

JNCTP



Celebrating a Safe Space for Dialogue:

The History and Future of Playwork Training



30th Birthday Party Conference
7 December 2005

Birmingham Repertory Theatre
Sponsored by Birmingham EYDCP



Birmingham Early Years
Development & Childcare
Partnership

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JNCTP 30th Birthday Party; 7 December 2005

Celebrating A Safe Space for Dialogue: The History and Future of Playwork Training

Introduction to the report

The December 2005 JNCTP Birmingham Conference provided an opportunity for us to celebrate our 30th birthday. An opportunity to both look backwards at the history of JNCTP and of playwork education and training over the last 30 years, and to project forward and imagine the world of playwork training in 30 years time.

We decided to call the conference **“Celebrating A Safe Space for Dialogue”**. Since its inception in 1975, JNCTP has consistently provided an independent forum for its members and others to find out about the latest developments affecting playwork, and to discuss the implications of these developments for playwork training in a “non-judgemental” (safe) space. Since 1989 we have organised 39 conferences, the reports from these make fascinating reading. Some of these can be accessed through our web site (www.jnctp.org.uk) and all are listed in the appendices to this report.

The three key note speakers at this conference are old JNCTP friends and long standing members. Chris Taylor took us through the early years from 1975 to 1990 and Wendy Russell provided an insightful analysis of the period from 1990 to 2005. In the afternoon Stuart Lester facilitated some playful activities to help us to project forward to 30 years hence.

We hope you enjoy reading this report.

Jackie Martin and Haki Kapasi
Co- chairs

Celebrating a Safe Space for Dialogue: The History and Future of Playwork Training

Welcome to delegates

Haki Kapasi welcomed delegates to the day and gave thanks to the host and sponsors for the day, the Birmingham Early Years Development and Childcare Partnership.

Sue Ford Acting Training and Quality Co-ordinator Birmingham EYDCP

Sue described her experiences of working with children in the early years in play groups and explained how her practice and confidence developed with the support of colleagues. She described her disappointment in the decision to change the name of the Pre-school Playgroup Association to the Pre-School Learning Alliance. She felt that there had been a change in the focus, for political and financial reasons, from play to learning, which devalued the importance of play. Sue felt that the unique role of JNCTP, being an independent organisation, gave it the ability to empower its members and give them the opportunity to debate and challenge such decisions.

Jackie Martin Joint Chair JNCTP

Introduced the day and explained the documents within the pack which included:

- JNCTP annual report
- Profile of members
- History of JNCTP conferences
- EQUIPE Report
- PETC summary of years meetings

Slices of history from the JNCTP birthday cake

From birth (1975) to childhood (1990)

Chris Taylor Freelance trainer and consultant and ex JNCTP exec member.

Chris gave an anecdotal account of her experiences of JNCTP. Starting with when she was working at Thurrock on the Diploma Course in Play Leadership in 1980. Chris recalled seeing the JNCTP 'black book' Recommendations on Training published in 1979, stacked in boxes in the office.

The JNCTP was established as a broadly representative committee comprising of members from the different regions of the National Playing Fields Association (NPFA). A constitution was drawn up and the "Black Book" was written which set out some structure and guidance for playwork training. At that time, there were three or four full time playwork courses running and a lot of play organisation within the regions delivering bits and pieces and there was a desire to put it all into some kind of framework.

Chris recalled how Tony Chilton had a 'glut' of black books, which one winter froze in his attic and crashed through the ceiling! symbolising the end of an era.

The National Institute for Play Leadership, otherwise known as NIPL! Also existed at this time – set up as a voice for playworkers. There was a desire for courses to be endorsed and during the early 80's the JNCTP assumed the role of the endorsing body, however lack of resources and the large number of organisations seeking endorsement, made it very difficult for JNCTP to carry out this role without additional resources.

Meetings held at that time, often in the Islington Play Training Unit, attracted representatives from different organisations. Chris remembered struggling to understand the many different roles of all of the organisations. Being asked to be a representative of an organisation and attending the JNCTP meetings was at the time considered an honour as it had quite high status.

Once JNCTP had recognised that it could not carry out the endorsement function without further resources, a period of searching for a new role for the JNCTP began. During this early period JNCTP did not organise conferences, but engaged its members in consultation meetings on training policies and publications.

In 1985 "The Salmon Book - Recommendations on Training for Playwork", was published, this book promoted the concept of self managed learning.

At one AGM meeting, a major conflict arose around endorsement, resulting in no dates being set for the next meeting which was almost resulted in the end of the JNCTP.

Chris shared what she believed to be her perspective on the value of JNCTP and on what she thought she had gained from her involvement. She felt that many of the

developments in Playwork Education and Training would not have happened if it hadn't been for JNCTP. The JNCTP provided access for local organisations to national debates, both within playwork and in a broader arena (including youthwork) JNCTP was the only organisation representing playwork, and it brought together 'like minded' people.

Slices of history from the JNCTP fruit cake from childhood (1990) to adolescence (2005)

Wendy Russell Lecturer in Playwork University of Gloucestershire and ex JNCTP exec member 1980-2000

By 1990 JNCTP had started organising regular conferences and the format for events developed whereby general meetings were separated from conferences. Delegates (members and non members) had to pay to attend the conference, but could attend the General Meeting for free. Managing the organisation of conferences placed a heavy demand on the purely voluntary Executive Committee. In the early days JNCTP work was often absorbed into committee member's paid work but that became harder over the years.

With the aid of a cleverly constructed visual prop, Wendy related the different elements of the JNCTP history to 'slices of cake', each piece representing a different theme: endorsement, people, the DNH (Department for National Heritage) equality, cuckoo (using someone else's nest), residential, social engineers, having your say and reflection and visioning.

Wendy gave a personal reflection, recognising that her role within JNCTP was inextricably mixed with her own personal and professional development.

I joined the Exec in 1981 when I was a fresh-faced Training Assistant at Islington Play Training Unit (IPTU), having started out as an adventure playground worker in 1975.

Apart from a short break between 1986-1989, I remained on the Exec until 2001, by which time I felt I had probably served my time. After this time, my involvement with JNCTP reduced considerably.

JNCTP's history is mainly recorded through the conference reports, and these make fascinating reading. Looking through the reports in this period, I feel they fall into three categories:

Information giving (usually 'from the horse's mouth') about developments, plus opportunity for debate and consultation

Review, reflection and visioning – on play, playwork, playwork education and training and also on the role of the JNCTP.

