"Unlike the right to enjoy education on the basis of 'equal opportunity' (see Chapter 12 on Education), there is no clear standard of recreational opportunities in the community against which the Inquiry can compare the opportunities available to children in detention for the purposes of articles 31 or 2(1). … Despite the Inquiry's significant concern that the detention of children denies them the same freedom to access and participate in cultural life as children in the community, the following factors lead the Inquiry to conclude that the requirements of article 31 have been met."

Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments
Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention
Margarita Fourer and Ric McConaghy

Contents
Introduction ................................................................................................................................ 4
International Law ........................................................................................................................ 5
  Definition of Play ................................................................................................................ 5
  Significance and benefits of play vs play deprivation ......................................................... 6
  Equal opportunities and non-discrimination ........................................................................ 7
Play on National and State Level ........................................................................................... 8
Play at Local Level .................................................................................................................. 11
  Physical elements ............................................................................................................. 15
  Social and cultural elements .............................................................................................. 15
  Age-specific play .............................................................................................................. 16
  Recreation for incarcerated juveniles ................................................................................. 18
Environment for play ............................................................................................................. 19
  Natural Spaces ................................................................................................................ 20
  Parents and safety ............................................................................................................. 21
Conclusion ................................................................................................................................ 22
Annex A – Playgrounds in the Australian Community ......................................................... 25
  Introduction .................................................................................................................. 25
  Community consultation ................................................................................................. 26
  Local government provision – local level play space ........................................................ 28
  Local government provision – regional play space ............................................................ 36
  Early childhood play space .............................................................................................. 55
  Primary schools ............................................................................................................... 72
  The healing power of play – Hospitals ........................................................................... 79
    Randwick Children’s Hospital ...................................................................................... 80
    Westmead Children’s Hospital ...................................................................................... 81
    ACT Centenary Women and Children’s Hospital .......................................................... 83
  The healing power of play – Marysville: a response to crisis ......................................... 85
Annex B – Local Government Playground and Playspace Strategies .................................. 87
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Bibliography ..............................................................................................................................91
  International Law ....................................................................................................................91
  National and State Law ........................................................................................................91
  Frameworks, Standards and Strategies .................................................................................92
  Research ................................................................................................................................95
  Miscellaneous .......................................................................................................................97
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

<table>
<thead>
<tr>
<th>CRC - Article 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</td>
</tr>
<tr>
<td>2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</td>
</tr>
</tbody>
</table>

Introduction

Unlike the other articles of the Convention on the Rights of the Child (CRC)\(^1\) that require adult involvement in the realisation of a right, Article 31 protects the one right that is inherent and instinctive to children – play. It is recognised that “[c]hildren have a spontaneous urge to play and participate in recreational activities and will seek out opportunities to do so in the most unfavourable environments.”\(^2\) Indeed, children are sometimes happiest in the most destitute of situations so long as they are provided with the freedom and richness of environment to explore and play in.\(^3\)

It is therefore truly devastating that during the Australian Human Rights Commission’s 2004 Inquiry into Children in Immigration Detention, it became apparent from the Commission’s report that children are placed and kept in an environment where their inner drive to play (the very essence of what it means to be a child) is extinguished.\(^4\)

This submission is intended to show that compared to 2004, there is now a “clear standard of recreational opportunities in the community against which the Inquiry can compare the opportunities available to children in detention for the purposes of Article 31”.\(^5\) This will be done by highlighting developments in the area of children’s right to play and recreation at international, national, state and local government levels. The frameworks, standards and strategies discussed will be complemented by research regarding the benefits of play on a child’s physical, social and mental well-being and development, together with the converse detrimental effect of play deprivation.

---


\(^2\) UN Committee on the Rights of the Child, General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31), (17 April 2013) http://www.refworld.org/docid/51ef9bcc4.html, [32].


\(^5\) ALR, [13.7].
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Importantly, this submission will provide practical examples of what play spaces look like in the Australian community (see Annex A).

While there is an exploration of what play may look like on a physical, social and age-specific level, it is important to keep in mind that play itself is essentially indefinable. Consequently, the significance of creating a safe and facilitative environment that encourages children’s natural urge to play is identified as the key element of the realisation of a State’s obligations under Article 31.

International Law

On 17 April 2013, the Committee on the Rights of the Child published its General Comment No 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art 31) (GC17). The GC17 expands upon and adds to the existing guidelines regarding the realisation of the rights of the child. The GC17 achieves this by developing a basis upon which the signatory States are able to respect, protect and fulfil a child’s right to rest, leisure, play, recreation and cultural life enshrined in Article 31 of the CRC.

The GC17 addresses each element of Article 31, including rest, leisure, play and recreational activities and cultural life and the arts. This submission will focus on the element of play (and to some extent culture and recreation), keeping in mind that “[e]ach element of article 31 is mutually linked and reinforcing.”

Definition of Play

There have been numerous attempts to define ‘play’, including the definition available in the GC17. These definitions provide some terms of guidance such as play being ‘intrinsic’, ‘self-guided’ and ‘undertaken for its own sake’. For example:

Play has been defined as any activity freely chosen, intrinsically motivated, and personally directed. It stands outside ‘ordinary’ life ... It has no particular goal other than itself. Play is not a specific behaviour, but any activity undertaken with a playful frame of mind.

---

7 GC17, [54]-[59].
8 Ibid [14].
9 Ibid [8].
10 Ibid [14].
11 Ibid.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

There is no single definition for what constitutes and drives children’s play. The one commonality between all the available definitions is the attempt to capture the very essence of play, which is by its very nature undefinable.

**Significance and benefits of play vs play deprivation**

Article 31 complements Article 6 of the CRC, the latter of which deals with the right to life, survival, and development. The GC17 recognises that play is an essential component of a child’s overall development:

- Play and recreation are essential to the health and well-being of children and promote the development of creativity, imagination, self-confidence, self-efficacy, as well as physical, social, cognitive and emotional strength and skills. ... Play and recreation facilitate children’s capacities to negotiate, regain emotional balance, resolve conflicts and make decisions.

Play helps a child’s ability to make sense of the world around them. Furthermore, play has been shown to be a vital component in overcoming trauma. Consequently, Article 31 is also highly complementary with the realisation of Article 39 of the CRC which requires States to:

- take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim ... Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

While the benefits of play are widely understood, it is important to acknowledge the potential effect of the deprivation of play on a child’s development. Play deprivation has been assessed as a significant contributing factor in a lack of physical brain development, repressed emotions and social skills, depression and withdrawal, as

---

13 GC17, [18].
14 Ibid [9].
17 CRC Article 39.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

well as behaviour that has been described as bizarre and aggressive, and anti-social and violent.

However, the value of play is such that if it is consciously and deliberately re-introduced into the lives of children, even after gross neglect, it can have a positive and healing impact. This is because, in addition to the other well-understood benefits of play such as socialization:

one of the restorative functions of play is to enable children to return to past event in play and to regain control over those events and so reach some resolution.

Sometimes a child is not able to achieve this on their own. This is seen where there is a “redramatisation in play of episodes of the event or the repetition of play in traumatic themes” without resolution. In these instances, adult guided play work may be necessary in order to positively refocus “children’s play scripts.”

Equal opportunities and non-discrimination

One of the key CRC elements confirmed by the GC17 is the requirement for non-discriminatory, equal opportunity implementation of the Article 31 rights. This is supported by setting the Article in the context of the rest of the CRC, in particular, Articles 2 and 22.

When discussing the right to play in light of Article 2, the:

Committee emphasizes that State parties shall take all appropriate measures to ensure that all children have the opportunity to realize their rights under article 31 without discrimination of any kind ... Particular attention should be given to addressing the rights of certain groups of children, including ... asylum-seeking and refugee children.

---

25 Hyder above n 16.
26 Ibid, 57.
27 Ibid, 58.
28 CRC Article 31(2); GC17, [15].
29 GC17, [16].
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

The GC17 further extends the State’s obligations to asylum seeker children by explicitly connecting Article 31 obligations to those of Article 22:

efforts must be made to ensure that refugee and asylum-seeking children have equal opportunities with children from the host country to enjoy the rights provided for in article 31.30

Additionally, the GC17 highlights that for children in certain situations, particular attention is required to be paid to their play needs if their rights under of Article 31 are to be fully realised.31 These situations include children in institutions such as “detention centres” and “refugee centres”.32 The GC17 clearly outlines the measures that States should implement to facilitate the right to play for institutionalized children:

States should adopt measures to ensure that all such institutions guarantee both spaces and opportunities for children to associate with their peers in the community, to play and to participate in games, physical exercise, cultural and artistic life. Such measures should not be restricted to compulsory or organized activities; safe and stimulating environments are needed for children to engage in free play and recreation. Wherever possible, children should be afforded these opportunities within local communities. … Availability of time, appropriate space, adequate resources and equipment, trained and motivated staff and provision of dedicated budgets are needed to create the necessary environments to ensure that every child living in an institution can realize his or her rights under article 31.33

Keeping in mind that additional measures may need to be taken to provide rights to disadvantaged children (including children in immigration detention) on par with those enjoyed by children in the Australian community, below is an outline of the opportunities provided for Australian children by every level of government for the realisation of Article 31.

Play on National and State Level
In addition to schools for education, Australian parents are able to send their children to child care. As of 2010, child care centres are subject to the National Quality Framework (NQF).34 The NQF is administered by the Australian Children’s Education and Care

---

30 Ibid, [23].
31 Ibid, [48]-[56].
32 Ibid, [51].
33 Ibid, [51].
34 The NQF consists of the Education and Care Services National Law, the Education and Care Services National Regulations, the National Quality Standards and the prescribed rating system: s 5 of the Education and Care Services National Law (ACT) Act 2011 (ACT); Children (Education and Care Services National Law Application) Act 2010 (NSW); Education and Care Services (National Uniform Legislation) Act 2011 (NT); Education and Care Services National Law (Queensland) Act 2011 (QLD); Education and Early Childhood Services
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Quality Authority (ACECQA) and by the Regulatory Authorities in each state (eg each state’s Department of Education or equivalent). Each approved child care service provider is assessed against the National Quality Standards (NQS), which provides seven quality areas and standards that are required to be met.

