



# Member news

*promoting the value of play*

Spring 2018 :: Issue 04



## Executive Director's message

As the year draws to a close, we can reflect on what has been a year of achievements for Play Australia.

We have increased our national profile in running successful events in Perth, Melbourne, Adelaide and Brisbane, Play Australia SA continues to grow, we have established Play Australia WA and we look forward to the establishment of Play Australia Queensland and Play Australia NSW in 2019.

Training continues to attract interest from members and the wider community and we are currently planning a One Day program for SA and Queensland to be delivered in 2019. We are working on a 2-Day Training Program for NSW which will focus on council staff needing to upgrade their playgrounds to meet the requirements of the soon to be released NSW government guidelines 'Everyone Can Play'.

Play Australia E-News will commence in February 2019 and will be used to deliver current news and information to our members and key stakeholders to further support our advocacy of play across Australia.

Thank you to our many members who continue to develop and engage in high quality play opportunities, and best wishes to all Play Australia members for the holiday period. 2018 has been a pretty hectic year, and I am looking forward to what is shaping up to be an even busier 2019.

**Barbara Champion**



## Play Australia Training in 2019

We are pleased to announce the 2019 dates for the **2 Day Playground Management, Maintenance and Design** program in Melbourne as follows:

**Wednesday 13 and Thursday 14 March**  
BOOKINGS OPEN NOW

**Wednesday 12 and Thursday 13 June**  
BOOKINGS OPEN NOW

**Wednesday 21 and Thursday 22 August**  
BOOKINGS OPEN NOW

**Wednesday 13 and Thursday 14 November**  
BOOKINGS OPEN NOW

**Cost**  
\$700.00 + GST (Members)  
\$800.00 + GST (Non-Members)

**Time**  
9.00am – 4.00pm

**Venue**  
Conference Room, Westerfolds Park, Templestowe



For more information, or to book online, visit [www.playaustralia.org.au](http://www.playaustralia.org.au)

# Standards Update

Standards Australia has established a new Committee on Recreation and Sports Equipment CS-101 which will publish a new Standard on Fitness Equipment in 2019. Executive Director Barb Champion represents Play Australia on this Committee. Members are advised that this Standard with a few amendments to accommodate the Australian context will copy the EN16630. All members will be advised when the DRAFT Standard is available for public comment, but in the meantime reference to the EN is recommended.

## Video Play

For those of our members who are looking for something inspiring to watch or share on play here's a few really worthwhile links to publically available videos. If you know of any others worth sharing please let us know at [newsletter@playaustralia.org.au](mailto:newsletter@playaustralia.org.au):

[www.youtu.be/AaabmAuHrcM](http://www.youtu.be/AaabmAuHrcM) This is one put together on inclusive play by the New South Wales Government for the Everyone Can Play project

[www.youtu.be/6pVM1okMN8o](http://www.youtu.be/6pVM1okMN8o) This is on in a series produced by Persil on children and play produced for their 'Dirt Is Good' campaign a few years ago

[www.youtu.be/4t9vq9bu3II](http://www.youtu.be/4t9vq9bu3II) A documentary by Erin Davis on avant garde Welsh Adventure Playground 'The Land'

[www.youtu.be/Lbev391A3nE](http://www.youtu.be/Lbev391A3nE) A really great video made by Kaboom a number of years ago on the Importance of Risk & Play featuring Tim Gill

[www.sbs.com.au/news/dateline/story/kids-gone-wild](http://www.sbs.com.au/news/dateline/story/kids-gone-wild) An interesting report by SBS into risk in early years play in Scandinavia

[www.youtube.com/watch?v=a0GDHedkTxY&pbjreload=10](http://www.youtube.com/watch?v=a0GDHedkTxY&pbjreload=10) This is a link to a film by Play Wales. It tends to get people thinking about their own play memories – useful discussions around what adults are doing in the film (there aren't many on screen), what children are doing and what they're playing with

[www.youtube.com/watch?v=5tjRPWPhfA](http://www.youtube.com/watch?v=5tjRPWPhfA) Is the IPA film regarding General Comment 17 – useful for discussions around play and children's rights, play in different cultures

[facebook.com/isleofplay/videos/836253543241017/](https://www.facebook.com/isleofplay/videos/836253543241017/) This is a video about playwork in action

And, if that's not enough, Ludicology have a load of playlists on different play themed videos here:

[www.youtube.com/channel/UCzZC6a8keAU094sIJ70POUQ/playlists](http://www.youtube.com/channel/UCzZC6a8keAU094sIJ70POUQ/playlists)

## Around the States

As Play Australia continues to grow nationally we are constantly energised by the commitment and enthusiasm to play from around the country:

### South Australia

SA members have enjoyed a busy year culminating in the latest event at Christie Downs Primary School attended by a large number of members and potential members, to observe an awesome outdoor play area designed by our members at Brown Falconer Landscape Architects in collaboration with the school. Plans for 2019 include a 1 Day Training Program currently being developed. Thanks to Georgia McPeake for her support of PASA this year.



