it truly is. I am going to be challenging and provocative. I am going to try to shatter some myths and probably pose more questions than I solve. I will then respond to questions.

Meynell

Relevant to Principle 2

Freely chosen - really? Is this true?

meynell@meynellgames.org.uk

A Spoonful of Sugar...as a metaphor for play

13:00-14:00

For Anyone

1 Hour

Ex-Food Scientist aka professional glutton and positive Play Pirate, toucantoo founder Natasha Blok, invites you to join her to embrace those iconic words from Mary Poppins "a spoonful of sugar". In this interactive workshop, explore together how play can be used as a tool to transform traditionally dull or mundane tasks into sources of magic and light hearted fun. This session will allow you to think through how to add elements of play to the everyday, and not just for children but for lifelong joyfulness. You will utilise your imagination as you are guided through games and activities, use creative materials and invent a new way to approach life. Your life might never be the same again with a touch of enchanted reframing!

Natasha Blok

Relevant to Principle 1

The impulse to play is innate. How can we make all activities joyful and full of play throughout our lives?

Natasha.Blok@hotmail.co.uk

<https://www.facebook.com/toucantoo/>

Play is more than Play: The Popcorn Effect	14:00-15:45	Getting there
	1 Hour 30 Minutes	
<p>This Session will focus upon exploring an understanding of play that goes beyond the rhetoric of children playing in a way that is freely chosen, personally directed and intrinsically motivated. It will give consideration to cultural changes in society over the years and how this effects the child at play. The session will explore the facilitators and workshop participants lived understanding of play, and how this translates into play service planning, delivery, review and evaluation and our roles and experiences as playworkers bringing new dimensions into play environment, acting as play facilitators and as a resource for the children that provide some of the stimulus for new experiences, and offering risk and challenges in children's lives. Adding to this, the session will reflect upon playworkers as advocates and champions for children and their childhoods, during these increasingly challenging times in which children and their opportunities experience external risks from austerity, encroaching violence, health inequalities and other vulnerabilities, which cannot be segmented from how they access and experience e play and their lives. The Session will also share experiences from Pitsmoor Adventure Playground that will provoke debate and discussion on whether play is more than play in play environments in this day and age.</p>		Patrick Meleady Steve Poole
Relevant to Principle		
lmeleady@btinternet.com		

The playful human urge to create and explore	15:30-16:30	For Anyone
	1 Hour	
<p>"Every child is an artist. The problem is how to remain an artist once they grow up." (Picasso). How come nobody under five 'knows' they can't draw? Why is it that children constantly create and tell themselves (and others) stories as they play, but only around 10% of adults continue to make art? What happens to the boundless creativity of children, and what are the implications for playwork?</p>		Mick Conway
Relevant to Principle 1	If play is a biological, psychological and social necessity, is creativity part of it?	
mickplayfile@gmail.com		

***In every job that must be done
There is an element of fun
You find the fun and snap!
The job's a game
And every task you undertake
Becomes a piece of cake...***

PETER K SMITH ROOM

Understanding the Play Cycle

9:30-11:30

2 Hours

For Anyone

As well as looking at the Play Cycle 20 Years on this session will take the participants through all aspects of the play cycle. It will consider playworkers understanding of the Play Cycle from current research by Pete King and Shelly Newstead. The session will also consider a new method of recording Play Cycles.

Pete King

Relevant to Principle 2

Focus on the process of play

p.f.king@swansea.ac.uk

<https://www.swansea.ac.uk/staff/human-and-health-sciences/allstaff/p.f.king/>

Creative Methods in Play-work Reflection

11:45-13:15

1 Hour 30 Minutes

For Anyone

The team at Gwealan Tops Adventure Playground have kept records of various creative methods we have used to capture what we notice. We attend to moments of playfulness, space, objects, atmosphere, concepts, feelings, senses, elements, weather, movement, habits, routines, human and non-human. This is part of individual and teamwork regular practice and helps us to deepen our understandings of play, playwork, our playground, childhood and each other. We will share some examples of processes and explore and debate what arises from them. This is a participative workshop where we can work together to examine, respond to, unpick, analyse and consider implications for practice.

Bridget Handscomb
John Fitzpatrick

Relevant to Principle 6

All

manager@gwealantops.org

<https://gwealantops.org>



Refreshing Reflective Practice	13:30-14:30	For Anyone
	1 Hour	
When we are stuck into running awesome projects, it's not always easy to find time to reflect on our practice. Come along to this session for a refresher about the importance of reflective practice, to look at some of the tools we might use as practitioners without really noticing and to share ideas of creative ways to make the most of opportunities to reflect.		Sarah Wilson
Relevant to Principle 6	The importance of reflective practice and ideas for tools.	
saz_wilz@yahoo.co.uk		

Playful Futures - Playful Playtimes	14:45-16:15	For Anyone
	1 Hour 30 Minutes	
This session will explore some of the thinking behind how Simon supports schools to become more playful via a Playwork approach and also how he supports them to sustain that approach long into the future after he has gone. It aims to provide information about the Playful Futures - Playful Playtimes project and cover where the idea came from originally, what it actually does in schools, an overview of the initial pilot as well as subsequent results across the 25 schools it has been delivered in to date (mostly primary, but also one secondary). We will talk about the integral play framework and use the 'simply play online' tool (as developed by Perry Else and Beth Cooper). It should inspire individuals or organisations who may be considering supporting schools to become more playful.		Simon Bazley
Relevant to Principle 4	Above all this project advocates for a Playwork approach at playtimes in schools.	
simonjbazley@gmail.com		https://www.facebook.com/playfulfutures/

Introducing PARS: a new model of playwork practice	16:15-17:00	For Anyone
	45 Minutes	
PARS is a new model of playwork practice which has been created from research based on the work of the adventure playground pioneers. This session will explain how the PARS model was created, and how it is being used around the world. Come and find out why playwork isn't about play!		Shelly Newstead
Relevant to Principle 8	None of them really!	
info@commonthreads.org.uk		http://www.commonthreads.org.uk

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Entry Requirements

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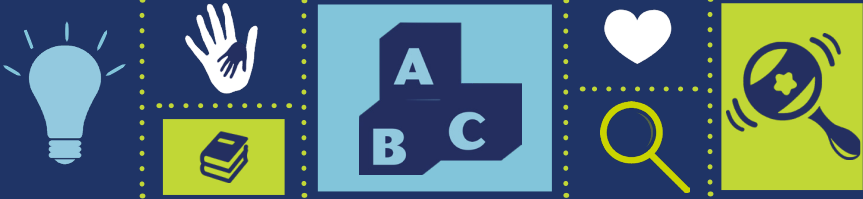
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You will develop a keen understanding of issues related to child development in contemporary society and how policy and services for children and families are planned and provided.

Throughout your studies, you will refine critical research and analytical skills valued by employers and develop professional reflective practice techniques.

Course Options

MA 1 Years Full Time
MA 2 Years Part Time
MA 3 Years Part Time
PGDip 1 Years Full Time
PGCert Years Full Time

Entry Requirements

A 2:2 degree in a related discipline / its equivalent. Significant relevant work experience will also be considered.

Contact us

study@swansea.ac.uk

www.swansea.ac.uk

THOMAS HENRICKS ROOM

Becoming a Playworker: Reflections on practice at Gwealan Tops

9:30-11:00

For Anyone

1 Hour 30 Minutes

A fun interactive workshop delivered by 2 relatively new playworkers from Cornwall's First and only Adventure Playground!! If you are already a seasoned playworker this is a chance to revisit who you were when you started your playwork journey and share what you have learnt. If you are new to playwork this is the workshop you wished you had been on before your first play shift! Get involved in discussions, competitions & playful interactions.

Donna Eastman,
Kerry Raymond

Relevant to Principle 7

...and many more ...

kerry@gwealantops.org

<http://gwealantops.org>

Knives, Guns and Gangs: Playing in a Violent City

11:00-11:45

Just in

1 Hour

This is a facilitated conversation, led by Hackney and Islington frontline playworkers, centred on the challenges faced by playworkers everywhere. We will focus on youth on youth violence and will consider how we, as playworkers, support children to create play spaces in physically, mentally and emotionally dangerous zones. It will be an opportunity to share experiences and learn from each other's practice. We will encourage discussion on key issues such as knives, guns, gangs, drugs, county lines, children's sexual exploitation and cultural perceptions of institutions such as the police and other authority figures. We hope you will help us to address these difficult issues as we certainly don't have all of the answers.