Issues of equality

On reflection, I would characterise the last 15 years as a period of increasing bureaucratisation, mainstreaming and control of our lives generally and of playwork in particular. JNCTP, and I personally, have played a role in that, pushing as we did for endorsement and recognition of playwork. At the same time, we have also kept alive the debates about values, vision and the meaning of life.

I suppose the biggest slice of the JNCTP fruit cake for this period was...

The Endorsement slice

Whether playworkers liked it or not, by the start of the 1990s we were being pulled into the mainstream. I must admit that the attraction for playwork, for me, in the mid seventies, was that it stood apart from what I saw as the agents of social control (for example, the police, education and social services); it was seen as alternative, attracting the unorthodox and recalcitrant characters that gave playwork its stropic image.

The Health and Safety at Work Act 1975, and then the Children Act 1989 were the two major pieces of legislation that pulled us, not without some resistance, in from the fringes. If the seventies and even the eighties were characterised by debates about whether playwork should be professionalised or not, about whether playworkers were born and not made; then the nineties recognised that if we did not find a way of articulating what we did, we would be swallowed up by more powerful rhetoric and discourses.

For me personally, this was what endorsement was about. It was about recognition. Perhaps it was naïve of me to think that it would not turn into the bureaucratic quality control straightjacket that it has become. However, I don't think even the most astute amongst us were prepared for just how heavily the hand of New Labour social control would descend upon the world of working with children. I still feel we were right to push for a discrete endorsement system for playwork, though. As frustrating, bureaucratic and imperfect as it is, it does still provide a mechanism by which we can challenge and put forward alternatives (as I do, constantly!)

Endorsement, defined as the process by which the playwork field itself decided what its qualifications should look like, this has been the focus of JNCTP's work since the publication of the Black Book in 1979. This publication established JNCTP as the body that would carry out endorsement; however it soon became apparent that this was not possible without paid staff, and so JNCTP turned its efforts towards establishing an endorsement system.

Key to this was the "Getting Recognition" consultation that was carried out in 1992-1993 in partnership with the newly established National Centres for Playwork Education. The report was published in 1994 and it outlined eight key conclusions:

- playworkers want a system of nationally recognised qualifications
- there is a need for a nationally co-ordinated structure
- paid playworkers want professional status
- we need appropriate qualifications and recognition for part-time and volunteer playworkers (what happened to that???)

- any system must be controlled by the playwork field and based on principles and values of playwork (not govt agendas)
- equality of opportunity is central
- NVOs will not meet need for accessible, flexible routes to qualification
- Children Act makes these issues a priority (and they have become more of a priority given the rash of legislation applying to children and young people we have seen in the last 8 years).

I feel it is useful to remind ourselves of these, as a few years after the publication of the Getting Recognition report, events overtook us and things began to move very quickly indeed.

Sometimes, our zeal to push for recognition was gently questioned by those on the outside who were independent enough and sharp enough to see what was happening. Here are two examples:

Beware the 'social engineers' slice

We had a 'Coming of Age' conference in 1994 – we weren't quite sure as to the exact date that JNCTP was set up but thought it was about 1975 (this of course has since become fact). So we knew in 1994 we were somewhere between 18 and 21 – that was close enough for us.

Michael Rosen, who was about to become our Honorary President, gave a speech. At this point, we thought we were close to establishing an endorsement system for playwork training and qualifications. Michael gave us some interesting words of warning. He thought there was a dilemma for playworkers: on the one hand we wanted to increase play provision for children but at the same time we were risking becoming a part of the Government's system for social control through establishing a system for playwork qualifications. Oh the foresight of an independent person!

The second example was at our October 1996 conference, a visioning one entitled "A Manifesto for the Millennium". We invited a range of people, including face-to-face playworkers, local authorities, trainers, politicians, to give their manifestos. We also invited Bob Hughes, as a playwork author.

This is what Bob had to say:

"I want to work towards a model of society which:

firstly guarantees its children the opportunity to have a rich and diverse play experience throughout childhood; and one which encourages its members within a framework of equal opportunities, care and compassion, to live more playful lives in which exploration and experimentation are the norms and where predictability and predetermination are not. Our desire for security is fast becoming a straight jacket which is strangling our creativity and sense of adventure."

If playworkers can't do that, then we're in trouble.

For me personally, JNCTP has always been an organisation of principles, of debate and reflection rather than implementation. In one sense, we have always had the luxury of being able to question the mainstream, but of course that comes at a price. One excellent example of this is when JNCTP put in a bid to the Department for National Heritage for the education and training contract.

DNH slice

Perhaps I should set a bit of historical context here first. My memory is hazy and the records sparse, so I may have some details wrong – I apologise for this.

The National Children's Play and Recreation Unit (NCPRU)'s five year funding came to an end in March 1993 and was not renewed. The Sports Council played a caretaker role, supporting a minimal service (with protests from the field about their budget cuts to playwork education and training), whilst decisions were made on how Central Government was to support play. JNCTP had representation on the Sports Council's Education and Training Advisory Panel.

The DNH decided, in March 1995, to invite bids for three areas of work on children's play: education and training, information and safety. JNCTP was one of those organisations invited.

This was potentially a momentous decision. Although JNCTP had outlived two central government-funded national play organisations (ACPRU, or Play Board, and NCPRU), its annual turnover rarely exceeded £2000 and it relied entirely on a voluntary executive committee to carry out all the work.

Despite this, the membership felt there was sufficient expertise amongst executive members to put the organisation forward as a serious contender. This would, of course, mean a huge change in the role and culture of the organisation.

The Sports Council's E & T Advisory Panel, after much discussion and consultation, agreed to make a partnership bid for education and training, with the JNCTP managing the contract if it were successful.

I was the one who co-ordinated putting the bid together, with some paid consultancy support from Harry Shier. The bid was developed and consulted on over July and August that year and was submitted that September 95.

The reason why I raise it here is because I think it shows an interesting process about how we saw our role. Whilst we felt it was important to ensure that the development of playwork E & T continued, we also felt that our role as independent watchdog was crucial. Deep down, I think we did not want to be poacher turned gamekeeper. We valued our independent role and we wanted to hang on to it.

It is for this reason that it was agreed that JNCTP would take a caretaker role, managing the contract until such time as a Central Council for Education in Playwork was established, at which point JNCTP would revert to its watchdog role.

In the event, the DNH awarded all three areas of the contract to the NPFA, who held it for three years, after which time the education and training portion was contracted in 1999 to SPRITO (now SkillsActive), establishing the Playwork Unit there, and the information and safety aspects were contracted to the Children's Play Council.

