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of the Requirements for the Degree of Doctor of Educational Psychology

The Power Dynamics of Pristine Wellies: Educator Perspectives on Inclusive Teaching

and Learning Opportunities within School-Based Outdoor Learning in South Wales

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Abstract

This thesis presents an exploration of educator perspectives on the understanding and application of Inclusive Teaching and Learning Practices (ITLP) within School-Based Outdoor Learning (SBOL). Research is informed by contemporary rights-based legislation and prominent psychological theories that relate to experiential learning, psychological wellbeing, and the needs of children and young people (CYP). Emphasis is placed on exploring the phenomenon of inclusive SBOL in relation to the UK role of Educational Psychologists (EPs), taking account of the specific context of Wales. The thesis report is comprised of three main sections: a narrative scoping review; an empirical research paper; and a reflective account. Main findings indicate that inclusive SBOL should be a priority consideration for educators, EPs, and future legislation, as it has the potential to support *all* pupils in their holistic development. However, without adequate support the outdoor environment may compound exclusionary narratives and hidden discrimination in UK schools. Semi-structured interviews conducted with Outdoor Leaders (ODLs) and Classroom Educators (CEs) in South Wales highlighted the tensions experienced within practice which appear to be based upon underpinning combinations of values and relational beliefs. This thesis provides evidence that Finkelstein's (2021) model of inclusive teaching components offers a useful framework through which educator competency in ITLP practices can be understood and developed. From the results, a Reflective Framework of ITLP in SBOL is proposed to build upon Finkelstein's model and facilitate EP practice in supporting rights-based inclusion within schools.

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Table of Abbreviations

ACRONYM	EXPLANATION
AHKGA	Active Healthy Kids Global Alliance
ALN	Additional Learning Needs
ALNET	Additional Learning Needs and Education Tribunal
ALNCo	Additional Learning Needs Coordinators
AE	Adventure Education
AR	Authority Ranking
BPS	British Psychological Society
CYP	Children and Young People
CEs	Classroom Educators
CS	Communal Sharing
CPD	Continuing Professional Development
DfE	Department for Education
ECPLC	Early Childhood Play, Learning and Care
EYFS	Early Years Foundation Stage
EOE	Education and Experiential Learning
EP/s	Educational Psychologist/s
ELSA	Emotional Literacy Support Assistant
EE	Environmental Education
EM	Equality Matching
HCPC	Health and Care Professions Council
IED	Inclusion, Equity, and Diversity
ITLP	Inclusive Teaching and Learning Practices
JOEE	Journal of Outdoor and Environmental Education
LA	Local Authority
LEAs	Local Education Authorities
MP	Market Pricing
MoN	Matrix of Needs
OE	Outdoor Education
OEAP	Outdoor Education Advisers' Panel
ODLs	Outdoor Leaders
OL	Outdoor Learning
PCC	Participants, Concept and Context
PPA	Planning, Preparation, and Assessment
PERMA	Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment
PRISMA-ScR	Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews
RQ	Research Question
RTA	Reflexive Thematic Analysis
RMT	Relational Models Theory

SBOL	School-Based Outdoor Learning
SIT	Social Identity Theory
SEND CoP	Special Education Needs and Disability Code of Practice
SEN	Special Educational Needs
SDGs	Sustainable Development Goals
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UDL	Universal Design for Learning
WG	Welsh Government
WHO	World Health Organization
ZPD	Zone of Proximal Development

This thesis comprises of a brief introduction followed by three main parts: a major literature review; an empirical research paper; and a reflective critical appraisal. An overview of the content covered in each of these sections is detailed below.

Introduction

The thesis is introduced by outlining the rationale, purpose and aims of the research. This includes a brief overview of both the personal and professional contexts that informed the choice of topic.

Part One: Major Research Literature Review

Part One provides a detailed review of existing literature and contextualises the current study. It is divided into two sections. The first, introduces prominent concepts and legislation in relation to inclusive Outdoor Learning (OL) and sets out the importance of the topic area in the context of Wales and the practice of Educational Psychologists (EPs). The second section offers a scoping review of existing research. This aims to investigate how educators' perceive Inclusive Teaching and Learning Practices (ITLPs) in relation to School-Based Outdoor Learning (SBOL). The section concludes by outlining the rationale and research question (RQ) for the current research.

Part Two: Major Research Journal Article

Part Two presents an empirical research paper that aims to contribute an understanding of the values and relational beliefs that underpin ITLPs within SBOL. The study first details relevant literature and then sets out the methodology undertaken including aspects of recruitment, data collection and analysis, and ethical considerations. Findings are described and discussed in relation to the

study's research question, the existing literature base and prominent psychological theory. Implications of the findings are discussed in relation to the work of EPs. Lastly, strengths and limitations are detailed, and recommendations made for further research and dissemination of findings.

Part Three: Major Research Reflective Account

Part Three provides a reflective and reflexive account of the current study and is also divided into two sections. The first, critically appraises the development of the research and researcher, including decisions made in relation to ethics, paradigm, design, recruitment, and analysis. The second section discusses the study's findings and conclusions in terms of their unique contribution to knowledge.

1.0 Thesis Introduction

1.1 Thesis Rationale

This thesis is conducted as part of the requirements of the Doctorate in Educational Psychology at Cardiff University and aims to explore how inclusion is understood and operationalised by early educators in the context of School Based Outdoor Learning (SBOL). The choice of topic area is justified by its recognition as a priority focus in current research due to an identified dearth of existing literature and the potential for Inclusive Teaching and Learning Practices (ITLP) to be detrimentally overlooked within SBOL, despite frequent use in education systems (Fronzek, 2023; Jordan & Chawla, 2022). This informs the rationale for Part One, the Major Research Literature Review, and Part Two, the Major Research Journal Article, which seek to demarcate and build on current understanding about ITLP in SBOL by exploring contemporary legislation and literature developments, alongside conducting unique qualitative research into the underpinning values and relational beliefs that may guide inclusive educator practices. Associated discussion within this thesis aims to contribute a new understanding of how Educational Psychologists (EPs) may support schools in their implementation of inclusive SBOL in line with their statutory and ethical responsibilities to protect and promote the rights of all children and young people (CYP) within education (BPS, 2022; HCPC, 2023; UN General Assembly, 1989). Lastly, the rationale for Part Three, the Major Research Reflective Account, is to provide transparency about decisions made during the thesis journey, to clarify on the unique contribution to knowledge, and the researcher's development throughout the research process. Part Three also offers a reflexive account of the evolution of the topic area as grounded by the researcher's professional and personal interests. A

brief summary of these interests is introduced here to establish the foundations of this thesis.

1.2 Professional Interests

Interest in researching Inclusive Teaching and Learning Practices (ITLP) within the context of SBOL formed organically from the researcher's position as a Trainee Educational Psychologist (TEP). As a requirement of the training programme, the researcher engaged in Local Authority (LA) placements that included a role supporting a small patch of schools. This work revealed the concern and uncertainty being experienced by school staff about how best to support all students irrespective of need to participate in the outdoor environment. This inspired the researcher to reflect on the role of the EP in providing advice and support to schools that can account for the variety of learning environments that students experience. The researcher's subsequent discussions with colleagues, and placement and research supervisors facilitated reflection on the importance of promoting inclusion and equality of opportunity as ethical responsibilities and statutory duties of the EP role (HCPC, 2016; 2023). This led the researcher to conduct an initial literature search that confirmed the feasibility of the topic area and revealed opportunities to narrow the focus. This included specific attention on the role of the early educator in relation to Experiential Learning Theory (Dewey, 1938/1997; Miller, 2019b), Finkelstein's framework of inclusive teaching practices (Finkelstein, 2021), and policy developments related to the Foundation Phase Framework in Wales (Welsh Government (WG), 2015; 2020b).

1.3 Personal Interests

The present study is conceptualised within a constructivist paradigm and so it is important to make visible the perspectives, experiences and beliefs of the

researcher that frame the current discussion (Braun & Clark, 2021; 2022; 2023). To speak to the title of this thesis, the researcher's wellies are not pristine. Rather, they are well-loved, muddy and reflect the prioritisation of spending time outdoors. For the researcher, the outdoor environment is calming and safe. It offers both physical and psychological recovery from everyday stressors and opportunities for interpersonal connection with friends and family. Notably, this perspective is underpinned by personal beliefs, based upon experiences across the lifetime and informed by broader family values instilled at a young age. As such, it is important to acknowledge the role of privilege that informs the researcher's perspective and the current study. The researcher is a white, able-bodied female who comes from a financially secure and middle-class background resulting from parental employment in the Royal Air Force (RAF). Returning to the symbol of the wellies, the brand of boot serves as a metaphor for the researcher's positions of privilege whereby the capacity to choose a more expensive shoe that offers a thicker sole affords greater comfort when walking on rough ground.

It is important to account for the researcher's subjective position as a prominent factor in decisions made within the research process, such as the choice of topic area and aspects of inclusion and exclusion criteria. For example, as a female with family values that emphasise adventure, the researcher attributes personal meaning to the ecofeminist discussion presented in Section One that depicts gender marginalisation in traditional Outdoor Education ideologies (Humberstone & Pedersen, 2001; Schmidt et al., 2022). With this in mind, the constructivist position also raises the importance of appreciating diversity of experience and perspective. The researcher is mindful that the outdoors can also be a place of indifference, dislike, and at times fear or pain. This understanding has developed through review of existing research alongside conversation with close

friends and family who experience disabilities and allergies. As such the researcher is mindful that barriers to the outdoors exist and may be considered overt or hidden. It is through this appreciation and understanding of the unique and embodied experience of the outdoors that this research is situated.

1.4 Research Context

Inclusive OL holds broad significance as a research topic because of the influences of international legislation promoting inclusion. For example, the United Nations Convention on the Rights of the Child (UNCRC) (UN General Assembly, 1989), has informed the historical evolution and global diffusion of OL practices (Anderson et al., 2021a; 2021b; Bentsen et al., 2009; Gilchrist et al., 2016). The major literature review of the current study considers this broad context in relation to prominent developments in the field and utilises a scoping review to focus in on research undertaken in the United Kingdom (UK). The purpose of this structure is to provide a comprehensive understanding of inclusive OL to inform the current study and enrich subsequent analysis, relevance, and transferability of main findings.

The empirical research is conducted within Wales and focuses on the perspectives and practices of educators working within the Welsh educational landscape. This decision takes account of the socio-political context of Wales as a devolved government within the UK and the distinctive frameworks that inform EP practice (Fallon et al., 2010; Squires & Farrell, 2006). Recent policy changes of the Additional Learning Needs Education Tribunal Act (ALNET) informs EP practice in Wales as distinct from the Special Educational Needs (SEN) policy in England. Research has also highlighted the significant influence of socio-political context on aspects of funding, service structure and subsequently the types of work

undertaken by EPs (Lee & Woods, 2017). This relates to differences in how EP work is commissioned as a result of the development of partially or fully traded services in England that contrasts with the centrally funded LA EP services in Wales (DfE, 2019; 2023; Squires & Farrell, 2007). As such, this research aims to offer a first step in developing understanding of ITLP in SBOL that may be built upon to take account of differing socio-political contexts.

1.5 Research Paradigm

Cohen et al (2017) provides a definition of epistemology and ontology that is helpful to clarify terms and is summarised below:

Ontology – Assumptions which concern the nature or essence of the phenomenon being investigated and whether social reality is external to an individual or a product of their consciousness.

Epistemology – Assumptions which concern the bases of knowledge, its nature and forms, how it may be acquired, and communicated to others.

A relativist ontology informs the current thesis (Taylor, 1978) and appreciates that "multiple, subjective realities" shape our social understanding (Prince & Mallabon, 2019, p.12). A constructivist epistemology (Bruner, 1966; 1990), develops this position by building on the assumption that individuals take an active role in constructing knowledge within a political, cultural, and social context (Stauffacher et al., 2006). From this view, 'truths' about reality are socially situated rather than negotiated or universal (Levers, 2013). As Burr (2018) describes, this means that "we are all microcosms of our native societies but coloured by our own personal history through our unique human reflective capacities" (Burr, 2018, p.372).

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Part One: Major Research Literature Review

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2.0 Part One: Major Research Literature Review

"Quality inclusive education... is a major contributor to health and well-being, gender equality and climate mitigation. However, against the backdrop of pandemic-related lost learning, education today is in deep crisis"

(United Nations (UN), 2023, p.52).

2.1 Introduction

The 2030 Agenda for Sustainable Development was established by global leaders in 2015 and represents a landmark commitment to safeguard the rights and well-being of all individuals through the universal enactment of 17 Sustainable Development Goals (SDGs) (UN, 2015). Amongst these goals was the pledge to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2016, p.7). This emphasis on inclusive education was strengthened by the World Education Forum (WEF) through the Icheon Declaration (UNESCO, 2016), identifying it as both an urgent priority for development and a main driver in achieving other SDGs relating to international peace, prosperity, health, and wellbeing. However, in 2023, the United Nations (UN) expressed substantial concern that the 2030 Agenda was at risk, describing it as a "promise in peril" (UN, 2023b, p.2). This concern is evidenced by the SDGs progress chart which shows stagnation or regression in the majority of education targets with sufficient data (UN, 2023a). These findings raise important questions about the foundations and principles of inclusive education and establishes the need to clarify on pedagogical approaches that contribute to a genuinely inclusive learning environment.

This thesis provides a timely response to these questions by investigating educator perspectives on Inclusive Teaching and Learning Practices (ITLP) and gaining insight into the associated advantages and challenges being experienced.

In particular, this thesis explores how inclusion is understood and applied by early educators in the context of School-Based Outdoor Learning (SBOL). This focus is warranted as research reports on OL as a psychologically informed and holistic approach to education that has the potential to respond to diverse needs of learners, student engagement and well-being, and also provide a pathway to quality inclusive practices within education settings (Bradley & Male, 2017; Farnham & Murtrie, 1997; Fronzek, 2023; Floresca, 2019; 2020; Fox & Avramidis, 2003; Friedman et al., 2022; Jordan & Chawla, 2022). In addition, recent research has highlighted important gaps in our current understanding of inclusive Outdoor Education (OE) practices (Fronzek, 2023; Jordan & Chawla, 2022), especially regarding the potential for marginalisation and bias influenced by conventional modes of thinking (Humberstone & Pedersen, 2001; Schmidt et al., 2022). These factors require careful consideration to ensure the recognition and mitigation of unseen discrimination within SBOL, particularly given the increasing promotion of OL within education policy both as part of whole-class provision and as a targeted intervention (Edwards-Jones et al., 2022; Glanville, 2023; Harris et al., 2017; Moffett, 2022; Sharpe, 2014; Waite, 2020c; 2020b).

The purpose of the Major Research Literature Review as follows is to embed the thesis by facilitating an understanding of key concepts, theory, prominent legislation, and existing research in relation to the development, understanding and application of ITLP in SBOL.

2.2 Literature Review Summary

The Major Research Literature Review is structured into two main sections. The first section provides a narrative overview of developments in inclusive OL to outline the significance of the topic area as it relates to an

international and UK socio-political context. It includes a focus on the meaning of inclusion and OL, associated theory and how this may inform the practice of EPs. Information included in this section was sourced dynamically from literature reviewed as part of the broader systematic search of the second section. Of note, OL has an extensive and multifaceted history, and it is beyond the intention and capacity of the researcher to provide in-depth critique of all elements in this section. Emphasis is placed on aspects relating to issues of inclusion and where appropriate the reader will be signposted to further sources of information.

The second section offers a scoping review of existing research to investigate and clarify what is currently understood about inclusive School-Based Outdoor Learning (SBOL) within the UK. It outlines the researcher's systematic processes and procedures for ensuring rigor and outlines a broad review question to provide focus and direction to the review process: *What can be understood about educator perspectives on inclusive School-Based Outdoor Learning (SBOL) in the UK?* Three subsidiary questions are used to clarify and structure the interpretation of findings. Results are presented and critically reviewed through a thematic synthesis approach to ensure transparency and coherence in linking conclusions to the text of primary studies (Thomas & Harden, 2008). This section discusses the significance of findings in relation to historical developments, psychological theory, and the role of EPs. It concludes by outlining the rationale and research question (RQ) of the current empirical study.

3.0 Section One: Context of the Research

3.1 Research Terminology

3.1.1 Inclusion

The fourth SDG of the 2030 Agenda focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (UN, 2015; 2023b). This goal offers a holistic and rights-based perspective of inclusion that emphasises the relevance of the term "to all learners and their entitlement to belong" (UNESCO, 2016, p.7). The British Psychological Society (BPS) builds on this position through a clear definition of inclusion:

"Inclusion means everyone feels valued and that they belong without having to conform. It means that members and employees with different backgrounds, characteristics and ways of thinking feel psychologically safe and are encouraged to come up with different ideas and suggestions, to raise issues, and try new ways of doing things" (BPS, n.d, para. 6).

This offer of a definition as based on psychological processes is seen to celebrate the participation and belonging of all individuals and forms the foundation of how inclusion is conceptualised in this thesis. A table of related terms including equality, equity and diversity as set out by the BPS is provided in [Appendix A](#). Later discussion in this section explores in more detail the nuances of inclusion as a concept and how it relates to the context of EP practice and educational policy in the UK with a particular focus on Wales.

3.1.2 Outdoor Learning

Outdoor Learning (OL) is intrinsically connected to several associated terms such as Adventure Education (AE) and Environmental Education (EE) which has led to criticism that definitions have become "interchangeable" and "confused" (Ray & Jakubec, 2018, p.324). This has been evidenced for over 40 years, with

Nichols (1982) reporting that Outdoor Education (OE) was felt to be "undefinable", and that "time spent in attempting to come to an agreeable definition would be wasted… [because] such discussions had taken place on a number of occasions with little resolution" (Nichols, 1982, p.1). The impact of this persistent confusion is evident to the modern day, with recent research commissioned by the Welsh Government (WG) reporting that differences in SBOL between provisions can in part be attributed to unclear definitions (French et al., 2023).

Interchangeable use of terms seems to reflect a historical dichotomy of ontological perspective. On the one hand, scholars may credibly work towards a 'true' definition of OL, such as exemplified by Nicolas' six essential characteristics of the "functional boundaries" of OE (Nichols, 1982, p.3), or in Priest's (1986) similar six major redefining points. On the other, criteria-based approaches are considered to hold limited meaning as multiple truths about the reality of OL may exist; a viewpoint demonstrated in Danny Parkin's response to Nichols' editorial, "outdoor education will mean different things to many people depending on the nature of its application and the context in which the outdoors is used" (Parkin, 1998, p.1).

In an effort to move discussion forward, Anderson et al (2021) was the first to utilise a constructivist position to develop "a clear frame of reference" that would "prove helpful" to all professionals in the field (Anderson et al., 2021a, p.19). In particular, Anderson et al utilised the how, who, what, where, why framework to co-create a definition from the perspectives and beliefs of around 300 members of the Institute for Outdoor Learning, Scottish Outdoor Consortium, and Outdoor Alliance Wales amongst others. They concluded by defining OL as:

"An umbrella term for actively inclusive facilitated approaches in the outdoors that predominantly use taught activities and experiences which lead to

learning across all subjects, increased health and wellbeing, and environmental awareness" (Anderson et al., 2021a, p.21).

This definition is applied in the context of the current literature review in line with the researcher's constructivist and relativist paradigm. It is based on John Crosbie's understanding that only from the overlap of outdoor activity, personal development and planned and programmed facilitation can Outdoor Learning be realised (Figure 1).

[Image Redacted for Copyright Reasons]

Figure 1: The Outdoor Learning Definition Model (reprinted from Anderson et al., 2021, p.22; copyright retained by John Crosbie).

Anderson's definition therefore highlights the role of the educator as an active facilitator to inclusion and aligns with the purposes of the current research to explore ITLP in relation to SBOL.

3.1.3 Pedagogy

Beetham and Sharpe (2019) define pedagogy in education as an applied discipline that is "centrally concerned with how we understand practice (the 'evidence base' for theory), and how we apply that theoretical understanding *in* practice" (Beetham & Sharpe, 2019, p.3). In this thesis, constructivist pedagogy

forms the foundation of the researcher's assumptions and discussion. This is complimented by inclusive pedagogy and other core pedagogical principles relating to OL. A summary of these concepts is provided here and explored further in the main body of the review.

Constructivist pedagogy emphasises student-centred learning environments and the active construction of knowledge by learners through inquiry, collaboration, and reflection (Richardson, 2003). The role of inclusive pedagogy builds upon this through the provision of "rich learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate" (Florian & Black-Hawkins, 2011). OL encompasses several pedagogical principles that are drawn upon to enhance the thesis discussion. Central is the role of experiential learning as a pedagogical practice that emphasises the immersion of students in hands-on, real-world contexts to foster deeper understanding and skill development (Dewy 1938/1997; Kolb, 1984).

It is from these pedagogical principles that the researcher approaches exploration of Inclusive Teaching and Learning Practices (ITLP). The particular focus on ITLP in this thesis is based upon an understanding that pedagogy informs "learning in the context of teaching, and teaching that has learning as its goal" (Beetham & Sharpe, 2019, p.2). In addition, this thesis aims to build upon Finkelstein et al's (2021) research whereby inclusive practices are conceptualised as "a symbol of inclusion being acted out" (Finkelstein et al., 2021, p.738).

3.2 Significance of the Topic Area

3.2.1 The Contemporary Contextual Relationship between Inclusion and SBOL

In recent years, there has been growing recognition of Inclusion, Equity, and Diversity (IED) within OE, prompting efforts to understand these concepts

and address them in practice. A prominent example has been the acknowledgement of unconscious bias in the sector by The European Institute for Outdoor Adventure Education and Experiential Learning (EOE) as a result of a conference activity in 2017 where only four delegates out of 100 identified diversity and inclusion as important topics to OE (Aylward & Mitten, 2022). This inspired action by the EOE board and led to a themed conference in 2019 and special issue of the Journal of Outdoor and Environmental Education (JOEE) that focused on enhancing understanding of IED within OE. These actions raised the importance of fostering an inclusive value system that celebrates and welcomes individual dimensions of diversity such as age, culture, disability, ethnicity, gender, race, socio-economic background and more (Aylward & Mitten, 2022; Eksteen, 2019).

In line with the EOE's recent emphasis on EDI within OE, school settings have been promoted as principal environments to address inequities and discrimination in the outdoors (Waite, 2020c). Research has noted the growing emphasis on education settings to provide SBOL opportunities (Glanville, 2023; Harris et al., 2017; 2023; Moffett, 2022; Waite, 2020c), and offer a universal access point for all pupils to engage and experience connection with the outdoors (Waite, 2020c). One approach set forth in supporting inclusive SBOL has been use of a student-centred approach to appreciate that not all children and young people (CYP) will find the outdoors welcoming or accessible. As Hayes (2014) writes:

"I think we also need to listen to those who have chosen to opt out, to exclude themselves from 'outdoor activities' and to consider why. It is not enough to simply provide them with resources and materials to enable them to participate in what we offer, what WE like doing. We need to explore other ways of being outdoors. We need to address the apparent hierarchical nature of activities being labelled as soft or hard, risky, or safe, with the inherent implication that one is inferior to the other" (Hayes, 2014, p.49).

Hayes' sentiments draw attention to the importance of examining the assumptions that may underpin ITLP in SBOL to support effective inclusive practices. This relates to ongoing discussions about the influence of historical OL developments as linked to IED, and wider debates about inclusion being distinct from forms of integration in education (Ainscow et al., 2006; Azorin & Ainscow, 2020; D'Alessio et al., 2010; Finkelstein et al., 2021; Göransson & Nilhom, 2014).

3.2.2 A Situated Understanding of OL

OL is situated within the historical and contextual developments of Outdoor Education (OE) more broadly, and as noted above, is intrinsically connected with other associated terms such as AE and EE (Crosbie, 2014; Ray & Jakubev, 2018). This is important to discussions of IED within SBOL since distinct and blended approaches each carry their own traditions that influence contemporary discourses (Waite, 2017; 2020b). Adkins and Simmons (2002) attempted to represent the relationship between interrelated terms through a diagram of "converging, diverging or mutually supportive fields of education", highlighting that whilst some aspects are distinct, often, outdoor approaches can "blur in practice" (Adkins & Simmons, 2002, p.2) (Figure 2).
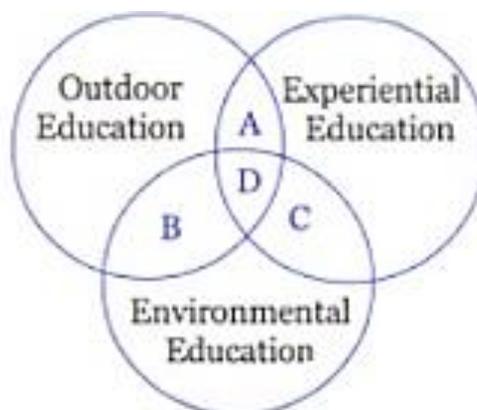
Figure 2: The Relationship Between Interrelated Terms (Reprinted from Adkins & Simmons, 2002, p.2).

The complexity of the issue is underpinned by the "cross-fertilization between nations" (Gilchrist et al., 2016, p.110), whereby unique traditions have "emerged not only in relation to specific geographical landscapes, but also as a consequence of particular circumstances: cultural, social, economic, demographic, and political contexts" (Bentsen et al., 2009, p.30). A prominent example is the influence of Scandinavian traditions on approaches adopted within the UK such as the uptake of Forest Schools, which in turn have been exported to other countries including Canada and Australia (Harris, 2021). This draws attention to the prominent importance of Anderson's relativist definition of OL (please see 3.1.2) which sought to work through these difficulties by taking account of diverse understandings and encouraging a flexible and individual interpretation rather than a static universal definition.

3.2.3 The Implications of Historical Developments on Inclusive OL

Anderson et al's (2021a) definition of OL in terms of "actively inclusive facilitated approaches in the outdoors" (p.21), evidences the modern significance of facilitating and addressing issues of IED. In pursuit of this aim, it is important to take account of how historical developments in interrelated terms such as OE, AE and EE have influenced contemporary perspectives (Figure 3). The current report will summarise the influence of these traditions on inclusive OL with further details outlining a brief history of OE, AE and EE provided in Appendix B, and further details about prominent EE legislation as it relates to IED in Appendix C.

Adventure Education (AE)
Based on the educational philosophy of Dr Kurt Hahn (Humbersonte & Pedersen, 2001) and the establishment of institutions such as Outward Bound in Wales (OB). Typically involves a residential component and emphasises activities designed for CYP to go beyond their comfort zone, involving a degree of physical challenge and risk (Cosgriff et al., 2012).

Outdoor Education (OE)
Based upon the romanticism movement of the late 18th century, and the associated pursuit for the sublime (Wattchow, 2007). Equal emphasis is placed on OL for moral and physical development, including facing challenges through leisure pursuits of sports, mountaineering and camping (Priest, 1986; Sharp, 1943).

Environmental Education (EE)
An instructional field focused on raising awareness of environmental issues and the relationship and responsibilities of humans to the global environment. Distinguished by several international milestones i.e., the Stockholm Conference, Rio Convention, Agenda 21, that have highlighted the vital role of all groups and communities to address environmental concerns.

Contemporary Inclusive Outdoor Learning

Figure 3: Summary of OE, AE, and EE as a Socio-Cultural Influence on Inclusive OL (please see Appendix B).

The historical development of OL contextualises modern day issues of inclusion by highlighting entrenched bias and how this is being addressed (Rogers et al., 2019). Contemporary researchers have reflected on the implications of OE and AE ideologies that are positioned within colonial, white, middle-class, masculine, and able-bodied discourses (Humberstone & Pedersen, 2001; Rogers et al., 2019; Warren & Breunig, 2019; Warren et al., 2014). Scholars have indicated that these approaches perpetuate a narrative that the outdoors is not appropriate for all (Humberstone & Pedersen, 2001; Schmidt et al., 2022), and may "marginalize non-heteronormative individuals, women, and those who may not have equal access to the outdoors, such as disabled individuals and those from lower socioeconomic classes" (Schmidt et al., 2022, p.32). Research conducted by Myers et al (2023) supports this perception as they explored the impact of an Outward Bound (OB) residential trip on young people with complex additional

needs through a mixed method approach of focus groups and questionnaires. Results highlighted that alongside positive developments related to practical skills and emotion regulation, there were several negative impacts of OL such as feeling homesick, experiencing frustration, distress with teamwork elements, and experiencing difficulty with physical activities when not enough help was received and/or no choices were made available (Myers, et al., 2023). These findings highlight the need to take account of diversity and to proactively reflect on how a genuinely inclusive philosophy may be enhanced. Reported concerns were shared in an independent review of the OB programme, with Mateer et al (2022) recommending that "studying unique variations on the OB experience" is essential in order to develop the OB programme to meet the needs of unique populations (Mateer et al., 2022, p.163).

Intersectional analysis within OE is also recommended as a way to disrupt perceived marginalisation within the field (Maina-Okori et al., 2018). This involves consideration of how individuals may hold multiple identities (Tajfel & Turner, 1979; 1986; Miller, 2019b; Williams & Chawla, 2016) which may interact to compound experiences of discrimination and exclusion (Crenshaw, 1989/2013). As Aylward & Mitten (2022) discuss, aspects of humanity such as Additional Learning Needs (ALNs), gender, race, and social deprivation "are not singular issues" but "transect our society", thus making it necessary to take account of intersectionality to address the potential for unequal engagement in OE (p.3). Research conducted in Wales by Hall & Boocock (2023), highlighted the importance of addressing intersectionality in relation to Welsh-speaking women participating in mountain adventures. Researchers utilised an innovative video ethnographic approach to explore their embodied experiences and reported that deep-rooted cultural assumptions associated with mountaineering in Wales

creates a pervasive sense of exclusion which intersects within the process of gendered and racial experience (Hall & Boocock, 2023). The researchers use of fieldwork 'go-alongs' can be seen as a prominent strength of the study as it facilitated a reflexive exploration of the language of bodily sensations and experiences to contribute to understanding issues of exclusion and inclusion. This is particularly important in relation to intersectionality analysis as one reported limitation of the approach is that it may neglect the body and somatic process of identity (Watson, 2018). As an example, researchers report on the physical hands-to-rock experience as representative of Welsh-speaking women directly connecting to their sense of place, belonging and identity.

The significance of embodied experience to inclusion relates to place-responsive teaching approaches that can be place-ambivalent, place-sensitive, or place-essential (Fronzek, 2023). This distinction indicates that there exists cultural differences in place-attachments and connection to nature and illustrates that when individuals connect meaningfully with their environment, they form a sense of belonging which establishes their identity and underpins self-confidence and social-emotional wellbeing (Harris et al., 2017; Jackson-Barrett & Lee-Hammond, 2018; Vincent-Snow, 2017). Research conducted by Harris (2021) utilised a two-phrase ethnographic approach alongside interviews with 20 forest school practitioners and reported that frequent and repeated nature visits supported the importance of play and exploration. This was discussed in relation to child-led learning as an approach to develop personal interests as a central tenet to support the development of a relationship with nature (Harris, 2021).

Place-attachment: Place-attachment has also been explored in relation to indigenous cultures, whereby the bonding between people and their local environment is shared with others through social interaction and community

storytelling (Harris et al., 2017; Wattchow & Brown, 2011). For example, Jackson-Barrett & Lee-Hammond (2018) reported that Western curriculum fundamentally overlooks the Australian Aboriginal child's identity and applied action research to "restore that which was stolen and give Aboriginal cultures a centre position in curriculum" (p.91). They developed the On Country Learning approach in consultation with local Aboriginal people and Elders, and reported that consolidating identity through place, family and community had a substantial positive impact on enthusiasm, recall, motivation, and involvement in learning experiences. This was seen to contrast with the traditional Western approach to OE that advocates for adventure and conquering the challenge of the outdoors (please see Appendix B). An example of this is the Adventure Experience Paradigm (Priest & Carpenter, 1993) that sought to help balance competency and risk to locate the 'peak adventure' (Figure 4).
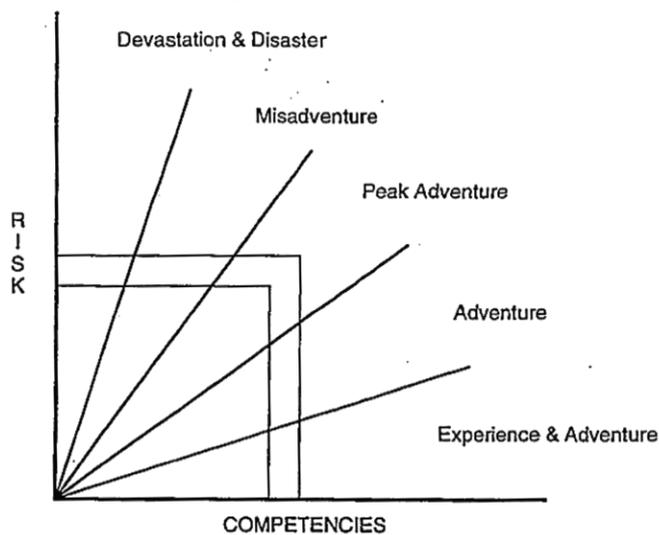
Figure 4: The Adventure Experience Paradigm (reprinted from Priest & Carpenter, 1993, p.55).

One barrier to the appropriate inclusion of cultural diversity within OL is the concept of tokenism which is "the process of presenting an individual from an underrepresented group to display an air of inclusion or equality" (Schmidt et al.,

2022, p.33). Tokenism can be a disempowering, isolating and invalidating experience in relation to place (Harris et al., 2017; Schmidt et al., 2022), and corresponds to the significance of intersectionality since "the ways in which individuals relate to places in their specific geographic surroundings are multiple— these relationships are almost impossible to comprehend in their complexity and diversity" (Paulus, 2016, p.122). One approach to mitigate the risks of tokenism and compounding discrimination is to implement culturally responsive OL such as through a *two-world* pedagogy (Schmidt et al., 2022). This means that multiple cultural perspectives are recognised and used together to build knowledge (Hessami et al., 2022) in a form that respects multiple and diverse ways of knowing (Paulus, 2016).

Of note, historical developments in EE legislative policies reflect a greater tradition of advancing IED than may be noticed in OE or AE (please see <u>Appendix C</u>). The Tbilisi Declaration stated that the distinction between rural and urban should be discarded and all young people should "benefit of an eco-logically based education" (UNESCO, 1978, p.21). This means that within EE, everyone should have the opportunity to "acquire knowledge values, attitudes, commitment and skills needed to protect and improve the environment" (Stavrianos, 2016, p.417). The later Rio Convention was prominent for further highlighting the vital role of all groups including indigenous communities and women in the conservation and sustainable management of the environment (Handl, 2012). This view contrasted with the traditional perspectives and boundaries of OE whereby "placement of an activity within a man-built structure is not permissible… these activities are not outdoor education" (Nichols, 1982, p.2), as this may have restricted participation of more urban populations or those with less easy access to nature, and reinforced

an ideology that OE is not appropriate for all (Humberstone & Pedersen, 2001; Schmidt et al., 2022).

The recommendation for EE educators to manage their dual role by keeping "each hat on its proper head" (Hug, 1977, p.73), appears particularly supportive of inclusion in the outdoors as it enables individuals to engage at their own pace and in a way that feels comfortable to them. This mirrors the discussion of Hall and Boocock (2023) as they assert that OL can facilitate an individual's identity formation and promote a sense of belonging to their local environment as a citizen of the world. Arguably, as environmental concerns continue to develop, the role of the educator within EE will require further consideration to address the "illusion of inclusion" as driven by social othering and hidden stigma (Metzel & Walker, 2001, para. 36). In particular, the contemporary view that EE "needs a realistic sense of tragedy… because the global situation is so severe" (Pihkala, 2018, p.110), appears to oppose the 'two-hats' approach and raises questions about the extent an educator may protect a CYP from harm (Hickman, 2020), when being inclusive of the "wide, unconscious anxiety" that CYP may experience (Pihkala, 2018, p.110). This draws attention to the role of the educator in supporting CYP to learn about eco-anxiety and how environmental concerns may impact on mental health and wellbeing (Hickman, 2020; Loskota, 2004).

3.2.4 Distinguishing Inclusion from Integration in SBOL

As detailed earlier, inclusion forms a rights-based approach that celebrates and values the diversity of all students (Aylward & Mitten, 2022; Eksteen, 2019). This appears to contrast with forms of integration which imply that the CYP must change to adapt and fit in with the 'norms' of the school (Hall, 2018; 2019). As D'Alessio et al (2010) notes, integration policies aim to oppose segregation, whereas inclusion policies oppose exclusion more broadly. Exclusion may take

different forms beyond the physical spaces shared by pupils (D'Alessio et al., 2010), and this reflects Hayes (2014) assertion that it is "not enough" to facilitate participation of students in "what we offer, what WE like doing" (p.49).

The impact of a distinction between inclusion and integration appears less clear cut within education practices and policies (Ainscow et al., 2006; Azorín & Ainscow, 2020; D'Alessio et al., 2010; Finkelstein et al., 2021; Göransson & Nilhom, 2014). The book, *Improving Schools, Developing Inclusion* (Ainscow et al., 2006) associated this disparity with tensions arising from education reform policies in the UK. Authors' discuss inclusion in relation to the raising standards agenda of national tests and results from the 1980's, which was seen to split thinking about inclusion into a 'narrow' view on outcomes and targets, compared with a 'broad' view of inclusive principles, values, and commitment to all. Research conducted by Göransson and Nilhom (2014) further clarifies on the disparity between inclusion and integration in practice. They reviewed definitions of inclusion within research from 2004-2012 and reported on four qualitatively distinct categories, arranged hierarchically from a 'low' (A) to 'high' (D) holistic conceptualisation (Figure 5). Although all categories were seen to represent inclusion, 'high' forms were seen to offer an "aspirational set of ideas" that may influence whole education systems and communities (Allin et al., 2023, p.3). In contrast, 'low' forms such as decisions about school placements, reflected greater amounts of integration in practice (D'Alessio et al., 2010) and have been associated by Finkelstein et al (2021) with the 'narrow' forms of inclusion which Ainscow et al (2006) had earlier described.
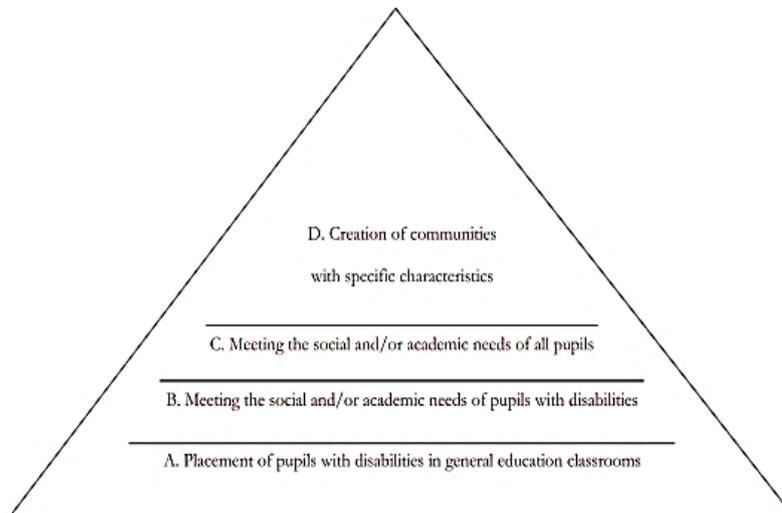
Figure 5: A Hierarchy of Inclusion Definitions (*r*eprinted from Göransson & Nilholm, 2014, p.268).

Göransson's and Nilholm's (2014) model continues to be relevant as a clear representation of the distinction and relationship between inclusion and integration (for in depth discussion, please see Kauffman et al., 2022). In relation to OL, the model reflects ongoing discussions about how best to address IED in the sector by the EOE (Aylward & Mitten, 2022), alongside wider debates about the risk of "language burnout" within EDI discourses (Schmidt et al., 2022, p.22). Concerns have been expressed that ongoing misconceptions about the association between terms increases the risk of inclusion becoming an empty buzzword in OL policy and research (Allin et al., 2023; Eksteen, 2019). This position is further complicated by recent challenges to the assumption of best practices within inclusion policies such as is implied by Göransson and Nilholm's hierarchical model, since this may rather reflect hidden discrimination for promoting a one-size-fits-all approach (Aylward & Mitten, 2022). As Finkelstein et al (2021) surmises, perhaps it is most important to appreciate that forms of inclusion are contextually situated, based upon stakeholder needs, and that most appropriate practices will require coherence in bringing together "parts of inclusion... in a reasonable way" (Finkelstein et al., 2021, p.737). Fundamental to this aim, it is

important to account for the situated role of the educator within SBOL and further explore the teaching and learning practices applied to meaningfully foster an ethos of inclusion and address inequalities within school provisions (Eksteen, 2019).

3.3 Legislation and Policy Context

In line with the purposes of the current research, prominent developments in international and UK legislation will be reviewed with consideration given to the context of Wales. For in depth discussion of legislation please see Begum (2023).

3.3.1 Promotion of Inclusion in Legislation and Policy

The right of every child to an education free from discrimination has been internationally ratified within The United Nations Convention on the Rights of the Child (UNCRC) (UN General Assembly, 1989). This understanding forms the basis of the current Sustainable Development Goals of the Education 2030 Agenda being led on by the UN's specialised agency for education (UNESCO). This includes a dedicated goal to prioritise inclusion within education over the next six years. The vision statement of the Agenda states:

"*We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious, and aspirational, leaving no one behind. This new vision is fully captured by the proposed Sustainable Development Goal 4, 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and its corresponding targets…. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach*" (UNESCO, 2016, p.7).

In the UK context, The Equality Act (UK) (2010) shapes current responsibilities of education settings to ensure *all* CYP are supported to fulfil their potential. This includes ensuring that students are not unlawfully discriminated against including from direct or indirect discrimination, discrimination arising from disability, or a failure to make reasonable adjustments for those who require

them. In 2011, the WG enshrined UNCRC as a law in Wales through the Rights of Children and Young Persons (Wales) Measure (2011). This Act sets out a duty on the WG to have due regard to the UNCRC when exercising any of its functions and highlights the importance of inclusion to the agenda in Wales. The promotion of IED and protection of the rights of children and families within the UNCRC and The Equality Act is further established within the Children and Families Act (2014) and The Education Act (2011). These acts provide a legal framework that promotes inclusive practices, ensures equal opportunities for CYP with diverse needs and safeguards their universal rights within the UK education system (Palfrey, 2018).

In relation to these inclusive education policies that protect the rights of CYP with ALN, the Warnock Report (1978) is often marked as a seminal text in UK education policy for introducing the concept of Special Education Needs (SEN) and challenging medical model discourse. The principles of the Warnock Report are shared by the later international Salamanca Statement (UNESCO, 1994) which advocated for inclusive education for all. This informed subsequent national policies underpinned by human rights legislation such as the Additional Learning Needs and Education Tribunal (ALNET) Act in Wales (WG, 2016), and the Special Education Needs and Disability Code of Practice (SEND CoP) in England (DfE, 2014) (Palfrey, 2019). The ALNET Act is based on the Social Model of Disability which was formally adopted in Wales in 2002 (WG, n.d) and highlights the importance of addressing issues of inequality and discrimination as socially constructed as opposed to holding a mindset of within-child deficit (Vincent-Snow, 2018; Von Benzon, 2010).

3.3.2 Promotion of OL in Legislation and Policy

On an international level, research identifies OL provision within Article 29 of the UNCRC. This sets out the rights of CYP to develop abilities to their fullest

potential, including to develop respect for their personal and national cultural values, and for the natural environment (Waite, 2020b). Subsequent national interpretation of the entitlement of CYP to engage in OL is said to vary, with individual countries adopting different approaches to the incorporation of OL within curriculum policies (Prince & Diggory, 2023).

The early influences of OL in UK based legislation and policy are reflected within the 1944 Education Act which placed a duty on Local Education Authorities (LEAs) to ensure education provision for CYP included OL opportunities (Cook, 1999). More recent policies such as the Learning Outside the Classroom Manifesto (DfES, 2006) (Waite, 2020a), The Children and Nature Programme, and The National Education Nature Park initiative represent sustained recognition and commitment to support OL opportunities by the UK government (Gilchrist, 2023).

The statutory establishment of OL in UK curriculum followed development of Early Years frameworks in the late 1990's through which it became a requirement for young children to access and learn within the outdoors (Bilton & Waters, 2016; Prince 2018; 2019; Prince & Diggory, 2023). This built upon the traditions of OL within non-mandatory aspects of the wider curriculum such as outdoor adventurous activities in Physical Education (PE) and residential experiences (Prince, 2018; 2019; Prince & Diggory, 2023); and as a cross-curricular theme associated with Environmental Education (EE) (Prince, 2018; 2019). Prince and Diggory (2023) evidenced the lasting impact of supporting statutory guidance for SBOL, finding in a review of English inspection reports from 2019, that mention of the outdoors is most frequently related to the Early Years Foundation Stage (EYFS).

The Foundation Phase Framework in Wales for children aged 3-7 years was developed between 2004-2009 (Taylor et al., 2015) and has significantly supported and promoted the use of experiential SBOL in Wales (French, 2014;

Maynard et al., 2013a; WG, 2015). It has especially recognised the importance of OL in providing a holistic approach to education including aspects of social, physical, creative, cultural, and personal development (Marchant et al., 2019). Due to the success of the SBOL approach in the Foundation Phase, WG stated that "Wales is leading the way in the UK in its development of learning outdoors" (WG & Learning through Landscapes, 2010, p.2).

3.3.3 The Role of the Educational Psychologist in the UK

The core role of EPs involves applying psychological knowledge, skills, and principles to support CYP, their families and schools for the purposes of promoting wellbeing, inclusion, and holistic development of *all* CYP (BPS, 2019; Ratheram, 2020). Within this role, the methods of EP practice can be diverse (Squires & Farrell, 2007), involving a broad range of functions such as consultation, assessment, intervention, research, and training, including across individual, group, and systemic levels and with a variety of partners (Fallon et al., 2010). Reviews have brought attention to the self-scrutiny of the EP profession in clarifying on their broad and diverse role (Ashton & Roberts, 2006; Burnham, 2013). Fallon et al (2010) relates this to an "enduring under-confidence about professional identity and direction", driven by confusion about the *how*, rather than the *what* of EP practice (Fallon et al., 2010, p.2). In contrast to this 'stuck' position, Gillham (2022), discusses an alternative, change-focused view, reframing role confusion as representative of the EP profession changing direction and undergoing radical transformation. Gillham references this to a perceived dissatisfaction amongst contemporary EPs with traditional medical model discourse and assessments focused on child deficit (Gillham, 2022). This is seen to reflect a history of educational psychology as influenced by the appointment of Cyril Burt for the purposes of identifying CYP with "educational subnormality" to

inform school placements (Maliphant et al., 2013, p.3). This appears to mirror earlier discussion about the conflicting relationship between integration and inclusion (Aylward & Mitten, 2022; D'Alessio et al., 2010; Eksteen, 2019; Hall, 2018). Indeed, modern guidance continues to acknowledge the critical role EPs play in providing a statutory contribution to the identification of additional needs (DfE, 2019; 2023). This highlights the complex position an EP holds in navigating stakeholder expectations whilst working authentically in line with personal and professional beliefs, and competencies to providing support that enables all CYP to thrive in education.

3.3.4 The Relationship Between Inclusive OL and EP Practice in the UK

Legislation relating to the rights of CYP such as the UNCRC and Equality Act as outlined above, governs the practice of all EPs working within the UK (British Psychological Society (BPS), 2017). This is recognised by the Health and Care Professions Council (HCPC); the regulatory body governing EP practice, which sets out several requirements relating to IED within the Standards of Proficiency (SoP). For example, EPS are required to "practise within the legal and ethical boundaries of their profession" (HCPC, 2023, p.6), and to "respect and uphold the rights, dignity, values and autonomy of service users" (HCPC, 2023, p.7). EPs must also "recognise the impact of culture, equality and diversity on practice, and practise in a non-discriminatory and inclusive manner" (SoP) (HCPC, 2023, p.9). This rights-based discourse has been considered in relation to the EP's role in advocating for the views of CYP. For example, in the use of consultation and person-centred planning (PCP) meetings to mitigate societal power imbalances (Goodfellow, 2021), or in facilitating work as a critical friend to develop school inclusion policies (Berger, 2013; Squires & Farrell, 2007).

The requirement of EPs to abide by rights-based legislation is also of prominent importance in SBOL. Research indicates that SBOL is increasingly applied as part of universal whole-class provision and as a targeted intervention to facilitate holistic development (Edwards-Jones et al., 2022; Glanville, 2023; Harris et al., 2017; Moffett, 2022; Sharpe, 2014; Rickinson et al., 2004; Waite, 2020a; 2020b; 2020c). However, as discussed in 3.2.3, traditional OE ideologies hold potential to marginalise non-heteronormative individuals, women, communities of socio-economic disadvantage, individuals with disabilities and people from ethnic minority backgrounds (Humberstone & Pedersen, 2001; Schmidt et al., 2022, p.32). Furthermore, individual experiences of discrimination and exclusion can be compounded by intersecting identities (Crenshaw, 1989). Within this context, EPs are arguably well-positioned as critical friends (Squires & Farrell, 2007) to raise awareness of potential IED challenges with key stakeholders, to address seen and hidden inequalities or barriers in education provisions and inclusion policies, and to advocate for the genuine inclusion of all CYP. EPs also have a role as scientist-practitioners (Fallon et al., 2010; Maliphant et al., 2013), and as such, may undertake and disseminate research, and develop evidence-informed training to strengthen IED knowledge and skills in the communities they work (WG, in press, p.8).

Within Wales, EP role guidance as set out by WG states that "the main focus of any EP involvement will be to support the best interests of CYP, to promote inclusion and to ensure equality of opportunity" (WG, in press, p.8). To do so, EPs working within Wales must remain informed about legislation updates such as the recent ALNET Act and the New Curriculum for Wales. The latter sets out a vision and aspiration for all CYP in Wales to become:

- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;

- Ethical, informed citizens of Wales and the world;

- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society (WG, 2020a, p.11).

Promoting inclusive SBOL is one way that EPs can support all CYP to thrive with these four purposes of the New Curriculum for Wales due to the associated holistic benefits and opportunity for pupils to understand worldwide environmental issues and how they relate to their local context (Bradley & Male, 2017; Farnham & Murtrie, 1997; Floresca, 2019; 2020; Fox & Avramidis, 2003; Friedman et al., 2022; Glanville, 2023; Sharpe, 2014). In essence, OL relates to the Welsh concept of cynefin which is seen to tie together the focus of the New Curriculum and the cultural importance of OL in Wales. WG defines cynefin as:

"The place where we feel we belong, where people and landscape around us are familiar, and sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural, and social place which has shaped and continues to shape the community which inhabits it" (WG, 2020a, p.241).

This understanding connects to the psychological role of the EP through advocacy of belonging and community as a foundation for learning (Berger, 2013). EPs in Wales are well placed to apply psychology in support of educational practitioners delivering inclusive SBOL, such as by providing training on models of ITLP, psychological theories underpinning OL, or to provide supervision support (Berger, 2013; BPS, 2022; Goodfellow, 2021; Farrell, 2014; Fallon et al., 2010; Squires & Farrell, 2007). A position paper from the British Psychological Society (BPS) (2022) provides further details on the role of the EP in relation to issues with inclusive education. This highlights numerous ways EPs can develop inclusive values within their communities, such as: responding to environmental or systemic factors; supporting stakeholders towards collaborative solutions;

conducting research that promotes belonging and full participation of all students; utilising processes and technology that helps challenge discrimination, segregation and/or exclusion; and creating opportunities to model acceptance of others and celebration of diversity (BPS, 2022, pp.2-3).

3.4 Inclusive Teaching and Learning Practices

3.4.1 Teaching Practices

Finkelstein's (2021) research sought to clarify on the meaning of high-quality inclusive practices being utilised by educators. Finkelstein conducted a thematic scoping review to investigate conceptualisations and concluded that whilst evidence did not support a single all-encompassing definition of inclusive educator practices, comparison of results enabled five essential areas of competence for an inclusive teacher to be identified. Areas included: Instructional Practices, Organisational Practices, Social/Emotional/Behavioural Practices, Determining Progress, and Collaboration and Teamwork (Figure 6).

Whilst formation of the five essential areas of competence was perhaps limited by Finkelstein's inclusion criteria comprising of tools used within classroom settings (as opposed to *all* settings); these findings provide insight into the functional actions a teacher may apply to overcome barriers to inclusion and ensure that students with diverse abilities and needs can participate (Finkelstein et al., 2021, p.737).
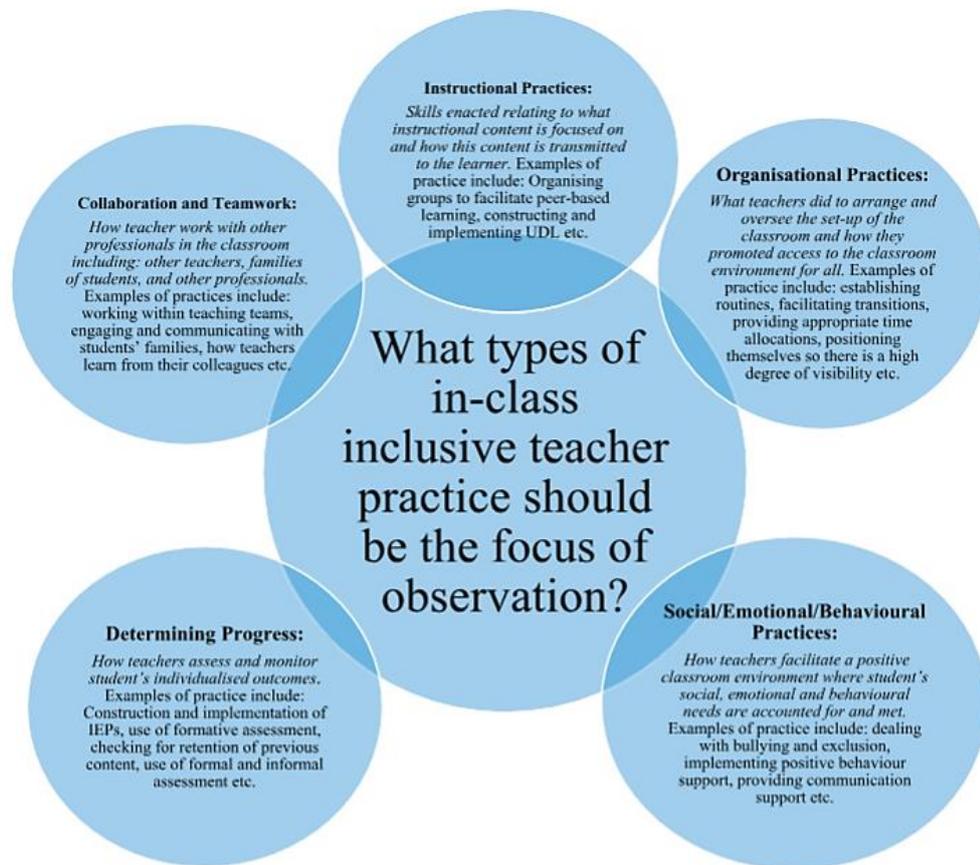
Figure 6: Finkelstein's Guide to Essential Components of Inclusive Teacher Practices (reprinted from Finkelstein et al., 2021, p.748).

Finkelstein's model also appears to reflect a broad understanding of inclusion (Ainscow et al., 2006), respecting the needs of *all* pupils and placing focus on a community of support within the classroom (Göransson & Nilhom, 2014). Recommendation for teachers to implement Universal Design for Learning (UDL) within Instructional Practices is a prime example, as it advocates for educators to offer multiple means of engagement, representation, and expression of learning to welcome dimensions of diversity (CAST, 2018; Figure 7). UDL further establishes the potential application of inclusive teaching practices within SBOL as research has identified it as a helpful framework to facilitate access and engagement of pupils in the outdoors (Harte, 2013; Kelly et al., 2022).
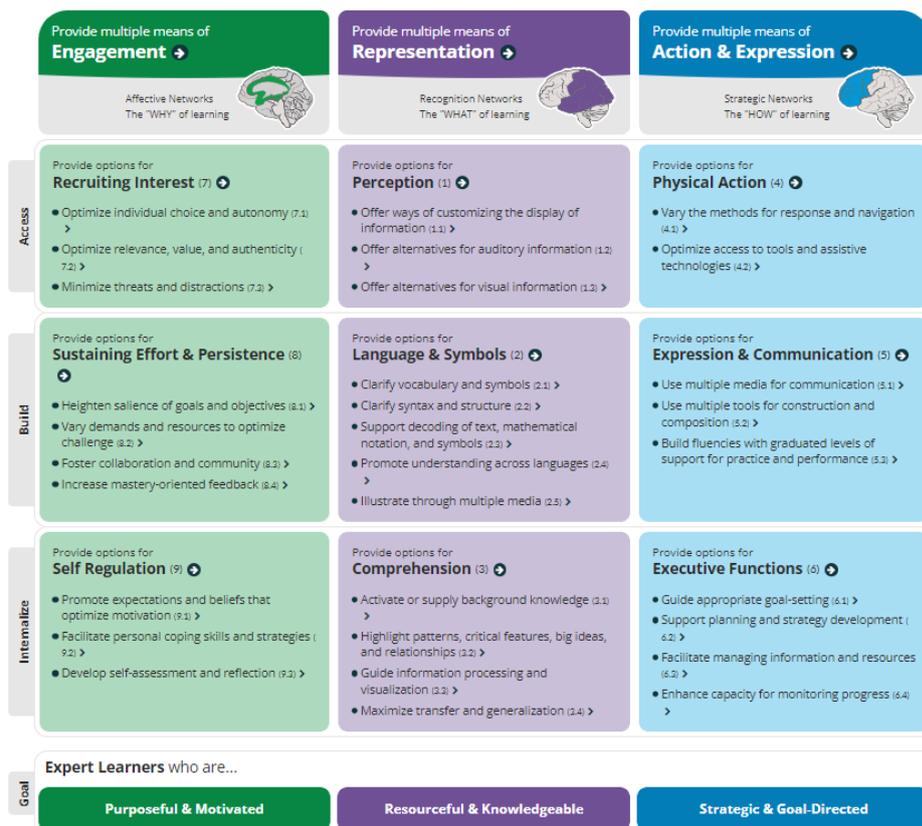
Figure 7: Universal Design for Learning (UDL) Guidelines (reprinted from CAST, 2018).

3.4.2 Inclusive Learning Practices

Research indicates that facilitating real-world experiences offers an inclusive approach to learning (Stavrianos & Pratt-Adams, 2022), that helps all students to deepen their understanding by connecting ideas and concepts to relatable contexts (Moffett, 2022). The seminal text, *Experience and Education* (1938/1997) by Dr John Dewey has been cited as the formal foundations of a philosophy of experiential learning within education (Roberts, 2003; Gilbertson et al., 2022), and has been developed through a collective body of research from theorists including Piaget, Dewey, Jung, Lewin, Freire, and Kolb (Miller, 2019b). Grounded in constructivist thinking, experiential learning emphasises a pupil's active engagement with the world and the integration of new experiences with existing knowledge (Miller, 2019b; Roberts, 2003).

In relation to inclusive teaching practices, Dewey campaigned for a pure and simple education that required a teacher's careful planning, organisation, and structure to ensure learning experiences were tailored, authentic and social to benefit a pupil's individual development (Dewey, 1938/1997; Roberts, 2003). As such, Experiential Learning Theory can be seen to resonate with Finkelstein's (2021) five criteria within which the teacher holds an active role and welcomes individual diversity. David Kolb incorporated Dewey's reasoning alongside the work of Piaget and Lewin in his presentation of an experiential learning cycle (Kolb, 1984; Figure 8). This distinguished four key abilities and represented learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.38).
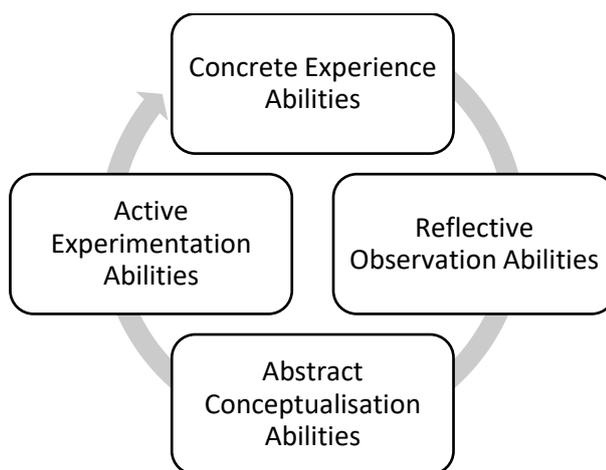
Figure 8: Diagram to Represent Kolb's Four Modes of Effective Experiential Learning (adapted from Kolb, 1984).

Kolb's model frames learning holistically as "the integrated functioning of the total organism – thinking, feeling, perceiving and behaving" (Kolb, 1984, p.29). This has been a foundational pedagogical principle to OL approaches as demonstrated within the beliefs of L. B. Sharp; an early pioneer who opened America's National Camp and designed and consulted for over 100 OE centres (Carlson, 2011), that learning should involve direct outdoor experiences because of

the holistic benefits (Carlson, 2011; Sharp, 1943). More recently, the connection between OL and experiential learning has formed the foundation of OL descriptions by the Institute of Outdoor Learning, who note the importance of activities and experiences in the outdoors which lead to learning through discovery, experiment, connection and engagement with the natural world (Anderson et al., 2021a; 2021b; Friedman & Morrison, 2021). In each of these descriptions, a belief is maintained that children are innately "competent, capable, curious and creative" within the learning process (Dewey, 1938/1997; Miller et al., 2022; Roberts, 2003).

The cyclical nature of this experiential learning process is also believed to promote the inclusion agenda (Vincent-Snow, 2018), helping to personalise the learning process by supporting all CYP to make meaningful connections across other learning activities and with personal dimensions of diversity (Karppinen, 2022). The transferability of experiential learning as an approach is not place-specific (Friedman & Morrison, 2021; Kolb, 1984), and this supports the application of different forms of OL that may widen participation (Vincent-Snow, 2018). The use of school gardens for example may mitigate the influence of social-economic disadvantage as research indicates that this method can be implemented in small-scale ways i.e., utilising wellington boots or buckets (Gilchrist et al., 2016); and has limited running costs or health and safety (h&s) risks (Passy, 2014). This offers a helpful approach to facilitate holistic benefits for individual CYP and the wider school community (Gilbertson et al., 2022).

3.5 Psychological Basis of Inclusive OL

Positive psychology can inform theoretical alignment between ITLP and SBOL in light of rights-based legislation (UN, 2015; UNESCO, 2016), contemporary directions of EP practice (BPS, 2022; Goodfellow, 2021) and holistic

benefits of OL (Floresca, 2019; 2020; Harris, 2023; Marchant et al., 2019). In particular, the PERMA+4 model of wellbeing (Cabrera & Donaldson, 2024; Donaldson et al., 2021), shifts away from a deficit-perspective in favour of promoting strengths, quality of life and holistic flourishing, that compliments theories associated with inclusion and OL.

3.5.1 PERMA+4

Seligman (2011) proposed the original PERMA model to offer five measurable building blocks of resilience and growth that together form core elements of psychological wellbeing (Seligman, 2011; 2018). These include, Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (Figure 9).

Figure 9: The PERMA Model, Five Elements of Psychological Wellbeing (adapted from Seligman, 2011; 2018)

Research indicates that these elements are not exhaustive (Seligman, 2018), and other components such as vitality or health (PERMA-V and PERMA-H respectively) could be incorporated. The PERMA+4 model (Donaldson et al., 2021) has been proposed as a more holistic framework, containing aspects of physical health, (growth) mindset, economic security, and environment; including access to

nature and natural light. Recent review of existing literature supports these additional aspects, especially in work-related contexts (Cabrera & Donaldson, 2024). As such, the PERMA+4 framework helpfully highlights the contribution of outdoor environments as a distinct element of psychological wellbeing. This understanding is further enhanced by Petersen et al's (2021) application of the PERMA framework to solitary experiences in nature, which shows OL can also intersect and positively influence other elements of wellbeing (Petersen et al., 2021).

3.5.2 The Hierarchy and Matrix of Needs

Maslow's Hierarchy of Needs (Maslow, 1943; 1954) is a widely recognised psychological theory of motivation, identifying hierarchical levels of needs that are usually represented in the form of a pyramid (Knowles, 2017). Physiological needs such as food, water and shelter form the foundation that individuals must satisfy before they can focus on higher-level needs such as safety, love and belonging, esteem, and finally self-actualisation. Through these theoretical assumptions, the Hierarchy of Needs is seen to compliment the ultimate aim of the PERMA+4 model whereby personal fulfilment and self-actualisation mirrors holistic flourishing (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018).

The Hierarchy of Needs appears to offer a unique contribution to the PERMA+4 model through highlighting the importance of psychological safety as a prerequisite to wellbeing. This emphasis aligns with a psychologically safe definition of inclusion as set out in 3.1.1 (BPS, n.d, para. 6) and the importance of safety and belonging to the essence of cynefin (WG, 2020a). Bowen's (2021) reformation of The Hierarchy of Needs into The Matrix of Needs emphasises the continuous need for safety across the lifespan (Figure 10).
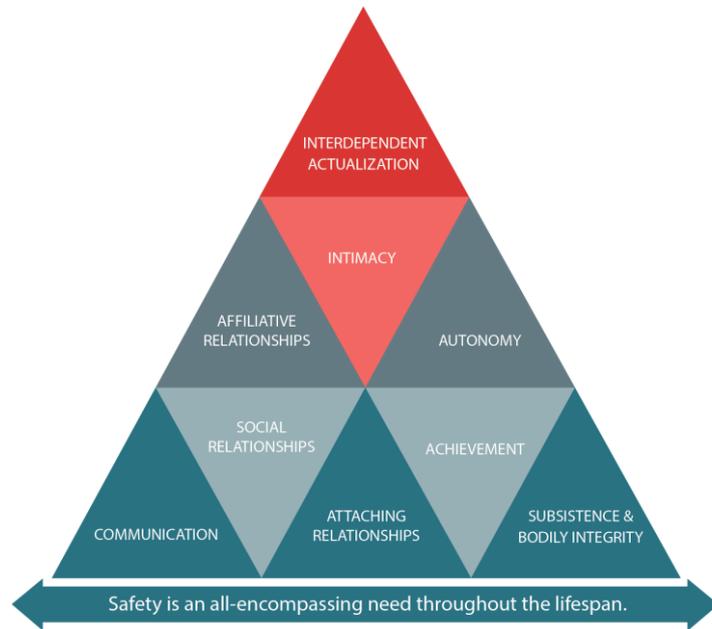
Figure 10: The Matrix of Needs (reprinted from Bowen, 2021, p.541).

