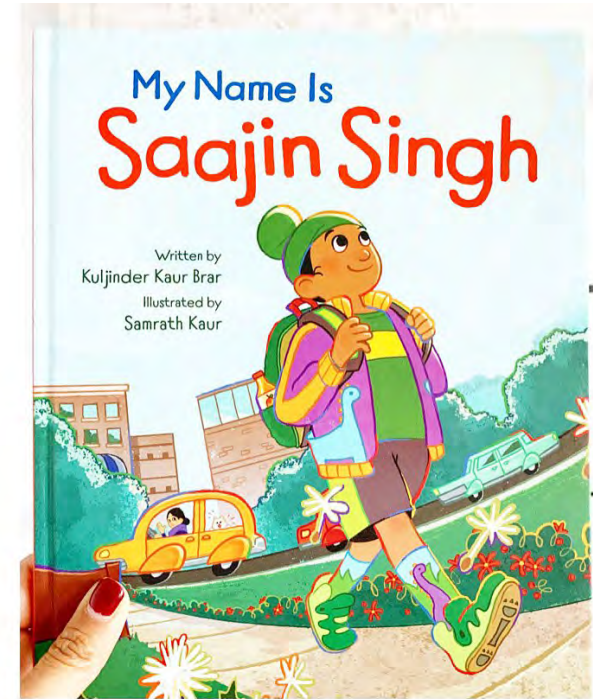


Culturally Responsive Play as Pedagogy



Bccampus

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LAND ACKNOWLEDGEMENT

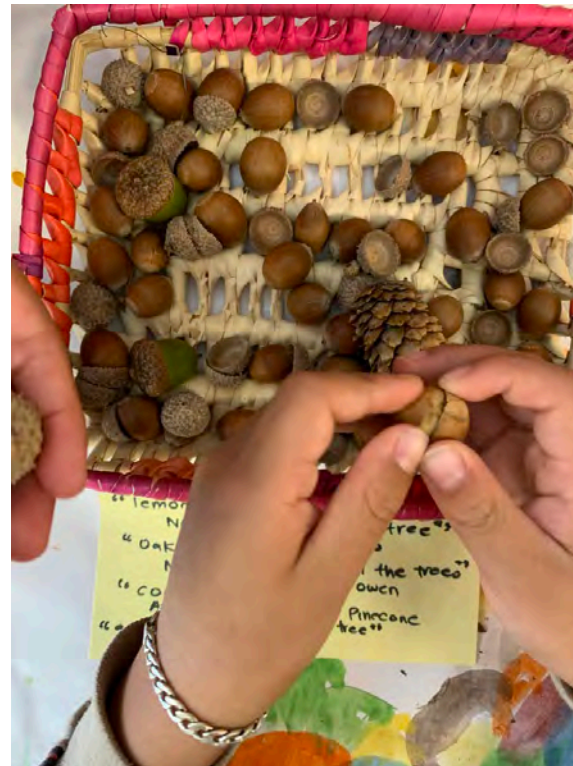
I acknowledge the traditional territories of the Anishinaabeg, the Haudenosaunee, and the Huron-Wendat, and that Toronto is covered by Treaty 13 signed with the Mississaugas of the Credit and the Williams Treaties. I recognize that this land has been, and continues to be, home to many diverse First Nations, Inuit, and Métis peoples.

A land acknowledgement is only a beginning... It does not replace the ongoing work of unsettling colonial assumptions, attending to Indigenous sovereignties, and rethinking how our practices in education may reproduce or interrupt colonial harm.