Martyn Cotrel,
Simonne Walker,
Libby Truscott

Relevant to Principle 5

The principles are all linked and cannot be separated in this way when dealing with complex issues such as inner city violence. However, as we can only tick one box we have chosen principle 5 so we can focus on how children and playworkers co-create play spaces in highly threatening contexts.

toffeepark@islingtonplay.org

<http://www.islingtonplay.org.uk>

Struggles & Rhythms of the Playground

14:15-15:45

For Anyone

1 Hour 30 Minutes

Struggles & Rhythms of the Playground is an insightful behind the scenes look at what it takes to manage our Outdoor Adventure Playground. We will endeavour to explain where we have come from and our journey over the past 10 years. Initially being funded by the local council and recently how we dealt with becoming a charity and being self sufficient.

Paula Madden,
Ellen Delaney,
Ashley Bagnall

Relevant to Principle 1

Explained during the presentation

paula@meridenadventureplayground.com

<http://meridenadventureplayground.com>

Moving towards a Sustainable Sycamore Adventure	16:00-17:00	For Anyone
	1 Hour	
<p>Hear about how Sycamore Adventure playground have responded creatively and made significant changes to the service because of the national cuts to play budgets. The West Midland's based playground has been on a significant journey, moving towards becoming sustainable. Sycamore Adventure is required to generate over 70% of it's annual income and has developed a range services and methods to do so. We want to share our stories, experiences, successes and our failures with you, while demonstrating the tools that we have developed in the process. There will be time and opportunity for participants to share their experiences and develop ideas for income generation at their sites.</p>		Keith Rogers
Relevant to Principle 4	<p>By thinking outside of the box, we have been able to keep the adventure playground open. We have done so to advocate children's right to play and ensure that we have a site in Dudley which prioritises children's self directed play. Income generation is a very adult agenda... we have done all that we can to ensure that this doesn't impact negatively on children's play.</p>	
Keith.Rogers@dudley.gov.uk	http://www.sycamoreadventure.co.uk/	



SUZANNE GASKINS ROOM

SAFEGUARDING

Children keeping themselves safe	9:30-11:00	For Anyone
	1 Hour 30 Minutes	
<p>Everyone who works with children and young people attend necessary safeguarding training and updates so that they are aware of their responsibilities to keep children safe. But little of this training instructs or enables playworkers to equip children to keep themselves safe and for much of the time that is actually really important - children need to be able to be responsible for themselves and each other without always relying or depending on adults. So what does this mean in practice and what are the issues involved?</p>		Ali Wood
Relevant to Principle 7	<p>Adults sometime execute their safeguarding role without reference to children's own competences, capabilities and comprehension. Recognising how we impact on children and how their playing and ways of coping impact on us, is really important to help us better safeguard children and equip them to keep themselves safe.</p>	
<p>aliwood@blueyonder.co.uk</p>		

TUESDAY TRACK TIMES

Safeguarding: Concerns and issues	11:15-12:15	Just In
	1 Hour	
<p>What we don't really consider well enough are other safeguarding issues which we need to be aware of so that we can be looking for indicators or any signs that concern us. These areas include: domestic abuse and the impact of that on children; substance misuse by parents and caregivers; mental ill health of parents and caregivers; honour based violence and abuse; forced marriage; breast ironing; FGM; child sexual exploitation; gangs and county lines; peer on peer abuse. In this session the participants will take part in a facilitated peer led exploration of these terms in both understanding and implications for the playworker.</p>		Yanina Koszalinski
Relevant to Principle All	<p>A child who is abused or concerned about abuse is not able to be fully engaged in play.</p>	
<p>yanina@pitsmooradventure.org</p>		



Breaking the barriers to inclusion	12:30-13:30	For Anyone:
	1 Hour	
Brief overview of models of disability and legislation relating to disability and Legislation. An exploration of why the term play is a difficult concept in relation to disability and why looking at the playfulness of disabled children and young people is a better way to do things. Contrasting perspectives of ability Medical/Educational Vs Play based and how these can be used to help facilitate playful experiences and enhance play space design.		Becky Willans
Relevant to Principle 1	Also 3, 5 and 8. Links legislation regarding disabled children's need and access to play to the ways in which play workers can reduce barriers and use an intervention style that supports this ground of children and your people to play.	
rebecca.willans@btinternet.com		

The Gender Eye Opener	14:30-15:45	For Anyone
	2 Hours	
In this exciting and challenging board game you will explore your understandings and knowledge about gender and gender issues. The game will make you question what you know and the outcome will be an increased awareness and ability to challenge transphobia.		Sarah Goldsmith
Relevant to Principle 5	it is about equality	
Sarah.Goldsmith@gcu.ac.uk		@SarahGoldsmith

Understanding gender: An opinionated conversation	16:00-17:00	For Anyone
	1 Hour	
My session is a relaxed conversation about gender identity and gender expression. I will talk about my understanding of gender with you and together we can have a thought provoking conversation!		Tilia Guilbaud-Walter
Relevant to Principle 3		
Honeyw003@gmail.com		

UP THE STAIRS

Play with your Senses

9:45-10:45

1 Hour

Cruising

Former sensory scientist and budding Play Pirate, toucantoo founder Natasha Blok, invites you to join her on a sensory adventure playing with your taste, sight, touch, sound, smell . . . and senses you might not have even known you had! Explore the world from different perspectives and experience how through a range of games we can shed new light on how all ages interact with the world. Using both led and self-led games and activities, get creative and have fun experimenting. Dive into the unknown, build connections and trust between each another. The session is designed to encourage curiosity, to push our boundaries and test the limits of what we thought we knew. This is the session for if you want to get stuck in!

Natasha Blok

Relevant to Principle 1

Both play and our senses/sensory perception are fundamental to the healthy development and well being of individuals and communities

Natasha.Blok@hotmail.co.uk

<https://www.facebook.com/toucantoo/>

The Ropey Workshop

11:00-12:00

1 Hour 30 Minutes

Cruising

Offering a wide range of play types and risk based play, targeted at the older children but enjoyed by all ages. We will go through some practical outdoor ideas that you can do just by using a rope and natural resources around you. From team games and physical games to creating a rope bridge and a temporary rope swing, including showing you knowledge on how to tie a few knots to help you on your way to create a whole new experience for the children in your setting. This can be a resource that is available to the children and with some easy steps allow them to create their own rope-based activities. This also offers new avenues of risk taking in play within the setting and a neophilic experience in the outdoor area that will promote the use of the great outdoors and take the older children away from the usual, everyday activities.

Adam Smart Amy Brooks

Relevant to Principle 5

To help and support and also facilitate the children to be able to create their own play space

info@smarkidzplayandlearn.co.uk

Play: The mess washes off, the experience persists!

12:15-13:15

1 Hour

For Anyone

The Great Ormond Street playworkers will present to you the impact of sensory and messy play in a hospital environment. You will hear all about the vital playwork we deliver to sick children and have the opportunity to participate in practical activities yourself! During the session there will be opportunities for you to ask any questions about the work we do in the world leading hospital of paediatric treatment and research.

Katy Turner-Wright,
Kelly Moss,
Siobhan O'Reilly,
Latania Lamontagne

Relevant to Principle 2

The session is based on activities that we have delivered based on children's interests.