Bowen reframes human development and functioning in terms of all-encompassing safety needs and through this identifies other, prominent aspects to "independent actualisation"; an optimal goal that recognises wellbeing not only as an "individual goal" but as a communal endeavour (p.552). Predominately, this illustrates the social reality of humans and the importance of establishing "layers of relationships" including Attaching, Social and Affiliative Relationships for overall quality of life (p.551). The foundation of all three aspects involves the newly formed, need for communication (including verbal, pre- or non-verbal means), which Bowen frames in terms of unique human evolution and complex interactions from birth. This understanding is useful in the context of inclusive OL which offers a social approach to learning and development (Fronzek, 2023; Kuo et al., 2019). Beyond interpersonal relationships, Putkinen and Rajala (2020) also highlight that a sense of place in school informs the social reality for students. This refers to the "symbolic factor" (p.11) of individuals attributing meaning and feeling to their local environment so that it becomes a social influence in their school day (Putkinen & Rajala, 2020).

3.5.3 Social Identity Theory

Social Identity Theory (SIT) (Tajfel & Turner, 1979; 1984) furthers understanding about relationship formation as an element of PERMA+4 (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018) and The Matrix of Needs (Bowen, 2021). SIT proposes that individuals are psychologically motivated by safety needs to form an in-group of similar peers (Tajfel & Turner, 1979; 1984). This is theorised to create a sense of belonging, self-esteem, and identity within in-groups that influences attitudes, behaviours, and perspectives about those individuals outside the group identity (Tajfel & Turner, 1979; 1984). This relates to IED in school settings, as SIT contributes an understanding of how hidden or unconscious discrimination and bias may form and develop into school bullying behaviours (Jones et al., 2008; Ojala & Nesdale, 2004). Moreover, SIT demonstrates that individuals may form multiple social identities that can enhance psychological wellbeing when successfully integrated together (Manzi et al., 2023). This supports an understanding of intersectionality within SBOL and contextualises concerns about marginalisation, whereby traditional OE ideologies can be seen to conflict with individual identities (please see 3.2.3).

3.5.4 Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) first introduced by Vygotsky (1978) describes the disparity between what a learner can achieve independently and what they can accomplish with guidance and support from a "more knowledgeable other" (Abtahi et al., 2017, p.276). This theory closely aligns with Experiential Learning Theory (Dewey, 1938/1997; Kolb, 1984; Roberts, 2003) and Finkelstein's (2021) essential elements to inclusive teaching due to a shared emphasis on the educator's role in facilitating tailored inclusive learning and participation in rich experiences (Gilbertson et al., 2022; Miller 2019b; Vincent-

Snow, 2018). The ZPD aligns with the PERMA+4 model (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018) and the Matrix of Needs (Bowen, 2021) by clarifying the processes an individual may experience engagement and accomplishment (achievement in MoN), alongside autonomy and growth mindset. The ZPD also clarifies the importance of relationships to the learning process, including those with teachers and peers, to ensure task difficulty is tailored and promotes ITLP.

3.6 Section Summary and Scoping Review Justification

This section aimed to address the current understanding of inclusion and experiential learning in relation to outdoor provision and to highlight the importance of this topic area in the UK with a specific focus on the context of Wales. The discussion indicated that OL, as a subjective and situated term, is a prominent priority in education both internationally (UNESCO, 2016) and within Wales (French et al., 2023). Despite this, there has been limited consideration about inclusive practices that can support *all* CYP to participate within experiential opportunities during SBOL. There appear relatively few studies that have explored how *all* students are included to engage with OL and none to this author's knowledge that have focused on school specific outdoor environments (Aylward & Mitten, 2022; Jordan & Chawla, 2022).

Related research into outdoor residential settings and forest school programmes has offered insight into the numerous holistic benefits that outdoor education approaches can have for those students who experience barriers to learning (Bradley & Male, 2017; Farnham & Floresca, 2019; 2020; Fox & Avramidis, 2003; Friedman et al., 2022; Murtrie, 1997; Roe & Aspinall, 2011). Reviews into school-based provision are more limited, and those that do explore

this area are often seen to explicitly or implicitly omit information related to the inclusion of all students. Miller et al (2021) for example, conducted a review of quantitative research into the impact of OL and reported that "studies were excluded if they focused only on a specific population group such as participants living in socially disadvantaged localities. These groups were excluded as they may require additional support and/or resources, or specifically tailored nature-based learning programs which cater to their needs" (p.1118). Fronzek's (2023) thesis is seen to respond to this deliberate omission by shining a light on inclusive outdoor approaches within the context of Ireland, Denmark, and Sweden. They conclude that there is a "large gap" in inclusive OE (Fronzek, 2023, p.16), which replicates the conclusions of other scholars who describe this topic area as a "priority question" for future investigation (Jordan & Chawla, 2022). The subsequent scoping review aims to clarify on what can be understood about educator perspectives of inclusive SBOL in the UK and will discuss results in relation to underpinning psychological theories.

4.0 Section Two: Scoping Review of Existing Literature

4.1 Aims of the Scoping Review

This scoping review aims to explore and critically review existing literature relating to educator perspectives on inclusive SBOL so that the current knowledge base may be identified. In particular, this review was undertaken to examine emerging evidence and clarify key concepts in relation to ITLP that supports *all* pupils to participate within OL lessons.

This review is informed by a rights-based, broad understanding of inclusion (Ainscow et al., 2006; BPS, n.d; please see 3.3.1), and a constructivist definition of OL, as an; "umbrella term for actively inclusive facilitated approaches that predominately use activities and experiences in the outdoors which lead to learning, increased health and wellbeing and environmental awareness" (Anderson et al., 2021, p.21).

4.2 Significance of the Scoping Review

A preliminary literature search conducted in November 2022 indicated a dearth of literature relating to IED in OL despite growing popularity of outdoor approaches within UK schools (Aylward & Mitten, 2022; Fronzek, 2023; Jordan & Chawla, 2022). This was a significant realisation as research examining interrelated approaches; such as OE and AE, has indicated that traditional ideologies may perpetuate entrenched bias and an exclusionary narrative that the outdoors is not suitable for all (Humberstone & Pedersen, 2001; Rogers et al., 2019; Schmidt et al., 2022). This understanding raises the importance of enhancing understanding about inclusive SBOL as all schools hold statutory responsibilities to ensure that every child has a right to an education free from discrimination and is supported to fulfil their potential as set out within the United

Nations Convention on the Rights of the Child (UNCRC, 1989); The Equality Act (UK) (2010) and the Rights of Children and Young Persons (Wales) measure (2011).

4.3 Formation of Review Questions

As the review aimed to contribute to a "large gap" in OL research (Fronzek, 2023, p.16), a broad review question (RQ) was formulated and applied to identify the IED knowledge base and enhance current understanding in line with scoping review criteria (Lockwood et al., 2019). Three subsidiary questions (SQ) were formulated by the researcher to focus and direct the RQ on the role of the educator as an active facilitator of ITLP in SBOL. This is based upon the importance of the educator to experiential learning processes (Dewey, 1938/1997; Kolb, 1984; Roberts, 2003). Moreover, this focus responds to reports that transferring teaching from the classroom to the outdoors can be a challenge and a long-term process that requires pedagogical development and opportunities for experience (Marchant et al., 2019). Focus was placed on research conducted within the UK to mitigate the potential influence of specific international and cultural meanings of OL (Bentsen et al., 2009; Gilchrist et al., 2016; Harris, 2023), and to ensure sufficient breadth and depth to the review.

RQ: What can be understood about UK educator perspectives on inclusive School-Based Outdoor Learning (SBOL)?

SQ1: What is the extent and nature of empirical research relating to UK educator perspectives on inclusive SBOL?

SQ2: How do educators understand and apply Inclusive Teaching and Learning Practices (ITLP) in the context of SBOL?

SQ3: What advantages and challenges do UK educators recognise regarding ITLP in the context of SBOL?

4.4 Review Strategy

The scoping review incorporated systematic methods to identify and appraise literature relating to inclusive SBOL (Lockwood et al., 2019). Research indicates that this was an appropriate strategy in the context of the current study because the literature base has not yet been comprehensively examined and there is an identified need to investigate the extent, range, and nature of inclusive SBOL research (Arksey & O'Malley, 2005; Gottlieb et al., 2021). In addition, current scoping review guidance (Peters, 2022), recommends the use of systematic methods to facilitate rigor, transparency and trustworthiness when identifying relevant empirical literature for review.

Several online databases were searched to take account of the interdisciplinary nature of inclusive OL within subjects such as education, health, travel and tourism, and the environment:

- American Psychological Association (APA);
- PsycInfo;
- Applied Social Science Index and Abstracts (ASSIA);
- British Education Index (BEI);
- Child Development and Adolescent Studies;
- EBSCO (host Education Resources Information Centre (ERIC);
- Scopus;
- Web of Science.

Additional searches were conducted through online platforms, including Cardiff University online library and Google Scholar, to identify other relevant literature, Government papers, websites, and third sector research. Citation tracking of literature meeting the inclusion criteria was also applied. Searches were carried out from July 2023-September 2023 and again in March 2024.

As the preliminary search indicated limited research relating to IED in OL, key search terms were based upon the review question posed to facilitate broad scope in the search and support the identification of relevant research. Principal key words related to "inclusion", "education", "outdoor" and "understanding" were formed, and individual search terms developed through synonyms. Truncation (*) and a positional operator (adj2) were applied to locate different forms of key words and enhance the search strategy. Boolean operators were also used to ensure results were specific to the review question, whereby "AND" combined principal key words, and, "OR" widened the search through individual search terms. Key words of 'active' and 'experiential' were trialled and removed from the finalised search to narrow the number of results and improve the search focus on the review question. Table 1 lists all search terms applied. Further details about adaptations made to the search strategy to account for individual database requirements is provided in Appendix D.

Inclusion	Education	Outdoor	Understanding
"Additional Need*"	Educat*	"Outdoor Class*"	Awareness
"Inclusi* Educat*"	Pedagog*	"Outside the Classroom"	Concept*
"Learning Need*"	Teach*	Natur*	Construct*
"Special Need*"	Curricul*	Natur* adj2 Activi*	Impact
Disabilit*	Instruct*	Natur* adj2 Educat*	Know*
Distinct*	Learn*	Natur* adj2 Environment*	Understand*
Divers*	Education	Outdoor adj2 Activit*	View*
Ethnic*	(subject	Outdoor adj2 Educat*	
Inclusi*	heading)	Outdoor adj2 Environment*,	
Integrat*			
Intersection*			

Table 1: Key Words and Search Terms Used in the Systematic Search Strategy

To support the relevance of literature appraised, inclusion and exclusion criteria were developed in line with the review question and aims of the current research. This utilised the Participants, Concept and Context (PCC) criteria approach which is congruent with the intentions of a scoping review and supports

the selection of literature by outlining relatively broad requirements (Lockwood et al., 2019). The applied PCC inclusion and exclusion criteria is presented in Table 2.

Inclusion Criteria	Exclusion Criteria	Rationale
Participants: Educators who directly support children and young people.	Educators without direct experience; discussion based on second-hand information.	Within a constructivist paradigm (Burr, 2018; Bruner, 1966; 1990; Levers, 2013) individual perspectives are situated within subjective socio-cultural context and therefore require direct experience.
Concept: Educator perspectives on aspects of IED and educator teaching and learning practices such as planning, acting, and reflecting (Karppinen, 2022).	Conceptual focus that overlooks the role of the educator, their perspectives and/or how IED is applied in practice.	Pedagogical principles of Experiential Learning Theory (Dewey, 1938/1997; Kolb, 1984) and Finkelstein's (2021) essential criteria to inclusive teaching practices, indicates that the educator is an active facilitator of inclusion. The conceptual focus also addresses traditional OL ideologies that may compound exclusion and discrimination (Humberstone & Pedersen, 2001; Rogers et al., 2019; Schmidt et al., 2022).
Context: School-based Outdoor Learning activities within the UK. A focus on learning undertaken in school grounds and within the local community e.g., within walking distance of the school setting.	Use of residential and/or education centres external to a school site. OL activities conducted outside of school hours i.e., summer holiday camps, weekend clubs etc. International research conducted outside the UK.	International and national legislation places a statutory responsibility on schools to ensure all CYP have a right to an education free from discrimination and are supported to fulfil their potential (UNCRC, 1989; The Equality Act (UK) (2010); The Rights of Children and Young Persons (Wales) Measure, (2011). The meaning of OL is also situated by cultural and historical context (Bentsen et al., 2009; Gilchrist, 2016; Waite, 2017; 2020b).

Table 2: Inclusion and Exclusion Criteria

The search was further refined through peer-review and only included studies conducted after 2010 to take account of the publication date of The Equality Act (UK) (2010); which sets out schools' responsibilities in relation to IED. The search aimed to build upon the earlier OE reviews of Rickinson et al (2004) and Gill et al (2011) that covered research from 1993-2010, and to respond to the meta-analysis by Fiennes et al (2015). This was commissioned jointly by the Institute of Outdoor Learning and the Blagrave Trust and discussed previous reviews in relation to the effectiveness of OL, concluding that more reliable research is needed within the OL sector.

A form of quality assessment was conducted in line with Thomas and Harden's (2008) recommendations to reflect the researcher's constructivist and relativist paradigm. This positions study quality within the context of the purpose of the scoping review (e.g., educator perspectives) rather than provide a positivist assessment of methodology as affecting the 'truth' of findings (Thomas & Harden, 2008). Research was assessed to the degree it represented participant views and could provide a reliable answer to the scoping review question. Key elements were inspected including the clear report of ethical considerations, recruitment processes, participant details, data collection, analysis, and study limitations. Research interpretations were also inspected for depth and reflexivity. Once the review was completed, post review sensitivity analysis (Dixon-Woods et al., 2006) was applied to check the relative contributions of included studies and identify those that may hold a limited contribution and indicate underdeveloped analysis.

The full search strategy process is provided in Appendix E through the Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) checklist and guidance (Tricco et al., 2018). A table of excluded studies is provided in Appendix F.

4.5 Critical Review of the Literature

Thomas and Harden's (2008) thematic synthesis approach was used to analyse the identified literature (details provided in Appendix G). This approach translates thematic analysis for review articles to help identify commonalities across a dataset and interpret patterns of meaning within reported participant experiences (Braun & Clarke, 2021; Thomas & Harden, 2008). Whilst this applied a predominantly inductive approach, the researcher acknowledges the deductive

influence of their own socio-cultural and historical position as implicit within the process of analysis (Braun & Clarke, 2021).

4.5.1 SQ1: What is the extent and nature of empirical research relating to UK educator perspectives on inclusive SBOL?

Characteristics of Included Studies: 22 articles met the PCC inclusion criteria of the review. From these, nine records were excluded following the quality appraisal; four were excluded due to limited information of key study elements, four were excluded due to limited representation of participant views, and one final study was excluded as it was not considered to reliably answer the scoping review question. Therefore, a total of 13 studies were included in the review (Table 3).

Included studies described research conducted within Wales (n=3), England (n=5), or across several localities within Wales, England and/or Scotland (n=3). A further two studies (Rickinson et al., 2012; Von Benzon, 2010) provided general location information, but did not detail the exact locality beyond describing the study as UK based. Sample sizes ranged from nine to 38, and all studies primarily investigated educator views. Eight records also reported the views of CYP, four reported the views of other professionals, and one study sought to gather the views of parents and/or carers, although a limited response rate was reported. A qualitative paradigm was utilised in nine studies, the remaining four applied a mixed methods approach.

Included studies were published most years between 2010-2023 and depicted a steady research interest in gathering educator views in relation to SBOL. Findings revise the assumption that there has been limited research contributions to understanding IED in SBOL (Fronzek, 2023), based upon limited representation of the IED topic area within previous reviews of OL literature (Becker, 2017; Gill et

al., 2011; Fiennes et al., 2015; Fronzek, 2023; Mann et al., 2022; Rickinson et al., 2004). One explanation is that long-standing evidence of interrelated and confused terminology in the field (Anderson et al., 2021; Ray & Jakubec, 2018; Nichols, 1982, Parkin, 1998; French et al., 2023), has hindered the identification of relevant literature in reviews and been a barrier to developing current understanding. This suggests that IED discourses have been 'hidden' within the research base. Evidence for this assertion arose from the inclusion of several studies in this review through citation tracking (i.e., Davies & Hamilton, 2020; Harris, 2023; Marchant et al., 2019; Marsh & Blackwell, 2023; MacQuarrie, 2018; Rickinson et al., 2012). This indicated that research may omit IED in key words and abstracts, despite the results and/or discussions relating to the topic area as relevant to the purposes of the current review question. This suggests that there is a larger evidence base for inclusive SBOL than has currently been possible to document, particularly as several other studies did meet the concept inclusion criteria but were excluded from this review following appraisal i.e., were international; did not meet participant criteria, more evidence required for quality checking purposes (references provided in Appendix F). This may explain why IED is currently of limited consideration in SBOL legislation and policies because results indicate that related discussions have not been made explicit within the evidence-base.

	Author, Date, Location	Design	Participants	Data Collection	Form of Analysis
1	Blakesley et al (2013), UK, unspecified.	Qualitative	10 teachers and school leaders in special schools catering for autistic students.	Document analysis and individual, semi-structured, telephone interviews.	Descriptive statistics and Thematic Analysis.
2	Davies & Hamilton (2020), UK, North Wales.	Mixed Methods	37 Early Years practitioners from nine Early Years English medium settings in North-East Wales. Interviews with 10 members of staff.	Questionnaire and semi-structured interviews.	Inductive Thematic Analysis (Denscombe's five stages, (2010)).
3	Glanville (2023), UK, West Midlands.	Qualitative	Children and staff (n=6) from one mainstream and one special education primary school. Four children from mainstream (aged five to six years) and 10 children from a special school (aged five to seven years).	Semi-structured interviews with staff. Non-participatory observations of Outdoor Learning.	Case Study approach. Analysis of narrative observation categories, supported by key phases & quotes from the participant interviews.
4	Harris (2023), UK, London, and South-East England.	Qualitative	Nine schools in England. Six primary, one secondary and two special schools. Six members of staff, 14 students.	Meeting and observation notes, focus groups and interviews.	Project monitoring framework. Inductive Thematic Analysis.
5	Hussein (2010), UK, North-West England.	Qualitative	15 teachers and therapists from two special schools.	Interviews and behavioural observation.	Multiple Case Study approach. Thematic Analysis.
6	MacQuarrie (2018), UK, Scotland, and North England.	Mixed methods	14 teachers from eight pre- or primary school settings across Scotland (n=5) and North England (n=3). Children aged between three and 11 years.	Summary record per school. Including a sketch of the outdoor space, diary entries (up to six per participant), survey and mapping exercise.	Action research. Thematic analysis.
7	Marchant et al (2019), UK, South Wales.	Qualitative	Three headteachers and 10 teachers. 10 children aged nine to 11 from three primary schools.	Open-ended interviews and focus groups at two time points (baseline and a six-month follow-up).	Case Study approach. Inductive Thematic Analysis.
8	Marsh & Blackwell (2023), UK, South-West England.	Qualitative	Nine primary school teaching staff working in one urban school in an area of multiple disadvantage. 42% of children were eligible for free school meals (pupil premium) (England average 22.5%).	Semi-structured interviews.	Deductive Thematic Analysis.
9	Maynard et al (2013b), UK, South Wales.	Mixed Methods	Eight Foundation Phase teachers of children aged four to seven from two local authorities in South Wales.	The Early Childhood Environment Rating Scale Curricular Extension (ECERS-E); The Leuven Involvement Scale.; Mosaic Approach; Reflective case studies of observations of children; Semi-structured interviews; Field notes.	Psychometric Scoring and Thematic Analysis (Flick, 2009).
10	McCree et al (2018), UK, South-West England.	Mixed Methods	11 children from a small county-town school aged five to seven on entry, seven to 10 on exit.	Regular fieldwork observation, focus groups, questionnaires, and interviews. 'Draw and write' method to gather pupil voice (Williams, Wetton & Moon, 1989). Two-stage Mosaic approach to community reflection and participation. Scales of wellbeing and involvement. The Connection to Nature Index.	Thematic Analysis informed by grounded theory. Descriptive statistics and comparison of mean averages against a control and national data.
11	Rickinson et al (2012), UK, unspecified.	Qualitative	Study 1: 38 teachers and school leaders from six special schools, 15 secondary schools, 17 primary schools. Study 2: 20 teachers and school leaders.	Document analysis and individual, semi-structured, telephone interviews.	Descriptive statistics and Thematic Analysis.
12	Stavrianos & Pratt-Adams (2022), UK, Various Locations.	Qualitative	Newspaper articles of eight settings, including schools and specialist provisions.	Database searching for story narratives within newspaper articles. Key terms included Outdoor Education, learning difficulties and disability (excluded AE).	Thematic Analysis.
13	Von Benzon (2010), UK, Various Locations.	Qualitative	Unit heads, headteachers or deputy headteachers and one class teacher working within seven Special Educational Needs schools, and six Environmental Centres.	Individual telephone interviews.	Thematic Analysis.

Table 3: Descriptive Information of Including Studies within the Scoping Review.

Nature of Empirical Research: All studies sought to investigate educator perspectives on teaching and learning practices in SBOL, either through qualitative approaches or the interpretation of quantitative data contextualised through educator views. Seven studies undertook research to primarily investigate SBOL as it relates to IED (Blakesley et al., 2013; Glanville, 2023; Hussein, 2010; Maynard et al., 2013b; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022; Von Benzon, 2010); three studies reported on IED as a result of their findings (Davies & Hamilton, 2020; Marchant et al., 2019; Rickinson et al., 2012), and three studies related to IED as a result of the diversity of their participants (Harris, 2023; MacQuarrie, 2018; Marsh & Blackwell, 2023). Information gathered indicated that educators predominantly understood inclusion in relation to equity of OL opportunities for all pupils including those with Additional Learning Needs (ALN) and/or disabilities, including to refer to the rights of all pupils to participate without discrimination in all aspects of schooling (Davies & Hamilton, 2020; Glanville, 2023; Harris, 2023; Marchant et al., 2019; Marsh & Blackwell, 2023; Maynard, 2013b; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022). Overall, this indicated that educator perspectives took a holistic and broad understanding of inclusion as is represented in the UNCRC and The Equality Act (Ainscow et al., 2006; Finkelstein et al., 2021).

In fewer cases, inclusion was also conceptually aligned with a narrower view of physical access (Glanville, 2023; Blakesley et al., 2013; Von Benzon, 2010; Hussein, 2010; Harris, 2023). Research indicated that access was discussed in relation to staff support for sensory barriers, physical mobility needs, travel to local green spaces and funding requirements. Of note, none of these studies referred to the Universal Design for Learning (UDL) model (CAST, 2018) that advocates for accessibility through multiple means of engagement, representation, and

expression of learning to welcome all dimensions of diversity (Harte, 2013; Kelly et al., 2022). Von Benzon (2010) was also the only study to explicitly discuss accessibility in relation to the Social Model of Disability; whereby barriers to inclusion were understood as socially created rather than a direct outcome of a pupil's impairment (WG, n.d). As such, educator perspectives on accessibility issues appeared shaped by underpinning medical model ideologies and may reflect an underlying assumption that the outdoors is not suitable for those pupils who experience access issues (Glanville, 2023; Harris, 2023; Marchant et al., 2019; McCree et al., 2018).

To a lesser extent, inclusive SBOL was related to supporting all pupils at risk of underachievement to develop (Maynard et al., 2013b), including those with multiple, intersecting factors of disadvantage (McCree et al., 2018). This was seen to broaden educator perspectives of inclusive practices as particularly important for those CYP who may experience disproportionate barriers to education, for example, CYP with learning needs who have also experienced socio-economic disadvantage, family conflict or trauma (Rickinson et al., 2012; Davies & Hamilton, 2020; McCree et al., 2018; Marsh & Blackwell, 2023; Blakesley et al., 2013). This was often related to broader debates about CYP having fewer outdoor opportunities compared with previous generations due to socio-economic factors (Waite, 2020b; 2020c); a perception supported by global reports on diminishing physical activity for CYP by the WHO and The Active Healthy Kids Global Alliance (AHKGA) (Tremblay et al., 2022; WHO, 2022).

In relation to other dimensions of diversity, one study briefly discussed gender assumptions in relation to SBOL (Davies & Hamilton, 2020), and no studies referred to aspects of culture, ethnicity, or race in relation to SBOL or ITLP. This indicates that although the research base for IED in SBOL is limited, it is more

established in relation to pupils with ALNs, including aspects of intersectionality (Marchant et al., 2019; McCree et al., 2018).

Finally, in relation to the nature of empirical research, two main themes were developed from the thematic synthesis including The Embodied Experience of Visiting the Outdoors and It's a Deceptively Simple Performance. Each theme constituted of two or more subthemes as represented in Figure 11. A full table of the themes, subthemes, codes, and associated quotes is provided in Appendix H. Themes and subthemes are further discussed below in relation to the second and third subsidiary review questions.
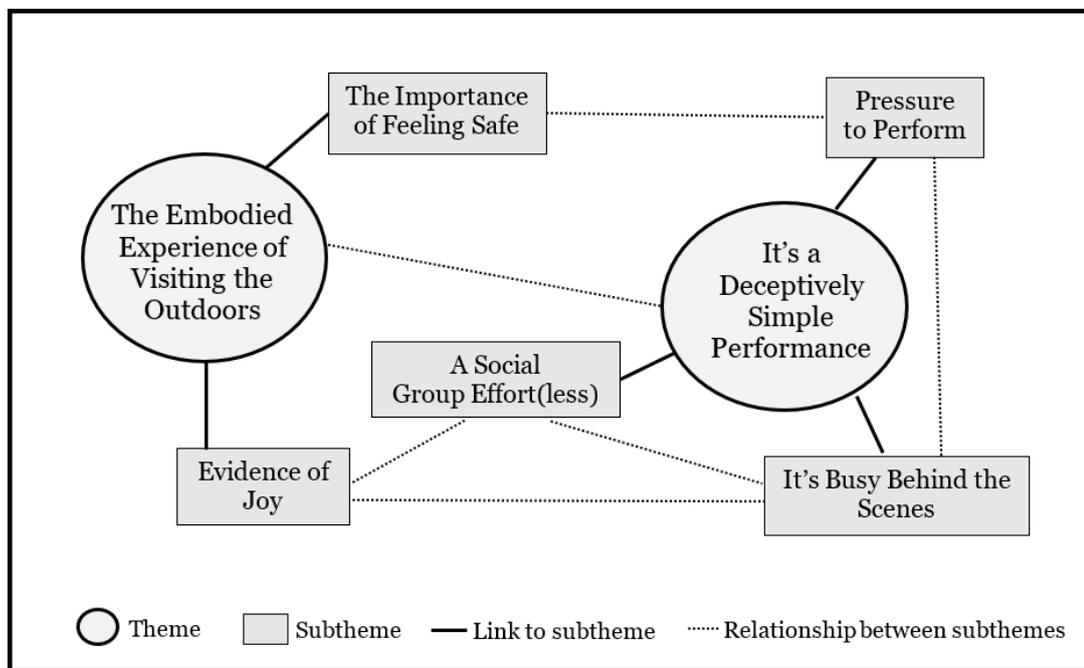
Figure 11: Thematic Map of the Scoping Review Thematic Synthesis

4.5.2 SQ2: How do educators understand and apply ITLP in the context of SBOL?

Themes generated from the data indicated that educators understood ITLP in the context of SBOL as meeting their responsibilities in promoting children's rights to education and strengthening the foundations of holistic development. This included the application of patient, flexible and intentional

approaches to facilitate child-led learning whilst accounting for individual differences and needs.

"Every child is entitled, it's their right to get outdoors and we have them all day... and so it's our responsibility, I don't think there's a choice, I don't think we can choose, shall we do it or shan't we, we have to" (Marchant et al., 2019, p.8).

<u>The Embodied Experience of Visiting the Outdoors: -</u>

<u>The Importance of Feeling Safe:</u> Research indicated that educators applied ITLP in SBOL to meet the needs of pupils and support their safe participation in landscapes such as grassy areas, school gardens, local parks, or woodland spaces (Hussein, 2010; Glanville, 2023; Stavrianos & Pratt-Adams, 2022; Von Benzon, 2010). In relation to these endeavours, educators respected that some pupils felt more comfortable than others in the outdoor environment depending on their individual needs (Glanville, 2023; Hussein, 2010; Blakesley et al., 2013; Von Benzon, 2010).

"Every child is different... a child that... needs those four walls needs that simple environment of a table, then obviously they're not going to enjoy it as much" (Glanville, 2023, p.185).

Educators understood ITLP in relation to supporting all students to feel safe as a foundation for learning, including to reduce feelings of frustration, threat, fear, or apprehension when in the outdoor environment (Hussein, 2010). Several forms of ITLP were reported to contribute to this aim, such as: reflecting on elements of the lesson or environment that a pupil may find most difficult; encouraging pupils to go at their own pace in OL activities; and facilitating relational support from both adults and peers (Glanville, 2023; Marsh & Blackwell, 2023; McCree et al., 2018). The observation record provided by Hussein, (2010) is a prominent example of how ITLP may be applied during SBOL to meet the safety needs of pupils:

"Two teachers went through the willow tunnel and waited for more than five minutes as both of their students had a fear of going through the tunnel due to the changes in its material. One of the teachers tried to convince both students by saying, 'come-on Steve... you can do it!' While the other teacher walked through to the end of the willow tunnel and said, 'look! I'm here...' The partially sighted student put one foot tentatively on the chip-bark surfaces... as he approached, one of the teachers held his hands and said, 'yes! You've made it!' The other student in his wheelchair was still on the pathway. He looked confidently at his mate and slowly wheeled his chair on to the bark surface. They continued to cheer him on. As he came closer to them, one of the teachers said, 'well done, Steve!'" (Hussein, 2010, p.28).

In this example, the tailored and strengths-based perspective demonstrates the active role that educators adopt in facilitating inclusion in the outdoors. Namely, the teachers were aware of the individual sensory and physical needs of the pupils and were patient, encouraging and supportive for them to have equity of opportunity to participate in the willow tunnel activity. A range of similar examples shared in other research provides further evidence that ITLP in the context of SBOL may offer a pathway for CYP with a range of ALN to thrive outside a traditional classroom (Blakesley et al., 2013; Glanville, 2023; Marchant et al., 2019; Marsh & Blackwell, 2023). Examples indicated that by supporting factors of pupil control, leadership, confidence, and engagement through ITLP, educators can help pupils feel safe during SBOL. Implicit in this understanding, educators are required to hold unconditional positive regard for all pupils when applying ITLP and to tailor adaptations in the outdoor environment to facilitate holistic development of pupils with diverse needs.

McCree et al (2018) and Davies & Hamilton (2020) builds upon this discussion by highlighting the importance of addressing assumptions and implicit bias about the outdoor environment being the 'right' place for certain groups of children to learn as opposed to being appropriate for all. Educators considered

boys, pupils experiencing social-economic disadvantage or those with ALN to most benefit from the outdoors (Davies & Hamilton, 2020). These were assumptions shared by educators participating in other research (Glanville, 2023; Marchant et al., 2019; Maynard et al., 2013b; Rickinson et al., 2012). However, perspectives indicated that educators are often noticing and questioning their personal assumptions as based upon stereotypes rather than accepting them without consideration, i.e., boys want to be outside as they have more energy to burn.

"I suppose it's... I've underestimated some of them and you sort of label them and think oh they're not going to be able to do this... and when you're talking to them, some of the things they come up with!" (Maynard et al., 2013b, p.221).

"Sometimes your very academic children they're the ones that actually need it the most, because perhaps they're quieter, they're a little bit more book-based learners... in the future they could be the ones who are, you know, in terms of looking after themselves and their wellbeing and so on, you're perhaps hitting the mark with them" (Marchant et al., 2019, p.8).

Research therefore indicated that building awareness of pupil views can be helpful to respect their rights to participation free from discrimination as educators may better understand the embodied experience of SBOL for individual CYP and notice their own personal biases or assumptions (McCree et al., 2018; MacQuarrie, 2018; Marchant et al., 2019; Von Benzon, 2010).

Evidence of Joy: McCree et al (2018) connected the outdoor embodied experience to a pupil's "emotional space" (p.985), consisting of movement and time in which they can authentically express themselves. Educators interpreted pupils' expressions of emotion to inform their understanding of the influence of applied ITLP on the SBOL lesson. For this purpose, educators often relied on their relationships and knowledge of the pupils to respect and interpret individual methods of communication (Maynard et al., 2013b), including both overt, *"you can see on her face*

that she loves it" (Marsh & Blackwell, 2023, p.7), and more subtle forms of communication e.g., turn of the head, swinging arms, eye contact (Hussein, 2010).

Positive emotions and a joyful embodied experience of the outdoors were frequently associated in the literature to facilitate child-led and experiential learning (Blakesley et al., 2013; Glanville, 2021; Marsh & Blackwell, 2023; Stavrianos & Pratt-Adams, 2022). Educators most associated the expression of positive emotions with the freedom to engage playfully with their environment (Maynard et al., 2013b; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022) and to experience awe and wonder in the natural world (Maynard et al., 2013b; Glanville, 2023).

"They're just happy to be out there because we give them time to explore… they're doing things they want to do" (Glanville, 2021, p.177).

"When they go into nature… I think they feel much more relaxed, they seem to understand the environment, they feel more comfortable – maybe because they are much freer to roam and explore" (Blakesley et al., 2013, p.17).

Some scholars suggested that this was particularly important for those pupils experiencing socio-economic disadvantage who may have limited opportunities for time outdoors (Maynard et al., 2013b; Glanville, 2023).

"Many of our children have never seen a cow, never camped, it helps them get a sense of perspective, to discover things, it's such a transformation" (Rickinson et al., 2012 [Study 1], p.24).

The perceived connection between the outdoor environment and pupil wellbeing appeared in contrast with the metaphorical weight of strict expectations and structures within the classroom environment that may hinder the participation of all CYP (Blakesley et al., 2013; Glanville, 2023; Marsh & Blackwell, 2023).

"Some children you see the weight come off their shoulders when they get down there, their posture's a lot better, they stand up, it's as if they're not weighted down, as if they can just relax" (Glanville, 2023, p.180).

"They are engaged and happy. When you take children outdoors their behaviour is very different from the classroom… they feel restricted inside" (Marsh & Blackwell, 2023, p.8).

This appears to relate to an understanding of experiential learning as relating to authentic, real-world experiences that can offer a platform to positive emotion and facilitate independence, social awareness, and interaction (Rickinson et al., 2012 [Study 1]). Of interest, the physical representation of the outdoors being free and reenergising within these examples was an aspect of inclusive SBOL that several educators appeared to empathise with:

"It's like feeling like someone's taken the shackles off us and [the] oppressive feeling… my feeling is just like, wow, this is just what I came into teaching for" (Marchant et al., 2019, p.16).

"I'm different outdoors… more relaxed… there are no eyes outside… indoors I feel conditioned to be in a particular way…" (Maynard et al., 2013b, p.221).

These cases build on an understanding of safety needs as a significant factor in delivering ITLP in SBOL for both the pupils *and* educators. The associated enjoyment appeared to enhance educators' motivations to promote participation for vulnerable CYP and support genuine autonomy and choice in SBOL.

<u>It's a Deceptively Simple Performance:</u> -

<u>It's Busy Behind the Scenes:</u> Educators expressed a perceived need for "*robust planning and preparation*" and acknowledged that planning processes can take time to implement (Harris, 2023, p.237). This was demonstrated by the increasing prioritisation given to planning time across the course of OL interventions (Harris, 2023; Maynard et al., 2013b), and the expressed positive

impact on self-report measures of teacher confidence and resilience (Harris, 2023; MacQuarrie, 2018).

"I've always been really keen on outdoor education but… I personally wasn't confident in taking them outside… I've learned how easy it is to do it. And I've learned to be more resilient as a teacher" (Harris, 2023, p.237).

In SBOL practice, this relates to educators providing instructions, boundaries, and the purpose of the lesson prior to going outside to ensure all pupils have the opportunity to understand and ask questions as a foundation to their participation (Glanville, 2023; Marchant et al., 2019).

As part of the experiential learning cycle, educators also understood the importance of encouraging pupils to reflect on ITLP with the aim to enhance future support and help maintain engagement on SBOL tasks (Marchant et al., 2019). This was seen to be a dynamic process, involving opportunities for both immediate and delayed feedback, as well as interpretations as based on observation.

"The users showed a strong sense of bonding, such as preference for and attachment to the garden by suggesting improvements to its content and showing their willingness to come back" (Hussein, 2010, p.30).

"At times when I asked children to think back to outdoor lessons carried out previously they had a much deeper understanding as they'd had time to reflect upon it" (MacQuarrie, 2018, p.356).

Through reflection and planning, educators were seen to be *"reactive to the child's actions and responsive to the child's needs"* (Hussein, 2010, p.27). This increased educator capacity to apply ITLP to support the experiential learning process and related to the findings of Blakesley et al., (2013) who reported that educators are more inclined to be creative, to think differently, to be more adventurous and to take more risks with teaching when in outdoor environments.

<u>A Social Group Effort(Less):</u> Alongside planning and preparation, ITLP were also dynamically applied to build on opportunities for social inclusion as a support to experiential learning (Davies & Hamilton, 2020; Glanville, 2023; MacQuarrie, 2018; Stavrianos & Pratt-Adams, 2022). This carefully balanced a respect for the child-led emphasis of SBOL by supporting pupils to work independently in their own space when desired (Marchant et al., 2019), with strategies that facilitated a safe and welcoming environment for pupils to feel accepted and a sense of belonging (Glanville, 2023). Educators applied thoughtful choice of activity and the use of prompts and questions to promote inclusion as a facilitator of social situations and to reflect an ethos of inclusion that permeates incidental interactions in SBOL.

"When [the] class returned to the log area, [the teacher] arranged seating so all peers could sit down, 'do you want to sit down? There's plenty of room for you'" (Glanville, 2023, p.155).

This approach to ITLP was helpful to model and scaffold strengths-based discourses to the participation of all pupils. Through this, children were supported to celebrate their achievements with peers through preferred forms of communication (Glanville, 2023; Hussein, 2010; MacQuarrie, 2018). Educators understood that pupils who may experience barriers to SBOL can build self-esteem in the outdoors by being "*on an equal footing*" with peers and "*able to show and share [their] expertise*" (Maynard et al., 2013b, p.220). Marchant et al (2019) related this to building individual resilience and motivation in interactions, particularly for those pupils who may find social interaction or communication skills more difficult due to disparity in opportunities. A prominent example of ITLP supporting strengths-based, child-led learning was a discussion about Ali, a five year old who experiences specific learning difficulties, and Bryan, a six year old who

experiences speech, language, and motor control difficulties (Glanville, 2023). Namely, that flexible and dynamic support from the educator enabled Ali and Bryan to model outdoor tasks, "*this is how I do it. I press down really hard*", to give advice "*hit it a little bit harder*", and to encourage and praise peers, "*I think that's really good*" (Glanville, 2023, p.146).

Von Benzon's (2010) research appears to compliment this perception, highlighting that caring was an important function of the experience of the outdoors. This was framed in terms of learning to care about others in social interactions and caring about their personal and shared influence on the natural environment. This view was seen to appreciate that all children including those with additional needs are "*capable, influential and potentially positive contributors to society*" (Von Benzon, 2010, p.624).

4.5.3 SQ3: What advantages and challenges do UK educators recognise regarding ITLP in the context of SBOL?

Advantages:

<u>The Embodied Experience of Visiting the Outdoors: -</u>

Educator application of ITLP in SBOL was a prominent advantage to strengthen several foundations for learning i.e., safety, belonging, interpersonal relationships, which developed transferable skills i.e., communication, problem-solving, resilience, and subsequently supported pupil participation, engagement, and readiness to learn across the whole school setting.

"*The engagement you receive from the children when outdoors… inspires the learning to continue inside*" (Marsh & Blackwell, 2021, p.6).

"*It's not only the sessions outdoors,* [but also] *what the sessions outdoors bring back into the classroom as well, isn't it, and it's the whole knock-on effect and it's all about experience*" (Marchant et al., 2019, p.8).

The Importance of Feeling Safe: Advantages were related to the educators' focus on child-led and experiential learning in SBOL. This supported all pupils to explore at their own pace, participate in preferred activities and develop holistically depending on individual strengths and difficulties (MacQuarrie, 2018). Educators related this to increased feelings of control over learning whereby all pupils can "*make as much or as little of it [OL] as they want to*" (Maynard et al., 2013b, p.220). A prime example of how a change from indoor to outdoor learning environments can facilitate individual development is provided by Marsh & Blackwell (2023):

"I have a little girl who is an elective mute, yet you get her outside and she won't necessarily talk to you, but you can see her talking to the trees and she does really well with the session" (Marsh & Blackwell, 2023, p.7).

This example highlights the advantages of ITLP in SBOL as a way to increase self-esteem, autonomy, and confidence, referring back to the importance of reducing the risk of threats, fears, or apprehensions when in the outdoor environment (Hussein, 2010).

Evidence of Joy: As the evidence indicates, enhanced exploration, freedom, and control supported pupils to experience and express positive emotion and joy (Blakesley et al., 2013; Glanville, 2021; Hussein, 2010; Marsh & Blackwell, 2023; Maynard et al., 2013b; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022). This was seen to provide an advantage to all pupils by building upon foundations of safety to facilitate intrinsic motivation, growth mindset and resilience within learning activities (Harris, 2023; Marsh & Blackwell, 2023; McCree et al., 2018). In addition, educators noted the personal value in perceiving positive emotion and joy in their students on their own motivation and engagement with inclusive SBOL (Stavrianos & Pratt-Adams, 2022; Marchant et al., 2019). As

Marchant et al (2021) reported after a SBOL intervention was implemented; *"wow, this is just what I came into teaching for"* (p.16).

It's a Deceptively Simple Performance: -

Its Busy Behind The Scenes: The opportunity to participate in enjoyable, real-world, experiential learning activities was particularly advantageous to reinforce lifelong learning skills such as understanding and responding to risks and hazards, developing independence, and communicating personal choices (Blakesley et al., 2013; Glanville, 2023; Stavrianos & Pratt-Adams, 2022). Research highlighted the importance of these aspects to pupils who may have had limited past experiences due to social-economic disadvantage (Rickinson et al., 2012 [Study 1]; Glanville, 2023), or as a result of the disproportionate impact of missed learning due to the Covid-19 pandemic (Harris, 2023; Marsh & Blackwell, 2023). As such, the benefits of ITLP in SBOL have also been related to embedding learning and pupils making up for lost time:

"Children had spent so much time inside over COVID they have missed out on [learning] opportunities, and outdoor learning helps make learning relevant and interesting and memorable" (Marsh & Blackwell, 2023, p.6).

Von Benzon's (2010) results further highlighting the potential of ITLP in SBOL to enhance experiential learning through combined use of the outdoor and indoor environments, such as by bringing plants and animals into the classroom or taking learning activities outside. This related to research that discussed the advantages of ITLP in SBOL to academic progression across multiple areas of the curriculum, including core subjects of literacy, science, and maths (McCree et al., 2018; Glanville, 2023; MacQuarrie, 2018).

Pressure to Perform: In relation to the role of educators, the opportunity to regularly apply ITLP in SBOL and to foster cross-curricular benefits through

enjoyment and intrinsic motivation to learn also held advantages to the confidence and creativity of the teacher's approach:

"I now think about how I can transfer an activity outdoors, and do not feel as restricted to sticking with curricular activities when we do go outside, instead allowing the children more time to explore and lead activities" (MacQuarrie, 2018, p.355).

"It's also cross-curricular, linking in with other subjects such as geography and maths. It helps me as a teacher, because they enjoy the activities so much it impacts positively as an incentive to try as hard as they can on other subjects" (Stavrianos & Pratt-Adams, 2022, p.260).

<u>A Social Group Effort(less):</u> Lastly, research highlighted the advantages of ITLP in SBOL to pupils' social skill development. Building upon a foundation of safety, educators applied strategies that facilitated social inclusion incidentally within the outdoor environment, which enabled students the space to engage in a way that feels comfortable and safe to them:

"It would appear outdoor activities take some of the tension off children who struggle to mix in the classroom... [they] were happily taking part in their group and being encouraged by peers" (MacQuarrie, 2018, p.356).

"They were much more able to collaborate outside as it's kind of freedom of the class, they might work in different groups and... they share more easily" (Marchant et al., 2019, p.15).

These examples depict a focus on relaxed collaboration and group work to advance social cohesion through sharing and peer encouragement, that offered a foundation to belonging as a secure base for learning.

Challenges:

<u>It's a Deceptively Simple Performance: -</u>

<u>Pressure to Perform</u>: Educators expressed anxieties about holding positions of responsibility in SBOL due to perspectives that health and safety (h&s) risks increased when in the outdoor environment (Harris, 2023; Blakesley et al., 2013;

McCree et al., 2018). Research indicated that concerns about CYP absconding or becoming hurt continued even when preventative measures were taken, such as the use of online risk assessment forms e.g., EVOLVE (Blakesley et al., 2013). This challenged ITLPs in SBOL as educator anxieties about h&s risks were seen to restrict child-led learning through strict boundaries and rules when outdoors:

"We've got quite clear boundaries for them as well, so it's not sort of a case of we go down the woods and it's a free for all, there's very strict rules as to behaviour in the woods" (Marchant et al., 2019, p.14).

"When they heard the teacher shout out "where are you?" Children could explain that they had to stop what they were doing and call back, 'I'm here'" (Glanville, 2023, p.139).

Use of stricter rules in the outdoor environment arguably created space for discrimination and marginalisation since a one-size-fits-all approach was often implemented by educators. This meant that pupils became excluded from participating in SBOL if they were unable to meet adjusted expectations (McCree et al., 2018) and relates to reports that pupils with dimensions of diversity such as additional needs can miss out on valuable learning opportunities when reasonable adjustments are overlooked. For example, the winter season was often perceived as a barrier to SBOL due to the increase in h&s risks i.e., icy ground, high winds, cold rain; however, research also indicated that when pupils are suitably clothed the winter environment enhanced learning, sensory experiences, and a sense of belonging for these pupils (Hussein, 2010; MacQuarrie, 2018).

Educators reported that limited resources compounded challenges of addressing h&s risks. For example, in most reports inadequate funding for the release of staff was considered to amplify the pressure of responsibility to protect children from harm (Blakesley et al., 2013; Davies & Hamilton, 2020; Glanville, 2023; Marchant et al., 2019; Maynard et al., 2013b; McCree et al., 2018; Rickinson

et al., 2012). This was seen to challenge ITLP in SBOL due to implications that inadequate resources limited equality of opportunity, participation, and access (Glanville, 2023). Von Benzon (2010) discussed this as the *"bodily reality of children's impairments"* (p.624), whereby CYP with additional needs were then unable to partake in SBOL activities (Glanville, 2023).

"We used to have an open door policy for children to go in or out all of the time but now we are not able to. We have one member of staff to every 5 children but 70% of our children have additional needs" (Davies & Hamilton, 2020, p.9).

"Three schools (A, G and H) had extensive outdoor environments... such as a willow tunnel and pond. However... use of these areas was limited by difficulties with staffing" (Maynard et al., 2013b, p.216).

Resources were also discussed in relation to locally available green space, specifically that this can challenge urban schools and lead to intersectionality in relation to ALNs and socio-economic disadvantage (Marchant et al., 2019).

"Without natural assets, this school faced real challenges to delivering outdoor learning" (Harris, 2023, p.236).

"Schools in a less fortunate position in terms of outdoor opportunities may struggle; 'In [the city] *lots of schools have aspirations to develop outdoor learning, but... they don't have woodland on their doorstep, so their opportunities to visit woodland would be limited'"* (Marchant et al., 2019, p.10).

These concerns raise wider issues about the potential for compounding discrimination and marginalisation. Research indicates that community support from families, other professionals and school staff may diminish if a lack of financial investment is interpreted as SBOL not being important or suitable for all pupils (Davies & Hamilton, 2020; Glanville, 2023; Marchant et al., 2019).

Several methods to mitigate resource challenges were discussed in the literature. One study of schools within East London boroughs accompanied national research (Rickinson et al., 2012 [Study 1 & Study 2]) and indicated that

pupil premium could be used as a possible source of funding to address socio-economic disadvantage and develop ITLP in SBOL (Rickinson et al., 2012 [Study 2]). Alternatively, use of freely available resources and support such as gathering information about local spaces from local people and embedding suggestions in regular SBOL, were recommended to mitigate resource challenges (Blakesley et al., 2013; Marchant et al., 2019; Rickinson et al., 2012 [Study 1 & Study 2]; Von Benzon, 2010). McCree et al's (2018) research offers a case study in the benefits of adopting a more simplistic approach to ITLP in SBOL. Over the course of a 3-year intervention educators focused on basic safety needs such as having donated spare clothes, warm food on a cold day and a welcoming base camp area. They reported increased enjoyment and confidence when fewer man-made resources were utilised and attributed this to more time spent supporting CYP to apply their imagination and develop independence.

McCree's discussion about the importance of developing staff confidence relates to other reports that teachers in schools often perceive themselves as requiring more training to implement SBOL (Davies & Hamilton, 2020; Rickinson et al., 2012 [Study 2]). The mixed method results of Davies and Hamilton's (2020) study reflects this understanding and indicates that both the quality and relevance of training is of critical importance:

"Although 29 of the 37 practitioners claimed they had received training related to the outdoor classroom... Only 3 practitioners involved in this current study regarded the training that they had received to be 'effective' or 'valuable'". (Davies & Hamilton, 2020, p.8).

This is a prominent challenge to the implementation of ITLP in SBOL as research indicates that educator relationships and knowledge of individual strengths and needs are important factors in genuine inclusion (Hussein, 2010; Marsh &

Blackwell, 2023; Maynard et al., 2013b). In addition, Rickinson et al., (2012, [Study 2]) highlights the financial benefits associated with developing in-house provision that circles back to earlier discussions about addressing intersectionality.

"We use a forest education centre but it's really costly and it would be great to develop these skills in the teachers so we can develop our own activities" (Rickinson et al., 2012 [Study 2], p.18).

Educators reported that opportunities to share practice and observe more experienced practitioners in the outdoor environment would be of most benefit to build their confidence (Blakesley et al., 2013, Marchant, 2019; Stavrianos & Pratt-Adams, 2022). Moreover, increased collaboration and communication between different schools including between different nations was seen to be helpful to work together on issues of ITLP (Rickinson et al., 2012 [Study 1 & Study 2]; Stavrianos & Pratt-Adams, 2022).

"Foundation [ages 4–7] first started it earlier than us originally so we, as a key stage 2, spoke to them, see what they did, went down to their classrooms and sort of spoke to them to see the kind of things they did" (Marchant et al., 2019, p.12).

"If I knew a school that was really good at doing a certain type of outdoor learning then I'd love to be able to send some teachers, students, and TAs to look at it and report back" (Rickinson et al., 2012 [Study 1], p.22).

"Seeing first-hand the range of outdoor education on offer at Springfield School has really inspired the group who plan to go back and share ideas in their own countries" (Stavrianos & Pratt-Adams, 2022, p.259).

It is possible that reported educator under confidence in delivering SBOL is entrenched by perceived pressure to meet prescriptive curriculum demands (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019). For example, both Marsh and Blackwell (2023) and Blakesley et al (2013) reported that educators discussed avoidance of SBOL in order to gather evidence of academic

progression. This was framed as a whole-system concern that is enforced from the top down:

> *"You have pressures put on the school from Government, that goes down through the inspectorate, that passes onto the regional consortia, that's passed onto schools, i.e. Headteachers, Governors, Senior Leaders, that's passed onto the teachers, it's passed onto the teaching assistants, and it's passed onto the pupils so it's like a big pressure cooker"* (Marchant et al., 2019, p.9).

Research indicated that only when change is implemented *"right at the top"* (Marchant et al., 2019, p.9) and supported by a headteacher who values SBOL, can educators build confidence (Davies & Hamilton, 2020; Marchant et al., 2019). Rickinson et al (2012 [Study 1]) framed this as a need for educators to receive reassurances that what they are implementing is as valuable as classroom learning. McCree et al's (2018) longitudinal research relates this to the importance of whole-school cultural change to successfully deliver ITLP in SBOL. Specifically, to recognise that formal monitoring may marginalise CYP who experience adversity or other barriers that influence on school engagement and accessibility.

Its Busy Behind The Scenes: Consideration of whole-school support for SBOL was further related to the challenge of negotiating time particularly as *"robust planning and preparation"*, was perceived to be a necessity of ITLP (Harris, 2023, p.237). Educators often discussed concerns in relation to learners with physical needs as time seemed necessary to ensure that accessibility was not a barrier to inclusion (Von Benzon, 2010).

> *"They discussed the tarmacked paths to the wooded area that had been developed to support children using wheelchairs and walkers – whilst the main pathway was already in place, they discussed the desire to make more of the paths in the area clearly defined"* (Glanville, 2023, p.196).

As discussed in SQ1, these concerns refer to the Social Model of Disability (WG, n.d) and consideration of how the systems around the child can be adapted to enhance inclusion and equality of opportunity.

<u>The Embodied Experience of Visiting the Outdoors:</u> -

<u>The Importance of Feeling Safe</u>: Research highlighted the importance of educators recognising their own safety responses to address challenges in applying ITLP in SBOL. Specifically, educators highlighted the challenge in 'letting go' when enabling child-led learning (MacQuarrie, 2018; Glanville, 2023; Harris, 2023; Marchant et al., 2019). Research indicated that educators' threat response was particularly primed when the student typically receives high levels of support within the classroom, or when the educator was unfamiliar with their students (Glanville, 2023; MacQuarrie, 2018).

"As our children require 1:1 support for the majority of the time, it has been a challenge to encourage staff, and myself, to take a step back to encourage strengthened child-child interactions" (MacQuarrie, 2018, p.355).

This was further evidenced in the reported importance of educators applying a patient approach rather than intervening pre-emptively, to bolster opportunities for CYP with complex needs to develop independence (Glanville, 2023; Von Benzon, 2010).

"The grounds were not easy to negotiate for pupils who were learning how to use their electric wheelchairs" (Von Benzon, 2010, p.622).

Discussion suggests that this relates to broader concerns about personal responsibility and potential for harm in SBOL h&s risks (Harris, 2023; McCree, 2018; Stavrianos & Pratt-Adams, 2022). However, it is also possible that educator concerns about 'letting go' reflect hidden assumptions that particular demographics of CYP require extra protection due to their additional needs or

disability. Research conducted by Harris (2023) discussed this in relation to special school provision, whereby "*it was deemed necessary*" (p.236), to deliver SBOL on school grounds rather than exploring local environments to ensure staff members felt comfortable that it was safe enough for a session to be child-led.

4.6 Discussion of Results in Relation to the RQ

RQ: What can be understood about UK educator perspectives on inclusive SBOL?

4.6.1 A Tension between Values and Assumptions

Results of the scoping review indicated that educators placed meaning on their role as active facilitators in SBOL to provide equal opportunities and equity of support to all CYP that would enable them to thrive in education. This was related to the importance of ITLP in helping to widen participation and address perceived injustices within society. For example, to respond to the disproportionate impact of the Covid-19 pandemic (Harris, 2023; Marsh & Blackwell, 2023), or the intersection of socio-economic disadvantage and ALN that may limit a child's opportunities and experiences (Glanville, 2023; Maynard et al., 2013b; Marchant et al., 2019; McCree et al., 2018; Rickinson et al., 2012 [Study 1]).

The careful consideration of access to the natural environment and the use of patient, tailored and strengths-based support was seen to align with the incorporation of Instructional and Organisational Practices as essential areas of competence for an inclusive teacher (Finkelstein, 2021). Provided support included tailored use of prompts, questions, and encouragement to enhance the value of opportunities for child-led learning and the promotion of pupil control. This promoted leadership, confidence, and engagement in the outdoor environment, and demonstrated the role of the educator in SBOL to facilitate Active Experimental and Concrete Experience Abilities as part of the experiential learning

cycle (Kolb, 1984) (Anderson et al., 2021; Friedman & Morrison, 2021). Importance was therefore placed on the position of all learners, as capable, curious, and creative within the learning process (Miller, 2019a).

The existing relationship between the educator and their pupils appeared highly important to the learning process as it informed observations of expressed emotions and enabled educators to respond with sensitivity to the diverse needs of the pupils. This draws on the PERMA+4 model of understanding (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018), whereby positive emotion, relations, and engagement are prominent factors in pupil wellbeing and capacity to thrive. In the research, educators recognised that some pupils may find the outdoor environment more challenging than others and thus require different levels and forms of support. This was based upon an assumption that OL required CYP to engage in challenge; reflecting traditional ideologies as based upon OE and AE (please see Appendix B). This aspect is captured within the Adventure Experience Paradigm (Priest, 1993; Figure 4), and supports understanding of contemporary educator perspectives that when risk is low and competence is high, the pupil can safely gain experience through adventure, whereas when competency is low and risk is too high, the adventure is likely to result in disaster and limit or even reverse the educational merit of the experience (Priest, 1993).

Whilst this supports inclusive practices by raising awareness of equality of opportunity and equity in support, the research also indicated that educator perspectives could be misinformed by assumptions based on stereotypes. Research indicated an inherent bias that SBOL is the 'right' place for some pupils to learn, which thus implies that it is also a 'wrong place' for the learning of others (Davies & Hamilton, 2020; Glanville, 2023; Marchant et al., 2019; Maynard et al., 2013b; Rickinson et al., 2012 [Study 1 & Study 2]). This reflects Hayes' (2014) discussion

about the importance of challenging exclusion as an interlinked concept with inclusion since you "can't have one without the other" (Hayes, 2014, p.47). This connects understanding to in-group and out-group dynamics informed by Social Identity Theory (Tajfel & Turner, 1979; 1984) and broader research into historical developments of OE, as entrenched bias and ideologies positioned within colonial, white, middle-class, masculine, and able-bodied discourses may be perpetuated by a narrative that the outdoors is not appropriate for all (Humberstone & Pedersen, 2001; Rogers et al., 2019; Schmidt et al., 2022; Warren & Breunig, 2019; Warren et al., 2014). The review thus reflects the apparent tension experienced by educators as value is placed on addressing disadvantage and supporting the participation of all pupils, however it is juxtaposed with a view that the outdoor environment may not be suitable for all due to individual pupil needs; for example, where questions of pupil safety arise due to physical disability and the risk of harm.

The review also expands current understanding by evidencing that educators are often aware of personal assumptions and question the stereotypes on which they are based. Educators noticed their surprise at the variety of pupils seen to benefit from SBOL, which emphasises the importance of gaining both practical experience in SBOL delivery and an enhanced understanding of pupils to help notice and question assumptions being held. Educators thereby appeared to appreciate the complexities of their role in facilitating ITLP in SBOL so that all CYP may thrive and exclusionary approaches are challenged.

4.6.2 The Importance of Facilitating Holistic Development for Progression Purposes

Overall, educators appeared to place importance on child-led learning for the development of holistic and transferable skills such as confidence, autonomy, and creativity (Harris, 2023; Hussein, 2010; MacQuarrie, 2018; Stavrianos & Pratt-Adams, 2022). This mirrors extensive research into the benefits of OE more

broadly (Bradley & Male, 2017; Farnham & Murtrie, 1997; Fiennes et al., 2015; Floresca, 2019; 2020; Fox & Avramidis, 2003; Friedman et al., 2022; Fronzek, 2023; Mann et al., 2022; Marchant et al., 2019; Sharp, 1943). Educators were seen to apply a strengths-based approach to experiential learning activities to integrate new experiences with existing knowledge (Miller et al., 2022; Roberts, 2003). This is theoretically informed by the ZPD (Vygotsky, 1978), whereby learning may be enhanced through the guidance of a "more knowledgeable other" (Abtahi et al., 2017, p.276), to build upon a pupil's existing skills. Research indicated that this learning process was further enhanced by educators facilitating positive social interactions during activities and encouraging dynamic reflection (Blakesley et al., 2013; Hussein, 2010). This approach supported learners to build self-esteem by accomplishing goals and overcoming learning challenges (Glanville, 2023; Marchant et al., 2019; Maynard et al., 2013b). This was related to the positive knock-on effect on classroom learning which was considered a prominent advantage to operationalising ITLP in SBOL (Marchant et al., 2019; Marsh & Blackwell, 2019).

Educators frequently associated child-led learning with the development of a growth mindset and intrinsic motivation to learn. Perspectives were informed by an understanding that the outdoor environment supports a sense of freedom from the restrictions and heavy weight of the classroom environment (Marchant et al., 2019). This aligns with previous research that highlights the role of OL on components of emotional health and psychological wellbeing as factors that facilitate readiness to learn (Harris et al., 2017; Hickman, 2020; Jackson-Barrett & Lee-Hammond, 2018; Loskota, 2004; Vincent-Snow, 2017). Importance is placed on facilitating positive emotion to support pupil wellbeing (Cabrera & Donaldson, 2024; Seligman, 2018) and highlights the role of educators in meeting social, emotional, and behavioural needs as an essential area of competence for

inclusive teachers within Finkelstein's (2021) model. Notably, educator perspectives understood inclusive SBOL as a renewable energy that fosters enjoyment of learning as informed by their own experiences. Research demonstrated that feeling free and observing positive emotion in their pupils was supportive of the educator's own intrinsic motivation to engage in inclusive SBOL; "wow, this is just what I came into teaching for" (Marchant et al., 2021, p.16). Educators also highlighted the importance of SBOL to facilitate social inclusion between peers such as by celebrating strengths during incidental interactions (Davies & Hamilton, 2020; Glanville, 2023; MacQuarrie, 2018; Stavrianos & Pratt-Adams, 2022). These elements addressed in-group and out-group assumptions (Tajfel & Turner, 1979; 1984) and developed genuine inclusive practices whereby everyone could be on "equal footing" (Maynard et al., 2013b, p.220), feel valued and belong to their school community without having to conform (BPS, n.d).

Research illustrated the importance of whole-system support in acknowledging these advantages and prioritising the values of holistic SBOL to address the conflicting pressure on educators in meeting prescriptive curriculum demands as a barrier to inclusive SBOL (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019; Waite, 2020a). Educators suggested that this would require relational support from the school leadership team and whole-system cultural change "right at the top" to effectively implement inclusive SBOL (Davies & Hamilton, 2020; Marchant et al., 2019, p.9). Finkelstein's (2021) model associates these particular challenges in terms of Determining Progress, and, Collaboration and Teamwork essential components, and identified a need for these to be addressed to facilitate rights based ITLPs. An example of this opportunity for change is evident within Wales through the emphasis on cross-curricular learning within the Four Purposes of the New Curriculum (WG, 2020a) that underpins a

whole-school mindset to recognise the potential holistic value of SBOL for all pupils when appropriate support is in place.

4.6.3 Safety Needs as a Foundation of ITLP in SBOL:

Educators understood the importance of ITLP in SBOL to facilitate both physical and emotional safety needs. This was a foundation to developing positive emotion and social inclusion that may enhance the belonging of all pupils (Hussein, 2010; McCree et al., 2018; Von Benzon, 2010). Research indicated that addressing barriers to accessibility and the risk of educational underachievement was substantially important for vulnerable pupils, especially in response to the risk of intersectionality between socio-economic disadvantage and ALN (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019; Marsh & Blackwell, 2023; McCree et al., 2018; Rickinson et al., 2012). Educators supported pupils to feel safe by reducing feelings of frustration, threat, fear, or apprehension during outdoor activities (Hussein, 2010). A child-led approach also supported a sense of safety by enabling educators to reflect on elements of the lesson or environment that a pupil may find more challenging, allowing for a tailored approach that encouraged pupils to engage with activities at their own pace and access relational support from both adults and peers (Glanville, 2023; Marsh & Blackwell, 2023; McCree et al., 2018). This highlights the importance of reflection, planning and preparation to contribute to the experiential learning cycle (Kolb, 1984) and to Organisational and Instructional Practices as part of Finkelstein's (2021) essential components of an inclusive teacher.

Similar to past research, educators in the current review indicated that increased h&s risks posed a significant barrier to the inclusion of vulnerable pupils and that this was compounded by limited funding, staffing, training, and material objects (Blakesley et al., 2013; Marchant et al., 2019; Maynard et al., 2013b; Rickinson et al., 2012 [Study 1 & Study 2]; Von Benzon, 2010). This review develops

understanding by reframing educator concerns in relation to the significance of establishing their own safety needs as part of the pupils' learning process. This interpretation is informed by The Matrix of Needs (Bowen, 2021); which reconceptualises Maslow's Hierarchy of Needs (Maslow, 1943; 1954), to raise the importance of safety as an all-encompassing need *throughout* the lifespan. In addition, Bowen (2021) emphasises the social reality of humans in terms of "layers of relationships" that repositions wellbeing as a communal rather than individual goal (p.551). This view relates to educator perspectives about the relational reality of SBOL and highlights that support is needed for both educators and pupils to feel safe in the outdoor environment as a foundation of facilitating genuine inclusion. This view is supported in the evidence base, as educator behaviours are reflective of keeping themselves safe; for example, by avoiding SBOL, limiting activities, or applying stricter rules when outdoors to manage their perception of increased h&s concerns. As noted above, this arguably opens the door to marginalisation and discrimination as it implies that pupils must conform to a one-size-fits-all approach in order to participate. This discussion reflects Von Benzon's (2010) description of the "bodily reality of children's impairments" (p.624) and draws broader parallels to Hayes' (2014) discussion about the importance of educators facilitating inclusion whilst challenging exclusion. Related to this, Bowen's framework appears helpful to recognise the critical importance of social connection to mitigate social exclusion and promote rights-based inclusion. For example, educators indicated a preference for local community engagement, sharing good practice between school settings, and increased support from senior leaders to overcome difficulties being experienced. These findings are supportive of Rickinson et al's (2021) report that indicates community and system support is more important to establishing SBOL than increasing funding alone (Marchant et al., 2019; Rickinson et al., 2012).

4.7 Conclusion

This Major Research Literature Review comprised of two main sections. The first sought to contextualise the historical and theoretical importance of IED in relation to SBOL. The second offered a scoping review of existing research to investigate current understanding about ITLP in SBOL within the UK.

Research and legislation highlights the importance of a rights-based and holistic perspective on inclusion (BPS, n.d.; UNESCO, 2016) for educators to meet statutory responsibilities (UNCRC, 1989; The Equality Act (UK), 2010; The Rights of Children and Young Persons (Wales) measure, 2011), and to take account of increasing application of SBOL in the UK (Edwards-Jones et al., 2022; Glanville, 2023; Harris et al., 2017; Moffett, 2022; Sharpe, 2014; Rickinson et al., 2004; Waite, 2020b; 2020c). This is of prominent importance as research indicates that traditional OE and AE ideologies (Appendix B) may perpetuate a narrative that the outdoors is not appropriate for all (Humberstone & Pedersen, 2001; Schmidt et al., 2022), and may "marginalize non-heteronormative individuals, women, and those who may not have equal access to the outdoors, such as disabled individuals and those from lower socioeconomic classes" (Schmidt et al., 2022, p.32). Findings of the scoping review support this understanding and raised the importance of challenging perspectives based on stereotypes in SBOL, helping to resolve the apparent tension between educators' rights-based values and hidden assumptions (Glanville, 2023; Marchant et al., 2019; Maynard et al., 2013b). Results of the scoping review raised the significance of proactively working to resolve these tensions, as educators highlighted that SBOL can foster holistic development of all pupils with appropriate support, by enhancing transferable skills and an intrinsic motivation to learn (Harris, 2023; Marsh & Blackwell, 2023; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022). UK legislation and policy should acknowledge

the significant contributions of ITLP in SBOL to support the international rights of all CYP to an education free from discrimination. A subsequent recommendation may be that all UK schools are supported to provide regular and consistent inclusive SBOL opportunities within education provisions.