LEARNING OUTCOMES

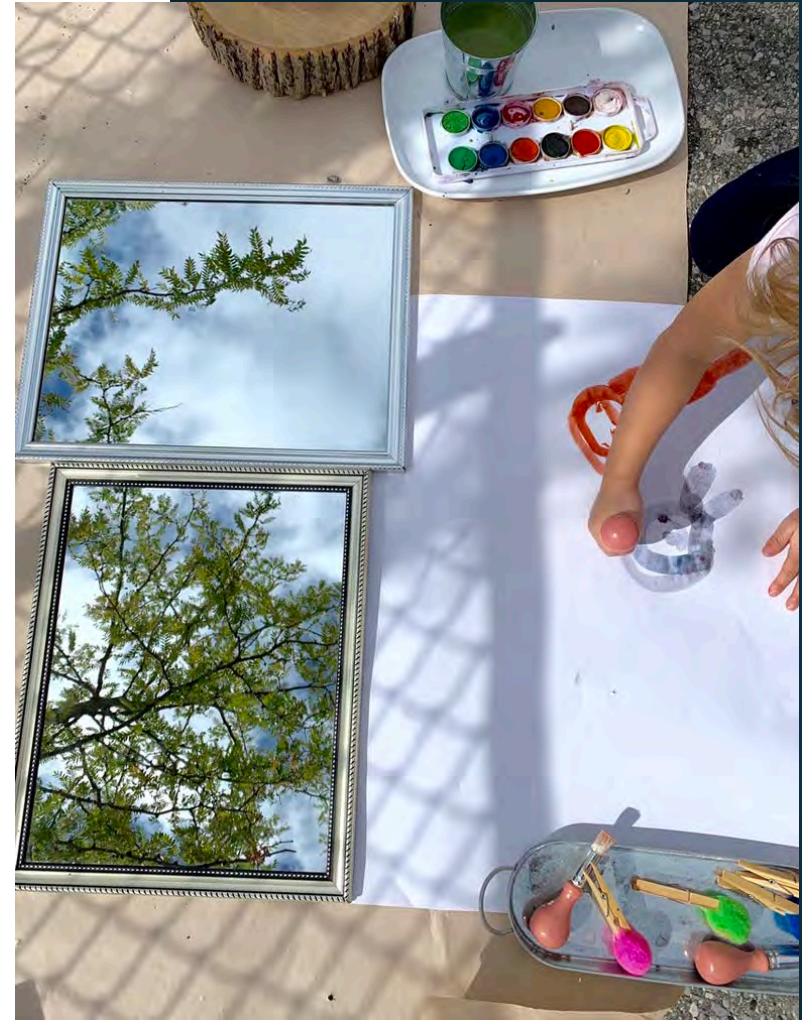
1. We will identify how a culturally responsive pedagogy of play can amplify learner voice, foster identity-building, and strengthen relationships with diverse families and children.

2. We will explore the role of loose parts play and identity affirming play as culturally sustaining, inclusive teaching tools.



AGENDA

- Overview of culturally responsive pedagogy and play
- Play as progress vs play as self
- Loose Parts Play
- Reflection Pause
- Affirming Identity in Play
- Closing Reflection and time for questions



WHAT IS CULTURALLY RESPONSIVE PEDAGOGY?

- Culturally Responsive Pedagogy offers a framework to recalibrate our pedagogical practices to ensure that the diverse and unique cultural, linguistic and ethnic identities of all students are visible. It draws on the social and cultural capital of all children, educators and families in educational settings (Gay, 2018).

Gay (2018) offers **six major premises** as the foundation of culturally responsive pedagogy:

- Culture counts, Conventional Reform is Inadequate, Intention without Action is Insufficient, Strength and Vitality of Cultural Diversity, Competence or Incompetence is Never Universal or All-Inclusive, and Test Scores and Grades are Symptoms, Not Causes of Achievement Problems.
- The practice and possibilities of culturally responsive pedagogy are “different, novel, innovative and unconventional” (Gay, 2018, p. xiv)