Laura.Walsh@gosh.nhs.uk

The Playworkers Travelling Journal: back to basics

13:30-14:30

For Anyone

1 Hour

Vicky Edwards

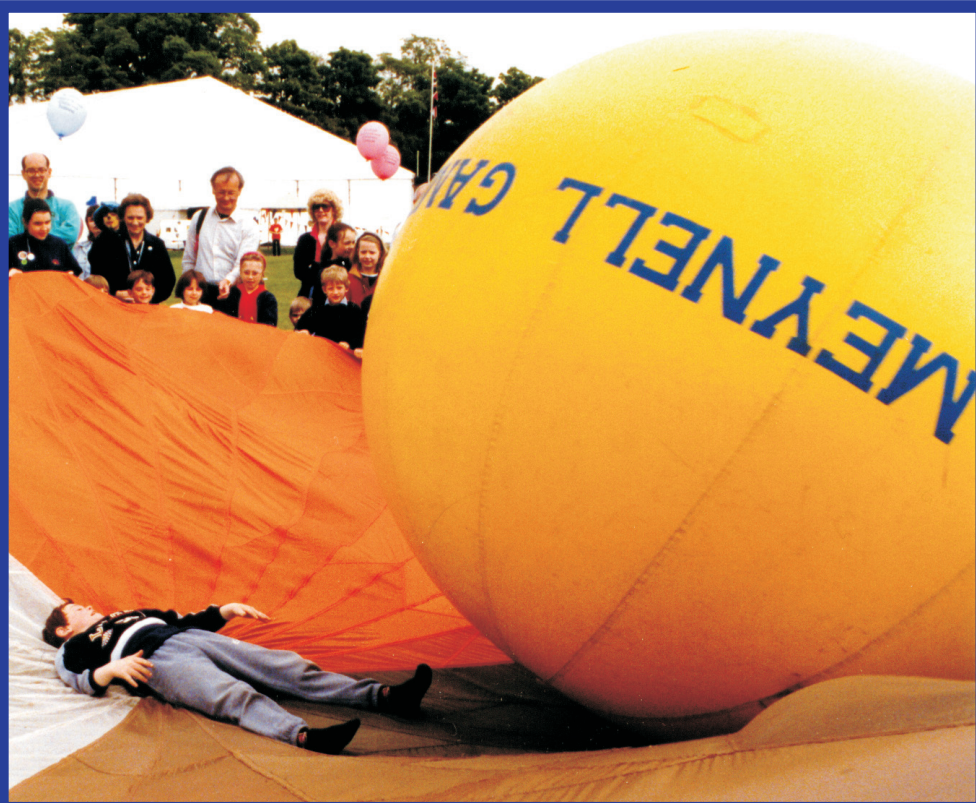
A few years ago I began a magical journey involving some small handcrafted journals and lots of playful people from around the world. Gathering memories and thoughts about Play and Playwork the precious pieces of paper and card collected meaning and character. Now a couple of years on I would like to invite you all to join me in getting the project back up and running using materials and discussion, I want to with your help make new journals to join these in travelling the world. Come along to the session to be shown the craft, as well as contributing to something that shares such importance and inspiration. Throughout the session I will have the original set of journals on show for you to feel, read and discuss. What's not to love?

Relevant to Principle 6

A playworkers response is based on sound up to date knowledge of the play process, how better to gain that up to date knowledge than learning and sharing our own practice with other playworkers from around the world, encouraging playworkers to engage in discussion and reflect unconsciously through stories, drawings, and moments of 'nonsense'.

vicky.edwards.play@hotmail.co.uk

<https://www.facebook.com/pg/ThePlayworkersTravellingJournal>





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A child is lying on their back on a sandy beach. To the left of the child is a circular structure made of sticks and stones. The child is wearing a red long-sleeved shirt, a blue jacket, and dark blue pants. The text "WEDNESDAY'S SESSIONS TRACK BY TRACK" is overlaid on the image in a stylized, colorful font.

**WEDNESDAY'S
SESSIONS
TRACK BY
TRACK**

ANNA BERESIN ROOM

Muddy Hands: Increasing time for play in school

9:30-10:30

For Anyone

1 Hour

The biggest EVER global survey of playtime length and access to play space in schools undertaken to support the global Outdoor Classroom Day campaign plus the data and research to convince schools to make playtime important whether they are interested in attainment, health, mental wellbeing, the environment or children's happiness. This session will provide an overview of what we know and a discussion of what else is needed to convince teachers, parents and policy makers that playtime in school and out should be part of every child's day.

Cath Prisk,
Harry Cusworth,
Tom Sheppard

Relevant to Principle 4

helping playworkers in schools (often called teachers...) to advocate for children's right to play

info@outdoorpeople.org.uk

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

Children have right to play but not freedom

10:45-11:45

For Anyone

1 Hour

Having the right to play is pointless if you don't have the freedom. In my career in children's play, ie since the 1970s, children have had less and less freedom to play out compared to previous generations. Children's play strategies acknowledge the loss of freedom to play, but hardly any recommend ways in which this could be improved. Playworkers are quite understandably focused on their adventure play-ground or play centre and consequently do not spend time researching how children play out in their local environment. As a playworker, you may be asked to advise on your local authority's play strategy. This puts you in a crucial position to improve children's play. This session will help you to know how to approach this.

Rob Wheway

Relevant to Principle 1

Children can only satisfy their need to play if they have the freedom to play.

rob@wheway.demon.co.uk

<http://www.childrensplayadvisoryservice.org.uk/>

Play: The International Language of Childhood

12:00-13:00

For Anyone

1 Hour

During a recent project in Transylvania, it hit me how play takes precedent over any language and how the need for translation was redundant. During this session we will explore the work that goes on for the Transylvania Play Project and how play naturally occurs between varying languages.

Becci Bennett

Relevant to Principle 1

Observing the children of Valea Rece helped me as playworker to fully understand that play is a biological, psychological and social necessity. These children used play to make their days brighter, but also used it to break down the language barriers.

rebecca.bennett@cymoedd.ac.uk

GOSH! What does playwork look like?	13:30-14:30	For Anyone
	1 Hour 15 Minutes	
<p>Playwork happens at Great Ormond Street Hospital for Children. In this session you will have an opportunity to hear about and see what that means and how play Specialists and Playworkers work together to support children who are sometimes very sick. You'll have a chance in this session to mix theory with trying some stuff out for yourself. There will be an opportunity to engage in conversation and ask any questions you can think of. Play is therapeutic and everyone needs opportunities to play. This session will be illuminating and fun.</p>		<p>Laura Walsh, Siobhan O'Reilly, Latania Lamontagne, Kelly Moss, Katy Turner-Wright</p>
Relevant to Principle 1	Children in hospital may struggle to access play - they're missing the 'relaxed field' needed. We advocate for and support this.	
laura.walsh@gosh.nhs.uk		https://bit.ly/2No3avl

Children have right to play but not freedom

Extended Info about session

Further information about Rob Whewey's research into children's outdoor play can be found at his website (www.childrensplayadvisoryservice.org.uk).

"Child's Play: Facilitating Play on Housing Estates" is based on research with Alison Millward and the report was published by the Joseph Rowntree Foundation and the Chartered Institute of Housing. Rob and Alison carried out observational and interview research at 12 areas of housing in England. It remains the most substantial piece of research carried out into children's play within the UK.

"Most Play Strategies are Wrong" is based on research in Cardiff together with the knowledge of other similar research. It explains why children's play strategies should be based on the outcome of "can children play out?" rather than the output "how many play facilities are there?". Sadly many play strategies count the number of adventure playgrounds and unsupervised playgrounds regardless of whether they are well used or not.

"Can Play Will Play: Disabled Children and Access to Outdoor Playgrounds" was carried out jointly with Alison John who knows what it is to live in a disabling environment. It was commissioned by the National Playing Fields Association (now FIT).

"Traffic and Children's Play" was commissioned by Play England. It is a study demonstrating how children's transport (walking/cycling) has been misunderstood and ignored with damaging consequences for children's play. Recommendations are made to rectify this.

THOMAS HENRICKS ROOM

Dangerous play with older children

9:30-10:30

For Anyone

1 Hour

This workshop arises out rough and tumble play co-created by playworkers and older children at festival 'Ringworld' sessions. The participants expressed a real desire to engage with each other and equipment in a potential dangerous fashion, and developed a highly physical set of behaviours and negotiated rules that still remained inclusive of all older children yet mindful of hazards. This workshop will explore the playworking skills 'at the edge of chaos' this required, and look at how this thinking/being could support similar play with older children.

Chris Martin

Relevant to Principle 1

This session explores how playworkers can support older children/young people to engage in a play behaviour they express a need for.

cpmchrismartin@gmail.com

<https://bit.ly/2NqCRoO>

Why having a phone on a 'playground' is a good idea

10:45-11:45

For Anyone

1 Hour 30 Minutes

How child-led are we really? Will we let children teach us about these new worlds and technologies? In this session we will share examples of how we have begun to use social media as a play tool in our SisterHood project (not just as a tool for promotion and campaigning). How we can incorporate social media into adventure playgrounds and engage with children's digital lives, give them more of a voice and explore all the positive benefits and potential of using social media on an adventure playground. Discuss!

Sianead Crawford
Jabu Maseko

Relevant to Principle 8

using social media tools is an intervention style - children are intrinsically motivated to playfully engage with these play tools and playworkers need to balance the risk with the benefits

sianeadc@gmail.com

<http://www.haringey-play.org.uk>





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SUZANNE GASKINS ROOM

Why don't playworkers read?

