

IPA CONFERENCE 2017 PLAYWORK DEVELOPMENT

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Formative influences on my presentation

- Experience as youth employment counsellor***
- Experience as part-time (evening)youth worker****
- Experience as primary school teacher*
- Experience as secondary school teacher**
- Experience as Warden of Edinburgh University Settlement *****
- Experience as Director of the School of Community Studies.*****
- Experience as part-time Commissioner of Racial Equality****
- Experience in Sweden as Consultant to child care & school development projects. *****

Playwork Background

- 1961 Founder member of IPA
- International IPA Council member & Editor of Playrights journal.
- Made Honorary Member 1985
- Special interests
 - **Adventure play grounds**
 - **Work with youth with social problems.**

THE Aim :.to advocate a comprehensive
provision

DEFINED AS

appropriate SPACE & RESOURCES

**For work and workers for all development stages
of childhood and adolescence.**

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Definition of play that underlies all my work

- 1989 at IPA International Council in Tokyo Japan I chaired an International seminar of 100 play experts who worked with Professor Joe Frost of USA as Konsult all day on a suitable definition of play for playwork .
- The seminar accepted unanimously the following definition
- **“ The need for play arises from within the child or young person to meet needs within the child or young person itself and to meet goals chosen by the child or young person itself and without the need for adult direction.**

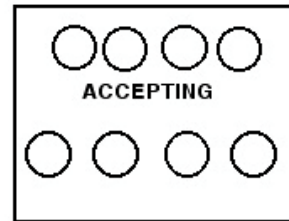
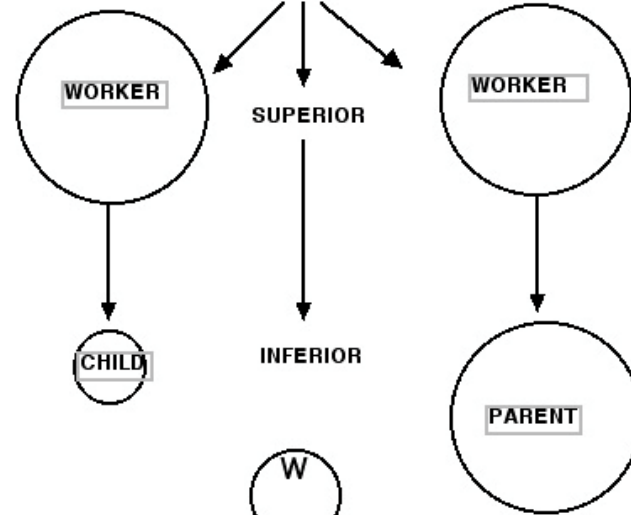
This definition can be applied to all ages of childhood and youth and can determine the way to work to meet the need at every stage.

- It clearly explains that the
- **aim of playwork and the role of the play worker**
- **cannot be to direct, control or teach the player**
- If we accept this definition
- **then we accept that all play work is a helping process that can be applied to all stages of childhood and youth and differs only due to the the nature of the needs at the different stages.**
- I define this as the **facilitating process** or that of helping the person persons or community **to achieve their own goals**

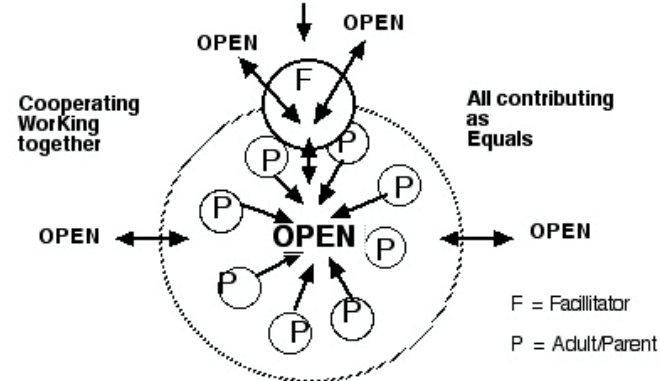
My approach to the role of the worker

This enables us to understand that the role of the play-worker at every stage is that of the **Facilitator –helping others to achieve their goals**