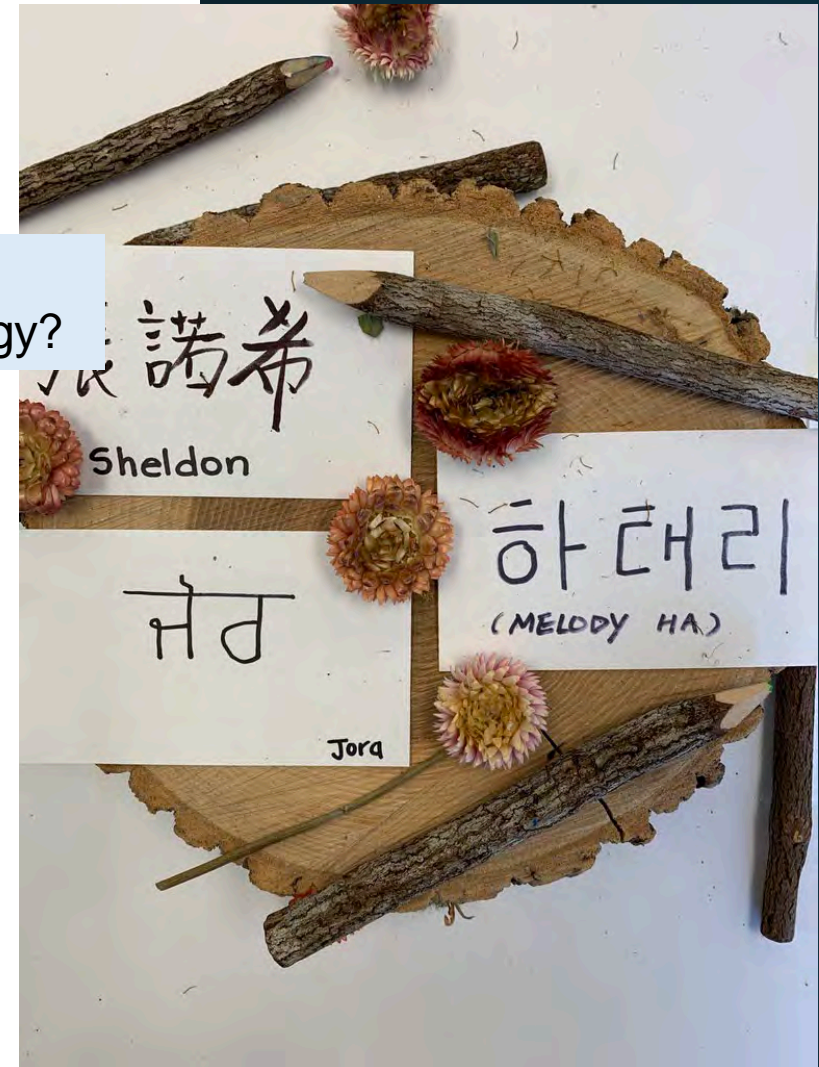
Culturally Responsive Teaching is about *teaching*, and the teaching of concern is that which centres classroom instruction in multiethnic cultural frames of reference (Gay, 2018, p. xxvii).

Take a moment to pause and reflect: On a scale of 1-5, how comfortable are you with the topic of culturally responsive pedagogy?

Let's think now a little bit about *Culturally Responsive Play*! Outside of early childhood education, play has struggled to gain credibility as a pedagogy of value in many educational settings (McCartney et al., 2020), however, we know play is valuable for children and adults alike!

Valuable elements of play include spontaneity, imagination, use of our bodies, voice, engage collectively or individually, interaction, decision-making, sensory experiences, emotion ...

Let's brainstorm some elements of play in our chat!





TYPES OF PLAY

1. PLAY AS SELF

- Unstructured, student led, open-ended and not tied to curricular expectations. Play as self makes visible the unique identities of children and acknowledges the social, linguistic, cultural and ethnic capital of students. Culturally Responsive Play