The NQS is linked to two national learning Frameworks. These are produced by the national Department of Education. The first is ‘Belonging, Being and Becoming: The Early Years Learning Framework for Australia’ (Early Years Learning Framework) which focuses on care provision for “babies, toddlers and three to five year olds”. The second is ‘My Time, Our Place: Framework for School Age Care in Australia’ (Framework for School Age Care), which focuses on care provision for school age children. These Frameworks are intended for use by educators and child care professionals in partnership with children and their families to achieve five outcomes that are “designed to capture the integrated and complex wellbeing, development and learning of all children” and to ensure that “[a]ll children have the best start in life to create a better future for themselves and for the nation.” The five outcomes are that:

(Registration and Standards) Act 2011 (SA); Education and Care Services National Law (Application) Act 2011 (TAS); Education and Care Services National Law Act 2010 (VIC); Education and Care Services National Law (WA) Act 2012 (WA).

ACT: Children's Policy and Regulation Unit Education and Training Directorate; NSW: NSW Early Childhood Education and Care Directorate, Department of Education and Communities; NT: Quality Education and Care NT, Department of Education; QLD: Office for Early Childhood Education and Care, Department of Education, Training and Employment; SA: Education and Early Childhood Services Registration and Standards Board of South Australia; TAS: Department of Education, Education and Care Unit; VIC: Department of Education and Early Childhood Development; WA: Department of Local Government and Communities, Education and Care Regulatory Unit.

Education and Care Services National Regulations sch 1, made under ss 301 and 234 of the Education and Care Services National Law.

QA1: Educational program and practice; QA2: Children’s health and safety; QA3: Physical Environment; QA4: Staffing arrangements; QA5: Relationships with children; QA5: Collaborative partnerships with families and communities; QA7: Leadership and service management.


Ibid, Early Years Learning Framework, 6.


Ibid; Framework for School Age Care, 3.

Early Years Learning Framework, 5; Framework for School Age Care, 3.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

1. Children have a strong sense of identity;
2. Children are connected with and contribute to their world;
3. Children have a strong sense of wellbeing;
4. Children are confident and involved learners;
5. Children are effective communicators.  

Crucially, both Frameworks are designed to “reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child,” specifically Article 31 of the CRC, being the “children’s right to play and be active participants in all matters affecting their lives” and “that all children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.”

These Frameworks reflect the GC17 in their recognition of the benefit of learning through play for children’s development. In the provision of children’s play and learning spaces, the Frameworks utilise the consultation and participation of families. The Frameworks similarly place great value on children’s agency. Agency encompasses the dual role of contributing to the construction and participation in their world. Empowering children’s agency puts into practice the connection, confirmed in the GC17, between Article 31 and Article 12 (the right of children to be heard).

Providing children with access to technology is also becoming prevalent. The national Frameworks have recognised the value of children’s engagement with digital technologies within the indoor educational and play environments. The GC17 argues for technology to also be made available for children in long term institutional arrangements:

Children living in institutions for significant periods of time also require appropriate literature, periodicals and access to the Internet, as well as support to enable them to make use of such resources.

47 Early Years Learning Framework, 19; Framework for School Age Care, 18.
48 Early Years Learning Framework, 5; Framework for School Age Care, 3.
49 Early Years Learning Framework, 5.
50 Framework for School Age Care, 3.
51 GC17, [9]; Early Years Learning Framework, 9; Framework for School Age Care, 7.
52 Early Years Learning Framework, 15-6.
53 Agency is defined as “Being able to make choices and decision, to influence events and to have an impact on one’s world”: Framework for School Age Care, 8.
54 For example, being involved in consultations regarding building of their play environment, such as a playground.
55 For example, making choices regarding if, where, how and with whom to play.
56 GC17, [19].
57 Early Years Learning Framework, 16; Framework for School Age Care, 15.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Finally, the Frameworks recognise and support children’s family and culture, aiming to encourage children to develop a cultural competence which is much more than awareness of cultural differences. It is the ability to understand communicate with, and effectively interact with people across cultures. [It] encompasses being aware of one’s own world view [and] developing positive attitudes towards cultural differences.58

There is, therefore, evidence that at the national and state levels, the Australian government has expressly recognised the importance of the right to play.59 The government is facilitating that right through committing approved child care centres to maintaining a high standard in promoting children’s agency, physical, social and cognitive development and culture through play.

Play at Local Level

Outside of the educational and child care settings, children are able to play in their local communities. While there is no uniform standard regarding what these spaces look like, it is an accepted feature of the Australian landscape (be it (sub)urban, regional or rural) that recreational and play areas are provided in the vast majority of communities throughout the country. At its most basic level this takes the form or a sports oval with attached play equipment and park furniture.

A significant number of regional and urban local governments throughout Australia are undertaking to develop playground strategies (some of which are publicly available)60 as a means to implement the provision, management and maintenance of playgrounds and play spaces.61 It is important to note that the resources spent on playground provision and principles espoused in these strategies, including the value placed on play and its benefits for child development significantly predate the development of these strategies.

58 Early Years Learning Framework, 16; Framework for School Age Care, 15.
60 A table of some of the publicly available playground strategies is provided below at Annex B.
61 Playgrounds and play spaces are used interchangeably in this submission. However, for clarity “a play space is defined as: An outdoor area of public space – with or without play equipment – specifically intended for free unstructured play. The space can include formal playground equipment, large areas of open space, landscaping, or natural features. A playground is the part of a play space that has a defined area of play equipment, landscaping, fall zones and edging; including any natural features that have been incorporated into the playground area.”: City of Whittlesea, ‘Playspace Planning Framework and Policy 2013-16 (2013) https://www.whittlesea.vic.gov.au/your-council/plans-strategies-and-policies/~/media/Files/Your%20Council/Plans%20and%20strategies/Recreation%20Strategy.pdf (Whittlesea Playspace Framework), 5.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Forer and Ric McConaghy

It is also important to note that playground strategies are based on playground guidelines developed by state governments62 and utilize and adhere to national standards regarding the building of play equipment.63 The state guidelines provide a template for local governments in ensuring “a wide range of quality play opportunities that meet the needs of all children and young people through all stages of their development”64 because state governments recognise that:

All children need to play. All children have a right to play. When children play they are not just filling time, they are learning to interpret their world.65

The Australian Standards guide the construction, arrangement, installation, management and maintenance of playgrounds from both a quality and safety perspective66 and are viewed as “the minimum benchmark required for playground equipment, design, compliance, installation, maintenance and inspection.”67 These


64 SA Playground Manual, 2.

65 VIC Play Space Guide, [1].


Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

standards also provide for universal access to play for children with disabilities, thereby protecting the right of all Australian children to enjoy fun and challenging play in a structurally safe environment.

Playground strategies are not only a form of a local governments’ statement recognising the importance of play opportunities for children, they are increasingly an expressly stated realisation of Article 31. (See Annex B for pinpoint references within playground strategies, expressly or impliedly mentioning the right to play espoused in Article 31.)

The focus of this section will be on the facilitation of play by local governments through the provision of play spaces and increasingly the implementation of playground strategies. However, it is also important to note that local governments also provide their communities with opportunities and strategies addressing the demand for sport, recreation, open spaces, parks and young people. These reports are additional and complementary to, and not interchangeable with the provision of play spaces, thereby providing a holistic approach for the well-being of children and the wider community.

Playgrounds and play spaces are typically divided into different categories, for example, as either local, district or regional. These are categories that facilitate resource allocation and recognize the aspiration to create a diverse range of play opportunities for the community. The local level is intended to accommodate quick and convenient outdoor play. The regional provision is intended to encourage the longer stay with a range of diverse cultural and physical play opportunities that facilitate and celebrate the

68 AS 1428.1:2009 Design for access and mobility - General requirements for access - New building work; AS 1428.2:1992 Design for access and mobility - Enhanced and additional requirements - Buildings and facilities; AS 1428.3:1992 Design for access and mobility - Requirements for children and adolescents with physical disabilities; AS/NZS 1428.4.1:2009 Design for access and mobility - Means to assist the orientation of people with vision impairment - Tactile ground surface indicators; AS 1428.5:2010 Design for access and mobility - Communication for people who are deaf or hearing impaired; Burnside Playground Strategy, 41.
71 Whittlesea Playspace Framework, 6.
72 Auburn Playground Strategy, [5.2].
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

capacity for play to act as a force for initiating community building and promoting inclusion. Play provision at the local level starts with basic play spaces with facilities, play equipment and furniture, while at the regional level offering extensive play opportunities such as open space, park furniture, toilets and car parking.  

The emergence of playground strategies has evolved out of the recognition that what was once seen as a stereotypical playground (a slide, monkey bars and a couple of swings) is now seen as a stagnant environment. Play spaces are now designed to facilitate the development of a child’s imagination, collaboration, as well as cognitive, cultural and social skills. This is because the physical exertion of purely active play is exhausted within a 10-15 minute period, at which point, true play and exploration starts to take place. (See Annex A for examples of how this is reflected in playgrounds on a practical level).

Playground strategies are increasingly based on community consultation with the parents as well as the children for whom these play spaces are being developed and maintained. This is usually achieved through direct face-to-face contact, for example consultation sessions, workshops, and public meetings. Consultation with parents and the wider community brings understanding, appreciation and respect of the space and its value for children. Consultation also allows parents to feel safe and comfortable for children to play in the space being designed.

For children, being involved in the consultation process is an exercise of their agency in creating the spaces they are using. This process is so much more than merely respecting Article 12 alongside that of Article 31 of the CRC. The ability of children to help build their own play environment, not only promotes a feeling of ownership, inclusion, contribution but also allows children to develop to a sense of social responsibility and community – in essence citizenship. It provides children with a sense of respect, both for the place they have contributed to and more importantly for themselves, thereby increasing all the benefits that play itself brings, including healing.

