

PW16 Work with colleagues and other partners to develop an organisational framework for play

SQA Unit Code FT59 04

Introduction

Summary

This unit is about researching key aspects of play and playwork theory and practice, comparing best practice with the context in which you operate and seeking to influence the policies and practices of your organisation to align it with best practice.

The unit is divided into three parts. The first gives some examples and explanations of some words we use in this unit (pages 2-3). The second part (pages 4-5) describes the three things you have to do. These are:

- PW16.1 [Research and analyse the value and importance of play and playwork to children and young people](#)
- PW16.2 [Evaluate your findings to develop playwork policy and practice](#)

The third part (pages 6-7) describes the knowledge and understanding you must have.

Target Group

The unit is for you if you have some responsibility for developing your organisation's policies and practices in regard to Play and Playwork practice in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

PW16 Work with colleagues and other partners to develop an organisational framework for play

SQA Unit Code FT59 04

What We Mean By Some of the Words Used in this unit

Barriers to access	Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.
Children and young people	<u>All</u> children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.
Inclusion	Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate.
Intervention	Anything that adults do that affects the way children play.
Play	Play is freely chosen, personally directed and intrinsically motivated.
Play resources	Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.
Play types	<p>Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:</p> <ul style="list-style-type: none">- symbolic play- rough and tumble- socio-dramatic play- social play- creative play

- communication play
- dramatic play
- deep play
- exploratory play
- fantasy play
- imaginative play
- locomotor play
- mastery play
- object play
- role play

See separate explanations for each of these ¹.

Relevant Colleagues

For example team members, other staff working at the same level as yourself, line or project manager, management committee

Responding to behaviour

Managing your own response to children's ways of being/behaving

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

Risk management

Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development.

Transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime.

¹ The play types and explanations for them provided in this glossary are taken from 'A Playworker's Taxonomy of Play Types', Bob Hughes, PLAYLINK, 1996 www.playeducation.com

Research and analyse the value and importance of play and playwork to children and young people

The National Standard

What you must do

To meet the national standard, you must:

- 1 Identify and research relevant and up-to-date sources of information on play and playwork
- 2 Analyse this information and identify key aspects of playwork theory and practice that are relevant to you and the children and young people you work with
- 3 Share your analysis with relevant colleagues and partners in a way that will stimulate a response
- 4 Discuss and evaluate the feedback you receive
- 5 Identify which aspects of current play and playwork theory and practice are most relevant to your organisation and the needs of the children and young people you work with
- 6 Review and update your research and evaluation on a regular basis.

What you must cover

From your work you must show that you have researched the following:

- a key aspects of play and playwork theory and practice
 - 1 nature and purpose of play
 - 2 play types
 - 3 play resources
 - 4 risk and risk management
 - 5 staffing
 - 6 strategies for adult intervention
 - 7 strategies for care and protection
 - 8 strategies for inclusion
 - 9 strategies for responding to behaviour
 - 10 strategies for managing transitions

Evaluate your findings to develop playwork policy and practice

The National Standard

What you must do

To meet the national standard, you must:

- 1 Evaluate your findings on play and playwork theory and practice in relation to the context in which you work
- 2 Review your organisation's current framework for play and playwork
- 3 Identify areas of policy and practice which could be improved to better meet the needs of children and young people with whom you work
- 4 Develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers
- 5 Follow your organisation's procedures for suggesting ways in which policy and practice could be improved.

What you must cover

From your work you must show that you have evaluated a framework for the following types of:

- a policy and practice covering
 - 1 nature and purpose of play
 - 2 play types
 - 3 play resources
 - 4 risk and risk management
 - 5 staffing
 - 6 strategies for adult intervention
 - 7 strategies for care and protection
 - 8 strategies for inclusion
 - 9 strategies for responding to behaviour
 - 10 strategies for managing transitions

What you must know and understand

To be competent in this unit, you must know and understand the following

For element PW16.1

- K1 How the Playwork Principles specifically relate to this unit
- K2 The importance of an organisational framework for children and young people's play
- K3 Academic theories from other disciplines, for example psychology, biology and sociology that inform our understanding of play
- K4 Sources of information that can be used to research current theory and practice in playwork and how to access these
- K5 Stages of child development and its implications for playwork practice
- K6 Competing concepts of play provision, for example, socialisation and education, and how these should be evaluated from a playwork perspective
- K7 The importance of inclusion to effective playwork practice
- K8 The importance of consultation with colleagues and key stakeholders and how to carry out consultation exercises
- K9 The importance of keeping research up-to-date

For element PW16.2

- K10 How to apply key aspects of playwork theory to the context in which you are operating as a playworker
- K11 The importance of your organisation having policies to cover: nature and purpose of play, play types, play resources, risk and risk management, staffing, adult intervention, care and protection and inclusion
- K12 Sources of information on how to develop such policies
- K13 How to assess and evaluate your organisation's current framework in the light of your research
- K14 The purpose of policies and how policies can be designed to uphold and promote children and young people's rights
- K15 Opportunities to influence policy within your organisation.