

Interactive comment on “Playing at the edges: use of playground spaces in South Australian primary schools with new arrivals programmes” by C. Due and D. W. Riggs

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Received and published: 13 April 2010

We would first like to thank both Danielle Every and the anonymous reviewer for their comments on this paper. We greatly appreciate their suggestions, and feel that addressing them will make this paper much stronger.

Danielle Every’s comments regarding the mixed methods approach are particularly appreciated, and we would like to thank her for her technical corrections, which we will address in our final revised manuscript.

We feel that the second, anonymous reviewer’s comments regarding the problematic nature of the suggestion we made that NAP students be treated according to different

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rules is particularly pertinent. We agree with the anonymous reviewer that this is likely to create stigma, and that a better solution would be for the rules that NAP students challenge to be changed for all students within the school. This suggestion allows NAP students to highlight rules that, as this reviewer argues, are ethnocentric and problematic, and change them for everyone.

We unfortunately do not have data regarding the second point made by the anonymous reviewer in relation to the levels of interaction between students from different non-NAP classes. The fact that NAP students play with students from other NAP classes is made within the article primarily in order to highlight the fact that the suggestion made by teachers that the lack of interaction between NAP and non-NAP students is due to students playing within class groups is not supported by our data, which demonstrates between class play within the NAP itself. Whilst we acknowledge that data regarding non-NAP play would provide more solidity to the conclusions, as the anonymous reviewer suggests, we do feel that this point is worth making despite not having data regarding non-NAP play patterns themselves.

Finally, we also thank the anonymous reviewer for their comments regarding the structure of the article. We feel that addressing these two points will make the article flow more smoothly, particularly in relation to discussing the control of the school spaces by teachers at an earlier point in the article.

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Interactive comment on Soc. Geogr. Discuss., 6, 1, 2010.

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