I can remember Stephen Studd, the Chief Executive of SPRITO, expressing his mystification at JNCTP's decision not to become the Central Council itself. I wonder if there is a gender dimension at work here? The key officers on the JNCTP executive committee at the time were all women – do we feel we are better suited to influencing behind the scenes rather than putting ourselves forward as the main players?

So, with the DNH contract awarded to someone else, JNCTP returned to its former role. We continued to make sure those in the playwork field knew what plans those in high places had for them. We continued our representation on key agencies such as the Getting Recognition Steering Group, The Children's Play Council, the NPFA Playwork Education and Training Advisory Group, SPRITO, and a rather strange group called EIEIO.

This leads me to another key theme within playwork education and training and therefore the work of JNCTP:

The 'Cuckoo' slice

I feel playwork has never had a home of its own, and we constantly struggle to decide whose nest we will fit in best. Play sits within a range of departments within local authorities (one summer job I had was in the Cemeteries Dept, and at a recent meeting, one play officer told me she had been moved to Waste Management).

The same is true of national government. We have been moved, in my memory, from the Dept of Education and Science, as it was then, possibly via the Dept for the Environment (I can't remember!) to the DNH, now the Department for Culture Media and Sport, and although officially we still reside within DCMS, our work is increasingly controlled by the Department for Education and Skills.

Playwork E & T is similar. Colleges and universities that run playwork courses have housed them in a range of depts including youth and community, sport, early years, education, social work, health, and, interestingly, the playwork course at Leeds Metropolitan University currently resides with the School of Film, Television and Performing Arts!

Playwork education and training, in the seventies and eighties, lived for most of the time with youth work (and its sidekick community work). Playworkers would moan that playwork was seen as the poor cousin of youth work, that youth work tutors did not really understand what we were about, and that many students who attended these courses ended up becoming youth workers because it was better paid and more recognised (being well unionised as well).

I can remember there was a conference or paper entitled "Is Leicester Playing Fair?" I can't find it and can't remember the detail, but I know it was a public complaint about the playwork pathway on the Leicester Poly (now de Montfort University) youth and community work diploma. Work was done to try and identify the commonalities between youth work and community work, and this was when I learned the word 'reciprocity'

The Children Act, registration, Ofsted, the National Childcare Strategy and the Children Act 2004 all conspired to move playwork from youth and community work and tuck it away in the art cupboard of the early years and education schoolroom.

I have been involved in several attempts to consider the commonalities between these sectors. In the early days of the Getting Recognition process, Harry Shier's work took us back to talk to youth and community work to see if it was in our interest to work together on joint endorsement. This was the excellently named EIEIO group (Endorsement of Informal Education Interim Officers' Group) and we did do some very interesting work together, but other than building a relationship with CYWU, not much came of it.

During my time at SPRITO, I worked (together with Michelle Viridi) with a group called the Interdisciplinary Childhood and Youth Studies Network. This group was set up and funded by the Department for Work and Pensions as a part of a project attempting to make HE more relevant to the needs of employers. We looked at the common values across sectors working with children and young people. Those sectors were: Teaching, Community Work, Youth Work, Playwork, Early Years Childcare and Education, Nursing. I can still remember feeling that the others on the group may have been using the same words as we were but they were speaking a different language.

It was around this time that I began to distil my thinking about what is different about playwork. It seemed to me that we couldn't really proceed by just trying to find commonalities; we had to look at what made each of us unique as well. With today's Common Core, Children's Workforce Development Strategy, and the NOS for Children's Care, Learning and Development that now span working with children aged 0-16 years, this is more urgent than ever.

I feel as if I have been immersed in playwork for over 30 years, yet during that time my understanding of it and my interpretation of the role of the playworker has changed enormously.

Reflection and visioning slice

JNCTP has made the most of its independent role by holding lots of conferences that reflect and look forward, and also that have considered the thinking that underpins our work. This places it in a unique and crucial position. Organisations like Skills Active and the Children's Play Council inevitably become driven by a fast-paced implementation agenda and they don't have the time to step off the conveyor belt and consider where they are going. This is an indispensable service that JNCTP offers. Conference titles such as:

- Playwork, Europe and the World (October 1991)
- Whose Play is it Anyway? (a balloon debate held in June 1995)
- Playwork Training: Looking Back, Looking Forward (October 1995)
- What Happened to the Fun? (March 1996)
- A Manifesto for the Millennium (October 1996)
- What's a Playworker then? (March 1997)
- Preserving the Craft of Playwork (March 1998)
- Play Development – exploring the ambiguities (June 1998)
- Training for Creative Playwork – Creative Playwork Training (November 2000)
- From Principles to Practice (July 2002)
- What is a Level 4 Playwork Practitioner ? (July 2004)

Also included in this reflection and visioning slice is JNCTP's role in widening participation in the debates about developments in playwork education and training. JNCTP has always tried (despite its minimal human and financial resources) to widen the debate, to set up opportunities for discussion. This became particularly true once the far reaching developments began to take hold, those of the National Childcare Strategy, the Qualification and Curriculum Authority Qualifications Framework and the establishment of the SPRITO Playwork Unit

Once there was an organisation responsible for implementing all the changes, JNCTP's role became much more one of watchdog. Although in some sense we were getting closer to getting recognition for playwork, in many others we were moving further away.

The pace of developments and the pressure from central government on SPRITO/SkillsActive to implement its policies meant that two key underlying principles of JNCTP's vision for endorsement became severely threatened, namely:

The notion of endorsement being peer-led

The notion of recognition of the nature and importance of play and of playwork

Endorsement again: Having Your Say

The SPRITO Playwork Unit was established in January 1999, and I went to work for them as one of two National Development Officers. I tried hard to ensure these two key principles were observed, but found this difficult. I recognised that New Labour's grand plan did not allow for true participation, and I also came to realise (although I had probably already known this) that very few people indeed shared my understanding of what play was and what childhood was.

By the end of the first year of the Playwork Unit, JNCTP was also voicing concerns, and Jackie Martin had the idea of holding a series of consultation events around the country. Never one to think small, she was suggesting an event in each region over a two month period. JNCTP approached SPRITO for funding for this, which they gave at minimal levels.

As the one with a foot in both camps (SPRITO and JNCTP) I took on a key co-ordinating role for these 'Having Your Say' events and called on loads of colleagues around the country to give their time and resources to put on these events. The final Having Your Say report was launched at a national conference in April 2000.

The biggest message from the regional events (attended by almost 600 people) was the need to promote the child's right to play and the values of playwork. Most other concerns stemmed from this.