**Advice to staff working with adults
not these models**



Instead - Change to this model



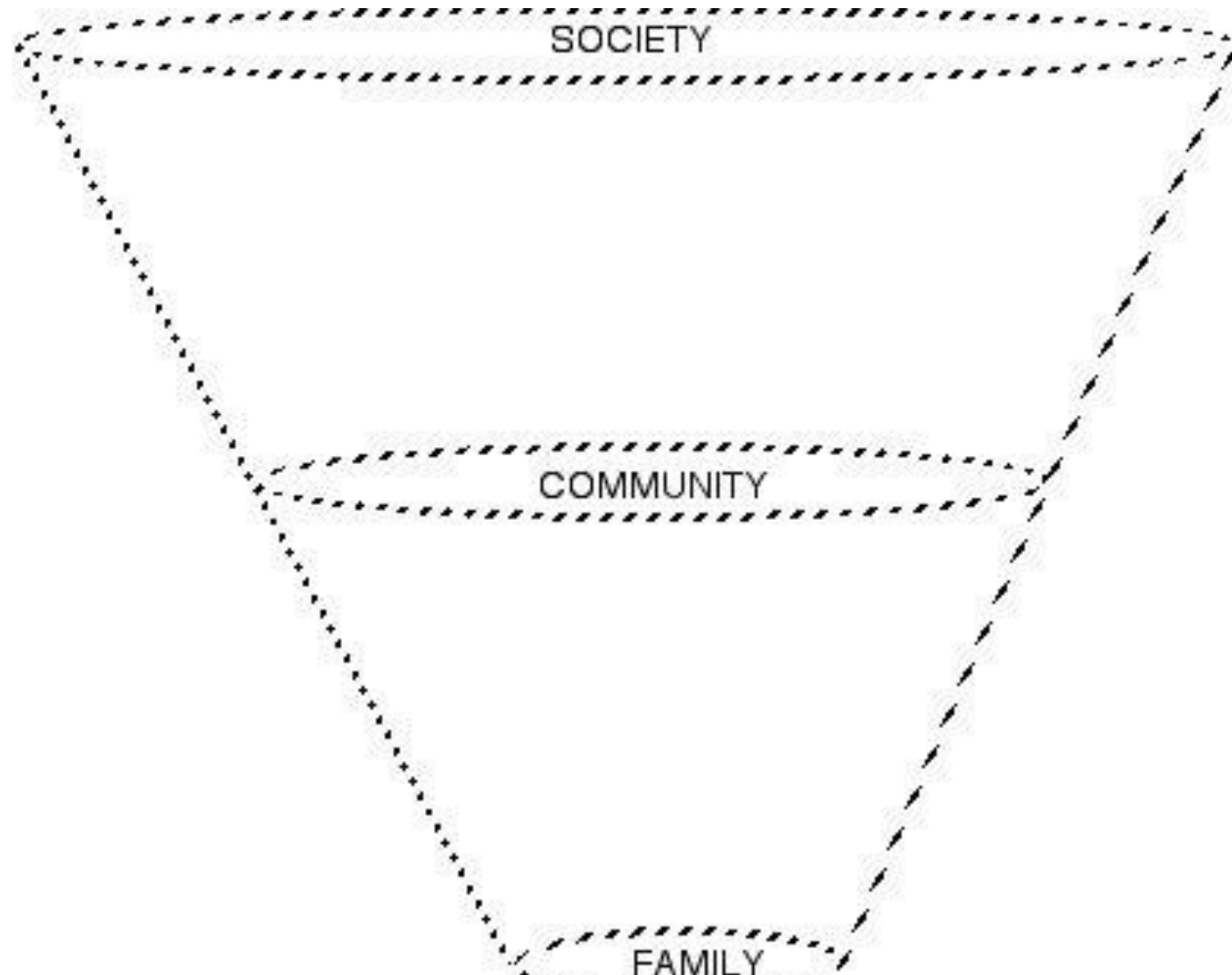
Sharing Ideas on importance of all work with children & youth to be within the community