The current review therefore contributed to a gap in existing knowledge and brought attention to the absence of IED considerations in contemporary guidance of SBOL (Aylward & Mitten, 2022; Fronzek, 2023; Jordan & Chawla, 2022). Further research that builds on this review to continue developing understanding about ITLP in SBOL is therefore critical to contribute to an evidence-base from which legislation can be developed and guidance to schools be provided. This would establish a core foundation from which all CYP are supported by educators to thrive in education. Of greatest importance, this would ensure that the rights of all CYP to an education free from discrimination is not just a "promise in peril" (UN, 2023b, p.2) but a guarantee in UK education systems.

4.7.1 Implications for EP practice

The current review investigates the priority of IED in SBOL and aligns to the statutory duties and ethical responsibilities of the EP (HCPC, 2023; BPS, 2022). This involves working within legal and ethical boundaries, respecting, and upholding the rights of CYP, recognising the impact of culture, equality, and diversity on practice, and conducting work in a non-discriminatory and inclusive manner (HCPC, 2023). Several opportunities exist through which EPs may provide support to educators to raise awareness of and address the identified potential for marginalisation and discrimination within SBOL (BPS, 2022). This may relate to the broad functions of the EP in applying psychology within consultation, whole-system policy review as a critical friend, or training delivery to enhance skills, understanding and capacity of school staff (Berger, 2013; BPS, 2022; Goodfellow,

2021; Fallon et al., 2010; Farrell, 2014; Squires & Farrell, 2007). In addition, research indicates that the role of the EP in advocating for pupil voice, highlights that the profession is well-placed to mitigate inherent power imbalances that CYP can experience within society (Goodfellow, 2021). This associates the identity of the EP to rights-based discourses and suggests that working to develop ITLP in SBOL may offer a route to clarify reported confusion about the *how*, rather than the *what* of EP practice and direction of the profession (Fallon et al., 2010, pp.2,4).

4.7.2 Rationale for the Current Research, and Research Question

This review provides evidence that Finkelstein's (2021) model offers a useful framework through which educator competency in inclusive OL practices can be understood and therefore developed. One critique is that it has yet to consider how values and beliefs may underpin educator perspectives. This is an important consideration as research indicates that rights-based inclusion requires a reconceptualisation of underlying values and beliefs and not only an awareness of a collection of practices (Eksteen, 2019; Mittler, 2012), especially since these principles guide daily practices (Karppinen, 2022). This is therefore an important next step to develop the foundations of practice by building upon the scoping review findings and enhancing contemporary understanding of how educator perspectives about ITLP within SBOL are informed by values and relational beliefs. The current study aimed to explore the following research question:

RQ: What can we learn from the perspectives of early educators about the values and relational beliefs that underpin Inclusive Teaching and Learning Practices (ITLP) in School-Based Outdoor Learning (SBOL)?

The purpose of the current research is thus to respond to increasing use of SBOL in the UK (Edwards-Jones et al., 2022; Glanville, 2023; Harris et al.,2017; Moffett, 2022; Sharpe, 2014; Rickinson et al., 2004; Waite, 2020b; 2020c), and

build upon emerging understanding that traditional OL ideologies may promote exclusionary discourses within contemporary teaching practices (Humberstone & Pedersen, 2001; Schmidt et al., 2022). The research also seeks to contribute to an evidence-based understanding that would support schools in their statutory requirements to meet all children's international rights to inclusion and be supported to fulfil their potential as set out within The United Nations Convention on the Rights of the Child (UNCRC, 1989), The Equality Act (UK) (2010), and the Rights of Children and Young Persons (Wales) measure (2011).

To focus the research, it is important to consider that OL is contextually situated in relation to cultural, social, economic, demographic, and political contexts (Bentsen et al., 2009; Harris, 2023). Similarly, values and beliefs are considered to form over time through contextual and social influences and from life experiences (Bentsen et al., 2009; Harris, 2023). Consequently, the current research focuses on the context of Wales to account for these influences and is directed to the experiences of Early Years educators as existing literature and legislation indicates that inclusive SBOL may be most established in this area of the curriculum (Bilton & Waters, 2016; French, 2014; 2023; Maynard et al., 2013b; Prince 2018; 2019; Prince & Diggory, 2023; WG, 2015). Whilst the Foundation Phase in Wales has recently been replaced by the New Curriculum for Wales to represent a continuum for learning, it is within this area that WG reported "leading" inclusive SBOL practice (WG & Learning through Landscapes, 2010, p.2). As such, exploration of the perspectives of early educators who have past experience in the Foundation Phase can helpfully inform the research focus and strengthen the knowledge base from which to understand values and beliefs related to genuine inclusion in SBOL.

4.8 Part One References

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The Power Dynamics of Pristine Wellies: Educator Perspectives on Inclusive Teaching

and Learning Opportunities within School-Based Outdoor Learning in South Wales

Part Two: Major Research Journal Article

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5.0 Part Two: Major Research Journal Article

5.1 Abstract

This empirical research paper explores the values and relational beliefs that underpin the perspectives of Early Years educators and their application of Inclusive Teaching and Learning Practices (ITLP) in School-Based Outdoor Learning (SBOL). Research is informed by contemporary rights-based legislation and prominent psychological theories that relate to experiential learning, psychological wellbeing, and the needs of children and young people (CYP). Emphasis is placed on exploring the phenomenon of inclusive SBOL in relation to the UK role of Educational Psychologists (EPs), taking account of the specific context of Wales. Semi-structured interviews were conducted with six Early Years educators in South Wales, including three Classroom Educators (CEs) and three Outdoor Leaders (ODLs). Data was analysed using Reflexive Thematic Analysis (RTA) and generated several themes including: Building Layers of Interconnection; Traversing Positions of Power; A Community of Bidirectional Trust; Working Towards Transformative Experiences; and The Structured Freedom of the Outdoors. Main findings indicated that Outdoor Leaders (ODLs) and Classroom Educators (CEs) in South Wales currently experience tensions within practice which appear to be based upon underpinning combinations of values and relational beliefs. This highlights that whilst inclusive SBOL should be a priority consideration for educators, EPs, and future legislation since it has the potential to support *all* pupils in their holistic development, it requires adequate support from surrounding systems to mitigate against exclusionary narratives and hidden discrimination. This research provides evidence that Finkelstein's (2021) model offers a useful framework through which educator competency in ITLP practices can be understood and developed. The current research also proposes a Reflective Framework of ITLP in SBOL that builds upon Finkelstein's model to facilitate EP practice in supporting rights-based inclusion in South Wales schools.

5.2 Section Overview

This section of the thesis will introduce a brief summary of Inclusive Teaching And Learning Practices (ITLP) in School-Based Outdoor Learning (SBOL) to indicate the significance of the topic area to the role of Educational Psychologists (EPs). Prominent conclusions of the scoping review in Part One are provided to make clear the purposes and research question of the current study. Psychological theory related to values and relational beliefs is introduced to inform understanding in line with the aims of the current research. The empirical paper will then report on semi-structured interviews conducted with six educators experienced in SBOL and working in South Wales. The methodology is presented, and findings of the Reflexive Thematic Analysis (RTA) described and explored in the context of the existing literature base. Implications of the research findings and conclusions are discussed in relation to the work of EPs and recommendations made for further research.

5.3 Introduction

5.3.1 Inclusion and Outdoor Learning

The 2030 Agenda for Sustainable Development was established in 2015 and represents a landmark global commitment to safeguard the rights and well-being of all individuals through the universal enactment of 17 Sustainable Development Goals (SDGs) (UN, 2015). Amongst these goals was the pledge to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2016, p.7). This emphasis on inclusive education was strengthened by the World Education Forum (WEF) through the Icheon Declaration (UNESCO, 2016), identifying it as both an urgent priority for development and a main driver in achieving the other proposed SDGs. However, in 2023, the United Nations expressed substantial concern that the 2030 Agenda

was at risk due to stagnation and regression across most education targets (UN 2023a), leading to an assertion that international goals for education were a "promise in peril" (UN, 2023b, p.2). These findings raise important questions about the foundations and principles of inclusive education and establishes the need to clarify on pedagogical approaches that contribute to a genuinely inclusive learning environment. In the context of Wales, this agenda is supported in legislative reforms such as the New Curriculum for Wales and the Additional Learning Needs and Education Tribunal (ALNET) Act. Wales also endorses the Social Model of Disability (Welsh Government (WG), n.d), and highlights the importance of wider society addressing issues of inequality and discrimination (Vincent-Snow, 2018; Von Benzon, 2010).

The fourth SDG of the 2030 Agenda as described above, is seen to offer a holistic and rights-based perspective of inclusion that emphasises its relevance "to all learners and their entitlement to belong" (UNESCO, 2016, p.7). The British Psychological Society (BPS) builds on this position with a clear definition of inclusion:

"Inclusion means everyone feels valued and that they belong without having to conform. It means that members and employees with different backgrounds, characteristics and ways of thinking feel psychologically safe and are encouraged to come up with different ideas and suggestions, to raise issues, and try new ways of doing things" (BPS, n.d, para. 6).

Contemporary researchers have advocated for greater focus on investigating inclusive SBOL practices to respond to a perceived dearth of literature (Aylward & Mitten, 2022; Jordan & Chawla, 2022; Fronzek, 2023), *and* growing awareness that traditional ideologies in Outdoor Education (OE) can perpetuate an exclusionary narrative (Hall & Boocock, 2023; Humberstone & Pedersen, 2001; Myers et al., 2023; Schmidt et al., 2022; Rogers et al., 2019; Warren & Breunig, 2019; Warren et al., 2014). The focus on challenge, adventure and going beyond an

individual's comfort zone has especially been critiqued for marginalising non-heteronormative individuals, women, communities of socio-economic disadvantage, individuals with disabilities and people from ethnic minority backgrounds (Humberstone & Pedersen, 2001; Schmidt et al., 2022). In addition, research that takes account of a person's ability to hold multiple identities simultaneously (Miller, 2019b; Tajfel & Turner; Williams & Chawla, 2016) has indicated that individuals' experiences of discrimination and exclusion in the outdoors can be compounded by intersecting identities (Crenshaw, 1989; Maina-Okori et al., 2018). As Aylward & Mattern (2022) state, "aspects of humanity such as gender, race and social deprivation are not singular issues but transect our society where it is necessary to take account of intersectionality when addressing unequal engagement in outdoor education" (Aylward & Mattern, 2022, p.2).

There are a plethora of terms surrounding Outdoor Learning (OL) that hold complimentary and overlapping meanings (Ray & Jakubec, 2018). To summarise the discussion in Part One, OL is considered a subjective and situated term, influenced by the social, cultural, and historical contexts in which it is formed (Bentsen et al., 2009; Harris, 2023). This understanding is based upon longstanding debate and historical developments that demonstrates persistent confusion in distinguishing OL from Outdoor Education (OE), Adventure Education (AE) and Environmental Education (EE) (Anderson et al., 2021; Nichols, 1982; Priest, 1986; Ray & Jakubec, 2018). This is further compounded by different applications as internationally informed 'types' of OL such as nature kindergarten or outdoor classrooms are formed (Dallas, 2021; Larimore, 2016; please see Appendix B for further information on historical developments in OE).

More recently, the ongoing interchangeable use of terminology was a main finding in a government commissioned review of SBOL in the Welsh context and

was related to perceived differences in practice between settings in Wales (French et al., 2023). Anderson et al (2021) has recently moved discussion forward by co-constructing a definition that accounts for the perspectives and beliefs of around 300 professionals experienced in the delivery of OL. Adopting a constructivist approach, the study recommended that future researchers continue to propose alternative viewpoints as they relate to individual research purposes. The current study adapts Anderson et al's (2021) guiding definition of OL in combination with Graham French's proposed description to Senedd Cymru which was informed by the OL research commissioned by Welsh Government (WG) (Senedd Minutes, September 2022). The result is an understanding of OL informed by the contemporary priorities of Wales, namely, that it is:

An umbrella term for actively inclusive facilitated approaches in the outdoors that predominantly use taught activities and experiences which lead to learning across all subjects, increased health and wellbeing, and environmental awareness.

5.3.2 The Educational Context of Wales

Within Wales, SBOL has been celebrated as part of formal education since 1999, following devolution of power to the Welsh Assembly government and establishment of the National Curriculum (French, 2023; Maynard et al., 2013a). The Foundation Phase Framework in Wales was developed from 2004-2009 for children aged 3-7 years (Taylor et al., 2015; WG, 2015; 2020b), and has significantly supported and promoted the use of experiential OL activities in Wales (French, 2014; Maynard et al., 2013a; WG, 2015). The success of the framework was particularly noted for enhancing the social, physical, creative, cultural, and personal development of pupils (Marchant et al., 2019); lending confidence to

WG's statement that, "Wales is leading the way in the UK in its development of learning outdoors" (WG & Learning through Landscapes, 2010, p.2).

In more recent years, WG has recommended SBOL throughout a child's education via the introduction of the New Curriculum for Wales (WG, 2020). This removed the term Foundation Phase to reflect an emphasis on the continuum of learning that repositioned the importance of SBOL as a priority for students in both primary and secondary education across a range of subject areas (Glanville, 2023). This priority has been emphasised by WG and the assertion that SBOL offers a key pedagogical approach to support the national mission of improving education in Wales through the New Curriculum (WG, 2023a). SBOL has also become a prominent consideration for future curriculum guidance, particularly in light of the Covid-19 pandemic. For example, the introduction of the quality framework for Early Childhood Play, Learning and Care (ECPLC); published in March 2024 (WG, 2024a), will be used alongside the New Curriculum for Wales (WG, 2023a), and emphasises that "the effectiveness of indoor and outdoor environments and the authenticity of experiences offered" is a crucial feature of effective child development practices (WG, 2023b, p.7). The WG's commitment to improving OL practices in education is further evidenced by research commissioned to explore the condition of SBOL in Wales (French et al., 2023). This sets out next steps for practice including developing a coherent strategy, budget allocation, accessible resources, professional development, and raising awareness to ensure OL is applied effectively and consistently in the context of Wales.

Beyond formal education, SBOL in Wales has deep cultural roots (French, 2014; Maynard et al., 2013a). This is evidenced by the 1941 establishment of the Outward Bound (OB) movement in Aberdovery, Wales, by Kurt Hahn and Lawrence Holt (Veeveers & Allison, 2011), which promoted OL in Wales to provide

young seamen with essential survival skills including confidence, tenacity, and perseverance (The Outward Bound Trust, 2023). Through the OB movement, we can appreciate the cultural importance of the natural landscapes in Wales whereby the mountains, beach, and forest are seen to facilitate and ground the holistic education of CYP (The Outward Bound Trust, 2023). In essence, SBOL therefore relates to the Welsh concept of cynefin which is seen to tie together the focus of the New Curriculum and the embodied cultural importance of SBOL in Wales. WG define cynefin as:

> *"The place where we feel we belong, where people and landscape around us are familiar, and sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural, and social place which has shaped and continues to shape the community which inhabits it"* (WG, 2020, p.241).

5.3.3 Importance to Educational Psychologist (EP) Practice

The priorities of IED in SBOL are seen to closely align to the statutory duties and ethical responsibilities of the EP, including to work within legal and ethical boundaries, respect and uphold rights, recognise the impact of culture, equality and diversity on practice, and practise in a non-discriminatory and inclusive manner (HCPC 2023). Within Wales, EP role guidance as set out by WG states that "the main focus of any EP involvement will be to support the best interests of CYP, to promote inclusion and to ensure equality of opportunity" (WG, in press, p.8). To do so, EPs working within Wales must remain informed about legislation updates such as the recent ALNET Act and the New Curriculum for Wales. The latter, sets out a vision and aspiration for all CYP in Wales to become:

- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical, informed citizens of Wales and the world;

- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society (WG, 2020a, p.11).

Understanding and promoting ITLP in SBOL is one way that EPs can support CYP to thrive within the four purposes of their education. This support may also contribute to the statutory requirements on schools to ensure that every child has a right to an education free from discrimination and is supported to fulfil their potential as set out within The United Nations Convention on the Rights of the Child (UNCRC, 1989), The Equality Act (UK) (2010), and the Rights of Children and Young Persons (Wales) measure (2011).

As noted in Part One, research indicates that the rich experiences afforded by the outdoors may facilitate holistic development and health alongside several other factors such as confidence, creativity, enjoyment of learning, and transferable skills (Blakesley et al., 2013; Davies & Hamilton, 2020; Fiennes et al., 2015; Glanville, 2023; Marchant et al., 2019; Marsh & Blackwell, 2019; Sharpe, 2014). Taken in combination, this evidences the potential contribution of ITLP in SBOL to foster a pupil's intrinsic motivation for lifelong learning. This includes the opportunity for CYP to become ethically informed about worldwide environmental issues such as sustainability and climate change (Stavrianos, 2016; WG, 2020; 2021a), and how these topics relate to both their local context and the wider world (Schmidt et al., 2022). Inclusive SBOL therefore appears as a helpful pathway to develop cynefin in education provisions in Wales, by sharing underpinning values of psychological safety, belonging, and inclusion within the local community (BPS, n.d.).

In relation to this objective, EPs in Wales are well placed to apply psychology in support of educational practitioners delivering inclusive SBOL, such as by providing training on models of ITLP, psychological theories underpinning

OL, or the provision of supervision support (Goodfellow, 2021). This is a necessary priority for EP practice in Wales, as it appears there is currently limited support and awareness about inclusive SBOL in Wales. There appears no contemporary discussions about IED in SBOL within WG guidance or the Hwb platform; an online tool for continuing provisional development (CPD) provided by the WG to all schools in Wales (WG, 2024b). Having said this, discussion is emerging in relation to residential OE provision (Fronzek, 2023), and brief guidance is available through the Outdoor Education Advisers' Panel (OEAP) Cymru; a professional body dedicated to providing guidance related to SBOL and educational visits in England and Wales. This could be considered alongside the findings of the current research to ensure commitment to the statement that: "the curriculum framework has been designed for every learner in mind: to support them and to challenge them, recognising individual needs" (WG, 2023d, p.11).

5.3.4 Inclusive Teaching and Learning Practices (ITLP)

Research raises the importance of the philosophy of experiential learning (Dewey, 1938/1997; Roberts, 2003; Kolb, 1984) to facilitate real-world SBOL experiences. This is believed to support an inclusive approach to learning (Stavrianos & Pratt-Adams, 2022), that helps all students to deepen their understanding by connecting ideas and concepts to relatable contexts (Gilbertson, 2006; Moffett, 2022). This links to the extensive body of literature reporting on the holistic benefits of participation in OL for CYP (Rickinson et al., 2004). Research has noted beneficial influences across aspects of social, physical, cognitive, cultural, and personal skills (Bradley & Male, 2017; Floresca, 2019; 2020; Farnham & Murtrie, 1997; Friedman et al., 2022; Fox & Avramidis, 2003; Rickinson et al., 2004). Moreover, research in OL has focused on psychological benefits and healthy child development to address the modern disconnection from the outdoors (Louv,

2018; Von Benzon, 2015). This raises the benefit of experiential and inclusive OL on aspects of well-being, attitudes to learning, playfulness, confidence, resilience, persistence, and motivation (Gill, 2014; Sharpe, 2014; Stavrianos & Pratt-Adams, 2022; Vincent-Snow, 2017).

Experiential Learning Theory also highlights the significant role of the educator in planning to provide structure that ensures learning experiences are tailored, authentic and social to benefit a pupil's individual development (Dewey, 1938/1997; Roberts, 2003). Kolb's (1984) four modes of effective experiential learning further clarifies the teacher's role in the learning process, whereby they support pupils in the creation of new knowledge through helping relate active and concrete experiences to abstract concepts through a process of ongoing reflection.

Finkelstein (2021) conducted a thematic scoping review to clarify on the components of high-quality inclusive practices being utilised by educators. Finkelstein concluded that there are five essential areas of competence for an inclusive teacher, including: Instructional Practices, Organisational Practices, Social, Emotional, Behavioural Practices, Determining Progress, and Collaboration and Teamwork (Figure 12).
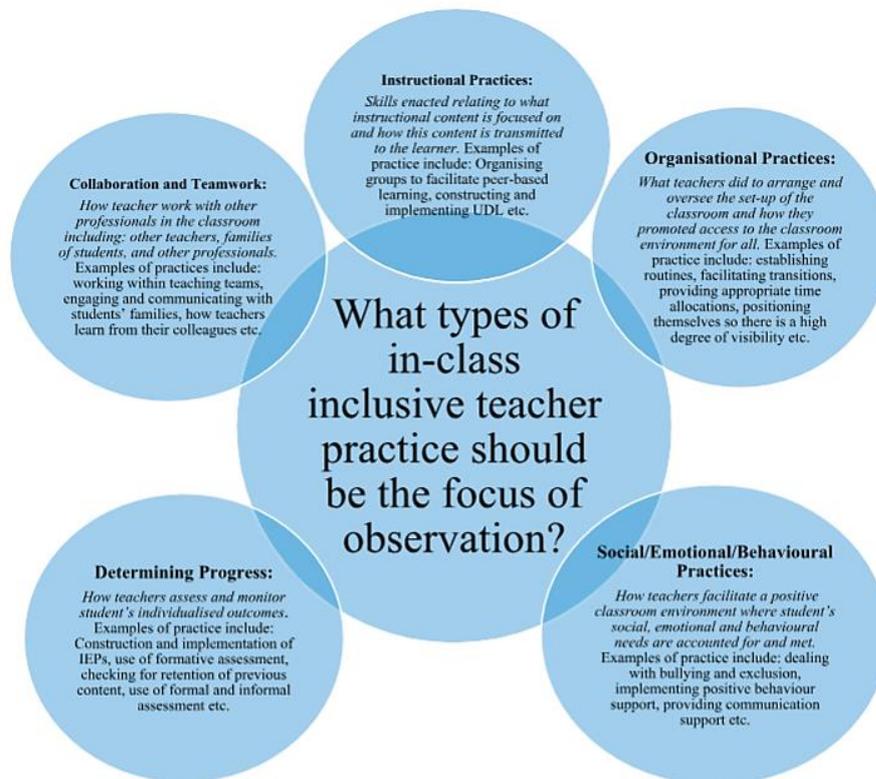
Figure 12: Finkelstein's Guide to Essential Components of Inclusive Teacher Practices (reprinted from Finkelstein et al., 2021, p.748).

5.3.5 Scoping Review Summary

The current research is informed by the findings and conclusions of the scoping review in Part One. This indicated that educator perspectives on ITLP in SBOL can be understood in relation to a tension between values and assumptions; the importance of facilitating holistic development for the purposes of progression; and safety needs as a foundation of ITLP in SBOL. Subsequent discussion applied Finkelstein's (2021) model of five essential areas of competence for an inclusive teacher, alongside prominent psychological theory and noted the importance of emotional and physical safety, and interpersonal relationships as a foundation to the application of ITLP in SBOL. These main findings appeared to promote effective practices in relation to child-led experiential learning, and components of Instructional, Organisational, and Social, Emotional and Behavioural Practices (Finkelstein, 2021). In addition, establishing the educators' safety needs and

interpersonal relationships was identified as a necessity to respond to challenges within components of Determining Progress, and Collaboration and Teamwork.

The review provides evidence that Finkelstein's (2021) model offers a useful framework through which educator competency in inclusive SBOL practices can be understood and therefore developed. One critique is that it has yet to consider how values and beliefs may underpin educator perspectives. This is an important consideration as research indicates that a quality rights-based inclusion requires a reconceptualisation of underlying values and beliefs and not only awareness of a collection of practices (Eksteen, 2019; Mittler, 2012); especially as these principles subsequently guide daily practices (Karppinen, 2022). A focus on exploring educator values and relational beliefs aims to build upon the findings of the scoping review and enhance understanding of how ITLP in SBOL can be developed in school settings.

The research investigates the perspectives of Early Years educators in the context of Wales. This accounts for existing literature and legislation that indicates inclusive SBOL is most established in Early Years education (Bilton & Waters, 2016; French, 2014; Maynard et al., 2013a; Prince, 2018, 2019; Prince & Diggory, 2023; Senedd Research, 2019; WG, 2015). Moreover, it accounts for a view that beliefs, values, and inclusive SBOL are all contextually shaped over time and situated by cultural, social, economic, demographic, and political factors (Bentsen et al., 2009; Harris, 2023). Although the Foundation Phase of Wales has recently been replaced by the New Curriculum to emphasis a continuum of learning, it was formerly recognised as a leader in OL practices (WG & Learning through Landscapes, 2010) and can thus be investigated to identify how future applications of ITLP can be most effective. The research therefore aims to recruit educators with past experience in the Foundation Phase to better understand established values

and relational beliefs related to a rights-based and broad understanding of inclusion in SBOL (Ainscow et al., 2006; please see 3.2.4).

5.3.6 Research Question (RQ)

The current study aimed to explore the following research question:

RQ: What can we learn from the perspectives of early educators about the values and relational beliefs that underpin Inclusive Teaching and Learning Practices (ITLP) in School-Based Outdoor Learning (SBOL)?

5.3.7 Psychological Considerations

Results of the scoping review indicated that interpersonal relationships and establishing a sense of safety are important psychological considerations to facilitate learning and development, social inclusion, and holistic wellbeing for all pupils in inclusive SBOL. This takes account of several psychological theories such as the Zone of Proximal Development (ZPD) (Vygotsky, 1978), Social Identity Theory (SIT) (Tajfel & Turner, 1979; 1984) and PERMA+4 (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018) (please see 3.5 for further information). Research further highlights that educators also require established supportive relationships and a sense of safety during SBOL to mitigate perceived challenges. This refers to health and safety concerns, professional training, limited resources, and curriculum demands (Blakesley et al., 2013; Marchant et al., 2019; Maynard et al., 2013b; Rickinson et al., 2012 [Study 1 & Study 2]; Von Benzon, 2010).

The Matrix of Needs (Bowen, 2021; Figure 13) builds upon Maslow's Hierarchy of Needs (1943; 1954) and offers a psychological model through which safety is emphasised as a life-long significance and all-encompassing need for both educators and pupils as part of their social community. The Matrix of Needs builds upon the social reality of humans and the importance of establishing "layers of

relationships" as a need to achieve overall quality of life (p.552). This includes early Attaching Relationships from which an individual builds a safe base, Social Relationships to enhance self-esteem through peer relations, and lastly Affiliative Relationships that fosters self-identity and belonging. Bowen (2021) also evolves Maslow's concept of self-actualisation into "independent actualisation" which is framed as both a communal and individual goal based upon interaction (p.552).
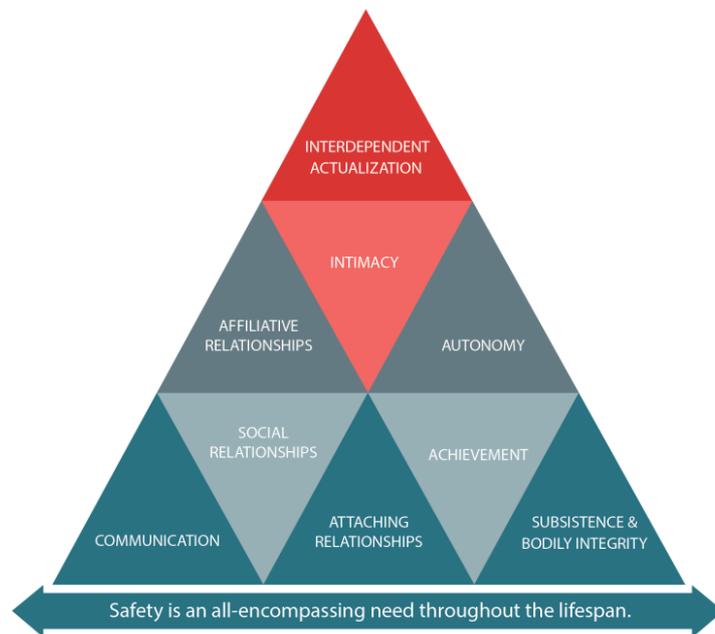
Figure 13: The Matrix of Needs (reprinted from Bowen, 2021, p.541).

The Matrix of Needs is an example of the core growth, maturity, and fulfilment needs (Bowen, 2021) that form the foundation of an individual's values and beliefs (Feather, 1995; Roccas & McCauley, 2004). More specifically, values and beliefs have been described as the cognitive transformation of universal needs (Rokeach, 1973), forming the basis of goal creation and motivation (Roccas & McCauley, 2004). These aspects are underpinned by human needs and reflect our own versions of reality, offering a lens through which the self, others and the wider world are experienced and interpreted (Shealy, 2015).

Relational Models Theory (RMT) (Friske, 2005) provides a comprehensive model of interpersonal relationships that sets out four main beliefs about how relationships are construed. Individuals may engage in groups in diverse ways (Fiske & Haslam, 2005), with the RMT predicting that a typical relationship will reflect combinations of two or more of the models (Zakharin & Bates, 2023).

Communal Sharing (CS)	Equality Matching (EM)	Authority Ranking (AR)	Market Pricing (MP)
• Based on commonalities between individuals within relationships and a shared identity that results in mutual recognition of social equivalence. Examples may include families or religious groups.	• Individuals are treated as distinct but equal partners within the relationship. Work inputs and outputs are divided equally where possible, and where this is not possible, will gradually be equalised over time.	• A hierarchical system in which social interactions and relationships are respected upon different levels of authority. Resources are distributed unequally based upon the hierarchical position.	• Relationships between individuals are based on a mutual exchange. The relationship is seen as a means to obtain desired resources or support, similar to a commercial partnership or exchange.

The Theory of Basic Values (Schwartz, 2012) distinguishes ten values that are evidence-based across culturally diverse groups and have been shown to hold a close association to RMT beliefs (Biber et al., 2008). A full table of Schwartz' values and their associated defining characteristics is provided in Appendix I. Individuals typically differ in the attribution of importance placed upon each of the values; as Schwartz (2012) notes, "a particular value may be very important to one person but unimportant to another" (p.3). There are also relationships between the underpinning motivations of the values which Schwartz represents through a circular diagram (Figure 14). Opposing value dimensions represent conflicting views, i.e., Openness to Change and Conservation. Alternatively, neighbouring values reflect compatibility i.e., Power and Achievement, (Schwartz, 2012). Conformity and Tradition share a segment because they focus on the same motivational goal (Schwartz, 2012, para. 18).
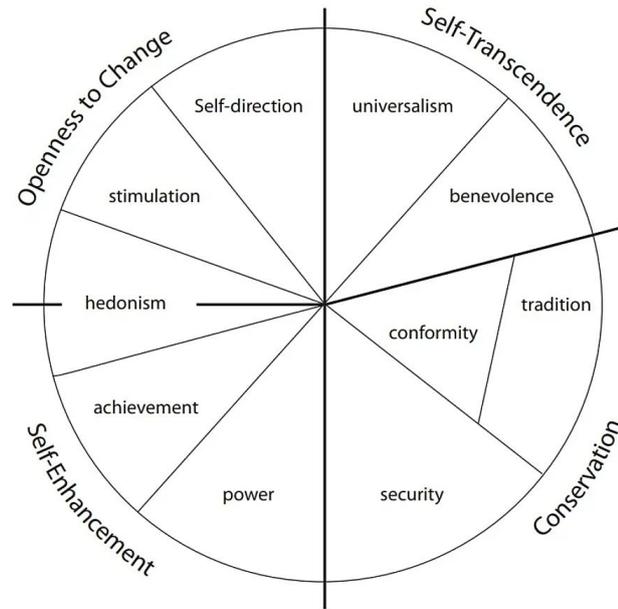
Figure 14: The Theory of Basic Values (reprinted from Schwartz, 2012, para. 17).

5.4 Researcher Paradigm

A relativist ontology informs the current research (Taylor, 1978) and appreciates that "multiple, subjective realities" shape our social understanding (Prince & Mallabon, 2019, p.12). A constructivist epistemology (Bruner, 1966; 1990), develops this position by holding the assumption that individuals take an active role in constructing knowledge within a political, cultural, and social context (Stauffacher et al., 2006). In this view, 'truths' about reality are negotiated rather than universal (Levers, 2013), meaning that, "we are all microcosms of our native societies but coloured by our own personal history through our unique human reflective capacities" (Burr, 2018, p.372). An ontological and epistemological approach that takes account of these factors is particularly relevant to the proposed research as it aims to develop a thematic understanding of values and relational beliefs as individually constructed and contextually informed. In addition, the constructivist and relativist position supports the importance of ITLP in SBOL to the unique cultural and legislative context of Wales.

5.5 Method and Measurement

5.5.1 Participant Information and Recruitment

Purposive and convenience sampling was used to recruit participants to the current research. A letter of introduction (Appendix J) was sent in April 2023 to Principal Educational Psychologists, Headteachers, Early Years leaders and Additional Learning Needs Coordinators (ALNCo) in South Wales to inform them of the proposed research, and request they share a poster of information (Appendix K) with colleagues and Outdoor Leaders. A total of nine educators initially contacted the researcher to request further information and were sent an information sheet (Appendix L) and consent form (Appendix M). Informed consent was gathered for six educators working in South Wales schools, meeting guidelines for small projects in developing depth in the meaning-making process (Clarke & Braun, 2013; Fugard & Potts, 2015).

Demographic information was gathered (Appendix N; Table 4) to confirm that all educators met the inclusion criteria for the study. This included participants being above 18 years of age and holding at least one year's knowledge and skills in applying experiential learning during SBOL for Foundation Phase students. This was further defined in relation to leading, contributing to, or holding first-hand awareness of SBOL. Exclusion criteria related to knowledge and skills being less than one year, or experiences unrelated to SBOL in the Early Years such as use of residential or field trip experiences. A distinction was also made between experiential learning and play-based learning as informed by Experiential Learning Theory (Dewey, 1938/1997; Miller, 2019b; Kolb, 1984), and the Foundation Phase Framework of Wales (WG, 2015). This excluded activities such as breaktimes and lunchtimes, focusing instead on learning activities based upon real-world experiences which balance adult-direction with child-led learning. This

approach was informed by the criteria of similar research into educator perceptions of OL (Farnham & Murtrie, 1997; Fox & Avramidis, 2003; Oberle et al., 2021; Palavan et al., 2016; Wilhelmsson, 2012).

#	Role	Setting	Age Range	Experience	Frequency	Training & Experience
1	Higher Level Teaching Assistant (HLTA); Freelance Forest School Leader	Primary School; Pre-School Community Group	40-59 years	10+ years	Often (A few times a week)	Formal training and qualification in the Forest School approach.
2	Early Years Practitioner	Primary School	40-59 years	10+ years	Always (Every Day)	Foundation Phase Training; National Nursery Examination Board (NNEB) Training; Early Years Degree; 40 years+ as an Early Years Practitioner.
3	ALNCo; previous position as an Early Years Practitioner	Primary School	40-59 years	10+ years	Frequently (Once a week)	Foundation Phase Training; Experience in Outdoor Learning and delivered Forest School sessions for reception class for 1+ years; Nurture Trained; Thrive Lead Practitioner; Online Research.
4	Teaching Assistant	Primary School	60+ years	10+ years	Often (A few times a week)	Teaching Assistant for 13 years; personal CPD; past personal experiences; interests and hobbies of gardening, nature, environment, animals, and anything outdoors.
5	Higher Level Teaching Assistant (HLTA); Freelance Forest School Leader for a Third Sector Organisation	Primary School; Charity Group	18-39 years	2-5 years	Always (Every Day)	Formal training and qualification in the Forest School approach; undertaking a psychology degree; experience in use of Forest School within mainstream setting (5-11 years) and a special needs school (4-11 years); personal experiences supporting a family member with additional needs; regular CPD aligned to the Forest School approach.
6	Forest School Leader (school-based contract of employment)	Primary School; Nursery; Charity Group; Secondary School	40-59 years	5-8 years	Always (Every Day)	Formal training and qualification in the Forest School approach; six years' experience working with CYP in a woodland environment varying between hour-long fortnightly sessions and whole day sessions.

Table 4: Participant Demographic Information.

Participants were recruited from two Local Authorities (LAs) in South Wales and comprised three Classroom Educators (CEs) and three Outdoor Leaders (ODLs). All education practitioners delivered sessions of SBOL with Early Years pupils in at least one primary school setting. The two subgroups were defined in relation to the context of participant backgrounds and professional roles within the respective school settings. CEs were trained teachers or education practitioners working predominately within classrooms and implementing SBOL as one aspect of their teaching. OL training, if undertaken, was used to support this form of implementation. In contrast, ODLs were practitioners who worked within schools

for the main purpose of delivering SBOL. All ODLs who participated in this research were freelance practitioners and trained Forest School (FS) practitioners[1] (please see footnote below). Two were permanent members of staff within different primary schools and delivered SBOL to provide planning, preparation, and assessment (PPA) cover to classroom educators. The third practitioner held their own business and worked within several local schools. All ODLs also led regular SBOL sessions in other school settings, local community, and charity groups due to the influence of their freelance position.

5.5.2 Semi-Structured Interviews

Semi-structured individual interviews were conducted with participants in-person and lasted on average 71 minutes. Interview schedules consisted of two primary questions and a series of prompts (Appendix O) that were developed from Finkelstein et al's (2021) framework of inclusive teaching practices and informed by Kallio et al's (2016) five phases of developing an interview guide. To support the dependability of the interview schedule, it was evaluated internally by the research supervisor, exposed to critique through the review of other professional EPs outside the research project, and field-tested with a TEP colleague to simulate the

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[1] Forest School (FS): Several research articles within the scoping review included participants that had received Forest School (FS) training, highlighting it as a familiar form of SBOL (Glanville, 2023; Harris, 2023; Marchant et al., 2019; McCree et al., 2018; Rickinson et al., 2012). Glanville (2023) provides a brief history, and reports that whilst FS was originally developed in Denmark, it became a distinct UK approach after the Forest School Association (FSA) established its own unique definition in the 1990's. This demonstrates the "cross-fertilization between nations" earlier discussed in the review (Gilchrist et al., 2016, p.110; please see 3.2.2). Since 1995, a formal qualification has been offered which has facilitated the spread of the approach across the UK due to its accredited status (Glanville, 2023). However, recent research has indicated a lack of consistency in the approach due to bespoke packages being developed in schools (Whincup et al., 2021; Harris, 2023). This has led to debates about whether dilution of formal FS principles in SBOL is problematic or a priority for future practice (Glanville, 2023; Harris, 2021; 2023; Leather, 2018; Waite, 2020c; Whincup et al., 2021).

interview process (Kallio et al., 2016). An example of the original and finalised interview schedule is provided in Part Three (6.2.9).

The first primary question followed a semi-structured process to explore participant views and facilitate an organic conversation that explored features of prominence (Kallio et al., 2016). The second question was based on the approach by Waite (2010) and sought to explore embodied values and beliefs by asking participants to bring to mind a lived example of their experience. Interviews were recorded through use of a Dictaphone, transcribed using the transcribe function of Microsoft Word Online, and manually checked for accuracy.

5.5.3 Data Analysis

Data gathered from the CE and ODL subgroups was analysed separately using Reflexive Thematic Analysis (Braun & Clarke, 2019; 2023) to notice any areas of convergence or divergence within the generated themes. Subgroup size followed Onwuegbuzie and Leech's (2007) recommendations of at least three cases per subgroup when exploring comparisons. Data analysis was primarily inductive to hold focus on participant views. However, the interpretation of meaning was informed by the researcher's own social-cultural and historical position as a Trainee Educational Psychologist (TEP) learning and working within Wales. Diary accounts and peer supervision were utilised as strategies to facilitate reflexivity as an inherent part of this process (excerpts provided in Part Three). This accounts for a view of inductive and deductive interpretation as a continuum approach rather than a binary construct (Braun & Clarke, 2021). A six-phase method to RTA was applied as recommended by Braun and Clarke (2021a; 2021b) (Figure 15).
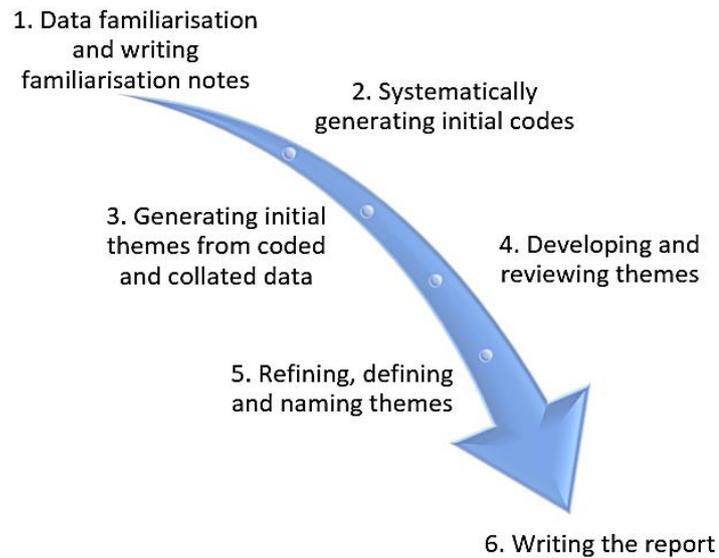
Figure 15: Process of RTA

Developed themes and subthemes are represented in the thematic map of Figure 16, and construed as "patterns of shared meaning, cohering around a central concept" (Braun & Clarke, 2021b, p.331), that offer insight into reality as a situated truth (Levers, 2013). Further details about the RTA process are provided in Appendix R.

5.5.4 Ethical Considerations

Written ethical information was provided to participants within the Information Sheet (Appendix L), Consent Form (Appendix M) and Debrief Form (Appendix P). Information was also verbally explained at the start, and end of the in-person interview. The researcher checked for understanding and provided opportunities for questions during the session. The participant was also made aware that they could contact the researcher using the details provided on the debrief form if any question arose at a later date. The current research project received ethical approval from Cardiff University Ethics Committee [EC.23.02.07.6748] (Appendix Q).

Informed Consent	A signed consent form was gathered for each participant before the interview was conducted. An information sheet and consent form provided information about the research requirements and details about participant rights i.e., right to confidentiality; right to withdraw, etc. Information was also verbally explained in person ahead of the interview to check for understanding. Participants had the opportunity to have questions answered before, during and after the interview process. The researcher took care to clarify to all participants prior to conducting the interview that the research was not affiliated with the LA in which the researcher was working within as a TEP, and that any contribution or decision to withdraw from the study would not affect the relationship with that Educational Psychology Service (EPS).
Data Protection and Right to Confidentiality	Participants were given assurances ahead of interviews being conducted that their privacy would be protected and any personal information, data and responses would be held in confidence and only disclosed to authorised individuals associated with the research project, i.e., the supervisor, as needed and for the sole purpose of meeting the objectives of the research. Participants were also informed that any identifying details such as names, locations, and/or unique characteristics, would be removed during the transcription process, and that recordings would then be deleted to ensure participants may not be recognised from their voice. Participants were informed that all personal information, data and responses would be stored securely and confidentially using the secure university OneDrive system in line with the Cardiff University Data Protection policy.
Right to Anonymity	Participants were informed that the interview recording would be transcribed and anonymised within two weeks of the interview date. This involved redacting any information from which participants may be identified.
Right to Withdraw	Participants were informed of their right to withdraw within two weeks of their interview date. They were informed that there was no obligations to participate, and they would not be required to provide a reason if they later wished to withdraw. The final date of withdrawal was verbally clarified at the end of the interview session and written at the top of their printed debrief form as this was individual to each participant.
Information about Incentives	Participants were informed that Cardiff University do not offer financial incentives for participation.

Table 5: Brief Information on Ethical Considerations

5.6 Results

Main themes and subthemes generated from the analysed data are presented in their subgroup categories. Subsequent discussion explores areas of convergence and divergence within the generated themes in relation to the research question. In the Outdoor Leader (ODL) subgroup, two main themes were developed including, Traversing Positions of Power and Building Layers of Interconnection. In the Classroom Educators (CE) subgroup three main themes were developed including, A Community of Bidirectional Trust, Working Towards Transformative Experience and The Structured Freedom of the Outdoors. Figure 16 provides a thematic map of the relationship between identified themes. Appendix S provides a visual depiction of relationships across the two subgroups. A full table of codes and associated quotes is provided in Appendix T.
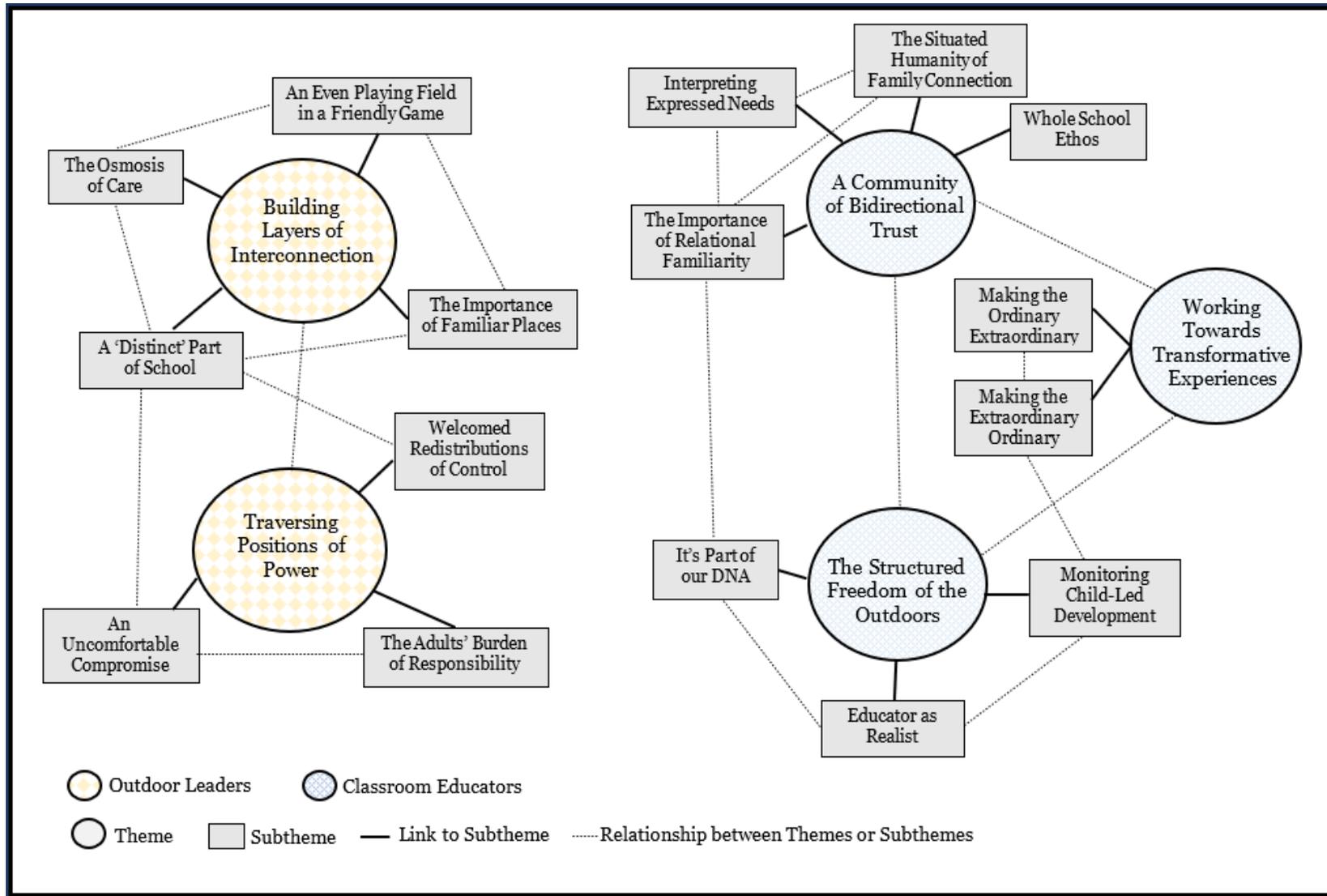
Figure 16*:* Thematic Map of RTA.

5.6.1 Exploration of Themes - Outdoor Leader Results

Outdoor Leader Results Summary: Two themes were generated from the Outdoor Leader (ODL) data included Building Layers of Interconnection and Traversing Positions of Power. Together the themes acknowledge the role of the ODL as an external support to school and community systems, who brings extensive knowledge and experience in the delivery of SBOL and values inclusion of all pupils in the outdoor school setting (WG, 2020).

Theme: Building Layers of Interconnection

Theme summary: This theme was generated from educator beliefs about the importance of social interaction and layers of relationships within the outdoor environment that facilitates personal development and builds holistic skills. The ODL lays a foundation of interpersonal security to enhance engagement of pupils and from this position, encourages CYP to go beyond their social comfort zone to interact with peers, learn independently and engage with their local outdoor environment. Although all ODLs valued SBOL as distinct from school, the focus on building skills and holistic competency was therefore seen to compliment the educational agenda of the school system and wider curriculum.

Subtheme: A 'Distinct' Part of School	
All ODLs noticed close connection between SBOL and the New Curriculum for Wales, with Participant 1 and 6 both describing the outdoor environment as *"my classroom"*. There were several routines and processes applied consistently across settings and by different ODLs in line with their FS training. This included use of man-made resources for whittling, printing, starting controlled fires and creating dens. All participants also kept a record of their lessons as members of school staff, to share information about learning with colleagues, line managers and/or parent carers. Strategies included use of a document file, photo evidence, social media, and the use of Dojo; an app for communication between school and home. This indicated that inclusive SBOL utilises established routines and preparation to foster connection to the wider school community and transposes the	*"I tweet pictures- So at the end of the day- rather than write everything, evidence down, it's it's photo based and then I'll put a little bit about what we've been doing. And then the- how it covers the ambitious, capable learners and the four purposes of the curriculum"* (Participant 1). *"It's not just the <u>core</u> skill (.) you're looking at that holistic approach that kind of covers all bases"* (Participant 4). *"So I've done so much whittling this year with children and, no, no accidents, you know. And they're sharp knives- they are sharp knives (laughs). But I'm always there with them"* (Participant 6).

physical boundaries of school. ODLs also saw themselves as facilitators of learning through sensory and practical experience, ensuring that all CYP were supported to feel safe to participate within the outdoors.	*"Working with the whole class integrates those children into the classroom more instead of separating them off, which is what we're kind of passionate about"* (Participant 6).

<table>
<tr><td colspan="2">Subtheme: An Even Playing Field in a Friendly Game</td></tr>
<tr>
<td>All ODLS discussed building layers of interconnection through discovery, exploration, and play. Participant 1 and Participant 6 gave several examples of games and activities that pupils created through their own imagination to facilitate peer connection i.e., a wolf game of chase, using sticks as lightsabres. Participant 4 discussed peer play and use of imagination in relation to shared sensory activities. In relation to inclusion, ODLs construed play as a gateway to even the playing field for pupils of diverse needs, facilitating friendships and belonging.
ODLs especially promoted the value of friendly competition. Participant 1 described frequent use of "territory" based games as a source from which pupils developed creativity and independence. However, they also recognised the importance of providing support for CYP when "kerfuffle[s]" began to escalate. This was underpinned by a belief that the role of ODLs is to mediate the dynamic of peer confrontation that outdoor environments naturally fostered through the limited resources. As Participant 4 described, OL has the potential to create a "Lord of the Flies" mentality, because "I've only got so many sticks".</td>
<td>"He's got a nice little group of friends that (.) although he isn't their peer developmentally, he is in their play, you know, he's not accessing that play the same way, but they will help him kind of meet them halfway almost. And we're blessed, the children are like that. And that's- that is inclusion at its finest" (Participant 4).

[Discussing pupils with ALN] "Having their peers seeing them, succeeding out outdoors, then then gives their peers maybe a different view of them, erm and then it just helps with- helps with integrating them into into the the classroom and into into their friendship groups" (Participant 6).

"Consent is a <u>massive</u>, massive one (.), because in in terms of the type of play that that children enjoy, so there's a lot of children who like rough and tumble play. But then (.) yeah, (.) so learning them, learning the boundaries of – 'okay, you might be happy with that type of play, but this person isn't'" (Participant 6).</td>
</tr>
<tr><td colspan="2">Subtheme: The Importance of Familiar Places</td></tr>
<tr>
<td>Layers of interconnection were built between adults, peers, and place which was seen to align to the concept of cynefin. The developed relationships appeared to foster CYP's identity and self-esteem in relation to school, by helping to include pupils who found SBOL more challenging and less enjoyable due to their individual needs. Participant 4 discussed the importance of applying knowledge of pupil interests and preferences to "unlock" the "key" of the child and mitigate barriers to participation by finding opportunities where the outdoor environment would feel less overwhelming such as by using the seasons to foster familiarity within</td>
<td>"A girl I mentioned earlier... she actually said 'I'm- I'm really frightened'. And then I- with a bit of delving realised it was because she just didn't know... what it was going to be like going to forest school... I said, well, 'we're just going back outside to the woods', you know, and just talked it through- and I said, 'you can just be with me (.) and we'll walk around together', and yeah, it didn't take her long really (.) to enjoy it" (Participant 1).

"We've got waterproofs and erm and wellies and a welly sock... they're all donations... but they're pretty much covered then when they're going out and so then that's quite freeing" (Participant 1).</td>
</tr>
</table>

lessons. This aligned with supporting all CYP to find a personal connection to their familiar and social school environments. Clothing appeared to symbolise the complexity of the connection between inclusive SBOL and the abstract and concrete place of school community. As depicted in Participant 1's quote, specialist clothing such as wellies were donated by the community to facilitate the inclusion of all pupils in school and address experiences of social-economic disadvantage. Participant 4's views expanded the symbol and raised the importance of SBOL needing to be "*more accessible everywhere*" including in poorer areas such as council estates. ODLs were concerned that clothing can become a barrier to these families. For example, Participant 4 raised a financial and logistical difficulty in managing if their children come home "*covered in mud*".

[Discussing a tuck box of natural materials] *"We did a barefoot walk through it… it was all the classes, so my whole school did that lesson. And we had children that can't walk… just take their socks and shoes off and just dip their feet in, so that- there's different sensations on their feet… or if they weren't comfortable with that they can use their hands, or just listen to the sounds of it. So there's so many ways to access that… bringing the environment to them, which enables them to bring themselves to the environment in a kind of cyclical way"* (Participant 4).

"I go with the seasons… in the winter we do a lot of fire lighting and cooking… the spring we do a lot of foraging and IDing and looking at things and winter making dens and shelters. Summer now we were on the field today" (Participant 6).

Subtheme: The Osmosis of Care

ODLs discussed the importance of interconnection between people and place in relation to developing care about the environment. Whilst this was considered to support the aims of the New Curriculum, the true purpose was associated with a moral and ethical development to protect the wider world from man-made influences such as climate change. ODLs were passionate about this objective, and by developing relationships between pupils and place, ODLs believed their care for the environment and local context may permeate into the values and beliefs of the pupils. This was an aspect Participant 4 believed was particularly important to foster in the Early Years, so that CYP can strengthen community identity over time and pass on an ethos of care to others in their later lives.

"With the environment itself, so they'll, we talk about caring for the animals- for animals that we find and how to lift the stones correctly and put them back (.) …but I do reiterate this quite a lot… I've got magnifying glasses and things like that so they can help themselves to that if they they want to have a closer look. And some of them take it on board to have a bit… of a bug hunt" (Participant 1).

We've got bluebells coming up so it's sparked conversations about er preservation of bluebells, er they're protected under The Woodlands Act… not picking flowers because they're- for early pollinators and just generally, (.) yeah, if they're not too abundant (.) if they're abundant, it's not so bad like daisies in a- in a big field, that kind of thing" (Participant 1).

"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools… And I think education is the only way you can do that" (Participant 4).

Theme: Traversing Positions of Power

Theme summary: This theme represents the complex power dynamics that the ODLs work within as a result of their unique position as both external and internal to the school system. This is seen to relate to guiding beliefs about the importance of child-led, experiential learning opportunities, that enables pupils to take control, fosters enjoyment and readiness to learn. As such, ODLs welcomed redistributions of control as a way to work within their personal and professional beliefs and values.

Subtheme: Welcomed Distributions of Control

Child-led approaches were welcomed by ODLs as they were believed to enhance independence, exploration, and resilience; all qualities that educators aspired for their students to support them develop holistically. Whilst this highlights a commonality with the subtheme, A 'Distinct' Part of School, this context emphases the role of ODLs in providing support to classroom educators, helping them to also appreciate the importance of redistributing control to their pupils. Participant 4 discussed this in relation to UK FS beliefs being culturally distinct from those of Scandinavian FS, and UK ODLs being required to "*force*" the ideology of child-led learning with other adults around the pupil.

Participant 1 and Participant 4 built upon this understanding by indicating that pupils themselves welcomed the autonomy of control in their learning, stating that "*kids are all for it*" and "*they're ready for it*". However, Participant 1 also recognised the role of the ODL in facilitating a gradual adjustment for pupils to shift from indoor to outdoor school expectations such as helping themselves to equipment or washing hands without needing to ask, which was seen to help mitigate against pupils feeling overwhelmed, unsafe, or uncomfortable in the outdoor environment. Participant 1 provides an example of this gradual process in relation to managing risks outdoors, noting that whilst they encourage pupils to be self-aware and check for danger, the facilitator models and scaffolds this process.

"*I have to have a few words... [as the] staff do things for the children... just to say... 'You know misses so and so doesn't need to do that for you', cos then... it's not their creation then (.) it's the TA's creation*" (Participant 1).

"*So it's, you know for example, it's off the ground, so they have to climb up onto it and- and feel that fear of- you know, do they trust the net? Have they checked where it's, you know, it's tied onto the tree? I mean, it is all safe, but I tell them that they should be checking as well*" (Participant 1).

[Discussing frog sticks] "*We're playing musical statues... their creativity can expand that, and that is all child-directed and child-led*" (Participant 4).

"*I think maybe it's to do with how free it is as well... they can choose what they do, that that element of free choice and- is is a massive thing*" (Participant 6).

"*There's a TA who always comes down... she's done quite a lot for her Forest School assisting elsewhere, so she gets it, she understands it. Whereas if there's* [other] *TA's with me,* [they] *don't quite understand or get it*" (Participant 6).

Subtheme: The Adults' Burden of Responsibility

ODLs expressed a perceived pressure from the school community to guarantee pupil safety when conducting lessons in outdoor environments. ODLs especially worried about the judgement and critique of parents and the potential for litigation; despite an awareness of risk-benefit analysis and ensuring risk-assessments are updated. The need to adjust ITLP to meet the expectations of others became a burden of responsibility when it pushed beyond the capacity of professional comfort zones. This was especially associated with the need to offer a safety net and appropriate supervision to pupils as a requirement of whole-class teaching. The burden of responsibility meant that ODLs traversed across roles as a facilitator of child-led learning and leader of the SBOL session. This sought to keep children safe by justifying boundaries and rules in line with whole-school values.

This subtheme extends to consider the unique position of Participant 1 and Participant 6 as freelance practitioners who had a burden of responsibility in negotiating financial dynamics. ODLS held a unique position both external and internal to the school system that was seen to influence the ODL-school relationship. This raises the importance of a consumer and supplier dynamic and placed the onus of responsibility on the ODL to adjust to the school demands. Participant 6 also reflected that holding responsibility to negotiate SBOL as a financial transaction was an emotional and pragmatic burden as it prevented equity of opportunity for those schools in deprived areas. ODLs were motivated to engage with charity work to widen participation. Participant 4 and Participant 6 also discussed steps taken to highlight the need for WG to allocate a distinct budget for SBOL and for OE to become a requirement of teaching qualifications in Wales. Participant 6 noted that funding would be easier to secure if only being requested for pupils with specific learning needs. However, this was perceived to conflict with personal values about the importance of social inclusion rather than segregation for those with ALN from their peers.

"We do have bumps on heads (.) we have falls, there's scrapes (.) and we talk about where the spikey plants are and you know, that's okay, -they're aware but they've decided to go through them and jump off something anyway... I am always a bit scared of phoning the parents, but... it is part of it, and it is an important part to learn your- your limitations, isn't it?" (Participant 1).

"So there will be the general risks of you know, obviously there's (.) a high risk of a lot going wrong. But there are ways of, you know, controlling that erm, so I'll check- I'll go- I'll do a walk around" (Participant 1).

"We're so scared of things going wrong. If a child breaks their arm in my sessions, and this is why we have rules, I'd be <u>terrified</u> of the response of the parents being like 'my child broke his arm under <u>your</u> supervision'" (Participant 4).

"People are quite quick to pass the buck to... who's responsible... and there's that risk benefit to the other side of things and allow children to find their own path, to balance on a log and know 'woah, that's bit too unsturdy, (.) I won't step on <u>that</u> section there' - find out themselves. Doesn't always align <u>with</u> (.) the response from the parents or from school leaders, or from Estyn" (Participant 4).

"So while it is child-led it is adult facilitated. Because it <u>has</u> to be... they <u>don't</u> keep themselves safe. Now, if they <u>did</u> keep themselves safe, you know, no need for us- we just leave them to it" (Participant 4).

"I think they should be putting a budget specifically for Outdoor Learning or Forest School. You know, just giving extra money to schools, because it does, it does cost more because you need more- especially Forest School when you want to be using tools and fires, you need bigger ratios erm, for keeping children safe because it's risky- it's risky play. so, erm. But it's so needed because children are so protected in our world and they're not given the opportunities to take risks, (pause) healthy risks" (Participant 6).

Subtheme: An Uncomfortable Compromise

ODLs expressed an uncomfortable compromise between their intrinsic FS values and the desire to be inclusive of all school requirements, expectations, and communities. There were several identified pressures to implementing ITLP in SBOL including financial, weather, social-economic pressures, and resistance from classroom educators which Participant 4 related to "*old values*" (direct-teaching) being an established approach in the classroom. Participant 1 related this to their role as a decision-maker, holding back certain activities if they were perceived to be too challenging to meet the safety requirements of the school environment. All ODLs raised this in conflict with the true ethos of FS demonstrating that adjustments also had a significant impact on the ODL's ideological beliefs. Participant 4 depicted a strong example of how uncomfortable compromises had to be made in relation to the risk of dens in the outdoor environment, which were temporarily knocked down to respond to health and safety demands.

Participant 1 and Participant 6 also referred to the importance of developing trust between the ODLs and their pupils to navigate the compromise in how practice would be reasonably adapted. Participant 4 framed this as an "*invisible*" trust to outside practitioners and professionals, which presented as a frustration to the ODLs. Participant 6 provided further evidence that trust was an important factor in managing the emotional discomfort of uncomfortable compromises, as they tailored practice in line with their growing familiarity with the pupils. This process of trust between adults and pupils appears juxtaposed with the relationship between the wider school community and ODLs, whereby conformity to safety expectations is positioned as a necessity because other professionals and parents are not yet able to trust in the ODL's child-led methods.

"So we talk about maybe staying on some of the safer trees (pause) (exhale) which is a bit of a compromise for me because really they should... be allowed to tr- climb wherever they want to have a have a go" (Participant 1).

"We had the health and safety come in and go, 'oh, none of your um dens that are put up are secure'... we go around for 40 minutes and tie every single bit onto it, but tomorrow they won't want it to be- look like that, they're going to want it to look like something else, we're wasting both of our times. So I tend to just do it when they come round before- just go knock down the dens. Because I know that it's safe. I know the children know because I trust them, and I built that relationship with them. Health and Safety don't know that, they don't know me- they don't know my children. They don't know the relationships we've got together. So the trust that's built into that relationship is invisible to them. They just see a risk, whereas I see the opportunity for learning" (Participant 4).

"At the beginning, when I was first doing the job, I wasn't as happy doing risk riskier things... I know I'm working with them for a number of years here... I kind of build on it so... they'll use peelers and things in Year 1 and [Year] 2 and then by Year 3 and [Year] 4, I'll- they'll be whittling with knives and things... So I've done so much whittling this year with children and, no, no accidents, you know. And they're sharp knives- they are sharp knives" (Participant 6).

"The definition of Forest School is (pause) groups of no more than 12. I definitely always work with groups of more than 12, but I still call it Forest School. Because I feel that's what I do... so I do limit how much fire I do. You know we've got [the] fire circle, they're aware that we will- that we do have fires... But then by Year 1 and [Year] 2, it's still groups of about 20 or 22, something like that with two of us" (Participant 6).

5.6.2 Exploration of Themes – Classroom Educator Results

Classroom Educator Results Summary: Three themes were generated from the Classroom Educators (CE) data including, A Community of Bidirectional Trust, Working Towards Transformative Experiences, and The Structured Freedom of the Outdoors. These themes reflect a perspective that CEs engage in a learning process of change when applying ITLP for SBOL that involves the whole school community. A guiding concept was the importance of real-world experiential learning as an opportunity to strengthen personal identity, through celebrating skills, connecting with the local community, and building upon innate, evolutionary drives.

Theme: A Community of Bidirectional Trust
Theme summary: This theme considers the importance of developing trust when establishing social connection between peers, colleagues, and whole communities. In this context, trust is represented as a transactional process that is given to others within the contextual boundaries of a whole-school approach. This appeared as an implicit and unconscious strategy to adopt a relational and strengths-based perspective to inclusive SBOL, opening up opportunities to celebrate individual achievements and personal progression steps in development. Similarly, the trust shared between classroom educators, other professionals and parents and/or carers facilitated use of inclusive SBOL as an established part of the school day.

Subtheme: Whole School Ethos	
This subtheme relates to CEs views that inclusive SBOL should be underpinned by a whole-school ethos of care and interpersonal trust, supporting pupils to widen their horizons and ensure their time in school is impactful. Participant 2 described this in relation to the "*one chance child*", whereby interactions are considered to be time-limited by the boundaries of school transitions and so should be maximised to enhance progression. This ethos is underpinned by CEs placing trust in their colleagues to deliver effective lessons. For Participant 2 this raised the importance of having a "*Plan B*" to ensure flexibility in the application of ITLP in SBOL and facilitate an ethos of advocating for pupil voice. This related to the views of Participant 3 and Participant 5, who indicated that both outdoor and indoor settings are equal partners in the inclusive learning process. For example, Participant 3 used outdoor natural resources	*"If you haven't got an understanding of how vital… Outdoor Learning is… for your children (.). It's easy to dip out of and all "let's do something else instead". Well, <u>no</u>… <u>you wouldn't say</u> that "let's dip out of doing maths because I want to do something else" …I I feel strongly that it should have equal weighting"* (Participant 2). *"You'd have the classes that would have like the pristine wellies. They bring them in, they pay lip service, but they're not actually going (.) and I think sometimes that's worse because you're promising them something. You're telling the parents another thing and and you're not going… We all had different opinions, you know, we had we had different values… it was quite*

dynamically, describing an occasion when a pupil brought in a purple flower that became inspiration for whole class learning activities that day. This meant that perceptions of SBOL were not solely about challenges undertaken outdoors but also entailed learning indoors and flexible application to take account of individual pupil needs.