74 Burnside Playground Strategy, 19, 21 and 35.
75 Ibid 11; Geelong Playground Strategy, 16.
76 SA Playground Manual, 10.
77 Auburn Playground Strategy, [10.8]; Burnside Playground Strategy, 43; Geelong Playground Strategy, 2 and 44-5.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Physical elements

The available number of recreational places and range of specialised play opportunities increases with the size and density of the town and its population. As the size of settlements increase, specific play opportunities, not attached to sports facilities, become more prevalent. The distribution of play spaces has had a typically applied formula of one play space within 400-500m of every home\textsuperscript{79} for local playgrounds (allowing access on foot or bicycle), and within 1000m for district and regional playgrounds.\textsuperscript{80} Another distribution sometimes utilised in playground strategies is based on the demographic distribution of children within the community. For example a survey of Victorian local governments found that on average, there is at least one playground per 300 children (aged 0-15).\textsuperscript{81}

Another important emerging area is the increasing recognition by local governments of the importance of shading (both built and naturally available).\textsuperscript{82} There is a strong preference for play spaces to be located in areas that provide natural shading through mature trees.\textsuperscript{83} Only where natural shade is not possible is artificial shading recommended.\textsuperscript{84}

Social and cultural elements

Even in the smallest of communities play and recreational facilities can form a fundamental and central hub of social gathering, exchange and understanding. A key feature of the playground strategies is the recognition of the necessity, principles and benefits of play.\textsuperscript{85} Councils are further recognising and bolstering facilities for cultural, imaginative and comfortable spaces.\textsuperscript{86}

For communities with a high proportion of newly arrived migrants from a variety of cultures, playgrounds are seen as not only an introduction to the Australian culture, through experiencing first-hand the Australian flora and fauna,\textsuperscript{87} but also as facilitating

\textsuperscript{79} Auburn Playground Strategy, [8.0], [8.2]-[8.5]; Burnside Playground Strategy, 11 and 13; Geelong Playground Strategy, 4.
\textsuperscript{80} Auburn Playground Strategy, [8.0] and 24-28 at [8.2]-[8.5]; Geelong Playground Strategy, 4.
\textsuperscript{81} Burnside Playground Strategy, 11.
\textsuperscript{82} Geelong Playground Strategy, 3; Burnside Playground Strategy, 40; City of Cockburn, ‘Playground Shade Sale Strategy 2013-2023 (2013)’
\textsuperscript{83} Geelong Playground Strategy, 47.
\textsuperscript{84} Auburn Playground Strategy, [10.5].
\textsuperscript{85} Auburn Playground Strategy, [5.1]; Burnside Playground Strategy, 21; Geelong Playground Strategy, 16-19.
\textsuperscript{86} Burnside Playground Strategy, 23.
\textsuperscript{87} Auburn Playground Strategy, [5.4].
the kind of cultural sensitivity aimed for by the two national Frameworks.\textsuperscript{88} This is because:

The language barriers that affect the daily lives of a large proportion of the community have little impact on the opportunities children have for play and for interaction with other children.

Playgrounds also provide an informal meeting place which can help to strengthen local communities by the breaking down of cultural and language barriers.\textsuperscript{89}

\textbf{Age-specific play}

Playground strategies identify and address the needs of children of different ages and how they are to be reflected in the play spaces available. While, on average, playground strategies are aimed at children of 0-12 years of age, there is no absolute consensus in the breakdown of age ranges when it comes to play.\textsuperscript{90} This is a reflection of the understanding that children of any age will spontaneously play and utilise the spaces and time that they perceive as being available to them. Nonetheless, there is an increasingly recognised distinction between the use of playgrounds for physical play and play taking the form of cognitive, creative and social interactions.\textsuperscript{91} As children become older, play areas need to reflect their needs not only to participate in physical activities through doing, but also through spectating and interacting socially (hanging out).\textsuperscript{92}

Increasingly it is being acknowledged that older children (eg those aged 13 and above) have so far been left out of the planning and that future strategies will be designed with them in mind.\textsuperscript{93} Nonetheless what play looks like for older children (as it relates to playgrounds) has been addressed in some of the strategies.\textsuperscript{94}

\textsuperscript{88} Early Years Learning Framework, 16; Framework for School Age Care, 15.
\textsuperscript{89} Auburn Playground Strategy, [5.4].
\textsuperscript{90} For example, the Newcastle Strategy Plan (at [2.1]) breaks down the ages to 0-5, 5-10 and 10-15; while the Burnside Playground Strategy (at 26) breaks down the ages of 0-3, 3-6 and ‘older children’; and the Whittlesea Playspace Framework (at [10.3]) breaks the ages down to 18-months-3 years, 4-6, 6-8, 8-12 and 12-17 years.
\textsuperscript{92} ACT Playground Design Standards, [15.4.6.3].
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

In general, the older children are identified as requiring more challenging, riskier environments such as more stimulating equipment, specific hard play areas such as basketball and netball (half) courts, and, of course, skate, bike and scooter parks. Complimentary to these facilities is the recognition and recommendation for provision of social spaces where youth can gather and just hang out, preferably within a natural setting.

It is important to note that older children will use play equipment provided for younger kids. However, they will look for more creative and challenging ways in which to interact with the equipment (upping the ante), often using the equipment in the way it was not designed for. In some instances, what may look like vandalism is in fact older kids using and reshaping their play environment (both built and natural). Rather than being discouraged, the fact that equipment will be used more creatively than it was intended for is recommended to be something to be cognizant of in its design.

The younger children (ages 0-12) are further subdivided into groups. While there are a variety of combinations of age ranges, the distinction of the national Frameworks will be used, dividing the children into an early childhood group of 0-5 years and school aged children (ie 6-12 years).

The early childhood group is distinguished by their need for the presence, vigilance and participation of a parent or guardian. The presence and involvement of parents is therefore a feature of Playground design, as it is critical to the success of the space that the parent or guardian feels safe, secure, is able to be engaged as well as having a level of comfort and amenity (see also Parents and safety below). For a child to have a reasonable stay in any play space, it is acknowledged that the comfort of the adult carer needs to be addressed.

Elements of playgrounds that target young children also provide challenges appropriate to that age group, which include swinging, sliding and spinning. Playgrounds will also typically include gentle slopes, sandpits, often with a manageable water source, digging...

---

95 Burnside Playground Strategy, 42.
97 Burnside Playground Strategy, 2 and 36.
98 Play Wales, ‘Play Spaces: Common Complaints and Simple Solutions’ (March 2012) [3].
99 Palmerston Playground Strategy, [1.4.2].
100 Burnside Playground Strategy, 23.
101 Burnside Playground Strategy, 23.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

patches, natural shade, loose parts and planting which provide material for building cubby houses.\textsuperscript{103}

Children between the ages of 6 and 12 are increasingly more social and may be more competitive in their play. They will repeatedly practice their developing skills and agility and participate in collaborative games with other children. It should also be stressed that this age group are still very much engaged with imaginative and natural play and such as such sandpits, tree climbing, cubby building, and arrangements of rocks provided in play areas. Elements of a play space that typically accommodate this age group include a climbing structure, large swings, a large slide, equipment for vigorous spinning, a flying fox and other agility devices. Play areas also have dedicated open space for running, chasing and ball games. This age group also seeks out slightly more independent spaces for gathering and social play. Nonetheless, while children in this age group are likely to play more independently or in a group of their peers, their play is still often supervised, though not usually with the same level of vigilance as younger children.\textsuperscript{104}

Recreation for incarcerated juveniles

The standard for recreation proposed internationally and in domestic legislation for incarcerated juveniles is lower that of the wider community. It is also arguable that the GC17 provides for a more recent and higher standard with regards to recreational and play rights of children in institutions such as detention and refugee centres.\textsuperscript{105}

Nevertheless, even if the standard of the United Nations Rules for the Protection of Juveniles Deprived of their Liberty\textsuperscript{106} is applied, it should be limited to the age of juveniles that can be incarcerated. The low international standard of the Rules is that:

\begin{quote}
Every juvenile should have the right to a suitable amount of time for daily free exercise, in the open air whenever weather permits, during which time appropriate recreational and physical training should normally be provided. Adequate space, installations and equipment should be provided for these activities. Every juvenile should have additional time for daily leisure activities, part of which should be devoted, if the juvenile so wishes, to arts and crafts skill development.
\end{quote}

This is reflected in Australian state legislation regarding incarcerated youths. For example, the Children (Detention Centres) Regulation 2010 (NSW) briefly mentions recreation for children in detention:

\textsuperscript{103} ACT Playground Design Standards, [15.4.6.1]; Burnside Playground Strategy, 26; Palmerston Playground Strategy, [1.4.2].
\textsuperscript{104} ACT Playground Design Standards, [15.4.6.1]; Burnside Playground Strategy, 26; Palmerston Playground Strategy, [1.4.2].
\textsuperscript{105} GC17, [51].
\textsuperscript{106} United Nations Rules for the Protection of Juveniles Deprived of their Liberty, General Assembly resolution 45/113 of 14 December 1990, as referred to by the UNICEF Implementation Handbook, 476.
\textsuperscript{107} Ibid, [47].
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

s 9(2) A detainee must be afforded reasonable opportunities to participate in healthy exercise and sporting, recreational and leisure activities.

s 19(1) The Director-General may provide the following programs in detention centres:
… (c) recreational programs.”

It is important to note that this legislation only applies to the juveniles that are able to be held criminally liable and consequently incarcerated. The minimum age of criminal liability in Australia is 10 years old.108 Children below that age are not incarcerated.109

Consequently, while play and recreation standards of criminal detention should not be applied to children in immigration (ie administrative) detention, should those low standards be used, they should be inapplicable for children under 10 years old. While the play and recreation standard of the wider Australian community should be applied to all children in detention, for children under 10 years old, the standard of the wider community is the only standard to be met.

Environment for play

The nature of play is spontaneous, creative and, essentially, indefinable. In facilitating children’s play opportunities, it is the environment that becomes the definable, amenable and consequently crucial component of the realisation of Article 31. The need to create a facilitative environment is recognised at international, national, state and local government levels.

The GC17 highlights that States need to create environmental factors that facilitate children’s ability to play and develop:

[C]ertain conditions need to be assured, in accordance with children’s evolving capacities, if they are to realize their rights under article 31 to the optimum extent. As such, children should have: …

- Availability of rest appropriate to their age and development;

- Availability of leisure time, free from other demands;

- Accessible space and time for play, free from adult control and management;

108 Crimes Act 1914 (Cth) s 4M; Criminal Code Act 1995 (Cth) s 7.1; Young Offenders Act 1997 (NSW) s 4; Children and Young Persons Act 1989 (Vic) s 127; Criminal Code Act 1899 (Qld) s 29(1); Young Offenders Act 1993 (SA) s 5; Criminal Code Act Compilation Act 1913 (WA) s 29; Criminal Code 2000 (Tas) s 18(1); Criminal Code (NT) s 38(a); Children and Young People Act 1999 (ACT) s 71(1).

Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

- Space and opportunities to play outdoors unaccompanied in a diverse and challenging physical environment, with easy access to supportive adults, when necessary;

- Opportunities to experience, interact with and play in natural environments and the animal world;

- Opportunities to invest in their own space and time so as to create and transform their world, using their imagination and languages;

- Opportunities to explore and understand the cultural and artistic heritage of their community, participate in, create and shape it;

- Opportunities to participate with other children in games, sports and other recreational activities, supported, where necessary, by trained facilitators or coaches;

- Recognition by parents, teachers and society as a whole of the value and legitimacy of the rights provided for in article 31.¹¹⁰

Natural Spaces

The requirement for a safe and facilitative environment is reflected in the Early Years Learning and School Age Care Frameworks.¹¹¹ Both the GC17 and the Frameworks also point out the need to have outdoor play environments that encourage children to interact with nature in their play.¹¹²

This is supported by research identifying a Nature-Deficit Disorder which enumerates the negative effects of children’s decreased access and participation in outdoor and natural environment play.¹¹³ Complimentary research provides the positive effects of the natural environment on children’s play and consequent physical and cognitive development.¹¹⁴

This research has further been put into practice in the recent amendments to the Australian Standards for playground infrastructure:

¹¹⁰ GC17, [32].
¹¹¹ Early Years Learning Framework, 15-16; Framework for School Age Care, 15.
¹¹² GC17, [32]; Early Years Learning Framework, 15-16; Framework for School Age Care, 15.
In an effort to encourage children to play outdoors, Standards Australia … announced significant changes to playground standards which will make playgrounds more fun, stimulating and exciting.\(^{115}\)

This increasing recognition of the requirement for natural play has also been incorporated into the local level in playground strategies.\(^{116}\) Practically, natural play is the need for experimental, non-specific, unstructured time within an environment that does not rely on artificial structures that elicit intended uses and perceived outcomes.\(^ {117}\) Strategies are consequently implementing designs that blur the divide between built outdoor and natural spaces.\(^ {118}\) Play space designs are now creating or utilising the natural environment, which is generally a space made up of level changes and diverse natural materials such as loose parts, rocks and a wide range of planted materials from ground covers and scented plants, to large, even climbable, shade trees.\(^ {119}\) Manipulable materials such as sand, water and dirt are used, as well as other interactive and discovery elements, which allow the child to create their own rules and means of interaction.\(^ {120}\)

**Parents and safety**

Parents have a vital role in facilitating and encouraging play in children. However, due to the fact that children’s desire for play is inherent, a parent’s role in encouraging play may simply lie in not restricting it.\(^ {121}\) While there is enormous benefit and need for parents and carers to play with their children:

> the benefits are diminished, particularly in the development of creativity, leadership and team spirit if control by adults is so pervasive that it undermines the child’s own efforts to organize and conduct his or her play activities.”\(^ {122}\)

Parent’s often have a variety of reasons for restricting play.\(^ {123}\) These include economic reasons or placing greater value on educational activities over that of play.\(^ {124}\) Parents have also been found to restrict access to play due to fears for their children’s safety.\(^ {125}\)

---


\(^{116}\) Geelong Playground Strategy, 19.

\(^{117}\) Whittlesea Playspace Framework, 11, [5.1], [5.4], [5.5] and 35.

\(^{118}\) Burnside Playground Strategy, 24; Whittlesea Playspace Framework, 11.

\(^{119}\) Burnside Playground Strategy, 25.

\(^{120}\) Malone and Tranter above n 78, *The Value of Interacting with Nature*.

\(^{121}\) GC17, [10].

\(^{122}\) Geelong Playground Strategy, 21-2.

\(^{123}\) GC17, [33]; Cincinnati Children’s Hospital Medical Center. ‘Parental and societal values may present barriers to outdoor activity for children in child care centers’ ScienceDaily (10 January 2012) [www.sciencedaily.com/releases/2012/01/120110192725.htm].

\(^{124}\) Geelong Playground Strategy, 21 and 47.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

This is particularly so in hazardous environments (including in high density urban environments which are perceived as unsafe). Consequently, play spaces are being designed to be family friendly and well maintained in order for parents to feel comfortable to allow their children play in them.

It is important to note that “play equipment should be as safe as necessary not as safe as possible.” Play spaces are intended to challenge, to encourage risk taking and decision making. Children’s risk-taking is however separate to the concern regarding unsafe and hazardous environments that has come from the “increasing erosion of many spaces traditionally available to children creating a need for greater Government intervention to protect the rights under article 31.”

In order to better protect the right to play, the government at every level needs to ensure that the play environment is free from the following elements:

- stress
- social exclusion, prejudice or discrimination
- social harm or violence

As well as being sufficiently free from “waste, pollution, traffic and other physical hazards to allow [children] to circulate freely and safely within their local neighbourhood.”

These issues are acknowledged by the government and efforts are being made to address them in the Australian community, especially at the local level.

Conclusion

The Australian government (at the national, state and local level) is clearly working to provide and maintain a facilitative play environment at the national, state and local levels through the NQF, standards and strategies, as well as simply through the provision of play spaces.

---

126 Alfred Michael Dockery, Garth Kendall, Jianghong Li, Anusha Mahendran, Rachel Ong and Lyndall Strazdins, ‘Housing and children’s development and wellbeing: a scoping study’ (July 2010, Australian Housing and Urban Research Institute, Western Australia Research Centre) http://www.ahuri.edu.au/publications/projects/p80551, [3.1.4].
129 GC17, [36].
130 Ibid [32].
131 Ibid.
132 See for example the Whittlesea Playspace Framework: planning for passive surveillance in design to increase the general safety of a playground without the need of carers being present (at 22), providing universal access and being inclusive of children with disabilities (at [10.4]), and planning and providing for controlled traffic conditions in the vicinity of the playgrounds (at [8.3.1]).
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

The governments achieve an environment conducive to children’s play through consultation with the community, parents and importantly children. Local governments in particular are promoting children’s agency not only through giving them the freedom to play creatively in the play spaces provided, but also through having a say (during the community consultation process) in the design of those very spaces.

Additionally, governments at every level have recognised the benefits and importance of facilitating children’s opportunities to play in natural environments and are taking steps to provide those opportunities. Governments are also ensuring that appropriate shading is utilized in play areas.

Governments are also ensuring easy access to play spaces by locating them within a short walking distance from each child. Furthermore, they are recognising that facilitative play environments go beyond the provision of physically safe basic play equipment. Play spaces are being built to provide an environment of exploration that, while safe, promotes the natural risk-taking instinct in children.

Governments are recognising that an environment that facilitates safe, challenging and explorative play is one that incorporates parents. This is achieved by understanding that at times a barrier to children’s play opportunities are their parents – specifically the parents’ willingness to spend a prolonged amount of time at a play space combined with their concern for their children’s safety. Consequently, play spaces are being designed not only as safe areas but as areas with furniture for parent’s participation and comfort.

Importantly, there is both an express and implied recognition in Australia of the Article 31 right of children to play and recreation at the national, state and local levels. Consequently, there is clear evidence that Australia has “clear standard of recreational opportunities in the community against which the Inquiry can compare the opportunities available to children in detention for the purposes of Article 31”.

The community standard is particularly poignant at the local government level. This is due to the fact that while there is no obligation for local governments to acknowledge or reference Article 31 in their playground strategies, they are increasingly choosing to do so, thereby providing practical and tangible implementation of the right to play and recreation.

Where there is no express or implied mention of Article 31 in the playground strategies, there is a stated recognition of the significant benefits of play to children’s physical, social and cognitive development as well as the wider Australian community. Furthermore, the resources allocated to plan, design, provide, manage and maintain

133 ALR, [13.7].
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

such facilities can be seen as clear evidence of the governments respecting, protecting and fulfilling the right to sport, recreation, cultural activities and play – Article 31 of the CRC.

Over time and especially in the last 10 years, Article 31 has not only been recognised in the Australian community, but implemented by every level of government. It is this community standard that needs to be reflected in the provision of play opportunities and facilitative environment on an equal opportunity and non-discriminatory basis for all children in Australia, including those currently in immigration detention.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Annex A – Playgrounds in the Australian Community

Introduction

This annex is intended to show that complimenting the frameworks, standards and strategies discussed above is a very real and utterly unquestionable response by all levels of government and many other agencies within Australia in making enormous strides to respect, protect and fulfil the right for children to play. These provisions recognize the profound benefits of play for the wellbeing, not only of the children, but the community as a whole.

At its most fundamental level, this recognition can be seen on the ground. Below are images illustrating the typical provision of play spaces by the local and state governments, early childhood and primary schools. These are not intended to present the situation as better than it is. In fact the use of high profile imagery – the show case spaces in the iconic tourist locations, the highly resourced child care centres associated with corporate CBD-based childcare, and the expansive and expensive provisions made in the private education system – has intentionally been avoided. The images used demonstrate the very typical play spaces in suburban, regional and rural communities and in government funded institutions. They show what the “clear standard of recreational opportunities in the community” looks like at the practical level, keeping in mind that accompanying these provisions, and what the images can only hint at, is the environment of nurturing aspiration and respect associated with the spaces illustrated.
Community consultation

Community consultation is increasingly used in the development of playground strategies, as well as in the development, design, planning and even production of early childhood, primary school, district and regional play spaces. There are many approaches, but the intent is to engage directly with the children, parents and carers in order to establish a range of expectations and aspirations, as well as to explore any pre-existing condition on the chosen site that the community believe needs addressing in order to create a successful play space.

This does not mean that the community directly design the space, but that they are genuinely engaged with and listened to in order to determine what is important to them. The methodology can include public meetings, workshops in schools, surveys, presentations, discussion and so on. It is critical to include children in this procedure and preferably at a different time to that of the adults as they will have mutual concerns as well as many diverging expectations.

Whilst the approach and methodology may vary, children are not talked down to and certainly not directed in their thinking other than to keep them focused on the task at hand. The advent of a genuine commitment to community consultation over the last decade has resulted in significantly more play spaces being created that meet the broader needs of the greater community, thus justifying and rewarding the incredible resource allocation being made by providers.