9:30-10:15

For Anyone

45 Minutes

This session busts several myths about playwork literature. It looks at where playwork literature is stored (especially historical adventure playground literature) and how playwork practitioners can get access to it. It also tells you how to find out about research even if you are not a researcher. Come and find out about playwork literature and start the playwork reading revolution!

Shelly Newstead

Relevant to Principle 8

None really!

info@commonthreads.org.uk

<http://www.commonthreads.org.uk>

Autism, Play and the Brain

10:30-12:00

Wanting more

1 Hour 30 Minutes

The session will start with an overview of the PhD research and why this area is being studied. It will move on to an exploration of current and ongoing findings from literature relating to visual processing and brain structure in autistic children and young people and how this influences their play experiences. It will then discuss possible inclusive research methods for primary research with autistic children and young people. The session will be linked to the playwork principles and legislation for disabled children and young people throughout.

Becky Willans

Relevant to Principle 2

All of them! Links to models of disability and legislation regarding disabled children and young people and views some 'typical' ways of playing of autistic children.

rebecca.willans@btinternet.com

Rhythm and Authority in the playspace

12:00-13:00

Getting there

1 Hour

A discussion on techniques for playworkers to leave the creation of space to children playing, whilst still fulfilling their responsibilities as the adults who 'run' the space. If the role of the playworker is to support children in the creation of a playspace, there can come points where adult expectations of authority and control come into conflict with the intent and content of play, and the playworker's impact on the space problematic. I hope to touch on the nature of authority, the relationship between children, space and playwork and the rhythms of this relationship. I'll use others' observations, mine and yours, to explore how a situation, once constructed, can enter its dialogue stage with those its inhabitants.

Simon Rix

Relevant to Principle 5

We support children in the creation of space. How, then do we manage the ownership of it to maintain their position as creators?

simon@designandbuildplay.org.uk

Ways to document what's unique about playwork

13:00-14:30

1 Hour 30 Minutes

For Anyone

Wendy Russell

As a sector we've got used to articulating the value of playwork in the language of funders and inspectors. This workshop introduces 'critical cartography': an approach to documenting playwork that looks at the stuff headline 'outcomes' miss out. It offers a participatory exploration of the conceptual tools used. Some of the ideas presented are radically different from our traditional psychological approaches to play and playwork, and so some people find them difficult to engage with at first. But the practical aspects bring the theory to life and as long as people have an open mind, the workshop is suitable for everyone.

Relevant to Principle 5

The session is all about how space works, developing ways to document and reflect on co-creating conditions where play can emerge

wendyrussell@ntlworld.com



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PETER K SMITH ROOM

Building resilience through play outdoors	9:30-11:00	For Anyone
	1 Hour 30 Minutes	
<p>Ideally we will go to the beach, hot drinks in hand and return indoors towards the end of the session. We will think about our own childhood memories of playing outside, how it made us feel and what we learnt and gained from it. We will think about how we can support the children we work with to have similar experiences and about how this can benefit them. We will consider how to bring the elements in to our settings both indoors and outside</p>		Anne-Marie Mackin
Relevant to Principle 5	We will think about the play spaces we provide both indoors and out	
ammackin@aol.com		
Play in schools and Children's Wellbeing	11:15-12:45	For Anyone
	1 Hour 30 Minutes	
<p>A school providing great play could give hundreds of children access to at least 190 hours of quality play provision a year. A typical two form entry primary school can deliver around 43,000 child play hours a year. What would be the impact if hundreds of schools started providing amazing play, every day, for every child? OPAL Outdoor Play and Learning would like to share with you our experiences of a revolution in education. Hundreds of schools across the UK and Canada are becoming expert providers of playwork. Thousands of children are starting to have access to millions of hours of great play through their schools. Using video, photos and stories we will share our experience of amazing play in schools on children's well-being.</p>		The OPAL Team
Relevant to Principle 3	We show how school that have embraced a policy, strategy, training and approach to education founded in playwork principles have consistently and sustainably improved the quality of freely chosen play and that this is impacting positively on their well-being	
outdoorplayandlearning@gmail.com		http://www.outdoorplayandlearning.org.uk
Outside of Adventure Playgrounds... and Beyond!	13:00-14:30	For Anyone
	1 Hour 30 Minutes	
<p>For playworkers who work in all settings, this session will explore the opportunities that environmental and perceived "limitations" can present us when providing child led play. Part talk, part workshop and part group discussion, come along and be a part of the adventure!</p>		Vin Callan
Relevant to Principle 2	Exploring how playworkers can maximise freedom of choice in play opportunities across all play settings	
vin@childsplayclub.co.uk		https://www.childsplayclub.co.uk

SEARCH AND YOU WILL FIND

Playwork and Pedagogy: Peachy or Pants	9:30-11:30	For Anyone
	1 Hour 15 Minutes	
<p>Another conundrum for you to help me out with this year! One of my new playwork students told me that funding to attend the training would be paid if they could prove that the Pedagogy and Playwork approach could be used in their company business plan. This wasn't what I was thinking of including in the training but, hey - I like a challenge - and hopefully you do too. Can it be done? You decide. Bring your coffee along, chat to new friends and enjoy this fun and interesting workshop.</p>		Joan Beattie
Relevant to Principle 4	We will be covering all of the Playwork Principles but it will be interesting to focus on Playwork Advocacy.	
beattie9search@gmail.com		

Inspecting Your Adventure Playground	13:00-14:00	For Anyone
	1 Hour	
<p>It is vital that adventure playground staff inspect their playground properly. This helps to ensure that you can have adventurous activities as you will be able to demonstrate you have good procedures in place. There was a consultative session on this at last year's Eastbourne Conference. Since then a draft document has been published which can be downloaded from our website (www.childrensplayadvisoryservice.org.uk) under the "Publications" tab. This session will be the final consultation before publication. It will also inform participants of available training and report back from recent training. This builds on "Risk and Safety in Play" the recognised guidance for adventure playgrounds.</p>		Rob Wheway Simon Rix
Relevant to Principle 5	Enabling children to have adventurous play relies on having robust inspection procedures	
rob@wheway.demon.co.uk		http://www.childrensplayadvisoryservice.org.uk/

**Play in schools and Children's Wellbeing
Extended Info about session**

The OPAL Primary Programme is founded in the principles and values of playwork but presented to schools in the framework of school improvement. The reason for this is that school meal supervisors and teaching assistants are not the ones with the power to change the way things run in schools, the power lies with the head teacher. It has taken years of trial and error to find a way to support schools to change their culture; to transform from a place that sees play as a problem, to seeing it as a wonderful opportunity. OPAL schools are places where play is celebrated and seen as an essential part of the school offer.

In order to bring about change in schools, we have to give them a new language and what we give them is playwork. All of our schools adopt the playwork principles into their play policies, they embrace the approach of risk-benefit instead of risk-removal and the staff are always trying to improve the quality of play space and diversity of play types supported.

The purpose of our session at the playwork conference, is to share with you what is happening to children in schools as a result of being able to access high quality play for an hour a day every day for at least 190 days a year. The effect is evident in how girls behave, the drop in one to one supervision needed for 'difficult' children, in improved language and in school attendance and many other ways.

We hope you can come along and join us, meet the OPAL team, ask us questions and see what some thought impossible, that schools can provide amazing play!