By a stroke of fortune at the IPA International Conference 1985 in Rotterdam I found myself as a keynote speaker sharing the platform with Yuri Bronfenbrenner

I was stating the case for the play / youth worker being a facilitator using the outdoor community space to meet the different needs of children and youth at all development stages

He was explaining his research showing the risk that the *meso* part of society was disappearing and the importance of working to keep the benefits of this context especially for children's social development

Bronfenbrenner



- BROFENNBRENNER AND I WERE AGREED
- THAT IT WAS AN IMPORTANT TASK TO SUPPORT THE COMMUNITY

- ONE WAY TO DO THIS WAS
- TO HELP THE RESIDENTS OF THE COMMUNITY
- TO MEET THE NEEDS OF THE COMMUNITY

Chart showing comprehensive play- youth work as a continuing process within the community context

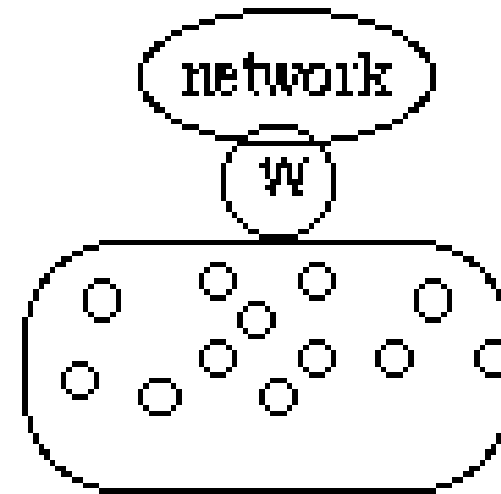
SOCIAL CONTEXT	STAGE /THEME CHILDHOOD	STAGE /THEME PRE-ADOLESCENCE	STAGE /THEME ADOLESCENCE
MACRO	LOCAL CULTURE	SOCIAL MEDIA	INTERNET CULTURE & SOCIAL EFFECTS OF GLOBALISATION
MESO	NEIGHBOURHOOD & PLAYMATES & SCHOOL CLASS	LOCAL COMMUNITY & CLOSE FRIENDS	COMMUNITY INTERPRETATION OF ADOLESCENT CULTURE
MIKRO	FAMILY	SCHOOL SYSTEM	PERSONALLY CHOSEN

Training workers to facilitate is difficult because
the helping process
requires restraint to
'wait for others to develop'
rather than to
'do' 'lead' 'direct' 'control' 'lead' 'teach'

My thesis is that the training must itself be based upon and
demonstrate this 'helping process'

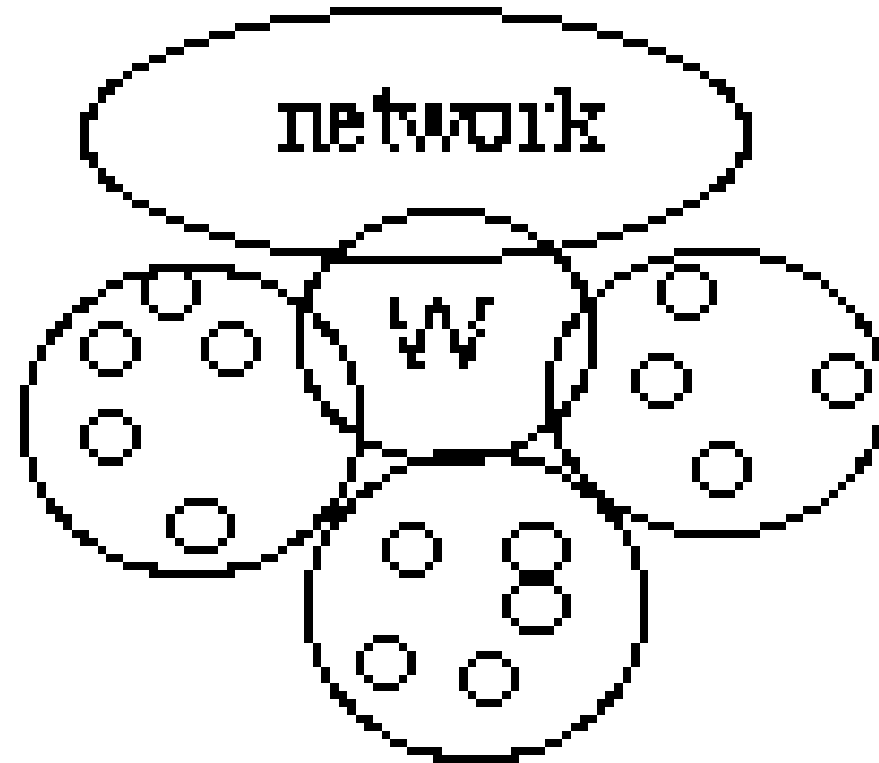
Worker's role & work method changes with development stage & needs

