



### Approaches to 'sufficiency': an example

- Welsh Government's Play Sufficiency Duty, part of Children and Families (Wales) Measure 2010
- Places a **statutory** responsibility on local authorities to assess, and, as far as is reasonably practicable, secure sufficient play opportunities for its children

Wales - a Play Friendly Country

Statutory Guidance

### Case study

- Series of professional development workshops
- Collaboration between Wrexham Council (north Wales) and University of Gloucestershire
- Aimed to support and enhance partnership working with professional practitioners from across local authority departments and voluntary sector organisations, including
  - planning, highways, parks, arts and cultural services, early years, social work, education, criminal justice, play development, etc
- A particular conceptual and methodological approach looking at children's play as a matter of 'spatial justice'

Video goes here

### 'Sufficiency': key principles

- A process not a product
- Rights based (rights as relational)
- The value of play for children's well-being
- Paying attention to ways children can find time and space for playing in the routines and habits of everyday life: conditions that support playing
- A question of spatial justice: cultivating conditions for play

### Play, time and space

- Relational perspective – space is not a static or neutral container
- Constantly being produced, always in the process of becoming from entanglement of bodies, desires, affect, material objects, symbols, histories – everything at that moment
- Playing might be seen as the desire to create worlds - in opportunistic ways and from current conditions - where life is better
- It emerges whenever conditions allow

Image: Banksy, from www.unurth.com

### Playing: a very ordinary magic

(after Masten, 2001)

- Appears to be mundane, trivial, everyday events that can emerge anywhere and everywhere
- Playing is co-created from everyday stuff to produce out-of-the-ordinary moments where life is more vibrant
- The opposite of play is not work but depression (Sutton-Smith, 2003)

**Towards collective wisdom:  
accountability and responsibility**

**Account-ability**

- To be aware of the complex relational processes that constitute children's opportunity to find time and space for playing (messy, indeterminate, non-linear, situated, and/and, what if...)
- To collect more and more practice experiences - to do justice to the on-going ways in which children and adults get on together (or not) within their environments

**Response-ability**

- To critically examine material-discursive effects – habits of thought, language and action that make environments more or less open to the possibilities for play to emerge
- To develop a series of actions designed to keep environments open for playing
- To de-centre fixed professional roles; to work 'in-between'

**... critical cartography**

Image: Daphne Odjig, Collective Wisdom, 1991. <http://www.artnet.com>