**The FINAL Wednesday
afternoon Plenary updates on
the work of the
Playwork Manifesto**

**The work that the Playwork Foundation and
Play England have been doing around a
manifesto can now be revealed**

**Join the conversation, see where it is going
and make your contribution**

**Tanya Petherick [Play England Trustee] and
Ali Wood [Playwork Foundation Trustee]**

14:45 - 16:00

In the Anna Beresin Room

**ALL
ABOUT
THE SESSION
FACILITATORS**

Adam Smart

Track: Thinking about play through doing

The Ropy Workshop

Up the Stairs

11:00-12:00

1 Hour 30 Minutes



Adam Smart is the Managing Director of Smartkidz play and learn in Cambridge, Adam has been in this role for 6 Years alongside his TA role. Has a passion for outside play particularly forest school, and playwork. Smartkidz follows the ethos of the PARS Model and the staff at the setting have been trained to facilitate play with the equipment available. Amy Brooks is the managing Director of Little Wombatz Based just outside of Cambridge and they currently focus on preschool but are expanding in to wrap around care. Amy's background is 19 years in the childcare sector, carried out varying positions, from assistant to manger posts. I have been a manager of a large out of school company in Cambridge for 8 years before moving on to own my own business, alongside the business I support Adam at Smartkidz with a number of managerial duties. I have a passion for Playwork and Play!

info@smartkidzplayandlearn.co.uk

Ali Wood

Track: Safeguarding

Children keeping themselves safe

Suzanne Gaskins Room

9:30-11:00

1 Hour 30 Minutes



Ali has worked with children and young people in a whole range of settings for over 40 years (goodness - where did the time go!). She has trained and assessed playworkers for many years as well as writing playwork texts and packs, doing playwork research and supporting and co-managing Meriden Adventure Playground. She will make you think, make you laugh and you will go away thinking some more....

aliwood@blueyonder.co.uk

Anne-Marie Mackin

Track: Playwork Outside of Adventure Playgrounds

Building resilience through play outdoors

Peter K Smith Room

9:30-11:00

1 Hour 30 Minutes



I live and work primarily in central Scotland running an Out of School Club in Dundee, teaching and assessing HND, SVQ and Playwork courses and carrying out Quality Assurance assessments for Out of School Clubs. When not working I like to swim, spend time with my friends and family and our dogs and enjoy a wide range of arty type activities. I'm involved with IPA Scotland as Secretary and National Rep and also with the Tayside Outdoor Woodland Learning Group.

ammackin@aol.com

Becci Bennett

Track: Child's Right to Play

Play: The International Language of Childhood

Anna Beresin Room

12:00-13:00

1 Hour



I have been involved in playwork since I was 18 where I managed an afterschool club. I am now a trainer/ assessor for Coleg Y Cymoedd and deliver a range of playwork courses. People tell me I am one of the lucky ones, I love my job! I have an amazing little family which really brightens my days. We love being outdoors, my 7 year old boy, Liam, has found a passion for rock climbing which keeps us busy most weeks.

rebecca.bennett@cymoedd.ac.uk

Becky Willans

Track: Inclusion and Equality

Track: Current Research

Breaking the barriers to inclusion

Autism, Play and the Brain

Suzanne Gaskins Room

Suzanne Gaskins Room

12:30-13:30

1 Hour

10:30-12:00

1 Hour 30 Minutes



Becky Willans is currently studying a PhD in Disability Studies researching Autism, Neurology and Play. Her research was inspired by her 8 year old daughter who is autistic and 18 years of playwork and positive experiences with disabled children and young people. She has a MA in Play and Playwork, PGCE in Post Compulsory Education and a BA (HONS) Playwork and Youth Studies. She is trained in Portage and holds a level 1 British Sign Language qualification. Becky has been working as a Follow On Job Coach for Kaleidoscope-Sabre and ProjectSEARCH since September 2018. Becky was the manager, for 8 years, at KIDS Lady Allen Adventure Playground for disabled children and young people. She has been the External Examiner for playwork at Leeds Beckett University and the course leader for 5 years on the BA (HONS) Playwork and Youth Studies programme at Thurrock and Basildon College.

rebecca.willans@btinternet.com

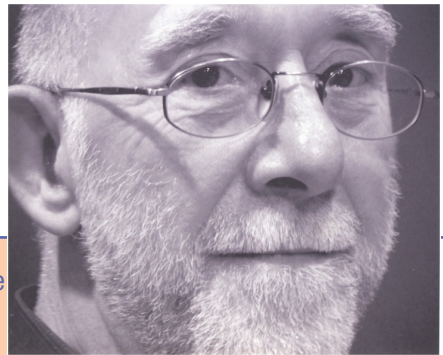
Bob Hughes

Beginings, middles and ends

In the lounge in Bob's Special Chair

When it happens

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 EWNl 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: Playwork Theory

Creative Methods in Playwork Reflection

Peter K Smith Room

11:45-13:15

1 Hour 30 Minutes



John and Bridget job share the manager post at Gwealan Tops Adventure Playground. They have done lots of things mostly about children's play and playwork.

manager@gwealantops.org

Cath Prisk

Track: Child's Right to Play

Muddy Hands: Increasing time for play in school

Anna Beresin Room

9:30-10:30

1 Hour



Cath Prisk founded Outdoor People after stepping down from Play England five years ago. Outdoor People, based in Hackney in East London, is a social enterprise that advocates for children's time outdoors, through research, consultancy and projects. We take families camping, organise wild walks, support the campaign to make London a National Park city and, working with Semble (formerly Project Dirt) lead the global Outdoor Classroom Day campaign funded by Unilever. Think global, act local in words and deeds. Tom Sheppard and Dr. Harry Cusworth are also part of Outdoor People and together we wrote the Muddy Hands report which will form the backdrop of our first book.... now in development.

info@outdoorpeople.org.uk

Chris Martin

Track: Working With the Older Children

Dangerous play with older children

Thomas Henricks Room

9:30-10:30

1 Hour



Chris is a playworker, writer/researcher, and playwork activist. He is currently engaged in a PhD, examining interactions between children and mobile digital technology in outdoor play. He is a board member of the International Play Association for England and Wales, works face-to-face at Tiverton Adventure Playground, is a fellow of the Royal Geographical Society and has published and delivered academic and professional papers in the UK and internationally. Chris was the main writer and project lead for the UK Play and Playwork Education and Skills Strategy 2011-2016; facilitated the All Party Parliamentary Group on Play, and was National Playwork Convenor for the Community, Youth and Playworker's Section of Unite the Union. Until 2018 he was also a face-to-face youth worker, primarily engaged in street based sessions.

cpmchrismartin@gmail.com

Donna Eastman, Kerry Raymond

Track: Hear about my Amazing Project

Becoming a Playworker: Reflections on practice at Gwealan Tops

Thomas Henricks Room

9:30-11:00

1 Hour 30 Minutes



Donna is a qualified horticulturist, I have worked with children for many years - but always in an educational capacity, blissfully unaware of the joyous world of play that was awaiting me when I took my first job in 2017 at Cornwall's first and only Adventure Playground Gwealan Tops. Over the last 2 years the playwork bug has really taken an infectious grip on me and now I am passionate about playwork and feel a strong desire to protect the natural play state of children. With enthusiasm comparable to that of a tenacious Jack Russell I do my best to keep an open mind and have learnt so many things including just how good a woody radish flies when launched across the site via catapult. Kerry has worked with children in a variety of settings, I live in Redruth & am a local parent. Originally I formed part of the Committee and attended skills training in our once derelict community space. Since then I have been part of the evolution & growth of Gwealan Tops Adventure Playground. Like many of the Gwealan Tops Team I hope to bring a variety of skills & experiences including; street dance, fused glass, kitchen gardening & SUPfit.

kerry@gwealantops.org

Jacky Kilvington

Track: My Understanding of Play

Granny Playwork

Anna Beresin Room

9:30-11:00

1 Hour 30 Minutes



Aeons and oodles of involvement with play and playwork of one sort or another. Now I have the privilege of being a playful granny. I am way beyond middle-age but still feel young and I am still learning lots about lots

jaquito@btinternet.com



Jess Milne

Around and about

Stories and challenges

Search and you will find

9:30-11:30

1 Hour 15 Minutes



Jess has 51 years' experience in play and playwork, and has been involved in many training and advisory roles, including training experience with the London Adventure Playground Association, managing Islington Council's Play and Recreation Department and Hackney Play Association's Play Training Unit. He has been a Trustee of adventure playgrounds, a school governor and Chair of the Halabja Community Play Project, building an adventure playground in Iraq. He has been around a long time, was described by a young play worker as 'Old school'. Still working, still fascinated by adults reaction to children's play. Enjoy a drink and some conversation, still Adventure Playground based in thought and deed.

beattie9search@gmail.com

Joan Beattie

Track: Miscellany

Playwork and Pedagogy - Peachy or Pants

Search and you will find



I currently work at UHI, Shetland College as a childcare lecturer. I have worked in a variety of settings - early years, Playwork, youth work, the Arts and community development in Dundee, Bristol, London, Leeds, Edinburgh, and the Highlands - and now the Islands! After completing the BA (Hons) Professional Studies (Playwork) in 1993, I went on to gain the PGCE and become a lecturer in Early Years and Playwork in Edinburgh, the Lothians, Central region, Fife and the Scottish Borders. I was QA consultant for SkillsActive UK and as assessor for SOSCN's original QA scheme. I was formerly chair of IPA Scotland and am now a Trustee.

beattie9search@gmail.com

GOSH team

Track: Thinking about play through doing

**Play: The mess washes off,
the experience persists!**

Up the Stairs

12:15-13:15

1 Hour



We are all active playworkers based on individual wards at the hospital, supported by our GOSH head of play manager. We all have a passion & interest in sensory and messy play. Some of us are situated on long stay wards, whereas others on short stay or outpatients. We support children and their families throughout their stay in hospital by providing normality to their day using play experiences.