Work method 1. Playground



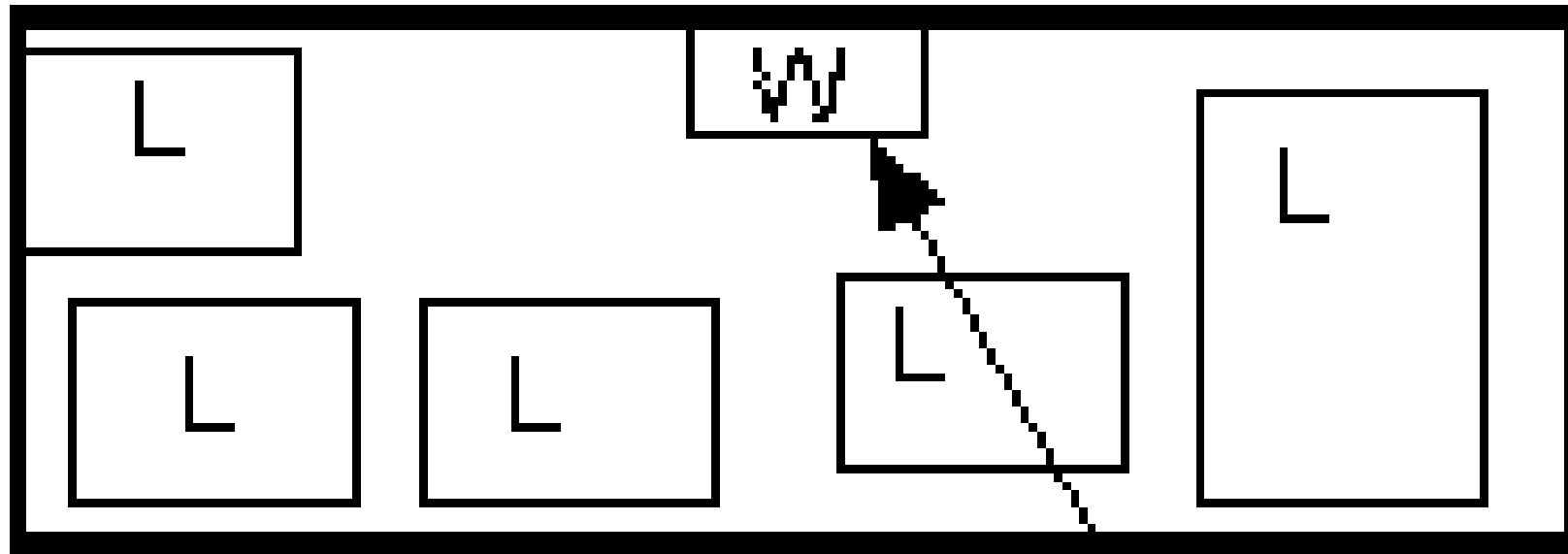
Playground Worker supervises play without controlling. Works on margin of playground context to facilitate opportunities for children.
Facilitates a support network.

