



Conference Report

Playwork Education & Training- 'What's it got to do with Employment?'



20th November 2001
Moat House Hotel
Watford.

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Introduction

The following report highlights the key outcomes of the JNCTP November 2001 AGM and Training Conference, titled 'Playwork Education and Training - What's it got to do with employment?'

This proved to be yet another day of interesting and stimulating debate which we have tried to encapsulate within the report. Delegates were reminded that we are in a rapidly developing field and that events such as these are vital if voices are to be heard.

As with many conferences a key point from the feedback received that there wasn't enough time to debate all the pertinent issues.

This year had been a difficult one for the Executive and the conference identified how important JNCTP training conferences are colleagues.

The Executive Committee would like to extend there thanks to all the delegates for supporting the event. We do hope that you gained as much from it as we did.

We would also like to extend our thanks to Watford Council who acted as our hosts and for their support with the conference.

Should you wish to make any comments please forward them onto the JNCTP Executive.

With thanks

JNCTP Executive

Opening Address

Her Worshipful the Mayor of Watford, Councillor Sybil Tuckwood

Firstly I would like to take this opportunity to welcome you all to Watford and to the JNCTP Conference and Annual General Meeting.

Watford Council are delighted to be able to support the JNCTP in acting as its hosts for I hope will prove to be a highly thought provoking and stimulating day.

Today is a wonderful day to hold a Play conference, as it is Universal Children's day. November 20th, a day in which I'm sure you will all recognise, is the day the UN assembly adopted the Declaration of the Rights of the Child in 1959, and the Convention on the Rights of the Child, in 1989.

Children's Right to play has been recognised and has an enormous impact on the work that you all do. Particularly the benefit this piece of legislation has had on the Children that you work with.

So what do we do in Watford? A bit of background Watford is the largest town in Hertfordshire with a diverse cultural population of 81,000, a ¼ of which are children aged 0-16. We have a variety of provisions aimed at meeting the needs of children, including 2 Adventure Playgrounds, Playschemes, A Special Needs Playscheme and Junior Youth Clubs. In addition there are a number of voluntary projects. All have the common aim of supporting the development of children through Play.

I worked for 26 years for Hertfordshire County Council mainly in Family Centres: play was an important part of children's lives and we also helped mothers to play with their children. Many people don't know how to play: our job was to play alongside and then hand over to parents. Progress was wonderful. Never give up with the kids because they are well worth it.

We recognise the value and importance that play brings to the lives of children and if I can recall my own experiences of playing.

As you are all aware the field of Playwork is a rapidly growing industry in its strive for its own professional identity. That is why conferences such as today's are vital in ensuring that people are kept informed with all the latest developments and emerging issues. What can you all do to be part of the process? How do you get your voices heard? How can you influence the decision making process.

Training and qualifications are vital if this professionalism is to be achieved. With the new qualification framework continuing in its development, the

implementation of Ofsted Care standards today's conference will hopefully begin tackle then some of the issues that employers face.

Be sure to Network with colleagues and share you experiences, how can you support and/or get support from others in addressing some of these issues to ensure that you are ready to face some of these challenges. Also consider the JNCTP Mission:

'JNCTP exists to support and promote Playwork education, training and qualifications that reflect the values of play and Playwork.'

How can you help them achieve this?

I would like to finish by taking this opportunity to convey my thanks.

Firstly to you the delegates for attending, successful conferences depend on the support of fellow professionals and I hope you all engage in some lively debates with each other. I would also like to thank the JNCTP executive committee for organising this conference and the Moat House for hosting us.

I am aware that there are several committee members who will not be standing for re-election at this afternoon AGM. Some of the committee members have supported this organisation for over 20 years and I would like to thank them all for their outstanding level of commitment and dedication to the organisation.

Un-funded organisations depend on the support of its membership and I sincerely hope that you continue in your support to an extremely valuable organisation.

It just leaves me to say I hope you all enjoy what I hope will prove a very lively and stimulating conference and AGM.

Keynote Speech

'What do employers want from Playwork Education & Training?'

