

PARS Newsletter

Welcome to **PARS** Playwork!

PARS Practitioners say...

"I find the PARS model very empowering. I found it so useful to base our Playwork Quality Framework review around this year and it also inspired my revamp of our website."
Maureen Blake, The New Croft Club, Cambridge, UK

"During the course, I learn to respect children's perspective and have more understandings about children's needs and behaviour."
Kindergarten Teacher, Hong Kong

"No matter which area we are working at now, we can always use the PARS model to try to be more reflective with all the activities that involve kids. I truly wish that people know more about this model, this would be good for kids as well."
Tianyue Liu, Storyland, Shanghai

"The PARS training I attended was a wonderful experience. I came away with a whole different perspective on working with children."
Kerry Smith, Brisbane, Australia

"After the PARS course, I see children can not only play, but also innovate without teaching. The PARS course made me give up my previous ideas towards children's play. I'll keep practicing and return the real play and real happiness of childhood to the kids."
Zhang Yichen, Head of Jinbei Kindergarten in Hubei Province, China.

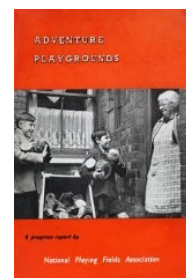
"Now when I work with children I'm aware of the PARS techniques I'm using to observe and reflect. This gives me more self-appreciation in my work and moves me to use it more. I'm also happy that I now know what you do as an observer and that this also costs energy. I feel great about knowing how to substantiate this method to other adults."
Kim Heerema, Utrecht
Natuurlijk, Eilandsteede,

Playwork was invented as a unique way of working with children on the adventure playgrounds set up in the UK just after the Second World War. Grounded in the original philosophy of the adventure playground pioneers, the **PARS** model of playwork practice enables adults to make decisions about whether and how to compensate children for the presence of adults in their time and space. **PARS** is a unique form of practice suitable for any adult concerned about shrinking childhoods and the loss of children's freedom.



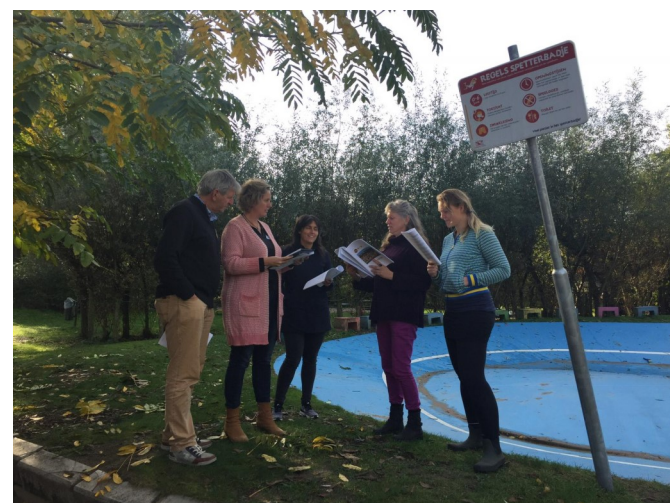
Playwork Classics

Find out more about the origins of the playwork profession and the **PARS** model of playwork practice from the adventure playground pioneers themselves! Re-prints of original materials written by key figures in the early days of the adventure playgrounds are now available
<http://www.commonthreads.org.uk/playwork-classics.html>



Focus on...**PARS** Utrecht

21 practitioners from after-school clubs, city farms, kindergartens, adventure playgrounds, social work centres, schools and playground designers came together to make a very lively **PARS** Masterclass in Utrecht, organised by Martin van Rooijen on behalf of the nature play network 'Springzaad'. The Masterclass was held at an amazing adventure playground in the heart of its local community, and participants enjoyed meeting others from very different settings and discussing the ways that the **PARS** model could be applied in these diverse services. Between the course dates many of the participants also found that they could use **PARS** with their own children. The reflective practice assessments have started to come in, with one of the participants sending in a picture of a goat which became involved in **PARS** too!
<http://www.commonthreads.org.uk/pars-news.html>



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PARS TRAINING

PARS Training

7th December

Hong Kong

Introduction to Free Playtime in Early Childhood Education

Part of the Playright SSTP programme, introducing PARS to kindergarten teachers.

29th & 30th December

Tiandong County, Guangxi Province

PARS Training

PARS training for kindergarten teachers.

December/ January 2019

Stevenage, UK

PARS Masterclass

PARS training for Stevenage Local Authority Play Service.

January/ February 2019

Hong Kong

Certificate in Playwork Practice

Three day PARS course for practitioners working in special needs settings.

February 27th & 28th & March 1st

London, UK

PARS Masterclass

Open course for practitioners working in any setting.

5th & 6th March 2019

Eastbourne, UK

National Playwork Conference

Introduction to PARS Workshop.

PARS Masterclass

A **PARS** Masterclass is an intensive course delivered by Dr Shelly Newstead, founder of **PARS** playwork practice. The Masterclass covers...

- A brief international history of adventure playgrounds and playwork
- The original philosophy of the adventure playground pioneers and how this is applied in **PARS** playwork practice.
- An overview of the **PARS** model and explanation of how it can be used to articulate, develop and evaluate playwork practice
- In-depth exploration of **PARS** theories, methods and techniques and how to apply them
- Discussion of case studies and 'real-life' video clips to enable participants to apply the whole **PARS** model to their work with children
- A field trip (where appropriate) to enable participants to reflect on their understanding of the **PARS** model.

SAVE THE DATE!

Join us for the next open UK PARS Masterclass

27 & 28th February & 1st March

Email
pars@commonthreads.org.uk
for more details

PARS Practicals

PARS Practicals is a one day training course for all staff working in settings where managers have completed a **PARS** Masterclass. **PARS Practicals** embeds the **PARS** model across the whole staff to ensure consistency of practice in the setting.

Focus on... PARS Hong Kong



With the implementation of the new Kindergarten Education Curriculum Guideline (KGECEG) launched in 2017 by the Hong Kong Education Bureau, many kindergartens are exploring how to integrate free play in their settings. Playright is supporting this development with their "Seed School Training Program" (SSTP). 11 kindergartens have been selected to be seed schools and early childhood educators are being empowered with **PARS** playwork training to demonstrate **PARS** skills and techniques during free playtime sessions. In research conducted by Early Childhood Education Department of the Education University of Hong Kong, the training program was found to be significantly effective in several aspects, including framing free play, empowering teachers to set up free play environments and allowing children more space and time to direct play and make their own decisions. The SSTP has also gained positive feedback from the Principals and teachers of the participating seed schools, as **PARS** provides a common language for them to educate parents and share practice with colleagues and the wider population of ECE teachers. The training program has also been applied to special child care settings, and it is predicted that a quarter of special child care centres in Hong Kong will have regular free playtime by 2020.