



Member news

promoting the value of play

Autumn 2020 :: Issue 09



Executive Director's message

Greetings to you all. I trust that you are all managing to stay afloat and in good spirits, especially given the current circumstances in which we are all operating.

The Play Australia team, that is Kieran, Karen, Renae and I have also been working from home, like everyone else I daresay. All of us trying to make best use of the technology to work together. Personally, I can't wait until we can be in the same room again, as there is something about human energy, which I miss enormously.

Our Strategic Plan 2020-25 will be launched shortly positioning PLAY as a national health priority and we will work to ensure that every Australian values play, supports play and accesses places to play every day. Watch out for the launch of #Play Today.

Like most organisations in our sector, our training programs have been cancelled but will be resumed as soon as practicable. We are working on a strategy to deliver training online to encompass all aspects of play so watch this space for further news.

We expect the publication of some amendments to AS4685-2014 later this year. All members will be advised as soon as there is information available.

Our 1000 Play Streets program has also had to be suspended due to COVID-19 and we will resume activity as soon as it is possible to do so. There is great interest and investment in this project, so we will continue to work to develop and support the Play Streets movement across the country in 2020 and beyond.

State Branches appear to be connecting with members online and we look forward to the opening up of meeting opportunities in our states and territories before too long.

We have significantly increased our social media presence over the last 8 weeks and I encourage you all to join in the promotion of play opportunities both at home and outside in community spaces. Playgrounds are open in some states but playing outside is OK everywhere!

Thank you to all members who have continued to work tirelessly in the interests of play and our country's children and young people. Please enjoy this newsletter, which will hopefully inspire your role in the continuing support of play throughout Australia.

Barbara Champion



Play Australia Training News

Sadly our Training programs in Melbourne for March and June have had to be cancelled due to COVID-19. We will advise at a later date about programs scheduled for August and October, depending on the rules governing the use of indoor space and social gathering as determined by the Victorian Government.

We will return payments already made if programs cannot be rescheduled. If you wish to discuss further please contact Barb at barb@playaustralia.org.au but as soon as it is possible to run a program, I will be in touch with registered participants (for the March and June programs) about the options available to reschedule.

We are currently working on a Training Strategy for training on a diverse range of play related issues. This is to be delivered later in 2020 online. Delivering training nationally is a significant priority for Play Australia, given our role as the National Peak Play Organisation. More on this to follow.





Time to ‘reset’ and improve play in our neighbourhoods and streets

By Karen Williams

“As important discussions start to emerge on how we can improve our neighbourhoods post the pandemic, it vital that we remember the voice of children through genuine co-creation. When it comes to designing great neighbourhoods, what matters to children?”

– Natalia Krysiak (Cities For Play)

In Designing Great Neighbourhoods: What Do Children Think? Natalia Krysiak has done just that - asked children what they wanted more of. Natalia reports, “At the core of the children’s observations were simple desires: less rubbish, safer streets and diverse opportunities for play within nature.” And Play Australia agrees whole-heartedly!

Over the past few months we have all seen streets being repurposed whilst cars have been rested as people work from home. Many parks and local ovals have seen an increase of daily activity. Sidewalks have become chalk art canvases.

Now is our time to press the ‘reset’ button as we head into a new type of normal post COVID-19 and start challenging some of the barriers that have been identified during the past few months. As Natalia so rightly says we need to “provide inspiring solutions for how our cities could be more playful and child-friendly.”

A key to this is making our streets safer for play opportunities to take place. To support Australians reclaim their streets

as places to play and connect.

A group of 103 Australian doctors, public health and transport researchers have recently signed a public letter to ‘call on government to enable safe walking and cycling during the COVID-19 pandemic and into the future’. The letter states that Australia is lagging behind the rest of the world in terms of repurposing streets for recreational and physical activities whilst maintaining the required physical distancing. There are global local authorities who have been reducing speed limits and widening footpaths to create a safer walking and cycling environment. Australia has not been as responsive, despite what the public letter states as “the urgent need”.

