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Play/grounding: Working at the Interchange of Design and Pedagogy

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Play/grounding: Working at the Interchange of Design and Pedagogy

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Play, we often hear, is a staple of childhood. We recognize it instantly. We pair it with smiles and happiness, and claim it a universal right of children. But play is political, contentious, uneven.

Troubling the ease with which we assume to *know* play, this project asks: In the name of what is outdoor play being promoted? Who really has a right to play? Where, spatially, does play belong? How might attending to relational play compositions in small everyday spaces allow us to open pedagogical possibilities for playing/being/becoming with the Other?

In theorizing play as otherwise, much needed attention is paid to how play spaces, too, are never innocent. From her interdisciplinary background in landscape architecture and early childhood education, Tatiana Zakharova presents a project of designing, building and occupying a preschool playground at an Ontario early learning centre, considering how might we meaningfully intertwine pedagogical work and design.

[149 words]