[www.playaustralia.org.au/south-australia](http://www.playaustralia.org.au/south-australia) @play.sa@playaustralia.org.au

### Western Australia

Play Australia WA is now in operation, and in collaboration with key players and organisations held a well attended and successful Play Forum on October 31. Plans for 2019 are currently underway and consideration is being given to a Conference to be held in Perth. Thanks to Board member Kerry Logan of Nature Play Solutions who has worked so hard in 2018 to support and grow PAWA.

[www.playaustralia.org.au/western-australia](http://www.playaustralia.org.au/western-australia) @play.wa@playaustralia.org.au

### Queensland

Play Australia hosted discussions on Playground Standards in Brisbane in late August which was well attended by industry members and potential members. There is a commitment to continue activity in support of members and the industry in 2019 so watch this space for further details.

### Victoria

The Local Government Play Network met to discuss the implications of Part 0, of AS4685-2014 which requires the testing of unitary surfacing every 3 years. Further meetings will be held on current issues in 2019, in addition to the establishment of a Play Australia Victoria Branch.



## Board News

Welcome to our newest Play Australia South Australia Committee Member Dr Jane Webb-Williams.

Jane is a leading early childhood expert, highly experienced social researcher and lecturer at the University of South Australia. She holds a PhD in Psychology & Education and a Masters in Educational Research from Cambridge University, UK.

Jane's career in education spans over 25 years in a variety of roles including Program Director Master of Learning and Teaching, Deputy School Principal and Early Years Teacher.

Jane is a passionate advocate for play within schools and communities to benefit children's social and emotional wellbeing. She currently leads courses in Play, Learning and Development within teacher education programs at UniSA.

Jane's research focuses on playful pedagogy, children's self-efficacy beliefs, social comparison, children's identity, voice and community connectedness.

# The Future of Playground Finder and Play Australia

**Suzette Hosken, founder and manager of online website and search tool 'Playground Finder' has recently decided as her children are growing up that it is time for her to hang up her hat.**

For those of you who don't know 'Playground Finder', it has been the oracle of parental (and child) thoughts and feelings on Australia's playgrounds for over 15 years.

Playground Finder allows parents and carers (also children) to sign up, then log information about any playground they are at, this might be adding to existing comments on a particular location or setting up information on a new location. Playground Finder's information is then moderated and published to share with others, with locations and address included. This has proven to be particularly useful over the years as parents and carers have been able to share information about accessible and inclusive, fenced and shaded playgrounds and those suited to particular age-groups or visitation timeframes. This information isn't often readily available anywhere else. Playground Finder has also been a valuable resource for new parents, families who move house or when families travel as a location can be entered and all logged playgrounds appear.

Fortunately what might have been a huge loss to parents all over the country, has become Play Australia's gain as Suzette will be generously bequeathing 'Playground Finder' to Play Australia for future keeping and development.

At Play Australia we are excited at the prospect of what this means for our developing public advocacy. We are already planning how this transition will take place technically and looking at the opportunities inheriting 'Playground Finder' for the future will bring for us. Opportunities which we hope will provide a whole range of public information on play and support to families all over the country by continuing this valuable resource.

**www** For more information about Playground Finder visit [www.playgroundfinder.com](http://www.playgroundfinder.com)



## Publication Review



### Everyone Can Play

New South Wales State Government 2018

**Usually in this section we review particular books or papers that have been published and are of interest to our members. This issue we would like to review a new set of guidelines (and toolkit) being developed by the New South Wales Government to improve inclusive play across the state in terms of policy, planning and practice.**

These 'best-practice' guidelines and toolkit titled 'Everyone Can Play' are for use by local governments, community leaders, landscape architects, those in education or families about inclusive play for everyone in the community. The document however is a lot more than just a set of principles to follow, it is a practical set of information, process and application organised, communicated and advocated for in a meaningful way. Its implications resonate far beyond the state of New South Wales and should encourage a far deeper understanding of people with a disability across Australia.