This subtheme also frames a whole-school ethos of inclusive SBOL as an aspiration rather than an accomplishment. All CEs highlighted the importance of support from the Senior Leadership Team, and discussed the need for a clear message that SBOL should be prioritised equally with other lessons. Implicit in the process of whole school ethos development, Participant 2 also raised the importance of exploring differences in opinion, particularly as some staff members were hesitant to implement SBOL in weekly routines. This reaffirms the need to build trust between schools and local families as the wider implications of a broken promise were highlighted when some classes were excluded from SBOL due to staff hesitancy or avoidance. Participant 5's reflections on practice builds upon this understanding as they noted that delivering training to enhance staff knowledge and awareness would be supportive of developing confidence in delivering ITLP in SBOL as part of a whole-school ethos.

interesting to sit down and... to say 'well what (.) you you don't actually go every week? Oh, okay then, tell me what do you do then?'" (Participant 2).

[Teacher discussing the role of the TA] *"I think if you give them the the the freedom- as as long as the skill is being developed... the way you do it, I don't care... I don't mean that as in I don't care because I'm too busy (.), you know, I don't care because I trust you, you know... you've got probably better ideas anyway you know?"* (Participant 2).

"We try to put the emphasis that the indoors and the outdoors (.) is is, you know, not- neither one has got more important learning than the other" (Participant 3).

"The head this year wanted it to be more... formal learning er, I, I mean formal as in structured into the- into the- the week so that <u>everybody</u> all through the school has a chance to do (.) erm, various projects and some projects..." (Participant 5).

"I think all of the teachers know that learning outside is is of benefit to children. Um, and they are quite good in bringing, you know, weather appropriate clothing, for doing whatever we have to do" (Participant 5).

Subtheme: The Situated Humanity of Family Connection	

Within this subtheme, the conceptualisation of bidirectional trust reflects a process of appreciation for the lived experiences of local families as a core component of forming relationships within schools as based upon specific social-historical contexts. Participant 3 discussed this in relation to wider society having "*forgotten about covid*" noting that although this was "*good in a way*" it continues to be important for school staff to recognise the disproportionate impact on disadvantaged communities and how this may influence upon pupil development such as in their social skills or readiness to learn. This subtheme also identifies that parental response to SBOL can be influenced by individual social-cultural perspectives. For example, some families were thought to experience the outdoors as unfamiliar or threatening. Participant 5 highlighted this through discussing the historic death of a

"I'd like to think that they've got a... better appreciation for our school as a community because we always tell our children, 'not everybody's got a Secret Garden'" (Participant 2).

"It was a community school and and you know, the parents sent their children there because they went there themselves. And there was a real sense of belonging" (Participant 2).

"Some children not saying all children- <u>some</u> children, when they come to nursery, [they are] a bit <u>weary</u> of the outdoors... depends on the background, perhaps the family's been too afraid to take them to the park in case they fall over, everybody's family and and their family culture setup is different" (Participant 3).

secondary school pupil in their local river *"four steps across the road"* from the school, and in how that had influenced upon community perceptions of SBOL. Teaching about the incident was described as *"very sensitively done"* as it holds personal significance for their pupils since it develops their awareness of the immediate local context. In these circumstances, the ability to place trust in others was seen to become pivotal for the successful implementation of SBOL whereby families, teachers and pupils learn together to navigate the associated risks of the local river rather than allowing past events to become an unsurmountable barrier to the experiences of future generations.

The situated humanity of family connection was further evidenced in the perceived benefits of introductory tours, regular communication between home and school, and the encouragement of pupils to take creations home from their SBOL lessons. In these ways, CEs discussed community relationships in relation to adjusting practice to support the inclusion of all families irrespective of their individual backgrounds. Intrinsic to this process, school staff demonstrated their willingness to implement family ideas into SBOL practice. For example, Participant 5 shared that their school gardening club was originally formed due to parental input and became successful as it supported the wider community to combat the rising cost of living.

"We have what we call it a secret garden, which is across the road from school... but parents are on board... parents are excited then, 'oh I bought his wellies in, they're in his bag. His name are on them', and they're excited for that then you know" (Participant 3).

"They'll be able to see the pumpkins and the runner beans and the potatoes. And you know...we can make a big <u>cawl</u> (Welsh stew) in in the Autumn... but then we also then might talk about food poverty with them. Because the importance of growing versus the cost of food now and food poverty in this country, so er- quite a lot of important issues" (Participant 5).

"I suppose, clothing poverty and things we've got, um, we've got a <u>well</u>-<u>stocked</u> room with wellies, all-in-one waterproofs, coats, for those children whose parents can't, can't afford to buy waterproofs for them, you know which we've got some families here... we've got all sizes of wellies" (Participant 5).

[Discussing a parent] *"Her daughter was in reception, I think, and then she came every week and and she and and I just sat set up the gardening club... she's one of the ones that started it off"* (Participant 5).

Subtheme: Interpreting Expressed Need	
CEs highlighted that respecting pupil voice was an inherent aspect of the bidirectional trust developed between staff and pupils. Participant 2 and Participant 3 related this to *"listening"* and responding to all communication cues with kindness and empathy. Participant 2 talked about providing genuine choices rather than *"coaxing"* pupils beyond their comfort zone for the purposes of a personal agenda. Rather, the CEs' focus was on long-term development and capacity building to try out new experiences and apply skills in new ways. In relation to pupil voice and CEs *"listening"* to communication cues, this subtheme also relates to the importance of interpreting emotion dysregulation in light of basic needs. CEs discussed the sensory experience of SBOL as especially diverse, with some pupils finding the outdoor environment	*"In every class there's a big board... it's all to do with the pupil voice, 'what do you want to learn?', 'How do you want to do it?'"* (Participant 2). *"Oh, my word, he was scared of the wind... the Secret Garden was an absolute 'if I go up there, I will die'... and then he stepped in a bit of dirt and he had a bit of dirt on his wellies, and that was it then, for about a month- literally a month"* (Participant 2). *"There was no expectation that he'd come... we would never guilt him... we didn't want to make him feel bad... we knew he wasn't swinging it- it was a genuine thing so you know... [Teacher] of the class, at the time, 'she said this is what we're doing, I'd like you to come- I think you like it'... obviously it <u>is</u>*

overwhelming whereas others experience it as a source of regulation. The capacity of CEs to provide emotional containment and physical safety through handholding, watching out for pupils, and helping them to understand outdoor expectations was thought to benefit all pupils during outdoor lessons. Of importance, CEs indicated that being confident in interpreting any expressed need was distinct from a need to intervene. Pupils were given the opportunity to resolve problems themselves, such as when den building or sharing limited resources, and this was considered to strengthen pupil voice, autonomy, and independence within outdoor environments.

frustrating because you know that when he's up there, he is going to enjoy, but at what expense, you know?" (Participant 2).

"Sometimes there aren't the boundaries there, although we've got like, a yard with a fence and a gate... They just need the security of the adult... they're happy to go on their own and there's an adult down there [to the bigger yard], *maybe they just need us to hold their hands"* (Participant 3).

"The fact that they're there and they've got the choice and the ability to do it... that is inclusion and you're tailoring to their needs and not making them do something because they're not wanting to" (Participant 5).

Subtheme: The Importance of Relational Familiarity

The privilege of working within school systems over many years as established members of their school communities enabled all CEs to feel comfortable when advocating for ITLP in SBOL within their provisions. Participant 3 discussed this in relation to ITLP in SBOL supporting a sense of belonging and self-esteem that feeds into the classroom. CEs expanded on this idea by highlighting their use of nurture within inclusive SBOL to reinforce unconditional positive regard for all pupils. Notably, Participant 2 highlighted that nurture-based approaches underpinned inclusive SBOL opportunities and helped to challenge embedded judgements about a child's behaviour. Amongst other examples, they discussed a young boy who had experienced trauma at a young age and had become disengaged with school. They noted that "*Outdoor Learning was the making of him*" because it enabled adults around the child to look beyond classroom dysregulation and remember his caring nature; "*he used to find snails in the garden and put them in his pocket because he wanted to take them home*". This aligned with the importance of CEs trusting in the skills and capacity of their pupils and facilitating opportunities for them to build upon and demonstrate their strengths. In relation to this view, CEs discussed their role in supporting pupils to join Outdoor Learning opportunities in their own way, and to scaffold learning and highlight strengths through building on interests, using meaningful prompts and reminders to facilitate the learning process and foster growing independence.

"They refused point blank and 'I'm not doing this work', 'this is rubbish', you know, and loads of expletives. And what we do is we we catch them in a different way" (Participant 2).

"One had a big stick and the other one had a massive stick. And of course... the impulse to like start a Jedi fight, it was too much... that was like a a lesson right... we can use those sticks that they they nearly had a row about as part... of the activity" (Participant 2).

"So we have children that come in... they're happy to leave their family... but they're just happy to stand and watch cos that's their stage of development... so they need the encouragement of the adult... maybe we chat to the family, 'what do they like doing when they're outside?'" (Participant 3).

"I just love watching them. I just- standing there and it's it's an eye opener actually when you think right, I'm going to just watch such and such a child today and see what they're going to do" (Participant 5).

"I try never to say 'be careful' because it doesn't mean anything. So I always try and say, 'are you sure you're holding on tight' and try and, you know, be more constructive" (Participant 5).

Theme: Working Towards Transformative Experiences

Theme summary: This theme represents educator beliefs that the outdoors is a transformative experience for the pupils engaging in SBOL, supporting holistic development including academic attainments, readiness to learn, social skills, wellbeing, independence, and resilience. CEs associated these perceived benefits in relation to an interconnecting relationship between the 'ordinary' school setting or local area, and the 'extraordinary' as something exciting or beyond the norm, associated with the awe and freedom of nature. These aspects are presented as two halves of a cohesive whole; reflecting how ITLP is applied to scaffold pupils to take notice of their learning process, embed knowledge and skills in daily life, and reflect on their role as both a member of their local community and as a citizen of the world.

Subtheme: Making the Ordinary Extraordinary

CEs discussed the importance of school provisions maximising on their individual outdoor spaces and recognising them as special, irrespective of their size or form. Participant 2 highlighted that making comparisons to other provisions can be unhelpful as "*you've got to work with what you've got*" and not allow this to become a barrier to ITLP in SBOL. Participant 3 suggested that the sensory experience of the outdoors facilitated awe and wonder that emphasised the extraordinary experience of the natural outdoor environment. CEs also highlighted how use of everyday materials and resources can transform the ordinary to extraordinary and facilitate inclusion through shared experiences of discovery and curiosity. For example, Participant 5 discussed "*Spare-Parts*" as a timetabled SBOL activity that involved use of everyday household objects (i.e., computer keyboard, tyres, kitchen utensils, etc) in the outdoor environment. This was seen to encourage social inclusion as pupils learnt to apply imagination and transform ordinary everyday objects into extraordinary play opportunities.

Finally, this subtheme comprised the concept of students building skills that could facilitate extraordinary change within the wider world. For example, all CEs discussed the importance of small steps such as picking up litter, reusing resources and growing food to build environmental awareness and contribute to wider issues of sustainability and climate change.

"*We've got lovely outdoor facilities, I- I'm I'm fully aware that other schools in the cluster haven't got what we've got, but also as well other schools got better. But but you've got to work with what you've got*" (Participant 2).

"*Whether it is actually being... closer to nature where you're outdoors and you're feeling the elements, the rain, the wind, and you're hearing the birds song, maybe even traffic. And we live near the fire station, they'll hear (.) the siren. They seem to relate*" (Participant 3).

"*So all the resources are there... old flower bed, all the mud and the compost is there (.) and all the utensils, there's the metal saucepans, wooden spoons. They're all they're ready, or they're hanging up. So then the water tray is there, we just we- if we fill it before the children come in, if not, they'll help us to fill the water tray... and then we've got storage where we've got paintbrushes, chalks, paper (.) we've got, we've got a blackboard there already, we've got a sand tray*" (Participant 3).

"*We've got a lovely area- the playing field with the school next door, but we also- we used to have a Forest School area down there, but now it's near- nearer to the school, and and they all have individual planting areas where they learn about pollinators and growing vegetables and fruit and that sort of thing*" (Participant 5).

	[Discussing Spare-Parts] *"They make of it <u>whatever</u> they <u>want</u> to make of it… they pretend to be in* [an] *office with the computer, and then you've got the boys then, who maybe they're thinking "right we're gonna, we're gonna have a shop, and we're gonna sell things"* (Participant 5).

Subtheme: Making the Extraordinary Ordinary

This subtheme depicts the other half of how ITLP supports SBOL experiences to be transformative to the learning of all pupils. CEs indicated that SBOL can initially be an infrequent and thus extraordinary activity for pupils as part of their school day but should embed over time and become an established routine in the school. An example of this was the pupils' skill development of putting their wellies on, that became more established over time and opportunity. This aligned with the aspiration for a whole-school ethos that promotes SBOL for all pupils. Participant 2 further evidenced this theme by highlighting that outdoor experiences may feel especially extraordinary to those pupils who have had fewer opportunities and/or adverse childhood experiences in their early life. This subtheme further relates to CEs applying inclusive experiential learning opportunities to build skills and capacity that all pupils may utilise throughout their daily life. For example, Participant 5 believed that through tool use or gardening in school as a *"special"* activity, pupils will share knowledge with their family, foster an interest in DIY or an *"ordinary"* culture of growing their own vegetables at home. Participant 2 also related this to cross-curricular learning and highlighted that applying ITLP in SBOL as an extraordinary and unusual environment can be used more regularly to support pupil engagement with other curriculum topic areas.	*"We had some new TA's with us, and they were getting really stressed that the children were taking ages, putting their… clothes on. And I had to explain to them, it's not about getting up there… the more we practise this the quicker they'll get, which means they'll spend more time in The Secret Garden. But also, ah- this is like a nice solid foundation for for the rest of the of the time in school, you know, and again it it places value on putting the wellies on"* (Participant 2). *"You can do anything… art… like natural found collections… you can do like a colour wheel… you can draw a map of the area… you can get music appreciation out of it, literacy… sky's the limit. And science… its brilliant"* (Participant 2). *"Last week we planted lettuce… and you say "look, we planted dinner and we're gonna grow fruit and vegetables"* (Participant 3). *"They've been using saws, hammers and nails and, you know, tools- drills and pliers and all sorts of tools, and they have been in Year 1 and* [Year] *2 to a certain extent using hand drills… otherwise they might… end up becoming an adult and never, never used any hand tools and… won't be able to maybe fix anything"* (Participant 5). *"We're going to be learning all about pollinators… just to reinforce the names of (.) insects and bugs and erm, or (.) er flowers, you know, the- just reinforcing the names of flowers, the names of trees"* (Participant 5).

Theme: The Structured Freedom of the Outdoors

Theme summary: This theme refers to the application of ITLP to provide structure and organisation so that pupils may engage in child-led learning for the purposes of educational progress. This theme is grounded by the demonstration of a realist perspective that there is a 'right' way to conduct SBOL. The accepted 'truth' of inclusive SBOL appears situated by the CEs' social and historical contexts and based upon the romantic era perspective of outdoor environments. This ultimately influences on the educators' perspectives of the rights of the CYP to participate in inclusive SBOL and how challenges such as weather barriers or curriculum demands are addressed.

Monitoring Child-Led Development

The views of CEs indicated the importance of incidental and dynamic progress monitoring in the application of inclusive SBOL. Participant 2 discussed this explicitly, noting that whilst there is not a marking criteria for SBOL, the holistic effects are measured in relation to progress made within the classroom. All CEs supported this view, referring to aspects of readiness to learn such as confidence, self-esteem, patience, and cooperation, that appeared as evidence to justify the effectiveness of ITLP in SBOL.

Participant 3 also noted the importance of the role of CEs in facilitating child-led learning that builds upon pupil interests to enhance their intrinsic motivation. Participant 2 supported this belief by critiquing adult-directed education as ineffective and "*something that's been done to you*", due to positioning CYP as passive participants in the learning process. CEs discussed this approach as a contrast to the objectives of the New Curriculum for Wales and associated encouragement for CEs to scaffold pupils to make choices in their learning. For example, Participant 2 discussed the importance of questioning and prompts such as, "w*hat do you want to learn? ...What don't you know about that you want to know a little bit more about*?". Participant 5 expanded upon this by discussing a shift in whole school practice that emphasised self-reflection as a core component of learning undertaken.

"There were gaps in their learning and and I think sometimes if you sat with them with a flash card until the cows came home, it still wouldn't work, and you know, we quickly had to realize we had to adapt the way that we were teaching to to help these children, you know, progress, you know, and that's why erm we we felt strongly at any rate that these children, I think more than any (.) <u>needed</u> a different way of accessing their learning and and we used to call it Wellie Wednesdays" (Participant 2).

"We can measure the impact (.) through the way that their skills are used in school in in in, like day-to-day... the attitude to learn... the confidence... self-esteem... there isn't like a grid that we tick that you know this child is able to risk assess against" (Participant 2).

"Child-led learning- it's similar to adults... it's no good somebody saying to you... 'go and play football', if you don't like football. So we are free to go with our learning and interests. We must make this for the children as well" (Participant 3).

"I've noticed...the children with, you know the needs of the global delay... his <u>confidence</u> has grown in the outdoors... going outdoors has made a massive impact [on] him <u>physically</u> and to his <u>confidence</u>" (Participant 3).

"He's had to plan now that he needs a container because he needs to go to the water tray to bring water over to make whether he was making soup or just a mud pie, he's had to plan that... and ohh, he had to think, he hasn't got enough

	water and he needs to go back. But the containers now full of mud. Does he use that container? Does he empty it? Does he go to find another?" (Participant 3).
	"We've we're developing now a more er erm (pause) thoughtful garden now we're trying to have it as more reflective area that children can go into and sit erm when they're in a reflective mood" (Participant 5).

The views of CEs indicated that they navigate a realist ontological position whereby there exists a 'right' way to conduct ITLP in SBOL. This was represented through the importance placed on the views of professional colleagues and the policies implemented by WG. As Participant 2 highlighted, CEs are learning to apply ITLP in practice to meet the needs of the "*one-chance child*", such as those experiencing socio-economic disadvantage. However, as CEs are learning themselves, they acknowledge that lessons may not always be perfect, "*some days you do have stinkers of lessons… you just think… thank God nobody was watching me*". The underpinning need to avoid social judgement and find reassurance in this example, appears shared by Participant 3, who highlighted the importance of external professionals from WG using curriculum reforms to communicate to CEs, "*yes, carry on, carry on!*". All CEs recognised the importance of planning and preparation to apply ITLP in SBOL and meet the perceived expectations of other professionals. Participant 3 related this to the accessibility of the outdoor space, and the importance of resources being made available and "*ready*" for the pupils to engage with. In this way, the CEs' role in offering structure and making outdoor resources available to pupils was seen to underpin child-led learning as a free provision. Other examples also raised the significance of planning and preparation to overcome perceived health and safety challenges such as physical access to the outdoor space or learning in adverse weather conditions. An example provided by Participant 5 in relation to the caretaker's concerns about weeding in the rain, highlighted how practices can quickly be adapted to ensure the expectations of colleagues are met. Participant 2 suggested that without planning and preparation time, a request for SBOL during class cover can feel as if a "*bomb*" had been dropped. This draws attention to the concerns	*"You've got to catch the children in in the slightly different way because our children are are different to- you know,* [county name] *children… I don't mean that in like a in a bad way, but it's it's a fact, isn't it? …we've got the the poorest of the poor"* (Participant 2). *"Obviously we would do risk assessments and everything and one day if it was raining, it wouldn't be a case of or we're not going, it would be 'right, we're gonna go to the top part of the park today'. 'Now, why is that children?' 'Because it's raining', you know?"* (Participant 2). [Discussing an email received by the Headteacher] *"She said, 'all, all swings have got to be cut down… we don't know how much weight the branch can bear, we don't know how heavy each individual child is, we don't know the type of knot that it's been-' …and I said, 'yeah, I get it'… if* [Participant's daughter had] *…gone on a swing that had cracked and she'd broken a collarbone, you know, I'd have questions… I'd get it, but I wouldn't be happy"* (Participant 2). *"Sometimes we have to group them…. we've got children with physical needs and to access our outdoor area we've got steps… so whereas the majority of children are fine on the steps. We've got children who have got physical needs… we need to keep them safe"* (Participant 3). *"You can't go weeding, even in full waterproofs, you know in the in the tipping rain. We did, we did try it once and the caretaker wasn't pleased with the mess that was in the front… because they've been weeding out the front and obviously it was going over the path, So the path… outside was"*

held by CEs about meeting expectations and indicates that in circumstances of limited planning time, applying ITLP in SBOL can feel overwhelming and stressful even for experienced CEs.	_absolutely_ _covered. So we had to get the hose pipe on it. So we thought, 'right, okay, only on dry days'"_ (Participant 5).

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The views of CEs indicated that child-led learning was framed in relation to the rights of all pupils to experience a free childhood unburdened by the responsibilities of society. This was connected to a realist perspective and the monitoring of progress as expressed by Participant 5, who stated _"I've got a structure, but the actual, the act- it's unstructured"_. Within the data gathered, the dynamic of a structured freedom of inclusive SBOL was reflected in the CEs' personal resistance to the overprotection of children and avoidance of stepping in to solve problems. This relates back to CE responses to health and safety requirements and indicates that a careful balance is applied between managing the expectations of others and facilitating the innate nature for CYP to be free. Participant 5 expanded this understanding by discussing the influence of human evolution. They discussed the behaviours of CYP as reflecting an innate need to keep safe, to hunt, to gather, to hide, to co-operate as universal aspects of human nature that _"don't have to be taught"_. The role of the CEs in applying ITLP in SBOL is therefore seen to facilitate reconnection with our instinctive human nature within the boundaries and expectations of modern society.

In relation to the realist perspective, CEs also referred to their own historic experiences to demonstrate the importance of facilitating freedom in the outdoors as a right way for all CYP to learn. This appeared to be based upon a nostalgic and romantic era perspective of outdoor environments as ideal settings for freedom, recovery and renew. For example, Participant 5 discussed their own childhood activities such as "_making dens, climbing, running around and playing in mud_", as examples of "_enjoying life_", and Participant 3 highlighted the capacity of CYP experiencing connection to nature as a support for their mental health and wellbeing. This aligned with perspectives about the holistic benefits of inclusive SBOL as a valuable method to facilitate educational progress.

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"It's- something that we would have done as children, out playing... it doesn't happen now, you know?" (Participant 2).

"And then the blinking tent fell down. And I thought, right, I'm gonna step back and see how this plays out now. And I I don't know where he came from, but he turned to everybody and went 'it's okay, we can do it again'" (Participant 2).

"I know that some of our children- there's just a little need there somewhere... they feel freer in the outdoors..." (Participant 3).

"You do find that there are a lot of children that are <u>confident</u> in the outdoor environment, whereas they are not confident in the indoor environment... maybe it's the connection with nature... like mental health and connect more with nature and go for a walk... we are missing a trick with children and we really need to think about mental health lower down" (Participant 3).

"<u>I've</u> got a structure, but the actual, the act- it's unstructured" (Participant 5).

"Mud on their faces and- they're happy children... they need to get their hands in the soil need to be able to feel it. There's no point trying to, you know, do it- do it with gloves on. It's not quite the same thing" (Participant 5).

"They're the five traits of cavemen days... So to keep... yourself safe, to hunt and gather and to be behind something... with somebody else and <u>not</u> alone... the cooperation, then, of being with somebody else... but children, don't have to be taught that- they don't have to be taught that it's better to be higher than lower down. They don't have to be taught how good it is to be, (.) you know, how safe it is to be behind something watching, it's just-it's innate... all children, regardless of (.) needs, regardless of- they all sort of have that in them" (Participant 5).

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5.6.3 Evidence of ITLP in SBOL

Finkelstein's (2021) Framework of Five Essential Areas of Competence for an Inclusive Teacher
<u>Evidence of ITLP in SBOL Summary</u>: RTA results indicated that ODLs and CEs have established Instructional Practices, Organisational Practices and Social, Emotional and Behavioural Practices. This reflects similarities between the current results and those gathered within the scoping review of Part One (4.6). Whilst Determining Progress was also a prominent consideration of CEs and ODLs, greater cohesion was apparent between curriculum demands and their understanding of SBOL. This appears to differ from the tensions apparent in previous research (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019; Marsh & Blackwell, 2023) and may be attributed to the unique social, historical, and political context of Wales (Bentsen et al., 2009; Harris, 2023). Collaboration and Teamwork appeared as the most underdeveloped aspect of ODL's and CE's application of ITLP in SBOL. This was most evident for ODLs whereby their position as both internal and external to the school system influenced engagement with interpersonal dynamics and held implications for their application of ITLP. CEs presented with more settled Collaboration and Teamwork practices through the development of whole-school identity. However, on occasion, interpersonal tension was apparent when individual priorities within the system differed. These aspects depicted that similarities and differences in application of ITLP in SBOL between CEs and ODLs were informed by their differing positions and ideologies within the whole-school system.
Instructional Practices:
Defined as the transmission of content to the learner through the enactment of instructional skills (Finkelstein, 2021), both ODLs and CEs related practice to Experiential Learning Theory and the importance of child-led learning through rich and authentic outdoor experiences. ODLs related this to the distributions of control within inclusive SBOL that facilitates free choice, independence, exploration, resilience, and creativity. CEs similarly suggested that experiential child-led learning supports intrinsic motivation and enjoyment of learning through the choice to follow and build upon personal interests. This was associated to the rights of all pupils to experience a childhood unburdened by the responsibilities of wider society. These results support the pure and simple education advocated by Dewey (1938/1997) and frames tailored, authentic, and social experiences as beneficial to the pupil's individual development (Roberts, 2003). This seems a consistent trend within research related to educator perspectives of ITLP in SBOL and appears to reflect other OE literature into field trips or residential settings (Bradley & Male, 2017; Farnham & Murtrie, 1997; Friedman et al., 2022; Jordan & Chawla, 2022; Rickinson et al., 2004).   The Instructional Practices of ODLs and CEs appeared influenced by tensions arising from differences between SBOL ideologies and the perceived expectations of colleagues, parents, and social norms. For ODLs this was explicitly related to a distinction between their school-based role and the principles of UK FS; discussed in relation to their 'burden of responsibility'. A careful balance appeared to be negotiated that continued to encourage child-led learning whilst accounting for locally enforced boundaries such as adult-directed health and safety expectations. This evidences existing research debates about health and safety (h&s) barriers (Blakesley et al., 2013; Harris, 2023; McCree et al., 2018), and the dilution of the UK FS ethos in practice (Glanville, 2023; Harris, 2021; 2023; Leather, 2018; Waite, 2020; Whincup et al., 2021). It also expands current understanding by indicating that this is an uncomfortable compromise for ODLs but seen as necessary to meet perceived social norms and expectations.

The relationship between familiarity and trust was seen to be pivotal in negotiating a compromise between ideologies and expectations, as ODLs based ITLP adaptations upon their knowledge and experience of the pupils. This relates to construal of safety needs in the existing literature base and the understanding that educator threat response was primed when the educator was unfamiliar with the students (Glanville, 2023; MacQuarrie, 2018). For CEs, tensions between child-led learning and h&s expectations were discussed through a rights-based lens and CYP having an evolutionary claim on a need to discover, explore, climb, and collaborate. This appeared to relate to Hussein's (2010) discussion about research into the role of the educator in experiential learning as being "reactive to the child's actions and responsive to the child's needs" (p.27) and supported other findings that SBOL helps CEs to be creative, to think differently, to be more adventurous and to take more risks with teaching when in outdoor environments (Blakesley et al., 2013).

Organisational Practices:

Finkelstein's Organisational Practices relate to the actions of teachers in arranging and overseeing the set-up of the learning environment to promote equal access and participation of all pupils. This includes aspects such as establishing routines, facilitating transitions, providing appropriate time, and positioning themselves for a high degree of visibility. These were all aspects that appeared as consistent themes across the results and existing research base. ODLs discussed established routines, structures, and use of resources within *their* classroom as based upon FS training. This included application of man-made resources for whittling, printing, starting controlled fires and creating dens, and the ODLs transition between leader and facilitator of child-led learning. ODLs also utilised typical school processes to keep a record of learning, including use of document files, photo evidence, social media, and use of Dojo; an app for communication between school and home. CEs similarly recognised the importance of planning and preparation to apply ITLP in SBOL. They ensured that the outdoor environment was prepared for pupils to engage with, which included making outdoor resources easily accessible to pupils, and ensuring instructions, boundaries and expectations were discussed and understood ahead of time. Both subgroups also highlighted the importance of modelling and scaffolding learning opportunities to facilitate inclusive environments. This included use of prompts to facilitate Organisational Practices such as "*what do you want to learn?*", and "*what don't you know about that you want to know a little bit more about?*" (Participant 2), that aligned with child-led approaches and the objectives of the New Curriculum in Wales.

CEs highlighted that without planning and preparation time, applying ITLP in SBOL can feel overwhelming and stressful even for experienced CEs. This was represented in the view that a "*bomb*" (Participant 2) would be dropped if SBOL was suddenly required, which offers a parallel to research that identified appropriate planning time could increase educator confidence and resilience in SBOL (Harris, 2023; MacQuarrie, 2018). Similar challenges of weather, climbing and absconding were discussed in the current research and reflect existing literature (Blakesley et al., 2013; Harris, 2023; McCree et al., 2018). It is possible that these aspects underpin the perceived need for robust planning and preparation to facilitate ITLP effectively in SBOL (Harris, 2023).

Social, Emotional and Behavioural (SEB) Practices:

SEB practices involve the teacher facilitating a positive classroom environment where students' social, emotional, and behavioural needs are accounted for and met. This is related to aspects of social inclusion, or the implementation of positive behaviour support. Results indicated commonalities in SEB practices between CEs and ODLs and raised the shared identity of both subgroups as members of school staff. Relational and restorative approaches to behaviour support were also applied in similar ways as necessary to facilitate social inclusion and cohesion. Forms of behaviour that challenged teacher expectations were therefore responded to by fostering reflection and highlighting pupil rights of consent. ODLs appeared to promote moral behaviour

development such as sharing, kindness and consideration as a way to proactively respond to behaviour that challenges. Through the application of reflection and tailored responses of staff, results therefore appear to associate SEB practices with the experiential learning cycle as a transformative experience (Kolb, 1984).

Both groups highlighted the importance of adopting a nurturing approach to facilitate inclusion of pupils. This raised the importance of incorporating simple strategies to help all pupils interpret the outdoor environment as a safe space, such as the adult staying close, giving clear expectations, providing opportunities to share social experiences, and ensuring the pupils were aware of logistical boundaries. In relation to a nurture perspective, one CE also raised the restorative potential of the outdoor environment for pupils with social, emotional, and behavioural needs. They describe how the change in expectations and increased flexibility in SBOL can help these pupils to thrive. Most importantly, this created an opportunity for pupils to demonstrate their strengths, skills, and personality, to reframe the perspectives of the adults around them and remind them of the importance of unconditional positive regard. This was seen to promote the belonging and social inclusion of pupils who may have experienced adverse childhood experiences, trauma, or social-economic deprivation, and relates to the significance of trust being developed between educators and pupils to understand strengths and needs and facilitate genuine inclusion (Hussein, 2010; Maynard et al., 2013b; Marsh & Blackwell, 2023).

Safety needs are a life-long concern to the social reality of humans and a foundation of independent actualisation as a communal and individual goal (Bowen, 2021). Existing research and current results indicate the importance of recognising threat response in application of ITLP in SBOL, as avoidance of SBOL or implementing a one-size-fits-all approach appears as a form of hidden discrimination and exclusion which Von Benzon (2010) coined the "*bodily reality of children's impairments*" (p.624). In the current research, the views of CEs and ODLs appeared to mirror educator perspectives described by Maynard et al (2013b) and Marchant et al (2019), that the outdoor environment feels free, away from the "shackles" and conditions of strict classroom agendas (Marchant, et al., 2016, p.16). This appeared to influence the capacity of ODLs and CEs to feel safe during SBOL, offer reasonable adjustments and welcome all CYP to participate in all activities. For example, supporting the pupil with visual impairment to engage with knife work, or allowing pupils to make mistakes and resolve problems independently when constructing dens. Building on current knowledge, differences were noted between the typical threat responses of the subgroups. ODLs appeared to adjust practice and limit activities in response to challenges, social judgement, or litigation, whereas CEs were more likely to avoid SBOL or leave it to the professional ODL 'experts'. This appeared as a theme across both ODL and CEs narratives and was seen to be a source of frustration for ODLs who appeared disappointed that opportunities for SBOL were being missed. These results support an understanding that more training and development would be beneficial to the application of ITLP in SBOL (Davies & Hamilton, 2020; Rickinson et al., 2012 [Study 2]). Specifically, the results indicate that gaining experience in outdoor opportunities are a protective factor in staff confidence, and further training or development involving shadowing opportunities would be most helpful to develop a cohesive whole-school ethos.

Determining Progress:

Relating to the assessment and monitoring of student's individualised outcomes (Finkelstein, 2021), ODLs and CEs identified that ITLP in SBOL promotes holistic development and perceived this to facilitate progression of all pupils in their formal education. This supports the results of the scoping review as several similar areas of learning and development were discussed including academic attainments, readiness to learn, social skills, wellbeing, independence, and resilience (Blakesley et al., 2013; Glanville, 2023; Marchant et al., 2019; Marsh & Blackwell, 2023). Moreover, results appear to challenge the assumption that SBOL is the 'right' place for certain groups of children to learn (Davies & Hamilton, 2020; McCree et al., 2018), as ODLs and CEs discussed the wide-

ranging benefits for all pupils with different strengths and needs. Explicit links were made to the New Curriculum for Wales and indicated that ODLs and CEs were mindful to consider how ITLP in SBOL can facilitate progression in line with the four purposes of the curriculum. CEs particularly discussed this in relation to inclusive SBOL involving crossover from the outdoor to indoor environment which highlights the opportunity to reconfigure thinking about where SBOL can take place to facilitate the comfort and inclusion of all pupils. CEs also acknowledged that often progress monitoring was conducted dynamically because an explicit or specific marking criteria is not available for SBOL. They noticed holistic development through verbal and non-verbal pupil feedback, observation of participation and engagement, and noticeable changes over time both outside and inside the classroom.

In relation to the New Curriculum of Wales, ODLs and CEs applied ITLP to support cultural awareness of pupils as members of their community and active citizens of the wider world. This appeared to promote a sense of cynefin (WG, 2020) and was supportive of EE agendas, group identity and self-esteem. Participant 4 especially highlighted the advantages of inclusive SBOL for Early Years pupils to foster a sense of care for their environment that they could develop over time and share with others in later life. As such, ITLPs in SBOL were seen to foster a relationship between pupils and their historic, cultural, and social place, through which they can experience belonging and reassurance through increasing familiarity with other people and the environment (WG, 2020). The views of ODLs and CEs therefore built upon current research into place-responsive approaches to OL (Hall & Boocock, 2023; Jackson-Barrett & Lee-Hammond, 2018) and highlights the potential of SBOL in Wales to enhance cynefin to develop cultural pluralism and mitigate against the risk of tokenism and compounding discrimination (Harris et al., 2017; Schmidt et al., 2022). For example, advocacy for cynefin may appreciate an embodied and calm experience of place connection through hands-to-rock approaches (Hall & Boocock, 2023), alongside more traditional perspectives about the benefits of challenge and learning outside the comfort zone (Cosgriff et al., 2012; Humberstone & Pedersen, 2001; Priest, 1986; Veevers & Allison, 2011). This is perhaps reflected in Participant 5's discussion about the importance of "*mud on their faces... they're happy children... they need to get their hands in the soil need to be able to feel it*".

The current research contributes a new understanding in relation to ODL perspectives about the tension between inclusive SBOL and academic demands evidenced in the existing literature base. Notably, ODLs seemed to experience greater tension than CEs due to the financial pressures of needing to evidence the benefits of SBOL to school staff, especially in response to contemporary whole-system and whole-school budget cuts. This was different from the realities of CEs who appeared confident with curriculum implications of inclusive SBOL. As such, the pressure of academic demands appeared compounded by the ODLs professional identity as freelance practitioners working both internal and external to school systems. Evidence of this distinction is apparent in ODLs views about the importance of lobbying local government for specific central budgets to secure future work and ensure all pupils are able to access SBOL. The importance of financial security was further evidenced by the disposition of ODLs to compromise on their FS ideology in order to meet the budget constraints of their schools, such as increasing group size or conducting shorter sessions. Of interest, ODLs indicated a perception that WG financial support would more likely be approved if a budget request was made for a SBOL intervention specifically for those with ALN. Whilst the current research is not able to comment on the outcomes of budget approval rates, this highlights that financial barriers are perceived to influence on inclusion as a right of all CYP, and perhaps indicates the entrenched nature of debates about the meaning of inclusion as distinct from integration (Ainscow et al., 2006; Azorin & Ainscow, 2020; D'Alessio et al., 2010; Finkelstein et al., 2021; Göransson & Nilhom, 2014).

Collaboration and Teamwork:

Finkelstein (2021) defined Collaboration and Teamwork components of ITLP as the teacher working and communicating with other professionals and pupils, including learning from others to enhance practice. This connects to the role of the educator within Experiential Learning Theory (Dewey,

1938/1997, Kolb, 1984; Roberts, 2003), in which they hold an active influence on the learning process; welcoming individual diversity and personalising teaching strategies to support all pupils to make meaningful connections between experiences (Karppinen, 2022; Vincent-Snow, 2018). ODLs and CEs expressed collaboration and teamwork as a bidirectional dynamic between pupils and educators that placed importance on genuinely listening and responding to the pupils' views, rather than promoting a personal agenda. In this way, educators learnt to incorporate the pupils' personal interests in SBOL and support their intrinsic motivation towards learning and development opportunities. CEs suggested that this was particularly important to account for each individual's social-cultural view of the world and their personal histories which may cause SBOL to feel unsafe, overwhelming, or uncomfortable. This demonstrated an underpinning respect between all educators and their pupils, not only as autonomous and active learners in the learning process, but also as individuals who have the most potential to influence the future world. Results were expressed in terms of an Osmosis of Care, where the ideologies of ODLs were thought to permeate into the values and beliefs of their pupils and strengthen community identity over time. This was underpinned by an understanding of cynefin, whereby outdoor and familiar place can be a significant influence on the wellbeing and identity of all pupils.

In contrast to pupil dynamics, the existing literature base indicates that Collaboration and Teamwork between professionals is an underdeveloped aspect of ITLP in SBOL (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019). For ODLs, this appeared to be grounded by their dual position as both external and internal to the school systems they work within and the subsequent financial implications of needing to justify and prove the benefits of SBOL as an approach to senior leaders in the school. This meant that efforts to develop trust between educators and pupils were at times unfortunately invisible to outside professionals which thus detracted from relationships within wider systems. For example, one ODL expressed frustration at needing to knock down constructed dens to meet other adults' h&s expectations which indicated limited opportunity to collaborate with them on an alternative form of response. Compared with ODLs, CEs presented with more settled Collaboration and Teamwork because priority was placed on community relationships. This supported proactive and positive exploration of differences in practice during staff meetings that helped facilitate a cohesive school identity in relation to ITLP in SBOL and mitigated against unequal opportunities for "*the one chance child*" or a "*broken promise*" to the school community (Participant 2). CEs therefore appeared to advocate for a whole-school ethos of inclusive SBOL, since perspectives also built positive interpersonal relationships between school staff and parents, who were seen to visit the school and be shown the outdoor areas that gained their support for SBOL objectives.

The existing literature base indicated that a prominent reason for educator hesitation in applying inclusive SBOL was related to a lack of whole system support. However, in the current research, the New Curriculum for Wales was discussed as an illustration of senior leader support through close alignment between ITLP in SBOL and the objectives of the four purposes. This indicated that reformed education policy in Wales may offer the necessary top-down support identified in the scoping review to build educator confidence in delivering inclusive SBOL (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019; Marsh & Blackwell, 2023; McCree et al., 2018; Rickinson et al., 2012 [Study 1]). As Participant 3 discussed, education reforms in Wales are being interpreted as WG saying "*yes, carry on, carry on*!", to those practitioners implementing inclusive SBOL in Wales. This suggests that other challenges such as concerns about pupil behaviour and absconding, or weather barriers (Blakesley et al., 2013; Glanville, 2023; Marchant et al., 2019), may also need to be addressed in combination with top-down support to solidify the foundations and motivations for rights-based inclusion in SBOL.

5.7 Discussion

5.7.1 Relational Beliefs Underpinning ITLP in SBOL

From the results, subgroups appear to express different accounts of Relational Models (Friske, 2005) as underpinning ITLP in SBOL. As noted above, a typical relationship is conceived as a combination of two or more of the beliefs listed since individuals and groups engage in diverse ways (Fiske & Haslam, 2005; Zakharin & Bates, 2023).

Communal Sharing (CS)	Equality Matching (EM)	Authority Ranking (AR)	Market Pricing (MP)
• Based on commonalities between individuals within relationships and a shared identity that results in mutual recognition of social equivalence. Examples may include families or religious groups.	• Individuals are treated as distinct but equal partners within the relationship. Work inputs and outputs are divided equally where possible, and where this is not possible, will gradually be equalised over time.	• A hierarchical system in which social interactions and relationships are respected upon different levels of authority. Resources are distributed unequally based upon the hierarchical position.	• Relationships between individuals are based on a mutual exchange. The relationship is seen as a means to obtain desired resources or support, similar to a commercial partnership or exchange.

Outdoor Leaders: Results indicate that ODLs base their application of ITLP in SBOL on the ideal of Communal Sharing (CS) relational beliefs. The "true ethos" of FS (Participant 1) is seen to foster mutual respect for others and the environment, thus developing a shared identity as citizens of the world. Within this process, ODL reflections indicate that adults learn and develop alongside the pupils as the natural world forms the stimulus for lifelong curiosity, discovery, and learning. Child-led and experiential learning approaches are seen as critical to CS relational beliefs as they develop pupil autonomy and control to enhance the inclusivity of the SBOL experience. As such, ODLs advocate for the distribution of control within the outdoor environment including sharing this ideal with other colleagues within the school system. As noted above, this aligns with the belief that all pupils are innately "competent, capable, curious and creative" in the experiential learning process (Dewey, 1938/1997; Miller., 2019b; Roberts, 2003). ODLs build upon this foundation by indicating that pupils should also be trusted

to learn their own boundaries including in relation to aspects of h&s. This reflects scoping review findings which demonstrated that educators understand and apply ITLP in SBOL as an ethos of inclusion that permeates incidental interactions and enables all pupils to be "on an equal footing" with peers (Maynard et al., 2013b, p.220). Within this process, CYP are supported by educators to celebrate their achievements with peers (Glanville, 2023; Hussein, 2010; MacQuarrie, 2018; Maynard et al., 2013b), and work towards "independent actualisation" priorities of the Matrix of Needs as both a communal and individual goal based upon interaction (Bowen, 2021, p.552).

Whilst ODLs appear to consider CS as the ideal form of interpersonal relationships in relation to SBOL, in actuality Authority Ranking (AR) and Market Pricing (MP) relational beliefs appear most established as influences on their application of ITLP. This appears grounded by the ODLs position as both external and internal to the school systems, and the financial implications of justifying the benefits of SBOL to senior leaders within the school. Evidence for AR and MP beliefs is also noticeable in ODL discussions about the need to address inequities in opportunity as a result of societal hierarchy and social-economic disadvantage. Pressures on individual families and on schools are noted and lead ODLs to engage in third sector and community provision, and, to make significant adjustments to their practice. For example, the mention of diluting the "true ethos" of FS ideology (Participant 1) causes ODLs to limit the opportunities for healthy risk-taking offered in SBOL. This indicates that whilst AR and MP relational beliefs appear to widen SBOL access to disadvantaged groups, they may also reveal hidden marginalisation and discrimination since pupils with ALN are often most at risk of exclusion from activities when rules and boundaries are enforced in a one-size-fits-all approach (Aylward & Mitten, 2022; Glanville, 2023).

In relation to ODL perspectives, clothing offers a symbol of AR and MP beliefs whereby families experiencing disadvantage may not have the financial capacity to buy wellies or to clean or replace clothing that becomes worn and muddy. ODLs discussed this in relation to a need to make provision available so that all pupils can engage in their services, establishing precedent for future SBOL work. This was discussed in relation to financial justification of inclusive SBOL that highlights a hierarchical relationship between stakeholders; a dynamic that is further complicated by evidence that ODLs will adapt practices to keep themselves safe in response to fears about social judgement or litigation. This not only places school staff and parents in a position of authority, but results in ODLs applying a leadership role in SBOL which detracts from the implementation of a fully child-led and experiential ideology. Tensions are perhaps best represented by the invisible trust between ODLs and pupils discussed by Participant 4 that seemed insufficient to match wider social pressures and expectations for safety rules. This indicates that AR and MP relational beliefs may hinder an effective inclusive agenda since they perform as a barrier to pupil participation and challenge the personalisation of the experiential learning process through which individuals may make meaningful connections across dimensions of diversity (Karppinen, 2022; Vincent-Snow, 2018).

Classroom Educators: Similar to ODLs, Communal Sharing (CS) relational beliefs are seen to be a priority for CEs' application of ITLP in SBOL. However, a key difference for this subgroup is that CS appears as a more established and culturally responsive approach to ITLP in SBOL rather than an ideal in conflict. CS relationships are depicted in the discussion of a whole-school ethos and based around the significance of school community. This acknowledges that all stakeholders bring diversity of experience, perspectives, and beliefs, and that this

amalgamates into a complex and shared school identity which respects multiple and diverse ways of knowing (Hessami et al., 2022; Paulus, 2016). Within this communal culture, CEs recognise that for some individuals the outdoor environment may feel unsafe, overwhelming, or uncomfortable. For example, circumstances such as limited opportunity due to disadvantage, ALN and sensory needs, and/or experiences of bereavement following outdoor activities, were all acknowledged to highlight the range of experiences in relation to SBOL. In line with CS beliefs, CEs appeared to respond by welcoming dimensions of diversity and advocated for pupils to join in their own way to have genuine choice in their participation in SBOL. This stance mirrors debates about the importance of distinguishing genuine inclusion from integration in practice (please see 3.2.4; Ainscow et al., 2006; Azorin & Ainscow, 2020; D'Alessio et al., 2010; Finkelstein et al., 2021; Göransson & Nilhom, 2014), and offers a pathway for school communities to mitigate the risk of tokenism and marginalisation within ITLP in SBOL which research indicates can be a disempowering, isolating and invalidating experience (Harris et al., 2017; Schmidt et al., 2022).

Priority was also placed on community relationships as CEs welcomed the involvement of their parents and families within inclusive SBOL priorities. As noted earlier, CEs also sought to explore differences between CE practices during staff meetings to develop a cohesive whole-school identity and mitigate against unequal OL opportunities or a "broken promise" (Participant 2) to the school community. The difficulties experienced in relation to interpersonal relationships between colleagues of different perspectives therefore seems situated within a CS belief system as CEs advocated for a holistic and rights-based perspective of inclusion. Moreover, CEs sought to listen and respond to alternative worldviews in relation to both colleagues and pupils rather than enforcing traditional able-

bodied, colonial, middle-class discourses of OE (Humberstone & Pedersen, 2001; Rogers et al., 2019; Schmidt et al., 2022; Warren & Breunig, 2019; Warren et al., 2014). This revisits Hayes' assertion that:

"We also need to listen to those who have chosen to opt out, to exclude themselves from 'outdoor activities' and to consider why. It is not enough to simply provide them with resources and materials to enable them to participate in what we offer, what WE like doing. We need to explore other ways of being outdoors. We need to address the apparent hierarchical nature of activities being labelled as soft or hard, risky, or safe, with the inherent implication that one is inferior to the other" (Hayes, 2014, p.49).

As such, the importance of accounting for pupil voice is a theme shared between rights-based perspectives of inclusion and the views of CEs. This connection is further supported by Goodfellow's (2021) research that signalled pupil voice can be a primary method to mitigate inherent power imbalances when applying ITLP in SBOL. It relates to Hayes view which draws attention to broader hierarchical influences on the delivery of ITLP in SBOL. CE results indicated that not all hierarchical structures need to be perceived as a detriment to practice, as CS relational beliefs appeared well-supported by Authority Ranking (AR) beliefs. This dynamic seems distinct from the ODLs experience of hierarchical tensions as a result of balancing competing ideologies and financial pressures. Rather, CEs appeared to interpret top-down influences as protective of their application of ITLP in SBOL and framed this in relation to clear and consistent communication about policy changes to school staff and parents. For example, the broader support of the New Curriculum for Wales appeared to enhance AR relationships because the whole-school system could feel confident in their approach.

Results also indicated that Equality Matching relational beliefs were an additional source of support for an overarching CS perspective. This referred

specifically to CE's nostalgic view of the natural world as based on romantic era ideals whereby indoor and outdoor environments were construed as equally important influences on the holistic development of pupils. Importance was particularly placed on CYP reconnecting with nature as part of their innate and evolutionary drives to discover, explore, climb, and collaborate. This draws a connection to the Matrix of Needs as a foundation of relational beliefs as safety, sustenance, and social collaboration are considered by CEs to form the universal nature of humans as sources of independent actualisation (Bowen, 2021).

5.7.2 Values Underpinning ITLP in SBOL

Differences between the relational beliefs of ODLs and CEs reflects a contrast in the underpinning values driving their daily practices (Karppinen, 2022). Schwartz's (2012) Theory of Basic Values distinguishes ten universal and evidenced-based values that individuals may prioritise in various combinations (please see Appendix I for a table of defining characteristics). These can be complimentary or in conflict as reflected by Schwartz' circular diagram.
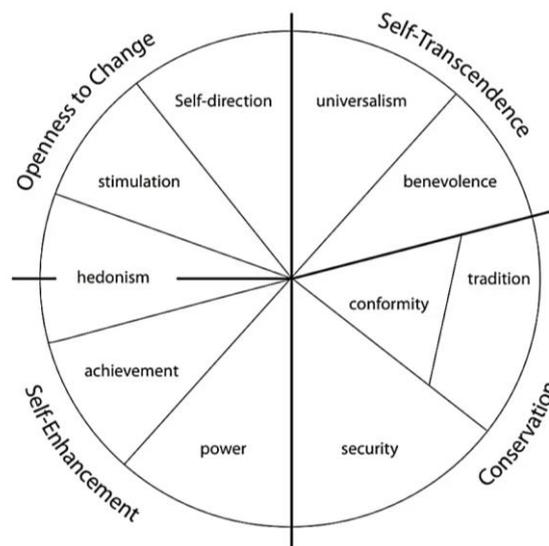
Note: The Theory of Basic Values (as shown in Figure 14; reprinted from Schwartz, 2012, para. 17).

Outdoor Leaders: ODL results highlighted the importance of several overt values that aligned with their FS ideology. This included aspects of Stimulation and

Self-direction that were seen to underpin the priorities of child-led learning such as independence of thought and action, the ability to make choices, to explore and experience excitement and challenge. These defining features align the FS ideology with traditional OE priorities for CYP to experience adventure and go beyond their comfort zone to develop their physical and moral character (Priest, 1986). Results also indicated a priority for Universalism as a value that drives the EE narrative, including the importance of appreciating and protecting the natural world. Through Universalism, ODLs also hold understanding and appreciation for others, including a focus on equality and equity within interactions. As such, whilst the ideological basis of OE Stimulation and Self-Direction appears implicit in FS and may seem a risk to ITLP due to promoting a narrative that the outdoors is not appropriate for all (Humberstone & Pedersen, 2001; Schmidt et al., 2022); values of Universalism appear to protect a rights-based perspective of inclusion and facilitates acceptance of dimensions of diversity (Schmidt et al., 2022).

The perspectives of ODLs indicates that they do however experience conflict between these Openness to Change values and aspects of Conservation. Namely, ODL actions suggest an inner struggle in also striving to maintain Tradition, Conformity, and Security in personal identity. All ODLs raised the importance of respecting their FS traditions, but that their commitment was unbalanced by a need to conform to social norms and school expectations. This indicated a high level of self-discipline in restraining their desires for "true" SBOL (Participant 1), for the purpose of maintaining safety and stability within their social relationships. Results therefore depict concerns about dilution in FS ideologies within UK schools as underpinned by a conflict in values (Glanville, 2023; Harris, 2021; 2023; Leather, 2018; Waite, 2020; Whincup et al., 2021). Discussions about financial implications of adapting practice provides further

evidence that ODLs are guided by the value of Security to a greater extent than Conformity, Tradition, Universalism, Self-direction, or Stimulation.

Whilst these values appear as overt considerations within ODLs' application of ITLP in SBOL, Power appeared as a deeper and perhaps unconscious value driving practice. This related to the overarching acceptance of aspects of control and dominance over other people and resources, including defining traits of ambition, success, capability, and motivation. ODL perspectives on the natural world highlighted this, by suggesting that SBOL fosters an innate human nature to compete for resources and territory, and to strive for a personal agenda, which Participant 4 related to a "Lord of Flies" mentality. Moreover, all ODL perspectives acknowledged the intrinsic power differentials in wider society; highlighting a perspective that other individuals hold control of financial budgets and thus decision making capabilities. In these situations, ODLs discussed alternative ways they worked to support those of social economic disadvantage, including making requests for additional budgets. However, ODLs did not dispute the perceived hierarchical nature of wider society, which may indicate an entrenched belief about the permanence of social roles. This reflects their own hierarchical position within the school setting, whereby other individuals are perceived to hold greater power and are thus able to compel ODLs to direct CYP on their behalf, particularly in relation to h&s concerns. This further reveals the hidden emphasis placed on power as an underpinning conflict in values, as ODLs appear to hold assumptions that CYP require adult supervision despite promoting a child-led and trusting relationship. Evidence includes ODLs pre-emptively ensuring the safety of climbing trees whilst informing CYP that it is their responsibility to check for risks, alongside Participant 4's assertion that "while [SBOL] is child-led it is adult facilitated. Because it has to be... they don't keep themselves safe".

<u>Classroom Educators:</u> CE results indicated overt emphasis on Self-Transcendence values of Universalism and Benevolence. This prioritised the importance of qualities such as helpfulness, care, and forgiveness within both adults and pupils, alongside aspects of equality and equity of participation. CEs especially advocated for awareness and understanding of each pupil's individual needs and highlighted the importance of listening to pupil voice and facilitating genuine choice in participation. This tied to Self-Direction values and promoted opportunities for creativity, freedom, and independence, supporting an assertion that incorporating pupil voice into decision making processes is a foundation of ITLP (Goodfellow, 2021). A prominent example of these values in action was provided by Participant 2, who facilitated options for a pupil with autism and sensory needs to participate gradually in their own way. They noted his extreme response to wind, and mud on his wellies, "if I go up there, I will die"; and an awareness of the importance of adapting practice as part of ITLP, "there was no expectation that he'd come… we would never guilt him". Moreover, views appeared to critique those professionals who may seek to prioritise a personal agenda for traditional ideologies of challenge and going beyond the comfort zone by coaxing a pupil's participation; "obviously it <u>is</u> frustrating because you know that when he's up there, he is going to enjoy, <u>but at what expense</u>, you know?" [emphasis added] (Participant 2). This highlighted that CEs primarily prioritised Benevolence and Universalism as a foundation of Self-Direction when applying ITLP in SBOL.

These complimentary values reflect the discussion of Hayes (2014) within the existing OE research base, who used the Aesop's Fable of the Tortoise and the Hare to discuss an ethos of inclusion as a celebration of individual differences and dimensions of diversity. The Hare may be experienced, prepared and energetic towards challenging OL opportunities, whereas the Tortoise "would feel more at

ease", with a gentle walk with other tortoises, sharing stories and enjoying the outdoor experience (Hayes, 2014, p.44). Both approaches promote the value of Achievement by highlighting the significance of personal successes and accomplishment of self-directed goals. As such, the different objectives of the Hare and the Tortoise are seen to be equally relevant, important, and beneficial; a view that aligns with other culturally responsive research based upon a two-world pedagogy which similarly respects diverse and multiple forms of knowledge and the value of learning from other people and places (Hessami et al., 2022; Paulus, 2016; Schmidt et al., 2022). This connects CEs values of Benevolence with broader discussions about recognising and addressing challenges to inclusion such as tokenism and intersectionality (Crenshaw, 1989/2013; Harris et al., 2017; Schmidt et al., 2022) and mitigating the risk of hidden discrimination and exclusionary practices in SBOL (Aylward & Mitten, 2022; Hall & Boocock, 2023).

A defining feature of Benevolence is the preservation and enhancement of the welfare of another who is positioned within the same in-group (Biber et al., 2008; Schwarts, 2022). This refers to Social Identity Theory (Tajfel & Turner, 1979; 1984), as a psychological lens through which interpersonal relationships can be understood. CEs promoted a whole-school approach to SBOL that was inclusive of the situated nature of the local community, and placed emphasis on supporting the "one-chance child" (Participant 2) to thrive by collaborating with parents and families to facilitate SBOL opportunities. This indicates that the value of Benevolence is complimented by emphasis on Tradition, and the respect and commitment on which the CE's local culture is based. For example, Participant 5 discussed that the gardening group and "Spare-Parts" activity were initially developed and guided by parent motivations and influences. As such, values of Benevolence were guided by CE perspectives that all pupils were part of their

school community. This association relates to the existing literature base as inclusive SBOL is perceived to create a sense of belonging, self-esteem, and identity within the class in-group and to influence pupil attitudes, behaviours, and perspectives (Tajfel & Turner, 1979; 1984). More specifically, in-group dynamics were represented through discussions about all pupils being on an "equal footing" within the outdoor environment (Maynard et al., 2013b, p.220), able to experience interpersonal connection through demonstrating and sharing their skills with peers (Hussein, 2010). This relates to a psychologically informed definition of inclusion as a way for all pupils to feel valued and experience belonging to their school community without having to conform (BPS, n.d), and associates with the significance of cynefin for pupils in Wales (WG, 2020a). Through Benevolence and Tradition, CE's therefore promote layers of relationships, communication, and autonomy as foundations of human needs, which are features of independent actualisation within The Matrix of Needs (Bowen, 2021). This means that the values of CEs appear to promote the development of a quality of life by enhancing safety needs and fostering inclusive opportunities for holistic development. This is evidenced by CE perspectives that they hope to enhance CYP's personal circumstances by fostering aspirations for the future and establishing skills such as growing food that can address social economic disadvantage. As such, values further reinforce the holistic development of pupils by connecting communal relationships with both experiential learning through the ZPD (Vygotsky, 1978), and to individual psychological wellbeing as depicted by the PERMA+4 model (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018).

Similar to ODLs, CE results indicated that daily practices were underpinned by unconscious and hidden emphasis placed on Power, including aspects of authority, social power, and preserving public image. This was

particularly noticeable in reflections on the CE's realist ontological position whereby perspectives indicated a right way to conduct ITLP in SBOL as based upon the expertise of others and top-down policies of WG. This relates to CE's understanding about their position within a school system hierarchy. CEs required planning and preparation time to be given or allocated *to* them by their line manager to ensure sessions were structured so that experiential and child-led learning could take place. CEs therefore engage in a process that is reliant on assumptions about a need for authority when utilising ITLP in SBOL. This indicates that although CEs advocated and experienced Communal Sharing relational beliefs, these appear underpinned by a hidden power dynamic that results from potential concerns about social judgement if efforts to apply ITLP in SBOL went "wrong" (Participant 1; Participant 4). One example was provided by Participant 2 who discussed experiences of "stinkers" of outdoor lessons and noted, "thank God nobody was watching me". Whilst initially this seems in conflict with the communal aspects of Benevolence including honesty and forgiveness; there appears a more complicated relationship between these values since they share a priority of fostering an in-group. Notably, whilst Benevolence highlights the benefits of in-group belonging such as feelings of safety, the value of Power perhaps indicates an unconscious awareness that social motivation is driven by fear of exclusion. The subsequent pressures of this position are apparent through the romantic era ideals and evolutionary perspective on inclusive SBOL, whereby CE results indicated a nostalgia for being free from societal constraints and pressures. This mirrors the current literature base which associated the wellbeing of pupils and CEs, with a perceived freedom from the metaphorical weight and "shackles" (Marchant et al., 2019, p.16) of strict expectations and structures in school (Blakesley et al., 2013; Glanville, 2023; Marsh & Blackwell, 2023; Maynard et al.,

2013b). Subsequent positive emotions were noticed and discussed in relation to the freedom to engage playfully with their environment (Maynard et al., 2013b; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022), and experience awe and wonder in the natural world (Blakesley et al., 2013; Glanville, 2023; Maynard et al., 2013b).

5.7.3 Implications for ITLP in SBOL

The current research sought to apply Relational Models Theory (Friske, 2005), and Schwartz's (2012) Theory of Basic Values to contribute an answer to the following research question:

RQ: What can we learn from the perspectives of early educators about the values and relational beliefs that underpin Inclusive Teaching and Learning Practices (ITLP) in School-Based Outdoor Learning (SBOL)?

Discussion of results indicated that several combinations of values and relational beliefs underpinned the ITLP of early educators implementing SBOL. Figure 17 provides a diagram to represent the generated similarities and differences across ODLs and CEs.
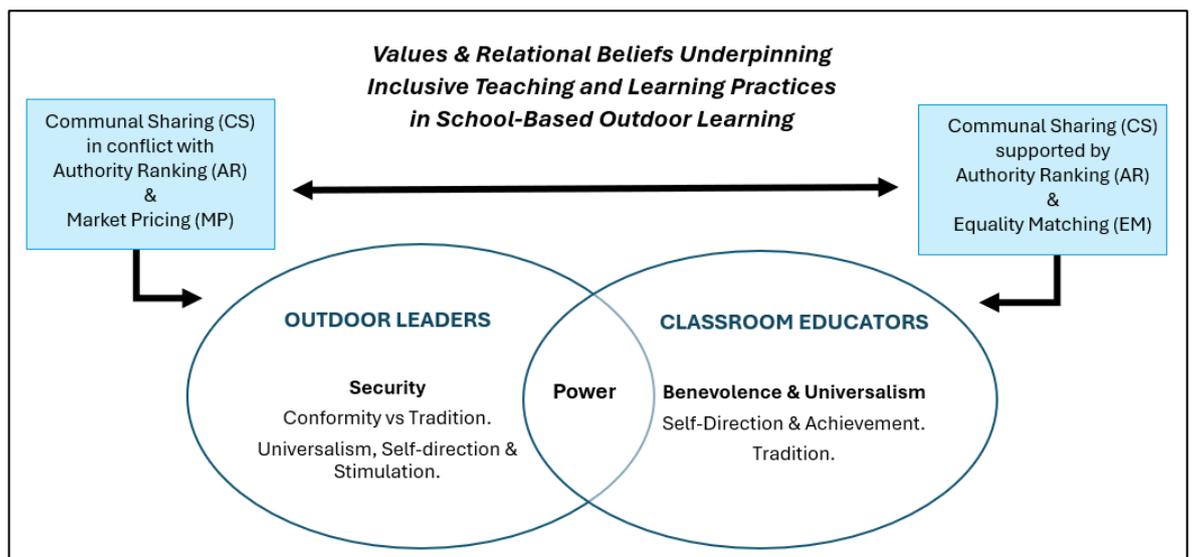
Figure 17: Values and Relational Beliefs underpinning ITLP in SBOL.

Cohesive beliefs about the importance of Communal Sharing (CS) relationships were apparent from the discussion of results. For ODLs, this form of

relationship offered an ideal ethos of inclusive SBOL; albeit difficult to realise in practice, that was aligned with ideologies of FS, and a version of OE and EE that respected and advocated for dimensions of diversity. In comparison, the perspectives of CEs indicated that CS relational beliefs are achievable in daily practice through the priorities of a whole-school ethos and developing established connections within the local community.

The different roles and positions of ODLs and CEs influenced variation in the combination of other relational beliefs (Zakharin & Bates, 2023). Emphasis on Authority Ranking (AR) was shared across subgroups, however, there were differences between them for how this was juxtaposed in relation to CS beliefs. For ODLs, AR appeared in conflict to their ideal CS beliefs; a difficulty compounded by Market Pricing (MP) dynamics and the financial implications of their position as both internal and external to the school system. In comparison, the AR beliefs of CEs were perceived as supportive of overarching CS interpersonal relationships particularly as a result of honest and consistent top-down communications from senior leaders. CEs also perceived Equality Matching (EM) relational beliefs to be an intrinsic aspect of inclusive SBOL, since the outdoor environment; as a special place, offered learning opportunities that connected with innate and universal human drives and were considered equally important to classroom learning. Of significance, both ODLs and CEs indicated that recent curriculum reforms in Wales offered WG AR relational support through the perceived social hierarchy that enhanced educators' safety and security needs, and developed confidence in their application of ITLP in SBOL. This contrasts with current understanding in the existing literature base and highlights the importance of accounting for ITLP in SBOL as a situated concept, influenced by the social, cultural, and historical context in which it is conducted.

The variation in relational beliefs between ODLs and CEs appears established by a foundational difference in their underlying values of ITLP in SBOL. The circular diagram of Friske (2005) indicates that ODLs experienced greater conflict in values than CEs. In part, this seemed due to the overt emphasis on security, which led to conformity as a barrier to genuine inclusion and builds on the scoping review findings that safety needs are a significant influence on ITLP in SBOL. In line with CEs experiences of CS as a whole-school ethos grounded by community connection, Benevolence and Universalism were most apparent driving values on their practice. This appeared to be complimented by other values of Self-Direction, Achievement, and Tradition, that were interpreted in line with a rights-based and holistic understanding of inclusion.

Alongside these overt values, the perspectives of both ODLs and CEs indicated a hidden and unconscious emphasis on the value of Power. This appeared as a substantial influence on the ITLPs of all educators in SBOL, especially since markers of Power appeared enmeshed with perceptions of social norms. For example, the assumption and expectation that social judgement will develop from a 'right' form of ITLP in SBOL, or that CYP have an innate human drive to compete for resources and territory. The result of Power underpinning educator perspectives on ITLP in SBOL is evident through the influence of AR relational beliefs across both subgroups. However, whilst power dynamics and hierarchical relationships appeared as a barrier to ODL's implementation of ITLP in SBOL, these same aspects were supportive of CE practice. As such, it is important to recognise that Power is intrinsically a neutral value and can complement both protective factors or barriers to ITLP in SBOL depending on its application and association with other values and relational beliefs. This appears to align with a Foucauldian sense of Power as a relational and social form of knowledge whereby

we must "cease once and for all to describe the effects of power in negative terms" as it "produces domains of objects and rituals of truth" (Foucault, 1977, p.194).