The first two photos above show children working on visual material and aerial maps. The third photo shows a consultation poster used in Queensland where children were asked to dip their
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Hand into paint to vote for the type of space they wanted. Keeping the engagement fun creates far better feedback. The children were asked what kind of space they would like, what types of equipment they would prefer, did they want shade structures or natural shade and what other amenities would they like for other users to be comfortable. As well as giving the children ownership of the space it also gives children a sense that their efforts can be a catalyst for change, and that someone is listening to them and their stories.
Local government provision – local level play space

The local level play space accommodates a quick and convenient outdoor play opportunity for the community in its immediate vicinity. It offers a basic range of physical and explorative options usually within a natural setting. The comfort provided is satisfactory for the intended time of stay of up to half an hour. These spaces are typically located within about 500m of each home in suburban and regional communities.
Swing – at the local level, it is most likely a pair of swings will be provided. One will have a toddler seat and one with a strap seat that is suitable for all other users. Swinging is primarily seen as a physical activity that requires some considerable perseverance to acquire the coordination and timing required to swing oneself. However whilst primarily being physical it can also be extremely social and collaborative if you get someone to push you or you swing with a friend. Swinging is also very recuperative and reflective. It can be a place to retreat to and just feel the rhythm and the freedom to glide.
Slide on a mound – at the local provision level, this is mostly limited to a low slide. The example here is a dual plastic slide, often on a mound. A slide exiting from a deck level on a multifunction piece of play equipment is also often used. Plastic is preferred as it is somewhat less affected by the hot sun. Nonetheless, slides usually face south-ish to avoid as much as possible direct sun on the slide bed. The arrangement of the slide and mound creates the opportunity for fast movement, gaining balance at speed upon exiting, and traversing consistently graded inclined slopes. The surrounding recycled rubber impact attenuation surface not only offers a forgiving surface for injury prevention should someone fall off the slide, but it also allows for a quick, but still quite challenging, slope up to the top for another ride.

This is a dual slide, which offers a thrilling journey simply for the sake of it, or to act as a quick transition between two levels. The two slide beds next to each other allow for races with friends, or even holding hands as you enjoy the ride together. It also allows for the minimization of conflict should one child wish to slide down the slide whilst another wants to walk up it. However the dual nature of the slide also offers the opportunity for competitive play, as the child races friends and other users to the bottom and then back up to the top.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Multifunction piece – the multi-function piece is a clustered combination of generally physical agility activities on a reasonably small scale. It can include a scramble net, challenge bridge, sliding pole, multi-level platforms, linking dexterity element, and protective guard railing, or thousands of variations thereof. It is posited over an impact attenuation surface relative in depth and width to the height of the equipment. The child will engage in agility and strength activities including scrambling, balancing, upper body strength, decision making and risk taking. The activities not only have a physical effect but can quickly help to develop the child’s confidence as they gain competencies and therefore develop self-esteem and pride in their achievements. These units can also lead to quite fun social play with games of chasey played all over them, thus being of even more benefit to the child in both physical and emotional terms.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Furniture – the local play space typically has at least a seat adjacent to the play space so that carers can easily supervise the activity. Given that local play spaces typically target the younger age group, seating allows the carer to be close by, but withdrawn enough that the child can initiate her/his own activity. He/she will soon invite the adult in if so desires. This gives the child agency backed by the security of knowledge that help is not far away if required. Even in a small space two types of furniture is offered. An example is the pallet seat, which is a low wide seat that can provide a flat space for spreading food or even act as a stage or change table. These are often installed to compensate for the lack of a table. The more formal bench seat offers a standard type of sitting with back support. These seats also often have side arms to assist in sitting and standing as grandparents are increasingly becoming carers and require a greater level of comfort when caring for young children.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Shade – shade is required for both the active area of the play space and the comfort areas of the carer. Shade is provided by either artificial shade structures, large trees or a combination of both. Artificial shade is often used as a temporary measure during the creation of a new play space whilst the newly planted trees establish themselves. Tree planting for shade is becoming more desirable both economical and as an amenity issue. This is because the shade structure can be vandalised and will deteriorate over time whereas the tree tends to be an appreciating asset which improves over time.
Evidence of a clear standard of CRC's Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Supplementary planting – complimentary to planting for shade, many local play spaces include planting to provide texture, scent and easy contact with nature. These plantings are also selected on the basis of being robust and an attraction for birds. The intention of introducing robust planting is to encourage children to engage with nature. The clump of planning in this image has allowed the children to create a small cubby space underneath where they are engaging explorative play.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Open space - open space for running and games is unimpeded open level space with a high wear, but forgiving, surface such as grass, or even artificial grass. In this instance the open space is contained by a pathway making for easy maintenance. As these spaces are typically for the younger children, the space does not need to be large. It allows for informal exercise and games, chasey, and all types of ball games. These types of games develop aerobic capacity, co-ordination, upper and lower body strength and flexibility, dexterity, team work, as well as exercising the competitive spirit. These games are particularly useful for giving the children a sense of inclusion and acceptance within a community. There is an extraordinary healing benefit to find oneself accepted into a new group. One can then learn to socialize, develop skills, explore new relationships.

Connections – as many local play space users often walk to the park from their homes it is necessary to provide pathways from the point of arrival into the play space. A simple all weather path (usually concrete or bitumen) ensures that carers, often with pushers, and children can easily access the play space, no matter the weather or surrounding ground surface. This pathway connects to the outside via a gate, then links to the open space and the table and then connects to the play equipment at a lower level.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Local government provision – regional play space

The Regional level play space encourages longer stay with a range of diverse cultural and physical play opportunities that facilitate and celebrate the capacity for play to act as a force for initiating community building and promoting inclusion.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Swings – within the regional space there is opportunity to offer a greater range of swinging opportunities with a more diverse range of experiences and benefits. The typical pendulum swing offers an experience in a linear arc and the multiple bays offers socialization in that it allows up to four children to swing side by side. Please note that the nearest seat in the top photo is an all abilities harness, allowing children with a disability to play is the same space as everyone else. Typically it would offer a range of seat types including a baby seat, toddler seat, strap seat and all abilities harness. The dual benefit of this is that cross generational play also occurs as well as creating an opportunity for exchange between the various carers pushing the children in their care. The basket swing below offers nonlinear swinging in a 360 degree arc. It also allows for multiple users to get onto the basket at one time. The pivot point is also significantly higher than the other swing so the ride is significantly more exciting. Swinging of any kind is not only thrilling but can be reflective and very therapeutic, and these are often used for children retreat to reflect on things that are on their mind. Multiple swings can also be a social experience for older children to hang out and chat while gently swinging.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Image 14 - Regional play space, St Peters, NSW

Bigger slides – with more space and greater resources comes the opportunity to include a graded range of the same activity. This means the child is not only given the capacity to explore greater limits but they are also able to watch other children undertake risker play and learn and be inspired. There is an inner joy that gives great hope and fulfilment when one takes on an initially seemingly intimidating, insurmountable challenge and not only overcomes the fear but succeeds in the conquering the task. Of course, then it is time to try again and to continue to develop greater competence.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Flying fox – the flying fox gives the child wings. Whilst the swing allows for a repetitive limited arc of flight, the flying fox allows for the child to “fly” across an extended landscape. Quite apart from the strength required to hang on during the “flight” the true value is in the sheer, unbridled exhilaration. There are no doubt many benefits, but the sense of exhilaration, for its own sake, is by far the greatest part of the experience. There is also a need for cooperation and sharing at the end of the ride as the pommel needs to be returned to the other end for the next player to have a turn. Dual flying foxes can offer the competitive experience, or alternatively an all abilities harness can be added to allow for greater inclusion. The experience of radical, liberating movement, as well as fear, particularly for a child confined to a wheelchair who is often over protected, is profoundly moving and a genuine cathartic experience for them.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Large climbing structures – these large structures promise great adventure and can be awe inspiring when first spotted. They offer a range of physical and imaginative opportunities, as well as social play. The open weave rope structures, allow for an extraordinary combination of climbing, risk, decision making and achievement as well as offering a climbing experience that has no defined right way to the top, whereas the tower structures tend to be quite linear and prescribed in their pathways. These structures are limitlessly interpretable. Thus the benefits not only include upper body conditioning, full body co-ordination, endurance, courage and decision making they also offer the opportunity to discover new ways and to reinterpret the element beyond what is specific to its intent.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Spinners – spinners offer an individual or group experience. Individual spinners allow the child the sensation of dizziness in a managed environment. They must determine how fast they want to go, and must negotiate getting off the device, with a reduced level of co-ordination. Children often play on these apparatus for some time, becoming more bold and spinning faster for longer. Whilst exhilaration is a clear benefit, it takes a considerable level of strength to hang on at high speed and considerable determination not to fall over after disembarking. With group carousels the physical experience and benefit is similar, but with a much more pronounced social aspect. The shared exhilaration is greater than the sum of its individuals and can be a very bonding experience for all. In order to not over-romanticize it can also be a disappointing experience for some if they find they cannot endure the experience and need to negotiate being let off. This can lead to expression of compassion to this person, but can also have a negative effect if their wishes are not met. Through play children therefore able to experience disappointment and learn to develop mechanisms for recovery and resilience. Spinning is not restricted to one plane as is evidenced by the two images below.
Open space – the open space requirements for regional spaces are considerably larger. Not only are they catering for a larger number of people but they are also catering for a broader range of needs. Large areas may be utilized by big groups gathering for an all day picnic and will put down blankets and outdoor furniture. Given the size of the spaces typically associated with provision for open space related to regional play spaces photographs are not provided, as they consist largely of huge open, level grassed areas possibly with a few goal posts according to the local code predominantly played by the community. Older children (and youth) require bigger areas for running around and even need large areas for kicking footballs and soccer balls in informal games. Teamwork, collaboration, exertion and co-ordination, as well as fun, are all benefits of such open space games.