I wonder if this process made any difference? It is impossible to know how things might have been different if we had not organised the Having Your Say events. Personally I feel there is a real need to continue to keep the debates alive, and consultation questionnaires that merely ask if you agree with details of proposals is not the way forward.

There is one very key area of the work of JNCTP that I have not yet talked about, and that is because it underpins the whole of the detail. This is the issue of equality of opportunity ...

The Equality slice

Issues of equality of opportunity have been at the top of JNCTP's aims and principles for as long as I can remember. Actually, I am currently going through an uncomfortable period of reflection and deep thinking about what equality might mean for playwork, but this is not the time or place to go into this inner turmoil in any depth other than to say I am still exercised by issues of equality. I hope that JNCTP can play a role in opening the debate.

JNCTP has held many conferences on equality issues, such as:

- Continuing to Care ... women and playwork (1995)
- Whose Play is it Anyway ? (June 1995)
- Race Equality in Rural Areas (June 1996)
- Including Me, Excluding You, Aha (disability issues: June 1997)
- Where is the Equality in your Opportunity? (November 2003)

In terms of organising our conferences, we developed guidelines on venues, publicity, refreshments, cost, support and other issues that would enable as many people as possible to attend. These guidelines were the embryo of a booklet entitled "Challenging Ideas: guidelines on equality of opportunity in playwork training", written by Harry Shier, which was published jointly by JNCTP and PLAYTRAIN in 1998.

My sense is that this issue needs very much to be kept live. JNCTP has a key role to play in keeping these issues on the agenda and in encouraging cutting edge discussion on how these issues might have subtly and not so subtly changed or been dropped.

People

Being on the JNCTP Exec has given me the opportunity to meet and work with a wonderful range of people. For example ... Michael Rosen.

My children thought it was just fabulous that I'd met Michael Rosen. They loved his books and poems. When my daughter (who must have been about 10 or 11 at the time) knew he was going to be speaking at the launch of the 'Getting Recognition' report in 1994, she wrote a poem in the style of Michael Rosen that I read out (unfortunately I can't find it anywhere).

I took my children to see a stage adaptation of "You're Thinking About Doughnuts" and I was surprised to see Michael Rosen there – my children were so excited to meet him. He really played up to it. I'm sure I strike a chord with many of you when I say that working in playwork does have its attractions for our own children – I often felt really guilty about the hours that I worked, the times I was away, or distracted, or just plain stressed. But things like this made up for it. So did the residential ...

Residential slice

I really looked forward to these weekends as they were an excellent mixture of hard work (sessions were sometimes quite stressful and not without their tensions!) and hard playing. And we took our children. My children still remember those weekends. We usually made sure that there was somewhere with good outdoor space, and playworkers' children made good playmates.

I'd like to end with remembering all the people I've had the privilege to work with during my time on JNCTP exec. It would be impossible to do justice to everyone here, but I do think it is important that their names are remembered. From the period prior to 1990, my records are sparse, so I may well have forgotten some people, but here is a list (in no particular order) of some of those who have been on the exec and various working parties, some of whom are sadly no longer with us:

Ian Andrews, Tony Chilton, Bill Sanderson, Gordon Sturrock, Pat Kirkwood, Bill McCulloch, Drummond Abernethy, Dave Kershaw, Chris Nevis, Jan Loxley, Frank King, Graeme Buck, David White, Anne Russell, Anne Froshaug, Paul Eyre, Sue Platt, Chris Taylor, Stephen Rennie, Nancy Ovens, Fay Brook, Dorrie Lopacka, Trevor Jones, Adrian Pulham, Mike Nussbaum, Keith Cranwell, Richard Tyndall, Liz Quartey, Harry Shier, Ray Hautot, Clem Boutlbee-Scott, Linda Sanderson, Gill Gibson, Liane Ashberry, Gill Harding, Pam Henry, Dolcie Obhiozele, Meynell Walter, Haki Kapasi, Brenda Davis, Linda Holmes, Mark Gladwin, Jackie Martin, Heather Hunter, Michelle Virdi, Paul Bonel, Bob Hughes, John Fitzpatrick, Alice McColl, Clare Hein, Paul Dielhenn, Deanne Allen, Shelley Newstead; and there have been additions since I left, which I haven't included here.

To end, I'd just like to say a big thank you to the JNCTP for existing and giving me the opportunity to get involved in national networks and to learn from them. Long may you thrive!

The next 30 years for playwork training
Stuart Lester Lecturer in playwork, University of Gloucestershire and
freelance trainer and member of JNCTP

When carrying out recent research into playwork education and training for a training module, Stuart realised that some of the most valuable resources were from JNCTP, which was testimony to the work done and to it being the most productive forum for playwork education and training.

The history of JNCTP shows a consistent theme of working to promote effective education for playworkers – it is a history that contains some of the most significant ideas, events and productions in playwork training and education (and of course the art of playwork itself) over the last 30 years. It has provided a valuable forum for people to try out ideas, to listen to the experiences of others and be involved in putting ideas into practice. In the professional landscape of playwork, JNCTP has often proved to be a 'safe haven' – a place to voice ideas and arguments that counter much of the prevailing discourse about playwork training and education, again to considerable effect.

Delegates carried out an activity in which they were given a task in small groups. Each group had to produce a representation of their discussion.

Group 1

1. You have invented a time-travel machine that can take you 30 years into the future. As you undertake your first journey, you arrive at a 'play site' and get to meet the playworkers. What sort of people are they? How do you think they would describe their current role?

Results

Virtual world
Children at play centre all day
Adults pick up on needs, providing a theoretical framework
Exploratory place, exploring with other children
Playworker providing support
A flexible friend would be in every child's pocket, a screen which would provide theoretical knowledge on request.
The playworker and child would play together in exploratory play

Group 2

2. You have discovered a crystal ball that enables you to see 30 years into the future – what do you see when you peer into the ball in terms of play provision?

Results

Play spaces would go back to natural environments and children would be able to play in the streets again
Climbing trees, taking risks and playing with the elements
Play spaces would be accessible to all children.

All play spaces would be different, there would be no blue print, a unique and flexible space which the children would change as they wanted
The play spaces would be unpredictable and contain many elements of surprise

Group 3

3. It is 2035 – and you are an 8 year-old child. What do you think your day will be like?

Results

This would be the era of free play
Today's children are tomorrow's playworkers and they would provide play opportunities which they didn't have in their childhood
Playworkers would be playful people
Represented as flowers, playworkers would flourish and grow.