5.7.4 The Symbolisation of Pristine Wellies

Foucault's quote listed above indicates that intrinsic power structures within society shape the thoughts and actions of individuals and establish the expected norms of daily routines. The nuanced complexity of this process reflects educator views about tensions in practice and may helpfully be represented through the image of pristine wellies as a metaphorical symbol for ITLP in SBOL across the perspectives of both CEs and ODLs.

Firstly, this symbol may represent the initial participation of young children in SBOL at the start of their educational journeys as they learn to independently dress for outdoor activities. In these circumstances, the pristine nature of children's wellies captures a moment in time when the SBOL experience is brand new. It also highlights that even at this early stage, educators can feel pressured by unspoken social expectations and perceived judgements regarding pupil progress. This was expressed as a heightened sense of stress and apprehension when additional preparation time was required, which may indicate a difficulty in achieving balance between perceived social expectations regarding academic attainments and core beliefs or personal values tied to sustaining patience and celebrating small steps in development.

Research results further indicate that when these tensions are carefully balanced, school staff appear better prepared to effectively include all children in SBOL. This appears to involve supporting pupils to take up their wellies in different ways as would best meet their individual needs and any dimensions of diversity. This suggests that pristine wellies may also symbolise the importance of child-led choices as a core component of meeting basic safety needs and building a solid

foundation for ITLP in SBOL. Participant 2's striking description of a pupil's experience of SBOL makes clear this association, as they recall, "oh, my word, he was scared of the wind... the Secret Garden was an absolute, 'if I go up there, I will die' ...and then he stepped in a bit of dirt and he had a bit of dirt on his wellies, and that was it then, for about a month- literally a month" (Participant 2). This example not only highlights the relevance of the pristine wellies symbol but signifies the justification of ensuring rights-based inclusion accounts for pupil voice and responds with flexibility to pupil needs.

Associated with the careful balance of navigating social expectations alongside actioning core values and relational beliefs, the conceptualisation of pristine wellies also performs as a symbol of circumstance in which early educators may not yet have achieved harmony in their operationalisation of ITLP in SBOL. This refers to participant perspectives that social judgements can grow into unsurmountable challenges or barriers and result in adjusting practices in ways that misalign with personal values and/or relational beliefs. A prominent example provided by Participant 4 and Participant 5 relates to discussions about health and safety requirements and the subsequent fear of litigation. These concerns caused educators to become avoidant towards SBOL, to tighten rules and to reduce riskier outdoor activities as driven by their own safety needs. This was seen to subsequently limit the equality of opportunity in SBOL lessons, which, metaphorically speaking, hindered pupils from maximising the use of their wellies meaning they retained a pristine nature. In these cases, the symbol therefore denotes context specific barriers to inclusive SBOL opportunities and the potential disproportionate impact of unplanned adaptations on diverse groups such as those pupils with ALNs and/or experiencing social-economic disadvantage. This connects with educator views about the significant influence of the wider school

community and particularly, the protective impact of whole-school policies and community support on the positive and cohesive enactment of early educator relational beliefs and values within inclusive SBOL practices. Testament to this support, donations of waterproof clothing and wellies were a prominent example discussed by both CEs and ODLs as a protective factor in delivering genuinely inclusive SBOL and a pathway to foster social equity.

Lastly, Foucault's quote regarding the influence of power structures on establishing societal norms reflects the broader significance of inclusive SBOL on the ethical development of pupils across their lifetimes. This returns full circle to the historical debates about the definition and purpose of OL as a distinct field, and the contemporary rights-based discourses of the New Curriculum for Wales which advocates for inclusive practices that develop ethically informed citizens of the world. This lends further depth to the symbol of pristine wellies as a man-made object derived from natural materials, as it can remind individuals to consider the role of environmental ideologies on an educator's motivations to utilise ITLP in SBOL. This draws attention to the potential impact of ideological differences between CEs and ODLs when utilising SBOL in regular routines and subsequently reinforces the need for training, shared practice, and shadowing opportunities so that educators may not only develop their knowledge and skills but also a shared and cohesive view of genuinely inclusive SBOL.

5.8 Conclusion

The current research explored the values and relational beliefs that underpin educator's understanding and application of Inclusive Teaching and Learning Practices (ITLP) in School-Based Outdoor Learning (SBOL). Research was informed by a rights-based perspective on inclusion and a constructivist

definition of SBOL informed by the context of Wales. Semi-structured interviews with six Early Years educators in South Wales generated several themes including: Building Layers of Interconnection; Traversing Positions of Power; A Community of Bidirectional Trust; Working Towards Transformative Experiences; and The Structured Freedom of the Outdoors. Discussion indicated that several combinations and conflicts in underpinning values and relational beliefs informed the ITLP of ODLs and CEs. Most prominently, results indicated that early educators prioritise Communal Sharing relational beliefs in their application of ITLP in SBOL, and that Power; as a neutral, hidden, and unconscious value, may significantly influence the implementation of genuine rights-based inclusion in daily practices.

The current research provides additional support that Finkelstein's (2021) model of five essential areas of competence for an inclusive teacher is a useful main framework through which educator competency in inclusive SBOL practices can be understood. It may compliment other prominent and psychologically informed theories related to SBOL such as Experiential Learning Theory (Dewey, 1938/1997, Kolb, 1984; Roberts, 2003), the Zone of Proximal Development (Vygotsky, 1978), the Matrix of Needs (Bowen, 2021), and the PERMA+4 model (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018). Existing literature has indicated that Determining Progress, and Collaboration and Teamwork, are the most underdeveloped elements in Finkelstein's model due to their association with several barriers and challenges to ITLP in SBOL (Blakesley et al., 2013; Davies & Hamilton, 2020; Marchant et al., 2019). ODL and CE perspectives appear to support the scoping review findings that safety needs and interpersonal relationships are important considerations in progressing these aspects to address associated challenges to inclusive practice. Moreover, that these elements be

considered in relation to unconscious power dynamics and Authority Ranking belief systems.

The concept of pristine wellies has been suggested as a symbol of the multiplicity of power dynamics and hierarchical structures within school systems that persists across the diverse perspectives of both ODLs and CEs. Results indicate that several interpretations may coexist as are detailed in section 5.7.4, and these are considered to frame a starting point in how the complexities of ITLP in SBOL can be understood. To summarise, pristine wellies may symbolise the educator's role in providing proactive support to all pupils, celebrating diversity, noticing and addressing inequities, valuing pupil voice, exploring environmental ideologies and gaining community support. These facets highlight the broad and deep-rooted influence of values and relational beliefs on educator practices and is considered to contribute a new understanding of ITLP in SBOL by bringing meaning, power dynamics, and the operationalisation of inclusion to the forefront of discussion.

5.8.1 Developing a Reflective Framework of ITLP in SBOL

The results of the current research contribute to the existing literature base by providing evidence of how values and relational beliefs may connect to Finkelstein's (2021) model and promote high-quality inclusive practices. This was an important step forward as values and relational beliefs are recognised to guide daily practices (Karppinen, 2022) and genuine rights-based inclusion requires a reconceptualisation of underlying principles and not only an awareness of a collection of practices (Eksteen, 2019; Mittler, 2012). An example of how Finkelstein's (2021) model may be enhanced by the current research and complimentary psychological theory and frameworks is offered in Figure 18 and Figure 19. These aim to transpose main findings of the discussion into a functional information sheet and record form for professional use.

Stage One:
The Roots
What values underpin practice?
(Select all that apply and rank in order of importance)

Self-direction: Freedom to be independent.
Universalism: Appreciation, tolerance and protection of others and the natural world.
Benevolence: Being helpful, caring and honest to others.
Tradition: Respect and commitment to existing customs.
Conformity: Obedience to rules and self-restraint of impulses or actions that may upset or harm others.
Security: Having stability in expectations, relationships and identity.
Achievement: Developing skills for personal success and accomplishment.
Hedonism: Personal benefit though pleasure and enjoyment.
Stimulation: Having excitement and challenge through new experiences.

Ask yourself: In your setting, how can *Power* dynamics influence pupil participation in SBOL? How may this change interactions and/or expectations between pupils, school staff, SLT, families, the Local Authority or others? Is this helpful or unhelpful to delivery of ITLP in SBOL?

Stage Two:
The Stem
What relational beliefs guide practice?
(Select all that apply and rank in order of importance)

Communal Sharing: There is one shared understanding of inclusive SBOL within my setting and everyone has an equal role in supporting all pupils to participate.
Equality Matching: We are a group of distinct individuals with different perspectives about ITLP but are working together to contribute equally to the implementation of SBOL.
Authority Ranking: We are part of a hierarchical school structure and the amount of responsibility for implementing ITLP in SBOL is distributed based upon the individual's role.
Market Pricing: School system relationships and the responsibility to implement ITLP in SBOL are both based upon mutual exchange i.e., the resources and support I receive and can provide to others.

Stage Three:
The Petals
How is inclusion operationalised?

Collaboration & Teamwork
How do individual values (Stage One) and relational beliefs (Stage Two) contribute to our whole-school ethos?
Are individual and/or whole-school values and relational beliefs in harmony or conflict i.e., do they support or hinder the inclusion and participation of all pupils in SBOL?
When can we celebrate strengths and explore solutions to desired changes together?
How do we foster local community support?

Determining Change
How do we relate SBOL sessions to the Four Purposes of the New Curriculum for Wales?
How do we recognise the strengths, skills and knowledge of pupils before, during and after SBOL sessions to promote positive change over time?
How are pupils supported to reflect on their learning and holistic development?
How do we record and share our understanding of change?

Organisational Practices
Do staff have robust planning and preparation time?
Are expectations inclusive of differences?
How are transitions supported?
How are barriers to access identified & overcome?
How do we listen and act on pupil voice to enable autonomy of choice during SBOL?

Social, Emotional & Behavioural Practices
How can teaching practices be relational and responsive to need?
How do we welcome and support dimensions of diversity to enhance group success?
How do we develop cynefin i.e., a place of belonging and reassurance where people, landscapes, sights and sounds are familiar and recognisable?

Instructional Practices
How is learning tailored and authentic for groups, pairs and individuals?
How can SBOL tasks develop a pupil's personal identity and socio-cultural awareness?
How is reflection about encouraged to help connect concrete experiences with existing knowledge and skills?
How can instructional practices be shared with others to foster new ideas and approaches?

Final Thoughts: Supporting safety needs helps enable all pupils to flourish during School-Based Outdoor Learning: What support is needed before, during and after SBOL to ensure both staff and pupils feel safe to participate and to belong as a member of their school community i.e., can they share ideas without judgement, contribute to group objectives, experience connection to local places, celebrate and build on strengths, and make choices about working beyond their comfort zones?

Figure 18: A Reflective Framework of Inclusive Teaching and Learning Practices for School-Based Outdoor Learning – Information Sheet

Stage One:
The Roots
What values underpin practice?
(Select all that apply and rank in order of importance)

Self-direction: Yes / No, Ranked =
Universalism: Yes / No, Ranked =
Benevolence: Yes / No, Ranked =
Tradition: Yes / No, Ranked =
Conformity: Yes / No, Ranked =
Security: Yes / No, Ranked =
Achievement: Yes / No, Ranked =
Hedonism: Yes / No, Ranked =
Stimulation: Yes / No, Ranked =

Comments?

Power:
Dynamics =

Helpful / Unhelpful?
Comments?

Stage Two:
The Stem
What relational beliefs guide practice?
(Select all that apply and rank in order of importance)

Communal Sharing:
Yes / No, Ranked =
Equality Matching:
Yes / No, Ranked =
Authority Ranking:
Yes / No, Ranked =
Market Pricing:
Yes / No, Ranked =

Comments?

Stage Three:
The Petals
How is inclusion operationalised? Agreed actions for desired change?

Collaboration & Teamwork

Determining Change

Organisational Practices

Social, Emotional & Behavioural Practices

Instructional Practices

Agreed Actions: Supporting safety needs of both staff and pupils within School-Based Outdoor Learning:

Figure 19: A Reflective Framework of Inclusive Teaching and Learning Practices for School-Based Outdoor Learning – Record Sheet

5.8.2 Implications for EP Practice

The priorities of IED in SBOL closely align to the statutory duties and ethical responsibilities of Educational Psychologists (EPs) (BPS, 2022). The Health and Care Professions Council (HCPC) sets out that EPs must work within legal and ethical boundaries, respect and uphold the rights of CYP, recognise the impact of culture, equality, and diversity on practice, and conduct work in a non-discriminatory and inclusive manner (HCPC 2023). Several opportunities exist through which EPs may provide support to educators to raise awareness of and address the identified potential for marginalisation and discrimination within SBOL (BPS, 2022). This may relate to the broad functions of the EP role in applying psychology within consultation, whole-system policy review as a critical friend, or training delivery to enhance skills and confidence of school staff (Berger, 2013; BPS, 2022; Goodfellow, 2021; Farrell, 2014; Fallon et al., 2010; Squires & Farrell, 2007).

The current research indicates that whole-school approaches may be most impactful to raise awareness of conflicting and complimentary values and relational beliefs underpinning ITLP in SBOL. This would align with a Communal Sharing (CS) ideal of relational beliefs as a support of inclusive SBOL which aims to facilitate exploration and mitigation against challenges to rights-based inclusion such as tokenism, intersectionality, hidden discrimination, and exclusionary practices (Aylward & Mitten, 2022; Crenshaw, 1989/2013; Harris et al., 2017; Hall & Boocock, 2023; Schmidt et al., 2022). The model proposed in Figure 18 and Figure 19 may be utilised by EPs alongside educational professionals in Wales to enhance school-based practice and ongoing processes of reflection in line with the New Curriculum for Wales, an ideology of cynefin and a rights-based perspective of inclusion. The model may be used as a springboard for consultation or training and has the potential to be reviewed as a measure of whole system change over time. The model is designed to be applied

dynamically, encouraging reflection on underpinning values and relational beliefs alongside Finkelstein's (2021) essential components of an inclusive teacher. Research indicates that the EP is well-placed to mitigate inherent power imbalances that CYP can experience within society, by advocating for pupil voice (Goodfellow, 2021). The model takes this into account by highlighting the importance of gathering pupil views as part of a whole-school ethos of inclusion. Of note, the order of Finkelstein's components has been updated in the proposed model to mirror the experiential learning basis of SBOL. Furthermore, the underpinning message of the model relating to safety, is based upon Bowen's (2021) Matrix of Needs and aims to advocate and promote the safety needs of both pupils *and* educators as an intrinsic foundation of ITLP in SBOL and offer a pathway to holistic wellbeing and independent actualisation.

5.8.3 Recommendations for Future Research

As the current research is based upon six early educators in South Wales, questions remain about educator perspectives, values and relational beliefs relating to ITLP in SBOL in other social and cultural contexts. Future research could thus seek to build on current findings by exploring the robustness of the proposed Reflective Framework, including exploring application in practice, longitudinal use or reviewing the model's capacity to develop inclusive practices over time. Further systematic review using broader PCC criteria (please see section 4.5) would also be helpful, as the current research raises questions about less frequently discussed dimensions of diversity including culture, ethnicity, race, and gender; as well as international or European perspectives in aspects of IED in SBOL. The current study supports the scoping review findings that there is a dearth of *awareness* in relation to inclusion in OL (Aylward & Mitten, 2022; Fronzek, 2023; Jordan & Chawla, 2022), and builds on this understanding by evidencing that ongoing confusion and interchangeable use of key terms (Anderson et al., 2021; French et al., 2023; Nichols, 1982; Parkin, 1998; Ray &

Jakubec, 2018) may hide IED research in the literature base. As such, use of Anderson et al's (2021) constructivist definition is recommended to help researchers demarcate their focus in line with local contexts and research purposes. Further research and review in relation to ITLP in SBOL will therefore be helpful to complement existing knowledge, to review the model in line with developing understanding, and to facilitate whole-system legislative and policy change.

Results supported the scoping review findings about the importance of responding to educators' safety and relational needs as a foundation of ITLP in SBOL. As such, it is recommended to conduct further qualitative research to investigate what may be helpful in relation to ongoing whole-system support. As in the current method, it would be particularly useful to gather and analyse subgroup data of ODLs and CEs separately to take account of differences resulting from school staff positions and dynamics. Whilst this study did not deliberately recruit FS leaders, the current research supports the popularity of the approach in UK schools. This indicates that an explicit focus on FS in relation to the Reflective Framework of ITLP in SBOL, would be helpful to contribute to debates about ideology dilution (Glanville, 2023; Harris, 2021; 2023; Leather, 2018; Waite, 2020; Whincup et al., 2021).

Main results highlighted that Authority Ranking relational beliefs and hidden or unconscious value placed on power may be intrinsically associated with challenges relating to inclusive SBOL. This raises several questions about how best to respond to unconscious drivers of behaviour. Future research is recommended to deepen understanding about these factors, explore transferability across contexts and investigate implications on educator's statutory responsibility to ensure all CYP have a right to an education free from discrimination and are supported to fulfil their potential (UNCRC, 1989; The Equality Act (UK) (2010); The Rights of Children and Young Persons (Wales) Measure, 2011).

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The Power Dynamics of Pristine Wellies: Educator Perspectives on Inclusive Teaching

and Learning Opportunities within School-Based Outdoor Learning in South Wales

Part Three: Major Research Reflective Account

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6.0 Part Three: Major Research Reflective Account

6.1 Introduction

This chapter provides a critical appraisal of the research process. It is presented in two sections. Section One offers a reflective and reflexive account of my development as a research practitioner, and an appraisal of prominent decision-making processes related to the research paradigm, design, recruitment, analysis, and research ethics. Section Two provides a critical account of the current study's contribution to knowledge and plans for future dissemination.

This chapter is written from a first-person account to adhere to the "spirit of qualitative inquiry" (Mirhosseini & Mirhosseini, 2020, p.201). This draws on an understanding that "use of the first person is inextricably linked to reflexivity", by making explicit the role of the researcher in the production of knowledge (Lazard & McAvoy, 2020, p.163). This chapter includes excerpts from the researcher's reflective diary to facilitate the reader's understanding of the contextualised complexities of the study and to highlight how personal, social, theoretical, and political influences have shaped the research process and conclusions drawn (Lazard & McAvoy, 2020).

6.2 Critical Account of the Development of the Research Practitioner

6.2.1 Development of the Research Topic

The initial idea of exploring inclusion within the context of SBOL formed organically through my role as a Trainee Educational Psychologist (TEP). In particular, an incidental conversation with an Additional Learning Needs Co-ordinator (ALNCo) after her school's Estyn inspection begun my thinking about the role of the EP in providing advice and support that can account for the variety of school-based learning environments that CYP experience. I was particularly

inspired by the ALNCo's uncertainty about how best to support all students to participate in the outdoor environment, despite expressing an awareness of the potential benefits of learning outdoors including emotional health and wellbeing, social skills, and school attendance.

"I learnt today that [ALNCo] *is hoping to develop outdoor spaces in her school due to feedback from their recent inspection.* [ALNCo] *said that increasing use of the outdoors was 'easier said than done' due to the diverse needs of their pupils. I wonder what this implies in relation to the scope of EP advice and support following a request for involvement? Are we considering different formats of learning when making recommendations, or is there an inherent assumption that learning takes place inside the four walls of the school? I know this is an aspect I've potentially overlooked in my work".*

I shared this reflection in a supervision session with my placement supervisor which helped me to consider my personal beliefs about the importance of equality of opportunity and equity in support for all CYP in schools. This conversation also facilitated reflection about the personal importance of inclusive OL as based upon my childhood and helped me to notice my intrinsic motivation for this topic area. Although I had previously been contemplating the therapeutic role of the EP more broadly as a thesis topic area, this conversation formed the catalyst of a clear direction for the thesis and gave me the confidence to consider this topic area as having 'the legs' to be an interesting and meaningful project. Subsequent discussions and an initial literature search supported my awareness about the dearth of literature related to inclusion within SBOL despite the growing popularity of outdoor approaches within UK schools (Aylward & Mitten, 2022; Fronzek, 2023; Jordan & Chawla, 2022). As a result, this initial search confirmed the feasibility of the topic area and reassured me that exploration in this area would be worthwhile to pursue.

6.2.2 Narrowing the Focus

I narrowed the focus of the thesis over several weeks through discussion with my research supervisor, wider reading, and ongoing reflection. It was particularly helpful to reflect on my perspective about the role of the EP in supporting educators to develop ITLP. This stimulated thinking about the influence of Experiential Learning Theory as a prominent aspect of OL, and the importance of the educator within this process (Dewey, 1938/1997, Kolb, 1984; Roberts, 2003). Reading about Finklestein's guide to essential components of inclusive teaching practices was a turning point in my formation of the research. It seemed to overlap with the experiential learning cycle (Kolb, 1984) which underpins OL approaches and offered a baseline from which my research could build upon. This supported my decision to undertake exploratory research to investigate educator perspectives on ITLPs and how these are applied to support the participation of all children in experiential SBOL opportunities.

In an effort to further clarify the research focus, I decided to concentrate on the Foundation Phase i.e., for students aged 3-7 years. This was a complex decision because I was mindful that the Foundation Phase Framework in Wales was replaced in 2022 by the New Curriculum for Wales to better reflect a continuum of learning (Welsh Government (WG), 2020a). I was most concerned that use of the term would be outdated and go against the advocacy of SBOL as a priority for students of all ages (Glanville, 2023; WG, 2023). However, on balance, there were several prominent reasons why I believed focus on the Foundation Phase would be beneficial to the research aims. Firstly, it was through the Foundation Phase that Welsh Government (WG) has historically evidenced that "Wales is leading the way in the UK in its development of learning outdoors" (WG & Learning through Landscapes, 2010, p.2), demarcating the significance of the

curriculum framework to the research topic. Secondly, focusing on the Foundation Phase enabled exploration of established ways of working in relation to ITLP since it emphasised experiential and active approaches to learning (WG, 2015). Finally, as the research was qualitative, I was interested in exploring the perspectives of experienced educators. This meant that my inclusion criteria required participants to hold at least one year's knowledge and skills in experiential SBOL. This timeframe meant that the Foundation Phase remained an appropriate focus as it would have been familiar to educators, thus potentially supporting their engagement in the research.

6.2.3 Understanding the Importance of the Topic Area

This topic area held both personal and professional importance to my role as a research practitioner and as a TEP training within Wales. I reflected on the implications of contributing to inclusive SBOL as an under researched topic area and noted that this would support my ethical competence to work in the best interests of CYP, promote inclusion and equality of opportunity (WG, in press; BPS, 2022; HCPC, 2023). I particularly reflected on the HCPC Standards of Proficiency (SoP) and the requirement for EPs to "recognise the impact of culture, equality and diversity on practice" (HCPC, 2023, p.9). I felt that this highlighted the importance of the topic area as advocating a rights-based perspective on inclusion which was supported by international and UK legislation (UN, 2015; UNESCO, 2016). I hoped that my research would also help schools in their responsibility to ensure all CYP are supported to fulfil their potential and participate in education free from direct or indirect discrimination as set out in the United Nations Convention on the Rights of the Child (UNCRC) (UN General Assembly, 1989), The Equality Act (UK) (2010) and the Rights of Children and Young Persons (Wales) Measure 2011.

6.2.4 Undertaking a Review of Literature.

Reflecting on the whole thesis process highlighted that the Major Research Literature Review (Part One) was a particularly challenging and time-consuming element of the project. I opted to organise my literature review into two primary sections as recommended by Efron & Ravid (2018). The first aimed to set the scene of the topic area and adopted a narrative style as is appropriate to provide "a historical account of the development of theory and research on a topic" (Siddaway et al., 2019, p.755). The second involved a scoping review of the existing literature base to explore current understanding of educator perspectives about ITLP in SBOL. This decision was based upon research that indicated scoping review strategies are suitable when the literature base has not yet been comprehensively reviewed and there is a need to investigate the extent, range, and nature of research (Arksey & O'Malley, 2005; Gottlieb et al., 2021). On reflection, this dynamic helped to maintain flexibility in my process while upholding a rigorous methodological approach to facilitate thorough examination of the evidence. I decided to utilise thematic synthesis (Thomas & Harden, 2008) to gather and present the results of the scoping review. This felt to be a cohesive structure to establish an overarching understanding of existing research as it fostered capacity to consider the social, cultural, and historical context of the topic area. In addition, the thematic synthesis approach felt to be authentic to the research aims as it "preserves an explicit and transparent link between conclusions and the text of primary studies" (Thomas & Harden, 2008, p.1). This respects an understanding that there are "multiple, subjective realities" within any given context in line with my constructivist and relativist paradigm (Prince & Mallabon, 2019, p.12).

Challenges Faced in the Review: The review process inadvertently led to my realisation that undertaking research formed in the intersection between

inclusion and SBOL is particularly challenging. A prominent reason was that key terms central to my topic area i.e., inclusion and Outdoor Learning, are inherently ambiguous as they hold overlapping and confused meanings (Ainscow et al., 2006; Anderson et al., 2021; Azorín & Ainscow, 2020; D'Alessio et al., 2010; Finkelstein et al., 2021; French et al., 2023; Göransson & Nilhom, 2014; Nichols, 1982; Parkin, 1998; Ray & Jakubec, 2018). In practice, this meant that it was necessary to undertake searches across broad research areas such as in education, health, travel and tourism, and the environment. This caused the review process to become extremely time expensive due to the need to sift through a substantial body of research and meant that I had to adjust my anticipated research timelines several times. I found this a prominent challenge in terms of my emotional wellbeing and motivation through the process; an aspect that I returned to numerous times in my reflections.

"So many papers hold interest for me and meet most (but not all) of my inclusion criteria. I'm finding my 'maybe' list is growing and growing and growing..." [28th July 2023].

"I feel like I am wading through a huge range of research and trying to make decisions based on the use of key terms that are actually being applied to mean different things. Sometimes the abstracts don't have enough information and I am having to read more of the papers to make decisions. Not ideal, but I worry I will miss something important. It feels like an impossible mountain to climb" [23rd August 2023].

"I returned again today to my inclusion and exclusion criteria. It is very challenging to hold a line between too narrow and too broad, and certainly feels like I am drawing lines in the sand. Decisions about context are most challenging, and I need to remember my purpose in holding boundaries over location" [26th October 2023].

As highlighted in these thoughts, a prominent challenge in undertaking the literature review was within holding boundaries about the Participants, Concept and Context criteria (Lockwood et al., 2019). I initially adopted this approach to my inclusion and exclusion criteria as it felt congruent with the intentions of my scoping review in holding broad requirements for the selection of literature (Lockwood et al., 2019). Due to this, I found it helpful to utilise a process of initial review, checking and rechecking to ensure that research definitively met all three aspects of my PCC criteria. I utilised both EndNote and Excel to keep a track of this process. However, I found it quite difficult at times to 'let go' of those papers that only partially met criteria particularly when a study retained a prominent focus on inclusion but was based outside the UK and/or was conducted in locations beyond the school setting. I extensively deliberated on whether to broaden out my inclusion criteria to international papers because of a few that stood out. A prominent example being Hileman's (2023) three-part dissertation that discussed equitable learning in terms of a hidden curriculum within OL lessons. In addition, there were papers that compared inclusive OL practices (often related to school gardens) in Ireland and those undertaken in Europe i.e., in Italy, Sweden and Denmark (Austin, 2022; Bulgarelli et al., 2023; Fronzek, 2023; Gilligan & Downes, 2022). This is where I reflected on my criteria as drawing lines in the sand; a view similarly expressed by Peterson (2011), as I wondered, if I were to include studies from America and Ireland, why would I not then include Scandinavian research, or studies set in the cultural context of Aboriginal and/or First Nations communities? What guided my final decision was that different cultural landscapes had the potential to blur the core focus of my scoping review away from my intended meaning of Outdoor Learning as related to Experiential Learning Theory and towards other more unique cultural understandings i.e., *udeskole, friluftsliv*, or

place-based education. As such, I decided to maintain a boundary of UK papers for the scoping review and where appropriate, utilised the international discussions to provide wider context in the narrative section. In addition, I highlighted the potential for an updated international review when discussing future research directions. My inclusion and exclusion criteria therefore became immensely important to reign in the scope of the review and ensure it was appropriate to the purposes of the research.

6.2.5 Developing Awareness of Hope in the Process

Looking back on the changes in my reflective diary over time in relation to my grapples with the PCC criteria offers a reminder of the challenges faced and the perseverance and resilience I developed as a researcher during the process. One reflection written during a pressure point in the review has been a helpful reminder of the personal and professional journey this thesis has facilitated:

"Three nights in a row I've woken up with the thought 'I can't do this'. I have massively underestimated the time and mental energy it takes to review 2000+ papers and read in-depth close to 100. It is a real push on my mental capacity to keep going... If I didn't have [my partner] *encouraging me every day to keep going, I think I would have lost all motivation and fell into despair"* [16th December 2023].

Whilst this paints a bleak picture of my experience at that time, it is important to share and recognise as a significant step in the development of new knowledge. Having now reached a stage of completion, I can appreciate the implications of these struggles as I have been able to apply the knowledge gained from the review within the empirical research. This not only enhanced my understanding of inclusive SBOL but subsequently informed the data analysis and facilitated the meaning-making process. Without this struggle, the development of the Reflective Framework for ITLP in SBOL would not have been possible (please

see 5.8.1) and I considered this a unique and significant contribution to discussions about rights-based inclusion.

Snyder's (2002) Hope Theory has been especially helpful to my formulation of the thesis process as a whole, and the emotional implications of encountering a stressor when pursuing a goal (Figure 20, please see Appendix U for further detail). To summarise, Snyder's model helped me to appreciate my own predisposition to maintain pathways of action in the face of stressors, and to identify the importance of reflection in noticing when situations may require greater flexibility to support efficient working.
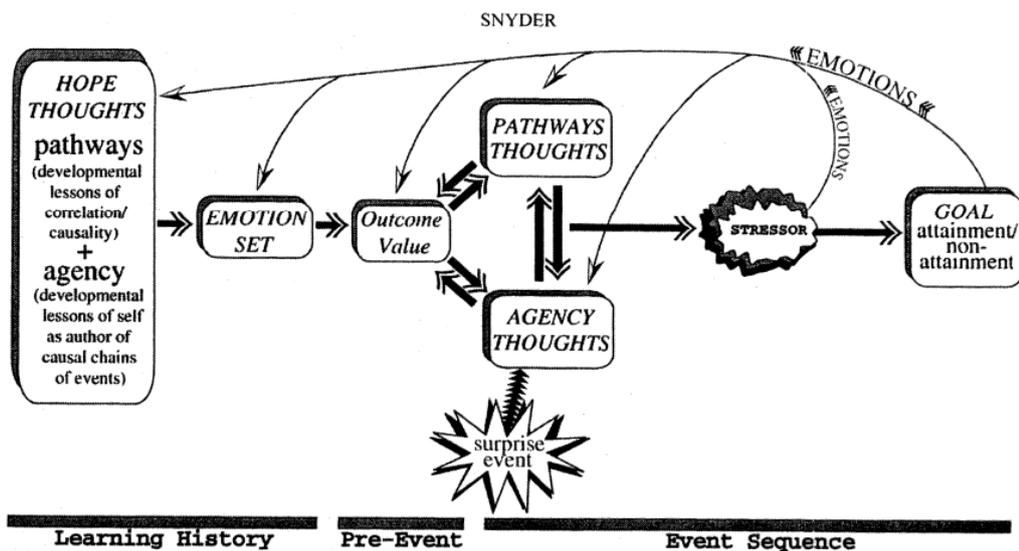
Figure 20: Snyder's Hope Theory (reprinted from Snyder, 2002, p.254).

6.2.6 Researcher Subjectivity

Green et al (2006) frames a lack of objectivity in narrative reviews as a potential limitation. This contrasts with the approach I adopted to distinguish my personal subjectivity as a benefit and intrinsic part of the research process (Braun & Clarke, 2022). The implications of overlooking the importance of subjectivity within research is an aspect that Braun & Clarke (2021) discussed in relation to Reflexive Thematic Analysis (RTA); a perspective aligned with my personal world view that offered a guiding light from which I built confidence in my decision-

making process. An example in this section includes the choice to utilise a first-person account to adhere to the "spirit of qualitative inquiry" (Mirhosseini & Mirhosseini, 2020, p.201), and make explicit the role of the researcher in the production of knowledge (Lazard & McAvoy, 2020, p.163). Recognition of researcher subjectivity also followed current scoping review guidance (Peters, 2022) to facilitate rigor, transparency and trustworthiness when identifying empirical literature. This appreciates that attempts to remain neutral or unbiased within research are ineffective and unnecessary, and that personal subjectivity is a strength that intrinsically influenced upon several aspects of the thesis, including but not limited to decisions about: the direction of the research; inclusion and exclusion criteria; use of semi-structured interviews; development of codes and themes; prioritisation of main findings; and recommendations for future research.

I am mindful that my subjective position has evolved over time and continues to be an important consideration in terms of my development as a researcher. My past experiences in research have typically been quantitative and so I have been particularly conscientious about "positivism creep" (Braun & Clarke, 2023, p.2). It was interesting to notice how this subconsciously fed into my reflections in relation to my first interview:

"When I was responding to the participant I noticed myself worrying that I was maybe becoming too involved and responding too much. I wonder what this may mean for my results and can't help feeling disappointed that I wasn't able to stop myself from getting more involved than I intended" [19th May 2023].

I remember taking the time to re-read my reflections ahead of the next interview and noticing that I was writing about an attempt to 'remove' myself from the interview process. This enabled me to reframe my concerns as an approach that developed the interview in a rich and authentic way, and to remind myself it was

for this specific reason that I decided to utilise semi-structured interviews with broad questions; to stimulate new thoughts and understandings as appropriate to the exploratory research (Johnson et al., 2021). In subsequent interviews I felt more confident to 'go with the flow' which benefitted my capacity for active listening and attending to the speaker. Johnson et al (2021) refers to this as the researcher providing "interested attention" to help the participant become a "conversation partner" as a foundation to high-quality interviews (p.1155). Moreover, Johnson et al suggests that this requires researchers to also share their views to develop the conversation within the interview. This enhanced my confidence in facilitating a trustworthy and credible interview process, as through open questioning and active listening I facilitated a thoughtful reflection on ITLP in SBOL that was guided by participant views and priorities (Connelly & Peltzer, 2016; Kallio et al., 2016).

6.2.7 Research Paradigm

I thought deeply about aspects of my research paradigm (Table 6) and explored my thoughts within research supervision. The time taken for this process was valuable to the formation of my research, as exploring different paradigm possibilities enabled me to identify an approach that aligned to my personal worldview and empowered me to work authentically within my role as a research practitioner (Braun & Clarke, 2021a; 2021b; 2022).

Ontology
Assumptions which concern the nature or essence of the phenomenon being investigated and whether social reality is external to an individual or a product of their consciousness (Cohen, et al., 2017).
The current research was shaped by my understanding of reality from a relativist perspective (Taylor, 1978). This appreciates that "multiple, subjective realities" shape our social understanding through personal interpretation of experience (Prince & Mallabon, 2019, p.12), rather than external reality being conceived as something waiting to be discovered (Moon & Blackman, 2014; Otoo, 2020). This informed my thinking about the current research focus to explore educator perspectives on ITLP in

SBOL for the purpose of building a rich understanding of subjective experience. To me, this was important as I wished to facilitate transferability of reported experiences of inclusive practices as based upon the depth of the descriptions. This differs from realist aims of objectively defining truth to generalise a correct way of working across settings (Lincoln & Guba, 2013); a perspective that in my beliefs, would overlook the importance of cultural, social, and personal factors.

Epistemology
Assumptions which concern the bases of knowledge – its nature and forms, how it may be acquired, and communicated to others (Cohen et al., 2017).

A constructivist epistemology (Bruner, 1966; 1990) framed the current research and built on the assumption that individuals take an active role in constructing knowledge within a political, cultural, and social context (Stauffacher et al., 2006). In this view, truths about reality as discussed by educators are seen to be situated rather than universal (Levers, 2013). As Burr (2018) describes, this means that "we are all microcosms of our native societies but coloured by our own personal history through our unique human reflective capacities" (Burr, 2018, p.372). Constructivist epistemology is based upon transactional subjectivism (Guba & Lincoln, 2013). This means that knowledge is continually shaped and created in a particular time and space; dependent upon a transaction between "the knower" and the "to-be-known" in a specific context (Guba & Lincoln, 2013, p.40). As such, I consider this approach to align with the purposes of the research as it may celebrate subjective experiences and knowledge as situated by individual differences and dimensions of diversity (Guba & Lincoln, 2013; Eksteen, 2019).

Of note, I believed that constructivism rather than social constructionism most authentically reflected my thinking due to the latter's emphasis on knowledge as negotiated and universal rather than socially situated. I considered this an important distinction to respect the unique narratives of individual diversity in knowledge generation, which is a prominent feature within inclusion and OL research as evidenced by the iterative redefinition of the meaning of key terminology (Anderson et al., 2021; Ray & Jakubec, 2018; Nichols, 1982, Parkin, 1998; French et al., 2023). In addition, my interest in ITLP in SBOL closely related to Experiential Learning Theory (Dewey, 1938/1997; Miller, 2019b; Kolb, 1984) that aligns to a greater extent with constructivism and acquiring knowledge through cognitive, socially situated processes of assimilation and accommodation. This view also informed my choice to utilise a thematic analysis as a flexible route to build understanding about socially situated knowledge from individual voices (Braun & Clarke, 2021a; 2022).

Axiology and Ethics
"In research, axiology refers to what the researcher believes is valuable and ethical. Basic beliefs about what is ethical are embedded in research paradigms and guide the researcher's decision making" (Killam, 2013, p.6).

Ethical considerations offer psychologists a universal framework of principles and standards upon which professional and scientific work is based (Prendeville & Kinsella, 2022). As a TEP, I hold a professional responsibility to adhere to ethical codes of practice and standards (British Psychological Society (BPS), 2018; HCPC, 2016; 2023). As such, I considered values such as respect, integrity, honesty, responsibility, equality, and professional competence as central to the conceptualisation and implementation of the research. In addition, my focus on inclusion was based on a rights-based discourse as set out in the UNCRC (UN General Assembly, 1989); The Equality Act (UK) (2010), and the Rights of Children and Young Persons (Wales) Measure (2011). Within the context of Wales, this included an understanding of the Social Model of Disability and upholding the importance of wider society addressing

issues of inequality and discrimination as opposed to maintaining a focus on within-child deficit (Vincent-Snow, 2018; Von Benzon, 2010).

The current research project received ethical approval from Cardiff University Ethics Committee. As such, I complied with ethical principles such as informed consent and participant rights of anonymity and confidentiality throughout the process. I utilised a step-by-step method of recruitment to ensure that the research was introduced to gatekeepers and through them, shared with potential participants.

Table 6: Prominent Aspects of Research Paradigm

6.2.8 Ethical Decisions

I held a dual role as a student researcher and a TEP, and this meant my research was advertised within the Local Authority where I was on placement. I addressed this through open and honest conversations with individuals interested in participating, that explicitly set out my role within the research process. This involved highlighting that there were no incentives or obligations to take part, and that choosing not to participate and/or opting to withdraw from the research would not affect their schools' relationship with the EPS. To further mitigate against the influence of my dual role, the recruitment process requested that participants opt-in to the research. This meant that individuals had two weeks to decide if they would like to participate once receiving the information and consent forms.

From nine individuals who expressed an initial interest in the current research, six of these gave informed consent to participate and subsequently completed the study. This indicated an attrition rate of ~33% during the initial recruitment stage (Nunan et al., 2018). I reflected in supervision that my dual role could have influenced this initial, higher level of interest, but that other factors may also have contributed to the attrition rate such as limited individual interest or motivation, time commitments and/or practical barriers (Flick, 1988). It was not possible to clarify further from the supervision discussion as it was an ethical consideration that individuals were not required to provide their reasoning if they decided against participation. However, reflecting on this aspect of recruitment

was especially helpful to consider the attrition rate as a potential research limitation since it could indicate selection bias due to introducing systematic differences in those who decided to participate (Nunan et al., 2018).

Ethical principles also guided my decision for interviews to be conducted in-person rather than via Microsoft Teams or a telephone call. I made this decision as I considered that in-person approaches may better align with an interactional and relational approach whereby genuine rapport and trust may be built with participants. This helped to facilitate rich data collection, as it aided the conversational process by supporting interpretation of non-verbal cues and body language. To facilitate accessibility and inclusion, I was mindful of conducting interviews within a mutually safe space and offered flexibility in the location and timing of the interviews. Four participants requested interviews at their school sites and two participants at the local council office. The longest interview durations were those conducted at the local council office, and I reflected on this relationship in my research diary:

"I've been looking through my transcripts today and thinking back to my interviews– I wonder whether there is a causal correlation between the location and the length of time we discussed [SBOL]*? Perhaps there is something in creating psychological distance from the phenomena that helped...* [participants] *to reflect on their views on inclusion? ...Or maybe, the* [LA office] *made it feel formal, like they needed to give detailed answers as in an interview? ...This makes me think about my role in the process, although- it didn't feel formal to me... and I would imagine I would notice as I did think carefully about how to help participants feel at ease"* [12th October 2023].

These thoughts referred to time spent on creating a safe space for participants through use of a settling-in period. I was mindful that individuals may be nervous to participate especially if unfamiliar with research projects and so I

spent time introducing myself, my role, the thesis and facilitating general conversation. I hoped to build rapport to support participants to feel safe and at ease within an unfamiliar environment. Related to this, I was conscientious and considerate in the placement of the Dictaphone to avoid positioning the device in a way that would worry or distract participants about the voice recording e.g., not directly in front of them.

6.2.9 Research Design

When initially developing the research proposal for a draft submission in January 2022, I had considered alternative designs to conducting an exploration of inclusive SBOL. Greatest consideration was given to a rapid ethnographic case study design as a suitable and applicable approach to my thesis for several reasons. Firstly, it has been recommended in existing research as a method to improve and deepen the understanding of OL processes (Rickinson et al., 2004), and been often utilised in similar OE research areas (Brewer & Sparkes, 2011; Stan & Humberstone, 2011; Knight 2011; Marttila 2016; Roe & Aspinall, 2011; Stan, 2008). Secondly, conducting my own further reading developed my interest in rapid ethnography as "the art and science of describing a group or culture" (Fetterman, 1998/2019, p.1). This seemed to match my research as it could support understanding of perspectives, social processes and cultures of people and organisations in relation to ITLP in SBOL (Walford, 2002). Lastly, I appreciated that rapid ethnography would enable a flexible data gathering approach that could be adapted to use various sources and time restraints depending on the research demands (Vindrola-Padros, 2021).

With these aspects in mind, and the knowledge that flexible data gathering within rapid ethnography creates opportunity for a breadth of data to analyse i.e., interview, observation, focus groups and school data sources such as policy and

organisation documents (Reeves et al., 2013; Vindrola-Padros, 2021). I was however concerned about time limitations to sufficiently analyse all data and mitigate against a superficial analysis. I sought ongoing supervision for advice and to clarify my thought process.

"I am not too sure on this RE (Rapid Ethnography) *approach. Whilst I really like how it has been applied in existing research, often those studies have had much longer amounts of time for data collection and analysis. This is definitely a concern... ethics could take a long time to come back, and I might not be able to begin until September... I think it would be helpful to discuss this in supervision"* [12th January 2023].

"...I spoke to [my research supervisor] *again today which was helpful to break down the pro's and con's* [of Rapid Ethnographical Approach]. *I'm feeling happier about changing my proposal to focus in on interviews with school staff as it seems more achievable. It was definitely helpful to hear that a narrower focus still has potential to provide really interesting information in the end - also interesting to think about epistemology & ontology and how everything ...all lines up"* [16th February 2023].

As is evident in these reflections, I was particularly mindful about the time constraints for the thesis process and the requirement to wait for ethical approval before commencing any research. The incentive for change however can be attributed to discussion about the importance of ensuring a cohesive research design. Whilst this was an aspect only touched upon on the written reflection, I remember sitting with this thought and realising that Rapid Ethnography was leaning into the "positivism creep" described earlier (Braun & Clarke, 2023, p.2). This means that although ethnography does appreciate the subjective involvement of the researcher, it appears positioned with a realist ontology. For example, the aim of triangulation, i.e., gathering data from different sources using multiple

methods, is to produce reliable and accurate findings about an external truth within the world (Reeves et al., 2013; Vindrola-Padros, 2021).

My relativist-constructivist research paradigm therefore guided my decision to utilise semi-structured interviews with school staff to explore their perspectives on ITLP in SBOL. I developed my interview schedule over a period of time and based it upon Finkelstein et al's (2021) framework of inclusive teaching practices and Experiential Learning Theory (Dewey, 1938/1997; Miller, 2019b; Kolb, 1984). The development process was informed by Kallio et al's (2016) five phases of developing an interview guide which was very helpful to enhance and adjust my original interview schedule ideas. The finalised version (Appendix O) is similar yet distinct from the original version which demonstrates the transformational process of Kallio et al's approach. It consists of two primary questions and a series of prompts that in practice was helpful to foster the authentic conversation advocated in semi-structured interviews (Johnson et al., 2021). To support the dependability of the interview schedule, it was evaluated internally by my research supervisor, exposed to critique through the review of other professional EPs outside the research project, and field-tested with my TEP colleague to simulate the interview process (Kallio et al., 2016). Examples of the original and finalised interview schedule are provided in Figure 21.

Initially Formulated Interview Schedule (Dated 12/01/23)

Starting Questions	Example Prompts
Can you tell me a little bit about yourself and your role in [name of school]?	• Can you tell me more about that? • How long have you worked for the school in you... • What was your experience prior to this? • What is your background working with student... • What is your background in outdoor learning? • How you experienced training in outdoor learning?
In your experience how are experiential learning opportunities (i.e., learning through doing) in outdoor school environments used to support students with additional learning needs (ALN)?	• Can you tell me more about that? • What input is needed for this? • Can you tell me more about those participating? • Can you tell me more about those facilitating? • Can you tell me more about the context? • What process is needed for this? • Can you tell me more about the approaches used to work with the students? • Can you tell me more about the means used in the sessions. i.e. physical objects, instructions. i.e., what means the lessons are successful? • What outcomes occur? • What benefits are seen? • How are skills effected? • How are relationships effected? • How does the lesson support individual development...
In your experience, how can the use of school-based outdoor learning lessons for students with ALN help us understand issues of diversity, equity and inclusion?	• Can you tell me more about that? • Can you give me an example? • Can you tell me how this has helped you in your classroom? • Can you tell me how this has helped your students in school? • Can you tell me about how this has helped for times outside of school? • How are students of different abilities supported in outdoor learning lessons? • How can outdoor learning lessons include all students? • How can we understand about the differences of others in outdoor learning lessons?
In your experience, how can the use of school-based outdoor learning lessons for students with ALN help us understand culture?	• Can you tell me how the lessons relate to the school culture? • Can you tell me how the lessons relate to aspects of community? • Can you tell me how the lessons relate to social skills? • Can you tell me how the lessons relate to... class as a whole? • Can you tell me about the importance of... students/to you/to your school/to your... the UK. • Can you tell me more about why you use... your school?

Finalised Schedule Utilised in Interviews (Ethical approval received 13/03/24)

First Primary Question

Introduction: The purpose of this research is to better understand how inclusive teaching practices and experiential learning in the outdoor school environment is used to support Foundation Phase students with a diverse range of needs.

1. From your view, can you please tell me about this?

Example Prompts

To help focus subsequent discussion:
Can you tell me more about and/or can you tell me how that relates to:
- Inclusive practices?
- Learning through experience (experiential learning clarified if needed)?
- The context of a school-based outdoor environment?
- The context of children in the Foundation Phase?
- The children participating/ those facilitating / the context?
- The Welsh context including any relevant legislation or policy documents you may be aware... New Curriculum for Wales; ALNET Act).

To help explore experiential learning as a process:
- What input was provided? (e.g., clarify as needed, e.g., in relation to outdoor learning, the le... practices, diverse learner needs).
- What process was used? (e.g., clarify as needed, e.g., in relation to approaches applied, objects of resources used, instructions given)
- What outcomes and/or changes do you notice as a result of these sessions? (Clarify as needed, e.g., any benefits, disadvantages, skills or relationships developed, holistic development; education, social skills, emotional wellbeing, whole-class objectives)

Second Primary Question

Introduction: For the purposes of the research, I am interested in learning more about inclusive teaching and learning practices in relation to the use of the outdoors in the Foundation Phase day-to-day.

2. Can you think of any examples of when students with diverse needs were successfully included in experiential outdoor learning activities?

Example Prompts:

Prompts to help facilitate memory:
It may help to think about...
- A recent lesson that you felt had gone well because it was inclusive.
- A child you often work with who may have additional needs.
- A class you often work with where children have diverse needs.
- Any tools, resources or strategies that you always use as they support inclusion of di...

Prompts to help facilitate and/or focus subsequent discussion:
Can you tell me more about and/or can you tell me how that relates to...
- The environment, children in the class and/or the staff members?
- Inclusive teaching practices?
- Experiential learning activities?

To help explore experiential learning as a process:
Thinking about learners with diverse needs, can you tell me more about and/or can you tell me how that relates to...
- The input and/or processes applied?
- The outcomes and/or changes noticed?

Final Questions

- Is there any other thoughts or comments you would like to add?
- Is there anything we talked about today that you would like to talk more about before we finish?
- Is there anything we did not talk about today that you would like to talk about?

Annotation callouts:

- Revised the starting question to begin the interview with the researcher providing an informal 'settling in' period to facilitate a safe space.

- 'First', 'Second' and 'Final' questions were set out to provide a clear structure to the interview

- The first primary question followed a semi-structured process to explore participant views and facilitate an organic conversation that explored features of prominence (Kallio, 2016).

- Language revised to broaden the focus to diverse needs to build on existing research by facilitating opportunities for discussion about all dimensions of diversity

- Prompts revised to align more closely with experiential learning theory and Finkelstein's model of essential components of high-quality inclusive practice

- The second question was based on the approach by (Waite, 2010) and sought to explore embodied values and beliefs by asking participants to bring to mind a lived example of their experience.

- The final question was revised to ensure participants were given the opportunity to reflect on the interview process and could share anything else they were holding or thinking about before the interview came to an end. The final questions helped signpost the upcoming close of the interview so that it did not come to an abrupt stop.

Figure 21: Transformation of the Original and Finalised Interview Schedule (based upon Kallio et al's (2016) Systematic Process).

I aimed to recruit Classroom Educators (CEs) and Outdoor Leaders (ODLs) and decided to analyse gathered data separately for the purpose of exploring areas of convergence and/or divergence within the generated themes. Taking account of this design, I was mindful to consider the potential influence of sample size when generating an understanding of ITLP in SBOL. I discussed this in research supervision which contained my worries about not having enough participants and helped refocus my attention on ensuring depth of participant knowledge and experience as a way to facilitate the quality of data (Braun & Clarke, 2022). Wider reading also supported my thought processes about sample size as research indicated that the number of participants in qualitative inquiry "is not of prime importance" because "qualitative methodology does not pursue objectivity and generalisability… both conditions are viewed as unachievable from ontological and epistemological perspectives" (Otoo, 2010, p.77). Instead, I realised that my focus was on appreciating "the complexity of people's lives by listening to, recording and analysing people's own experiences, viewpoints and interpretations of their realities" (Marsh & Blackwell, 2023, p.4). From this perspective I considered the implications of a research design that aimed to incorporate two subgroups for analysis. Discussion by Onwuegbuzie & Leech, (2007), helped me appreciate the benefits of gaining at least three participants in each subgroup when seeking to explore aspects of convergence and divergence as this mitigates the influence of an "atypical" voice (Onwuegbuzie & Leech, 2007, p.244). Since my view of holistic inclusion takes account of the diversity of all individuals (Finkelstein et al., 2021; Göransson & Nilhom, 2014), I interpreted atypical to mean an individual that may have had very specific experiences due to their personal context. From this account, I decided to utilise Onwuegbuzie and Leech's recommendation as the basis of my subgroup sample size but placed greater

emphasis on generating a quality dataset and deep analysis of the transcripts to reflect examples provided in existing research (Braun & Clarke, 2022).

Data gathered was analysed using Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2019; 2023). This approach was appropriate to the purposes of the research because ITLP in SBOL is under-researched within the existing literature base (Aylward & Mitten, 2022; Fronzek, 2023; Jordan & Chawla, 2022). As a result, it was beneficial to conduct research analysis that can be inductive and grounded in the data. This means that themes generated represented "the patterns of shared meaning, cohering around a central concept" (Braun & Clarke, 2021b, p.331). Reflexivity was a key feature of the process and was helpful to ensure cohesion with my constructivist and relativist research paradigm (Cohen et al., 2017). This is because in RTA, the meaning of generated codes and themes is not considered to offer a universal truth (Braun & Clarke, 2021b; 2022) but creates insight into situated truths and commonality across the subjective experiences of reality (Levers, 2013). I kept an ongoing hand-written diary throughout the research process to facilitate reflexivity and excepts have been provided within this reflective account of the research.

I engaged with a six-phase approach to RTA as recommended by Braun and Clarke (2021a; 2022). Steps included:

1. Data familiarisation and writing familiarisation notes.
2. Systemically generating initial codes.
3. Generating initial themes from coded and collated data.
4. Development and reviewing themes.
5. Refining, defining and naming themes.
6. Writing the report.

Of note, I engaged in the RTA process in a fluid and dynamic way. This meant that at several points in the process I returned to earlier stages as my thinking

developed. This felt at times like I was engaged in a figurative movement, coming away from and returning to the data as codes, subthemes and themes developed, grew, shrank, and morphed into new forms of meaning (Braun & Clarke, 2019; 2023). I utilised a thematic map (Braun & Clarke, 2022) to visualise the relationships within the data. This was helpful to clarify my thinking as a pause in the process; although, it is important to recognise that between writing the draft and the finalised report, aspects of themes and subthemes were transformed again which indicates that RTA may always generate new ideas and connections with each review of information. This reflects a situated understanding of knowledge in line with the constructivist and relativist research paradigm (Cohen et al., 2017).

I had intended to gather member reflections as part of the reviewing themes stage of the data analysis (Tracy & Hinrichs, 2010). This involved inviting participants to explore gaps, differences, and contradictions in understanding (Braun & Clarke, 2023). Unfortunately, due to the need to revise the scoping review timetable, data analysis was delayed. This meant that contact with participants was attempted much later than initially planned and potentially the subsequent distance in time from when the interviews were held reduced participant motivation and/or capacity for further involvement which is noted as a potential limitation of the research. Significant stages of the RTA process are provided as excepts in Appendix R, and raw data is provided in Appendix T.

6.3 Contribution to Knowledge, Limitations and Dissemination

6.3.1 Major Research Literature Review

The thesis literature review contributed to a gap in existing knowledge in relation to inclusive SBOL (Aylward & Mitten, 2022; Fronzek, 2023; Jordan & Chawla, 2022). This was of personal and professional significance to my role as a TEP since the review of research and legislation sets out the importance of a rights-

based and holistic perspective on inclusion (BPS, n.d.; UNESCO, 2016). An important aspect of the review was therefore related to educators meeting statutory responsibilities to ensure that every child has a right to an education free from discrimination and is supported to fulfil their potential as set out within the United Nations Convention on the Rights of the Child (UNCRC, 1989); The Equality Act (UK) (2010) and the Rights of Children and Young Persons (Wales) measure (2011). The review also indicated that this was a shared priority for ethical EP practice (HCPC, 2023) and should be an explicit consideration in the various approaches to work (Berger, 2013; Goodfellow, 2021; Squires & Farrell, 2007; Farrell, 2014; Fallon et al., 2010; BPS, 2022).

Research indicates that the application of SBOL is growing in UK schools (Edwards-Jones et al., 2022; Glanville, 2023; Harris et al., 2017; Moffett, 2022; Sharpe, 2014; Rickinson et al., 2004; Waite, 2020b; 2020c). The review highlights the connection between this trend and emerging awareness that traditional OE and AE ideologies ([Appendix B](#)) may perpetuate a narrative that the outdoors is not appropriate for all (Humberstone & Pedersen, 2001; Schmidt et al., 2022). Schmidt et al (2022) discusses that OL may "marginalize non-heteronormative individuals, women, and those who may not have equal access to the outdoors, such as disabled individuals and those from lower socioeconomic classes" (p.32). It was of interest, and concern, that findings of the scoping review supported this understanding and illustrated the substantial contemporary importance of acknowledging and responding to perspectives based upon stereotypes in SBOL. There appeared an apparent tension between educators' awareness of SBOL as a way to support the holistic development of all pupils (Harris, 2023; Marsh & Blackwell, 2023; McCree et al., 2018; Stavrianos & Pratt-Adams, 2022), and hidden assumptions that may 'open the door' to exclusionary practices (Glanville, 2023; Marchant et al., 2019;

Maynard et al., 2013b). In the review, I therefore conclude that results support a recommendation for UK legislation and policy to require all UK schools to consistently apply SBOL and that extra support and careful consideration be provided to help educators in their application of ITLP to support genuine inclusion.

I believe a strength of my review was the application of a systemic process (Tricco, 2018) and the PCC criteria (Lockwood et al., 2019), which took a broad yet focused view on the existing research base. Research indicated seven key reasons why a scoping review may be appropriate (Table 7).

1. To provide indicators of topics for subsequent systematic reviews.
2. To examine a broad area of knowledge and identify gaps in the research/knowledge base.
3. To clarify and map key concepts/definitions underpinning a research area.
4. To clarify working definitions and/or the conceptual boundaries of a topic.
5. To report on the types of evidence that are published in a certain field.
6. To examine emerging evidence when it is still unclear what other, more specific questions can be posed and valuably addressed.
7. To examine the conduct of research on a certain topic (so as to inform the design of future research studies).

Table 7: Scoping Review Rationale (adapted from Lockwood et al., 2019, p.289).

This rationale informed my decision-making process as I opted to undertake a scoping review as the literature base had not yet been comprehensively reviewed and there was a need to investigate the extent, range, and nature of research on ITLP in SBOL (Arksey & O'Malley, 2005; Gottlieb et al., 2021). In addition, updated guidance on scoping review methodology noted the strength of the approach in clarifying definitions and identifying key characteristics or factors related to a concept (Peters et al., 2021); a prominent consideration in light of overlapping and confused terms (Anderson et al., 2021; Ray & Jakubec, 2018; Nichols, 1982, Parkin, 1998; French et al., 2023).

The PCC criteria helped expand current understanding as it demonstrated that whilst research is limited in the field of inclusive OL; it is more established in relation to exploration of ITLP in SBOL for pupils with additional needs, including aspects of intersectionality (Rickinson et al., 2012; Davies & Hamilton, 2020; Marchant et al., 2019; McCree et al., 2018; Marsh & Blackwell, 2023; Blakesley et al., 2013). Results contributed new knowledge by indicating that only one study briefly discussed gender assumptions (Davies & Hamilton, 2020), and no studies referred to aspects of culture, ethnicity, or race. However, contextual review of historical developments in the narrative section, highlighted several papers that relate to these aspects of IED in a broader context of OE and AE (Schmidt et al., 2022; Humberstone & Pedersen, 2001; Rogers et al., 2019; Warren & Breunig, 2019; Warren et al., 2014; Myers et al., 2023; Hall & Boocock, 2023; Maina-Okori et al., 2018). Moreover, to my current knowledge, this review highlighted for the first time that IED discussions were often hidden within existing OL research by a lack of priority or awareness about the importance of the topic area. This difficulty was further compounded by the overlap in terminology between OL, OE, AE, and EE in the evidence base (Anderson et al., 2021; Ray & Jakubec, 2018; French et al., 2023); a helpful discovery as it identifies the consequences of long-standing use of confused, interchangeable terms (Nichols, 1982; Parkin, 1998). This reiterates the importance of being explicit about meaning in relation to OL as recommended by Anderson et al (2021).

I feel that the novel application of Finkelstein's (2021) model of the five essential areas of competence for an inclusive teacher was a strength of the narrative and scoping review as it offers a useful framework to understand the advantages and challenges in applying ITLP in SBOL. Results of the review indicated that Instructional, Organisational, Social, Emotional and Behavioural

Practices are most established within the evidence base. In comparison, components of Determining Progress, and Collaboration and Teamwork appeared to underpin the main challenges that educators discussed in relation to ITLP in SBOL. This builds on current knowledge as it indicates the importance of accounting for interpersonal relationships and safety needs of all individuals involved in SBOL, particularly to facilitate application of effective ITLP for the purposes of promoting genuine inclusion. This review also drew upon several psychological theories alongside Finkelstein's model which I consider a strength of the discussion as it facilitated deeper understanding of educator perspectives. In particular, The Matrix of Needs (Bowen, 2021) helped to frame the significance of a focus on addressing challenges to progress and collaboration, by recognising the need for relationships and safety throughout the lifetime as a foundation to achieving a communal goal of independent actualisation. I feel this emphasis holds potential for wide-ranging benefits, as relational support to feel safe is seen to interconnect aspects of experiential learning through the ZPD (Vygotsky, 1978), group belonging informed by Social Identity Theory (Tajfel & Turner, 1979; 1986), and to individual psychological wellbeing as depicted by the PERMA+4 model (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018).

The results of the current review appear both strengthened and limited by nature of the diverse research methodologies and paradigms utilised within the included studies. On the one hand, the range in researcher approaches has been helpful to build a comprehensive picture of the individually constructed narratives and identify themes and patterns in the phenomena of ITLP in SBOL (Bruner, 1966; 1990; Burr, 2018; Cohen et al., 2017; Levers, 2013; Prince & Mallabon, 2019; Stauffacher et al., 2006; Taylor, 1978). On the other, differences in approach from inductive to deductive analysis, and in epistemological and ontological stance, are

seen to introduce a double hermeneutic that I feel is important to recognise. For example, Marchant et al (2019), deduced themes from participant data that closely married with their semi-structured interview questions. This indicated that the views of the researchers were pivotal to the construction of educator perspectives, which appeared to go unrecognised as the researchers also described an aim to "achieve neutrality" by informing participants that they "remained impartial" to study aims (Marchant et al., 2019, p.5). As discussed earlier, this research adopts a constructivist perspective and recognises the importance of appreciating the researcher's active role in the generation of new knowledge (Braun & Clarke, 2021; 2022; 2023). For example, I sought to promote the validity and trustworthiness of the review through outlining my personal and professional background (Introduction), providing raw data within the appendices (Appendix T), and clarifying on prominent decisions in this reflective account.

Another novel contribution of the current research is that it builds upon Anderson et al's (2021) constructivist perspective on SBOL (Figure 22).
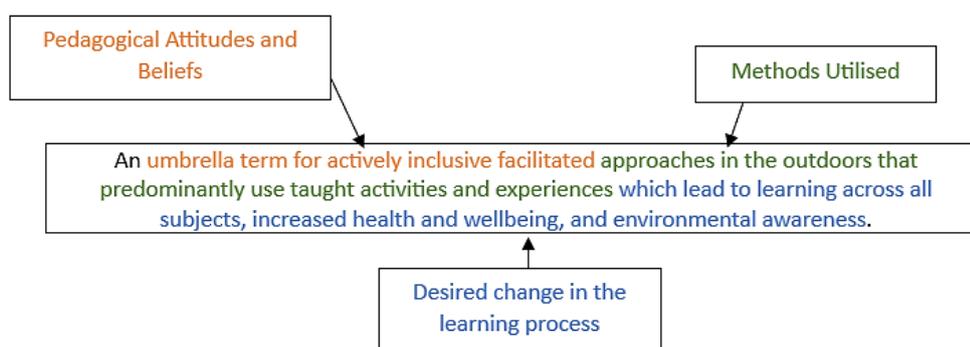
Figure 22: A Definition of Inclusive Outdoor Learning based upon the Context of Wales (adapted from Anderson et al., 2023 & French's definition to Senedd Cymru (Senedd Minutes, 2022)).

This adapted definition is considered to contribute new knowledge in providing a guiding definition of inclusion that can take account of the specific research context. Through this diagram, I hope to highlight that an inclusive definition of OL can be structured by the three main aspects of pedagogical

attitudes and beliefs; methods utilised; and desired change in the learning process. This builds a new understanding of how definitions can be both shared and individualised as a way to address confusion over interchangeable terms and help reveal hidden IED narratives.

6.3.2 Major Research Journal Article

The current study offers a unique contribution to existing knowledge as it is the first, to the researcher's knowledge, to apply a psychological lens and explore the values and relational beliefs that underpin ITLP within the context of SBOL. Moreover, it has highlighted and responded to concerns that aspects of inclusion, equity, and diversity (IED) are underdeveloped considerations in existing SBOL research (Aylward & Mitten, 2022; Fronzek, 2023; Mann et al., 2022) and appear omitted or hidden as a phenomenon from previous reviews (Becker, 2017; Gill et al., 2011; Fiennes et al., 2015; Rickinson et al., 2004). As noted above, this is an important consideration due to the increasing use of SBOL in the UK (Edwards-Jones et al., 2022; Glanville, 2023; Harris et al., 2017; Moffett, 2022; Sharpe, 2014; Rickinson et al., 2004; Waite, 2020a; 2020b; 2020c), and emerging understanding that traditional OL ideologies may promote exclusionary discourses within contemporary practice (Humberstone & Pedersen, 2001; Schmidt et al., 2022). The proposal of a Reflective Framework of ITLP in SBOL aims to enhance current understanding and contribute to evidence-based practice within schools. EPs may utilise this resource dynamically to support educators in their statutory requirements to ensure that every child has a right to an education free from discrimination and is supported to fulfil their potential as set out within The United Nations Convention on the Rights of the Child (UNCRC, 1989); The Equality Act (UK) (2010) and the Rights of Children and Young Persons (Wales) measure (2011).

Similar to the review, application of Finkelstein's (2021) model of the five essential areas of competence for an inclusive teacher is considered a strength of the research as it offers a useful framework through which to understand the advantages and challenges in applying ITLP in SBOL. Results supported scoping review findings that Instructional, Organisational, and Social, Emotional and Behavioural Practices are most established within the evidence base and built upon current understanding by indicating that with adequate top-down support, educators are more confident in adopting dynamic approaches to Determining Progress. This highlights the significance of recognising inclusive SBOL as a phenomena situated by the social, cultural, and historical context (Anderson et al., 2021a; 2021b; Bentsen et al., 2009; Gilchrist et al., 2016) and protected by legislation and policy informed by rights-based inclusion (UN, 2015; UNESCO, 2016). Moreover, results provide further evidence that Collaboration and Teamwork appeared to underpin the main challenges that educators discussed in relation to ITLP in SBOL. The current research expanded knowledge by indicating that difficulties experienced by educators may relate to a conflict in the specific combinations of underpinning values and relational beliefs. Results demonstrated that combinations of Communal Sharing (CS) and Authority Ranking (AR) were most influential on inclusive practice and appeared to be intensified by a hidden and unconscious value of Power. This is conceived as an inherently neutral value (Foucault, 1977) that permeates all aspects of ITLP in SBOL and can be either advantageous or detrimental to the process depending on how it sits alongside other individual values and relational beliefs.