Hard surface play – with older children the provision for ball games such as basketball, netball and handball become necessary. These games allow for the development of skills, hand/eye co-ordination, teamwork and competitiveness, as well as the physical benefits. Low level areas are sometimes introduced for wheeled toys such as skateboards and scooters. Typically these are low key provision as the more sophisticated structures tend to be reserved for specialized skate parks.
Sound elements – in attempting to create spaces that offer a range of sensory experiences, many regional spaces have explored the notion of making provision for sound making. At its most basic level this is facilitated by creating interconnected talking tubes between different areas through which children can communicate to each other across distances, this is also achieved with sound cones, though the conversation is somewhat less private. Other sound elements include outdoor musical instruments for playing and technology for reproducing pre-recorded sounds. Such installation create a sense of wonder and intrigue as well as encouraging children to explore their creativity.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Exploration – many natural play spaces use the arrangement of planting and pathways to create small landscapes in which to explore. These are sometimes developed into mazes with the inclusion of pathways or stepping stones, or may simply be open ended small forests where the children explore and discover by creating their own pathways. These exploration areas often include elements to discover for the keen eyed explorer, be they small sculptures on the ground, or even hidden in a tree. The inclusion of these spaces expands the pallet of play provision beyond merely equipment and is a testimony to the commitment to the understanding and appreciation of the broad diversity that is play.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Sandpits and waterways – as regional spaces are tending to make provision for all abilities, the expanded scope allows for specialized sandpits which allow children in wheelchairs to play with water and sand play. This elevated sandpit has bays that allow the child to drive into the bay and have direct connection with the sand. Because the sandpit is built into a slope this allows ambulant children to get into the sandpit from the level ground at the back. This creates the opportunity for all players to play together in the same space rather than to be separated, allowing participation and inclusion for children who often feel or are excluded. Various opportunities also exist for provision of the manipulation of water including pumps, creeks, gate valves and water screws.
Construction and material manipulation – large regional play spaces often require a greater commitment to maintenance and management than the standard local play space. As such providers such as local and state government bodies responsible for these spaces commit to making a more thoughtful provision to the possibilities for play within these spaces. Given that many of these play spaces are associated with natural environments, with extensive planting, providers are taking steps to ensure there is plenty of building material on hand so that children can use them to create their own structures. In order to encourage this activity these large regional play spaces have designated areas where the smaller branches collected during routine maintenance are stored where children can easily access them. Some even go so far as to provide a timber structure against which children can lean their materials and build their own cubbies. The richness of play in creating one’s own shelter, and working with other players, be they friends or just someone else in the park at the same time as you, involves decision making, co-ordination of resources, structural calculations, and resourcefulness.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Discovery elements – many spaces include small elements that bring richness and unexpected fine detail to a space. These may include small sculptures, installations, or something as simple and leaf patterns in a concrete path. Many play spaces at this level now include a programme of engagement with children whereby art workshops are run at local schools and the work is then incorporated into the construction of the play space. The image on the left shows an Auslan Braille panel using words chosen by the children. The words were chosen for their local references as well as for how fun they were to perform. This gives children an opportunity to learn a whole new language based on atypical methods of communication, and to broaden their outlook on what it means to communicate. The image on the right has the word music in both Auslan and Braille and is adjacent to a bridge that includes an octave of notes embedded in to the bridge surface that can be stamped on or run over in a wheelchair or pram. This brings local cultural reference points as well as developing new skills in children who celebrate the right to play and art under Article 31.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Technology – various methods have been used to introduce technology into play spaces. Many of them are simply modified pieces of play equipment that have interactive elements incorporated into them to create opportunities for competitive games with other players. Other customized opportunities can be created as site-specific art installations. The picture on the right shows a poem that encourages children to interact with the QR code embedded with the letter O. This then takes the child to a site where by they can explore the seven senses, as well as using local flora and fauna references to create opportunities for sound and visual responses. This then sends the children on a discovery for other art elements hidden in the space, as shown adjacent. By drawing on the notions of challenge and discovery that are so successfully used in computer games, these features offer the same rewards and experiences while drawing the child outdoors.
Furniture – furniture in a regional play space typically involves a far greater provision than in local spaces. Not only is there an increased number of each style of seating but there are also picnic tables, including those provided for people with disability. They also often contain a range of shelters for shade or inclement weather. There may even be some themed furniture which tells a story such as the caterpillar shaped seat in front of the butterfly shaped climber.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Amenity – due to the intent of the regional space to attract from a broader area than the immediate local surrounds, a range of additional provisions are incorporated in the area. One of these is a car park, as people travel from greater distances. People also come with the intent of staying for longer periods. Consequently, BBQs, toilet facilities, bins, bike racks and signage are provided. Typically the greater the level of provision, and the greater comfort of adults, the greater the child to the child in being able to have an extended stay in the play space.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Planting – all the above images are from a project that started as a bare grass open space with only two trees. This has become one of the most favoured play spaces in Victoria. It did not have a huge budget, and it only has a moderate amount of play equipment. However, it has been thoughtfully planted and wonderfully maintained. Children come here just to get lost in nature, whilst parents remain secure in the knowledge that the perimeter fence will keep them from straying beyond the area of supervision. Native plants dominate, while some very special plants bring a diversity of texture such as bark, scent and foliage, as well as providing great materials for building in the two sandpits. The children have made tracks through the gardens, but once made they stick to these tracks and the surrounding garden survives well. This is testimony to the power of nature and play to provide opportunity for respite, healing and fun.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Art projects – in engaging with local communities, particularly children, the opportunity exists for great moments of personal and collective stories to emerge. The making or art, and the collaboration are great fun and great therapy. The outcomes are installed in the space for ever.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Themed play – These images show some of the dreaming stories of the Wurrundjeri people. These art works were produced as a result of the consultation with and request by the local children and created in collaboration with the Wurrundjeri elders and their community. The
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

The collaboration, while being a profound experience purely through participation in the process, also became an incredible cross cultural experience for which all parties were the richer. The installations were an incredible gift of trust from the Wurrundjeri elders. They ranged from a giant nest where Bunjil, the creation spirit, looks over the valley, to the recording of tribal sounds and didgeridoo music that the children have to turn the handle to generate, as well as telling the story of Waa, the messenger, and the lands they oversee. In this space, play affords an opportunity to break down barriers, to allow for cross cultural and cross generational exchange, and to bring healing to individuals and communities.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Early childhood play space

The provision of early childhood spaces captures children through the first years that are critical to their development. As such the provision is extremely broad and intended to create opportunities for the development of their physical, social, emotional and imaginative being.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Mobile equipment on impact attenuation areas - moveable equipment such as ladders, trestles, bouncing boards and balancing elements can be set up each day or left empty and used as running spaces. These spaces allow for the development of gross motor skills, co-ordination, risk taking, decision making, and even the possibility of minor injury from a miscalculation and determination to get it right the next time. They also allow for the child to influence and change their environment as the mobile equipment can be reconfigured on one’s own or in collaboration with others. This compliments the physical benefits with social and intellectual benefits as such tasks require negation, co-ordination, compromise and team work.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Open space with loose surfaces – these spaces offer linkages between play elements as well as informal areas for running and games, which tend to encourage a more chaotic, less formal, style of open space play. Things happen less in straight line and on more uneven and even slippery or unpredictable surfaces requiring a capacity for recovery when traction is lost. Games of chasey, hide and seek and role playing are often conducted in these linking spaces.

Simple changes in levels – this seemingly simple set of varying height steps can afford a multiplicity of opportunities. They provide a space where carers and non-participants can sit (similar to seating arrangements). They can also form an amphitheatre (see below). In early childhood settings, these steps are also notable for the fact that as the ground falls away the steps get higher at one end, thus affording very young children the opportunity to test their ability to traverse multiple levels and height differences. The surrounding surfaces are forgiving to cater for the inevitable mistakes. But there is little to compare with the unbridled glee as a very young child makes its early achievements toward competency and exploration of boundaries.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Dual slide – the dual slide offers a thrilling journey simply for the sake of it, or to act as a quick transition between two levels. The two slide beds next to each other allow for races with friends, or even holding hands as children enjoy the ride together. It also allows for the minimization of conflict should one child to slide down the slide whilst another wants to walk up it. The recycled rubber impact attenuation surface not only offers a forgiving surface for injury prevention should someone fall off the slide but it also allows for a quick, but still quite challenging slope back up to the top for another ride. The total package creates the opportunity for exhilaration, gaining balance at speed upon exiting, and traversing consistently graded inclined slopes. The dual nature of the slide also offers the opportunity to social or competitive play, whilst the impact attenuation surface serves to minimize the outcome of injury during the risk taking play.
Wobble bridge – the wobble bridge affords the opportunity to develop balance and recovery on an unstable, unpredictable and reactive surface. The challenge increases when children develop sufficient confidence to finally let go of the handrails before bouncing and support themselves by their own capacity and determination. This benefits children by building physical skills and well as developing the confidence to take risks and believe in their own judgement.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Open plan cubby – the open plan cubby is a simple form of stage with a supporting framework. Rather than creating a permanently enclosed space, the frame is used by children to hang shade cloth, blankets or even drawings on the surrounding low rails, thus giving the children agency to influence and alter their environment. The open plan cubby allows for an easily managed art work space. It affords the opportunity for role playing and imaginative storytelling and enactments. It also offers a stage for impromptu and planned performances. Such spaces allow for children to collaborate, create narratives and express themselves with their peers and explore and define their perception of the world and their relationships in it and to it.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Image 58 – Early childhood, Blaxland, NSW

Low shrubs – these shrubs offer many elements for play. They create a separation between the play space and the adjacent road which allows the child to stay in a playful frame of mind without being distracted by passing traffic. They also allow a visual barrier to the road. Furthermore, they provide an easy access to natural materials. The materials can be removed to form loose parts in the nearby sandpit or just be something to hold or collect. The shrubs also allow the children to tunnel through the foliage and create a series of interconnected natural cubby spaces in and amongst the plantings.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Foruer and Ric McConaghy

Image 59 - Early childhood, Prahran, VIC

Sandpit – the sandpit, whether multi-tiered or single level can provide a range of significant play opportunities that are not able to be offered by any other type of installation. Within the sandpit, children have a blank canvas as well as an apparently unlimited supply of material with which to plan, produce, embellish and destroy anything they can imagine. They can work collaboratively or on their own. Others can join and leave at any time. The flat surfaces around the edge offer a building surface for more intricate work or loose parts storage whilst the main body of sand provides source material for larger creations, interconnected constructions and even the possibility of tunnelling. The profound benefit of this play is to allow children to influence and reshape their environment. It is an empowering experience to change what is provided, and materialize a concept from one own head into full reality. This type of play is significant for its capacity to inspire in a child the belief that if they perceive an imperfect world they have the capacity within them, through vision, collaboration, cooperation, determination and creativity, to change it for the better. Of note is the digging patch in the foreground of the image. This is very different play to sand play and requires greater physical exertion, plus the chance to get much much dirtier.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Waterplay – the watercourse is a complimentary play opportunity to the sandpit which can significantly alter the materiality of the sand. When sand is dry it is manoeuvrable and easy to pile, but when it is wet it becomes a material that can be shaped and strengthened. Children can experiment with volumes of water and sand as well as the consistencies created by the balance of the mixes. Dry sand and wet sand can facilitate different types of play. Consequently, the two-tiered sandpit allows for two separate areas of sand storage thus making it easier to retain a dry sand area and a wet sand area. Inclusion of loose parts in the sandpit (such as plastic buckets, cups and measuring devices) benefits the children by allowing them to undertaking self-initiated experiments in material combinations.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Combinations – while cubbies were discussed above, this cubby is highlighted here for its proximity to a sandpit. By putting different play elements together the possibility for interpretation and usage increases significantly. The sand can now be transported to the cubby for further interaction. Alternatively, the cubby can become an imaginative make believe space surrounded by quick sand. Water and sand play, low plants and secret spaces, open space and mobile equipment all offer opportunities to create benefits to the children.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Amphitheatre - the amphitheatre is built into the slope and very easy to construct. It allows for social activity, gatherings, storytelling, reading and many other recreational activities. With a tiered amphitheatre the taller teacher can sit reading a story at the front and all the children can sit behind and see over the teachers shoulder to follow the story and see the words and pictures. They can interact with each other and have a sense of intimacy and shared experience. This creates a sense of inclusion among many other benefits.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Image 63 - Early childhood, Tullamarine, VIC

