

The point of departure

The schoolyard is (re)presented as significant in the social lives of children, and as a space of inequality and exclusion¹. Researchers from diverse disciplines, have applied spatial and sociological theories, to understand issues of identity, agency, power, and belonging during interactions within the schoolyard¹. The role of occupations in these shared, social processes has received less attention. Initial analysis of an inquiry into children's schoolyard play, considers schoolyard breaktime as collective occupations.

Approach

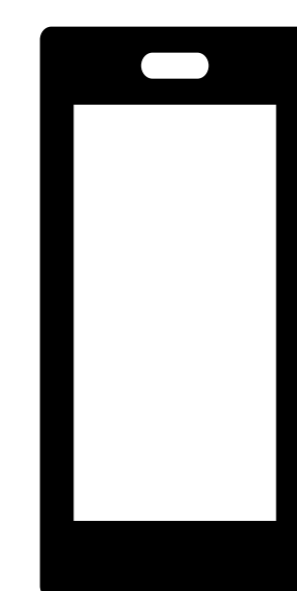
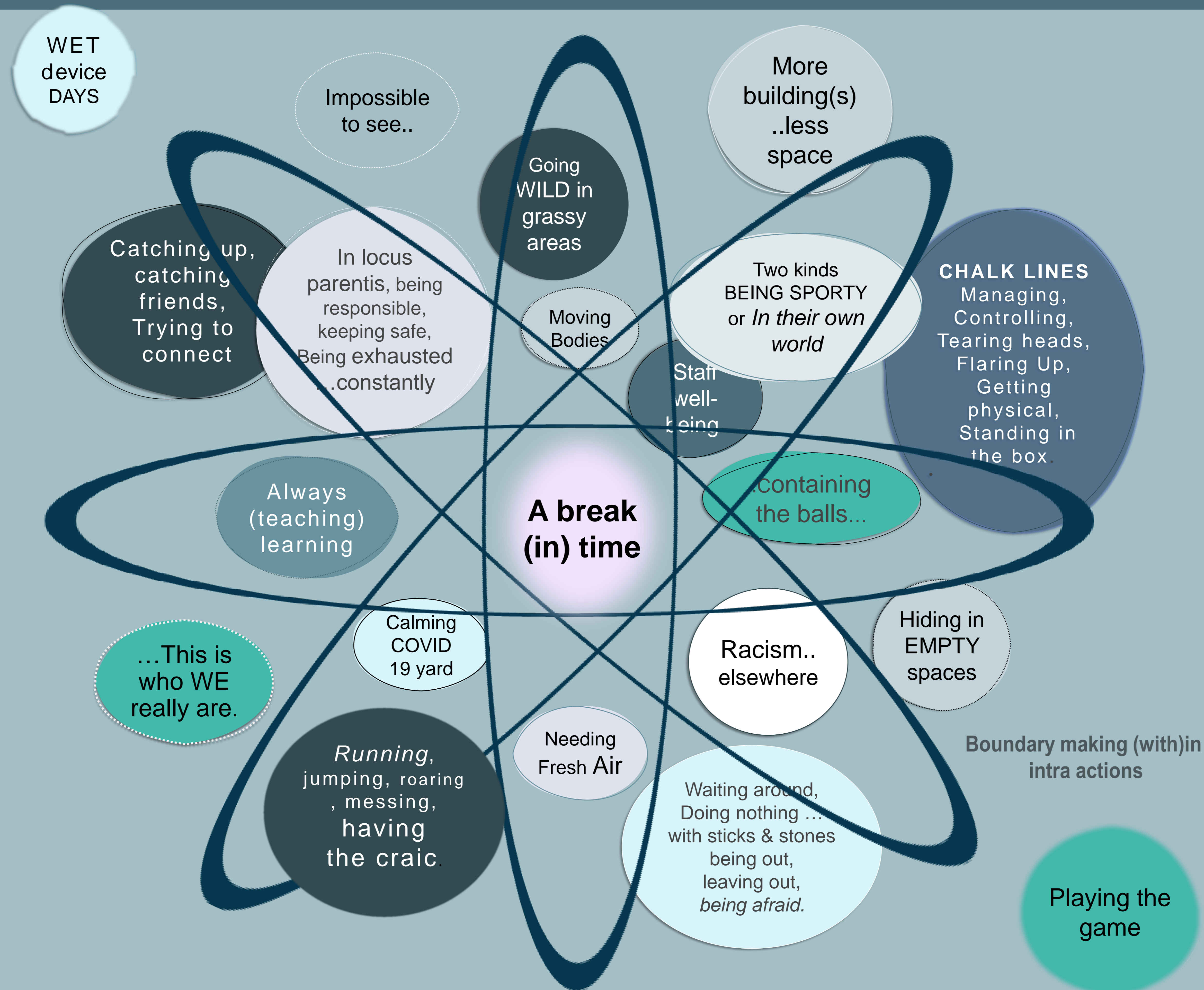
Informed by post-qualitative approaches, this inquiry enacts an "agential cut"² diffracting data from three qualitative research studies exploring schoolyard play *with* Occupational Science conceptualizations of situated and collective occupations⁴.

A systematic scoping review of peer reviewed research on representations of Irish Traveller children's play.³

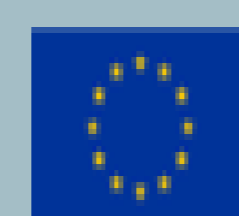
Online and in context interviews with 10 Irish primary school teachers on schoolyard play and reflexive thematic analysis.

An inquiry with 23 children (8-11 years) from 2 Irish primary schools using walking methods to explore play and schoolyards.

Situated materials, discourses and embodied doings intra-acting in a momentary cut



Scan the QR code to join with(in) this research
Look at visual recordings of a schoolyard and listen to interview extracts while thinking with theorizing on collective occupations
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Mattering collective doing

Boundary making (with)in intra actions	Learning how to be(come) human(ity)
Thrown - together encounters producing belonging/exclusion.	Intention(ing) Controlling the release. (Surviving) school as/of the community
Identities affirming positioning as inclusive	Differences as absences-lacking social skills
Materialising discourses- , "racist undercurrents"	Agency of materials – "encroaching buildings"
Embodiment-heartbreak of exclusion, what the teacher sees.	Draw the (blurred) line for well-being who matters..

Implications

Finding "the play" using post qualitative approaches can generate knowledges of the always becoming nature and differences entangled in collective doing in schoolyards. (In)forming practices recognises that focusing on what matters risks also excluding other kinds of mattering.

References

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