Work method 2. Play Part



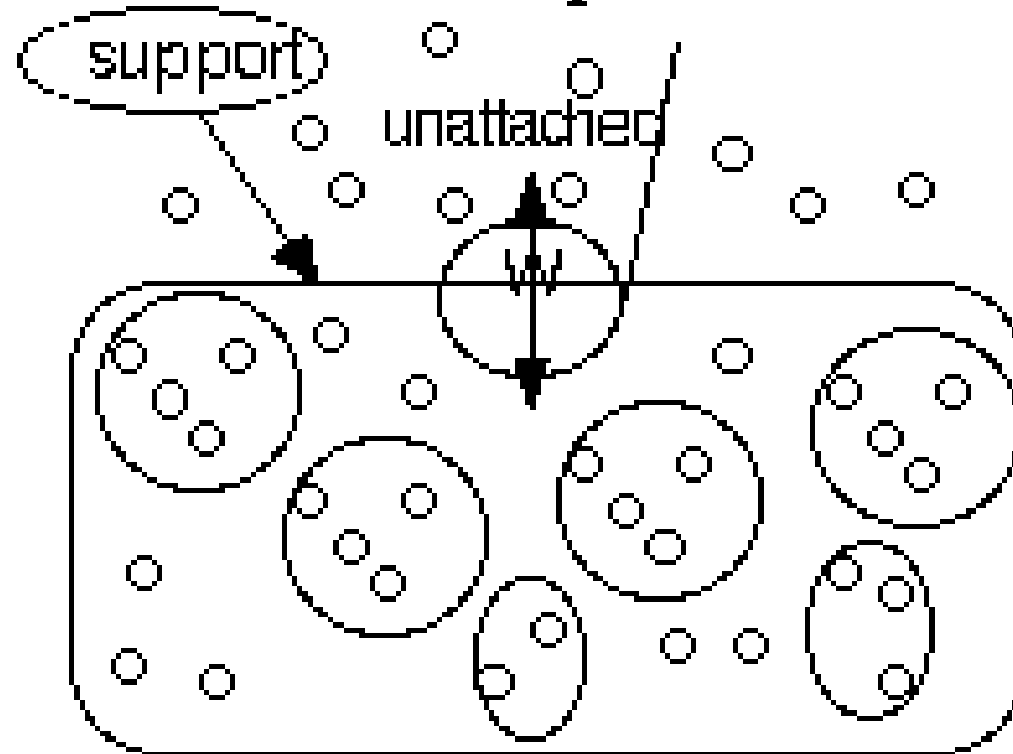
- Park Play Worker
- facilitates groups developing own free activities in open park context

Work method 3. Youth Centre

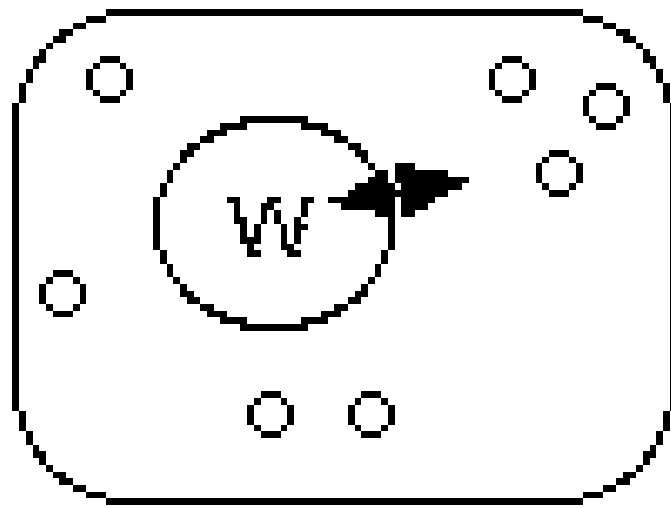


Youth Club/Centre Worker/ manages' centre to enable programme of structured activities each with own Club Leader/Instructor.

Work method 4. Open Centre.



Open Centre Worker facilitates easy entry to centre by unattached with minimum of restrictions and direction. Users choose own relationships and develop own usage. Centre employs facilitating workers to work as in Work Method 2.. Worker arranges consultancy support for work team as a whole



'Out reach' work

Worker uses either project café or commercial provision as a base to be 'available' for contact by unattached, as a stage towards entry to open centre. Worker is a part of open centre team.