Janine Brady, Acting Head Islington Play & Youth Service

- Addressing the agenda of national government.
- Key challenges from the government to:
- Transform and improve services to meet or exceed national targets and match standards.
- Know and pursue local priorities as identified by local people.
- Ensure equality – paying particular attention to inclusion.
- Best Value and Ofsted. Sure Start, Early Years Development and Childcare Partnerships, Children's Fund, Connexions, Youth Justice, Neighbourhood Renewal, Community and Cultural Strategies.
- Addressing the local political agenda.
- Making sure that our service plan shows how we are contributing to the Corporate Plan and helping the borough to address the identified priorities.
- In addition for our service how we are contributing to the wider Education Department priorities.
- Meeting the expectations of children and young people and those of the wider community.
- Linking what we know from our ongoing consultation and participation work with children and young people and from those in the wider community what they expect from our service.
- Building, maintaining and supporting a workforce to deliver.
- Increased demand for playworkers and youth workers.
- Training and development activities that help to keep staff up to date and motivated.
- Training and development programme that meets the changing landscape – new skills, sharpened skills, new ways of working, qualification.
- Islington is the smallest London Borough, high level of local authority/housing association accommodation, small amount of open space.
- Each of Islington's 20 wards is included in the 20% most deprived wards in the country. Some wards are particularly deprived but pockets of deprivation exist throughout the borough.
- **Key issues:**
- High levels of poverty sum up the overall issue. Highlighted by the whole range of social issues – poor health, mental health issues, drug and alcohol abuse, domestic violence, low educational achievement, high rate of teenage pregnancy, high rates of unemployment.
- Particularly high number of unaccompanied refugees. High numbers of children who speak English as an additional language.

- Playcentres, after school clubs, adventure playgrounds, centre-based youth clubs, advice and counselling, detached youth work (street work and inclusion, refugee, disability, education support, children looked after).
- Majority of staff are part-time – particular issues in how to provide training when staff are employed for core contact hours and other employment reduces the opportunities for training
- And how to keep a workforce inspired and motivated, particularly after long service.
- As Acting Head of Service - overall responsibility for the policy development, management and direction on the service. To promote the work of the service – nationally, regionally and locally.
- As Chair of the National Centre for Playwork Education and Training – ensure that the organisation works to the nationally training strategy, bring an employer perspective, pilot new initiatives (in partnership with other agencies), ensure that new developments benefit the service I'm responsible for and bring service delivery experience back to shape and influence further developments.
- Recruit staff who are suitable to do the job. In the Islington context 'suitable' means not only those who can demonstrate suitability in the Ofsted registration sense but those who can and want to work with the challenges presented in Islington. What do staff bring with them? What do we need to develop and support? What do we need to address with training and education?
- Recruitment procedures, Job Descriptions, Person Specifications – equal opportunities context, variety of routes into the service – volunteer, re-direction (Making Choices), access level and those likely to come with qualification NVQ 2/3, Dip HE or Degree.
- Professionally develop and support staff to ensure they reach their full potential. Routes for progression within the service and to identify transferability to other professions – this is particularly an issue for those doing playwork and youth work or those working in early years settings. Levels of pay that reflect the level of skills, knowledge and ability for the work expected of them.
- In-service training to ensure staff have the necessary knowledge and skills to deliver and opportunities to gain local and national qualification - Playwork and youth work, foundation level and advanced. Specific courses to address key issues and specialist areas of work.
- Inspire and motivate staff.
- Value the work, highlight and share good practice (national, regional and local initiatives) create opportunities for networking, lead by example, tackle poor performance. Investors in People as motivator.
- Monitor and evaluate all aspects of the service – are we meeting the standards, those we set ourselves and those set externally? Are we providing the evidence? Are we meeting our targets? Are we providing the evidence?

- Communicate effectively – what it is we are asking of our staff – the tasks will vary from one setting to another and from one borough to another. It is important that all voices are heard.
- All staff must be involved in the process – address the issues of part-time staff and other obstacles to professional development.
- Insist on a framework that maximises the opportunities for involvement and keeps the variety of entry levels – particularly to address the educational history of individual staff.
- Make sure that your experience and that of your staff is addressed by and reflected in the emerging framework.