Group 4

4. You have an opportunity to send a message to the next generation of playworkers – what would you say to them? A message of no more than 15 words

Results

Who are you?
The free spirit
Play free
Let your play work
Let the child be

The message would be sent on an aeroplane into the future
Playworkers would respond to the question who are you with...
We're playworkers – what's new!

Delegate's discussion points

- We have to be optimistic, we want to go forward in a positive way with the knowledge we have now. Play will still exist, although things will change because of the environment and food etc.
- Looking 30 years ahead, changes will be different depending on who is doing the thinking about it.
- It is important to grow playworkers now when thinking of the future.
- Our projections are optimistic because we can't afford for them not to be.
- We can not repress this.
- There will always be adults who will advocate for the child's right to play. As adults we share the value of play and playwork and will do something about the future.

Coming into the playwork profession without knowing the history is difficult. Stuart recalled when he asked students to think about a message for future playworkers they came up with a message – don't do it! It sounded negative but it was made up

of frustration, heartache and magical experiences. If they met future playworkers they would say, 'we told you so'. The rich history is important but we can't project it in any linear fashion.

If we were constrained by where we currently are, in a landscape of increasing control over children's lives in the name of protection, learning, and a skilful future, then our message to and vision of the future might be one of despair. But if we see a 'deleuzian' landscape, then our vision of the future and our place in this landscape becomes more optimistic.

Deleuze and Guattari¹ (1987) propose a 'landscape' that consists of two planes:

- Organisation
- Consistency

The plane of organisation attempts to provide structure and control, fixing children into normal patterns and limiting their desire and creativity (a 'state apparatus'). The plane of consistency is where things are uprooted. Things are not fixed in time or space, they break down functions and cause structures to fall apart. New forms of expressions develop (a plane of immanence and nomadic existence).

The plane of organisation is constantly working away at the plane of consistency and vice versa. To illustrate the two planes, Deleuze and Guattari (1987) draw an analogy between the game of 'Chess' and the game of 'Go'.

Chess represents a closed space in which everything moves according to fixed rules and logic, a state apparatus in which their moves are coded – they have an internal nature and intrinsic properties from which their movements, situations and confrontations derive. Thus a pawn is a pawn, and can only ever be a pawn (until it reaches 'maturity' when it is transformed into something more powerful, but still constrained by the prescription of the moves on the board). Therefore it must always act and move like a pawn, within a fixed territory that exists in linear space.

In the game of 'Go', according to Deleuze and Guattari (1987:389), pieces exist in an anonymous, collective, or third person function.

Go pieces are elements of a non-subjectified machine assemblage with no intrinsic properties, only situational ones...

In Go it is a question of arranging oneself in an open space, of holding space, of springing up at any moment: the movement is not from one point to another, but becomes perpetual

The difference is that Chess codes and decodes space whereas Go proceeds altogether differently territorializing or deterritorializing –

- making the outside a territory in space;
- consolidating territory;

¹ Deleuze, G. and Guattari, F. (1987) A Thousand Plateaus. London: Continuum.

- destabilising the enemy by shattering the territory from within;
- deterritorialise through moving off to another space.

We might find the protean properties of children's play are best represented through Go rather than Chess.

As Prout² (2005:113) notes:

Children strive to become what they desire to be, creating what Deleuze terms a 'line (or plane) of immanence' The creation of this line involves a dual activity. Children plot a trajectory that negotiates the more rigid, settled structures and expectations that surround them, what Deleuze calls 'line (or plane) of organisation... These strive to shape children, to fix them into 'normal' patterns – thus limiting their desire and creativity but, simultaneously, creating stability and thus making the world appear more certain and less fearful. In the process children are incorporated into the plane of organisation (which imposes its expectations of normality upon them) but they also plot flights away from it. This transforms them, allows them to enter into new forms of expression and content and thus create something new as the process goes along. Such lines of immanence tend to dissolve these segmentations and binary divisions, ignoring and hybridising them and creating new entities

(Prout, 2005:113)

Do playworkers see children's play as belonging in the plane of organisation and play provision as part of the state apparatus, or do we accept that play is children's way of negotiating their own landscapes – a plane of immanence or consistency? Much of the current structure and processes for playwork and playwork training and education clearly focus on organisation – standards, inspection frameworks, outcomes, etc.

Thoughts for the future

Working with a plane of consistency may involve searching for new meanings and forms of expression, being Nomads, open and transient.

If the role of JNCTP is to be nomadic, not fixed or structured looking for whole new ways for children's play. Doing rather than being done unto.

Where does JNCTP want to go in terms of its future?

Why not a nomadic role, a critical voice, thinking outside of what's already in place, sharing ideas, networking?

Is there not a need for both (consistency and organisation)?

A Nomad can move around, but needs water in order to organise survival.

² Prout, A. (2005) *The Future of Childhood*. Abingdon: RoutledgeFalmer.

JNCTP's role is to encourage new thinking and need to think how comfortable they feel. Thinking outside legislation and other restraints. Considering theory to decide what to do next, rather than reacting to. Needs to go with what people want. Need to be able to take a risk, to be radical.

How risky can we be?

APPENDIX 1

JNCTP ANNUAL REPORT 2004-2005

Events

Dec 04 "Playwork Futures – Play Centred or Child Centred ?"

This event was organised in partnership with Skills Active and held in their new premises in New Oxford Street, London. It was also the last of our EQUIPE events, so we were able to pay for a guest speaker from Sweden and a conference organiser.

The event was a great success and very informative with a stimulating programme of speakers and workshops.

Key note speeches:

- Birgit Andersson from Umea University – The Changing Context in Sweden
- Chow Lee Wey - Common Core and Children's Workforce Reform Strategy

Workshops:

- Playwork Foundation Degree
- Training Playwork Trainers
- Playwork Education and Training Strategy
- Lessons from Sweden

April 2004 - The Competent Child

At our February forward planning residential, we had a very stimulating discussion around a future vision for Playwork underpinned by a philosophy based on the notion of the "competent child." We planned a study day to be held in Manchester in April to explore this notion further, and one of our exec members Stuart Lester prepared a paper for the day. Unfortunately there were very few bookings and the event had to be cancelled.

July 2005 Children's Work Force Reform

In 2005 the DfES published a consultation document – The Children's Workforce Reform. The document made some radical proposals regarding raising the status of and up-skilling the Children's Workforce, however Playwork received very little attention. Two meetings were held to develop a response to the consultation paper. It was our intention to organise a study day in London in July with members of the Workforce Development Unit, however the proposed date turned out to be very close to an event organised by the London Playwork Training Centre, so we were advised not to proceed and instead investigated using "netmeeting" and a teleconference to consult with members on our response. We attempted a pilot netmeeting, but encountered a number of technical problems including firewalls. However members did have the opportunity to comment on our response or to use it as a basis for their own organisational responses. We are still awaiting the results of this consultation from the DfES.