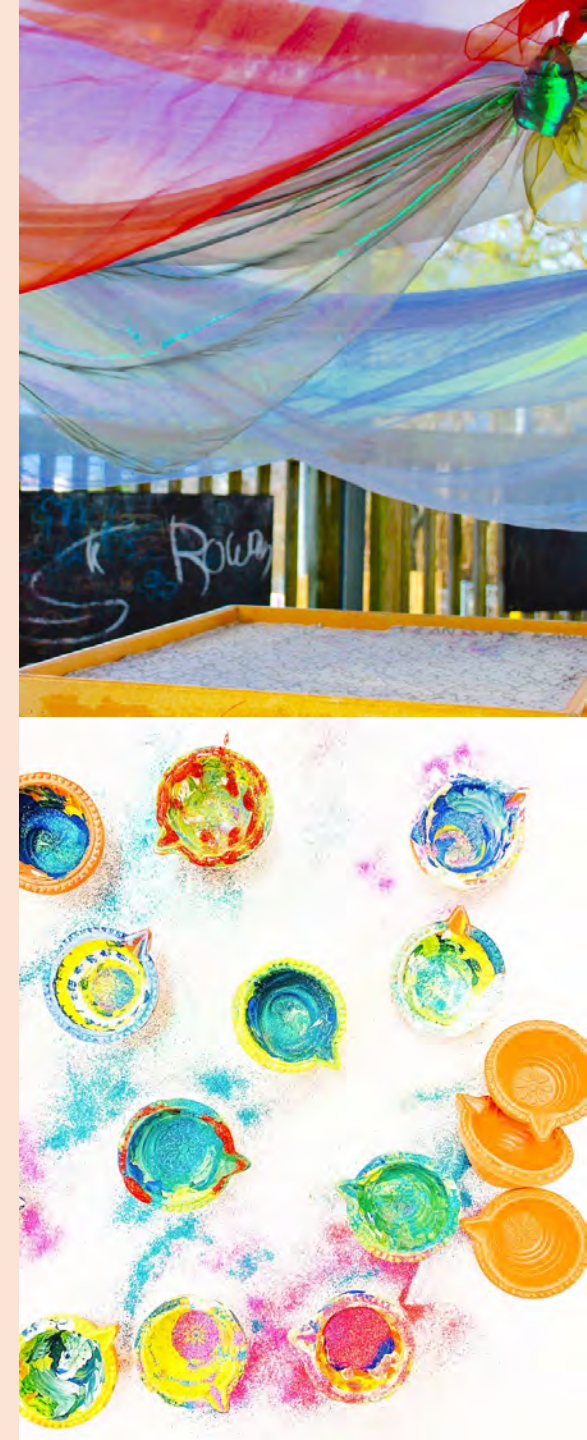
2. PLAY AS PROGRESS

- Often presented as 'learning through play', tied to developmental milestones, knowledge acquisition and curricular expectations. Play as progress connects play to learning, and as such, renders the unique identities of diverse children invisible.



LOOSE PARTS PLAY

Loose parts play has traditionally focused on 'western' loose parts. There is a large disconnect in North American notions of loose parts as predominantly 'western materials' that promote a discourse of neutrality such as beads, non-print fabrics, nature finds etc. We can challenge this notion by thinking of ways that 'other' cultures can contribute to loose parts such as diyas, printed and textured cultural fabrics, cultural utensils, etc.

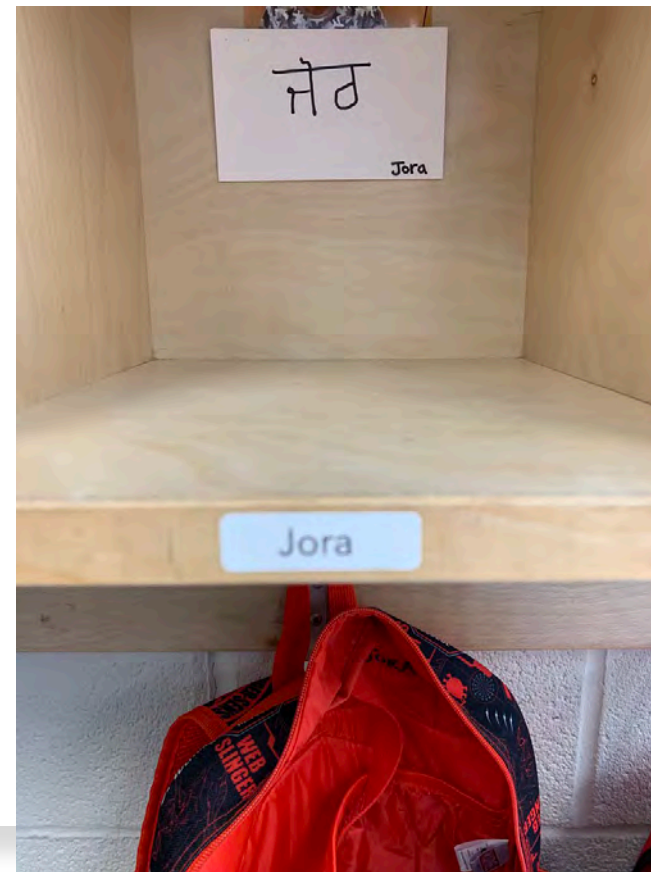




REFLECTION TIME

Let's take some time to reflect on our learning so far. Please take a few minutes to participate in adding some ideas for culturally responsive loose parts in our Google Doc. Options for participating are to stay in the main room and work independently or join a breakout room to work in a group. Thank you!





IDENTITY AFFIRMING RESOURCES – Connecting with Families

- Involve families by asking for linguistic contributions such as their child's name and common classroom items in their home language
- Use the resources provided by families as part of the everyday classroom routine
- Examples of materials: cultural newspapers or flyers for cut and paste, fabrics, music (child's favourite song for movement breaks), photographs, clothing, etc.

IDENTITY AFFIRMING PLAY IDEAS

- **CULTURAL GAMES** – involve families by asking for the instructions for games in their culture. Allow children to explain their favourite games to their classmates. Play them in the classroom! For example, Tag in Vietnam is a game called Catch the Elephant.
- **MUSIC** – involve families by asking about their child's favourite song in their home language. You can use this music for movement breaks, classroom games and background music.
- **DRAMA** – include flyers, food containers and photos from diverse cultures in dramatic play. You can also ask families to possibly donate items such as cultural fabrics, utensils or print materials.



QUESTIONS AND/OR COMMENTS



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