I applied a cohesive approach between the review and research by drawing upon several psychological theories alongside Finkelstein's model. I believe this to be a strength of the discussion as it facilitated deeper understanding of educator perspectives and enhanced the development of the Reflective Framework. The

Matrix of Needs helped to raise the significance of recognising the need for relationships and safety throughout the lifetime as a foundation to achieving a communal goal of independent actualisation (Bowen, 2021). Relational Models Theory (RMT) (Friske, 2005) and the Theory of Basic Values (Schwartz, 2012) were complimentary frameworks that facilitated a psychologically informed understanding of how values and relational beliefs may guide daily ITLP in SBOL. Helpfully, these three main frameworks work in combination with Experiential Learning Theory (Dewey, 1938/1997; Miller, 2019b; Kolb, 1984), the ZPD (Vygotsky, 1978), Social Identity Theory (Tajfel & Turner, 1979; 1984), and PERMA+4 (Cabrera & Donaldson, 2024; Donaldson et al., 2021; Seligman, 2011; 2018) to enhance understanding of how different groups of educators may experience ITLP in SBOL in diverse ways. This highlighted the significant potential of EPs in supporting the implementation of a whole-school ethos of inclusion.

The current research also offers an innovative approach to SBOL exploration by considering the experiences of ODLs and CEs separately. This was useful to identify areas of convergence and divergence to inform the Reflective Framework and highlight that diverse perspectives on ITLP in SBOL are influenced by educator positions within the school system. An unintended outcome of the current research was that it contributes to current debates about FS provision being diluted within practice (Glanville, 2023; Harris, 2021; 2023; Leather, 2018; Waite, 2020c; Whincup et al., 2021); a concern identified by Wincup et al (2023) as another priority area for future research. As FS was not a deliberate focus of the current research or of the earlier scoping review, results may be limited by the boundaries of my current understanding particularly in relation to IED policies in FS approaches. Readers with greater knowledge and awareness of FS and the associated dilution debates may draw their own, and potentially different

conclusions from the current study. Results however are helpful to indicate that FS trained ODLs experience an uncomfortable compromise in adapting practices to account for school expectations and policies. Tensions appear underpinned by experiences of conflict within relational beliefs *and* values; especially in relation to power and hierarchy, which challenges the foundations of their practice. This reinforces the importance of providing additional support to solidify a cohesive whole-school approach to ITLP in SBOL which would account for, and bring together, different educator positions in practice.

Related to this thinking, throughout my thesis I have acknowledged that the RTA results of the current study have been substantially influenced by the constructivist and relativist position within which it was conducted. Whilst this is not necessarily a limitation (Braun & Clarke, 2021; 2022; 2023), it is important to recognise that current interpretation of results is situated by my social, cultural, and historical context. Moreover, as discussed earlier in Part Three (6.2.9), there was a 33% attrition rate within the recruitment stage, and whilst it was not possible to identify the specific reasons for attrition, this may indicate selection bias due to systematic differences in the individuals who chose to participate (Nunan et al., 2018). As noted above I sought to support the validity and trustworthiness of results in several ways to enhance understanding of the situated nature in which the Reflective Framework of ITLP in SBOL has been developed.

6.3.3 Dissemination

I believe it is of critical importance to disseminate the Reflective Framework of ITLP in SBOL as a tool for Educational Psychologists (EPs) in Wales to support provisions to develop a whole-school ethos of rights-based and high-quality inclusion. Taking account of the research as contextually situated in South Wales, the Reflective Framework may also be disseminated alongside results of the

scoping review and current research to a UK and international audience for the purposes of building awareness of the potential influence of values and relational beliefs on ITLP in SBOL. I have developed the Framework to be utilised dynamically by educators and EPs which offers potential for individuals to adapt the resource to their local context and circumstances.

To facilitate this process of dissemination, I hope to publish this thesis within related journals which may include: The Journal of Outdoor and Environmental Education; The Journal of Adventure Education and Outdoor Learning; Learning and Individual Differences; DECP Debate; Educational and Child Psychology; The British Journal of Educational Psychology; and/or the Journal of Educational Psychology. My plans for dissemination also include development of an infographic and training package that may be shared across different platforms, including the Hwb (WG, 2004); Outdoor Education Advisers' Panel (OEAP) Cymru (OEAP, 2024); and/or the Forest School Association (Forest School Association, n.d). Training on the Reflective Framework of ITLP in SBOL may be further disseminated through existing EP systems such as the Emotional Literacy Support Assistant (ELSA) provision as CPD for experienced ELSAs. This appears as a suitable platform to share new knowledge as based upon research results which indicate that inclusive SBOL can establish positive emotions and psychological wellbeing of CYP (ELSA Network, 2017).

Initial steps towards dissemination in practice began in June 2024 with the development of a three-hour training based upon my thesis findings. I delivered this to established ELSAs during my third-year placement as part of their required continuous professional development. In the same month, I also utilised the Reflective Framework of ITLP in SBOL as part of a review session with key workers from a specialist provision for Social, Emotional and Behavioural needs to

help reflect on whole-system approaches to pupil transitions. The model's emphasis on reflection alongside values and relational beliefs was well received by both ELSAs and key workers. They shared a view that it was particularly helpful to reflect on personal motivations for ITLP in SBOL and how interactions with other stakeholders across whole school systems may influence upon practice. Feedback was particularly helpful to consider the potential broad ranging application of the Reflective Framework of ITLP in SBOL and helped to inform adjustments to the model following the thesis viva in June 2024. This involved simplifying and reorganising the presentation of information in the model and providing a blank version for professionals to complete as part of individual and/or group reflections. Feedback also helped identify that a series of training sessions could be developed to support dissemination and enable sufficient time for discussion, exploration of anticipated and/or experienced barriers to ITLP in SBOL, and to plan and review steps to implementation. I aim to develop this training package over the course of the upcoming year and to share this within relevant school systems and information platforms as outlined above.

6.4 Part Three References

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7.0 Appendices

Appendix A: BPS Definition of Terms Related to Inclusion

Related Term	BPS Definition (BPS, n.d., para. 6)
Equality	Treating people fairly (not necessarily the same), and not treating them unfairly because of reasons protected by discrimination law such as a person's sex, gender identity, sexuality, age, or race.
Equity	An approach and a process that recognises the existence of systemic social inequalities and introduces actions to proactively reduce, if not remove, institutional structural and cultural barriers to equal opportunity and inclusion.
Diversity	Recognising and valuing differences so that we can benefit from having a range of perspectives in decision-making.
Human rights	Basic rights and freedoms afforded to all people in the UK regardless of their nationality or social status. They are not privileges that can be taken away. They are founded on fundamental principles such as dignity, fairness, equality, respect, and autonomy.
Intersectionality	When an individual's race, gender, disability, sexual orientation and other characteristics or identities overlap or 'intersect' so that they can be affected by a number of discriminations and disadvantages.

Note: Terms reprinted from The British Psychological Society (BPS) (n.d). Diversity and Inclusion. Retrieved from: https://www.bps.org.uk/diversity-and-inclusion.

Appendix B: A Brief History of OE, AE & EE Relating to Inclusive OL

Outdoor Education

Contemporary beliefs underpinning OL in the UK can be traced to the noticeable influence of the Outdoor Education (OE) movement. Classical definitions of OE as "*in, about* and *for* the outdoors" (Donaldson & Donaldson 1958, p.63) stemmed from romanticism traditions of the late 18th century. This period of time emphasised a pursuit for the sublime and the value of an authentic pastoral experience (Wattchow, 2007) in order to "redress the perceived destructive effects of industrialisation and urbanisation upon young people" during the Industrial Revolution (Humberstone & Pedersen, 2001, p.28). The urban and natural context were constructed as binary terms as based on the perceived restorative potential of the environment. This perspective continues to influence modern inquiry, where focus has been placed on the use of outdoor interventions to support with mental health and wellbeing and protect against the stressors of every-day life (Harris et al., 2017; Vincent-Snow, 2017; Jackson-Barrett & Lee-Hammond, 2018).

OE thrived within the early 20th century and became a method to educate the whole "body, mind and spirit" (Humberstone & Pedersen, 2001, p.28). The location, subject matter, and purpose of the experience (Priest, 1986) were all prominent considerations in pursuit of building character, self-knowledge, and personal improvement (Wattchow, 2007). Emphasis was placed on facing challenges within nature through leisure pursuits of sports, mountaineering and camping (Adkins & Simmons, 2002; Sharp, 1943). Key examples are the formation of OE organisations such as Baden-Powell's Boy Scout movement (1908), and the King George's Jubilee Trust (1935) that trained youth and sought to prevent delinquency. In the 1990's, this traditional understanding was visualised within Priest's model of OE (Figure 23).
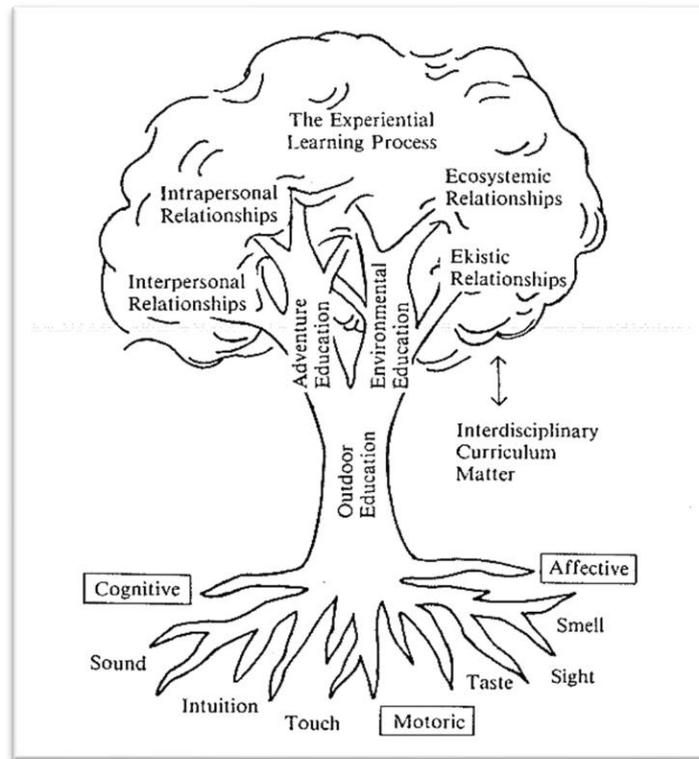
Figure 23: Priest's Model of Outdoor Learning (reprinted from Priest, 1986, p.15).

Within Priest's model the central trunk of OE is divided by Adventure Education (AE) and Environmental Education (EE) to represent equal emphasis on both moral and physical development. A full description of the tree metaphor can be found within Priest's (1986) report. Most important, is that it represents a holistic conceptualisation of OE as a process of learning which mirrors modern manifestations of experiential outdoor experiences. Examples of current practice include nature kindergarten, Forest School and the outdoor classrooms which all implement a nature immersion experience in which the curriculum emerges from daily experience, adventure, and challenge (Dallas, 2021; Larimore, 2016, p.33). In these circumstances the teacher utilises "authentic outdoor experiences to address all areas of development and learning, including care for their environment" (Dallas, 2021, p.11). This means that emphasis is placed on the interdisciplinary and relational aspects of OE which can elevate holistic benefits (Passarelli, Hall & Anderson, 2010; Stavrianos & Pratt-Adams, 2022) and a

connection with authentic experience within the wider world (Gilbertson, 2022; Güdelhöfer, 2016).

Adventure Education

Adventure Education (AE) forms one aspect of OE, however it has developed into a distinct approach in its own right. It is typically distinguished by the utilisation of a residential component alongside emphasis on activities specifically designed to go beyond a child or young person's (CYP) comfort zone, involving a degree of physical challenge and risk (Cosgriff et al., 2012). The endeavour to utilise adventure to help young people achieve balance in their inner lives formed the basis of the educational philosophy of Dr Kurt Hahn, an influential German educator and social reformer (Humberstone & Pedersen, 2001; Veevers & Allison, 2011). Hahn's philosophy framed OE in relation to four pillars: physical fitness; an expedition to provide challenge and adventure; the development of self-reliance and self-discipline; and learning a sense of compassion through service (Veevers & Allison, 2011). Hahn's renowned influence was due to his advocacy of the four pillars philosophy that promoted OL within forms of education and from which he founded the boarding schools of Salem, Germany and Gordonstoun, Scotland, and established other institutions such as Outward Bound (1941), and the Duke of Edinburgh Award (1956) (Humberstone & Pedersen, 2001; Hodgson & Berry, 2011).

These education settings and institutions share collective values and have influenced contemporary beliefs that OL supports the character development and maturity of CYP (Veevers & Allison, 2011). The modern OB website continues to advertise a mission and a set of values that mirrors the four founding pillars:

- A belief that we all have undiscovered potential;
- A belief in the power and magic of learning through adventure in the wild;
- A deep appreciation of the balance between risk, reward, and responsibility;

- A spirit of respect and compassion (The Outward Bound Trust, 2023).

The impact of adventurous activities alongside a values approach has been measured within the Outward Bound movement since 2009 through regular Social Impact reports. In their latest publication (2017) the mission and values statements set out a theory of change model to clarify what OL means for young people. The report suggests that the Outward Bound course "acts as a catalyst for positive change… small changes encourage further change, and thus young people continue to develop" (The Outward Bound Trust, 2023, p.12). This conclusion appears supported by independent research that applied a novel retrospective methodology (Daniel et al., 2022). Researchers utilised questionnaires to gather the views of 180 individuals who participated in an OB course between 1967-2017. They reported that 90% of participants perceived OB to have had a lasting positive difference in their lives, including in building a sense of accomplishment, increasing self-awareness, and shifting personal perspectives and outlook on life (Daniel et al., 2022). This highlights the potential for OL and adventurous pursuits to hold long-lasting benefits for students' holistic development.

Environmental Education

Environmental Education (EE) can be considered an "instructional field" (Schmidt et al., 2022, p.7) that aims to establish environmental awareness, develop inquiry skills and knowledge to propose solutions to environmental issues (Schmidt et al., 2022). Stavrianos (2016) identifies three main goals of EE:

1. To have a global perception of the environment and the types of relationships between humans and environment.
2. To understand dependencies, responsibility, and solidarity between individuals as this relates to the environment.
3. To be aware of environmental problems at a scientific level, determine causes and help give solutions.

These goals demonstrate the importance of forming ecological relationships to the field of EE and it is this aspect that distinguishes it from broader OE approaches (Adkins & Simmons, 2002; Disinger, 2001). In particular, EE emphasises the importance of ecosystemic and ekistic relations as is represented within the leaves of Priest's tree model of OE (Figure 23). Ecosystemic relationships refer to the "dynamics and interdependence of all parts of an ecosystem" (Priest, 1986, p.14) such as represented within the circle of life. In comparison, Ekistic relationships refer to "the interaction between people and their surroundings" and particularly the "reciprocal effect" of humans impacting on natural resources (Priest, 1986, p.14). These relational aspects represent a broad ecological perspective of the environment as "the sum of all external conditions that surround a system, an organisation, a community or an object" and as a "socially and societally produced entity" (Stavrianos, 2016, p.147).

In contemporary times, advocates of OE often relate OL to the importance of teaching CYP about pro-environmental behaviours (Harris et al., 2017). This relates to the perception that EE and OE are considered sisters (Dyment & Potter, 2015) or mutually supportive approaches (Adkins & Simmons, 2002). However, although these fields share a familial relationship, they are not mutually dependent. In Parkin's (1998) study, a survey of 101 outdoor educators practicing in Queensland, Australia found that whilst 88% of respondents agreed or strongly agreed that a link between OE and EE should exist, only 27% believed that OE always teaches participants about the environment. Parkin concluded that "while in theory many outdoor educators believe that outdoor education and environmental education should be linked, this in fact does not occur" (Parkin, 1998, p.5). Parkin's study is perhaps limited in that methodological details such as participant demographics, approach to recruitment or response rate are not reported. However, what is of interest is that Parkin framed his findings in terms of a perceived difference in the inherent values of OE and EE. Parkin suggested that EE

aims to develop fulfilment, morality, and self-responsibility in participants towards the betterment of the environment, whereas OE may develop values more broadly such as those relating to group work, leadership, or self-esteem (Parkin, 1998).

The suggestion that EE is a distinct field is perhaps supported by Lindenmeier's (1996) thesis that further explored the relationship between EE, OE, and AE through use of a Delphi survey. They concluded that expert panellists also perceived differences between EE and AE, which were attributed to variations in the underpinning relational aspects. AE was perceived to move along a continuum from interpersonal to intrapersonal relationships; whereas EE transitions between ecosystemtic and ekistic relationships (Figure 24). It is important to consider that Lindenmeier's work is situated in a specific social and cultural context as panellists were all from Texas in the 1990's. However, these results are supported more recently by Dyment and Potter (2015), and Hileman (2023). In particular, Dyment and Potter's (2015) comprehensive review of the impact factor of OE research provided insight that EE holds an independent research portfolio.
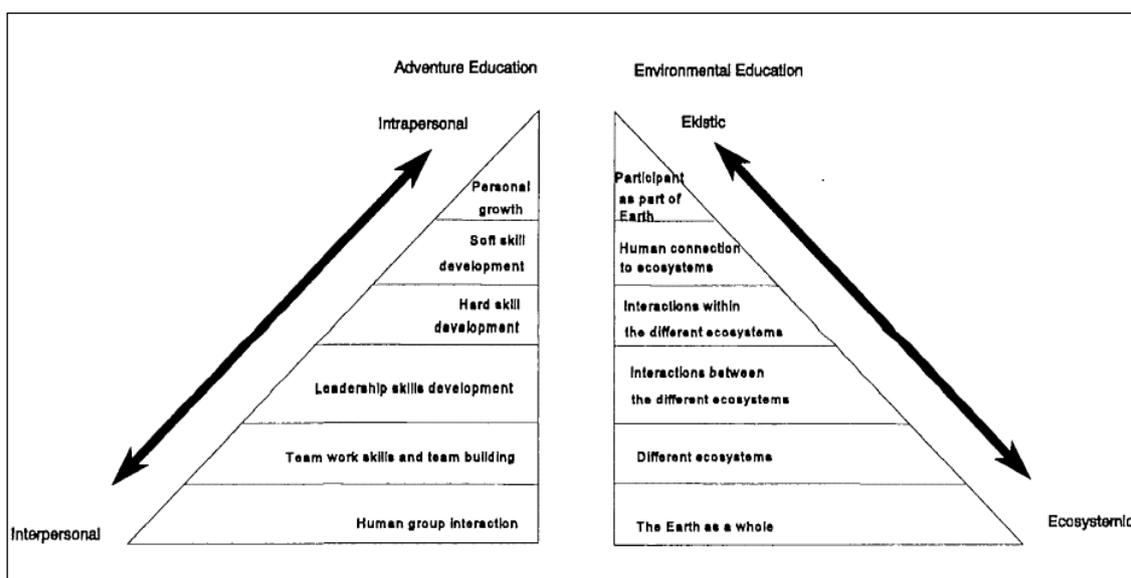
Figure 24: The Environmental Education - Adventure Education Relationship Model (reprinted from Lindenmeier, 1996, p.155).

The distinction of EE can be attributed to the growing environmental concerns of modern society and the environmental movement during the 1960's (Schmidt et al., 2022). Since this period, there have been three prominent "milestones in the history of environmental protection and education" (Rodrigues & Arenas, 2022, p.309), namely the United Nations Conference on the Human Environment in Stockholm, Sweden in 1972 (also known as the Stockholm Conference); the intergovernmental conference on environmental education in Tbilisi, (then capital of) the Georgian Soviet Socialist Republic in 1977; and the UN Conference on Environment and Development in Rio de Janerio, Brazil, in 1992 (the Rio Convention), which each has had a lasting impact on the field of EE (Rodrigues & Arenas, 2022). Further information of how these milestones have influenced EE are provided in Appendix B.

The Rio Convention culminated in Agenda 21, a (non-binding) agreement of specific actions that represented a values shift in EE towards a specific sustainable lens. This raised important questions about how EE should be incorporated into educational contexts; "just how should curricula, teaching materials, and teachers approach the study of environment to the classroom?" (Disinger, 2001, p.10). Disinger's view was that environmental educators should not simply advocate one set of positions or values over another, but provide accurate, well-grounded scientific knowledge, promote awareness of current issues, and support the development of critical thinking skills so that pupils may explore their own beliefs on environmental issues (Disinger, 2001). This relates to Stavrianos' (2016) depiction of the three modern goals of EE as detailed above, and positions EE as a long-term commitment (Schumm, 2023). As Parkin (1998) identified, it is "unlikely that participants will develop an environmental ethic during a single short-term trip or camping programme" (Parkin, 1998, p.4).

Disinger's emphasis on an objective scientific approach to EE was based on the two hats report by John Hug, 1977. This advocated for environmental educators to be

value-fair or value-free. The ability for educators to manage any dual role as an environmentalist is by keeping "each hat on its proper head" (Hug, 1977, p.73), and this continues to be upheld and recommended for future practice (Hungerford, 2009). To support with this position, the Department for Education (DfE) has been seen to consult with environmental organisations to inform policy responses following international climate change summit demands. For example, the established UK charity organisation, the National Association for Environmental Education (NAEE) produced the Young People's Learning and the Environment Manifesto (2022), to help the DfE identify how education institutions may become "more sustainable and improve the education that pupils and students receive" (NAEE, 2022, p.1).

Appendix B References:

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Appendix C: Prominent Legislation Separating EE from OE

The 1972 Stockholm Conference is considered a "landmark" in the evolution of modern EE and international environmental law (United Nations Environmental Programme (UNEP), 2023, para. 7). Key activities related to the human environment were discussed in the conference including pollution control, social aspects of urbanisation, food and agriculture organisation and conservation of natural resources, as was recommended by the preliminary report of the UN Secretary-General in 1968 (UN Economic and Social Council, 1968). The discussion "brought about the first detailed definition of EE" and identified the goals that EE efforts should "strive towards" (Schmidt et al., 2022, p.7). This included 26 principles that stated the common conviction of environmental rights and responsibilities, and 109 approved recommendations for international action and a framework for environmental action (Report of the UN Conference on the Human Environment, 1972) (Figure 25).
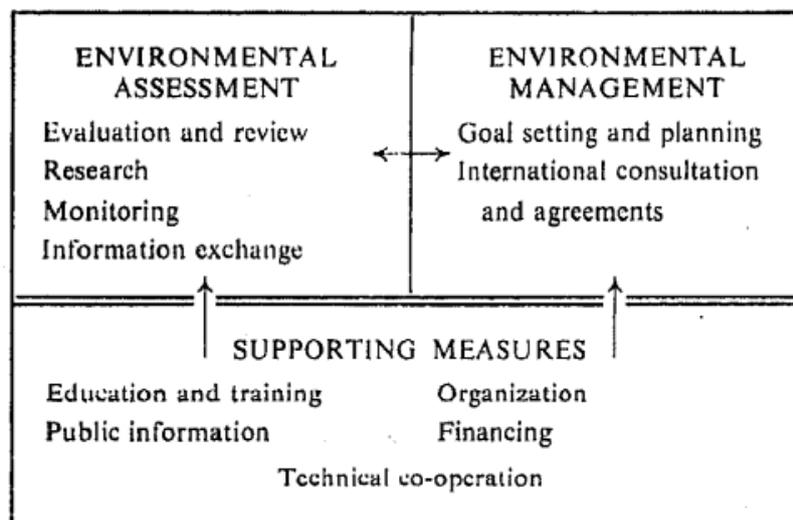
Figure 25: UN Conference on the Human Environment Framework for Environmental Action (reprinted from UN, 1972, p.6).

The UN Framework (Figure 25) aimed to group conference recommendations into three broad types of action to support implementation. This included actions associated with global assessment (Earthwatch), management of environmental

activities, and international measures to support in the assessment and management process. To coordinate the framework, the UN formed the United Nations Environmental Programme which continues to respond to environmental issues in the modern era (UNEP, 2023).

The Tbilisi Conference was the first intergovernmental conference to address EE at all levels, e.g., local, national, regional, and international (Rodrigues & Arenas, 2022). It reported that "the ultimate aim of environmental education is to enable people to understand the complexities of the environment and the need for nations to adapt their activities and pursue their development in ways which are harmonious with the environment" (UNESCO, 1978, p.12). There was a specific focus on the role of education to support EE objectives and guiding principles. UNESCO summarises the purpose of the Tbilisi Conference as having:

- Appealed to member states to introduce an environmental focus to their educational policies.
- Invited educational authorities to promote thinking, research, and innovation in relation to EE.
- Urged UN member states to collaborate in the field of EE.
- Appealed for the international community to "give generously of its aid" to promote shared understanding in support of peace (UNESCO, 1978, p.24-25).

The Stockholm and Tbilisi conferences therefore appear to indicate that EE has a distinct history, separate from OE. When considering the importance of setting in OE and EE education, the Tbilisi Declaration states that the distinction between rural and urban should be discarded and all young people should benefit from an "eco-logically based education" (UNESCO, 1978, p.21). This meant that in EE, each person should have the opportunity to "acquire knowledge, values, attitudes, commitment and skills needed to protect and improve the environment" (Stavrianos, 2016, p.147). The perception of values within EE and specifically, what values should be developed, relates

to the Rio Convention as the third milestone in the history of environmental protection and education (Rodrigues & Arenas, 2022). This sought to build upon the Stockholm Declaration and had several goals including "establishing a new and equitable global partnership... working towards international agreements which respect the interests of all... [and] recognizing the integral and interdependent nature of the earth, our home" (United Nations General Assembly, 1992). The convention culminated in Agenda 21; a (non-binding) agreement of specific actions that represented a values shift in EE towards a sustainable lens. This also formed the main critique of Agenda 21, as it was seen to encourage "economic growth, alongside the commodification of human relations" (Rodrigues & Arenas, 2022, p.310). This critiqued ongoing debates about the industrial growth needs of developing countries (United Nations General Assembly, 1992), that were perceived to change the Stockholm Conference agreement of global responsibility for the environment to merely, a "common but differentiated responsibility" (United Nations General Assembly, 1992, Principal 7, p.2). This shift in language reflects the debates around pro-environmental behaviour (PEB) and perceptions of how best to prevent a significant negative impact on natural resources or the environment (Schmidt et al., 2022; Disinger, 2001; Schultz & Kaiser, 2012).

Appendix C References

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Appendix D: Database Adaptations to Scoping Review Search Terms

Database	Search Terms	Number of Articles Identified
Ovid/Psychinfo	Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* OR Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit* AND Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn* Education (subject heading) AND Outdoor adj2 Environment* OR Outdoor adj2 Educat* OR Outdoor adj2 Activit* OR "Outdoor Class*" OR "Outside the classroom" OR Natur* adj2 Environment* OR Natur* adj2 Educat* OR Natur* adj2 Activi* OR Natur* AND Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact	Identified n = 544 Total Included n = 522 (n=22 results removed as written in a language other than English).
SCOPUS	(((TITLE-ABS-KEY (Inclusi*)) OR (TITLE-ABS-KEY (Divers*)) OR (TITLE-ABS-KEY (Integrat*)) OR (TITLE-ABS-KEY (Distinct*)) OR (TITLE-ABS-KEY (Ethnic*)) OR (TITLE-ABS-KEY (Intersection*)) OR (TITLE-ABS-KEY ("Inclusive Educat*")) OR (TITLE-ABS-KEY ("Additional Need*")) OR (TITLE-ABS-KEY ("Learning Need*")) OR (TITLE-ABS-KEY (Disabilit*)) OR (TITLE-ABS-KEY ("Special Need*"))) AND (((TITLE-ABS-KEY (Educat*)) OR (TITLE-ABS-KEY (Pedagog*)) OR (TITLE-ABS-KEY (Teach*)) OR (TITLE-ABS-KEY (Curricul*)) OR (TITLE-ABS-KEY (Instruct*)) OR (TITLE-ABS-KEY (Learn*))) AND (((TITLE-ABS-KEY (Outdoor W/2 Environment*)) OR (TITLE-ABS-KEY (Outdoor W/2 Educat*)) OR (TITLE-ABS-KEY (Outdoor W/2 Activit*)) OR (TITLE-ABS-KEY ("Outdoor Class*")) OR (TITLE-ABS-KEY ("Outside the Classroom")) OR (TITLE-ABS-KEY (Natur* W/2 Educat*)) OR (TITLE-ABS-KEY (Natur* W/2 Activi*)) OR (TITLE-ABS-KEY (Natur*)) OR (TITLE-ABS-KEY (Natur* W/2 Environment*))) AND (TITLE-ABS-KEY (know*)) OR (TITLE-ABS-KEY (view*)) OR (TITLE-ABS-KEY (construct*)) OR (TITLE-ABS-KEY (concept*)) OR (TITLE-ABS-KEY (understand*)) OR (TITLEABS-KEY (awareness*)) OR (TitleABS-KEY (Impact))) Limited to = Education	Identified n = 741 Total Included n = 536 (n=8 removed as written in a language other than English; n=197 results removed as unrelated to SBOL field of study).
EBSCO HOST ERIC	(Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* OR Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit*) AND (Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn*) AND (Outdoor NEAR/2 Environment* OR Outdoor NEAR/2 Educat* OR Outdoor NEAR/2 Activit* OR "Outdoor Class*" OR "Outside the Classroom" OR Natur* NEAR/2 Environment* OR Natur* NEAR/2 Educat* OR Natur* NEAR/2 Activi* OR Natur*) AND (Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact).	Identified n = 381 Total Included n = 224 (n=156 removed as not peer reviewed; n=1 removed as written in a language other than English).
BEI	(Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* OR Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit*) AND (Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn*) AND (Outdoor NEAR/2 Environment* OR Outdoor NEAR/2 Educat* OR Outdoor NEAR/2 Activit* OR "Outdoor Class*" OR "Outside the Classroom" OR Natur* NEAR/2 Environment* OR Natur* NEAR/2 Educat* OR Natur* NEAR/2 Activi* OR Natur*) AND (Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact).	Identified n = 41 Total Included n =41
ASSIA	NOFT((Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* OR Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit*)) AND NOFT((Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn*)) AND NOFT((Outdoor N/2 Environment* OR Outdoor N/2 Educat* OR Outdoor N/2 Activit* OR "Outdoor Class*" OR "Outside the Classroom" OR Natur* N/2 Environment* OR Natur* N/2 Educat* OR Natur* N/2 Activi* OR Natur*)) AND NOFT ((Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact)).	Identified n=429 Total Included n = 420 (n=9 removed as not peer reviewed).

WoS	TS=(Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* OR Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit*) AND TS=(Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn*) AND TS=(Outdoor N/2 Environment* OR Outdoor N/2 Educat* OR Outdoor N/2 Activit* OR "Outdoor Class*" OR "Outside the Classroom" OR Natur* N/2 Environment* OR Natur* N/2 Educat* OR Natur* N/2 Activi* OR Natur*) AND TS= (Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact) Research Area: Education; Psychology; Social Sciences.	Identified n = 985 Total Included n = 923 (n=62 removed as secondary sources i.e., reviews).
Child Development and Adolescent Studies	(Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* Or Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit*) AND (Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn*) AND (Outdoor NEAR/2 Environment* OR Outdoor NEAR/2 Educat* OR Outdoor NEAR/2 Activit* OR "Outdoor Class*" OR "Outside the Classroom" OR Natur* NEAR/2 Environment* OR Natur* NEAR/2 Educat* OR Natur* NEAR/2 Activi* OR Natur*) AND (Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact).	Identified n =28 Total Included n = 28
Cardiff University Library	(Inclusi* OR Divers* OR Integrat* OR Distinct* OR Ethnic* Or Intersection* OR "Inclusive Education" OR "Additional Need*" OR "Learning Need*" OR "Special Need*" OR Disabilit*) AND (Educat* OR Pedagog* OR Teach* OR Curricul* OR Instruct* OR Learn*) AND (Outdoor NEAR/2 Environment* OR Outdoor NEAR/2 Educat* OR Outdoor NEAR/2 Activit* OR "Outdoor Class*" OR "Outside the Classroom" OR Natur* NEAR/2 Environment* OR Natur* NEAR/2 Educat* OR Natur* NEAR/2 Activi* OR Natur*) AND (Know* OR View* OR Construct* OR Concept* OR Understand* OR Awareness OR Impact).	Identified n = 74 Total Included n = 72 (n=2 removed as written in a language other than English).

Appendix E: Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR)

Identification

Records identified through database searching (n=3149)
- APA PsycInfo (n=544)
- ASSIA (n=429)
- BEI (n=41)
- Child Development and Adolescent Studies (n=28)
- EBSCO host ERIC (n=381)
- Scopus (n=741)
- Web of Science (n=985)

Additional Records identified from other sources (n=105):
- Websites (n=4)
- Organisations (n=6)
- Citation Tracking (n=21)
- Cardiff University Library (n=74)

Records n=3254 removed *before screening*: 665
- Duplicate records removed (n=208)
- Records not available in English (n=33)
- Records unrelated to education, psychology, or social science fields of study (n=197)
- Not Peer-Reviewed (n=165)
- Secondary Source (n=62)

Screening

Records screened for relevance (record type, title, abstract) (n=2589)

Records excluded (n=2493)
- Title / Abstract (n=2204)
- Books / Book Chapters (n=14)
- Conferences / Conference Papers (n=155)
- Reports (n=11)
- Call for papers (n=1)
- Theses / Dissertations (n=97)
- Repeats (n=11)

Records sought for retrieval (n=96)

Records not retrieved (n=2)

Eligibility

Full-text articles assessed for eligibility (n=94)

Full-text articles excluded (n=72) (See appendix J)
- Excluded based on participant criteria, i.e., participants were not educators who directly work with children and/or young people (n=7)
- Excluded based on concept criteria, i.e., literature did not focus on educator perspectives on inclusive teaching and learning practices (n=29)
- Excluded based on context criteria i.e., did not relate to school based outdoor learning activities in the UK (n =34)
- Excluded following no access (n=2)

Articles included in quality appraisal as conceptualised by Thomas & Harden (2008). (n=22)

Records Excluded (n=9)
- Excluded due to limited extent participant views were represented (n=4)
- Excluded due to limited degree research provides a reliable answer to the scoping review question (n=1).
- Excluded following dynamic critical appraisal of key study elements (n=4)

Included

Articles included in data extraction (n=13)

Articles included in thematic analysis after contribution reviewed (n=13)

Table 8: Steps undertaken through the Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR).

Appendix F: Table of Excluded Research

Excluded Research			
PCC Inclusion Criteria	**Inclusion Criteria**	**Exclusion Criteria**	**Excluded References**
Participants	Participants are educators who directly support children and young people.	Educators without direct experience; discussion based on second-hand information.	Aragon (2013); Aylward & Mitten (2022); Caprara & Macchia (2020); Loeffler & White (2022); Patrascoiu (2022); Stout (2005); Vincent-Snow (2018).
Concept	Conceptual focus on educator perspectives on aspects of IED and educator teaching and learning practices such as planning, acting, and reflecting (Karppinen, 2022).	Conceptual focus that overlooks the role of the educator, their perspectives and/or how IED is applied in practice.	Bilton (2022); Boulton (2021); Clarke & McPhie (2016); Coe (2016); Collazo (2022); Connolly & Haughton (2017); Cont et al., (2023); Dunst & Raab (2004); Gilbertson et al., (2022); Gray & Colucci-Gray (2019); Harris, F., (2017; 2021); Humberstone & Pedersen (2001); Hussein (2012b); Karppinen (2022); Kemp (2020); MacQuarrie (2015); Mart & Waite (2021); Martin (2020); Moffett (2022); Prince (2020); Ray & Jakubec (2018); Schleien et al (1994); Schumm (2023); Sugarman (2001); Thorburn & Allison (2013); Whincup et al (2023); Winks & Warwick (2021); Quibell et al (2017).
Context	Contextual boundaries relate to school-based Outdoor Learning activities taking place within the United Kingdom. This was focused on learning undertaken in school grounds and within the local community e.g., within walking distance of the school setting.	Use of residential and/or education centres external to a school site. OL activities conducted outside of school hours i.e., summer holiday camps, weekend clubs etc. International research conducted outside of the UK.	Alme & Reime (2021); Arbuckle (2022); Austin (2022); Brooks (2022); Bulgarelli et al., (2023); Chawla (2007); Cosgriff et al., (2012); Dallas (2021); Dunst & Bruder (2014); Eksteen (2019); Farag & El Gemae (2021); Floresca (2020); Friedman & Morrison (2021); Fronzek (2023); Gilligan & Downes (2022); Grinbergs (2023); Guardino et al., (2019); Güdelhöfer (2016); Hileman (2023); Honig (2019); Hu et al., (2016); Jackson-Barrett & Lee-Hammond (2018); James (2018); Lauterbach (2023); Loskota (2004); Nur'izzati (2023); Penrod et al (2005); Peterson (2011; 2012); Price (2019); Rogers et al (2019); Schmidt et al (2022); Von Benzon (2015; 2017); Warner & Dillenschneider (2019).
No Access			Von Benzon (2014); Woonton (2006).

Excluded due to Thomas & Harden's Form of Quality Assessment (2008)	
Quality Assessment	**Excluded References**
Excluded due to limited extent participant views were represented (n=4).	Edwards-Jones et al (2022); Hopper (2017); Hussein (2012a); Stavrianos (2016).
Excluded due to limited degree research provides a reliable answer to the scoping review question (n=1).	Quibell et al (2017).
Excluded following dynamic critical appraisal of key study elements (n=4).	Brewer (2016); Jenkin (2013); Leach (2018); Royal Horticultural Society (RHS) (2010).

Appendix G: Thomas and Harden (2008) Thematic Synthesis Process

Thematic Synthesis was undertaken in several stages. Initially research was reviewed by hand to identify pertinent aspects, potential codes, or themes within the data. At this stage, focus was placed on both the narrative aspects and direct quotes of participants to develop an understanding of the individual studies and the relationships between them.
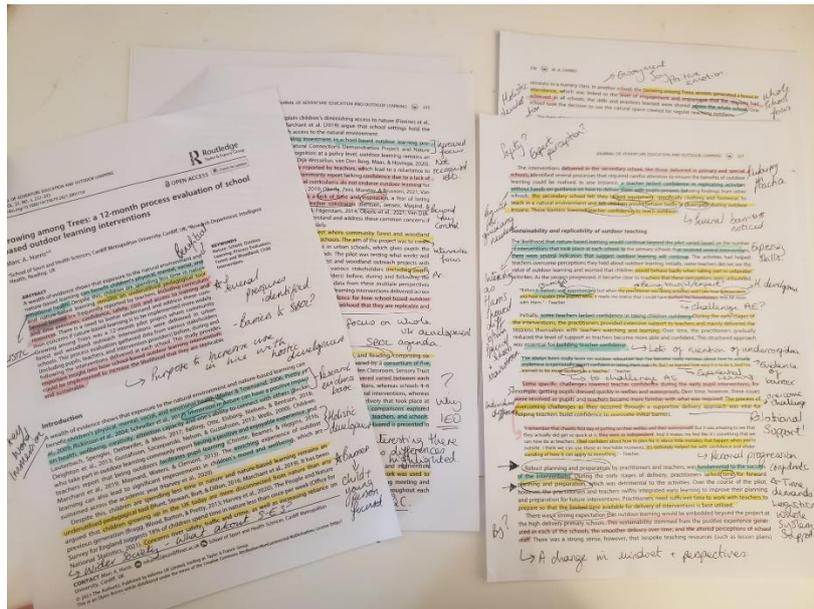
Note: Initial Review of Included Research to Identify Pertinent Details.

From this basis, initial codes and subthemes were recorded using MS Word Styles. Direct quotes of educator perspectives were then brought together to facilitate comparison between trends and themes in the included research. A colour code system was applied to distinguish the different reports and identify those subthemes that may be underdeveloped.
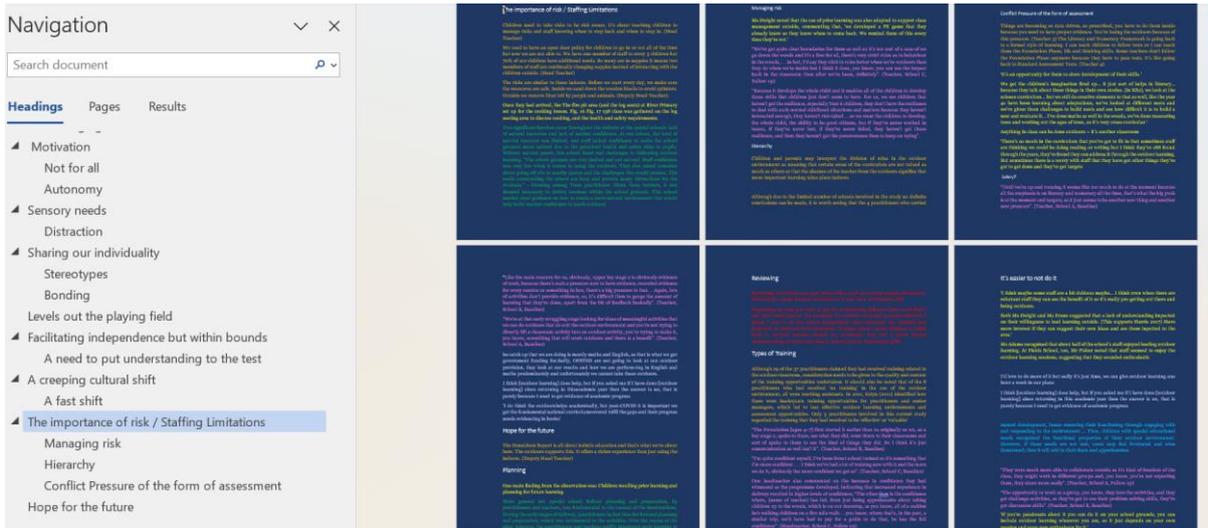
After all pertinent information was gathered; initial codes and subthemes were printed and gathered in an initial thematic map. An ongoing process of review was undertaken, and the thematic map was revised at points throughout the process, including during the report writing period.

For example, the theme The Emotive Experience of Visiting the Outdoors was changed to The Embodied Experience of Visiting the Outdoors to appreciate that emotion was a whole-body experience, based upon the significance of place (Hall & Boocock, 2023). Additionally, The Consequential Experience of Noticing Joy in Others was combined with Evidence of Joy, and A Platform for Group Effort(Less) and was

revised to become A Social Group Effort(Less), to recognise the developed social aspect of the studies. An earlier version of the thematic synthesis map is provided below.
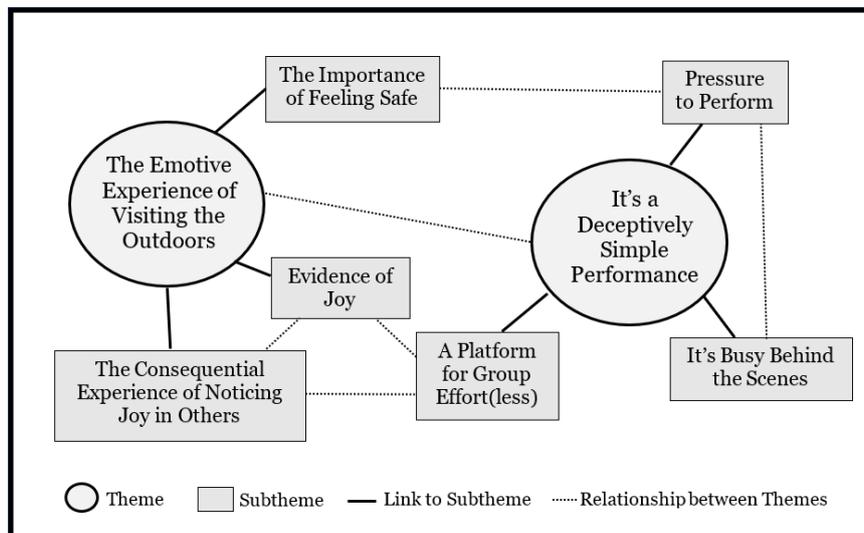
Note: An Earlier Version of the Thematic Synthesis Map.
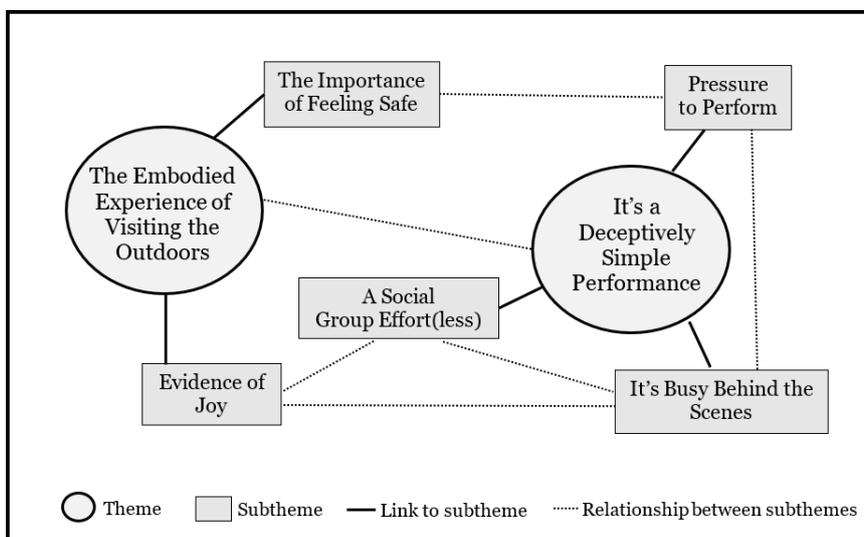
Note: Final Version of the Thematic Synthesis Map.

Appendix H: Scoping Review Table of Themes, Subthemes and Codes

Theme: The Embodied Experience of Visiting the Outdoors		
Subtheme	**Code**	**Quotes**
Evidence of Joy	Joy of Learning	"Also, it suits boys who don't like reading or writing, or being at school. They don't see the outdoors as being in school. They will be learning and not realise it" (Teacher 1) (Davies & Hamilton, 2016, p.5).
		"Boys really like being outside; having freedom to move and to use their big voices on a larger scale" (Deputy Headteacher) (Davies & Hamilton, 2016, p.5).
		"They're just happy to be out there because we give them time to explore… they're doing things they want to do and they're doing learning activities together, so they're quite happy" (Glanville, 2023, p.177).
		"Some children you see the weight come off their shoulders when they get down there, their posture's a lot better, they stand up, it's as if they're not weighted down, as if they can just relax" (Glanville, 2023, p.180).
		"We see children who are very insular come out of their shells; children who are reluctant talkers, suddenly you can't stop them talking when they're in the forest" (Glanville, 2023, p.183).
		"I don't think they see it as work, they are learning they've done the activity, later on it will all click… but it's so much fun they don't realise that they are learning" (Glanville, 2023, p.187).
		"One of year 6 was dyslexic, he saw it as an environment where he had control, he had a lead in what he was doing and could give direction. It boosted his confidence" (Glanville, 2023, p.210).
		"Some children with behavioural difficulties enjoy making things, they like the compost heap and birdwatching, you see differences in them outside" (Glanville, 2023, p.213).
		"I know lots of children that don't cope very well with being in one classroom all day every day, they find it difficult to sit down but also for children who are more creative, they've got more opportunities to show that outdoors, I mean it's the freedom and the movement and the expression and being able to use their bodies not just their voices and their hand" (Teacher, School B, Follow up) (Marchant et al., 2019, p.6).
		"The teachers report as well how engaged they are, you know, with this style of learning and, you know, some of our perhaps more challenging boys particularly, you know, really enjoy the sort of the methodology" (Headteacher, School A, Follow up) (Marchant et al., 2019, p.7).
		"It's not only the sessions outdoors, [but also] what the sessions outdoors bring back into the classroom as well, isn't it, and it's the whole knock-on effect and it's all about experience" [Headteacher, School C, Follow up] (Marchant et al., 2019, p.8).
		"The engagement you receive from the children when outdoors… inspires the learning to continue inside" (Marsh & Blackwell, 2021, p.6).
		"She does really well with the session and loves it, you can see on her face that she loves it" (Marsh & Blackwell, 2023, p.7).
		"They are engaged and happy" (Marsh & Blackwell, 2023, p.8).
		"It helps me as a teacher, because they enjoy the activities so much it impacts positively as an incentive to try as hard as they can on other subjects" (Stavrianos & Pratt-Adams, 2022, p.260).
Evidence of Joy	Moments of Freedom	"When they go into nature… I think they feel much more relaxed, they seem to understand the environment, they feel more comfortable – maybe because they are much freer to roam and explore" (Blakesley et al., 2013, p.17).
		"Children that struggled socially at playtimes were happily taking part in their group and begin encouraged by peers. It would appear outdoor activities take some of the tension off children who struggle to mix in the classroom" (Participant 3B) (MacQuarrie, 2018, p.356).

		"I have noticed that some of the more dominant classroom characters are less intrusive outdoors and almost take on a more positive leadership role and a few of the really quiet children have proved to be more engaged and confident when applying skills learned outdoors to new situations" (Participant 4C) (MacQuarrie, 2018, p.356).
		"It's like feeling like someone's taken the shackles off us and [the] oppressive feeling… my feeling is just like, wow, this is just what I came into teaching for" [Teacher, School A, Baseline] (Marchant et al., 2019, p.16).
		"We do Forest School weekly with the children which they absolutely love. I have a little girl who is an elective mute, yet you get her outside and she won't necessarily talk to you, but you can see her talking to the trees and she does really well with the session and loves it" (Marsh & Blackwell, 2023, p.7).
		"When you take children outdoors their behaviour is very different from the classroom and I think it is because they view the outside as fun, they want to be there, and they feel restricted inside" (Marsh & Blackwell, 2023, p.8).
		"In the classroom [pupil] gets upset easily and sulks. She has mood swings and wants her own way. Outdoors she indicates a positive response to being in control of her learning. There is increased concentration on task and increased engagement and enjoyment. There is a willingness to help others and share ideas" [Teacher] (Maynard et al., 2013b, p.218).
		"[Pupil] has poor concentration, sees herself as the baby, finds it difficult to sit and listen to story. She is extremely lacking in confidence… shy… she won't look at you indoors. With child-led learning she is totally engrossed and remains on task. Outside is the best learning environment for her… she remains on task" [Teacher C] (Maynard et al., 2013b, p.219).
		"I'm different outdoors, I am more relaxed outside… there are no eyes outside… indoors I feel conditioned to be in a particular way…" [Teacher C] (Maynard et al., 2013b, p.221).
		"Most teachers (A, B, C, G and E) commented on the significance of children being given greater control of their play and learning and following their own interests. Teacher B commented that 'they can make as much or as little of it as they want to'. As a result, children were more motivated and engaged" (Maynard et al., 2013b, p.220).
		"Many of our children have never seen a cow, never camped, it helps them get a sense of perspective, to discover things, it's such a transformation" [Special school] (Rickinson, 2012 [Study 1], p.24).
		"Teachers also talked about practical experience as being motivating for children. Some teachers, such as the interviewee at [school], saw experiences of nature as indirectly aiding learning, through providing pupils with an alternative environment to the classroom in which to 'take time out' and burn off energy before returning to the classroom" (Von Benzon, 2010, p.621).
Subtheme	**Code**	**Quotes**
The Importance of Feeling Safe	A Safe Learning Environment	"They seem to understand the environment, they feel more comfortable – maybe because they are much freer to roam and explore" (Blakesley et al., 2013, p.17).
		"Children with additional learning needs, who have IEPs [Individual Education Plans], tend to be more independent and less restricted in the outdoor classroom" [Teaching Assistant 1] (Davies & Hamilton, 2016, p.5).
		"It's good for children who are unsteady on their feet, they benefit from the physiotherapy of going out. It's also good for those who are solitary as they start to mix" [Headteacher] (Davies & Hamilton, 2016, p.5).
		"Children who struggle with language often feel more relaxed from being outdoors" [Teaching Assistant 2] (Davies & Hamilton, 2016, p.5).
		"The risks are similar to those indoors. Before we start every day, we make sure the resources are safe. Inside we sand down the wooden blocks to avoid splinters. Outside we remove litter left by people and animals" [Deputy Headteacher] (Davies & Hamilton, 2016, p.9).
		"Every child is different… a child that… needs those four walls needs that simple environment of a table, then obviously they're not going to enjoy it as much" (Glanville, 2023, p.185).

		"Given these barriers [i.e., a lack of natural resources and lack of teacher confidence], it was deemed necessary to deliver sessions within the school grounds" (Harris, 2023, p.236).
		"As our children require 1:1 support for the majority of the time, it has been a challenge to encourage staff, and myself, to take a step back to encouraged strengthened child-child interactions" [Participant 5Dii] (MacQuarrie, 2018, p.355).
		"Initially there was things like trips and falls and head bumps and things like that and, touch wood, I'm not seeing so much of it so it's embedded in the rules and things that we talk about. And when they climb the trees if it's wet they're only allowed up to an adult's hip, if it's dry they can go up to the shoulder and higher, they have to hold on, and there's clear rules there and they really do stick to it" [Teacher, School C, Follow up] (Marchant et al., 2019, p.7).
		"We've got quite clear boundaries for them as well, so it's not sort of a case of we go down the woods and it's a free for all, there's very strict rules as to behaviour in the woods" [Teacher, School C, Follow up] (Marchant et al., 2019, p.14).
		"We struggle for good outdoor places to take our students, for example, local parks are no good due to dog mess" [Special school] (Rickinson, 2012, p.16).
		"One special school interviewee also made the point that to work with their students volunteers would need experience of autism, needs, physical needs, etc" (Rickinson, 2012, p.57).
		"Another barrier to experience of nature cited by school staff was the risk to safety caused by taking children outdoors or off site" (Von Benzon, 2010, p.622).
		"[School] mentioned specifically having a number of pupils with Autistic Spectrum Disorder (ASD) who were prone to running away, and therefore required a high level of supervision" (Von Benzon, 2010, p.622).
		"The grounds were not easy to negotiate for pupils who were learning how to use their electric wheelchairs" (Von Benzon, 2010, p.622).
The Importance of Feeling Safe	Valuing Safety and Belonging	"I used to be negative of the outdoor classroom but seeing the positive impact it can have on our children's outcomes, I now promote it. Many of our children come from really deprived backgrounds" [Teacher 2] (Davies & Hamilton, 2016, p.6).
		"If you're not into it then it's not so much fun for you… but all part of life is experiencing things that you're not overly interested in or excited by" (Glanville, 2023, p.160).
		"Two teachers went through the willow tunnel and waited for more than five minutes as both of their students had a fear of going through the tunnel due to the changes in its material. One of the teachers tried to convince both students by saying, 'Come-on Steve… You can do it!' While the other teacher walked through to the end of the willow tunnel and said, 'Look! I'm here'… The partially sighted student put one foot tentatively on the chip-bark surfaces… as he approached, one of the teachers held his hands and said, 'Yes! You've made it!' The other student in his wheelchair was still on the pathway. He looked confidently at his mate and slowly wheeled his chair on to the bark surface. They continued to cheer him on. As he came closer to them, one of the teachers said, 'Well done, Steve!'" (Hussein, 2010, p.28).
		"The users showed a strong sense of bonding, such as preference for and attachment to the garden" (Hussein, 2010, p.30).
		"I have a little girl who is an elective mute, yet you get her outside and she won't necessarily talk to you, but you can see her talking to the trees and she does really well with the session" (Marsh & Blackwell, 2023, p.7).
		"Things that you take for granted… walking to and from school and that kind of outdoor time and that socialisation time… time to chat to their peers - just missing those elements had an impact. You don't realise how much you take for granted… I'm sure coming to school isn't their favourite thing in the world but actually what it does for them socially and emotionally in terms of meeting with their peers, meeting with different adults… all those things build a child holistically and I think the impact was dramatic" (Marsh & Blackwell, 2023, p.9).
		"School interviewees were asked to suggest potential solutions to the constraints that were faced. The most common response was the provision of additional resources, particularly funding, but also staff" (Von Benzon, 2010, p.623).

The Importance of Feeling Safe	Responding to Individual Difference	"Boys learn better outdoors, they learn when they are active because their minds learn differently" [Teacher 1] (Davies & Hamilton, 2016, p.5).
		"Some people think boys benefit the most but it can also be girls. One girl in Year One loves it. She does much better outside than inside" [Teacher 3] (Davies & Hamilton, 2016, p.6).
		"It's very stereotypical to say boys, but the boys just want to be outside and doing, they just thrive outside" (Glanville, 2023, p.179).
		"Every child is different... a child that... needs those four walls needs that simple environment of a table, then obviously they're not going to enjoy it as much" (Glanville, 2023, p.185).
		"In attempting to provide the child with a balanced under-standing of the environment, the adult will need to structure an appropriate learning environment which can be both reactive to the child's actions and responsive to the child's needs" (Hussein, 2010, p.27).
		"I have noticed that some of the more dominant classroom characters are less intrusive outdoors and almost take on a more positive leadership role and a few of the really quiet children have proved to be more engaged and confident when applying skills learned outdoors to new situations" [Participant 4C] (MacQuarrie, 2018, p.356).
		"Sometimes your very academic children they're the ones that actually need it the most, because perhaps they're quieter, they're a little bit more book-based learners... in the future they could be the ones who are, you know, in terms of looking after themselves and their wellbeing and so on, you're perhaps hitting the mark with them" [Headteacher, School A, Follow up] (Marchant et al., 2019, p.8).
		"Every child is entitled, it's their right to get outdoors and we have them all day... and so it's our responsibility, I don't think there's a choice, I don't think we can choose, shall we do it or shan't we, we have to" [Teacher, School B, Follow up] (Marchant et al., 2019, p.8).
		"In the classroom [pupil] gets upset easily and sulks. She has mood swings and wants her own way. Outdoors she indicates a positive response to being in control of her learning. There is increased concentration on task and increased engagement and enjoyment" [Teacher] (Maynard et al., 2013b, p.218).
		"I suppose it's... I've underestimated some of them and you sort of label them and think 'oh they're not going to be able to do this' ...and when you're talking to them, some of the things they come up with!" [Teacher D] (Maynard et al., 2013b, p.221).
		"Many of our children have never seen a cow, never camped, it helps them get a sense of perspective" [Special School] (Rickinson, 2012 [Study 1], p.24).
		"Disabled children are constructed as capable, influential and potentially positive contributors to society" (Von Benzon, 2010, p.624).
		"It was this recognition of the bodily reality of children's impairments that led many of the interviewees to identify the need for high levels of staff on school visits" (Von Benzon, 2010, p.624).

Theme: It's a Deceptively Simple Performance

Subtheme	Code	Quotes
A Social Group Effort (less)	Facilitating Social Interaction	"Recognise the significant benefits for children on the autistic spectrum of engaging with the natural environment. Special school staff interviewees were keen to highlight benefits in terms of developing social skills and well-being; personal, social and health education; and enhanced curriculum learning" (Blakesley et al., 2013, p.7).
		"Talking to peers and giving advice about using the palm drill, 'this is how I do it. I press down really hard' [Ali]... Sharing advice with peers about how to use the mallet, 'hit it a little bit harder' [Bryan]... sharing their opinion about the work, 'I think that's really good'" (Glanville, 2023, p.146).
		"When [the] class returned to the log area, [the teacher] arranged seating so all peers could sit down, 'Do you want to sit down? There's plenty of room for you'" (Glanville, 2023, p.155).

		"Everyone has a bit of a 'oh no it's raining on Forest School day…' we all do that, but we go out whatever the weather unless it's torrential and terrible" [Teacher] (Glanville, 2023, p.197).
		"There are some who don't like the cold weather or the rain but on the whole they do like going outside and getting involved" [Teacher] (Glanville, 2023, p.197).
		"Before it started I was apprehensive, but when the practitioner was doing activities and I saw how independent and how capable [the pupils] were, it made me realise that I could have pushed the boundaries a little bit more with them" [Teacher] (Harris, 2023, p.237).
		"I remember that chaotic first day of putting on their wellies and their waterproofs. But it was amazing to see that they actually did get so quick at it, they were so independent. And it makes me feel like it's something that we can now do as teachers. I feel confident about how to plan for it, about little mistakes that happen when you're outside. I think we can use those as teachable moments. It's definitely helped me with confidence and understanding of how it can apply to everything" [Teacher] (Harris, 2023, p.237).
		"It would appear outdoor activities take some of the tension off children who struggle to mix in the classroom… [they] were happily taking part in their group and being encouraged by peers" [Participant 3B] (MacQuarrie, 2018, p.356).
		"They've [pupils] engaged in all activities that have been provided outdoors. So they definitely, it definitely engages all the children, whether they've got behavioural difficulties or not" [Teacher, School B, Baseline] (Marchant et al., 2019, p.7).
		"Things that you take for granted… walking to and from school and that kind of outdoor time and that socialisation time… time to chat to their peers - just missing those elements had an impact" (Marsh & Blackwell, 2023, p.9).
		"There is a willingness to help others and share ideas" [Teacher] (Maynard et al., 2013b, p.218).
		"Other teachers indicated that children's increased happiness and confidence may be related to their perceptions of themselves as learners in relation to their peers: that 'outside [he] is more on an equal footing with other children'" [Teacher D] (Maynard et al., 2013b, p.220).
		"[The project] has made the staff team aware of the advantages for certain groups of children to well-being and that they need to be in the right place to learn emotionally and socially. Learning outdoors, especially in the natural environment, can contribute towards achieving this. For all children we have seen the benefit of learning in different places and in different ways" [Headteacher] (McCree et al., 2020, p.991).
		"In referring to benefits children experienced, staff identified benefits relating to 'learning', 'caring 'and 'playing'" (Von Benzon, 2010, p.621).
A Social Group Effort (less)	Challenges in Group Activities	"Staff ratio, sometimes it, you know, when you want to do an activity you'd quite like it to be a group going out… we just haven't got the staff sometimes to do these things or to go out" [Teacher, School A, Follow up] (Marchant et al., 2019, p.11).
		"They were much more able to collaborate outside as it's kind of freedom of the class, they might work in different groups and… they share more easily" [Teacher, School A, Follow up] (Marchant et al., 2019, p.15).
		"We do have children that have challenging behaviour, but we find they are far more engaged outdoors than indoors" [Headteacher, School B, Follow up] (Marchant et al., 2019, p.14).
		"As our children require 1:1 support for the majority of the time, it has been a challenge to encourage staff, and myself, to take a step back to encouraged strengthened child-child interactions" [Participant 5Dii] (MacQuarrie, 2018, p.355).
		"Children that struggled socially at playtimes were happily taking part in their group and begin encouraged by peers. It would appear outdoor activities take some of the tension off children who struggle to mix in the classroom" [Participant 3B] (MacQuarrie, 2018, p.356).
		"I have noticed that some of the more dominant classroom characters are less intrusive outdoors and almost take on a more positive leadership role and a few of the really quiet children have proved to be more engaged and confident when applying skills learned outdoors to new situations" [Participant 4C] (MacQuarrie, 2018, p.356).
		"In the classroom [Pupil] gets upset easily and sulks. She has mood swings and wants her own way. Outdoors she indicates a positive response to being in control of her learning. There is increased concentration on task and increased engagement and enjoyment. There is a willingness to help others and share ideas" [Teacher E] (Maynard et al., 2013b, p.218).

		"Indoors [pupil] finds it hard to stop talking and to take turns, play cooperatively, share, concentrate or to conform. With child-led learning he remains focused and perseveres on a range of tasks. It has a positive impact on his whole demeanour, he co-operates and socialises well there is a more positive relationship with adults. Outside he listens more carefully… there are less squabbles and he is more manageable" [Teacher E] (Maynard et al., 2013b, p.218).
		"Disabled children are constructed as capable, influential and potentially positive contributors to society" (Von Benzon, 2010, p.624).

Subtheme	Code	Quotes
Pressure to Perform	Pressure of Resources	"There's such a big push to teach using ICT but you're loathe to let the children take iPads outside because they are so expensive" [Teacher 3] (Davies & Hamilton, 2016, p.7).
		"It is difficult finding resources for literacy that are suitable to use outdoors when assessing children" [Teacher 1] (Davies & Hamilton, 2016, p.7).
		"The lack of appropriate resources means assessments for Welsh are usually done indoors" [Headteacher] (Davies & Hamilton, 2016, p.7).
		"We used to have an open-door policy for children to go in or out all of the time but now we are not able to. We have one member of staff to every 5 children but 70% of our children have additional needs" (Davies & Hamilton, 2016, p.9).
		"Many of the teaching staff said although they recognize the value of learning outside the classroom, they do not have the time to research relevant teaching resources" [Growing Among Trees Practitioner] (Harris, 2023, p.236).
		"Staff were reluctant to start, but there was nothing outside. Now, as the area is more developed, people are happier" (Glanville, 2023, p.198).
		"Until we're up and running it seems like too much to do at the moment because all the emphasis is on literacy and numeracy all the time, that's what the big push is at the moment and targets, so it just seems to be another new thing and another new pressure" (Teacher, School A, Baseline) (Marchant et al., 2019, p.9).
		"Schools in a less fortunate position in terms of outdoor opportunities may struggle; 'In [city] lots of schools have aspirations to develop outdoor learning, but… they don't have woodland on their doorstep, so their opportunities to visit woodland would be limited'" [Headteacher, School C, Follow up] (Marchant et al., 2019, p.10).
		"Right, initially, I thought, Oh, no! Because it's upper school, you tend to focus a lot of written work in class, and obviously Foundation Phase are used to doing it, so it was a case of, oh, where do I start? Initially. That was my first thought… I feel more confident now, now that it's sort of implemented into my teaching. I do feel a bit more confident in preparing outdoor resources" [Teacher, School B Baseline] (Marchant et al., 2019, p.12).
		"Like the main concern for us, obviously, upper Key Stage 2 is obviously evidence of work, because there's such a pressure now to have evidence, recorded evidence for every session or something in box, there's a big pressure in that… again, lots of activities don't provide evidence, so, it's difficult then to gauge the amount of learning that they've done, apart from the bit of feedback basically" [Teacher, School B, Baseline] (Marchant et al., 2019, p.9).
		"Like having ease of access to equipment has been another problem, so we're trying to change that by we raised some money like I said doing this walk, trying to get equipment that can be accessed by the children and easily and not in a place where, you know, you need a member of staff to go with them" [Teacher, School A, Follow up] (Marchant et al., 2019, p.11).
		"So we wanted to involve all those partners within that model [of Outdoor Learning], and you know, that has come at a financial cost as well but the Governors were very committed and have released funds for that" [Headteacher, School A, Follow up] (Marchant et al., 2019, p.12).
		"Three schools (A, G and H) had extensive outdoor environments… such as a willow tunnel and pond. However… use of these areas was limited by difficulties with staffing" (Maynard et al., 2013b, p.216).
		"When they heard the teacher shout out, 'Where are you?' Children could explain that they had to stop what they were doing and call back, 'I'm here'" (Glanville, 2023, p.139).
		"Without natural assets, this school faced real challenges to delivering outdoor learning" (Harris, 2023, p.236).
		"It was this recognition of the bodily reality of children's impairments that led many of the interviewees to identify the need for high levels of staff on school visits" (Von Benzon, 2010, p.624).