December 2005 JNCTP 30th Birthday Party Celebration

We started planning this event at our residential in January. Our aim was to use it as an incentive to write up and share the history of JNCTP.

1975 to 1990: From birth to childhood – Chris Taylor a freelance consultant who was an active member of the JNCTP Exec during this period shared her memories of this period. Chris worked at Thurrock College on the first professional training course in the UK at a time when student directed learning was a guiding principle. During this period JNCTP produced a number of publications including: "The Black Book" and "The Salmon Book "

These historic documents are now available on our website.

1990 to 2005: From childhood to adolescence – Wendy Russell, a freelance consultant and lecturer at Gloucester University who was an active Exec member and treasurer during this era. This period marks the beginning of a framework for Playwork Qualifications, the establishment of National and then Regional Centres for Playwork Education and Training, the launch of Playwork Occupational Standards and the establishment of a peer led endorsement system and other quality assurance mechanisms through SPRITO and then Skills Active. Joint SPRITO/Skills Active consultations included:

- Getting Recognition
- Having Your Say

We have also produced a summary of all our conferences and study days - 38 national events since 1989.

EQUIPE Project

Our EQUIPE project and funding comes to an end this year. Heather Hunter and Jackie Martin have produced a comprehensive report which includes details of all our EQUIPE events over the period of the project (2003 to 2005). This includes:

- Sheffield 03 Conference – Reflective Practice
- Guildford 04 Study Day – A level 4 curriculum
- Newcastle 04 Study Day – Early Years critique of a Playwork level 4 Curriculum

- London 04 Conference – Lessons from Sweden

For each event we have been able to pay a key note speaker to produce a paper which we have put on our website. The EQUIPE funding also paid for the initial setting up of the website.

Training Playwork Trainers

In partnership with the NE Centre for Playwork Training we applied for EQUIPE funding to pay consultants to produce a revised version of the Training Playwork Trainers Pack. Wendy Russell and Stuart Lester our consultants did an excellent job of revising the pack to link to the revised training qualifications, and also produced an accompanying CD Rom.

Representation on other bodies

JNCTP has representation on:

- Children's Play Council
- Children's Play Policy Forum
- Playwork Education and Training Council
- National Strategy Design Group

The JNCTP Charter is used to inform our position on these bodies.

Executive Committee Meetings

The Executive Committee have carried out this extensive work programme through the following meetings:

- Jan – Weekend residential in Birmingham
- Feb – Teleconference
- March – Exec meeting Newcastle
- April – Exec meeting Stevenage
- May – Exec meeting Milton Keynes
- June – Exec meeting York
- July – Teleconference
- Sept – Exec meeting Belfast
- Nov – Teleconference
- Dec - Teleconference

Executive Committee Members

The work has been carried out by a small but dedicated team of Executive Committee members on top of their demanding jobs and family commitments:

- Jackie Martin and Haki Kapasi - Co-Chairs
- Alyson Christy – Secretary
- Graeme Buck – Treasurer
- Eva Kane - Membership Secretary
- Tony Delahoy
- Stuart Lester
- Michelle Virdi
- Barbara Morris

We would also like to thank our members for their continued support and to the partners who have supported us over the year, especially the Skills Active Playwork Unit and Birmingham EYDCP.

Sadly Stuart and Michelle are resigning this year, but we hope to recruit some new blood at our AGM in Dec. A special thanks to Michelle who has been a member of the JNCTP Exec for about 15 years.

Jackie Martin and Haki Kapasi – Co-Chairs

APPENDIX 2

JNCTP HISTORY CONFERENCES AND STUDY DAYS 1989 - 2005

DATE and location	TITLE	KEY NOTE SPEAKERS	WORKSHOPS
2004			
Dec 2004 Skills Active, London	Conference and AGM - Playwork Futures: Child Centred or Play Centred	<ul style="list-style-type: none"> • Reflections from Sweden: Birgit Andersen, Umee University, Sweden. • Progress on a level four practitioner qualification: Haki Kapasi • Building a Children's Workforce: The Common Core: Chow Lee Wey, DFES • Launch of Training Playwork Trainers Pack: Stuart Lester and Wendy Russell 	<ol style="list-style-type: none"> 1. Swedish approach: Birgit Andersen 2. Foundation Degree in Playwork: Chris Taylor 3. The New National Strategy: Paul Bonel 4. Training Playwork Trainers: Stuart Lester and Wendy Russell
July 2004, St James Park, Newcastle upon Tyne	Study Day - What is a Level Four Playwork Practitioner ? - Challenges from an Early Years Perspective	<ul style="list-style-type: none"> • Response to the Lester and Russell curriculum proposal: Joan Santer, Northumbria University 	<ol style="list-style-type: none"> 1. Possibility peaks 2. Forest of feelings 3. Sticking Point Swamp 4. Information Highway 5. Playwork draft principles 6. Draft level 4 occupational standards
April 2004 Yvonne Arnaud Theatre, Guildford	Study Day - What is a Level Four Playwork Practitioner ?	<ul style="list-style-type: none"> • A level 4 curriculum proposal: Stuart Lester and Wendy Russell 	<ol style="list-style-type: none"> 1. Possibility peaks 2. Forest of feelings 3. Sticking Point Swamp 4. Information Highway
Nov 2003 Shelton Centre, Stoke on Trent	Where is the Equality in Your Opportunity ?	<ul style="list-style-type: none"> • The Context for Equal Opportunities: Haki Kapasi • Equal Opportunities in Action: James Mulenga and Parveen Ahmad, Cardiff. 	<ol style="list-style-type: none"> 1. Separate or together: James and Parveen 2. Level Four Occupational Standards consultation: Sue Hook, Skills Active 3. Equal Opportunities Policies: Chris Taylor 4. Training for Disability Awareness: Michelle Viridi
July 2003	Study Day –	<ul style="list-style-type: none"> • The Qualifications 	<ol style="list-style-type: none"> 1. How does the

Markfield Project, London	The Qualifications Framework: A muddle or a masterpiece ?	<p>Framework: A muddle or a masterpiece ? : Leonie Labistour</p> <ul style="list-style-type: none"> • Launch of JNCTP revised Equal Opportunities Policy and Strategy 	framework support different routes to qualification including modular and in - service training courses
March 2003 Show Room Cinema, Sheffield	Does Quality Training and Education ensure Quality Playwork?	<ul style="list-style-type: none"> • Does Quality Training and Education ensure Quality Playwork? – Sue Palmer, Leeds Met University 	<p>EQUIPE propject London Play A Voce SECTRET OF THE IUNIVRTERCHAFTER WEBDY ARTHUR ast Trach Tony# Tr TR LESLI JNCTP CA</p>