Workshop A
‘Update on current developments.’

Gail Bushell & Tanny Stobart, SPRITO

Aim of the Workshop: To update delegates on the Foundations for the Future project.

Presentation:

There are to date no regional development centres yet, however 5 new development centres are coming on stream via foundations for the future project.

The Foundations for the Future Project involves:

- Establishing a centre
- Development of a regional P/W training strategy
- Develop and promote endorsed training (all attending knew of endorsed training)

Aims:

- Strong regional infrastructure
- New centres
- Regional DOs in each centre

The Project will:

- Build up learning and skills for P/W
- Train trainers
- Support signing up to C of P
- Help EYDCPs create a P/W training strategy
- That answers the need of the expanding qualified workforce

How will it work?

- Steering group
- Building links
- Gathering information
- F4TF database
- Funding from EYDCPs and L of SC
- Conference – launch of centre for development plan in March 2002

Benefits of regional centres:

- Offer advice and guidance
- Support endorsement
- Support networking via newsletters, conferences
- Provide training and a variety of opportunities
- Find ways to tackle discrimination
- Support national developments through regional consultation

This process is being replicated across all the other emerging regional centres. All centres are at slightly different stages.

The issue of equality arose asking why there are no centres in Wales/Scotland

- SPRITO response was - Funding is from DfES and therefore does not cover Wales & Scotland, however SPRITO are working with Play Wales & 'SPRITO Scotland'

Endorsement:

- Regional Councils for Education and Training in Playwork(RECTP) do exist in each of the 9 regions
- RCETPs are made up of employers, Playworkers, Playwork trainers
- Training provider submits to Council – courses are checked against an agreed criteria
- Endorsed courses will enhance the quality of training whilst allowing Playworkers the opportunity to be suitably trained and qualified.
- Endorsed training will carry the SPRITO stamp of approval

Qualification Curriculum Authority (QCA) are the organisation that have set up the national framework of qualifications and work with awarding bodies to have training qualifications that can be carefully monitored.

Qualifications are in SPRITO booklets and QCA website.

Daycare standards are linked to the framework of qualifications and appropriate level for working.

All submitted qualifications that go to QCA are then sent to SPRITO who in turn ask for a panel from regional Councils.

Endorsed training is different from qualifications

The training framework of peer led endorsement of training has been accepted by OFSTED including the historical training and qualifications and how they are accepted → www.playwork.org.uk has all the information.

Key point: Training will never be able to be a qualification unless an awarding body takes on the training.

Training assessment is different from qualification assessment.

Questions and Discussions.

Playworkers want to be 'recognised' as good.

Playworkers want qualifications – however there is a worry that new, inexperienced playworkers have not got enough background.

There are still vast areas in the country that does not have access to a framework of training and qualifications.

How can 17 year olds have sufficient practice to gain experience when so young? Suggestion that 17 year-olds are too young.

To get an NVQ at L2/3 you need to gain experience of whole age range. Why create a split so that experiences can be assessed up to a certain age only.

In North Wales the NVQ assessment centre says the candidate has to have experience of all age ranges – this is Edexcel.

Standards say only need 2 areas.

Discussion around appropriate age of 'play' as opposed to 'youth' and what ages should we be looking at. One attendee response was that 'play' should end 12ish as there is a lack of training, resources and qualifications of the appropriate age.

Major issue of reaching, appropriately, the 12-year plus age range

Talked about advantages of taught courses for qualifications linking Education & Training to a regional centre.

Is there going to be appropriate qualifications that OFSTED are looking for Playwork – YES!

There is a working party to ensure this is kept high on OFSTED's agenda. There needs to be approximate qualifications working for appropriate ages.

Recommendations:

- **Look for resources for Playwork**
- **Standardisation between awarding bodies/external verifiers etc.**
- **Recognition and parity of pay and conditions for Playworkers.**

Workshop B
'Higher Education.'

Jackie Martin, Northumbria University

The Aims of the Workshop:

To explore the relevance of the Higher Education route to a playwork qualification:

- using the Northumbria Dip HE in Playwork as a case study
- To explore issues of employability and "fitness for purpose".
- To present recommendations to the conference if appropriate.