The clear focus of introductory questions such as 'can I get there?', 'can I stay?' and 'can I play?' set the tone for what follows, which is a declaration and a commitment to the 'why' and 'how' of bringing about inclusive play. Pertinent case studies show the different perspectives of children, parents and grandparents, council, play professionals and advocates and how the publication can support them.

Broken into three distinct chapters, Inform (information for all about inclusive play), Consider (key components to keep in mind from design to delivery) and Tools (best practice design recommendations and an evaluation checklist), the publication uses clear and direct language that speaks to everyone. Inclusive by name and inclusive by nature.

Of particular interest to me was the 'What is inclusive play?' and 'Universal Design' sections, that break down many of the misconceptions around

words and meaning in this space, so critical for all of us to understand. The 6 'Design Principles' also of interest, will be incredibly beneficial to all working in either local government, education or design practice. Find, Fit, Choose, Join In, Thrive, Belong flesh out how these principles 'look' in the 'real world' of play, tying them back to the Universal Design principles and goals and demonstrating how they can make a difference. The checklist under the 'Best Practice Design Recommendations' will not only help to guide new playspace projects, but will also provide a way forward for assisting potential modifications to existing playspaces.

'Everyone Can Play' has clearly been developed in a highly consultative way, as well as tested against real life playspace examples; both in design or built. Bedded in current research of both play and universal design it provides a leading insight into 'how' one should undertake an inclusive playspace project.

The project has recently held the public exhibition for the draft of 'Everyone Can Play' and a range of submissions were received by the New South Wales Government which will contribute to the final review and release of the publication. The New South Wales Government will then look to support change in playspaces across the state.

All in all it is leading publications like this that change culture for the better, by embedding knowledge, consideration and practice until they are second nature. We should all look forward to the day when inclusion for all won't be something we need to spell out, rather it will just be.

**www** For more information on this project or to download the draft guidelines please visit [www.planning.nsw.gov.au/Policy-and-Legislation/Open-space-and-parklands/Everyone-Can-Play-in-NSW](http://www.planning.nsw.gov.au/Policy-and-Legislation/Open-space-and-parklands/Everyone-Can-Play-in-NSW)



Photo: Helle Nebelung

Copenhagen School Gardens, Denmark

# What role does design have in children’s play?

By Elizabeth Cummins and Katherine Masiulonis

Play is a necessary obsession, largely practiced by children. Design is a powerful tool, largely practiced by adults. Bringing them together harmoniously is a task that takes care and study.

To examine design and its role in children’s play we must first understand two things; how play works for children, and how children’s environments are impacted by adult decisions.

Design exists to improve our lives: functionally, aesthetically, and logically.

Adult designed playspaces are however populated by children. Are they therefore perceived differently by this audience than by their creators? Can these environments best support ‘free play’?

This article will seek to uncover what is fundamental to play and the ways design can interact with it. Through a deeper understanding of the fundamentals, it is possible to use design as a useful springboard for more meaningful children’s play.

## The universal values of children’s play

*“What is a playspace? Well, it’s a space where children play, isn’t it? Or perhaps where they can, or should, play. Does this mean children don’t play anywhere else? Of course not. Experience tells us that children play anywhere, with anything and everything, sometimes to the annoyance of adults, often in ways that adults may not even notice.” (Russell 2017 Page 221).*

Over the years academics, educators, psychologists and designers have tried to crystallise the nature and meaning of play. Most conclude that it is complex and indefinable, yet there is a universality to play. At least eight commonalities or ‘values’ can be found in all play:

- Freedom
- Spontaneity
- Challenge
- Curiosity
- Imagination
- Time
- Fun
- Ritual

As ‘values’ these don’t define or even explain play, but they do always present during valuable play. So we begin this discussion with these values, as we believe they should always be foremost in our minds when we think about play. Without them, play is lacking and limited.

## How does design shape play?

Design can shape play in the following ways:

- by providing a logical and physical scaffold for play to occur
- by providing a sequence for play activity / games
- by changing the nature of play through physical and spatial boundaries
- by inspiring imagination and creativity
- by sometimes providing a fixed environment where play ritual can be practised regularly
- by enabling participation by all children regardless of ability

## How does play shape design?

Play can shape design in the following way:

- by utilizing and appropriating features and elements in ways not anticipated by the designer
- by changing the nature of flexible and fixed elements over time through use (i.e. wear and tear, or adding loose materials)
- by applying a level of fluid imagination to elements that allows them to be abstracted and to morph in meaning over time

Photo: Talina Edwards



Creativity at play in the cubbies - Creative Cubby Project, Australia 2014



Rhys playing in long grass - Australia

Photo: Katherine Mastlains

### The limitations of adult intervention

We know most playspaces are designed or programmed at some level by adults, so what does this mean to children's play? Is there sometimes a mismatch between what is needed by children and what is provided by adults?