2002

Nov 2002, Professional Association of Teachers, Derby	Playwork: Raising the Standards	<ul style="list-style-type: none"> • From Principles to Practice – Raising the status of playwork, the story so far... Bob Hughes 	<ol style="list-style-type: none"> 1. The first step 2. What do the values really mean ? 3. What is the knowledge base 4. Where has the review of National Occupational Standards at Level 4 for Playwork got to ? 5. Of course there's more than level 4 .. Where do the rest of us fit in ?
April 2002 Jury's Inn, Birmingham	Training the First Step to Education	<ul style="list-style-type: none"> • The JNCTP perspective. The difference between education and training – Gill Gibson and Michelle Viridi • Doug Cole – Developments in Wales • The JNCTP Charter – Wendy Russell 	<ol style="list-style-type: none"> 1. Raising benchmark levels 2. The National Strategy and SPRITO update: Paul Bonel 3. Children's Play Council Research Programme: Issy Cole Hamilton 4. EQUIPE implementation plan: Jo Binmore
July 2002 Chelsea Adventure Playground, London	Study Day - From Principles to practice	<ul style="list-style-type: none"> • Achieving the knowledge base for a QCA Level 4 Benchmark: Methods and Mechanisms: Bob Hughes 	<ol style="list-style-type: none"> 1. Definitions – Learning outcomes 2. Levels 3. Knowledge and understanding

2001			
Nov 2001 Moat House Hotel Watford	What do employers want from Playwork Education and Training ?	<ul style="list-style-type: none"> • What do employers want from Playwork Education and Training?: Janine Brady, Islington 	<ol style="list-style-type: none"> 1. Update on current developments: Gail Bushell and Tanny Stobart SPRITO 2. The Higher Education Route to qualification: Jackie Martin 3. Has the vision for peer led endorsement been realised: a JNCTP perspective 4. The local government agenda and its impact on Playwork Education and Training: Janine Brady and Michelle Virdi 5. Assessing Playwork Training: Bridget Handscomb 6. Consultation with members
March 2001 Hume Hall, Manchester	Playwork Training – A Question of Quality	<ul style="list-style-type: none"> • Playful Perceptions – Stuart Lester 	<ol style="list-style-type: none"> 1. Consultation on the register of trainers 2. Benchmarking 3. Does training make a difference to the quality of playwork 4. Update on current issues – SPRITO 5. Quality Assurance – Heather Hunter 6. Networking
2000			
Nov 2000 Malcome X Centre, Bristol	Training for Creative Playwork – Creative Playwork Training	<ul style="list-style-type: none"> • Children’s Need for Creativity: Michel Rosen 	<ol style="list-style-type: none"> 1. Creative Playwork Training: Stuart Lester 2. Facilitating Children’s Creativity Harry Shier and Claire Cornell 3. Playing Creatively – The work and ideas of DW Winnicott:Chris Taylor
April 2000 Toffee Park Adventure Playground	Having Your Say	<ul style="list-style-type: none"> • The Qualifications and Training Framework: Rebecca Harvey QCA • OFSTED Inspection: 	<ol style="list-style-type: none"> 1. Seeking solutions

London		<p>Dorian Bradley</p> <ul style="list-style-type: none"> • Having Your Say: Findings from 9 regional consultation events • DCMS and SPRITO update 	
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1999			
Oct 1999 Barnsbury Complex Islington London	Progressing Partnerships in Playwork Education and Training	<ul style="list-style-type: none"> • Partnership with Govt: Sue Ball DCMS • SPRITO: Stephen Studd • QCA: Libby Sharp 	<ol style="list-style-type: none"> 1. Early Years Development and Childcare Partnerships: Claire Cordeux 2. Practice Partnerships: Haki Kapasi 3. Professional Self Awareness and Transferable Skills: Michael Viridi 4. Children's Parliament: The Scottish Initiative 5. SPRITO update: Wendy Russell and Tanny Stobbart
Green Room Theatre Manchester, June 1999	Training for Real: Playwork on the Climbing Frame	<ul style="list-style-type: none"> • Seeing the Whole Picture – Playwork Content in the Playwork Curriculum: Perry Else 	<ol style="list-style-type: none"> 1. Changing Attitudes – Skills and Knowledge are not enough: Jackie Martin, Haki Kapasi 2. Articulating the things we do: Stuart Lester 3. Playwork Training that Works: Good Practice Exchange: Deanne Allen 4. Update and consultation : Paul Bonel and Wendy Russell 5. Implementing the Underlying Values that underpin the Occupational Standards: Brigit Hanscombe 6. PLEID European Project: Jo Binmore 7. Playwork - Guide for Trainers: NPFA

1998			
Oct 1998, LVSC Resource Centre, Islington London	Meeting the Challenge	The Challenges facing Education and Training: <ul style="list-style-type: none"> • Bernie Morgan NPFA • Anne Longfield KCN 	<ol style="list-style-type: none"> 1. A Qualifications Framework for Playwork: Brenda Davies 2. Access for Volunteers: Nottingham Play Forum 3. A Research Agenda for Play: NPFA 4. Value for Money in Training: Toby Kinder 5. Measurable Outcomes for Play
June 1998 Wallasey, The Wirral	Play Development Work – Exploring the Ambiguities	<ul style="list-style-type: none"> • Children, Community and Community Development – Paul Henderson, Community Development Foundation 	<ol style="list-style-type: none"> 1. Play Development Work at Neighbourhood Level: Adrian Sinclair, Methlys Home Zone Campaign 2. Play Development Work at a local level: Tim Ferguson, Manchester Adventure Play 3. Play Development Work at Regional Level: Dave Eatock and Dominick Right, Playwork NW 4. Play Development Work at National Level: Antoinette McKeowen, Play Board Northern Ireland
March 1998 Key Theatre, Peterborough	Preserving the Craft of Playwork	<ul style="list-style-type: none"> • Launch of Training Playwork Trainers Pack – 1st edition 	<ol style="list-style-type: none"> 1. Play in a Goldfish Bowl: Wendy Russell 2. Personal Histories and Playwork Training: Haki Kapasi 3. Celebrating Spring: Lesli Godfrey 4. Equal Opportunities: Harry Shier