Laura.Walsh@gosh.nhs.uk

Keith Rogers

Track: Hear about my Amazing Project

**Moving towards a Sustainable
Sycamore Adventure**

Thomas Henricks Room

16:00-17:00

1 Hour



Keith Rogers is the Play Service Manager for Sycamore Adventure Playground in Dudley. He has managed the site from its conception stage ten years ago and steered the service through a turbulent financial decade. Keith has a background in working with disabled children and young people which is a key component to the service offered at Sycamore Adventure.

Keith.Rogers@dudley.gov.uk

Laura Walsh

Track: Child's Right to Play

GOSH! What does playwork look like?

Anna Beresin Room

13:30-14:30

1 Hour 15 Minutes



Laura Walsh is Head of Play Services at Great Ormond Street Hospital for Children. Laura works to support the conditions for play to emerge. Most recently in a large and complex NHS Trust in which the Play service provide specialized and therapeutic interventions. Also through serving as a trustee of Play England and committee member of the International Play association and volunteering as a playworker at events and festivals throughout the year. Laura gained over 14 years' experience in the field of play, well-being and physical activity for children and young people at the Central YMCA in Central London, eventually leading the Children and Young People service. During that time she achieved an MA in Children and Play from the University of Gloucestershire.

laura.walsh@gosh.nhs.uk

Martyn Cotrel, Simmone Walker, Libby Truscott

Track: Hear about my Amazing Project

Knives, Guns and Gangs: Playing in a Violent City

Thomas Henricks Room

11:00-11:45

1 Hour



Martyn Cotrel is the lead at Toffee Park Adventure Playground. He has a degree in Playwork from Leeds Metropolitan and has been working in play for nearly 20 years. Libby Truscott has a diploma in Play and Playwork from Gloucester University, she runs Shoreditch Park adventure playground in Hackney and has been a playworker for over 10 years. Simmone Walker grew up going to adventure playgrounds. She is a Deputy Playworker at Lumpy Hill Adventure Playground in Islington and is committed to supporting her community maintain the old school spirit and connection which she knew as a child.

offeepark@islingtonplay.org

Meynell

Track: My Understanding of Play

There is no such thing as Free Play!

Anna Beresin Room

11:15-12:45

1 Hour 30 Minutes



Meynell is a radical maverick, blessed with a light touch of arrogance. In 47 years of working with children 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 is a playworker, playwork trainer / lecturer, and playwork advocate. As a qualified teacher, youth worker, playworker and also an early years expert Meynell has a very clear understanding of the role of play and its importance in children's everyday lives. He has read masses and talks to lots of really clever people. He argues his points passionately and conceitedly boasts there is no question that he cannot answer. When not being immersed in the playwork world he likes to drink and learn about whisky

meynell@meynellgames.org.uk

Mick Conway

Track: My Understanding of Play

The playful human urge to create and explore

Anna Beresin Room

15:30-16:30

1 Hour



Mick started his playwork career on Bermondsey adventure playground in 1978. Then working at Hackney Play Association, London Play and Play England he was a founder of Playday, created the Quality in Play system, was a consultant on development of the Playwork Principles and managed all sorts of play projects and programmes. These days he mostly draws and paints (after a four-decade gap year) and was the graphic recorder for the University of Gloucester 'Sharing Memories of Adventure Playgrounds' project. He also delivers playwork training and is currently working with Islington Play Association on a project demonstrating the value and role of adventure playgrounds in people's lives and how they contribute to a range of policy objectives in sometimes surprising ways

mickplayfile@gmail.com

Natasha Blok

Track: My Understanding of Play

Track: Thinking about play through doing

A Spoonful of Sugar...as a metaphor for play

Play with your Senses

Anna Beresin Room

Up the Stairs

13:00-14:00

1 Hour

9:45-10:45

1 Hour



Natasha Blok, Play Pirate, Creativity Champion and kind-ful Wellbeing Coach, founded toucantoo to promote a more playful, creative and light-hearted way of life for all ages, not just children and young people. Life is often too serious and too many people lose their creative confidence and play-loving spark as they age. She's on a mission to bring back fun, silliness, curiosity and connection into the everyday for all. Using a background in sensory science, she has moved from designing sweets, leading Mad Science slime sessions and integrating scavenger hunts into ice cream tours, through to adult den building hibernation workshops, and creating Happiness Tours in London. She is looking forward to joining her first Playwork Conference. She'd love to meet as many of you as possible and share her interactive 5 year-old-inspired world where #toucantoo live with flying colours!

Natasha.Blok@hotmail.co.uk

FACILITATORS



Patrick Meleady

Track: My Understanding of Play

Play is more than Play: The Popcorn Effect

Anna Beresin Room

14:00-15:45

1 Hour 30 Minutes



Patrick Meleady is the Manager of Pitsmoor Adventure Playground, an award winning open access play ground in the inner-city area Burngreave in Sheffield. Patrick is a highly qualified and experienced play worker who has been involved in playwork for over 30 years. Steve Poole is an internationally renowned community artist who contributes artistically to Pitsmoor Adventure Playground and whose children attend Pitsmoor Adventure Playground. Steve's art work is based upon supporting positive change and facilitating critical thinking through artistic forms.

imeleady@btinternet.com

Paula Madden

Track: Hear about my Amazing Project

Struggles & Rhythms of the Playground

Thomas Henricks Room

14:15-15:45

1 Hour 30 Minutes



With a background of 21 years in IT, I have been lurking in the world of playwork for the past 10 years when my own son decided he wanted to go to an after school club. I started off volunteering at my local adventure playground and soon became a part time member of staff. Fast forward 10 years and I'm now full time at the best (non biased obviously!) Outdoor Adventure Playground in the Midlands (Meriden Adventure Playground) I work with a dedicated and passionate team of playworkers and we offer free (as in no charge) play opportunities to children after school on weekdays and on Saturdays and during the School Holidays. We also help to support families within the local community, this can be with information, food bank referrals, clothing parcels, or just a chat over a cuppa.

paula@meridenadventureplayground.com

Pete King

Track: Playwork Theory

Understanding the Play Cycle

Peter K Smith Room

9:30-11:30

2 Hours



Pete is a senior lecturer and programme manager for the MA Developmental and Therapeutic Play and MA Childhood Studies programmes. Pete has been involved in play and playwork since 1996 in the statutory and third (voluntary) sector in both England and Wales. Pete is co-editor with Shelly Newstead of 'Researching Play from and Playwork Perspective' and both are currently actively researching practitioners understanding of the Play Cycle.

p.f.king@swansea.ac.uk

Rob Whewey

Track: Child's Right to Play

Track: Miscellany

Children have right to play but not freedom

Inspecting Your Adventure Playground

Anna Beresin Room

Search and you will find

10:45-11:45

1 Hour

13:00-14:00

1 Hour



Rob Whewey has worked as a playworker, managed playworkers, assessed unsupervised playgrounds and adventure playgrounds. Also he has assessed children's play in the outdoor environment for play strategies. His research has been non-interactive observational studies followed up by consultations with children and parents. During the last 28 years he has carried out objective research at over 70 areas of housing in England and Wales as well as numerous consultations when new or improved playgrounds are being planned. No ivory tower researcher, he gets his hands dirty assessing Adventure Playgrounds and fixed equipment playgrounds so the research is grounded in reality. Free-to-download publications are available from the website: childrensplayadvisoryservice.org.uk

rob@whewey.demon.co.uk

Sarah Goldsmith

Track: Inclusion and Equality

The Gender Eye Opener

Suzanne Gaskins Room

14:30-15:45

2 Hours



Sarah has been a practicing playworker and trainer for over 15 years but currently she is in the final year of a PhD at Glasgow Caledonian University entitled 'Girls' toys and 'boys' toys: learning through play.