Discussion

Jackie briefly introduced the Diploma of HE in Playwork and degree in Playwork & Social Welfare that are delivered at Northumbria University. Her emphasis was on the special access arrangements that have been developed to allow working playworkers to attend university. " The academic year is divided into two semesters the first semester is essentially university based, whilst a substantial part of the second semester at levels one and two is placement based. University based seminars and lectures are scheduled between 9.30 a.m. - 2 p.m. from September to March to enable students to work in local play projects."

Workshop members participated in a round of introductions with added information as to their link, if any, to Higher Education and any burning issue. This information was used as a basis for workshop discussion.

Burning issues

- Accreditation of Prior Experiential Learning (APEL) Three participants interested in this.

- Accreditation of Prior learning (APL) and use of the Credit Accumulation Transfer Scheme (CATS)
- Access issues. Two participants interested.
- Clear possible personal routes need defining.
- Whole content of any HE Playwork course especially:
 - Play roles in Child Development.
 - `Inclusive play.
- Value of degree in employment. Will there be a job?
- Vocational training after degree, Any top ups at correct degree level.
- Applicability of other degrees to the career of Playwork.
- How to become a placement provider.

Majority of workshop participants had links with Higher Education either as examiner or student past or present.

Minority was looking for personal guidance on a way forward after being an experienced playworker or having another degree.

With the burning issues in mind Jackie presented a case study – the University of Northumbria Dip HE and Degree. In October 2001 the course was inspected by the Quality Assurance Agency for Higher Education (QAA) with other courses in the area of Education Studies. The outcome was 24 out of 24. The headings investigated by QAA were used to highlight aspect of the course:

1. Curriculum, Content, Design and Organisation

Year one face to face work with children – Certificate in Higher Education

Year two development work – Diploma in Higher Education

Year three research and specialisation – BA (Hons) Playwork & Social Welfare

Different expectations of assessment at different levels, moving from description to analysis to critical analysis.

2. Teaching, Learning and Assessment

Importance of having a study skills unit to support students who are new to the assessment requirements of HE.

Innovative assessment methods including group work, posters, presentations as well as portfolios and assignments. There are no exams.

A range of teaching and learning strategies including groupwork, case studies, visits and mini lectures.

Partnerships with play providers including local authority play sections, in the delivery of units and placements.

2. Student Support and Guidance

Extensive induction including residential on using the Outdoor Environment with Children

Open days, taster courses and interviews

Guidance tutors

Extensive central university services (the advantage of running playwork courses in HE or FE institutions is access to wider facilities)
Support from student group (most important)

3. Learning Resources

Access to an extensive library and networked computers.

4. Student Progression and Achievement

Students can exit at different points or complete a degree in Playwork and Social Welfare

Career tracking points to a significant number of students staying in playwork

5. Quality Management and Enhancement.

Placement quality important including supervisor training.

Constant changes through the UN validation process to keep the course up to date.

After further discussion of career paths and possible APEL the following recommendations were relayed to conference:

- A paper to be presented to future JNCTP conference on current possibilities of distance learning.
- Development of a creative approach to distance learning for Higher Education level students.
- An assessment of need for Higher Education and put pressure on H.E. establishments to provide for that need.
- Development of Continuing Professional Development courses or modules at H.E. Level, both academic and vocational.

Workshop C
**‘Has the vision for peer-led endorsement been realised –
A JNCTP perspective?’**

Wendy Russell, JNCTP Executive Member

Aim of workshop: To take stock, review and look at the original aim.

Presentation

Wendy Russell has been a member of the JNCTP Executive Committee for over 20 years and was involved in getting endorsement up and running.

The following were additional notes taken that support the presentation material provided to participants.

Notes

Working Parties: Routes to qualification, Content, structure and method

Definition of endorsement from salmon book:

“The process by which a profession exercises control over the methods by which people qualify to join that profession. Nobody therefore should be allowed to claim the status of qualified playworker unless they have submitted themselves to a process that is endorsed by a body that is representative of, respected by and accountable to the field.”