Pressure to Perform	Pressure of Curriculum	"Although 29 of the 37 practitioners claimed they had received training related to the outdoor classroom... Only 3 practitioners involved in this current study regarded the training that they had received to be 'effective' or 'valuable'" (Davies & Hamilton, 2016).
		"There's so much in the curriculum that you've got to fit in that sometimes staff are thinking we could be doing reading or writing but I think they've found through the years, they've found they can address it through the Outdoor Learning. But sometimes there is a worry with staff that they have got other things they've got to get done and they've got targets" (Glanville, 2023, p.188).
		"My heart tells me the children have had a wonderful year but my head asks me how I measure that and evidence it so I guess if I need more support it is in developing these key areas" [Participant 4C] (MacQuarrie, 2018, p.355).
		"It's also cross-curricular, linking in with other subjects such as geography and Maths. It helps me as a teacher, because they enjoy the activities so much it impacts positively as an incentive to try as hard as they can on other subjects" (Stavrianos & Pratt-Adams, 2022, p.260).
		"Seeing first-hand the range of outdoor education on offer at Springfield School has really inspired the group who plan to go back and share ideas in their own countries" (Stavrianos & Pratt-Adams, 2022, p.259).
		"We use a forest education centre but it's really costly and it would be great to develop these skills in the teachers so we can develop our own activities" (Rickinson et al., 2012 [Study 2], p.18).
		"If I knew a school that was really good at doing a certain type of Outdoor Learning then I'd love to be able to send some teachers, students, and TAs to look at it and report back" (Rickinson et al., 2012 [Study 1], p.22).
		"I now think about how I can transfer an activity outdoor, and do not feel as restricted to sticking with curricular activities when we do go outside, instead allowing the children more time to explore and lead activities..." [Participant 5Dii] (MacQuarrie, 2018, p.355).
		"The catch up that we are doing is mostly maths and English, as that is what we got government funding for. Sadly, Ofsted are not going to look at our outdoor provision, they look at our results and how we are performing in English and maths predominately and unfortunately, we cannot take these outdoors" (Marsh & Blackwell, 2023, p.7).
		"You have pressures put on the school from Government, that goes down through the inspectorate, that passes onto the regional consortia, that's passed onto schools, i.e. Headteachers, Governors, Senior Leaders, that's passed onto the teachers, it's passed onto the teaching assistants, and it's passed onto the pupils so it's like a big pressure cooker" [Headteacher, School A, Follow up] (Marchant et al., 2019, p.9).
		"Foundation [ages 4–7] first started it earlier than us originally so we, as a Key Stage 2, spoke to them, see what they did, went down to their classrooms and sort of spoke to them to see the kind of things they did" [Teacher, School B, Baseline] (Marchant et al., 2019, p.12).
		"We've got quite clear boundaries for them as well, so it's not sort of a case of we go down the woods and it's a free for all, there's very strict rules as to behaviour in the woods" [Teacher, School C, Follow up] (Marchant et al., 2019, p.14).
Subtheme	**Code**	**Quotes**
Its Busy Behind the Scenes	Planning and Preparation	"They don't see the outdoors as being in school. They will be learning and not realise it" [Teacher 1] (Davies & Hamilton, 2016, p.5).
		"We have resources outside for all seven areas of learning on a daily basis. Numeracy and literacy can be done outdoors in a more meaningful way. Opportunities for knowledge and understanding of the world are vast" [Headteacher] (Davies & Hamilton, 2016, p.6).
		"Ms Dwight noted that the use of prior learning was also adapted to support class management outside, commenting that, 'We developed a PE game that they already knew so they know when to come back. We remind them of this every time they're out'" (Glanville, 2023, p.172).
		"They discussed the tarmacked paths to the wooded area that had been developed to support children using wheelchairs and walkers – whilst the main pathway was already in place, they discussed the desire to make more of the paths in the area clearly defined" (Glanville, 2023, p.196).
		"On the playground at lunch – they can do whatever they want and then we're asking them to follow instructions (in the same environment). The change in rules can be difficult for them to follow... we always start with the spot game to help them distinguish what the rules are" (Glanville, 2023, p.180).

		"We have to be ready for weather so making sure the children have the wet weather clothes on is a challenge, it takes a lot of time but it's good for them'. Ms Dwight Ms Evans agreed, suggesting that, 'If it's raining it takes ages to get wet weather clothes on – it eats into the time we have but it helps the children with dressing skills" (Glanville, 2023, p.190).
		"The users showed a strong sense of bonding, such as preference for and attachment to the garden by suggesting improvements to its content and showing their willingness to come back" (Hussein, 2010, p.30).
		"Many of the teaching staff said although they recognise the value of learning outside the classroom, they do not have the time to research relevant teaching resources. Even when they have tried to do so, they are 'swamped' by all the resources that are available online" [Growing among Trees practitioner] (Harris, 2023, p.236).
		"If we'd started engaging with a school around Easter time, looking to start [delivery] in September, we might have had more opportunity to get those days to plan it. Maybe there's a way of doing some preparation work with a school determined before the next academic year. I spoke to the first school early in September, but they couldn't fit in until end of May" [Growing among Trees practitioner] (Harris, 2023, p.239).
		"We're at that early struggling stage looking for ideas of meaningful activities that we can do outdoors that do suit the outdoor environment and you're not trying to directly lift a classroom activity into an outdoor activity, you're trying to make it, you know, something that will work outdoors and there is a benefit" [Teacher, School A, Baseline] (Marchant et al., 2019, p.9).
		"Well because we don't teach outdoors. We teach in the classroom, the things we do in the classroom, the resources we use are in the classroom and now we've got to, you either try and transfer those activities to an outdoor environment which is more challenging because of the resources, you know, the resources not being there" (Teacher, School A, Baseline) (Marchant et al., 2019, p.10).
		"I'm quite confident myself, I've been forest school trained so it's something that I'm more confident... I think we've had a lot of training now with it and the more we do it, obviously the more confident we get so" [Teacher, School C, Baseline] (Marchant et al., 2019, p.13).
		"We've got quite clear boundaries for them as well, so it's not sort of a case of we go down the woods and it's a free for all, there's very strict rules as to behaviour in the woods" [Teacher, School C, Follow up] (Marchant et al., 2019, p.14).
		"Foundation [ages 4–7] first started it earlier than us originally so we, as a Key Stage 2, spoke to them, see what they did, went down to their classrooms and sort of spoke to them to see the kind of things they did" [Teacher, School B, Baseline] (Marchant et al., 2019, p.12).
		"Robust planning and preparation, by practitioners and teachers, was fundamental to the success of the interventions" (Harris, 2023, p.237).
Its Busy Behind the Scenes	Reflection and Adjustment	"I did find it hard at times as sometimes the links with curricular work seemed quite tedious. I was glad however that I did know my intended outcomes however for each lesson as I could guide the learning in the direction I wanted. Had I not been aware of the required learning (desired learning) the outcomes may have taken a completely different route" [Participant 5Diii] (MacQuarrie, 2018, p.354).
		"After the pandemic, if you know younger children are missing the knowledge of counting random objects and things, then that could be done with sticks and stones outside. I think it needs careful thought and planning, which typically schools do, and it takes more time" (Marsh & Blackwell, 2023, p.6).
		"Children had spent so much time inside over COVID they have missed out on [learning] opportunities, and outdoor learning helps make learning relevant and interesting and memorable" (Marsh & Blackwell, 2023, p.6).
		"One special school interviewee also made the point that to work with their students, volunteers would need experience of autism, needs, physical needs, etc" (Rickinson, 2012, p.57).
		"The Foundation Phase helps children to shine but government policies are putting more pressure on making us get children ready for Key Stage 2. Outdoor learning now depends on how much value it is given by the headteacher [Teacher 1] (Davies & Hamilton, 2016, p.9).
		"Things are becoming so data driven, so prescribed, you have to do them inside because you need to have proper evidence. You're losing the outdoors because of this pressure" [Teacher 3] (Davies & Hamilton, 2016, p.9).
		"The Literacy and Numeracy Framework is going back to a formal style of learning. I can teach children to follow tests or I can teach them the Foundation Phase, life and thinking skills. Some teachers don't follow the Foundation Phase anymore because they have to pass tests. It's like going back to Standard Assessment Tests" [Teacher 4] (Davies & Hamilton, 2016, p.9)

| | | "If you're passionate about it you can do it on your school grounds, you can include outdoor learning wherever you are, so it just depends on your own passion and your own enthusiasm for it" (Glanville, 2023, p.189).

"I would think they (people with less enthusiasm) would throw up barriers like we've got no money, we've got no equipment, but you can get round it. I mean there are outdoor people aren't there… but like I say, if you've got enthusiasm and passion for it and you see the benefit the children get from it you'd know how worthwhile it is to them so…" (Glanville, 2023, p.190).

"Staff were reluctant to start, but there was nothing outside. Now, as the area is more developed, people are happier" (Glanville, 2023, p.198).

"I've always been really keen on Outdoor Education but I've become really nervous about how to actually implement it. I personally wasn't confident in taking them outside. But I've learned how easy it is to do it. And I've learned to be more resilient as a teacher" [Teacher] (Harris, 2023, p.237).

"As I say not at the moment, not personally… If I knew what I was doing yes but it's coming up with the ideas in the first place, so I guess not" [Teacher, School A, Baseline] (Marchant et al., 2019, p.12).

"Just that happy that it's happening really… felt like a breath of fresh air… being told by management and the head, let's get outdoors, it's like feeling like someone's taken the shackles off us and oppressive feeling, so it have felt like a bit of fresh air around the school and there's a new buzz… my feeling is just like, wow, this is just what I came into teaching for" [Teacher, School A, Baseline] (Marchant et al., 2019, p.16).

"My heart tells me the children have had a wonderful year but my head asks me how I measure that and evidence it so I guess if I need more support it is in developing these key areas" [Participant 4C] (MacQuarrie, 2018, p.355).

"All of these children's knowledge of the outdoors has been outstanding. So when writing about this, they have found a greater confidence in subject matter which then allows them to focus on the skills involved for writing. I have often used the outdoors for writing inspiration because of [the project]" (McCree et al., 2020, p.992).

"To help teachers to be creative because most do what they're most comfortable with, i.e. work in the classroom. So there were requests for: 'modelling of good teaching outside the classroom' (primary school); 'training on how to structure our lessons outside, differences in approach and objectives for why to go outside' (secondary school); 'INSET where someone says: I'm going to take you and your kids out with the hope that you can do it yourself next time' (secondary school); and 'someone to come and show us lesson ideas for different learning environments, how things link to the curriculum, and how you can assess outdoors'" [Special School] (Rickinson, 2012, p.27).

"At times when I asked children to think back to outdoor lessons carried out previously they had a much deeper understanding as they'd had time to reflect upon it" [Participant 5Diii] (MacQuarrie, 2018, p.356).

"Seeing first-hand the range of outdoor education on offer at Springfield School has really inspired the group who plan to go back and share ideas in their own countries" (Stavrianos & Pratt-Adams, 2022, p.259). |

Appendix I: The Theory of Basic Values

Value	Defining Motivation	Indicators
The Theory Of Basic Values (Schwartz, 2012)		
Self-direction	Independence of thought and action, making choices, discovery, exploration.	Creativity, freedom, independence, self-directed goals, curiosity.
Universalism	Understanding and appreciation for others, tolerance, and protection for the welfare of all people and for nature.	Equality, equity, social justice, wisdom, broad-minded, care for the environment, appreciation of the beauty in the natural world.
Benevolence	Preserving and enhancing the welfare of another who is positioned within the same in-group.	Helpful, caring, honesty, forgiveness, loyalty, responsibility.
Tradition	Respecting and showing commitment to the customs and ideas on which your culture is based.	Devotion, respect for past beliefs and behaviours, humble, moderate.
Conformity	Self-restraint of impulses or actions that may upset or harm others or violate social norms and/or expectations.	Self-discipline, politeness, obedience, predictable.
Security	Safety and stability in society, relationships, and self-identity.	Family security, national security, social order, reciprocity.
Power	Holding control or dominance over other people and/or resources.	Authority, social power, wealth, preserving public image.
Achievement	Developing competency to reach personal success and accomplishment of self-directed goals.	Ambition, success, capability, competency, motivation.
Hedonism	Pleasure or gratification of the senses for self-benefit.	Pleasure, enjoyment, self-indulgence.
Stimulation	Excitement, novelty and /or challenge in life.	Excitement, variety and daring.

Note: Adapted from Biber et al (2008) and Schwartz (2022).

Appendix J: Letter of Introduction

[Recipient address]
[Date]

Dear XXX,

I am a Trainee Educational Psychologist completing the Doctorate in Educational Psychology at Cardiff University, School of Psychology. As part of my programme of work, I am conducting research into inclusive teaching and learning in outdoor school environments. The purpose of the research is to explore how learners with diverse needs in the Foundation Phase are supported to engage with experiential learning opportunities in the outdoor school environment.

As part of this research, I am looking to meet with school staff and/or outdoor leaders with skills and knowledge in Foundation Phase outdoor learning to discuss their views and experiences. In-person, individual interviews lasting approximately 1 hour will take place from the 17th of April – 28th July 2023.

This letter is to enquire whether you would be willing to support the proposed research by sharing an information poster about the research with any school staff and/or outdoor leaders that you know to hold knowledge and experience of outdoor learning in the Foundation Phase. In addition, if you would inform any interested individuals that they can register their interest in taking part by contacting myself (Rachel Aspinall) as the researcher.

It is possible that participants could include headteachers, ALNCos, Early Years leaders, Foundation Phase learning support assistants (LSOs), or outdoor leaders if they contribute to, lead on, or have first-hand awareness of experiential learning during outdoor school environments for Foundation Phase students.

Thank you for your consideration of my research project. Please do let me know, if you have any questions or would like to request further information.

[Signature]

Rachel Aspinall
Trainee Educational Psychologist
Email: aspinallrm@cardiff.ac.uk

Dr Dale Bartle
Research Supervisor
Email: bartled@cardiff.ac.uk

Cardiff University School of Psychology
Tower Building,
70 Park Place,
Cardiff.
CF10 3AT

Secretary of the Ethics Committee
- Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building Park Place, Cardiff, CF10 3AT
- Tel: 02920 870707
- Email: psychethics@cardiff.ac.uk

Are you a member of
<u>school staff or an outdoor leader?</u>
Do you have skills and knowledge in **school-based**,
outdoor learning for students in the Foundation Phase?

If so,

Have your say!

A research project is taking place near you to explore school staff and outdoor leader views on Inclusive Experiential Learning Opportunities for Children Aged 3-7.

Individual Interviews lasting approximately one hour will take place from the 17th of April – 28th July 2023.

To find out more or to register your interest in taking part please contact:

Rachel Aspinall at aspinallrm@cardiff.ac.uk.

Appendix L: Information Sheet

Thank you for your interest in this research project into inclusive teaching and learning in outdoor school environments. If you are a member of school staff and/or an outdoor leader with skills and knowledge in Foundation Phase outdoor learning, please read this information and decide if you would like to participate. You will have two weeks from when you receive this information sheet to decide if you would like to participate.

1. What is the purpose of the research?

The purpose of the research is to explore how learners with diverse needs in the Foundation Phase are supported to engage with experiential learning opportunities in the outdoor school environment.

2. Why have I been invited to take part in the research?

The reason you have been asked to participate in this research is because you are either a member of staff in a primary school or Early Years provision and/or an outdoor learning leader, who has knowledge, experience, or first-hand awareness of experiential learning in outdoor school environments during the Foundation Phase.

3. Do I have to take part in the research?

You are under no obligation to take part if you do not wish to do so. Taking part in the research is a voluntary process and there are no repercussions for withdrawing. If you do choose to take part in the research, but later decide you would not like to participate, the researcher will withdraw and erase any data shared. There are no incentives or obligations to participate. You will not be required to provide a reason if you later wish to withdraw. Deciding not to participate and/or opting to withdraw from the research would not affect their schools' relationship with the EPS.

You may withdraw within two weeks of your interview time and date and this information will be provided to you during your interview. Data can be withdrawn by contacting the researcher, Rachel Aspinall, using the contact details given below. After two weeks from the interview date have passed, the information you shared will be used within the analysis as part of the findings of this research and would be unretractable. Cardiff University do not offer financial incentives for participation.

4. What is expected of school staff / outdoor leaders in the research?

School staff and outdoor leaders will be asked about demographic information to ensure they meet the inclusion criteria for the study. This will include questions on age range, job title and setting, and the amount, frequency and type of skills and knowledge they have in Foundation Phase experiential learning in outdoor school environments.

If participants meet the inclusion criteria and consent to take part in the research, they will be invited to meet with the researcher for an in-person interview to gather their views on inclusive teaching and experiential outdoor learning opportunities in the Foundation Phase. Interviews will be arranged at a time that is convenient for them and will last approximately 1 hour. Interviews will be held at either the participants' education setting or in an appropriate meeting space (e.g., suitably quiet, safe, secure). Interviews will be audio recorded using a Dictaphone so that the conversation is free flowing and to support the data gathering process.

The interview will have two primary questions. Participants will be invited to answer specific and general questions to explore their views in relation to inclusive teaching and learning practices in school-based, experiential outdoor learning. Participants will then be invited to share any examples or stories from their past experiences that relate to inclusive teaching and learning practices in school-based, experiential outdoor learning. If you agree, the researcher will share initial results with you via email and ask that you reply with any reflections.

If you are a school or Early Years staff member and/or an outdoor leader and you would like to participate in this research, please read, sign and date the online consent form. This can be reached by following the URL Link:

https://cardiffunipsych.eu.qualtrics.com/jfe/form/SV_cFOhBfKk1SWZaR0.

5. If I choose to take part, will my information be kept confidential?

All participant data will be kept confidential. All personal information and data including details and responses will be stored securely and confidentially on the University OneDrive system and in a password-protected file and password-protected computer. Once the interview is completed, the researcher will immediately transfer the recording to an audio file and will save this on the University OneDrive system. The researcher will create a written transcription of the audio information within 2 weeks of the interview data and will save this on the University OneDrive system. They will then delete the audio recording.

Participant data will be anonymised within two weeks following a participant interview. Data will be made anonymous by removing any identifying information. At the end of the interview, participants will be verbally reminded of their right to confidentiality and anonymity and will be informed of the date their information will become anonymised. Your stored information will only be accessible to the researcher and research supervisor of this project in line with the Cardiff University Data Protection policy.

6. If I choose to take part, when will my information be anonymised?

All participant details and responses will be anonymised within two weeks following a participant interview.

7. What will happen after I have taken part in the research?

The results of the research will be analysed thematically to identify key findings of the research project and these will be written up as part of a final thesis report. Dependent on recruitment processes, school staff and outdoor leader data may be analysed separately to explore any areas of convergence or divergence within the generated themes. Participants in this research will not be identifiable by information in this report. The report may be used to raise awareness of outdoor learning and inform the future practice of professionals who support students with diverse needs such as school staff, Early Years providers and Educational Psychologists. The written thesis report may be published and shared online or through academic magazines and/or journals. At this time, anonymised information including transcriptions may be uploaded to a data repository to comply with journal data sharing policy.

8. What will happen to my personal data?

Your data will be stored on the University OneDrive system and will be saved as a secure password-protected files on password-protected computers. All data will be anonymised within two weeks following a participant interview. This will mean your data will be untraceable to you or any other participant.

9. What happens to the data at the end of the research project?

Your data will be stored securely and confidentially in password-protected files on password-protected computers and results of this research project will be written up and may be published. At this time, anonymised information including transcriptions may be uploaded to a data repository to comply with journal data sharing policy. As set out in Section 2.9 ('Research Project Conduct') of the University's Research Records Retention Schedule, your anonymised data will be retained for a minimum of five years from the end of the research project or after publication of any findings based upon the data (whichever is later). Project end is defined as completion of the project closure report or date of publication of any findings based upon the data (whichever is later).

Cardiff University is the Data Controller and is committed to respecting and protecting your personal data in accordance with your expectations and Data Protection legislation. The University has a Data Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data Protection, including your rights and details about how to contact the Information Commissioner's Office should you wish to complain, can be found at: https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection

10. What if I have any questions?

If you have any questions relating to the research, please contact the researcher, Rachel Aspinall via the email address provided below. I have also provided the contact details for the research supervisor, Dr Dale Bartle. If you have any complaints about the research, please contact psychethics@cardiff.ac.uk.

Contact Details:
Rachel Aspinall
Researcher & Trainee Educational Psychologist.
aspinallrm@cardiff.ac.uk

Dr Dale Bartle
Interim Research Supervisor
bartled@cardiff.ac.uk

Cardiff University School of Psychology
Tower Building,
70 Park Place,
Cardiff.
CF10 3AT

Secretary of the Ethics Committee
Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building Park Place, Cardiff, CF10 3AT
Tel: 02920 870707
Email: psychethics@cardiff.ac.uk

Appendix M: Consent Form

Thank you for reading the information sheet and deciding that you would like to participate in the research project. Please read over this consent form and indicate whether you are comfortable with the terms by signing and dating the form. Please remember, participation is voluntary. You are under no obligation to take part if you do not wish to do so and there are no repercussions for withdrawing. You do not need to give a reason to withdraw.

To participate in this research please, read the following statements, check off statements to confirm your consent and date this consent form.

For queries relating to the research project, please contact:
Rachel Aspinall, Researcher & Trainee Educational
Psychologist, aspinallrm@cardiff.ac.uk
Dr Dale Bartle, Interim Research Supervisor, bartled@cardiff.ac.uk
Secretary of the Ethics Committee, psychethics@cardiff.ac.uk

☐ I have been informed of the nature, format and intent of this study and I consent to taking part.

☐ I consent to being contacted in relation to this research.

☐ I consent to taking part in an interview with the researcher to share my views and experiences about inclusive teaching and experiential outdoor learning and that this will be audio recorded.

☐ I understand that the audio recording of my interview will be transcribed by the researcher within two weeks of the interview time and date. I understand that the original recording will be deleted at the point that the transcription process is complete.

☐ I consent to be contacted by the researcher before 30th September 2023 with information about the initial themes of the data so that I may share my reflections on any gaps, differences, or contradictions in the data.

☐ I understand that my details and answers will be anonymised within two weeks of my interview. I understand I can withdraw during this time, and that the researcher will make me aware during my interview of the final date I may withdraw my data.

☐ I understand that my data will be stored securely and confidentially in a password-protected file and password-protected computer.

☐ I understand that the researcher and the researcher supervisor will have access to the audio recording and subsequent transcriptions.

☐ I understand that my answers will be analysed thematically as a part of the data and that this will be used in the written report. I understand that school staff and outdoor leader views may be analysed separately and that I will not be identifiable from the written report.

☐ I understand that the written thesis report may be published and shared online or through academic magazines and/or journals. I understand that at this time, anonymised information including transcriptions may be uploaded to a data repository to comply with journal data sharing policy.

☐ I understand that to withdraw from the study, I should contact the researcher, Rachel Aspinall, whose details can be found at the end of the information form, consent form and debrief form.

☐ I have had the opportunity to ask any questions I may have about the research, and I know who I can contact if I have any further questions, concerns, or comments.

By checking the box below, you agree that you have read the information sheet provided, read the information provided above and consent to participate in the current study.

☐ **I consent to participate**

Name:
Signature:
Date:

<u>Contact Details:</u>
Rachel Aspinall
Researcher & Trainee Educational Psychologist.
aspinallrm@cardiff.ac.uk

Dr Dale Bartle
Interim Research Supervisor
bartled@cardiff.ac.uk

Cardiff University School of Psychology
Tower Building,
70 Park Place,
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CF10 3AT

Secretary of the Ethics Committee
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Any complaints may be made to:
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- Tel: 02920 870707
- Email: psychethics@cardiff.ac.uk

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Appendix N: Demographic Information Form

To better understand who has taken part in the research project, please can you answer the following questions.

What is your job title? (If you would prefer not to say please leave blank).

Where do you work?			
Primary School	Early Years Setting	Other (Please specify below)	Prefer not to say

What is your age range?	
	Below 18 years
	18-39 years
	40-59 years
	60 years +
	Prefer not to say

Would you describe yourself as someone who has skills and knowledge in experiential learning in outdoor school environments for Foundation Phase Learners? Note: Experiential Learning is used to mean learning through real-world experiences that balances adult-directed and child-initiated activities. This would not include learning through unstructured play that is untimed and child-led (e.g., breaktimes).

Yes	No

	Over how much time have you held skills and knowledge in experiential learning in outdoor school environments for Foundation Phase Learners?
	Up to 1 year
	1 -2 years
	1-2 years
	2- 5 years
	5-8 years
	8-10 years
	10 years +
	Prefer not to say

| Please describe details on the type of skills and knowledge you have. Comments could include any training or academic experience, Continuing Professional Development (CPD) experience, current role or previous work experience, hobbies or interest led experiences, any other areas you feel are important to include.

If you would prefer not to say, please leave this section blank. |
|---|
| |

First Primary Question
Introduction: The purpose of this research is to better understand how inclusive teaching practices and experiential learning in the outdoor school environment is used to support Foundation Phase students with a diverse range of needs. 1. **From your view, can you please tell me about this?**
Example Prompts
To help focus subsequent discussion: Can you tell me more about and/or can you tell me how that relates to: - Inclusive practices?   - Learning through experience (experiential learning clarified if needed)?   - The context of a school-based outdoor environment?   - The context of children in the Foundation Phase?   - The children participating/ those facilitating / the context?   - The Welsh context including any relevant legislation or policy documents you may be aware of? (Clarify if needed e.g., New Curriculum for Wales; ALNET Act).   To help explore experiential learning as a process: - What input was provided? (e.g., clarify as needed, e.g., in relation to outdoor learning, the learning task, inclusive practices, diverse learner needs).   - What process was used? (e.g., clarify as needed, e.g., in relation to approaches applied, objects or resources used, instructions given)   - What outcomes and/or changes do you notice as a result of these sessions? (Clarify as needed, e.g., any benefits, disadvantages, skills, or relationships developed, holistic development; education, social skills, emotional wellbeing, whole-class objectives)
Second Primary Question
Introduction: For the purposes of the research, I am in interested in learning more about inclusive teaching and learning practices in relation to the use of the outdoors in the Foundation Phase day-to-day. 2. **Can you think of any examples of when students with diverse needs were successfully included in experiential outdoor learning activities?**
Example Prompts:
Prompts to help facilitate memory: It may help to think about…   - A recent lesson that you felt had gone well because it was inclusive.   - A child you often work with who may have additional needs.   - A class you often work with where children have diverse needs.

• Any tools, resources, or strategies that you always use as they support inclusion of diverse needs.

Prompts to help facilitate and/or focus subsequent discussion:
Can you tell me more about and/or can you tell me how that relates to…
- The environment, children in the class and/or the staff members?
- Inclusive teaching practices?
- Experiential learning activities?

To help explore experiential learning as a process:
Thinking about learners with diverse needs, can you tell me more about and/or can you tell me how that relates to…
- The input and/or processes applied?
- The outcomes and/or changes noticed?

<div align="center">Final Questions</div>

- Are there any other thoughts or comments you would like to add?
- Is there anything we talked about today that you would like to talk more about before we finish?
- Is there anything we did not talk about today that you would like to talk about?

Appendix P: Debrief Form

Thank you very much for taking part in this research, it is greatly appreciated.

What is the purpose of the study?

The purpose of the research is to explore how learners with diverse needs in the Foundation Phase are supported to engage with experiential learning opportunities in the outdoor school environment.

What will happen to my information?

Participant data will be anonymised within two weeks following a participant interview. Data will be made anonymous by removing any identifying information. All data will be stored securely and confidentially on the University OneDrive system and in a password-protected file and password-protected computer. Data gathered will only be accessible by the researcher and research supervisor involved with this project in line with the Cardiff University Data Protection policy. Therefore, your data will be untraceable to you or any other participant.

What will happen to my data?

Your interview will be audio recorded and the recording will be immediately transferred to the University OneDrive system. Your data will be stored securely and confidentially and in password-protected files on password-protected computers. The recording of your interview will be transcribed by the researcher within two weeks of your interview time and date. Data will be made anonymous by removing any identifying information.

You can withdraw your data within two weeks of your interview time and date without giving a reason, and without affecting your rights. The results of the research will be analysed thematically to identify key findings of the research project. Dependent on recruitment processes, school staff and outdoor leader data may be analysed separately to explore any areas of convergence or divergence within the generated themes. The results of this research will be written up as part of a final thesis report. The written thesis report may be published and shared online or through academic magazines and/or journals. At this time, anonymised information including transcriptions may be uploaded to a data repository to comply with journal data sharing policy.

Individuals who participate in this research will not be identifiable by information presented in this report. The written report may be used to raise awareness of outdoor learning and inform the future practice of professionals who support students with diverse needs such as school staff, Early Years providers and Educational Psychologists.

As set out in Section 2.9 ('Research Project Conduct') of the University's Research Records Retention Schedule, your anonymised data will be retained for a minimum of five years from the end of the research project or after publication of any findings based upon the data (whichever is later). Project end is defined as completion

of the project closure report or date of publication of any findings based upon the data (whichever is later).

Cardiff University is the Data Controller and is committed to respecting and protecting your personal data in accordance with your expectations and Data Protection legislation. The University has a Data Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data Protection, including your rights and details about how to contact the Information Commissioner's Office should you wish to complain, can be found at the following: https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection

Should you feel you no longer want to form part of this research, please contact the researcher on the details provided below within **two weeks** of your interview date and time. You will not be required to provide a reason.

If you have any questions relating to the research, please contact the researcher, Rachel Aspinall via the email address provided below. I have also provided contact details for the interim research supervisor Dr Dale Bartle. If you have any complaints about the research, please contact psychethics@cardiff.ac.uk.

Thank you again for your time.

Contact Details:

Rachel Aspinall
Researcher & Trainee Educational Psychologist.
aspinallrm@cardiff.ac.uk

Dr Dale Bartle
Interim Research Supervisor
bartled@cardiff.ac.uk

Cardiff University School of Psychology
Tower Building,
70 Park Place,
Cardiff,
CF10 3AT

Secretary of the Ethics Committee
Any complaints may be made to:
- Secretary of the Ethics Committee, School of Psychology, Cardiff University, Tower Building Park Place, Cardiff, CF10 3AT
- Tel: 02920 870707
- Email: psychethics@cardiff.ac.uk

Appendix Q: Letter of Ethical Approval

Dear Rachel,

The Ethics Committee has considered your PG project proposal: Understanding Inclusive Teaching and Learning in Outdoor School Environments during the Foundation Phase in Wales: The Perceptions of School Staff and Outdoor Leaders on Experiential Learning Opportunities for Children Aged 3-7 Years (EC.23.02.07.6748).

Your project proposal has received a **Favourable Opinion** based on the information described in the proforma and supporting documentation.

Additional approvals
This letter provides an ethical opinion only. You must not start your research project until all appropriate approvals are in place.

Conditions of the favourable opinion
The favourable opinion is subject to the following conditions being met:

- You must retain a copy of this decision letter with your Research records.
- Please note that if any changes are made to the above project then you must notify the Ethics Committee.
- Please use the EC reference number on all future correspondence.
- The Committee must be informed of any unexpected ethical issues or unexpected adverse events that arise during the research project.
- The Committee must be informed when your research project has ended. This notification should be made to psychethics@cardiff.ac.uk within three months of research project completion.
- All data will be retained/processed/destroyed in line with University policy.

Amendments
Any substantial amendments to proposal previously reviewed by the Committee must be submitted to the Committee via psychethics@cardiff.ac.uk for consideration using the PSYCH amendment form and cannot be implemented until the Committee has confirmed it is satisfied with the proposed amendments.

Complaints/Appeals
If you are dissatisfied with the decision made by the Committee, please contact psychethics@cardiff.ac.uk in the first instance to discuss your complaint. If this discussion does not resolve the issue, you are entitled to refer the matter to the Head of School for further consideration.
The Head of School may refer the matter to the Open Research Integrity and Ethics Committee (ORIEC), where this is appropriate.
Please be advised that ORIEC will not normally interfere with a decision of the Committee and is concerned only with the general principles of natural justice, reasonableness and fairness of the decision.

The Committee reminds you that it is your responsibility to conduct your research project to the highest ethical standards and to keep all ethical issues arising from your research project under regular review.

You are expected to comply with Cardiff University's policies, procedures and guidance at all times, including, but not limited to, its Policy on the Ethical Conduct of Research involving Human Participants.

Human Material or Human Data and our Research Integrity and Governance Code of Practice.

Kind regards,
Deborah

School of Psychology Research Ethics Committee
https://cf.sharepoint.com/teams/InsidePsych/Ethics/

Cardiff University	Prifysgol Caerdydd
Tower Building	Adeilad y Tŵr
70 Park Place	70 Plas y Parc
Cardiff	Caerdydd
CF10 3AT	CF10 3AT
Tel: +44(0)29 208 70707	Ffôn: +44(0)29 208 70707
Email: psychethics@cardiff.ac.uk	E-bost: psychethics@caerdydd.ac.uk
The University welcomes correspondence in Welsh or English. Corresponding in Welsh will not lead to any delay.	Mae'r Brifysgol yn croesawu gohebiaeth yn Gymraeg neu yn Saesneg. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

# Appendix R: Reflexive Thematic Analysis Process

Initial thoughts were recorded using Familiarisation Doodles (Braun & Clarke, 2022) when reviewing the audio of the recorded interviews during the transcription process.

Examples of Familiarisation Doodles:

Example of Initial Coding:

Except of Reviewing, Amalgamating and Rearranging Initial Codes:

Classroom Educators

CEs	Code Labels	Into # Buckets	Final Codes	Subthemes
Totals	194	17 total	81	16

Outdoor Leaders

Code labels	Code Buckets	Final Code	Working Subtheme
Inclusion as a starting point	** The need for diagnosis (individual differences)	Weather won't hold us back	Learning outside of my comfort zone
Guiding the experience	In any weather	Tailoring challenges	
Routines and patterns in the day	Variety of experiences	Ensuring a variety of novel experiences	
Meeting their expectations	Introducing Challenges	Personal growth through challenge	
Feeling secure	Benefits of experiencing challenges		
Shifting power dynamics			
The mature child / independence	**The inexperienced family	Positive family feedback	Reinforcing a child's community
Being free	**Parent education	Open communication	
Omnipresence	Community support	Community support	
The pressures off	Open communication	Meeting community expectations	
Worry about the unfamiliar	Meeting their expectations		
Its up to you /options available	Feedback to measure impact		
Most not all			
Confines of the classroom	The creative human	The creative human	Freedom of expression
Minimal Rules	Creation	Applying imagination	
Verbal Boundaries (justified)	Applying imagination		
Escape			
I'm allowing you / out of bounds	Bringing man made into nature	Applied learning for practical skills	Blurring the boundaries of natural and manmade
Safety rules as need to know	As natural as I can	Use of man made tools	
Playful nature of OL / energetic	Enhancing the area	Enhancing the area	
Understanding rules	Real world tools		
First and then	Practical learning		
Discussing the rules	Applied learning		
Understanding my limitations			
Understanding my potential	Setting as facilitator	Don't need the specialist	Place as a stimulus for learning
The naive child	Nature as stimulus for learning	I'm not the one making a difference	
The inexperienced child / the inexperienced	Don't need the specialist	Setting as facilitator	
No expectations	I'm not the one making a difference		
We come with different bags			
In any weather	Your covered	Justified boundaries and rules	Adult as the safety net
Preparing expectations	Safety rules as need to know	Hidden inherent dangers	
Community support	Verbal boundaries (justified)	The need for a qualified specialist	
Your covered	Accidents wont happen	Timely intervention	
The impact of weather isn't practical / not fair	Need for a specialist		
The child is ready	What i'm qualified for		
Differences in pace	Intervening		
It starts with the first step outside	Hidden inherent dangers		
Judging whats safe for you			
Fear keeps a child safe	Underutilised provision	The importance of family's experience	The social-economic impact
Helpful tips	Realm of the forgotten	Financial constraints	
Compromising on ethos	Reflection often forgotten	Underutilised provision	
Whole class	The inexperienced family / Parent education		
adjusting to ratios	Worthwhile investment		
The environment doesn't allow for it	Financial Barriers		
An uncomfortable compromise	Policy changes / social changes	Worthwhile investment	Developments over time
Real world tools / The creative human	Changes over time	Policy changes	

CEs	Code Labels	Into # Buckets	Final Codes	Subthemes
Totals	186	25 total	91	27

Example Working Subtheme Review:

Classroom Educators

Subtheme									
You may need to be the right person for the job	The imposition of change	Actions now will protect the future	Foundations of wearing someone else's wellies	Whole school ethos	Building trust of children	Carefully managing ALN	Adults facilitating and measuring impact	The individuality of diverse need	Nostalgia for a simple time of life
Preparing for responsibility is an attitude thing	Transcending system boundaries	Valuing my environment	The importance of relational familiarity	Senior leadership support	Internal motivation through novel enjoyment	Responding with sensitive adjustments	The importance of measureable impact	Not all children learn the same way	Meeting basic needs
Managing competing demands isn't easy	Begruding compliance	Before its too late	Genuine empathy	Established routines and boundaries	The freedom of child as autonomous	The importance of facilitating a strengths-focus	The challenge of control	The ethics of labels when needs may change over time	Outdoor learning as a valued need
Its not my priority right now	The power of money	*Resisting the overprotection of children	Pupil voice and genuine choice	All in it together	Imagining whats possible	Tailored use of OL by building on existing KSA.	Adults leading the way	Joining in my own way	The nurture and reward of the outdoors / importance of the unmeasureable impact
Judgement of good enough		The importance of sustainable living	*The importance of reflecting on practice	Maximising on our ideal outdoor space		Learning to make a difference	Child as compliant	The need for scaffolded choices	Children missing out
Perceptions of shared expertise		(above preparing for responsibility is an attitude thing)	*Assumptions and the hidden deficit	Breaking down the walls to allow for transferable skills		Questioning techniques and watchful waiting	Adults challenging assumptions	*Benefits of difference	Being free is part of our DNA and has ethical importance
						*The moral good of inclusion (not sure the fit)	Small progression steps	(see below) Variable engagement due to differences	Importance of an equal holistic experience

Not placed:	Variable engagement due to differences
	ALN as a second thought

Adjusting to the potential for things to go wrong	The importance of the process	The purpose of pragmatic relevant learning	The community of humanity	The situated child	The emotional outdoor experience isn't easy
Expectation for risk management	Planning ahead	Transforming the ordinary to the extraordinary	The importance of tight-knit communities and community bonds	Spaces of priviledge	Social overwhelm
Perceptions of a reasonable risk	Considering accessibility and availability of provision	Children as active agents	Sharing of experiences within the community	The importance of setting attachment for learning	Extreme responses to sensory stimulus
Preparation is needed for the outdoors	Structured levels of the outdoor experience	Celebrating challenges	Learning social norms	The importance of feeling welcome	Responding to threat /our brains keep us safe
Readiness to outdoor learn	Child -led reduces demands for a reason	Importance of the opportunity to learn transferable skills through experiences	Facilitating community culture and peer bonds	Unfamiliar to my family culture / heritage	Expressing dysregulation
Different rules are needed / protect the children		Widening a child's aspirations		The influence of personal histories	Feeling out of my comfort zone impacts on learning
				An ongoing connection	

Outdoor Leaders

Subtheme								
Learning outside of my comfort zone	**Reinforcing a child's community**	**Freedom of expression**	**Blurring the boundaries of natural and manmade**	**Place as a stimulus for learning**	**Adult as the safety net**	**The social-economic impact**	**Developments over time**	**Power and control**
Weather won't hold us back	Positive family feedback	The creative human	Applied learning for practical skills	Don't need the specialist	Justified boundaries and rules	The importance of family's experience	Worthwhile investment	Invisible assumptions
Tailoring challenges	Open communication	Applying imagination	Use of man made tools	I'm not the one making a difference	Hidden inherent dangers	Financial constraints	Policy changes	Positions of power
Ensuring a variety of novel experiences	Community support		Enhancing the area	Setting as facilitator	The need for a qualified specialist	Underutilised provision	Social changes	Shifting dynamics
Personal growth through challenge	Meeting expectations				Timely intervention		Evolution of practice	Challenging the status quo
Not placed:	No need to worry outside symbolisation							

Power and control	**Facilitating holistic self-esteem**	**A right way to do it**	**The adult's burden of responsibility**	**An even field in a friendly game**	**Child in control**	**Beyond our control**	**Navigating the populated outside**	**Its not one size fits all**
Invisible assumptions	Understanding my potential	Guiding the learner's experience	Appropriate supervision	Building on connection	The mature child	The lasting detriment of weather	Escalating competitions with peers	Responses aren't guarenteed
Positions of power	Secure sense of self	Enforcement of the rules	Ultimately adults responsibility	Bidirectional learning	Independent decision maker	The environment doesn't allow for it	Social learning	Extreme reactions
Shifting dynamics	Proud of my identity		Fear of judgement		* Ownership	*Regression	Awareness of others	Different impacts
Challenging the status quo			The importance of measuring success for others		The child can judge whats possible			Individual differences
					The pressures off			

We come with different bags	**Welcomed differences**	**Familiar spaces**	**An uncomfortable compromise**	**Protecting yourself from threat**	**Empathising with difference (could go elsewhere)**	**Developing moral understanding**	**Places of transferable skills**	**Joy in the simple**
Catering to changeable needs and emotions	Versions of the same experience	The importance of feeling secure	Compromising the standard ethos	Collecting and guarding resources	Inclusive adjustments	Osmosis of deep care for the environment	A distinct part of school	Relative freedom / escape from tumult
Cultural differences	Space for mistakes and getting it wrong	Routines and patterns in the day	Managing a dual role	Understanding my limitations	Meeting sensory needs	Leading with values	Curriculum crossover	Innocence on a pedestal
Learning to adapt	Each child in the whole class	The child is ready to start the first step outside	Values mismatch	Feeling and listening to the fear	*empathy (could drop)	Immersion in an authentic experience to find meaning	Organised nature	Playful curiosity in the outdoors
	Opportunity to demonstrate strengths			*anticipation	*Preparing expecations (could add to inclusive adjst)			Happiness and wellbeing
								The awe of nature

Example Theme and Subtheme Development:
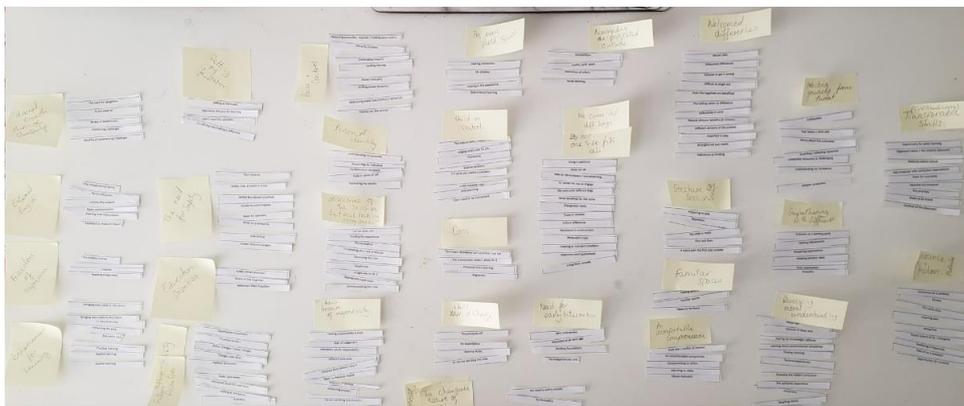
Example RTA Results Return to the Data:

Participant: I mean, it's a massive generalisation because some of our ALN children really don't don't enjoy it as much as they should, because (.) (Mmhm) they've got aversions to dirt and bugs and taking risks and things like that. But again, if we look at them individually, they are making steps because we've got, you know, [Redacted child name] next door. He last year- Oh, my word, he was scared of the wind. And he wouldn't go- the Secret Garden was an absolute "if I go up there, I will die". You know and and your heart used to break for him, because one day we got him up there and then and then he stepped in a bit of dirt and he had a bit of dirt on his wellies, and that was it then, for about a month- literally a month, then. And for him, we weren't gonna stop him from going, but we had to manage it carefully with him, and of course, now he he just was like a good one, you know. So for [Redacted child's name], he's gone on a little journey and he's coming all the time and, (.) so that that that's one child. We've got others that are absolutely buzzing and and they they they just so excited they can't listen you know we've got [redacted child name] in- in- in- in [redacted class name] (Mmhm) and and and for him, erm (.) like I I was up there, gosh, I think it was last term- and [Redacted specialist name] was great with him because cos he he struggles to listen and because fires are lit (.) (Mmhm) a lot of time is spent with all of the children, on you've got to be safe, you know, you sit around the circle, "you don't cross- the you don't cross- you go back and you go round". You know all little health and safety things (.) But for [redacted child's name] when he is not listening as appropriately as he should be- and we know that he can- (redacted specialist name) just gives him little things to fiddle with. (Mmhm) So- and and and it isn't sort of (.) a mechanism to sort of (.) shut him up because that that that's not us at all, but it focuses him, if you give him something to fiddle with he's more likely to listen to you so- so he'll often have like the- a stick and and the potato peeler and and and he just sits there listening, shredding and and and and it's nice because you know it it it's taken away the impulsivity you know and (pause) but (.) I think (.) the way that we support the children in this in The Secret Garden is the way that we support them in school anyway, so it's just (pause). It's just a different way of managing them, you know and and and you do have the children that just absolutely come alive, you know, you know, like the flash card children that you could do until Christmas or or the ones that take an absolute eternity to write and you think, oh, what's the value in this? The minute that they go up into The Secret Garden (.) this- the skill, the skills are still there but, but it's delivered in a different way an- (.) and like the the the the problem solving skills, you know, it it it's such- it's such a wonderful place to get different types of learning that you can't get in a book and (.) and children that can't get it down in a book, they thrive in a different way there you know (pause).	Y – Not all children learn the same way G – Small progression steps B – Genuine empathy B- Understanding dysregulation Grey – Threat response to sensory stimuli Orange – Adults leading the way Orange – Structured levels of the outdoors Orange – Helping where needed Orange – SBOL as a valued need Pink – Perceptions of a reasonable risk Pink – Meeting basic safety needs Red – Established rules and boundaries Bluetext – Not all children learn the same way Bluetext – Processes to enhance participation Bluetext – Children as active agents Bluetext – Listening to comm cues Gold – The Soul is Free Green Text – Breaking down the walls to allow for transferable skill development Green Text – Not all children learn the same way
Interviewer: Yeah, that's really interesting. Can you tell me more about that in terms of what's different and what's the same? Is it complementing the classroom, and in what way... or is it just a different- you're practicing the skills in a different way?	

Earlier Version of the Thematic Map:

Appendix S: Map of RTA Relationships
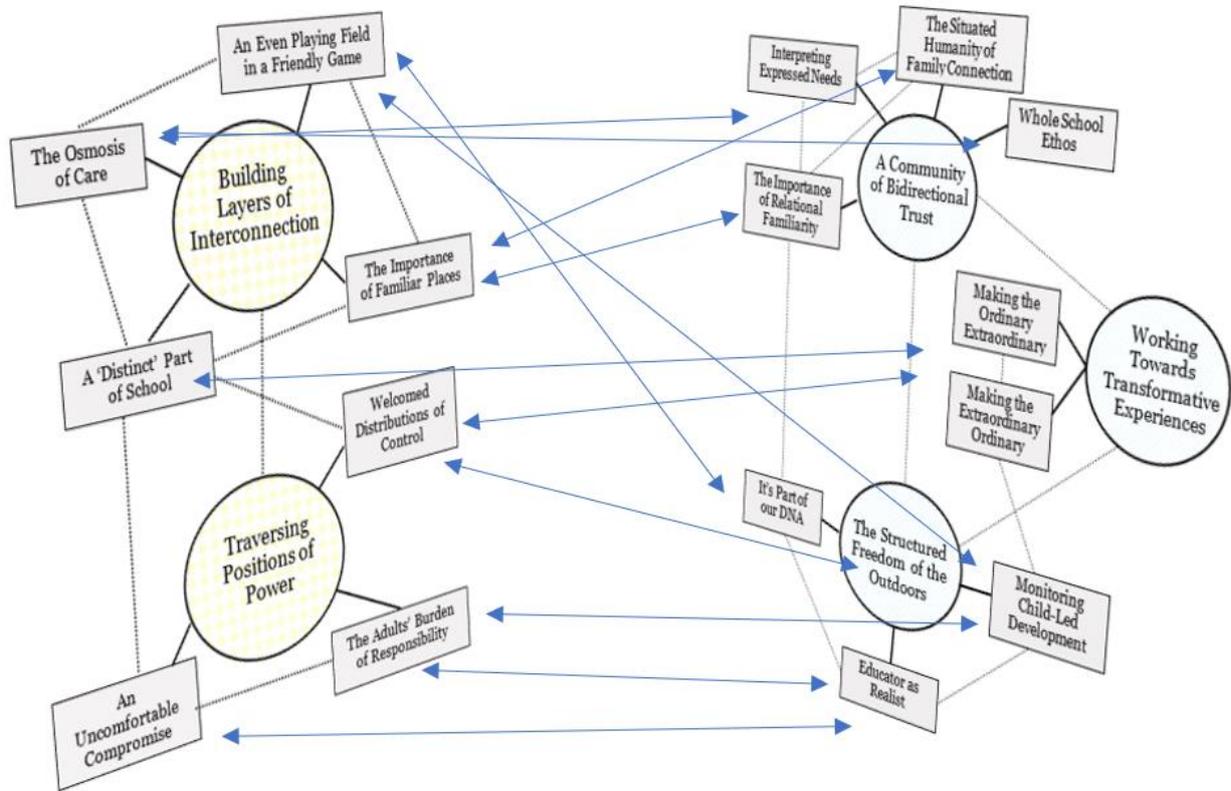
Appendix T: RTA Table of Themes, Subthemes and Codes

<table>
<tr>
<td colspan="3">Outdoor Leader (ODL)</td>
</tr>
<tr>
<td colspan="3">Theme: Building Layers of Interconnection</td>
</tr>
<tr>
<th>Subtheme</th>
<th>Code</th>
<th>Quotes</th>
</tr>
<tr>
<td>An Even Playing Field in a Friendly Game</td>
<td>Bidirectional Learning</td>
<td>

"I've learned things <u>from them</u>" (Participant 4).

"You know, if I can answer the questions they have, I feel more equipped to do the Forest School. So, I feel like it's such a learning in the moment thing" (Participant 4).

"It's kind of been the last five years since I started doing Forest School that the outdoor aspect has really blossomed- and I've always liked being outdoors, but those intricate details have kind of opened up since I've been doing forest school" (Participant 4).

"You see the red mites on a brick wall in the summer? They weren't like that, they were fat. So together, we found out what they were, and it was type of arachnid, (.) Red Velvet, (.) or something, ah I dunno, can- can't remember the actual name. But that joy together of finding it and learning about it was- was great. It kind of ticked all the boxes for me of what a <u>good</u> session looked like" (Participant 4).

"So, year one and two they're great. They're really playful, they're <u>really</u> engaged, are <u>really</u> interested in all the things I have to say and show them. So what I tend to do is the way I approach every week is have- something that's peaked my curiosity in the week or something topical and I'll bring it in and I'll show them on the screen and then we'll go out to the session and that might inspire the session, it might be linked or it could be <u>completely</u> unrelated, <u>or</u> it might be that the children have got something to show me" (Participant 4).

"As the facilitator in <u>that</u> example then, I couldn't do that, because I wouldn't know how to do it. So, my challenge then is to go home and teach myself those basic skills so then next time I can go in and go 'right lads, you wanted to do this last week, this is our lesson today, I'm going to be doing this (.) if you want to join me, then you want to join me. If you want to do the things we learned about last week, the things that you used are also here they're in the big black box I bring out every week. Go and grab it, help yourselves, enjoy your session kind of thing.' So, I see that facilitator role as knowledge, skills and resources, and between the three of them you can do <u>anything</u> (.) with them whatever they want to do, and that's throughout the whole- the whole school, that's Year One and Year Two" (Participant 4).

"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4).

</td>
</tr>
</table>

		"As long as they were happy and accessing the environment, I was happy, because you're fulfilling their needs" (Participant 6).
An Even Playing Field in a Friendly Game	Building on Connection	"I know that they're making- some of them will bring things to me and say, 'do you want this cake?' You know, 'would you like to try our chocolate? - Our hot chocolate', that they've made out of mud" (Participant 1).
		[Discussing circle time] "That opportunity then gives me a chance to see how they have- what they've done that morning and if they- they- you can see if they've got any, if they show you anything (.) they're- they're proud of it" (Participant 1).
		"They have confrontations with each other… but even _that_ process of, you know, compromise and or even just taking themselves away from each other to, you know, it's quite a big area they can just- so it does facilitate conversations about, you know, how we are in the same class (.) 'you don't have to be best friends'. You know, we talked about relationships and things- you know- it's it's speaks- er those kinds of conversations or those opportunities to talk about relationships with each other" (Participant 1).
		"I'm not perfect and it's not perfect- but quite mostly we sit around the end at the end and I say, have you had a good morning or good afternoon and and then give them an opportunity like a sort of a circle time- to, short version is one word to sum up what they've been doing (.) erm, and then the longer- if we've got a bit more time, we we talk about what they've been doing and then it sparks conversations" (Participant 1).
		"There was a wolf game once with the year ones, I remember- that was last year, and that was a repeat pattern that every time- they remembered, that one of them was the wolf or no, it was an imaginary wolf actually, in in the woodlands, so they obviously had this image of the woodlands being, you know, with these animals. (.) So I I did use that opportunity to discuss- that we wouldn't have, we don't have, we don't have wolves, and yeah (.) and yeah (.) so, but they're- they were wolf noises, they were chasing each other and it was always the same group of children, maybe about four or five of them, and it expanded and broke away- Yeah, it was quite interesting" (Participant 1).
		"They often want to show me at the end" (Participant 4).
		"They _all_ loved it it was, we had a wheelbarrow, so I just pop the children in the wheelbarrow, and then we wheel them around and they'd be happy as Larry" (Participant 4).
		"There's so many so many benefits. But if if you never learn about it or you never kind of have that seed planted, no one will ever go and to break through the barriers" (Participant 4).
		"You are the eyes and ears of this classroom now, so you have to keep yourself safe, also your friends safe (.) and by communicating with each" (Participant 4).
		"And you need to unlock that (.) that child…unlocking that key and getting that connection with children I think is a big part of helping them to regulate- in a- in a setting like that, which _isn't_ for every child" (Participant 4).
		"You find you get to know your children so well, and I was in that class for quite a long time- cos that was like at the start of COVID, so when we were kind of boarded off, I was put in that bubble with two classes with similar needs, um (.) so, I know those children really well. And then subsequently then that led to doing forest school _all_ the time with those kids" (Participant 4).

		"But I felt those lessons especially with the children that couldn't communicate, they're fantastic because their faces would light up or change, or they're, like, furrow their brow if they're not sure. You're still extracting that reaction to it. Which was nice" (Participant 4).
		"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4).
		"I've got all the equipment, I (.) hope, I have all the skills and knowledge <u>and</u> the things you need to do kind of whatever you want in this setting. If they said to me, 'oh, Mr. [redacted teacher name], what if we build like an A-frame timber shelter? - because my dad's an architect' (.) As the facilitator in <u>that</u> example then, I couldn't do that, because I wouldn't know how to do it. So, my challenge then is to go home and teach myself those basic skills so then next time I can go in and go 'right lads, you wanted to do this last week, this is our lesson today, I'm going to be doing this (.) if you want to join me, then you want to join me. If you want to do the things we learned about last week, the things that you used are also here they're in the big black box I bring out every week. Go and grab it, help yourselves, enjoy your session kind of thing.' So, I see that facilitator role as knowledge, skills and resources, and between the three of them you can do <u>anything</u> (.) with them whatever they want to do, and that's throughout the whole- the whole school, that's Year One and Year Two" (Participant 4).
		"But generally, the the kind of looking after each other… if people see that people aren't being safe, then they will just come in" (Participant 6).
		[Discussing a pre-school group] "There was one boy who was erm a runner… he would literally come down and he would run, but we would just sprint after him, (laughs) which isn't what his mum could have done because she's just got other children. But after I think about two sessions of him doing that and- I I can run, I could keep up with him because he was only this big, so by the end- so by maybe by the third session- he wasn't running off anymore" (Participant 6).
An Even Playing Field in a Friendly Game	Collecting and Guarding Resources	"Like a territory thing. They'll they'll take them and guard them in their dens" (Participant 1).
		"I guess they've got into two groups or one group, and they're hiding or making a territory- territory type game from each other" (Participant 1).
		"There are some that plan and and there's there is the pattern- there's a there's a group. So, I think there's a- Year 3s. They always plan some sort of territory game. Erm So they'll be in two groups, and they'll make a den and that will be their their base. And there'll be another den somewhere else…they just go into each other's space and steal things quite often" (Participant 1).
		"Children are going to have conflicts, which we all will. Society it's taken so long to get where it is, but seeing children in an environment like that where they are literally fighting for resources, I mean, they're not fighting literally, but- I've only got so many sticks. I can't bring a fresh round of sticks every time when you wanna make a den. You know, I could do my best- but I'm not (.) an angel" (Participant 4).
		"I've got loads of ted- got loads of of woodland toys and puppets and stuff. Because the arguments that happen over the teddies is ridiculous, because one group might be looking after them over here and then there's another group trying to come and steal them" (Participant 6).

An Even Playing Field in a Friendly Game	Each Child in the Whole Class	[Discussing pupils with social-communication needs] "There's quite a lot of, erm (.) maybe helping out in group situations where there's been some confrontation. But you know, I'm not going to- I was- I wouldn't have been there to start with, I'm problem-solving with them after its happened" (Participant 1).
		"No matter what the weather was we went outside. But if the children that didn't want to come outside and I <u>knew</u> would be dysregulated- would struggle with it, we'd do something else inside" (Participant 4).
		"You'd have the- sort of, the the crazy bunch that would go for it and then be straight in, you'd have a medium bunch that would kind of like be a bit uncertain and then some that week by week you would kind of gauge" (Participant 4).
		"And you need to unlock that (.) that child…unlocking that key and getting that connection with children I think is a big part of helping them to regulate- in a- in a setting like that, which <u>isn't</u> for every child" (Participant 4).
		"That's the joy about the foundation phase, is that our kids get older and they kind of go 'ah' they're a bit too cool about it. They- The peer pressure of, do you wanna know everything else- sport and media and gaming kind of takes over" (Participant 4).
		"To find a worm and know they'll lift the log to look at a- a woodlouse. And the second it is in their hand, they're like 'woah that's amazing' but five minutes they'll be showing all their friends. A year six pupil won't do that. They'll be like 'Ohh get it off me!' and they'll <u>all</u> be like that because the peer pressure" (Participant 4).
		"Get them into small groups with a sheet, get them off tallying, and not only are they learning how to tally, (.) they're identifying insects, they're learning how to treat their- their habitat, right. They're respecting the environment, you know, there's more skills being <u>built</u> into that. It's not just the <u>core</u> skill (.) you're looking at that holistic approach that kind of covers all bases" (Participant 4).
		"There's a little boy in year one who has, <u>I don't actually know</u> what he's diagnosed with, I don't think he's diagnosed with anything, actually- they think he had a stroke as a child when he was born. So he's- he can walk- he ended up walking two years ago, but he can walk pretty well now, he has a one to one, he is pre-verbal (.) but has some words, he uses an iPad to communicate, and he's learning- so that's <u>new-</u> he's learning how to use that. Um, the kids are all really good with him, they love him to bits" (Participant 4).
		"He's got a nice little group of friends that (.) although he isn't their peer developmentally, he is in their play, you know, he's not accessing that play the same way, but they will <u>help him</u> kind of meet them halfway almost. And we're blessed, the children are like that. And that's- that is inclusion at its finest" (Participant 4).
		"I do get the younger ones doing chopping wood as well (.) kind of together" (Participant 6).
		"We feel that working with the whole class integrates those children into the classroom more instead of separating them off, which is what we're kind of passionate about" (Participant 6).
		[Discussing pupils with ALN] "Having their peers seeing them, succeeding out outdoors, then then gives their peers maybe a different view of them, erm and then it just helps with- helps with integrating them into into the the classroom and into into their friendship groups" (Participant 6).
		"When I first started work up there, however, we were working with much, much smaller groups of children who, yeah, just had specific specific needs erm (pause)… It's really tricky in the Early Years, isn't it, because children might have specific additional learning needs, but it might not be on paper that they have. So that's the difficulty I've observed… to get

		that bit of paper that says, 'look they have got something, and they need more support' (.) So we started off doing that up there... I was asked to work here and I was like 'OK! I'll work with younger ones' and I really enjoyed working with the younger ones now... so whole class... kids who find the classroom difficult will quite often shine in an outdoor classroom" (Participant 6).
An Even Playing Field in a Friendly Game	Escalating Competitions with Peers	"There's a lot of excitement and lots of them were talking over each other and then it got a bit heated, just like a real wedding really – maybe something you would see on Jeremy Kyle" (Participant 1).
		"They just go into each other's space and steal things quite often (laughs). And we do about arguments about that, and I have to, you know, help, you know, maybe if somebody made something we respect that and leave it" (Participant 1).
An Even Playing Field in a Friendly Game	Personal Growth through Challenge	[Discussing comparison between younger and older CYP when checking for risks] "There's one group, I think it's a year five group, they love to say the words that we- we check, we we must check for sabotage and they thought that was hilarious (.) I don't know why, just that word sabotage and so now all they do is they go (whispers) 'sabotage'" (Participant 1).
		"There's a child who has- whose vision is impaired, um and so she has not a great depth perception as well, so does tend to bump into people and and things- (exhale) just a little bit- more, it appears a bit more clumsy and (.) the children in her class are used to her- though they, you know, they know her well now. (.) But yeah, they do still clash (.) as in physically and and so they do need to be reminded sometimes- I I did have to explain last week 'ah she can't actually, she can't help that she's bumped into you. She can't see that space so well'" (Participant 1).
		"Now our young children aren't as fussy about sharing because they're smaller, they need less big sticks (.) to build a den. But the problems are all still there. And I work in an affluent area where the children are used to having their own way. And not all, and it can be kind of- a bit of a cliche in our school. It's not that case at all, but there is a trend of that. So, I try my best to (.) kind of train it out of them in the outdoor space" (Participant 4).
		"Consent is a massive, massive one (.) actually, because in in terms of the type of play that that children enjoy, so there's a lot of children who like rough and tumble play. But then (.) yeah, (.) so learning them, learning the boundaries of – 'okay, you might be happy with that type of play, but this person isn't'" (Participant 6).
		"Some older ones (laughs) they I mean- they they play these battling, warring games. Um, I had one child bringing a light saber into one of our sessions and I said, 'oh yeah, that's fine', you know, generally I wouldn't, you know, I just encourage sticks and things. But (.) 'yeah, for today' and then the next session, he brought 6 light sabers, but (.) the play (.) was (.) incredible!" (Participant 6).
		"Then I've got a bag of cotton wool and I've got a pot of Vaseline and we discussed this, you know, how flammable Vaseline is, which is why we're using it" (Participant 1).
		"Yeah, she's not got a a huge fear factor. She's not got a huge er- yeah, she's not very fearful, she's quite confident, which is great. Isn't it?" (Participant 1).
		"So, it's, you know for example, it's off the ground, so they have to climb up onto it and- and feel that fear of- you know, do they trust the net? Have they checked where it's, you know, it's tied onto the tree? I mean, it is all safe, but I tell them that they should be checking as well" (Participant 1).
		"They get on with it so much themselves and they (.) just get involved and don't need me (.) which is such a brilliant thing, and it's such a (.) that's probably the whole point of it, is them learning that independence and not needing to rely on them an adult all the time" (Participant 1).

		"I'll give them options 'you want to do some fire striking something?' that's, you know, and then they've got a feeling of, they've got a sense of achievement then that they've done something. Erm, I don't- they've never- they- I don't ever have a child that comes up and doesn't do anything for the whole time" (Participant 1).

"Yeah, we talk about that sporadically throughout actually, just to remind them, you know, yeah, 'if you're gonna climb the tree, are you confident enough that you can come back down?' 'Are you?' Yeah, we talk about that wobbly feeling when you get too high. You know, 'it's adrenaline going through your body, makes you wobbly and that means- that's probably a good sign that <u>you've gone a bit too high</u>'. And just to retrace then and come back down. So yeah, it's all really learning about how to be human and how to take those risks" (Participant 1).

"Before they knew they were in. And then they'd hop out and then wouldn't even kind of clock they were in- they just kind of go about exploring things" (Participant 4).

"In terms of behaviour and (.) managing their own behaviour. I'm a <u>massive</u> believer that children (.) have the solutions to all their problems themselves, but they get <u>stuck</u> on certain things" (Participant 4).

"The fire lighter is a <u>really</u> tricky skill because you're applying pressure between your finger and your thumb to hold the flint end and the similar end of pressure on this end so that when you press down, this doesn't go loose. You want to increase the amount of friction to create the spark. That's hard. And it's really hard for year one and two. All of my kids can get a spark and I'd say <u>half</u> of them can light a piece of cotton wool within minutes or even less than that" (Participant 4).

"So, we'll start off making sparks in reception and we will just have a little fire, yeah, erm (pause) and then year one and two, quite often we'll have a fire in most in most sessions in the winter" (Participant 6).

"So, I've done so much whittling this year with children and, no, no accidents, you know. And they're sharp knives- they are sharp knives (laughs). But I'm always there with them" (Participant 6).

"I'm sure you know about research where- where if they're not open to healthy risk taking, they're more likely to be part of unhealthy risk taking later on in life, so I'm always (.) harping (.) on at people - 'let them climb the tree! Please!'" (Participant 6).