On occasion, adult ideas of 'fun' are misplaced. On others, they have not studied the patterns, interests or even ergonomics of children enough to design to a suitable level of developmental challenge.

There is also an issue when it comes to the perception of risk. Contemporary childhood is perceived to have an expanded period of vulnerability, more than other periods of history. In turn, adults (i.e. parents, educators, carers and play providers) are increasingly under scrutiny and therefore hold greater responsibility.

*"Much is made of the need to nurture in our children qualities of resilience. An irony perhaps given the seeming trend to shield or 'protect' our off-spring from the possibility of almost any harm. Resilience is an empty term if one has nothing to be resilient about."* (Spiegel 2017 Page 276).

Some children's play needs to involve risk and that often makes adults feel nervous. However, truly magical playspaces are risky on many different levels. Children can only learn from experience when they are given the opportunity to challenge themselves and their ideas about the world.

*"Committing to support child-directed play means relinquishing control and managing your own feelings of discomfort. At its core is an act of deep respect for the child and their experience."* (Masiulianis 2017 Page 51).

Respect for children and their experience is paramount here when we design or program playspaces.

### The benefits of design

Design can have a huge impact on children's participation in play, with inclusion, inspiration and creativity all enhancing its physical theatre.

Most of us carry memories of exciting, exhilarating and fun experiences of our childhood playspaces throughout our lives, the giant slide, the treehouse cubby, the fairy garden or the local rocket ship climber. No one would

deny the importance of these experiences inspired by the creative adults who conceived them. The question, however, is one of intent. What does the designer intend with this playspace? This is much more complex to consider.

*Adults create abstract justifications and satisfactions to a place: whereas children are more grounded in the significance of a place, and what they can do there. It is becoming widely recognised that children learn by doing, not just by observing* (Masiulianis 2017 Page 50).

Having a structure or framework upon which to employ and explore ideas in play is a valuable one. But structure alone is not enough to support good play. Complexity, delight, surprise and change are all "...assisted by the clever use of materials, inclusion of artwork, consideration of scale and careful choice of seasonal planting." (Masiulianis 2017 Page 52).

Taking a more thoughtful approach to design a broader context provides the opportunity to make our cities, towns and suburbs more child-friendly and interesting for everyone. They can be responsive to children's time, scale and sense of wonder, with an engaging level of sensory detail to provide interesting opportunities for play in the everyday.

### A new model for the future?

Designers can seek to better understand the role of design and its impact on children's play through careful observation of children at play in different contexts: thinking about the appropriation that their designs afford; providing for loose materials and flexible environments where possible; and most of all by genuinely involving children in the design process.

*"If we trust ourselves by trusting our children a little more, their play will become richer and our society will be better for it in the long run."* (Cummins 2017 Page 26).

### References

Masiulianis, K & Cummins, E (Contributing Editors) *How to Grow a Playspace; Design and Development*. Routledge Taylor Francis UK April 2017  
ISBN 9781138907065



# 2018 Play Recognition Program

Play Australia has established a Play Australia membership recognition program to acknowledge and congratulate members for outstanding achievement and excellence in their field of work in the promotion of the value of play.

The Promoting the Value of Play Recognition Program will celebrate people and projects that enhance the outdoor play experience for children, families and communities; and will develop the Play Australia website as the “go to” place to see innovative play activities and initiatives, and play spaces which support the right to play for all children in Australia.

The Recognition Program is intended to be non-competitive, as judging is only against the selection criteria provided. There is also no cost for submission.

### Do You Have A Project that is Eligible for Nomination?

Examples of suitable projects for nomination might include (but are not limited to) the following:

- Community engagement activities / programs that promote play;
- A tool or resource developed to promote play;
- Strategic Planning for new play opportunities/programs;
- An event or project that promoted the value of play;
- Spaces and places made available for play;
- A person(s) or organisation who have made a significant ongoing contribution to promoting the value of play.

Nominations for the Recognition Program must be submitted by individual Play Australia members or member organisation. Nominations will be received throughout the year and there will be no limit on the number of awards issued annually.