UK researchers, Professor Alison Stenning and Dr Wendy Russell, have also called for children to have extra-localised outdoor spaces by Improving safe access to street space for children’s play and physical activity. With playgrounds closed, and likely to remain so for some time, it is vital that children are still getting outside to maintain their health and wellbeing. Their local streets are an obvious alternate play space.

Our children are in dire need of increased activity. With 25% of Australian children either overweight or obese and one-in-seven having experienced a mental illness, a simple and effective way to improve these grim statistics is to encourage and support unstructured outdoor play.

Now more than ever, let’s take this timely opportunity to keep this conversation going and let’s make sure our children. Keep an eye out for the renewal of 1000 Play Streets too! Coming together in our streets and neighbourhoods will be so important post-COVID19.

#PlayToday and #PlayOutside because #PlayMatters

Karen Williams has been working this year with Play Australia as the National Marketing Manager and has a passion to encourage everyone to make time to play in our busy lives. Having recently completed a Community Development degree, Karen brings her communications expertise together with a commitment to support community focused programs that at their core aim to give back to the community.



Postcard on Play: London's 'Magic Kingdom Playspace' at Hampton Court & 'Children's Garden' at the Royal Botanic Gardens Kew

By Peter Semple

Late last year I took the opportunity to dovetail a family trip with a visit to London's newest and most inspiring play spaces. London as a megacity provides complex challenges to playspace design and management but is trending towards creating intimate and custom play experiences.

I was excited to witness the playspace design mould expanding to integrate with other disciplines of landscape design; to create 'gardens for children'. The examples below showed strong underlying themes that arouse adventure and exploration in imaginary worlds, rich with living texture and form.

Hampton Court Palace is an iconic historical destination for all generations. Julie Dent, Operations Manager from Historic Royal Palaces kindly provided a walkthrough of this Tudor inspired playspace. Being December the playspace affectionately known as 'The Magic Kingdom' was closed for its annual quarterly maintenance revamp, allowing me some meditative analysis.

The playspace, designed by Landscape Architects Robert Myers Associates in collaboration with a team of play experts and artists, was completed in May 2016 for a construction budget of \$5.5m AUD. The immediate success of the playspace was evident with an impressive increase in visitor numbers, up 34%. The playspace draws inspiration from the palace's history, architecture and mythical lore.

'As you approach a suspicious gargoyles peers down at you from the front of the ticket office.'

The Magic Kingdom is located in a walled garden formally a Tiltyard 'a place where Tudor jousts took place'. The outer wall of the playspace begins to build anticipation. As you approach a suspicious gargoyle peers down at you from the front of the ticket office. Online bookings for a dedicated time slot are required prior to arrival - an obvious sign of managing the demand of popular playspaces in central London. As you enter the playspace the design has cleverly used dense planted mounding and grass moats to create playful undulation and intimacy.

Continuing on you catch your first glimpse of the red & blue crown themed play towers. These majestic structures provide elevated views across the playful walled garden and sunken grass arena and embankments. To the far side of the garden a fernery walk leads you to the dragon's lair rock cave and amazing spiky woven willow treehouse. Just beyond the treehouse, within the adjacent water and sand play area stands an imposing 30m long dragon that apparently breathes fire and his eyes glow red when children are around.

'They have recently developed an Autism friendly program to allow dedicated access to the space and have created a monthly Autism friendly 'Rise & Roar' session.'

The management of the space continues to evolve and they are considering opening the space for the full year (12 months ongoing), but Julie acknowledges that the downtime of the routine closure allows them to repair, replenish and refresh. The operations team are always looking for innovative ways to be more inclusive. They have recently developed an Autism friendly program to allow dedicated access to the space and have created a monthly Autism friendly 'Rise & Roar' session.

Next destination on my itinerary was the Kew Royal Botanic Gardens. A must for any landscape designer at the best of times, but now even more so if you have an interest in play. A new Children's Garden opened in May 2019. The site is approx. 10,000m² and was designed by Royal Botanic Garden's landscape architect, Suzie Jewell. The theme of the playspace is designed around the elements that plants require to survive: earth, air, sun & water.

'The design had worked around up to 62 existing trees and 40 transplanted trees were added that provided instant maturity and comfort to the space.'