Interactive elements – simple inclusions such as distorting mirrors allow children to perceive themselves differently: shorter or taller, wider or skinnier. This can assist in the exploration of body image and to create a sense of normality of all shapes and sizes. The chimes attached are a very simple music making mechanism. There are significantly more elaborate systems available but this can be a catalyst for children to bang other things together to see what sounds they can make. This benefits the child by encouraging exploration and self-discovery.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Art elements – Article 31 also identifies the need for freedom to experience art, both in making and also in its appreciation. There has been an increase in the inclusion of interactive art elements into early childhood spaces where children can experiment with and respond to the artistic creations and explore alternative perceptions of the their world and everything in it.
Vegetable patch - the vegetable patch has become increasingly incorporated into early childhood and primary school play spaces. It has even transferred into the public domain with the incorporation of fruit trees in local government play spaces and the expansion of local government supported community gardens attached to play spaces. While not necessarily an immediately obvious connection, the vegetable patch offers an extraordinary introduction into food production, sustainable practices, cooperation, experimentation, contact with nature, and patience as well as developing a range of life and social skills. Vegetable patches also offer many of the same benefits as digging patches in that the child can experience digging, shifting of large quantities of material, physical exertion and just generally getting dirty. The social benefits of vegetable patches can hardly be taken too lightly.
Shade - this play space utilizes a combination of artificial and natural shade. The artificial shade is located in order to place shade over the open space playing area during the time of day when the sun is at its hottest. This artificial shade is complimented by nearby trees which bring shade into the space at other times. Trees also add to the natural feel of the space, and offering further opportunity for the collection of loose parts such as seed pods, sticks, twigs, leaves and even branches for construction. Shade contributes to children’s wellbeing by allowing them to stay outside and play for longer.

Connections – these can be created by the inclusion of all-weather paths (concrete and paving), loose fill paths (mulches and gravel), and incidental paths such as spaces between other arranged, planted and constructed objects. The first benefit of these connections is the creation of journey options that children may undertake. The second benefit of this is to expand the sensory vocabulary by offering a range of materials on which to walk and to handle. Connections exist throughout the community and by developing an early curiosity for exploring alternative routes children can benefit by being able to overcome challenging situations and seek new, alternative opportunities and perspectives.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Ease of supervision - the space has been designed to allow a good view across this part of the space. Carers can see most areas and are able to monitor their children without being intrusive. There are scattered intimate spaces along the periphery where children can achieve a level of being “out of sight” but these are typically amongst the shrubs that do not provide an utterly opaque barrier between the carer and the children. The benefit of such play is to provide moments of privacy that contribute to a sense of independence and competency without relying on other people.

Furniture – because children in early childhood are supervised, some form of comfort for adults must be included. The box in the foreground is a storage box but also acts as a seat for adult carers. The seat allows for easy supervision for adults. The fact that the seat is out of the way means that it does not intrude on the space being occupied by the children. This ultimately benefits the child by allowing for the extension of time in the play space by welcoming the adult in and offering them comfort and social engagement.
Primary schools

Many of the elements listed above are incorporated into primary schools. As such a full explanation will not be repeated here. Suffice to say that most primary schools would have similar facilities to those found in early childhood provision: slides, climbing equipment (though fixed rather than mobile), changes in levels, sandpits, amphitheatres, interactive elements, and furniture. Highlighted below are the elements that are substantially different in the primary school environment from that provided in early childhood.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Agility equipment – primary schools require equipment with a greater level and diversity of challenge. While a range of multilevel decks are used, they have more agility elements. There are opportunities for upper body strengthening as well as more challenging balancing elements, often with a greater fall height than in early childhood. Children develop significant gross motor skills on these elements as well as creating their own games about how to move around the elements with rules made up collaboratively.

Image 67 – Primary school, Karinyup, WA
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Open space – even inner city schools maintain large, unencumbered open spaces for children to play in. These surfaces are often turfed, although some may have artificial surfaces such as bitumen, concrete, and even artificial turf. These areas offer extensive space for a range of games and play including ball games and chasey, free running and challenge games. Open spaces also provide pockets of quieter areas where children can gather to sit on the grass in the shade of a tree and socialize.
Sheltered open space – primary schools offer a large amount of open space. Some of this space is paved with all-weather surfaces, while some is turfed. More recently schools are constructing large outdoor shelters. The purpose of these shelters is to facilitate children to be outside playing in almost any weather. As most of these large shelters are over all-weather surfaces such as bitumen and concrete, there is a diverse range of activities possible including handball, basketball and netball, chasing games, pavement drawing, hopscotch, skipping and tag. All of these activities allow for healthy competitiveness, aerobic capacity, team work, and expression.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Image 70 - Primary school, Hazelbrook, NSW

Hard court areas – as children progress through the school system they are increasingly exposed to, and offered the opportunity of engaging in competitive sporting activities. Most schools have some sort of open turfed area suitable for practicing formal ball games.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Image 71 - Primary school, North Newtown, NSW

Amphitheatre – many schools now incorporate an outdoor gathering area, often used for assembly, where the entire school can gather. These come from converting large fields or even large areas of bitumen where children either stood or sat down on the ground.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Greenhouses and vegetable patches – primary schools can have vegetable patches and even a greenhouse and include planting, indigenous food gardens. Children look after these vegetable patches and even assisting with the school grounds maintenance. This gives children a great sense of belonging and contributing to the improvement of their immediate community.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

The healing power of play – Hospitals

Given that hospitals are funded by a combination of Federal and State resourcing, examples have been included to highlight the increased recognition at both levels of government to the benefits and healing power of play. The projects at Randwick Children’s Hospital, Westmead Children’s Hospital and the ACT Women and Children’s Hospital have all been built in the last ten years. While not included here, a play space at the brand new Lady Cilento Children’s Hospital in Brisbane is currently under construction.
It is impossible for these images to reflect the ambition and scope of this play space. It was previously a rarely used courtyard. The play space was designed in collaboration with occupational therapy staff. There are physical challenges on the play equipment, but there are also a range of level changes and ramps to allow children to recover slowly from difficult procedures. As well as the physical challenges, there are imaginative elements including many discovery elements such as Auslan Braille panels and sound elements. There is also a strong focus on adult comfort so that the children are able to stay in the play space for as long as possible. For such a sheltered courtyard, significant effort was given to installing established trees as well as plants that would survive in tricky conditions. Given nature’s restorative powers, it was critical to include as much of it as possible, because many of the children using this space are in hospital for long stretches of time.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Westmead Children’s Hospital

Image 77 – Westmead Children’s Hospital, NSW
Image 78 – Westmead Children’s Hospital, NSW

Image 79 – Westmead Children’s Hospital, NSW
Image 80 – Westmead Children’s Hospital, NSW
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

The Westmead Children’s Hospital was originally built nine years ago. However, it recently underwent a significant upgrade to reflect a better understanding of the complexity and therapeutic benefits of play. More interactive elements were introduced, as well as more nature and more opportunities for play equipment with universal access. A small amphitheatre was also created, surrounded by medicinal herbs where families could retreat to for privacy and difficult conversations.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

ACT Centenary Women and Children’s Hospital

Image 83 – ACT Centenary Women & Children’s Hospital

Image 84 – ACT Centenary Women & Children’s Hospital

Image 85 – ACT Centenary Women & Children’s Hospital

Image 86 – ACT Centenary Women & Children’s Hospital
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

This project was significant due to the children in the wards having an influence through consultation. During the years of designing the new hospital, a theme of Australiana was developed. When the theme was put to the children many were excited about Australian animals and plants. However many expressed the view that they may never get to see overseas animals, particularly the big animals from Africa and Asia. A compromise was taken to the Board, presenting the idea of a Gondwanaland play space. Gondwanaland was one of the two super continents that existed before they separated to create the continents we see today. At the time Gondwanaland consisted of Australia, Africa and Asia. The Board accepted the proposal from the children and the Australian, African and Asian flora and fauna were included in the play space.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

The healing power of play – Marysville: a response to crisis

In 2009 an incredible series of events saw the town of Marysville obliterated by fire. Most lost their homes and businesses, and hundreds in the vicinity lost their lives. The community was devastated. The government set up a recovery processes and the town was slowly rebuilt. The Victorian State government (through the Victorian Bushfire Reconstruction and Recovery Authority), in association with Murrindindi Shire (Local Government), worked extensively with the local community and the children to support and enable the creation of an extraordinary play space, a funded community art program, and the follow up Thousand Hands project. The Thousand Hand project was a final act of respect for the past. This was a series of workshops whereby many who remained in the village made concrete tiles with messages of hope and their
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

hand print. The project now embraces the lake as a symbol of recovery and renewal that came directly from the children and their parents and friends.