All awarded projects will not only be displayed on a dedicated page of the Play Australia website, but will feature in other Play Australia member forums.

### Considering Projects for Award?

Play Australia has appointed a dedicated Recognition Committee that will be responsible for the review of applications 4 times a year and recommendations

to the National Board. This committee is made up of industry, sector representative and young people.

### Nomination Selection Criteria

Nomination applications need to identify and demonstrate details around the project including:

- Where and when the activity or project occurred;
- Target audience is and how they have been successfully reached;
- Influences of a rationale and guiding principles;
- The play value for children, both envisaged and actual;
- An assessment of the participation of children and other key users;
- Project delivery, partners, stakeholders and contributors involved;
- Budget and other funding sources utilized and planning for ongoing costs (if required);
- An endorsement of all project partners (signed authorisation if nominating a third party); and,
- An evaluation of the project or activity and how it will be monitored into the future (if required).

*Note: Nominations will not be considered either for projects that are more than 2 years old at completion or that are singly for a commercial product or service on their own.*

**Nominations are now open, and will be considered by the Play Recognition Committee.**

**www** To nominate a project or for further information visit [www.playaustralia.org.au/recognition](http://www.playaustralia.org.au/recognition)

**@** Further information can be requested from Executive Director, Barb Champion at [barb@playaustralia.org.au](mailto:barb@playaustralia.org.au) or Renae Churches at [renae@playaustralia.org.au](mailto:renae@playaustralia.org.au)

# The Nature Bus

Tania Moloney is passionate about helping families connect with nature and with each other. As a dairy farmers daughter, her childhood was filled with opportunities for outdoor adventures and she made (and ate) LOTS of mud pies. She has a head and heart full of cherished childhood memories of family camping trips, building “cubbies”, sleeping under the stars and playing with sticks.

In September this year, Tania’s latest venture ‘The Nature Bus’ was chosen from hundreds of local project ideas by local vote for the State Government of Victoria’s recent ‘Pick-My-Project’ funding.

In this interview with Tania she tells us a little bit about what to expect from this exciting and ambitious project to reconnect local communities through a mobile ‘nature experience’ on wheels.

### What is the Nature Bus project?

The Nature Bus will see the conversion of a bus into a classroom on wheels, visiting local schools, early learning centres, libraries, community events, nature reserves, environmental groups, playgroups, and community organisations to provide nature based learning programs, nature play and environmental stewardship initiatives.

Actually, it’s more a van than a bus, but I thought ‘The Nature Bus’ sounded way more exciting than ‘The Nature Van’! I hope it becomes a bit like the old Magic School Bus really ... once kids hop on board, they’re taken on an exciting and engaging nature connection journey - without even leaving their school/kinder/group etc. And I hope that it’ll be a journey into nature that they can’t wait to go on again!

The activities on the bus will be hands on and fun, and of course we’ll be doing lots of things off the bus too ... after all, it is called The Nature Bus so the point really is to get outside to play, learn and explore. The best of both worlds!

*continued*





There will be an initial 6 month period where local schools/groups can access The Nature Bus programs free of charge, with the activities designed to allow kids of various ages and abilities to participate. After those initially 6 months, the programs will have a cost associated with them.

### **How will it differ from 'Bush Kinder' or 'Outdoor Education' programs? What should different audiences expect?**

The initial stage of the project will involve lots of consultation with kids, families, educators and community groups to get their input into what sorts of programs and activities they'd like to see The Nature Bus provide that would be really helpful to them.

So, you'll likely see a healthy mix and mingling of bush kinder, outdoor ed, environmental stewardship activities, STEM and good, old-fashioned nature play!

I actually hope it helps inspire lots of bush kinders, nature playgroups and nature programs in schools to get started too!

The programs will be tailored to be suitable and adaptable for a wide range of ages and abilities, and cover many nature inspired themes.

I'd also really love to develop some environmental youth leadership programs for The Nature Bus that help young people develop skills and capacity which will help them become our future natural leaders.

And I think it'd be really wonderful to take it and nature programming to aged care facilities too.

There are so many possibilities and points of impact, it's really exciting.

### **Give us a tour inside. What will we find inside the Nature Bus?**

In my mind, inside it looks and feels like a bush setting ... grass, trees, sky. What that will translate too in terms of functionality is still a work in progress!

I want it to feel comfortable, inviting and "nature-y" so it'll have that feel but in a really functional way. It will be a cool little classroom with LOTS of stuff you can touch, that's the point, hands-on! It will have presentation capabilities, WIFI and some functional seating benches with plenty of storage.