What impressed me instantly about this playspace was how naturally it embeds itself, as if it had always been there. The design had worked around up to 62 existing trees and 40 transplanted mature trees were added that provided instant maturity and comfort to the space. Using advanced species, the landscape was robust and ready to take

on the tactile interactions from excited and inquisitive children.

The themed garden spaces (enclosed by dense, tiered planting) provide a sense of intimacy and privacy in which to play and explore. The Earth Garden is constructed from a series of embankment slides linking to a sand play area with a cubby village. The Air Garden features kinetic windmill flowers with elements to allow kids to get into the air on trampolines, swings and hammocks. The sun garden features a perspex tunnel that casts primary colours onto adjacent surfaces. The Water Garden contains a series of timber troughs that cascade into separating creek lines where children can explore the aquatic magic. The centrepiece of the garden is the 4m high platform that allows you to get up close and personal with a majestic 200 year old English Oak tree.

'This approach is intended to minimise saturation but also importantly ensure that parents can feel more relaxed to allow their children to find time and peace to explore - supporting deeper play in nature.'

As with Hampton Court the play numbers are controlled within allocated time slots. This approach is intended to minimise saturation but also importantly ensure that parents can feel more relaxed to allow their children to find time and peace to explore - supporting deeper play in nature.

Both spaces eloquently showcase the maturing global trends in playspace design. These landmark precedents celebrate heritage and ecosystems, ensure inclusion and are providing communities in dense urban environments accessible escapism in which to play and relax.

www.psla.com.au

Peter Semple is a practising Landscape Architect and director of PSLA in Adelaide. An active committee member of Play Australia South Australia for the past 6 years, play advocate and father, Peter is the designer of several of Adelaide's best loved playspaces, including the award winning Morialta Nature Reserve 'Mukanthi' Playspace. Peter's goal is to design playful connections for all with nature.

Play in a Pandemic

By Judy McKinty (Independent Children's Play Researcher)

**No more pencils, no more books, No more teacher's dirty looks.
– Traditional children's rhyme**

Children all over Australia are now in the midst of their extended end-of-term holidays. When the COVID-19 pandemic caused the early closure of primary schools at the end of Term One, the focus of governments, teachers and parents was on finding ways for children to continue their lessons from home, for an unknown and perhaps greatly extended period of time. But it isn't only the children's education that is being affected by the empty schools. The 'stay at home' and 'social distancing' directives, designed to 'flatten the curve' of new coronavirus cases, has changed the way children can play.

To most children aged between five and twelve, school is the place where they can play with their friends almost every day, beginning on their first day in Prep or Foundation and ending on their last day of Year 6. Seven years of playing Tiggy, Downball, Elastics, Mothers and Fathers, Cops and Robbers, Marbles, Skippy, digging in the sand pit, climbing on the play equipment, doing handstands, cartwheels and somersaults, swinging on the monkey bars, running, jumping, clapping and chanting 'Apple on a stick, makes me sick...'

'The schoolyard is where children's play culture flourishes. Rules, rituals and oral traditions are created, adapted and passed on through generations of children, mostly by word of mouth and without any adult involvement.'

The schoolyard is where children's play culture flourishes. Rules, rituals and oral traditions are created, adapted and passed on through generations of children, mostly by word of mouth and without any adult involvement. The games, rhymes, riddles and jokes adults remember from their own school days are all part of the dynamic culture of children's traditional play. In Australia, as in other parts of the world, a primary school playground is one of the last remaining places where conditions are just right for this type of

play to thrive. Most children can play freely at recess and lunch time and can decide for themselves what and how they will play. There is usually enough outdoor space for hiding, chasing and sometimes making cubby houses, and unless something drastic has happened play traditions will already exist in the playground, a legacy of past generations of children who have played there.

'Before the schools closed, children had already taken COVID-19 into their play repertoire.'

Before the schools closed, children had already taken COVID-19 into their play repertoire. In Victoria, schools in the eastern suburbs of Melbourne, the Dandenong Ranges, the Surf Coast and no doubt other places were playing versions of Coronavirus Tiggy. The speed at which this game sprang up and spread is akin to the behaviour of the virus itself. There is also an element of subversion – in the US it was reported that children playing the game were coughing on each other rather than tagging; dangerous behaviour when put in the context of reports of people deliberately coughing on paramedics and police.