The play space became an example of engagement with the community in the recovery and healing process. This is particularly so because of the significant level of engagement with the children in the consultation phase as well as the design phase.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Annex B – Local Government Playground and Playspace Strategies

<table>
<thead>
<tr>
<th>State</th>
<th>Local Council</th>
<th>Article 31</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>ACT(^{134})</td>
<td>appendix 4</td>
<td>2009</td>
</tr>
<tr>
<td>NSW</td>
<td>Auburn City Council(^{135})</td>
<td>page 15 at [5.1]</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>City of Canada Bay(^{136})</td>
<td>page 9</td>
<td>2008 - until 2018</td>
</tr>
<tr>
<td></td>
<td>City of Griffith(^{137})</td>
<td>page 10 at [2.1]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooma-Monaro Shire(^{138})</td>
<td>-</td>
<td>2010 - until 2020</td>
</tr>
<tr>
<td></td>
<td>Gosford City(^{139})</td>
<td>pages 3 and 49</td>
<td>2009 - until 2025</td>
</tr>
<tr>
<td></td>
<td>Manly(^{140})</td>
<td>-</td>
<td>2009 - until 2014</td>
</tr>
<tr>
<td></td>
<td>Newcastle(^{141})</td>
<td>-</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>Warringah(^{142})</td>
<td>-</td>
<td>2007</td>
</tr>
</tbody>
</table>

\(^{134}\) Mary Jeavons Landscape Architects and Australian Capital Territory, *Accessible inclusive playgrounds in the ACT: Play space strategy* (2009), Appendix 4.


Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

<table>
<thead>
<tr>
<th>Location</th>
<th>Document Reference</th>
<th>Page</th>
<th>Year Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Wollongong</td>
<td>Draft Play Wollongong Background Research Report: <a href="http://s3-ap-southeast-2.amazonaws.com/ehq-production-australia/a9067d2a0f0c384a9d6ba21740eadf6c78e0ae/documents/attachments/000/007/802/original/Draft_Background_Research_Report.pdf?1395378390">Link</a>.</td>
<td>page 2</td>
<td></td>
</tr>
<tr>
<td>NT</td>
<td>City of Palmerston</td>
<td>page 17</td>
<td>2007 - until 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>SA</td>
<td>City of Burnside</td>
<td>page 8 at [4.2]</td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>City of Charles Sturt</td>
<td></td>
<td>2012 - until 2014</td>
</tr>
<tr>
<td></td>
<td>City of Marion</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>VIC</td>
<td>Bass Coast Shire</td>
<td>page 7 at [1.3]</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Campaspe Shire Council</td>
<td></td>
<td>2007 - until 2017</td>
</tr>
<tr>
<td></td>
<td>City of Brimbank</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>City of Casey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

143 Draft Play Wollongong Background Research Report: [Link](http://s3-ap-southeast-2.amazonaws.com/ehq-production-australia/a9067d2a0f0c384a9d6ba21740eadf6c78e0ae/documents/attachments/000/007/802/original/Draft_Background_Research_Report.pdf?1395378390).
149 The City of Melbourne is currently in progress of preparing a Melbourne Play Space Assessment Report, the current version references Article 31 of the CRC at page 8.
### Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

**Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention**

Margarita Fourer and Ric McConaghy

<table>
<thead>
<tr>
<th>City of Darebin(^{153})</th>
<th>pages 35-6</th>
<th>2010 - until 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Greater Geelong</td>
<td>page 16 at [3.1]</td>
<td>2012 - until 2021</td>
</tr>
<tr>
<td>City of Hobson Bay</td>
<td>page 2</td>
<td>2013 - until 2023</td>
</tr>
<tr>
<td>City of Kingston(^{154})</td>
<td>page 14 at [2.8]</td>
<td>2010 - until 2017</td>
</tr>
<tr>
<td>City of Maribymong(^{155})</td>
<td>-</td>
<td>2008 - until 2013</td>
</tr>
<tr>
<td>City of Monash(^{156})</td>
<td>-</td>
<td>2010 - until 2015</td>
</tr>
<tr>
<td>City of Moreland(^{157})</td>
<td>-(^{158})</td>
<td>2008 - until 2018</td>
</tr>
<tr>
<td>City of Knox(^{159})</td>
<td>page 7</td>
<td>2013 - until 2023</td>
</tr>
<tr>
<td>City of Port Phillip(^{160})</td>
<td>page 21</td>
<td>2011 - until 2017</td>
</tr>
<tr>
<td>City of Whitehorse(^{161})</td>
<td>page 11</td>
<td>2011</td>
</tr>
</tbody>
</table>

---


Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

<table>
<thead>
<tr>
<th>Council</th>
<th>Page</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Whittlesea</td>
<td>16</td>
<td>2013</td>
</tr>
<tr>
<td>City of Wodonga</td>
<td>3</td>
<td>- until 2016</td>
</tr>
<tr>
<td>Hume City</td>
<td>7</td>
<td>2012</td>
</tr>
<tr>
<td>Latrobe City</td>
<td></td>
<td>2005</td>
</tr>
<tr>
<td>Macedon Ranges Shire Council</td>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Mornington Peninsula Shire</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>Southern Grampians Shire</td>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Surf Coast Shire</td>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>City of Subiaco</td>
<td>1</td>
<td>2013</td>
</tr>
<tr>
<td>City of Swan</td>
<td></td>
<td>2007</td>
</tr>
</tbody>
</table>

---


Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Bibliography

International Law


UN Committee on the Rights of the Child, General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31), (17 April 2013) http://www.refworld.org/docid/51ef9bcc4.html


United Nations Rules for the Protection of Juveniles Deprived of their Liberty, General Assembly resolution 45/113 of 14 December 1990

National and State Law

Children (Education and Care Services National Law Application) Act 2010 (NSW)

Children and Young People Act 1999 (ACT)

Children and Young Persons Act 1989 (Vic)

Crimes Act 1914 (Cth)

Criminal Code (NT)

Criminal Code 2000 (Tas)

Criminal Code Act 1899 (Qld)

Criminal Code Act 1995 (Cth)

Criminal Code Act Compilation Act 1913 (WA)

Education and Care Services (National Uniform Legislation) Act 2011 (NT)

Education and Care Services National Law

Education and Care Services National Law (ACT) Act 2011 (ACT)
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Education and Care Services National Law (Application) Act 2011 (TAS)

Education and Care Services National Law (Queensland) Act 2011 (QLD)

Education and Care Services National Law (WA) Act 2012 (WA)

Education and Care Services National Law Act 2010 (VIC)

Education and Care Services National Regulations

Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

Young Offenders Act 1993 (SA)

Young Offenders Act 1997 (NSW)

Frameworks, Standards and Strategies


AS 1428.1:2009 Design for access and mobility - General requirements for access - New building work

AS 1428.2:1992 Design for access and mobility - Enhanced and additional requirements - Buildings and facilities

AS 1428.3:1992 Design for access and mobility - Requirements for children and adolescents with physical disabilities

AS 1428.5:2010 Design for access and mobility - Communication for people who are deaf or hearing impaired

AS 3533.4.1:2005 Amusement rides and devices Part 4.1: specific requirements - Landborne inflatable devices

Only playground strategies that are referenced in the text are included in the Bibliography. See Annex B for the complete list of playground strategies available online.
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

AS 3533.4.2:2013 Amusement rides and devices Part 4.2: specific requirements - Contained play facilities.

AS 4685 SET:2014 Playground equipment and surfacing Set

AS 4685.1:2014 Playground equipment and surfacing - General safety requirements and test methods (EN 1176-1:2008, MOD)

AS 4685.11-2012 Playground equipment - Additional specific safety requirements and test methods for spatial network


AS 4685.6:2014 Playground equipment and surfacing - Additional specific safety requirements and test methods for rocking equipment

AS/NZS 1428.4.1:2009 Design for access and mobility - Means to assist the orientation of people with vision impairment - Tactile ground surface indicators

AS/NZS 4422:1996 Playground surfacing - Specifications, requirements and test method

AS/NZS 4486.1:1997 Playgrounds and playground equipment - Development, installation, inspection, maintenance and operation

Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission’s Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy


City of Burnside, ‘Playground Strategy’ (August 2007)

City of Charles Sturt, ‘Play Space Policy’ (December 2012)


City of Marion, ‘Play Space Strategy’ (2008)

City of Port Phillip, ‘Play Space Strategy (2011)

City of Port Phillip, ‘Play Space Strategy’ (February 2007)


Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Playground Strategy)


Office for Recreation and Sport, ‘Playground Manual’ (2nd ed, 2007)


Surf Coast Shire, ‘Playground Strategy’ (April 2011)

Research


Brown, Fraser, ‘Play Deprivation: Impact, Consequences and the Potential of Playwork (Play Wales, March 2013),
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

http://issuu.com/playwales/docs/play_deprivation_impact_consequence?e=5305098/4318005


Brown, Pei-San, John A Sutterby and James A Therrell, ‘Play is essential for brain development’ (2001, Austin Texas) International Play Equipment Manufacturers Association News


Cincinnati Children's Hospital Medical Center. ‘Parental and societal values may present barriers to outdoor activity for children in child care centers’ ScienceDaily (10 January 2012) www.sciencedaily.com/releases/2012/01/120110192725.htm.

Dockery, Alfred Michael, Garth Kendall, Jianghong Li, Anusha Mahendran, Rachel Ong and Lyndall Strazdins, ‘Housing and children’s development and wellbeing: a scoping study’ (July 2010, Australian Housing and Urban Research Institute, Western Australia Research Centre) http://www.ahuri.edu.au/publications/projects/p80551


Harlow, Harry, and Stephen Suomi, ‘Social Rehabilitation of Isolate-reared Monkeys’ (1972) 6(3) Developmental Psychology 487-96
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Forer and Ric McConaghy

Hughes, Bob, ‘Play Deprivation’ (Play Education, 2003),
http://issuu.com/playwales/docs/play_deprivation?e=5305098/5309703

http://www.colorado.edu/journals/cye/12_4/article1.pdf


http://www.colorado.edu/journals/cye/13_2/Malone_Tranter/ChildrensEnvLearning.htm

http://highered.mcgraw-hill.com/sites/dl/free/0073378488/791932/cas78488_Ch04pp95_125_R.pdf


Miscellaneous

ACECQA, The National Quality Standard (November 2013)


Kate Ellis MP, ‘All Children Deserve to Play Up!’ (Press Release, 18 October 2013)
http://parlinfo.aph.gov.au, system id media/pressrel/2802488
Evidence of a clear standard of CRC’s Art 31 being met in the Australian community by the national, state and local governments

Submission to Australian Human Rights Commission's Inquiry into Children in Immigration Detention

Margarita Fourer and Ric McConaghy

Play Wales, ‘Play Spaces: Common Complaints and Simple Solutions’ (March 2012)

Standards Australia, ‘New Playground Standards’ (Media Release, 16 April 2014)

The Hon Sussan Ley MP, ‘Children’s Week highlights ‘playtime” (Press Release, 23 October 2013) http://parlinfo.aph.gov.au, system id media/pressrel/2798955