“**Composition of an endorsement panel**, its method of appointment and its accountability need to be carefully considered. It is recommended that JNCTP should be represented on any such panel but it is not felt that JNCTP should undertake the function of such a panel.”

“**endorsement panel function:** the endorsement panel should initially recognise three routes to qualification

- 1 full or part-time study to DipHE by self-managed learning
- 2 extended study by modular training and playwork experience
- 3 accreditation of practice

These routes should be similarly resourced.

Endorsement panel should establish **guidelines** relating to playworker qualities experience skills competence knowledge and understanding in order to decide whether or not a particular individual course or process is worthy of endorsement

“**Composition of an endorsement panel**, its method of appointment and its accountability need to be carefully considered. It is recommended that JNCTP

should be represented on any such panel but it is not felt that JNCTP should undertake the function of such a panel.”

A summary of the recommendations in the salmon book, adopted at JNCTP General Meeting in Bristol, held on Thursday 19th September 1985.

Events since then:

SPRITO: established 1979 as one of 75 NTOs

GRSG put on more formal footing within SPRITO and re-launched as PIEG: continued work on criteria and processes for endorsement

Childcare Strategy poured huge amounts of finance into early years and school-aged childcare, meaning unprecedented levels of funding for training and qualifications

SPU set up January 1999 with DfEE funding to assist EYDCPs with training and qualifications of playworkers and to establish CCETP and RCETPs

RCETPs set up in each of nine regions of England in autumn 1999 using a selection process.

CCETP held its first exploratory meeting September 1999 and was launched in June 2000

QCA charged with establishing NQF in partnership with NTOs. For qualifications to get onto the framework they had to be approved by NTO

HYS: JNCTP pleased at government funding and support for establishing endorsement system. However, concerned that break-neck speed of developments meant lack of consultation – approached SPU with proposal for HYS

Having your say recommendations

Variety of routes: 10

Guide: 19

Monitoring: 20

Publish list: 21

Distance learning: 22

Making RCETPs democratic and accountable: 23

Funding for RCETPs: 24

Code of Practice: 25

Discussion

RCEPT – meet regularly and feed into CCETP which has 3 sub-groups:

- endorsement
- NVQ
- Funding and Strategy

Issue – Current framework doesn't ensure transferability.

Values – at present apply to loads of different courses/ profession.

Link to decision making (which is flawed).

Endorsement linked to values and assumptions which do not justify clearly what Playwork is.

Difficulty of interpreting system in standardised way.

Concern about SPRITO and the field – lack of support for RCEPT's.

Endorsement sub-group is currently working on new paperwork.

Who is the watch dog on the NTO? So important for independent voice (not Gov. funded).

Criticism of system. Peer-led endorsement implies peers involved in training and qualifications. At present only training.

For local training provider – gave recognition/for playworkers and organisation.

Lots have happened very fast in last 2 years and left key issues unresolved.

Lots of question – is JNCTP needed what with CCETP and SPRITO etc.

Looking back, yes it has been achieved – must not be left sight of.

Workshop D

‘The Local Government Agenda and its Impact on Playwork Education and Training.’

Janine Brady & Michelle Viridi, Islington Council

Aim: To take a local authority view on the implications of Government initiatives on Children’s play.

Discussion

The following were issues raised by participants:

- Best Value performance initiatives government imposed things useful.
- Too much division between Youth and Play.
- How was Ofsted devised Pros/Cons.
- Who is setting the agenda? Is the government agenda the best one for playworker?
- How much emphasis on play in youth work training.
 - Committed to open access. Childcare Agenda from government how do we still stand-up.
 - Staffing/motivation.
 - How does government agenda impact on local authorities and how can this be used for playwork training.
- Training regarding existing playleaders – how to keep them.
- Dynamics between LA and Voluntary Sector – how can children influence LA and how can play forum help this.
 - Increased dialogue in play – find out more.
 - Real issues/play that children want.
 - Is recognition leading to us losing real play/like school situation?

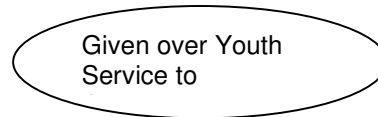
Local government set up to meet needs of people in poorer areas. Idea - community as a whole deserve services. Conservatism led to break down of this belief. Now – yes we need you but we'll tell you what we need you for.