To play Coronavirus Tiggy, and many other typical schoolyard games, you need a reasonably-sized cohort of roughly the same age, who can spend sufficient time with each other to develop the game and play it often enough to change the rules if necessary. You also need to be able to chase and catch each other, either by tagging or by holding on while a 'vaccine' is given. Social distancing dictates that both these actions are now forbidden, particularly with children who are not part of your own family. It would be hard to maintain the pace of a chasing game at home with only a couple of siblings playing.

'Traditional children's games and rhymes often reflect what is happening in society, and help them to come to terms with it, either by empowering them in some way or by enabling them to mirror adult values

as they perceive them.'

Traditional children's games and rhymes often reflect what is happening in society, and help them to come to terms with it, either by empowering them in some way or by enabling them to mirror adult values as they perceive them. Sometimes they're just for fun. In Coronavirus Tiggy, the act of giving a 'vaccine' kills the virus and heals the victim (empowerment), and during the last US Presidential campaign Trump Tag, played in Boulder, Colorado, reflected children's perceptions of this candidate. In Trump Tag, the chaser was called 'The Donald', and ran around fluffing up his hair and yelling 'I'm Trump! I'm Trump!', while tagging other players. The person tagged had to get down on the ground and start building a tower. When it was done he yelled, 'I've built a wall! I've built a wall', and was then free to run away. In this game, the children hadn't figured out a way for 'The Donald' to be replaced.

Back to the coronavirus. To help children stay at home there are countless screen games designed to amuse and entertain, with movies and TV programs on demand, but these are passive activities and no substitute for the games of the schoolyard. Each day from my window I watch a passing parade of parents with children on scooters or bikes or walking along the footpath, out for their daily exercise. Parents and children are now spending much more time together, both indoors and outside. This is a really good time for adults to dig deeply into their childhood memories and get in touch with their inner child.

What did you play when you were at school? Did you play Hopscotch? It's surprising how many children don't know how to play the game properly, using a 'taw' or playing piece.

Although the traditional 'Aeroplane' hopscotch pattern is found in almost every schoolyard, most children just hop and jump through the numbers like they do with tiles on the floor of a shopping mall. It might be time to get





out the chalk, draw a 'hopscotch' on the footpath, choose a stick or piece of wood to be your own 'taw' and teach your children the game. Then they'll have a 'new' game to share with their friends when they go back to school, and this one can be played safely under the new 'social distancing' rules. The rhyme at the start of this article is an old one, chanted by schoolchildren as they stream out the door at the beginning of their holidays, and used by both Alice Cooper and Bugs Bunny to imply freedom from authority. Sharing rhymes, riddles and jokes can lighten the hours spent together at home, and make it a fun time for adults as well as children.

Q. Why did the computer go to the chiropractor?

A. It had a slipped disc.

Q. What gives you the power to see through walls?

A. A window.

Q. What do you get when you cross a centipede with a parrot?

A. A walkie-talkie.

And when washing your hands for 20 seconds, instead of singing the usual version of Happy Birthday, try one straight from the schoolyard:

*Happy birthday to you, You live in the zoo,
You look like a monkey*

And you smell like one too.

Just because we can't go away for the holidays doesn't mean we can't have fun. Play with your kids as much as you can, and find that elusive spark of childhood again.

Judy McKinty is an independent children's play researcher, based in Melbourne, with a special interest in children's folklore and traditional games. Her work has mainly focussed on play in primary schools and the relationship between play and place. She has a Master of Cultural Heritage, is an Honorary Associate of Museums Victoria and was a co-editor of the online journal *Play and Folklore*. Her favourite games are Marbles, Jacks and string games.

The Nature Bus Project Update

By Tania Moloney

It's been just on 12 months since The Nature Bus officially got on the road travelling around to help kids and communities' access quality and affordable nature based play and outdoor learning programs and services.