Sarah.Goldsmith@gcu.ac.uk

Sarah Wilson

Track: Playwork Theory

Refreshing Reflective Practice

Peter K Smith Room

13:30-14:30

1 Hour



Sarah has been playworking for a decade including having been Senior Playworker at an East London Adventure Playground for a number of years. She completed a Post-Graduate Certificate in Professional Studies in Children's Play and is a self confessed adventure playground geek.

saz_wilz@yahoo.co.uk

Shelly Newstead

Track: Playwork Theory

Track: Current Research

Introducing PARS: a new model of playwork practice

Why don't playworkers read?

Peter K Smith Room

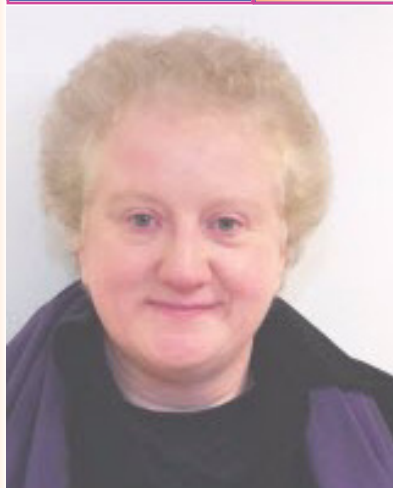
Suzanne Gaskins Room

16:15-17:00

45 Minutes

9:30-10:15

45 Minutes



Dr Shelly Newstead has worked in the playwork field for over 25 years as a practitioner, trainer, author, editor and researcher, across the UK and internationally. She is the Series Editor for *Advances in Playwork Research* (Routledge) and the Managing Editor of *International Journal of Playwork Practice*. Shelly is the President of the International Council for Children's Play (ICCP) and her research interests include the history of playwork and developing empirical evidence about the practice of playwork.

info@commonthreads.org.uk

Sianead Crawford, Jabu Maseko

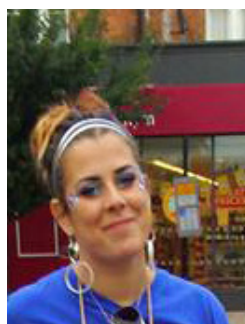
Track: Working With the Older Children

Why having a phone on a 'playground' is a good idea

Thomas Henricks Room

10:45-11:45

1 Hour 30 Minutes



Sianead leads 3 girls projects over two boroughs, two based on adventure playgrounds and one in a play and youth space. Through her experience of working in the adventure play sector, she at first viewed social media as campaign and promotion tools. The children have taught her they can be much more than this! Jabu Maseko is a young, energetic and inspiring play and youth worker who in 2018 led a youth project in Nepal. She used social media tools to communicate with the girls from the SisterHood project, back in Tottenham. Both have experience of living and working in multicultural communities where social media has become an affordable, creative, worldwide tool for visual communication.

sianeadc@gmail.com

Simon Bazley

Track: Playwork Theory

Playful Futures - Playful Playtimes

Peter K Smith Room

14:45-16:15

1 Hour 30 Minutes



Simon Bazley is a Playworker. He offers Play Consultancy, Playwork Training and a range of his own bespoke projects under the Playful Futures banner. He aims to make the places where children find themselves more playful. He lives with his young family on a smallholding in the Welsh hills where he hopes to one day offer residential courses and natural building opportunities. He is one of the founding members of the Playwork Foundation. He was also recipient of the training award at last year's annual Playwork Awards.

simonjbazley@gmail.com

Simon Rix

Track: Current Research

Rhythm and Authority in the playspace

Suzanne Gaskins Room

12:00-13:00

1 Hour



I've been in playwork over thirty five years as a playworker, play development, builder and playworker again. So many things in life seem to be circular.

simon@designandbuildplay.org.uk

The OPAL Team

Track: Playwork Outside of Adventure Playgrounds

Play in schools and Children's Wellbeing

Peter K Smith Room

11:15-12:45

1 Hour 30 Minutes



We are presenting this as the OPAL Team. We are: Michael Follett - Director and Author of Creating Excellence in Primary School Playtimes; Neil Coleman - OPAL Mentor; Ingrid Wilkinson - OPAL Mentor; Kurti Birkenbiel - OPAL Mentor; Rachel Murray - OPAL Mentor Trainee; Kate Smith OPAL Mentor Trainee; Ana Andean OPAL Mentor Trainee; Sarah Buffy-Hichens OPAL Administrator

outdoorplayandlearning@gmail.com

Tilia Guilbaud-Walter

Track: Inclusion and Equality

Understanding gender: An opinionated conversation

Suzanne Gaskins Room

16:00-17:00

1 Hour



I'm Tilia. Most of you will recognize me as Meynell's middle child. I am currently doing my GCSE's at Sussex Downs and hope to progress onto an art level three in September. I am also doing a project at college on maps and music. Please do feel free to come talk to me about it.

Honeyw003@gmail.com

Vicky Edwards

Track: Thinking about play through doing

The Playworkers Travelling Journal: back to basics

Up the Stairs

13:30-14:30

1 Hour



Vicky describes herself as someone full of passion and spontaneity, advocating for children's play in various roles. Vicky has worked as a face to face playworker in a variety of play spaces such as Breakfast & After-school clubs, adventure playgrounds, festivals and in parks play ranging, whilst also recently studying at the University of Gloucestershire. As the creator of the Playworkers Travelling Journal, Vicky also enjoys handcrafting delicate little things filled with magic and meaningful purpose. Vicky is a playful playworker who likes to push the boundaries, bringing her own risky way of thinking to the play environment, and encourages new ways of thinking about Play and/or Playwork from fellow Play colleagues. Vicky is looking forward to catching up with both old and new faces, so do stop and say hi.

vicky.edwards.play@hotmail.co.uk

Vin Callan

Track: Playwork Outside of Adventure Playgrounds

Outside of Adventure Playgrounds... and Beyond!

Peter K Smith Room

13:00-14:30

1 Hour 30 Minutes



Vin Callan been a playworker since 1996 and a Tutor / Facilitator / Trainer since 2000, as well as providing play opportunities in adventure playgrounds and out of school clubs, he has also delivered playwork in prisons, community settings, public spaces, at festivals, schools and even worked with councils, businesses, call-centres and banks. Vin has used playwork practice in business development, staff motivation (aligning personal motivation with company vision and strategy) and in creating a "risk-positive" environment. Vin is excited about sharing what he has learned over the years, and helping other playworkers to identify and build on the common threads that run throughout many settings. Vin is also looking forward to hearing other playworkers' perspectives and ideas on the subject.

vin@childsplayclub.co.uk

Wendy Russell

Track: Current Research

Ways to document what's unique about playwork

Suzanne Gaskins Room

13:00-14:30

1 Hour 30 Minutes



Wendy Russell started working on adventure playgrounds in the mid-1970s and has worked in play and playwork since then. She currently works part time as Snr Lecturer in Play and Playwork at the University of Gloucestershire and part time independently. She's worked in playwork, training and education, development and research with local, national and international organisations in the public community and private sectors. She is a passionate advocate for spatial justice for children, which is an unashamedly political stance. Talk to her about it if you want to find out more.

wendyrussell@ntlworld.com

Yanina Koszalinski

Track: Safeguarding

Safeguarding: Concerns and issues

Suzanne Gaskins Room

11:15-12:15



Currently chair of trustees at Pitsmoo Adventure Playground and running a scrapstore, my long history of working with children and young people began as a youth worker (playwork didn't exist then as a career choice), briefly in Barnsley and later in Sheffield. As a youth worker and local parent I was also involved with junior clubs and holiday playschemes for under 13s. Further on in my working life I have been a community development officer with Sheffield City Council, business development officer for out of school provision and playworker in the community and voluntary sector. Throughout this time two areas of interest kept reoccurring, shaping my personal life and career, these were developing community based, open access play facilities and issues around child protection. Before retirement the move towards a more holistic and preventative approach for safeguarding children interested me and I found myself working with Sheffield Safeguarding Children Board's safeguarding advisors, developing policies, promoting good practice and providing training for out of school clubs. I continue to support playwork and youth work projects in my local community, alongside enjoying time with my teenage grandchildren.