Voluntary sector should be partners in delivery of services.

Will get nowhere if argue against Best Value etc. Need to be pragmatic. Use agenda set by others and use it.

Remind yourselves of focus/aims – children then parents and then wider community.

How have Values/Assumptions underpinning the National Standards been evolved?



Need to be clear what we want to achieve. Once clear, makes it easier to motivate staff.

We do need Playwork Education – this is playful side of what we do. Range of issues to debate. Leads to exciting developments.

Best Value - Gives us best opportunity in years to consult children! When you ask children they say they want more.

What we are lacking in playwork is a political dialogue. Isn't playwork about critical thinking? Government agendas are not about people taking control.

Playwork role – helping young people decide on what their choices may be.

Implications on staff – need skill to do this and have experience to support young people.

What we have now – opportunity to see where our agenda cuts across other agendas.

Sounds like a description of youth work. Is it possible for local government to deliver playwork? Is it only voluntary sector that can do it as not government agenda?

Easy to talk about child's right to play. Very difficult to really do this – no where is this properly unpacked yet.

Youth work – as social intervention.

Playwork – derived from literature which is:

biological **sociological**

↓
Playwork

↓
Youth work

We can avoid what we do being influenced by local government.

Youth work is a fluid discipline, deals with issues as they come up. Playwork deals with things more long term.

Curriculum - How can play have one – this is children’s free time to choose. Play exists without playworkers.

Youth does not exist without youth work (social construct).

Consulting Children

- Best Value + bad experience.
- Commissioned by EYCP

Importance of feeding back in user friendly way so children see results of what they said.

Due to time lapse children either moved on or lost interest.

Choice of ways to be involved.

Now – after it. Not clear on how effectively it is disseminated.

Is there a way we could work with Local Authorities to set a model whereby voluntary sector can work to do best for children under Best Value framework?

Idea of model for voluntary sector to use when it comes to Best Value

- The environments we design do not meet children’s needs.
- We need to address increasing dominance of adult agenda on children’s time.
- In the context in which we live – what is our function. To provide best possible options for kids.
- There is something unethical about taking up children’s time to do market research on them.

- On Dip HE course encourage:
 - Is it right to use children as campaigning tool?
 - Is that a legitimate thing to do?

We are kidding ourselves if saying isn't an agenda. Need to use agendas.

Workshop E
'Assessing Playwork Training.'
Bridget Handscomb, LB Greenwich & John Fitzpatrick, NCPE (London)

The purpose of the workshop was for delegates to explore how learning outcomes can effectively be linked to meaningful assessment.

First round of discussions led to the following observations

- Experience and skills that playworkers gain during their working day are important
- Seeing the connections between experience and learning is important
- Effective group dynamics in a tutor / learner situation can prevent overpowering individuals from taking up all the 'air space e.g. make the talkative person a reflective observer during group work
- Drawing out personal histories from new learners is an effective method of assessment
- All exercises need to draw out the learner

The following question was asked - What are the learning outcomes of a reflective play experience?

(Participants found this a very difficult question to answer)

Main outcomes were that it is possible to split generic values and personal values and underline

- The importance of play
- Types of play
- How 'play' work
- Links from 'inside' a person to 'outside'

This led to a discussion centring on the endorsement of learning outcomes recognising that they have to be measurable and therefore the link between the discussion above and this measurable outcomes is problematic.

Assessment methods that can be measurable may be measured by

- Observation by tutors of learners

- Colleagues / assessors
- Moderators / evaluators
- Assessments may include
- Assignments – written or project and practice
- Groupwork
- Exams / multi-choices

It was noted that the 3 examples above are mainly measuring knowledge rather than skills

It was also noted that watching and learning from someone and learning only the skills of playwork does not give the opportunity to learn how and why such a skill is acquired, nor why it is important.

The group was asked to 'unpack' the statement "Understand a diverse range of play types" and think of how this learning outcome can be translated into a learning opportunity at any level.