During our first year on the road, the program has reached almost 8,000 people face to face at early learning centres, kindergartens, primary and secondary schools, special development schools, libraries, nature reserves, community gardens, community groups, community health services, aged care centres, playgroups, scout groups and community events and families.

The Nature Bus programs have helped educators and families to learn about how to incorporate outdoor play nature inspired learning activities and projects into their curriculum and lives. Often educators want to incorporate more curriculum linked nature based programming into their teaching and families want to encourage their children to play outdoors and connect with nature, but they don't have the knowledge, skills or resources to do it. The Nature Bus has helped them gain ideas, information and resources as well as provide an engaging, affordable and healthy activity for children.

Now that the Pick My Project funding is finished, I'm thrilled that The Nature Bus is still going strong and being run privately by me through Nurture in Nature. I have learnt so much and am celebrating what a wonderful first year it was!

We've hit a slight speedbump during COVID-19 with all activities being postponed at this time. I've been using this time to plan new sessions and doing some remote sessions with educators

and students AND I can't wait to get back on the road and seeing everyone again face to face.

I've lost count of the number of people who have come up to me and told me what a wonderful and much needed program The Nature Bus is. Also too many to count are the number of kids who have waved excitedly when they've seen The Nature Bus drive past or who have run up to me to say hi in the street or the supermarket!

During this first year there has been a lot of interest inquiring about a visit from The Nature Bus from groups in Melbourne and other parts of Victoria. I always said yes to every inquiry we received about a visit from a school/ kinder/group in our region, however as the project was funded through Pick My Project to serve the Great South Coast Region, all our education sessions during the funding period were delivered in this Region.

Unfortunately we had to say 'no sorry, not this year' to other regions when they desperately wanted us to come and visit and promised a visit in the future!

The more kids and communities that The Nature Bus can have an impact on moving forward, the more we can encourage and inspire them to play, explore and take their learning outdoors more often.

When they do that, they'll experience for themselves just how rich a playground the natural world is can be.

For more information visit
Nurture in Nature,
www.nurtureinnature.com.au or
email Tania at
tania@nurtureinnature.com.au





Dawn's painting of herself on a sunny day with a rainbow.



Freddie's painting of a himself on a sunny day with a rainbow.

Shadows of Moss as seen from the Train

By Bronwyn Joslyn

In a world where we were directed 'if you can stay home you must stay home', we as educators wondered... where will the children play?

We started Term 2 with only a hand-full of kindergarten children while their peers remained at home, learning remotely. As educators we pondered... how could we keep all children connected and our broader kindergarten community connected?

Our kindergarten rests in the leafy suburb of Diamond Creek where community is connected by numerous footpaths and bike tracks. The township is infused with cafes, playgrounds, sporting grounds and lots of open natural spaces. Usually by Term 2, we are out and about with our kindergarten children investigating the neighbourhood. We engage all senses where children can smell the coffee or freshly mowed grass permeating the air. We have slid down steep grassy hills (educators included) when we have run out of footpath.



Scootering to kinder.

We've been known to make intricate branch huts as teams of children drag out

branches and design structures based on past play experiences. In comparison to previous years, Term 2, 2020 sees less than one third of children in attendance with our outer gate to the neighbourhood firmly closed and renditions of happy birthday ringing out around the learning environment as children wash their hands more often than ever before.

So where are the traces of play?



Feeding the chooks at home.

At the beginning of Term 2, we delivered learning and wellbeing kits to children highlighting play opportunities and provoking families and children to engage with the outdoors. We included a Koala or Emu as these had been favourites earlier in the year based on preferred books and experiences.

Children learning remotely have taken their new friends on many adventures. Each new friend has been given a name and most end up cuddled up with their little person at the end of a busy day of play. There has been much engagement by families as they walk and cycle with their children daily, play outdoors in the garden and then share this

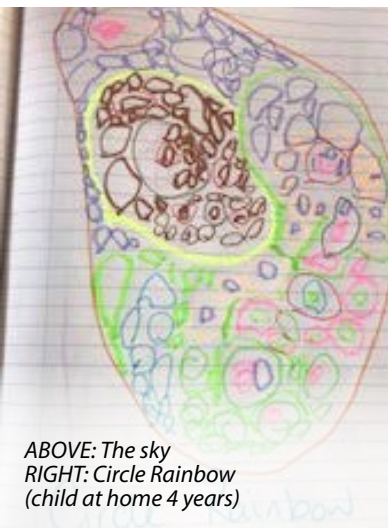
with the home kinder group.