Adam Smart	Smartkidz play and learn ltd
Ali Wood	Self-employed, but mostly Meriden Adventure Playground
Amanda Pick	Guildford Borough Council
Amelia Truscott	
Amy Brooks	Little wombatz preschool and wrap around care
Ana Ardelean	OPAL
Andrew Hall	Norley hall adventure playground
Anne-Marie Mackin	Freelance
Annie Cook	Crumbles Castle Adventure Playground, IPA
Ashley Bagnall	Meriden Adventure Playground
Becci Bennett	Coleg Y Cymoedd
Becky Willans	ProjectSEARCH-Charing Cross Hospital
Beth Ball	Kids R Us Milton
Bev Williams	Clybiau Plant Cymru Kids' Clubs
Bob Hughes	PlayEducation
Brid Duffy	Playboard NI Belfast
Bridget Handscomb	Gwealan Tops AP
Carolyn Berthou	Woodpeckers Fun Club
Cath Prisk	Outdoor People
Ceri Milne	In2Play
Chloe McNulty	Acacia Adventure Playground
Chris Roberts	Acacia Adventure Playground
Chris Martin	Tiverton Adventure playground
Christopher Hayes	Norley hall adventure playground,
Claire Pugh	The Land
Clare Moutrie	In2Play
Conor Stredder	Guildford Borough Council
Cyril Felix	Hackney Play Association
Dave Poulton	Meynell Games
Dave Bullough	The Land
Debby Clarke	Dublin City Council
Denise Mcveigh	Carrickfergus civic centre
Donna Eastman	Gwealan Tops AP
Ellen Delaney	Meriden Adventure playground
Francesca Silvester	Timbuktu Adventure Playground, IPA
Gareth (Pooley) Poole	The Land
Geena Patton	Three Rivers District Council
Gemma Jones	The Land
Ingrid Wilkinson	OPAL
Jabu Maseko	Haringey Play Association
Jackie Howes	Norley hall adventure playground
Jackie Boldon	Play North East
Jacky Kilvington	Home
Jakob Flynn	Bright Beginnings Childcare Centre
Jess Dawson	Pitsmoor Adventure Playground
Jess Milne	Play Builder
Jill Lane	Norley hall adventure playground
Joan Beattie	UHI (Shetland College)
Joanna Winch	Cambridge Kids Club
John Fitzpatrick	Gwealan Tops AP
Jon Haines	Acacia Adventure Playground
Julie Moore	Acacia Adventure Playground
julie Page	HBC
Kate Smith	OPAL
Katie Lee	Pitsmoor Adventure Playground
Katy Turner-Wright	GOSH
Keeley Adcock	Three Rivers District Council
Keith Rogers	Sycamore Adventure
Kelly Moss	GOSH
Kerry Raymond	Gwealan Tops AP
Kerry O'Connor	Lumpy Hill Adventure Playground, IPA

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D e i e g a t e L i s t

Kirsty Wilson	Children's Scrapstore
Kurt Birkenbeil	OPAL
Laura Beerling	HBC
Laura Walsh	GOSH
Leah Arnold	Cambridge Kids Club
Lee Bennion	Three Rivers District Council
Libby Truscott	Shoreditch Adventure Playground
Lisa Coggins	Woodpeckers Fun Club
Lucinda Thompson	Kids R Us St Matthews
Lucy Rae	Children's Scrapstore
Lucy Benson	Islington Play Association
Luke Funnell	HBC
Maggie Ruby Ward	HBC
Martin King-Sheard	Play Wales
Martyn Cotrel	Toffee Park Adventure Playgrounds IPA
Meynell	Meynell Games
Michael Follett	OPAL
Mick Conway	Islington
Midah Guilbaud-Walter	Meynell Games
Natasha Blok	London
Neil Coleman	OPAL
Nicola Butler	Hackney Play Association
Patrick Meleady	Pitsmoor Adventure Playground
Paula Madden	Meriden Adventure Playground
Pete King	Swansea University
Poppy Ball	Kids R Us
Rachel Murray	OPAL
Rob Wheway	Children's Play Advisory Service Ltd
Sarah Buffy Hitchens	OPAL
Sarah Goldsmith	Glasgow Caledonian University
Sarah Wilson	Self employed
Shantel Powell	Toffee Park Adventure Playground, IPA
Shelly Newstead	Common Threads
Siamead Crawford	Hackney Play Association
Simmons Walker	Lumpy Hill Adventure Playground, IPA
Simon Bazley	Playful Futures
Simon Rix	Independent
Siobhan O'Reilly	GOSH
Siôn Edwards	Partneriaeth Ieuencid a Chwarae Wrecsam a'r Fenter
Sophie Osborne	Children's Scrapstore
Steve Pool	Pitsmoor Adventure Playground
Susan Leigh	HBC
Susie Dadd	Tree Weaver
Tania Lamontagne	GOSH
Tanya Petherick	Class Of Their Own
Tanya Read	Cambridge Kids Club
Tilia Guilbaud-Walter	Meynell Games
Tom Sheppard	Outdoor People
Tony Delahoy	Play Torbay
Vicky Edwards	Tree tops clubs
Vin Callan	Childs Play Clubs UK Ltd
Wendy Russell	University of Gloucestershire
Yanina Koszalinski	Pitsmoor Adventure Playground
Zaquer Mused	Pitsmoor Adventure Playground

International Playwork Opportunity

The Transylvania Playwork Project 2019 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 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 20-29 July 2019. Your accommodation will be in the centre of the city of Targu Mures.

The cost will be approximately £40 per day, which includes airport transfers in Romania, accommodation, and the meals listed below. Flights are from London Luton Airport.

Highlights include:

- 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 at the "Chill-Out Zone" or by e-mail on: beattie9search@gmail.com

[Listen to Becci's adventures from the 2018 Project at her:](#)
[Childs Right to Play Session at 12.00 on Wednesday](#)

10th Annual Playwork Awards

Short-listed Nominations

Gwealan Tops Adventure
Playground Play Gloucestershire
Smartkidz Play and Learn at Girton

Sponsor



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

Frontline Playwork Award

10th Annual Playwork Awards

Short-listed Nominations

Ben Kingston-Hughes
Hackney Play Association
OPAL

Sponsor



Training Award

10th Annual Playwork Awards

Short-listed Nominations

Blue Coat Primary
Collierley Lane Primary
Delves Lane Primary

Playwork in Other Contexts Award

10th Annual Playwork Awards

Short-listed Nominations

East Lothian Play Association
GOSH Play Team
OPAL Outdoor Play and Learning

Sponsor



Committed to PLAY



Raising the Profile Award

10th Annual Playwork Awards

Short-listed Nominations

Colin Powell
Mark Gladwin
Martin King-Sheard

Sponsor



Play England
Freedom to play

Paul Bonel Memorial Award

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.
- 19:15** The main course will have been served to your table.
- 20:00** The awards ceremony begins with your Compere: Libby Triscott's opening monologue.
- 20:15** The first award is introduced by Siôn Edwards and presented.
- 20:15** The Second award is introduced by Simmone Walker and Shantel Powell 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 Ana Adelean 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 Meynell and Siôn Edwards 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 Barn Dance till 12:00 midnight.

HALF WAY TO JAIPUR

IPA (England and Wales) Europe-wide Conference on the Child's Right to Play. May 10 & 11, 2019. London

<https://ipaewni.wordpress.com/half-way-to-jaipur-conference-2019/>



Playworkers Forum 2019

19 - 20 June 2019
Willow Globe, Rhayader

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



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

This year's event will offer a blend of practical playwork skills, playwork theory and the opportunity to network and gain support from peers.

To book your place visit:
www.playwales.org.uk/eng/events

£90 – early bird rate

Book by 26 April 2019
(£110 – bookings made after this date)

Who should attend?

- Volunteer, full or part-time playworkers
- After school club workers
- Trainers
- Playwork students.

Planned and delivered by a steering group consisting of play development staff, academics, play specialists and adventure playground workers.

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- Peter Gray
- Tom Hobson
- Meynell Walter
- Takaharu Tezuka

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Cardiff

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16 March 2019

Keynote speakers

- **Dr Sudeshna Chatterjee**
Action for Children's Environments
(ACE) Trust
- **Dinah Bornat**
ZCD Architects
- **Professor Sinead Brophy**
Swansea University Medical School
- **Julie Morgan AM**
Deputy Minister for Health and Social
Services
- **Dr Wendy Russell**
University of Gloucestershire.

Book your place: www.playwales.org.uk

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

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

Whilst we currently stock over 280 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 most of the new books and some of the second-hand books that we sell!

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

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

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

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

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

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

In the first half of 2019 we are going to be at the National Playwork Conference in Eastbourne, the Play on Early Education Conference in Athens, the International Play Association 'Halfway to Jaipur' Conference in London and the Philosophy at Play Conference in Prague



Conference Organiser -- FOOTNOTE

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

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

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

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