The group found this a difficult exercise and acknowledged that theory and knowledge need to be linked together. One suggestion was to observe the learner taking notes and discussing a variety of play types being shown at any one moment in time. This could be at a play setting or on video.

Questions that need to be considered during this activity:

- Were appropriate assessment methods being used?
- What are the tutors / learners looking for?
- What is good practice?
- What type of response is the tutor looking for?
- What language would a tutor expect to hear / see?

A discussion took place regarding the National Occupational Standards as part of the basis of understanding

It was noted that linking application of knowledge, skills and personal attributes can make a good playworker.

There were no action points from this workshop for JNCTP to respond to, as it was more a freeflowing discussion.

Workshop F
‘Consultation with Members.’

Gill Gibson, JNCTP Exec

Last year was a difficult year internally for the JNCTP and communication with members was directly affected. In light of this Executive Committee wanted to offer an opportunity to discuss the challenges with members, to review current commitments and resources, and identify possible ways forward.

However, due to interest in other workshops on offer, only two members expressed a preference for this session. We, therefore, had an informal and individual discussion around the above issues rather than a structured workshop.

The members recognised the changing face and extent of activity relating to playwork training and education at this time, and were also aware of the time constraints on existing Executive Committee members. Information was stressed as the most important need, and particularly for those who were not always able to come to conferences. The conference reports were welcomed and help to keep people in touch. There was also recognition that running three conferences per year was very labour intensive, and support for this to be reviewed.

One idea put forward was to review the involvement of all members not on the Executive Committee. In particular, the concept of regional contacts who actively promote JNCTP and support information dissemination through existing regional networks.

Overall support for the commitment and work of the Executive Committee was expressed.

Delegate List

Name	Organisation
Christine Andrews	Play Factors/SERPA
Linda Ball	Calderdale College
Liz Bartlett	Herts County Council
Janine Brady	LB Islington
Graeme Buck	Stevenage Borough Council
Gail Bushell	SPRITO
Pauline Butcher	WAYS, Watford Council
Chrissie Cassidy-Wilms	Watford Council
Rebecca Coates	North Herts District Council
Pippa Cosimini	Hackney Play Service
Alison Craigwell	LB Merton
Brenda Davis	JNCTP Exec
Margaret Dobbins	Neath Port Talbot EYDCP
John Fitzpatrick	NCPE – London
Gill Gibson	JNCTP Exec
Mark Gladwin	
Helen Gordon	WAYS, Watford Council
Mark Halden	Watford Council
Travis Hancock	Watford Council
Bridget Handscomb	LB Greenwich
Clare Hein	JNCTP Exec
Norman Herbert	Stevenage Borough Council
Rebecca Holliman	WAYS, Watford Council
Bob Hughes	PlayEducation
Heather Hunter	JNCTP Exec
Tracey Hutchison	Watford Council

Joint National Committee on Training for Playwork

Nick Jackson	Islington Play Association
Val James	Clybiau Plant Cymru Kids' Clubs
Haki Kapasi	Inspire
Sharon Knight	Forest YMCA
Di Lewis	Watford Council
Swati Madhavji	Leicester City Council
Jackie Martin	JNCTP Exec
Kim Martindale	Watford Council
Alice McColl	JNCTP Exec
Jess Milne	Hackney Play Association
Sue Nagy	Northumberland Training Agency
Nita Papadopoulous	LB Islington
Sarah Pinnock	Watford Council
Kaz Randhawa	Watford Council
Jane Rose	Ware Assessment Centre
Jane Routen	Leicester City Council
Wendy Russell	JNCTP Exec
Joanna Ryam	Kidsactive
Annie Soffe	BAND
Tanny Stobart	SPRITO
Stephanie Tebbutt	Wycombe District Council
Viv Thompson	Northumberland Training Agency
Sara Tompkins	WAYS
Andrew Toon	JNCTP Exec
Sue Topping	Three Rivers District Council
Giles Trieses	Student
Michelle Viridi	JNCTP Exec
Elaine Warner	Clybiau Plant Cymru Kids' Clubs
Diane Wenham	Stevenage Borough Council
Emily White	Student
Anne Whittle-Lord	CACHE

Joint National Committee on Training for Playwork