Work method 6. Unattached Work.

The most difficult and demanding form of work.

The worker is himself/herself unattached - with the street or neighbourhood as the work context..

Worker uses 'availability' as method to make contact with individuals or groups.

Works with contacts towards establishing social goals and facilitating their achievement.

Worker must have professional consultancy support.

A Comprehensive model of Playwork

Diagram 1. Model of extension work with children and youth .

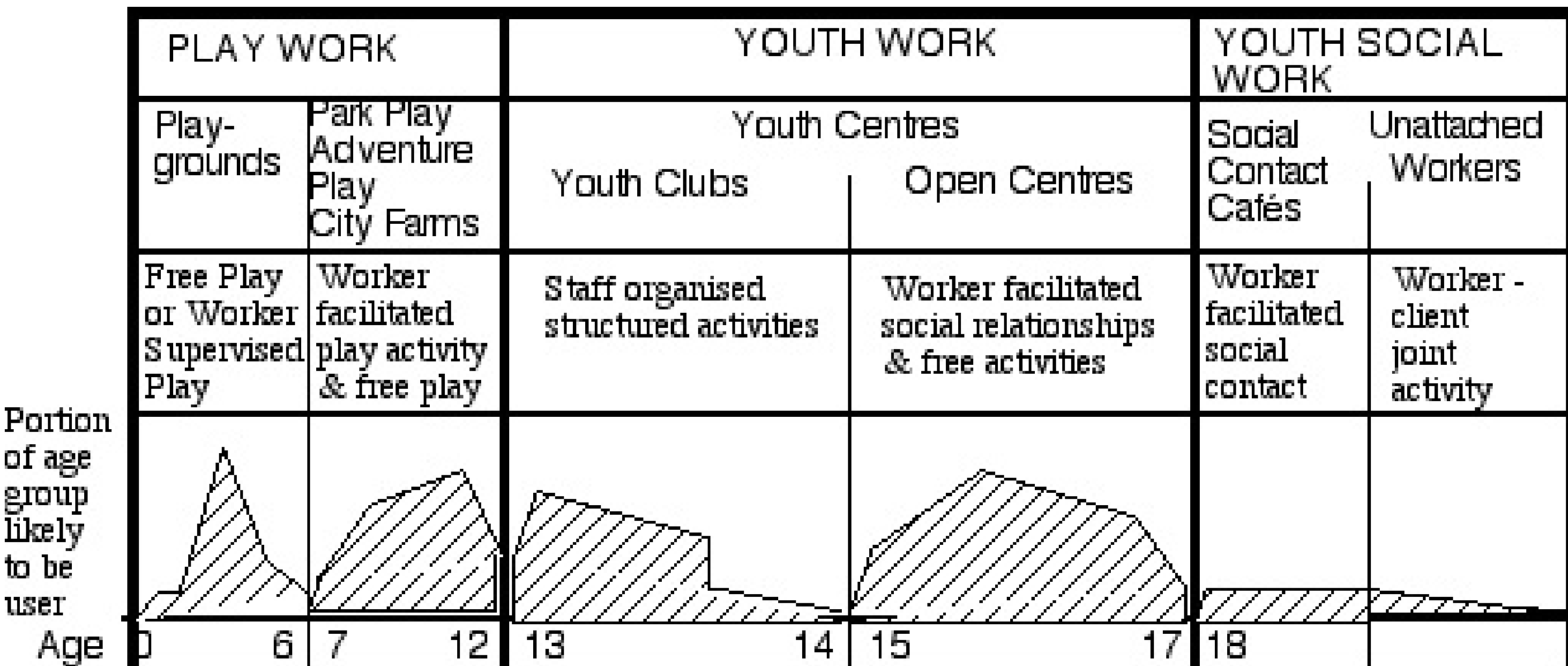


Diagram 2. Applying model to extension provision in a primary school area.