The inside space isn't huge, so we have to be really smart about what goes into it.

There are a couple of awnings too, so we can set things up off the bus but still keep it shaded and under cover if need be.

### **Will children design and help build the Nature Bus?**

I'm a big believer in the power of giving children a voice and engaging them in hands on opportunities to help them see their ideas come to life. Plus they usually come up with ideas that are way more fun than us big kids! So I can't wait to get local kids to share their ideas about what they think the bus should look and feel like.

The local Men's Shed and local Rotary Club are keen to help where they can in the build too, so being able to connect the community across generations will be really exciting.

### **Why do you believe that nature is so important to children?**

Connecting kids with nature is vital on so many levels, with far reaching positive benefits physically, mentally, academically and socially.

Giving children regular and meaningful opportunities to connect with nature helps them grow up to be confident, capable, resilient, risk aware, physically active, environmentally responsible

adults! I know I want those things for my own kids, and I'm pretty sure their future teachers and employers will appreciate those skills too!

I also believe that helping kids really deeply connect with their local nature helps nurture in them a strong sense of belonging and connection to place and to community. I think that's missing for a lot of kids these days and it's vitally important we find more ways to help grow that sense of belonging for children.

### **What kind of legacy do you hope to leave in the communities you visit?**

If I can help kids and educators get excited about nature play and show them how to take their exploring and learning outdoors more often, then they're more likely to keep opening the door.

My hope for it also is to be a great resource and model for other communities who would love to have a Nature Bus (or similar) in their community too!

And connecting kids and communities with nature is good for them but it's also good for nature too. If The Nature Bus and its programs can help kids get to know and learn to love nature from an early age, we'll be helping to nurture our future environmental stewards and that's so important.



www For more information visit [www.nurtureinnature.com.au](http://www.nurtureinnature.com.au) or email [Tania.tania@nurtureinnature.com.au](mailto:Tania.tania@nurtureinnature.com.au)

# Members Corner

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

## Member Profile

## Dr Barbara Chancellor



Dr Barbara Chancellor is an academic and researcher at Federation University in Education. Barbara also chairs Play Australia's Research and Advocacy Committee, with an avid interest in outdoor play and its history in Australia.

Her current research focuses on the impacts adults have on children's play opportunities through playspace design and supervision of children's play. Barbara has several ongoing research collaborations with scholars in Australia and overseas. She regularly publishes in peer reviewed academic journals and presents her research at international forums.

### Tell us briefly about yourself

My interest in children's outdoor play began when I was a primary school teacher...I actually enjoyed yard duty because I saw all the amazing things children could do while they were playing outdoors. I later studied to become an early childhood teacher and eventually ended up working in the university sector, happily researching children's outdoor play. I currently work at Federation University.

### What prompted you to become a member of Play Australia?

I became a member of Play Australia when I moved from rural Victoria to Melbourne many years ago and could attend the

meetings. I had been a member of the IPA and was thrilled to meet local people who shared my interest in outdoor play.

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

I have been privileged to meet so many wonderful people who promote outdoor play for children. I think working with Dr Sue Elliott on research about the Bush Kinder movement has been inspiring because it is a wonderful philosophical approach which is being adapted to local contexts across Australia.

### How does Play Australia support you as a member?

Play Australia keeps me connected with all the industries associated with outdoor play and enables me to meet so many people I would never meet otherwise.

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

It is so important that we support kids today and promoting the importance of play in their lives is one way to do that. Play Australia has an increasingly important role as an advocate for play and it is wonderful to see that support in states outside Victoria is growing.

## ADVOCATING FOR PLAY

### The Play Australia Play Charter

Play Australia's 'Play Charter' is underpinned by the actions and vision of the United Nations Convention on the Rights of the Child and Article 31 (General Comment 2013). It outlines the core beliefs under which Play Australia and its membership advocate for the right for children to play.

[www](http://www.playaustralia.org.au/play-charter-june-2017) A copy of the charter can be downloaded from Play Australia website at [www.playaustralia.org.au/play-charter-june-2017](http://www.playaustralia.org.au/play-charter-june-2017)



## Introducing Play Australia's E-News

Stay tuned as very soon Play Australia will be launching its regular E-News. This will be an email circular of current topics and news to increase our profile and membership across Australia.

## 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](mailto:newsletter@playaustralia.org.au)



*promoting the value of play*

### Play Australia

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