1997			
Oct 1997 Islington Play Training Unit	New Government: New Playwork Training Opportunities	<ul style="list-style-type: none"> An update from the Department of Culture Media and Sport - Sue Ball 	<ol style="list-style-type: none"> Modern Apprenticeships: Pam Henry KCN New S/NVQ level 2: Jean Elledge SPRITO as an NTO: Stephen Studd Routes to Qualification: Paul Bonel Revision of National Strategy: Bernie Morgan, NPFA
June 1997 Cardiff City Hall	Including Me Excluding You A HA, There is nothing I can do	<ul style="list-style-type: none"> Child Development Disability/Ability: Tom Thomas, Kompan Disability Equality: Rhian Davies, Cardiff Coalition of Disabled People Training for Disabled People: Di Murray, Play Lines Inclusive Play – HAPA video 	<ol style="list-style-type: none"> Making the Arts Accessible to disabled children: Maggie Hampton, Arts Disability Wales Designing Play Spaces for Children with Disabilities: Tom Thomas, Kompan Forum for Inclusive Play: Bristol Awareness training; Di Murray
March 1997, Newcastle Technopole	What's a playworker then?	<ul style="list-style-type: none"> John Thorpe SPRITO Jean Eledge: Review of NVQ Paul Bonel: Getting Recognition Developing a core curriculum 	
1996			
Oct 1996 Islington, London	A Manifesto for the Millenium	<ul style="list-style-type: none"> A Playworkers perspective: Andrea Quaintmere and Yvonne O'Connor, Play Development Workers perspective: Julia Hatton and Eileen McGoldrick Playwork Authors perspective: Bob Hughes Playwork Trainers perspective: Sue Platt Politicians perspective: Kevin Jenkins, 	Think Tanks: <ol style="list-style-type: none"> Children's Play Playwork Playwork Training
June 1996	Race Equality in	<ul style="list-style-type: none"> National Update 	<ol style="list-style-type: none"> Approaches to Equal

	Rural Areas	<ul style="list-style-type: none"> • Empowering race equality in rural areas: Parminder Dillon, NCVO 	<p>Opportunities training: Michelle Viridi and Gill Gibson</p> <ol style="list-style-type: none"> 2. Increasing Access to Play Opportunities for Black Children: Rashta Butt and Jean Elledge 3. Anti-Racist Playwork with white communities
March 1996 Nottingham	What Happened to the Fun ?	<ul style="list-style-type: none"> • The awarding of National Heritage contracts: Elsa Davies, NPFA • Why Can't I ? Freedom of choice: Children from Forest Fields Play Centre • Where did the fun go ? Islington Adventure Playworkers • Where is the Playwork in all this: Haki Kapasi and Linda Holmes 	
1995			
Oct 1995, Islington	Playwork Training: Looking Back, Moving Forward	<ul style="list-style-type: none"> • The past, the present and the future: Wendy Russell, Paul Bonel and Michael Rosen 	<ol style="list-style-type: none"> 1. Training in the future: Wendy Russell 2. Learning about training from other fields: Sue Platt and Chris Taylor 3. Playworkers Training Playworkers on the job: Meynell Walter 4. Attitudinal Training- Michelle Viridi and Brigit Hanscombe
June 1995, York	Whose Play is it anyway ? Play or care	<ul style="list-style-type: none"> • The balloon debate " In order for play opportunities to be truly child-centred children must be given the ultimate freedom to come and go as they choose" • Sue Gibson, Nottinghamshire Social Services Dept • Chris Morton, Warwick Adventure Playground • Bob Hughes, PlayEd 	<ol style="list-style-type: none"> 1. Beyond 1996 the future of the out of school initiative: Pam Henry, KCN 2. Training for Playwork and Playcare: are they the same? Lianne Ashbury and Wendy Russell 3. No Play, no pay: Linda Holmes

March 1995 Coventry	Continuing to care – International Women’s Day Celebration		<ol style="list-style-type: none"> 1. Anti-sexist training (women only): Lianne Ashbury and Katy Right 2. Historical perspectives of women in playwork: Linda Holmes and Sue Chilvers 3. Women Managers in Playwork 4. Anti-sexist work with boys (men only): Harry Sheir
1994			
Oct 1994, Islington	Coming of Age	<ul style="list-style-type: none"> • JNCTP in the nineties - Coming of Age • Role of the JNCTP Exec 	<ol style="list-style-type: none"> 1. Creating our image for the future 2. Securing a future for ? 3. Looking to the future
June 1994 St Paul’s Adventure Playground	Training Conference and General Meeting	<ul style="list-style-type: none"> • Getting Recognition - Which way Now 	
March 1994, Nottingham	Training Conference and General Meeting	<ul style="list-style-type: none"> • Getting Recognition • Trade Union Approach to Getting Recognition: Doug Nicholls, CYWU 	
1993			
Oct 1993, Oxford	Training Conference and General Meeting	<ul style="list-style-type: none"> • Cincom Assessment Centre • New Communities Training Project – Hackney Play Association • Refugee Training as a Tool for Change • Early Years NVQs 	
June 1993 Islington	Training Conference and General Meeting	<ul style="list-style-type: none"> • Endorsement and a National Network for Playwork Education 	<ol style="list-style-type: none"> 1. Endorsement – Harry Shier 2. NVQs – Del Wilson 3. Certificated Courses – Lianne Ashbury 4. The National Network for Playwork Education – Jackie Martin and Jean Eledge
March 1993, Nottingham	The Future of and Playwork Education and	<ul style="list-style-type: none"> • Endorsement • NVQs • The National Network for 	

	Training	Education in Playwork	
1992			
Oct 1992	How Will it all come together	<ul style="list-style-type: none"> • National Children's Play and Recreation Unit, the National Centres for Playwork Education • NVQs • Central Council for Playwork Education 	
April 1992 Swiss Cottage, London	The Shape of Things to Come	<ul style="list-style-type: none"> • Endorsement • National Networks 	
1991			
Oct 1991 Mechanics Institute. Manchester	Playwork Europe and the World	<ul style="list-style-type: none"> • Playwork Training in Scandanavia: Pat Petrie • Making Links in Europe: Maureen Williams IPA 	
1990			
May 1990 Leeds Polytechnic	Training Conference and General Meeting	<ul style="list-style-type: none"> • Creating an Equal Opportunity Policy • JNCTP- Resources for the future 	
1989			
Oct 1989 Nottingham	Action for Training	<ul style="list-style-type: none"> • Playwork Education and Training National Developments • NCPRU 	

This report has been produced by the Joint National Committee on Training for Playwork (JNCTP)

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