Educators proposed scavenger hunts based on previous conversations about the natural world and observations of children during play. Earlier in the year small groups of children created their own treasure hunts or gathered collections of interesting things to classify. These traces of play continued with children, both at kinder and at home playing in parallel zones, where there has been many extensions and diversions as children reinvent and imagine new ways to engage.

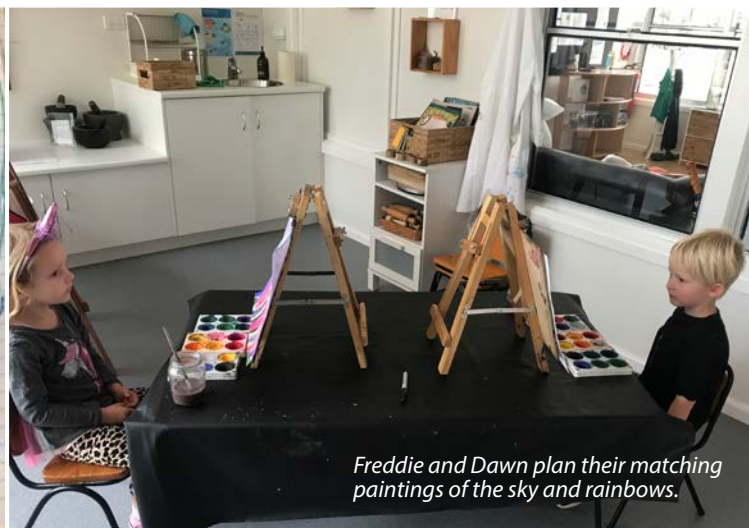
So how are we able to keep children connected to their play peers? Some families share a little each day, some share a lot in large chunks, some have been quiet sending what they can, but what is being shared are joyful stories of play. Children are continuing to explore this language called play.

There are stories of children hosting zoom meetings with each other, sharing their explorations, children sending letters to each other or dropping off letters in a friend's mailbox as they walk by. We are a community kindergarten and during this coronavirus time, children actually now know where other children live, they realise children at kinder are actually neighbours. They walk, skip and scoot past each other's houses.

Children at kinder have noticed new ideas with new friends as new play partnerships have been necessary with a smaller group of children. Children pause and ponder more often in the smaller group, or maybe we can hear more clearly. Shadows of moss as seen from the train started with a conversation over an outdoor lunch.



ABOVE: The sky
RIGHT: Circle Rainbow
(child at home 4 years)



Freddie and Dawn plan their matching paintings of the sky and rainbows.

Freddie: 'What's that on the shade sail?'

Dawn: 'I think it's poo.'

Freddie: 'Poo?'

Dawn: 'Yep, birds fly by and just poo in the air. One did that on my Dad.'

Teacher: 'Wow, it is a bit lucky to be pooped on by a bird. Do you think a bird has pooped many times of the shade sail? How do you think we can check?'

Dawn: 'We can climb on the train roof, but it might be too high. That's what you (adults) say.'

Teacher: 'Well you can climb the tree really well and if there is a teacher with you, maybe it we can do it?'

Freddie: 'I'm brave enough'

Dawn: 'Yeah, we can do it!'

a form of moss, new learning and braver for the experience and all supported by passionate educators, not soldiers stepping on ideas.

While educators may keep careful ears on learning for assessment purposes, we really relish and feel honoured to observe play in childhood.

Further to just discovering moss, educators were asked to make a new consideration when integrating rest periods.

Dawn: '...because there isn't too much children, can we rest up here. It's warm!'



We have noticed the appetite children have for playing outdoors. We had worried that staying home and only going out for essential shopping, exercising or education might negatively impact children's opportunities to be outside, to play in nature. We believe it is important to focus on the positives where we can and we can see this important ongoing connection with nature, for play, learning and wellbeing.

Children at home shared their interpretations of outdoors through drawings and paintings which almost mirrored children at kinder. We have children painting at opposite ends of the art table constructing similar interpretations through conversation and remembering.

All experiences with children at kinder

and shared by families at home are being collated into a kinder community journal so children can see the play journeys of their peers. This has proven to be a rich and comforting reflection for parents and educators equally. We are sure this will also be a tool for memory for children as they all slowly return to kinder to be together, an ever changed kinder in many ways but a closer community. There are many stories of play to be shared, of kinder experiences that included making floral posies of happiness for the community to take as they walked by, stories from families whose image of their child is as a competent learner connecting with nature while camping in their backyard... all stories of childhood marked out by traces of play.



Camping outdoors at home.



Climbing the train at kinder.

And they did. Climbing carefully, each child using their own method of climbing, they made it to the roof of the train easily. You could see the nervousness as one child started and then the resilience, the eagerness to discover what the unknown markings were, a frenzy of excitement and sense of achievement. Children disproved their original theory and realised it was

www.dcmemorialkinder.com.au
www.eeec.org.au

Bronwyn Joslyn is an early years consultant and teacher. She is director and a teacher at Diamond Creek Memorial Kindergarten where an ecological lens is used daily as part of a broader community approach to pedagogy. Bron is passionate about play as a tool for learning and wellbeing, and about the child's right to play outdoors every day. A National Board and Victorian Committee Member for Play Australia, she also sits on the committee of Environmental Education in Early Childhood (EEEC), as its Professional Development Coordinator.

Members Corner

Our place for information and profiles on
Play Australia Members and Membership

Member Profile

Russell Troy



This issue we talk to Russell Troy from Play Workshop, a New South Wales based company dedicated to helping like-minded playground designers to create amazing, unique, intelligent, inspired, high-quality Australian playgrounds.

Russell and Play Workshop pride themselves in being able to connect creative thinkers with clever play solutions from bespoke play equipment, to creative design and construction.

Tell us briefly about yourself

My first involvement with the playground industry was as a young undergraduate Engineer with a regional local council back in the 1990's. The small Council didn't have a Parks and Gardens section, or landscape architects, so the task of undertaking playground upgrades was thrown my way. I took it on begrudgingly, but what I didn't expect was how gratifying the process was and how grateful the community were. In 2002 I said goodbye to Engineering for what has now become my passion – "play". After years of working for various companies, in 2016 I began my own business Play Workshop with the key goal to offer creative, design-led equipment and designs.

What prompted you to become a member of Play Australia?

I'm always yearning for knowledge, so networking with the industry is critical for that. Although I have 17 years in this industry, there is still so much I don't know, and still so much change. I love listening to other professionals to gain insight from their perspectives and experiences.

Is there a highlight achieved within your work that you could share regarding an innovation for children's outdoor play experiences?

Berry Reserve and Narrabeen has been a highlight for me. I was given an amazing opportunity there to collaborate with Northern Beaches Council and create some custom play equipment and playful sculptures. I loved the creativity and vision of Council staff and was proud to be able to deliver their vision. For all the components of play delivered, my favourite piece is the thematic "Castle Gates". It just sets the theme of the space before you even enter. I love it!

How does Play Australia support you as a member?

Play Australia is a great resource for me and other play professionals. I love what they're doing as a national organisation, educating, training and creating networking opportunities. I would love more training opportunities in NSW in future.

Why is it important for you to work in the play sector?

I've had all three children since starting in this industry. So playgrounds have been a big part of my professional and personal lives. I've seen playgrounds of all shapes and sizes, big and small, awful and amazing. It's been great to experience different playgrounds through the eyes of my children. I feel more enlightened and empowered as a designer. My real passion from these experiences is to put more magic and wonder into the lesser funded local and neighbourhood playgrounds. More natural materials, artistic pieces, creative custom product design, and opportunities for playing with loose parts.

Got Something to Share on Play?

We'd like to make our Members News a little more interactive. As such we'd like to hear from you on themes and ideas for future editions to pass on to our editorial team. If you have something you'd like to share please email newsletter@playaustralia.org.au



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