"I do find a lot of ADHD children will thrive, you know, they'll be chopping wood with an axe... And so, children are like- 'how are you <u>still</u> doing that', for the whole session... but it really it- really affects their confidence as well" (Participant 6). |
| An Even Playing Field in a Friendly Game | Proud of my Identity | [Discussing circle time] "That opportunity then gives me a chance to see how they have- what they've done that morning and if they- they- you can see if they've got any, if they show you anything (.) they're- they're proud of it and they've- and they've enjoyed and proud of just playing their game as well, which sounds like it's not an actual tangible thing that they've got or done, but it's an experience that they've had that they've enjoyed you know?" (Participant 1). |
| | | "There's a lot of excitement and lots of them were talking over each other and then it got a bit heated, just like a real wedding really – maybe something you would see on Jeremy Kyle, maybe, I dunno. (OK. Yeah.) I don't know (laughs), Yeah, but you know, got a bit heated and then 'It's just I just want only girls at this wedding!', that was declared. 'In my gay wedding' ... But look- and you don't- They're not often that expressive about those things and you know, and it just it just happened naturally. It wasn't made a big deal and it was just I've I had them- three students with me actually this week and we were talking about it afterwards about how, erm when we were younger, in school, maybe that wouldn't have been cool to talk about that openly and about a same sex marriage wouldn't have been role played when we were younger and and it |

		just wasn't naturally happening and nobody was, you know, commenting on the fact that it was the two girls getting married. And it was just lush. It was really lovely" (Participant 1). [Discussing EE principles] "The people that were informed and could pass on the knowledge to us. And you <u>can't</u> expect every teacher to do that, but if you've got someone who is passionate about it, and you can pass it on and I think it kind of goes hand in hand" (Participant 4). "To find a worm and know they'll lift the log to look at a- a woodlouse. And the second it is in their hand, they're like 'woah that's amazing' but five minutes they'll be showing all their friends. A year six pupil won't do that. They'll be like 'Ohh get it off me!' and they'll <u>all</u> be like that because the peer pressure" (Participant 4). "There's a lot of job satisfaction in what I do, so because it's because I haven't got constraints of ticking as many boxes as teachers" (Participant 6). [Discussing funding applications] "I think if we were working- if we were applying for- I think our problem up in [redacted area name] with the primaries is we're applying to work with whole classes. If we were applying to work with those with specific learning needs erm, and I think we may be more successful <u>but</u> we feel that working with the whole class integrates those children into the classroom more instead of separating them off, which is what we're kind of passionate about" (Participant 6).
An Even Playing Field in a Friendly Game	Social Learning (Addressing Social Bias)	"They get on with it so much themselves and they (.) just get involved and don't <u>need</u> me (.) which is such a brilliant thing, and it's such a (.) that's <u>probably</u> the whole point of it, is them learning that independence and not needing to rely on them an adult all the time" (Participant 1). "I've only got so many sticks... They <u>have</u> to share; it's <u>forced</u> upon them. You know, there's no option other than that" (Participant 4).
		"You're adding other elements to learning that are (.) more important and by putting you in a group (.) ...including communication into a skill" (Participant 4). "He's got a nice little group of friends that (.) although he isn't their peer developmentally, he is in their play, you know, he's not accessing that play the same way, but they will <u>help him</u> kind of meet them halfway almost. And we're blessed, the children are like that. And that's- that is inclusion at its finest" (Participant 4). "If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4). "But those things happen naturally, you know (.) if someone <u>bumps</u> into someone else, I find it really hard to let that that go. Er and I- I think cos I was the kid at school that was bumped into. I was never bullied really, but I was quite quieter and happy in my own company, and I had a good group of little friends, but was never the dominant leader. So I see the leader and see, yeah, well everyone follows him because he's cool and good at football like (.) in their eyes, but also you'll go to the children, 'he's quite flawed and don't let it come down to you'- ohh don't say it to them like that, but you go with a scenario and kind of break the scenarios down and go 'in that scenario when he just bumped into you and grabbed what you were taking and you accepted it, why did you do that?', 'stand up yourself', kind of 'how could we do that in an appropriate way (.) to communicate the right way?', 'could you come tell me?' 'Could you ask a friend to come with you when you approached him?' You know, we're pretty good at our school- teachers are quite good" (Participant 4).

		"They use restorative practice, yes, which is amazing because you do see children by the time, they get to year 6, erm res- they do resolve their- it's, it's they really put it into practice here as well" (Participant 6).
		"I'm not sure if he was separated off in a smaller group (.) away from his peers and (.) away from his class. I'm I'm not sure if he would have come on quite as much as he did" (Participant 6).
		[Discussing pupils with ALN] "Having their peers seeing them, succeeding out outdoors, then then gives their peers maybe a different view of them, erm and then it just helps with- helps with integrating them into into the the classroom and into into their friendship groups" (Participant 6).
		"There's an activity where you can- where you can work in a little group (.) to throw- you hang wool from a tree (.) and then it's like a passing- a passing activity. So, there's four, four bits of wool. And so, you need a minimum of two to do this, and then they just work- It's just a repetitive... I think it's a very ancient way that they used to make twine" (Participant 6).
		"They do learn by consent and what people are happy with and reading each other's emotions and and check, you know, just checking in on, on people and I, have seen improvement with lots and lots of children over the years, to do with those, those kind of things erm (.) and and regulating their own emotions" (Participant 6).
An Even Playing Field in a Friendly Game	Tailoring Challenges	"The slack line. There is a guide rope. They can't use it without that because they're not skilled enough. There's quite a skill to be able to balance on it without a hand guide (.) but they're- it's so good for core muscles and strengths and balance" (Participant 1).
		"Really infrequently have somebody, a child, you know, a public account on one hand, the child who just is just there, hanging around and not knowing what to do (.) And then I'll just gently say, you know, do you fancy doing, you know, cause you just- that means then they've got- not got a huge amount of energy- If they're- if they're sort of standing around, they're obviously they're not- They haven't got energy, so I'll just suggest 'do you want to peel something or some whittling?', so relaxing that is (.) just sitting and just whittling away and peeling something. And then it's, you know, I don't tell them what to make, they just either draw on it or put- wrap something around it or do nothing with it or you know, it's up to them. But so that would be a point where I gently suggest, you know, I'll give them options 'you want to do some fire striking something?' that's, you know, and then they've got a feeling of, they've got a sense of achievement then that they've done something. Erm, I don't- they've never- they- I don't ever have a child that comes up and doesn't do anything for the whole time (laughs) they do- they do something, even if it is just sitting and whittling, which is- I see it- even if it's just- that is something" (Participant 1).
		"Non-verbal children will bring you insects and bring you leaves and, and bring you patterns they've made and be making mandalas and graphs and little dens and stuff. But then equally those joyous moments are (.) the child that has just liked to walk- standing up by himself in the mud kitchen and staring at it because he loves watching the whisk go through the mud" (Participant 4).
		"You've got, got to balance it by saying, 'well, actually the kids are are really good at doing this, or really bad at that', 'so how can we balance it out and strengthen their weaknesses?'. And 'yes, he's an amazing leader, but he's also not really a great communicator'. So how can we- how can I, allow this session to naturally evolve that or when he makes the mistake which he inevitably will (.) how I can- sort of, to see the perspectives of the children" (Participant 4).
		"To those children, the provision of the environment itself offered you so many learning opportunities so we had a lot of SEN children, especially on the spectrum, like to like sort of thrill seek for that sensory simulation" (Participant 6).

		"The 7-year-olds, you know, they're starting to do the more, the more- but year 1 and 2 do the fires and stuff, and that awareness around the fire- awareness of other people that they might <u>not get</u> quite as much" (Participant 6). "Mainstream now, I go with the seasons and just follow what- what it's about. So, in the winter we do a lot of fire lighting and cooking and the spring we do a lot of foraging and IDing and looking at things and winter making dens and shelters. Summer now we were on the field today- so only because they were mowing the lawn in the forest, which is quite grassy, so we were on the field doing a field survey with hoops and the kids just love that" (Participant 6).
An Even Playing Field in a Friendly Game	The Creative Human	"And all of these activities then, so this is sort of child-led, they've chosen, you know he's being creative, she's being creative" (Participant 1). "So, it's quite- it is <u>really</u> random what they do and it's definitely whatever takes them" (Participant 1).
		"I know that they're making- some of them will bring things to me and say, 'do you want this cake?' You know, 'would you like to try our chocolate? - Our hot chocolate', that they've made out of mud, obviously (laughs). So, so it's so independent" (Participant 1). "There's definitely our children that will always make something. They always whittle and they'll <u>always</u> sit and find different things to wind around or colour it and they'll be really creative, drill holes and things to make and they hang them up, round their necks, on the trees" (Participant 1). "You know the imagination kicks in again when they're outside... we had um a wedding and we it's the <u>second</u> wedding we've had- we had a- I- I had a wedding last year as well, but this one- its- and it's really- they get really invested- But we had flowers, we had rings. The rings were brought in with a special box and one of the friends had written wedding rings on the box, yeah, ready- ready for this game.... we had a wedding cake in the mud kitchen. We had rings. We had flowers. And two girls got married" (Participant 1). "There was a wolf game once with the year ones, I remember- that was last year, and that was a repeat pattern that every time- they remembered, that one of them was the wolf or no, it was an imaginary wolf actually, in in the woodlands, so they obviously had this image of the woodlands being, you know, with these animals. (.) So I I did use that opportunity to discuss- that we wouldn't have, we don't have, we don't have wolves, and yeah (.) and yeah (.) so, but they're- they were wolf noises, they were chasing each other and it was always the same group of children, maybe about four or five of them, and it expanded and broke away- Yeah, it was quite interesting" (Participant 1). "I made some frog sticks- when the frogs were out, so that's a good example of using the seasons for your work, as they whittled(.) a frog stick to go ruuuruu when the frogs were amazing- at our pond so they could see the frogs and they'd hear the sound they created. So, they were using that and then before you go out, you know, we're playing musical statues with those things. Um (.) their creativity can expand that, and that is all child-directed and child-led" (Participant 4). "I read <u>so</u> many books and things and bring those in and leave them out. And it is <u>literally</u> that of- bringing stuff in or exposing them to something that starts the idea... 'Oh look, that'll do', kind of go, 'how can that inspire their learning this week?'" (Participant 4). "It is one of my <u>highlights</u>, you know, just the fact that he brought it in and he, you know, he was kind of - you know, because of that creativity" (Participant 6).

Subtheme	Code	Quotes
		"We've made kind of natural paints and things with pestle and mortars, so it's just anything, anything really, that that encourages (.) different use of their hands and things" (Participant 6).
		"Here it's more creativity, because they've got it regularly and and they come and they they're like, 'right we're gonna do this', you know, it's amazing, a lot of the kids here (.) it's their favourite session of the fortnight (.), you know, is coming down there, so they do think about it a lot in between sessions" (Participant 6).
An Even Playing Field in a Friendly Game	Understanding my Potential	"Cos, she does use a cane I think when she's out- in (.) not in school, she doesn't use it in school. I think it's a familiar environment. I think it's ready for her going- getting more independent" (Participant 1).
		"That's then learning really about their own you know what they can do and what they can't do and what you know what's achievable for them. So you know that, you know, if you're a bit unsure of your feet, you need to watch out where you're stepping, you know, there's trip hazards, you know, all obvious things to maybe an adult, but just pointing them out to children that possibly" (Participant 1).
		"It's not just the core skill (.) you're looking at that holistic approach that kind of covers all bases" (Participant 4).
		"There's so many so many benefits. But if if you never learn about it or you never kind of have that seed planted, no one will ever go and to break through the barriers" (Participant 4).
		"Year One and Two are all friends. So, all the boys are friends and all the girls are friends, and they might fall out but then this might only last for 10 minutes or a day, whereas Year Five and Six genuinely dislike each other at points (.) and that's okay. I don't like every adult I meet and out of 30 adults I might, I might only like five. So, they have to learn that, but also learn that you are going to come across people don't like in life and you will have to try and figure that out. And unfortunately, throwing a stick at them and whacking them with it isn't going to be conducive you know, opportunity for us both to be safe or healthy" (Participant 4).
		"I do get the younger ones doing chopping wood as well (.) kind of together" (Participant 6).
		"Reception age is very much just about getting them in the routine of changing before we go out... yeah initially in the Early Years, they're- they're learning skills, you know, they're kinda chi- takes them forever in September... that follows through- with into Year One and Year Two and and the improvements you know, even though the slow improvements. That repetition- with both the getting getting ready and outside" (Participant 6).

Subtheme	Code	Quotes
The Importance of Familiar Places	Cultural Differences	"I couldn't tell you that every child was gaining confidence because they might be fairly confident before they came and it might be quite a natural thing for them to be outside anyway, outside- in their home and you know, and they're with their families" (Participant 1).
		"'In my gay wedding'. But look- and you don't- They're not often that expressive about those things and you know, and it just it just happened naturally. It wasn't made a big deal and it was just I've I had them- three students with me actually this week and we were talking about it afterwards about how, erm when we were younger, in school, maybe that wouldn't have been cool to talk about that openly and about a same sex marriage wouldn't have been role played when we were

		younger and and it just wasn't naturally happening and nobody was, you know, commenting on the fact that it was the two girls getting married. And it was just lush. It was really lovely" (Participant 1). "It stems from a Scandinavian- forest school, that approach is very Scandy. Where it's built into the culture. I happened to talk about this and say you know, our culture doesn't match that same approach, you know, Scandinavian Forest School was like this, (cross fingers) whereas Britain and forest school is like this (uncrossed fingers). You're really having to kind of <u>force</u> it in, <u>kids</u> are all for it" (Participant 4). "I think those fear in that litigation and and the kind of the American approach has seeped into our culture a little bit. Which affects the way we play it affects the way we access green spaces. It affects a lot of the way society use their leisure time. You can only hope that the Scandinavian approach of kind of being all chill about it buffers it and knocks it back. So, I can only see a negative to it. I mean that's my approach, I mean you know terrible things can happen, but by educating people around it, they're less likely to happen" (Participant 4). "I love that kind of give them the chance to to make mistakes. I think Forest School can be quite easily- and I've been like it at the start of it, you know, airy fairy- you can love- love everyone. No, you know. I think it really brings out the traits that we see (.) things like dog eat dog, kind of, you know, like (.) what's that- um, Lord of the Flies mentality comes out in the children, so you have to ther- be there to facilitate that healthy balance between, you know, a classroom environment where they're all kind of following one path and let them all go off, but keep it safe and happy" (Participant 4). "Very passionate about <u>how</u> we can be reliant on ourselves as a country (.) and the nationalism and the idea of being self-resourceful (.) is a <u>positive</u> thing. You know all our energy and all our food can come from this country. We aren't importing stuff, so our emissions of- er will drop. Um (.) and I think that has sort of fallen me into this outdoor passion of foraging and the mushroom side of things" (Participant 4).
The Importance of Familiar Places	Local Space	"You hammer flowers into a piece of old cotton and it prints the colors of the flowers" (Participant 4). "Summer now we were on the field today- so only because they were mowing the lawn in the forest" (Participant 4). "I've got all the equipment, I (.) hope, I have all the skills and knowledge <u>and</u> the things you need to do kind of whatever you want in this setting" (Participant 4). "I used to find that in the winter when we get a lot of rain, our site was a slow and at the far end of the slope on the bottom of the hill it used to just collect loads of water" (Participant 4). "They don't know my children. They don't know the relationships we've got together. So the trust that's built into that relationship is invisible to them. They just see a risk, whereas I see the opportunity for learning" (Participant 4).
The Importance of Familiar Places	Ready, Set, Go!	"We've got waterproofs and erm and wellies and a welly sock so you know, it's a bit random and they don't alwa- (laughs), it's very random they're all donations but they're the waterproofs we've bought in at school. (.) Erm, but they're pretty much covered then when they're going out and so then that's quite freeing as an adult" (Participant 1). "Non-verbal children will bring you insects and bring you leaves and, and bring you patterns they've made and be making mandalas and graphs and little dens and stuff. But then equally those joyous moments are (.) the child that has just liked to walk- standing up by himself in the mud kitchen and staring at it because he loves watching the whisk go through the mud" (Participant 4). "I'm <u>very</u> child-led in the way that I work" (Participant 6).

		"I think maybe it's to do with how free it is as well. And they can choose what they do, that that element of free choice and- is is a massive thing, whereas maybe in the classroom it's more erm (pause) There's there's more things that they have to do" (Participant 6).

"But reception age is very much just about getting them in the routine of changing before we go out, (.) especially in the winter as we go out in all weathers , except for high winds. Erm, So yeah initially in the Early Years, they're- they're learning skills, you know, they're kinda chi- takes them forever in September now, not looking forward to that" (Participant 6). |
| The Importance of Familiar Places | Seasons | "Summer now we were on the field today- so only because they were mowing the lawn in the forest" (Participant 4).

"I used to find that in the winter when we get a lot of rain, our site was a slow and at the far end of the slope on the bottom of the hill it used to just collect loads of water" (Participant 4). |
| | | "I made some frog sticks- when the frogs were out, so that's a good example of using the seasons for your work, as they whittled(.) a frog stick to go when the frogs were amazing- at our pond so they could see the frogs and they'd hear the sound they created. So, they were using that and then before you go out, you know, we're playing musical statues with those things. Um (.) their creativity can expand that, and that is all child-directed and child-led" (Participant 4).

"That repetition- with both the getting getting ready and outside" (Participant 6).

"I use clay in the summer more (.) but in the winter, you know, the amount of them who just pick up heaps of mud, and just play, just doing this in in the mud (laughs) and that's, yeah, that's what what they enjoy doing and then (pause). And and obviously fire, that's more of a winter thing" (Participant 6).

"Mainstream now, I go with the seasons and just follow what- what it's about. So, in the winter we do a lot of fire lighting and cooking and the spring we do a lot of foraging and IDing and looking at things and winter making dens and shelters" (Participant 6).

"It's it's making people aware of- It's making people aware of how easy it is to do stuff outside, instead instead of in the classroom so, don't let the weather be a barrier. Erm, especially when we've got a room downstairs, it's full of erm waterproofs and wellies" (Participant 6).

"But reception age is very much just about getting them in the routine of changing before we go out, (.) especially in the winter as we go out in all weathers , except for high winds. Erm, So yeah initially in the Early Years, they're- they're learning skills, you know, they're kinda chi- takes them forever in September now, not looking forward to that" (Participant 6). |
| The Importance of Familiar Places | The Importance of Feeling Secure | "A girl I mentioned earlier, who said she was frightened. She actually said 'I'm- I'm really frightened'. And then I- with a bit of delving realised it was because she just didn't know what was going- what was going to- what it was going to be like going to Forest School. It's the first time they've been to Forest School. Erm, I said, well, 'we're just going back outside to the woods', you know, and just talked it through- and I said 'you can just be with me (.) and we'll walk around together', and yeah, it didn't take her long really (.) to enjoy it... she's not a very physical girl anyway, so she's quite, I would say she's quite a quiet girl, but she's not, you know, she's not one that will be running around.. but she's definitely ventured away from me (Laughs). I don't always see her, so she's she's gone off and she has conversations with friends (.) she goes to make dens with friends, with tarps, and she's definitely ventured at the mud kitchen and made things and gone into a more creative, you know, sort of mind space or- and then and does make things in the in the log circle as well. So yeah, I definitely see a growth in confidence" (Participant 1). |

		"So we talk about maybe staying on some of the safer trees (pause) (exhale) which is a bit of a compromise for me because really they should they should be allowed to tr- climb wherever they want to have a have a go erm but no, it's quite a young wood, it's erm about 30 years old so there's not a huge amount of- really, of established trees anyway which sort of helps me with that problem" (Participant 1).
		"You are the eyes and ears of this classroom now, so you have to keep yourself safe, also your friends safe (.) and by communicating with each" (Participant 4).
		"Be there to facilitate that healthy balance between, you know, a classroom environment where they're all kind of following one path and let them all go off, but keep it safe and happy" (Participant 4).
		"We broke it down to [redacted – school rules about respect and safety]. They're our three school rules. Which is perfect because every scenario that the children are going to make themselves unsafe, or upset someone can be covered by those three rules. Um, so we use that a lot. I have my own set of rules, no, no picky, no licky, no sticky... No picking things. So if there's things like a plant you want, don't rip it off. I based it on- everyone going round ripping everything off the trees and bushes. Five it a chance to live, and then once it's dying off, yeah, we talk about. No, licky, so don't eat things (.) unless I say it's alright. So if we wash things, we forage it, but otherwise don't put anything in your mouth. You don't know what it's going to be, even if you're confident you might be wrong, and then no sticky, nothing longer than their arms with the stick, because they're even more around that personal space" (Participant 4).
		"I've always got kind of spare clothes in my bag in case someone gets wet" (Participant 6).
		"But generally, the the kind of looking after each other and if things- if people see that people aren't being safe, then they will just come in" (Participant 6).
The Importance of Familiar Places	Underutilised Provision	[Discussing a wolf game] "I was a bit worried that they- those children, weren't doing anything diverse- they weren't doing different things they were doing the same thing" (Participant 1).
		"They've just got that freedom to run and that's what they need to do at that time. Yeah, you know. And they're just he's he's just so happy. He's just so happy to be running. But, you know, hell for leather type of stuff sometimes" (Participant 1).
		"No matter what the weather was we went outside. But if the children that didn't want to come outside and I knew would be dysregulated- would struggle with it, we'd do something else inside" (Participant 4).
		"Um, the Outdoor Learning one is often just like a 'oh well, they've done their math one that was hard work, the- then so like brain break,' they go outside and just chalk draw on the thing. But it could be forced so much more" (Participant 4).
		[Discussing mental health and wellbeing benefits] "And I do feel like being outdoors and forest School can be a massive way of opening up for other people. It hasn't got to be outdoors, it hasn't got to be, but if you can facilitate the learning that gets people to that place on that path, through a bit of outdoor learning that can be really, beneficial" (Participant 4).
		"In an ideal world, you know, it's it's kind of long term here, but it's only the hour that they get. But with- (.) with the three, I I've I've worked with a couple of schools in [redacted area name] where they've brought us a class down for a whole year and it's just incredible what you see (.) the the- you know, the the resilience that kids build, in in a year of coming down once a week to us is just incredible. If every child in Wales could get that opportunity where they had a day a week and yeah, I don't know. And just the teachers feedback as well in terms of productivity back in the classroom as well, even though they have, even though they were having a day out a week they would find that they could still accomplish everything they needed to in the classroom because they'd had that day where they were kind of learning in a different way" (Participant 6).

Subtheme	Code	Quotes
A 'Distinct' Part of School	Applied Learning for Practical Skills	"So I demonstrate how to use the tools and then they use them within that erm area with me, which is- there's a log circle area which urm has log seats around" (Participant 1).

"So there's all sorts of, you know, that kind of learning going on as well, really practical stuff. Erm, and then they help themselves to those and they can use the flint and steel to strike (.) Erm other things (.) there's a mud kitchen area, which is just basically a table with stuff on it, like old pots and pans and spoons here that so (.) a lot of them gravitate towards that" (Participant 1).

"The scramble nets we've got up (.) so that's- that stays up all the time that's really good for motor skills, erm gross motor skills, and balance and sharing and just being aware of their feet and faces and things (.) so they don't kick each other, and I've got a few hammocks up as well (.) and there's a swing, we-we've got a swing up (.) erm, and I take a slack line as well" (Participant 1).

"Get them into small groups with a sheet, get them off tallying, and not only are they learning how to tally, (.) they're identifying insects, they're learning how to treat their- their habitat, right. They're respecting the environment, you know, there's more skills being built into that. It's not just the core skill (.) you're looking at that holistic approach that kind of covers all bases" (Participant 4).

"The fire lighter is a really tricky skill because you're applying pressure between your finger and your thumb to hold the flint end and the similar end of pressure on this end so that when you press down, this doesn't go loose. You want to increase the amount of friction to create the spark. That's hard. And it's really hard for year one and two. All of my kids can get a spark and I'd say half of them can light a piece of cotton wool within minutes or even less than that" (Participant 4).

"And they're sharp knives- they are sharp knives (laughs). But I'm always there with them" (Participant 6).

[Discussing risk taking & whittling] "You don't learn that in front of a screen do you?" (Participant 6). |
| A 'Distinct' Part of School | Catering to Changeable Needs and Emotions | "I've had a few occasions where the children are quite erm uhh (.) anxious or fearful before they come up from their- for their very first time, erm not many most of them are excited cos they're going outside" (Participant 1).

[Discussing support for a pupil with visual impairment] "so I was- well, I was, I was more on it with her cos I knew that she would probably not remember where to go and what to do. (OK). And her spatial awareness wasn't- isn't that great" (Participant 1).

"I don't feel like I'm doing anything that different for them, just possibly just a little bit of tweaking with my language and and and and reminding them a bit more often than others need to remind, but (whispers) I think that would be the same in the classroom as well cos I was- just that's- just those children isn't it?" (Participant 1).

"The needs of the children in my last school were quite diverse. You go from complex autism where there was no language, the children were preverbal up to kind of children that would say every swear word in the book at 4 and 5. So you've got that that massive diverse range so you have to cater the lessons, everything. Now, (.) often those more verbal children know what they want to do straight away, when they come in- because they've experienced it, or naturally you've found that activity, so they like to dig, or to make holes, or to make mud or potions just that- kind of making things or hide and seek |

and just little bits like that. Whereas the children on the sort of more complex end of the Autism spectrum would have um (.) there- there's more of those sensory seeking activities" (Participant 4).

"My kids in my last school would literally be covered in worms, (.) and they'd be - grabbing things or they'd be like- I don't like spiders, which is really- people think 'Oh, get James he'll, sort the spider out', ah I hate spiders. We had kids that would literally would grab like giant spiders from the rocks and they'd be like this (.) on their arm. Because the- the sensation of the experience was so unique, Or so, sort of you- you know, first hand- it's the first time they'd had a feel, things like that" (Participant 4).

[Discussing a pupil with complex needs and physical disabilities] "His TA- who is with him, is fantastic. And they support him really well. So, so we did fire lighting with him, we did it hand over hand, the TA sat behind him and applied the pressure to- even have the pressure- he can't do it by himself- so hand over hand, to experience that and have it go, he can. Now he will go and find sticks and bring it to me and he will show me he knows how to do it, he's holding it like this and like this. Now I'm sure if I looked hard enough I could probably find something that would be able- like if I glued it onto the end, I could probably end up doing it, but erm (.) we just worked on his fine motor things and he just- he will engage" (Participant 4).

"When we get a lot of rain, our site was a slope and at the far end of the slope on the bottom of the hill it used to just collect loads of water. It was also where I used to dig. So it just created this like trough of mud (.) and half of the kids in the one class- which was a reception class, they were four to five roughly (.) would sprint down there, they climb over whatever I put in to try and distract them and just be doing mud angels in the mud. And then the other children would be screaming to go back inside because they hate it so much. So my aim was always finding what those kids liked because the other ones were fine and they could seek what they wanted themselves. So you'd naturally then find what those kids wanted (.) and even if that's just climbing around the log circle in a circle for 30 minutes (.) as long as they were happy and accessing the environment, I was happy, because you're fulfilling their needs" (Participant 4).

"We had quite a lot of terminal diseases in the school. And those children will have good days and bad days, and I'd go in and they'll be like [redacted participant name], 'What do you want to do today for forest school?', well I said 'give me a minute and I'll, I'll go and sort something', cos my plan would be to say X and you end up doing like Q. You have to change it so much, but, being able to bring those kind of things to them, this was great- like leaf rubbings, you know, any child can get a leaf and print it in class. Something we do quite a lot in school, ID and identifying trees by their leaves and the patterns. You can bring that lesson into a school and get their children even, if they can't walk or move, they can still dab paint onto it and then press it down into a piece of paper and then pull the pattern off and see what they've created" (Participant 4).

[Discussing a pupil diagnosed with autism] "They came down for a year with us, so we worked with a whole class , for a whole year. And and he hated being outdoors um (.) initially. He hated the rain. (.) He'd get really angry if it was raining, and then just over the course of the year, so he was he...Erm, and the school absolutely amazing with the with him. But just the- just the difference over that year, because he'd had the opportunity to come and be outdoors. And by the end, he was, he was kind of sitting out in the rain, he wanted to go- He wanted to be out in the rain" (Participant 6).

"Reception age, that will come in and their parents will say 'oh they love to climb'. And they'd be in a classroom setting, and we'd have chairs stacked in the back wall ready for like circle time or something and they're just- straight to the chairs. They'd ignore every sensory toy that we had out and they'd be trying to climb to get that feeling. Um whereas when we put them outside, then we can fulfill that need in a safer, more sort of directed way. So we've stacked pallets and had this sort of

		big climbing zone, so when they're trying to climb <u>out</u> of school over open fence, like "no no no, were climbing in this place" and you direct them through sort of visuals or Makaton" (Participant 6).
A 'Distinct' Part of School	Curriculum Crossover	"As you grow up the school with the age, there's high expectations on them, you know, with the curriculum and, you know and, yeah, and that kind of development" (Participant 1).
		"I tweet pictures- So at the end of the day- rather than write everything evidence down, it's it's photo based and then I'll put a little bit about what we've been doing. And then the- how it covers the ambitious, capable learners and the four purposes of the curriculum" (Participant 1).
		"Sometimes the teachers will ask me to just include something, so we'll- we did a bit of pond dipping when it fitted in with their topic. So they were doing, they were actually erm covering pond animals and life cycle… so we did do a bit of pond dipping um and to fit in with that curriculum for that year group" (Participant 1).
		"I think there's there's more pressure inside the class to (.) well (exhale) to do all the curriculum and to cover the curriculum, and so you know you've got activities then that they're doing and then you want them all to complete the activities. (.) So there is- there is definitely more pressure… but it's… not like up in the woods" (Participant 1).
		"I tend to link erm ambitious, capable learners with den building, because, you know, they've- this is- these are probably the two that I use the most (.) all the physical stuff, and then all the thinking and creative and problem-solving stuff (.) and also tools and fire striking, because they've learned a new skill, and they've pushed themselves. That's how I think about it. Erm, so if they've done something that's a little bit out of the ordinary like- Yeah, whittling and and fire striking basically are the main two" (Participant 1).
		"There are lots of things that, erm you know, we could do, some math outside. It's it's sort of incidental though. So, I would think it was a lot of shape and angles for dens, erm (yeah, okay), slopes that you know, that kind of thing. I do have things, you know and stick size width of sticks both fire, so you start off small and get bigger so you know there's a size (.) so there's, I don't know, a bit of shape and measure there with size, but it's quite incidental. They're they're not really asking me to do that in school" (Participant 1).
		"I really think you can pull threads of every aspect of the curriculum into the outdoors and we were talking about with just an RSE thing, so they've changed the way that relationships and sexual education is taught , And we're looking at, sort of how we approach things- and it's all pretty much- very the same as it was, we were talking about how things reproduce, and we talk about it <u>all the time </u>in the woods" (Participant 4).
		"David Attenborough, I mean, I show kids planet Earth (.) <u>all</u> the time. Green planet and Blue planet. Because whatever we're talking about season, it'll be connected to <u>something</u> that he's put out there" (Participant 4).
		"You can take a lesson, any lesson outdoors if you've got the right idea behind it- tallying, I remember being in school and tallying. We used to go around the class and kind of, you know who's favourite ice cream is straw- strawberry? … there's so many lessons that you can do through it in terms of that" (Participant 4).
		"It literally is as simple as 'this is my lesson, is there a way that I could bring that outside on a lovely sunny day'. And that isn't just 'let's take our book'. So one of our teachers did a really good lesson on chronology and time (.) and they went out in the Autumn and they found leaves of different ages, and they ordered them in a line from green to crispy brown. That's a perfect example of him using his initiative, going out there and doing it" (Participant 4).

		"I think the new curriculum <u>definitely</u>, <u>definitely</u> forest school and outdoor learning fits into that a lot more. Erm and and- I think teachers are aware of that" (Participant 6).
A 'Distinct' Part of School	It's Not One Size Fits All	"I've had a few occasions where the children are quite erm uhh (.) anxious or fearful before they come up from their- for their very first time, erm not many most of them are excited cos they're going outside" (Participant 1).

"A girl I mentioned earlier, who said she was frightened. She actually said 'I'm- I'm really frightened'. And then I- with a bit of delving realised it was because she just didn't know what was going- what was going to- what it was going to be like going to Forest School. It's the first time they've been to Forest School. Erm, I said, well, 'we're just going back outside to the woods', you know, and just talked it through- and I said 'you can just be with me (.) and we'll walk around together', and yeah, it didn't take her long really (.) to enjoy it... she's not a very physical girl anyway, so she's quite, I would say she's quite a quiet girl, but she's not, you know, she's not one that will be running around.. but she's definitely ventured away from me (Laughs). I don't always see her, so she's she's gone off and she has conversations with friends (.) she goes to make dens with friends, with tarps, and she's definitely ventured at the mud kitchen and made things and gone into a more creative, you know, sort of mind space or- and then and does make things in the in the log circle as well. So yeah, I definitely see a growth in confidence" (Participant 1).

"Some children <u>hate it</u>. So you kind of, you kind of get that- sort of (.) cliche about children on the spectrum that they can be quite messy or seek that sensory input, but you can be really overwhelming at times too. So what would thrill one child might not thrill another" (Participant 4).

"When we get a lot of rain, our site was a slope and at the far end of the slope on the bottom of the hill it used to just collect loads of water. It was also where I used to dig. So it just created this like <u>trough</u> of mud (.) and half of the kids in the one class- which was a reception class, they were four to five roughly (.) would sprint down there, they climb over <u>whatever</u> I put in to try and distract them and just be doing mud angels in the mud. And then the other children would be <u>screaming</u> to go back inside because they hate it so much. So my aim was always finding what those kids liked because the other ones were fine and they could seek what they wanted themselves. So you'd naturally then find what those kids wanted (.) and even if that's just climbing around the log circle in a circle for 30 minutes (.) as long as they were happy and accessing the environment, I was happy, because you're fulfilling their needs" (Participant 4).

[Discussing a pupil diagnosed with autism] "They came down for a year with us, so we worked with a whole class, for a whole year. And and he hated being outdoors um (.) initially. He <u>hated</u> the rain. (.) He'd get really angry if it was raining, and then just over the course of the year, so he was he...Erm, and the school <u>absolutely</u> amazing with the with him. But just the- just the difference over that year, because he'd had the opportunity to come and be outdoors. And by the end, he was, he was kind of sitting out in the rain, he wanted to go- He wanted to be out in the rain" (Participant 6).

"I'll give them a session and I'll like, plan something that I'll lead- so we might do cooking on the fire, they might do some fire lighting themselves whittling and scavenger hunts. Those kinds of things. In the special needs setting, that was so limited by the needs and children in terms of, you know, doing fires- we couldn't do a fire- not just because the size of the site was too small but I would have- it would have been a risk for some of the classes, just with the nature of their respect for danger" (Participant 6). |
| A 'Distinct' Part of School | Opportunity to Demonstrate Strengths | "They get on with it so much themselves and they (.) just get involved and don't <u>need</u> me (.) which is such a brilliant thing, and it's such a (.) that's <u>probably</u> the whole point of it, is them learning that independence and not needing to rely on them an adult all the time" (Participant 1). |

		"Cos, she does use a cane I think when she's out- in (.) not in school, she doesn't use it in school. I think it's a familiar environment. I think it's ready for her going- getting more independent" (Participant 1). "The fire lighter is a <u>really</u> tricky skill because you're applying pressure between your finger and your thumb to hold the flint end and the similar end of pressure on this end so that when you press down, this doesn't go loose. You want to increase the amount of friction to create the spark. That's hard. And it's really hard for year one and two. All of my kids can get a spark and I'd say <u>half</u> of them can light a piece of cotton wool within minutes or even less than that" (Participant 4). "Reception age is very much just about getting them in the routine of changing before we go out... yeah initially in the Early Years, they're- they're learning skills, you know, they're kinda chi- takes them forever in September... that follows through- with into Year One and Year Two and and the improvements you know, even though the slow improvements. That repetition- with <u>both</u> the getting getting ready <u>and</u> outside" (Participant 6).
A 'Distinct' Part of School	Organised Nature	"So the the gloves are always within this bright green bag. And the peelers are all within this er erm black zipped up pocket, and, they're- they're quite often in the same place. They're either in the- on the bench, or if we're not doing a fire, they're in the middle so that they can access them. Without getting in each other's way" (Participant 1). "You can plan a session, but I often plan a session and then go 'right, who wants to do that' ...<u>two</u> children out of thirty (.) did that. The rest went off and did something else" (Participant 4). "We trained to light fires and build ladders and build dens and cook on the fire and all this stuff, and I didn't do any of that and he said this is the most unique session I've been to because I <u>can't</u> compare it to anything else" (Participant 4). "I feel like I <u>should</u> offer something every week, just for those children that might be a bit, might be blank, or they might <u>want</u> to do something nice. I never feel the pressure on my head to have a plan, I could literally go Forest School and then just be happy with that" (Participant 4). "We've got a woodland area, which is kind of my classroom" (Participant 6). "So the reception group we had- well, we had loads of them, we had nearly forty of them from the school on- lots of staff. (.) But we physically did <u>lines</u> in the sand, right? 'You're not to go out of this line'. And they <u>were</u> brilliant- they're all brilliant- and a lot of that age group I'm noticing coming through now, there's a lot of behaviour stuff erm (.) that I dare say because of COVID because they didn't have the Early Years, did they? But just, really <u>busy</u> <u>busy</u> group. But they still managed to just, you know, yep , the lines are there and there were just a couple who didn't notice they were going out of it and then they were like 'ohh yeah, okay'. and they came back so actually and yeah, and on paper, there were- there were a lot of that group who had had potentially, you know, one was- was supposedly a runner who runs off quite frequently. And I I was aware of him but I knew that people were around keeping an eye" (Participant 6).
A 'Distinct' Part of School	Routines and Patterns in the Day	"They haven't got energy, so I'll just suggest 'do you want to peel something or some whittling?' So relaxing that is (.) just sitting and just whittling away and peeling something. And then it's, you know, I don't tell them what to make, they just either draw on it or put- wrap something around it or do nothing with it or you know, it's up to them. But, so that would be a point where I gently suggest, you know, I'll give them options 'you want to do some fire striking something?' That's, you know, and then they've got a feeling of, they've got a sense of achievement then that they've done something" (Participant 1).

		"I have to sort of visualize that they haven't or imagined that they haven't, they don't go outside that much, and that's where I start (.) I mean, a lot of them do, you know, but I've got to sort of take it from a baseline that they're, you know, not lots of them maybe, possibly don't go and explore in a woodland area" (Participant 1).
		"That repetition- with <u>both</u> the getting getting ready <u>and</u> outside" (Participant 6).
		"We've got a whole park that we use. So we do set boundaries, generally (.) people are very good at keeping within those boundaries" (Participant 6).
		"It's it's making people aware of- It's making people aware of how easy it is to do stuff outside, instead instead of in the classroom so, don't let the weather be a barrier. Erm, especially when we've got a room downstairs, it's full of erm waterproofs and wellies" (Participant 6).
		"But reception age is very much just about getting them in the routine of changing before we go out, (.) especially in the winter as we go out in all weathers, except for high winds. Erm, So yeah initially in the Early Years, they're- they're learning skills, you know, they're kinda chi- takes them forever in September now, not looking forward to that" (Participant 6).
A 'Distinct' Part of School	Space for Mistakes	[Discussing pupils with social-communication needs] "There's quite a lot of, erm (.) maybe helping out in group situations where there's been some confrontation. But you know, I'm not going to- I was- I wouldn't have been there to start with, I'm problem-solving with them after its happened" (Participant 1).
		"I- I (exhale) couldn't think of how to do it first of all, but then I sort of started with the activity" (Participant 1)
		"But, you know, I don't- yeah, it's it is part of it, and it is an important part to learn your- your limitations, isn't it?" (Participant 1).
		"You've got, got to balance it by saying, 'well, actually the kids are are really good at doing this, or really bad at that', 'so how can we balance it out and strengthen their weaknesses?'. And 'yes, he's an amazing leader, but he's also not really a great communicator'. So how can we- how can I, allow this session to naturally evolve that or when he makes the mistake which he inevitably will (.) how I can- sort of, to see the perspectives of the children" (Participant 4).
A 'Distinct' Part of School	The Need for a Qualified Specialist	"So there will be the general risks of you know, obviously there's (.) a high risk of a lot going wrong. But there are ways of, you know, controlling that erm, so I'll check- I'll go- I'll do a walk around" (Participant 1).
		"I've done a risk assessment of the site itself and then there'll be these are the activity risks, erm, so in the mud kitchen, there's there's a possibility of them eating the mud, which is, you know, can lead to infections. Erm, so we talk about don't put it in your mouth. We talk about don't put anything in your mouth" (Participant 1).
		"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4).
		"So here (.) very much I'm I'm the <u>lead</u> for forest school and then we work as a team to cover the PPA" (Participant 6).
		"I do other freelance work as well, so it's- doing a beach- I'm a coastal school leader as well" (Participant 6).
		"But I'm brought in as an outside provider. And they kind of just leave me to it, it's really good (.) because they've, they've recognised that I've got skills as a forest school leader" (Participant 6).

		"We've got a woodland area, which is kind of my classroom and they do use it when I'm not here, but it's not as good because all the fun stuff isn't down there, like swings and and slack lines and we do a lot of fire and stuff in the winter" (Participant 6).
		"As a freelance- I mean so- so I'm not employed, well yeah- I I I put in an invoice every every month to the school, so I'm not employed by the school, but I- but I'm brought in as an outside provider. And they kind of just leave me to it, it's really good (.) because they've, they've recognised that I've got skills as a forest school leader" (Participant 6).
A 'Distinct' Part of School	Timely Intervention	"I have my other members of staff are floating around and just, you know, cos there are, they do have little kerfuffle and little arguments sometimes" (Participant 1).
		"The large sticks, the large- erm branches, and we oft- I often talk to them about if it, you know, if it's too heavy, they need to have more than one of them and drag it rather than try and pick it up, and if they're picking up to bend their leg all of these kind of things so it's not done completely blindly" (Participant 1).
		"I think there were three others whittling at the same time. And she sat right next to one of them. And so I need to remind her, then straight away… I had to remind her then that 'there's a spare bench over this side.' 'Do you think this might be more suitable' so, so that's the way of facilitating it" (Participant 1).
		"There's a child who has- whose vision is impaired, um and so she has not a great depth perception as well, so does tend to bump into people and and things- (exhale) just a little bit- more, it appears a bit more clumsy and (.) the children in her class are used to her- though they, you know, they know her well now. (.) But yeah, they do still clash (.) as in physically and and so they do need to be reminded sometimes- I I did have to explain last week 'ah she can't actually, she can't help that she's bumped into you. She can't see that space so well'" (Participant 1).
		"Now our young children aren't as fussy about sharing because they're smaller, they need less big sticks (.) to build a den. But the problems are all still there. And I work in an affluent area where the children are used to having their own way. And not all, and it can be kind of- a bit of a cliche in our school. It's not that case at all, but there is a trend of that. So I try my best to (.) kind of train it out of them in the outdoor space" (Participant 4).
		"I love that kind of give them the chance to to make mistakes. I think Forest School can be quite easily- and I've been like it at the start of it, you know, airy fairy- you can love- love everyone. No, you know. I think it really brings out the traits that we see (.) things like dog eat dog, kind of, you know, like (.) what's that- um, Lord of the Flies mentality comes out in the children, so you have to ther- be there to facilitate that healthy balance between, you know, a classroom environment where they're all kind of following one path and let them all go off, but keep it safe and happy" (Participant 4).
		"But those things happen naturally, you know (.) if someone bumps into someone else, I find it really hard to let that that go… So I see the leader and see, yeah, well everyone follows him because he's cool and good at football like (.) in their eyes, but also you'll go to the children, 'he's quite flawed and don't let it come down to you'- ohh don't say it to them like that, but you go with a scenario and kind of break the scenarios down and go 'in that scenario when he just bumped into you and grabbed what you were taking and you accepted it, why did you do that?', 'stand up yourself', kind of 'how could we do that in an appropriate way (.) to communicate the right way?', 'could you come tell me?' 'Could you ask a friend to come with you when you approached him?'. You know, we're pretty good at our school- teachers are quite good" (Participant 4).
		"One day with the primary up in [redacted area name] and then I do one day with a secondary school… that's for children who aren't getting on with school and we do a teamwork qualification and we work with the- with them for the year. But the comps fund that (.) they pay us, They've got the budget" (Participant 6).

A 'Distinct' Part of School	Understanding my Limitations	"So it's, you know for example, it's off the ground, so they have to climb up onto it and- and feel that fear of- you know, do they trust the net? Have they checked where it's, you know, it's tied onto the tree? I mean, it is all safe, but I tell them that they should be checking as well" (Participant 1).
		"Yeah, we talk about that sporadically throughout actually, just to remind them, you know, yeah, 'if you're gonna climb the tree, are you confident enough that you can come back down?' 'Are you?' Yeah, we talk about that wobbly feeling when you get too high. You know, 'it's adrenaline going through your body, makes you wobbly and that means- that's probably a good sign that <u>you've gone a bit too high</u>'. And just to retrace then and come back down. So yeah, it's all really learning about how to be human and how to take those risks" (Participant 1).
		"You've got, got to balance it by saying, 'well, actually the kids are are really good at doing this, or really bad at that', 'so how can we balance it out and strengthen their weaknesses?'. And 'yes, he's an amazing leader, but he's also not really a great communicator'. So how can we- how can I, allow this session to naturally evolve that or when he makes the mistake which he inevitably will (.) how I can- sort of, to see the perspectives of the children" (Participant 4).
		"But those things happen naturally, you know (.) if someone <u>bumps</u> into someone else, I find it really hard to let that that go. Er and I- I think cos I was the kid at school that was bumped into. I was never bullied really, but I was quite quieter and happy in my own company, and I had a good group of little friends, but was never the dominant leader. So I see the leader and see, yeah, well everyone follows him because he's cool and good at football like (.) in their eyes, but also you'll go to the children, 'he's quite flawed and don't let it come down to you'- ohh don't say it to them like that, but you go with a scenario and kind of break the scenarios down and go 'in that scenario when he just bumped into you and grabbed what you were taking and you accepted it, why did you do that?', 'stand up yourself', kind of 'how could we do that in an appropriate way (.) to communicate the right way?', 'could you come tell me?' 'Could you ask a friend to come with you when you approached him?' You know, we're pretty good at our school- teachers are quite good" (Participant 4).
A 'Distinct' Part of School	Use of Manmade Tools	"I've got fire strikers (.) and I've still got flint and steel and we'll do a bit of that sometimes" (Participant 1).
		"I also take with me erm tools, so I have peelers, which are- er, is the build up to using knives, I've got knives as well so we talk- I've got safety gloves, we talk about erm blood bubbles and having an area around you when you're using a tool and being mindful of other people coming in and and other people being mindful of the person with the tool" (Participant 1).
		"The fire lighter is a <u>really</u> tricky skill because you're applying pressure between your finger and your thumb to hold the flint end and the similar end of pressure on this end so that when you press down, this doesn't go loose. You want to increase the amount of friction to create the spark. That's hard. And it's really hard for year one and two. All of my kids can get a spark and I'd say <u>half</u> of them can light a piece of cotton wool within minutes or even less than that" (Participant 4).
		"We do a lot of kind of fiery, crafty stuff (.) so lots of used clay, lots of natural- natural kind of- we use lots of wool and stuff like that" (Participant 6).
		"They will use tools as well with me...So we'll always have a swing up, Slack Line when it's not wet. I'll put a hammock up sometimes as well, er kind of if it's dry, den building stuff, (.) string (.) wool to do kind of crafts. Yeah, I mean a lot of the younger ones will kind of wrap sticks and make pretty little sticks" (Participant 6).

A 'Distinct' Part of School	Versions of the Same Experience	
		"Year Six, so they are <u>also</u> using the same thing- they're <u>also</u> using mud kitchen things (.) they've just taken them to a different area. You know, it's just- it's just them- let them let them be children again (.) even the Year Sixes" (Participant 1).
		"So I probably won't have the slack line up for Year One, but I'd let them maybe- erm (pause) be up there a while before- and get used to the area before I would introduce something a little bit more challenging like that" (Participant 1).
		"I've taken nursery. It goes through- all the way through from nursery to Year Six. Um, it changes in- it doesn't change with the risk (.) I've just- I've done a whole, you know, obviously, the children in your six aren't going to be eating or possibly eating the mud as they're mature enough not to know- not to" (Participant 1).
		"It takes a while with the younger ones, the older ones take less time and then (.) we have a little walk up to the woodland erm and and that can be different from depending on which age group that that is so I've taken nursery before, which is the real end of the school and we just do puddle jumping and things on the way, you know, and just observing things on the way so it's it starts from the moment we leave and go out really" (Participant 1).
		"So I typically work in a mainstream setting <u>now</u> and do some stuff outside of the mainstream setting, um my partner works in the STF, so I I have been there and worked with those children, which is a novel experience for them, I think, and I used to work in SEN school- how those children's experience at Forest School is very different to what you get in a mainstream setting. How they access it is extremely different as well" (Participant 4).
		"When we get a lot of rain, our site was a slow and at the far end of the slope on the bottom of the hill it used to just collect loads of water. It was also where I used to dig. So it just created this like <u>trough</u> of mud (.) and half of the kids in the one class- which was a reception class, they were four to five roughly (.) would sprint down there, they climb over <u>whatever</u> I put in to try and distract them and just be doing mud angels in the mud. And then the other children would be <u>screaming</u> to go back inside because they hate it so much. So my aim was always find what those kids liked because the other ones were fine and they could seek what they wanted themselves. So you'd naturally then find what those kids wanted (.) and even if that's just climbing around the log circle in a circle for 30 minutes (.) as long as they were happy and accessing the environment, I was happy, because you're fulfilling their needs" (Participant 4).
		"I did er a sensory bin (.) lesson. Now I think just because the way the children access things in class. We've got tuck trays and a lot of boxes and tubs. Now you can have all the ingredients for a sensory lesson, naturally. There's loads of dry leaves everywhere, erm, so I just chucked them all in a big bin and then we found- I had loads of pine cones, loads of acorns, loads of that in the tub, and I got loads of mud out and whacked that in a bin. And we did a barefoot walk through it...it was all the classes, so my <u>whole</u> school did that lesson. And we had children that <u>can't</u> walk, that was supported- supported walkers (.) that we did then, bring it to their feet while they're in their chairs- because they would be pushed around in mobility chairs that maintain posture as well. And then just take their socks and shoes off and just dip their feet in, so that- there's different sensations on their feet... or if they weren't comfortable with that they can use their hands, or just listen to the sounds of it. So there's so many ways to <u>access</u> that um and that's how I sort of started off, bringing the environment to them, which enables them to bring themselves to the environment in a kind of cyclical way" (Participant 4).
		"They've got the opportunity to kind of take more risks, I guess, because they've got more people around them looking, looking out for them" (Participant 6).
		"When I'm here with Year One and Two, I'll have four groups in a day. <u>each</u> of those sessions might look quite different because because of the children in the session" (Participant 6).

		"This is what's nice about small groups as well, because I I definitely think there's benefits to having smaller groups erm (.) because because children can can- They've got the opportunity to kind of take more risks, I guess, because they've got more people around them looking, looking out for them" (Participant 6).

Subtheme	Code	Quotes
The Osmosis of Care	Immersion in an Authentic Experience to find Meaning	"They haven't got energy, so I'll just suggest 'do you want to peel something or some whittling?' So relaxing that is (.) just sitting and just whittling away and peeling something. And then it's, you know, I don't tell them what to make, they just either draw on it or put- wrap something around it or do nothing with it or you know, it's up to them. But, so that would be a point where I gently suggest, you know, I'll give them options 'you want to do some fire striking something?' That's, you know, and then they've got a feeling of, they've got a sense of achievement then that they've done something" (Participant 1).
		"I think Foundation Phase is kind of the perfect vehicle for someone like Forest School to embed those skills and that passion for the outdoors early on. I work with older children as well, and you find like you're trying to come in into their lives when they've perhaps got other passions you know, kind of going through sport or these kinds of things. Whereas at that age I feel like, you can really, sort of sneak in and and kind of attach that bit of wonder about the world, which I find often we lose" (Participant 4).
		"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4).
		"Social change I believe is is a benefit that we'll we'll be seeing in the future. But if we can install it now early on, (.) that's a big passion of mine (.) because I think we can hopefully change the way the world's going" (Participant 4).
		"You can go into the social aspect of it, and go well, you know 'we're polluting and we're destroying habitats' or 'without our polluters what's going to happen?'. And they've can sort of debate it and talk about 'oh well our food sources are going to be in crisis'. Which are problems we will face in 20 years or we're facing them now, you know, look at all the shortages we've had with with food stuff here. Our children are looking at the solutions to that now and why it's being caused." (Participant 4).
The Osmosis of Care	Innocence on a Pedestal	"That joy and that wonder, is kind of like why I like that age the most because it recaptures the value that it's important to me" (Participant 4).
		"It takes those fracture points to make people really change. It takes a divorce or it takes a loss of a family member. Children don't have those pressures. Children are like these innocent little things that we kind of throw everything at. If you can give them that little spark that makes them learn themselves" (Participant 4).
		"I think maybe it's to do with how free it is as well. And they can choose what they do, that that element of free choice and- is is a massive thing, whereas maybe in the classroom it's more erm (pause) There's there's more things that they have to do" (Participant 6).

The Osmosis of Care	Leading with Values	
		"I really don't think there is anything that isn't beneficial" (Participant 1).
		"It's nice to be wanted, but I know it's not really about me, it's really about being outside" (Participant 1).
		"If they were enjoying a game where they were shooting, why does it matter if they're not? (exhale) I'm not- I'm not- I'm against gun violence, so is it part of me" (Participant 1).
		"I think it just ticks that box, a big fat tick on that box, because I'm (.) so I always tweak that this, it's part of our health well-being (exhale) because I I just think that happiness is equal to that health well-being, I think if they're upset then they're not ticking that box for me, that's a sort of a big sign really" (Participant 1).
		"I think there's there's more pressure inside the class to (.) well (exhale) to do all the curriculum and to cover the curriculum, and so you know you've got activities then that they're doing and then you want them all to complete the activities. (.) So there is- there is definitely more pressure… but it's… not like up in the woods" (Participant 1).
		"I've got children of my own and it's a bit, you know, if you've got somewhere else to go, or somewhere else to be after that period of time, you know, you do think about clothes and whether they're wet and cos they get wet and we talk about it if you get wet, 'you're gonna get cold quicker' and 'you've got the afternoon in schools so you need to be comfortable'" (Participant 1).
		"With the environment itself, so they'll, we talk about caring for the animals- for animals that we find and how to lift the stones correctly and put them back (.)… But I do reiterate this quite a lot about and we look at the- we look at the woodlice, I've got magnifying glasses and things like that so they can help themselves to that if they they want to have a closer look. And some of them take it on board to have a bit- of a bit- of a bug hunt" (Participant 1).
		"They find different things as well so it leads into also the actual environment and- so this week, we've had- we've got bluebells coming up so it's sparked conversations about er preservation of bluebells, er they're protected under The Woodlands Act. And those kind of things and then other- you know, not picking flowers because they're- for early pollinators and just generally, (.) yeah, if they're not too abundant (.) if they're abundant, it's not so bad like daisies in a- in a big field, that kind of thing" (Participant 1).
		"'In my gay wedding'. But look- and you don't- They're not often that expressive about those things and you know, and it just it just happened naturally. It wasn't made a big deal and it was just I've I had them- three students with me actually this week and we were talking about it afterwards about how, erm when we were younger, in school, maybe that wouldn't have been cool to talk about that openly and about a same sex marriage wouldn't have been role played when we were younger and and it just wasn't naturally happening and nobody was, you know, commenting on the fact that it was the two girls getting married. And it was just lush. It was really lovely" (Participant 1).
		"So you get down to the values of like why we value you like, sharing and communication and cooperation. But also they need to communicate with each other" (Participant 4).
		"And you need to unlock that (.) that child…unlocking that key and getting that connection with children I think is a big part of helping them to regulate- in a- in a setting like that, which isn't for every child" (Participant 4).
		"Social change I believe is is a benefit that we'll we'll be seeing in the future. But if we can install it now early on, (.) that's a big passion of mine (.) because I think we can hopefully change the way the world's going" (Participant 4).

		[Discussing EE principles] "The people that were informed and could pass on the knowledge to us. And you <u>can't</u> expect every teacher to do that, but if you've got someone who is passionate about it and you can pass it on and I think it kind of goes hand in hand" (Participant 4).
		"For my children now (.) we're living in a world that's increasingly like warming up and changing and we're in- were in a bit of a green revolution- at the start of it- my children live in [redacted local area], you know, they got they got finances, they've got (.) <u>every</u> success of going off and being engineers. And if you can install like the bit of a green input, to that- behind that, I kind of, really see that as a benefit" (Participant 4).
		"Very passionate about <u>how</u> we can be reliant on ourselves as a country (.) and the nationalism and the idea of being self-resourceful (.) is a <u>positive</u> thing. You know all our energy and all our food can come from this country. We aren't importing stuff, so our emissions of- er will drop. Um (.) and I think that has sort of fallen me into this outdoor passion of foraging and the mushroom side of things" (Participant 4).
		"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4).
		[Discussion about "old values" reflecting attitudes of "I will bend before you will"] "So with children that have got diverse needs and can't communicate through verbal speech, their behaviour is the only way they're telling you they're not happy. And <u>me</u> taking that old approach and not bending for them and just letting them be distressed and dysregulated for several hours a day- It's just like (.) <u>one</u>, it's awful for you, you're sat there with a screaming child or you're having to restrain that child in some examples. Always hate to have to do that. Why would you do that when you've got another alternative? So those values <u>are</u> luckily kind of making their way <u>out</u> of education, as people in there and it sounds bad, cos it's not all of them of them, (.) people in their 60s and 70s, they're not 70s, 50s and 60s that are retiring now are leaving education, and you're getting a younger group of staff come in with fresher set of values. Um, (.) but then equally like their parents would pass that down to them and stuff so- it won't go away, that kind of stubborn (.) 'Oh it should be like that'" (Participant 4).
		"I mean <u>everybody</u> <u>here</u> has the opportunity to do Forest School erm (.) and then up in [redacted place name] It's the same" (Participant 6).
The Osmosis of Care	The Awe of Nature	"I really don't think there is anything that isn't beneficial" (Participant 1).
		"That joy and that wonder, is kind of like why I like that age the most because it recaptures the value that it's important to me" (Participant 4).
		"I really love that lesson because I thought <u>everyone</u> enjoyed it. Even our kind of verbal, older children were like, this is great because it was funny and what goes squelching me through mud and then walking through leaves, then washing your feet in like warm soapy water at the end in a bit of a trail (.) down to our pre-verbal learners, who couldn't tell me with the words they were enjoying it, but we're laughing and giggling" (Participant 4).
		[Discussing a pupil diagnosed with autism] "They came down for a year with us, so we worked with a whole class, for a whole year. And and he hated being outdoors um (.) initially. He <u>hated</u> the rain. (.) He'd get really angry if it was raining, and then just over the course of the year, so he was he…Erm, and the school <u>absolutely</u> amazing with the with him. But just the- just the difference over that year, because he'd had the opportunity to come and be outdoors. And by the end, he was, he was kind of sitting out in the rain, he wanted to go- he wanted to be out in the rain" (Participant 6).

The Osmosis of Care	The Importance of Family's Experience	"I have to sort of visualize that they haven't or imagined that they haven't, they don't go outside that much, and that's where I start (.) I mean, a lot of them do, you know, but I've got to sort of take it from a baseline that they're, you know, not lots of them maybe, possibly don't go and explore in a woodland area" (Participant 1).
		"I think when I was in school that was <u>never</u> discussed, we <u>never</u> had the access to one, the outdoors, the green space too" (Participant 4).
		"Um, (.) but then equally like their parents would pass that down to them and stuff so- it won't go away, that kind of stubborn (.) 'Oh it should be like that'" (Participant 4).
		[Discussing details about personal family history and influences on upbringing] "So I wasn't outdoors loads as a kid because of those things. I've always been, really curious about it. I think it annoys my misses sometimes 'I'm always like <u>why</u> though, <u>why</u>?'. So I'm learning the guitar at the minute and it- classic example, it's like, I'm learning it and I <u>know</u> these things, but I still don't- '<u>why</u> though', so 'why is that note that', or 'why is that different to this?' And I- so that question, and that ends me up in a rabbit hole" (Participant 4).
		"My brother has Downs and I grew up with him- and yeah, I mean, he's 6 years younger than me, so he is 21 now. He's got a severe learning difficulty, and it's just a transferable skill, really. You're using all the same bits of patience and problem-solving. You're just- instead of working with a child that's throwing chairs at you and telling you to f-off, you're now dealing with children that don't speak, won't look at you in the eye, avoid all contact, quite happy doing they're one thing all day and then going home" (Participant 4).
		"You want to get Forests Schools to like poorer areas. We live opposite [redacted street name] which is a- predominantly council estate. Now, you you only have to sell the idea of that to a <u>school</u> and the <u>children</u> and the children- you don't have to sell to , they get stuck in straight away, no matter what you bring. But you're trying to sell that to the parents that then get their children home <u>covered</u> in mud. And my parents <u>never</u> complain, I've <u>never</u> had a complaint, but I <u>know</u> for a fact that in some schools they would. Cos the idea is alien to them, because they've never been exposed to it" (Participant 4).
		"He'd had a statement and he'd been offered a place in the special school (.) his parents were were Welsh speakers and they wanted him to have Welsh speaking education" (Participant 6).
		"I'm not sure if he was separated off in a smaller group (.) away from his peers and (.) away from his class. I'm I'm not sure if he would have come on quite as much as he did" (Participant 6).

Theme: Traversing Positions of Power

Subtheme	**Code**	**Quotes**
An Uncomfortable Compromise	Challenging the Status Quo	"I've found the nursery staff er take- have taken a bit- you know, obviously cos the children were younger... they (.) took longer to er to come on board and be a bit more relaxed about the open space. Yeah (mmm), just because they used to having, more control over the younger the younger ones and they <u>are</u> more unpredictable, but gener- I have to have a few

words with, you know, where staff do things for the children, (mmm) like just wrapping around the stick and then there's a child sitting next to you... I've had to sort of intervene a little bit there (.) only once or twice just to say, 'oh. The child, you, you do it yourself.' 'You know misses so and so doesn't need to do that for you' (laughs), cos then it's not- it's not- it's not their creation then (.) it's the TA's creation. So it's not- they- (pause) they've just come on board with that though, you know, it just needs a little bit of tweaking in the beginning" (Participant 1).

"Very passionate about how we can be reliant on ourselves as a country (.) and the nationalism and the idea of being self-resourceful (.) is a positive thing. You know all our energy and all our food can come from this country. We aren't importing stuff, so our emissions of- er will drop. Um (.) and I think that has sort of fallen me into this outdoor passion of foraging and the mushroom side of things" (Participant 4).

"I think those fear in that litigation and and the kind of the American approach has seeped into our culture a little bit. Which affects the way we play it affects the way we access green spaces. It affects a lot of the way society use their leisure time. You can only hope that the Scandinavian approach of kind of being all chill about it buffers it and knocks it back. So, I can only see a negative to it. I mean that's my approach, I mean you know terrible things can happen, but by educating people around it, they're less likely to happen" (Participant 4).

"I think learn- Outdoor Education as (.) in its infancy, kind of really, although it's been around for years, it's been facilitated by type- by people like me or other people that come in as outside agencies. I feel like the teachers could maybe do more, just in terms of, you know, how 'yeah, I've got to teach this and it maybe has to be evidenced', and I think that pressure comes from above- this is Estyn and Ofsted pressure of how are we evidencing this stuff? But we've all been given a Dojo account where we can all log on and take photos of what the children are doing. We've all got permission of who can go on. Why can't the lesson not be stuck in a book, when we can send a photo of it? So the parents see what their children do. And when Estyn came in, which they did come in, they've got evidence of everything I do day to day, and the teachers can do that as well. So this fear of being looked down upon for not having this lesson printed out immaculate in the book, I feel like holds back teachers from that, perhaps fantastic learning opportunity" (Participant 4).

"Child-led in terms of needs, erm and how I, how I carry out the practice. It does depend on what teachers come down with classes as well, I think, and what teaching assistants they've got with me... there's a TA who always comes down from (.) reception here. but she's done quite a lot for her forest school assisting elsewhere, so she gets it, she understands it. (Okay so she knows). Whereas if there's TA's with me, don't quite understand or get it. Even though I've been here for a long time erm (pause) there's a lot more kind of theoretical stuff that people maybe don't understand by just seeing what we're doing in practice" (Participant 6).

"In an ideal world, you know, it's it's kind of long term here, but it's only the hour that they get. But with- (.) with the three, I I've I've worked with a couple of schools in [redacted area name] where they've brought us a class down for a whole year and it's just incredible what you see (.) the the- you know, the the resilience that kids build, in in a year of coming down once a week to us is just incredible. If every child in Wales could get that opportunity where they had a day a week and yeah, I don't know. And just the teachers feedback as well in terms of productivity back in the classroom as well, even though they have, even though they were having a day out a week they would find that they could still accomplish everything they needed to in the classroom because they'd had that day where they were kind of learning in a different way" (Participant 6).

An Uncomfortable Compromise	Compromising the Standard Ethos	"The true ethos of- the the True Forest School would be really much smaller ratios" (Participant 1). "So we talk about maybe staying on some of the safer trees (pause) (exhale) which is a bit of a compromise for me because really they should they should be allowed to tr- climb wherever they want to have a have a go erm but no, it's quite a young wood, it's erm about 30 years old so there's not a huge amount of- really, of established trees anyway which sort of helps me with that problem" (Participant 1). "Yeah, I've had- I have had a complaint from a parent, I think one of them was torturing their sibling with something sharp. So I had to, had to- yeah, I did point it out before- but I had to talk about that again, yeah, and say that he wasn't allowed to take anything home then. He he- yeah, and if he carries on, he's going to blow it for everybody. Nobody's gonna be allowed to take pointy things home, you know" (Participant 1). "The guy that trained me came out to observe the sessions and I brought him to that session, which was my complex autism reception class. And he sort of sat down and, you know, we trained to light fires and build ladders and build dens and cook on the fire and all this stuff, and I didn't do any of that and he said this is the most unique session I've been to because I <u>can't</u> compare it to anything else. But this is forest school at that heart, because they're all accessing that environment and they're all happy to do what they want to do" (Participant 4). "He's not accessing that play the same way, but they will <u>help him</u> kind of meet them halfway almost. And we're blessed, the children are like that. And that's- that is inclusion at its finest. I actually would've said that he isn't in the right setting. I feel developmentally that he's a bit- is- requires much more input which we can't do with the- just general erm (.) provision that we have in the school, we're very limited, but inclusion at its finest it looks like that, you know, it just just means resource wise, if we had more in the school then he'd be in the perfect setting. That's just my view from where I've worked before, I can see him in a setting like what I used to work in (.) and <u>flourishing</u> and developing a lot quicker. But then you can perhaps argue that he hasn't got the the peers that can show him that interaction as well, so that's obviously, both sides" (Participant 4). "Our culture doesn't match that same approach, you know, Scandinavian forest School... I saw a video of a child in a Birch tree about 40 feet in the air in Scandinavia, swinging like that. And the forest school like leader- so kindergarten was five years old, he's like, 'are you alright up there?', And he's like, 'yeah!, I might go higher'. And [redacted trainer name], the guy who trained me, looked at us and was like, 'how do you feel about that?' I was like, you would <u>never</u> do that here- you would <u>never</u> do that in this country, because this- the idea of it is just so alien to parents and educators that to do something that was just so <u>shocking</u> and we're so scared of things go wrong" (Participant 4). "The definition of forest school is (pause) groups of no more than 12. I <u>definitely</u> always work with groups of more than 12, but I still call it Forest School. Because I feel that's what I do" (Participant 6). "Reception, Year One, Year Two, they all have roughly, I'd say about an hour a fortnight they have (.) so it's very regular, but it's maybe not as in depth as other places I've worked" (Participant 6). "So the numbers that I work with here are a bit bigger than maybe the ideal for forest school (ok), so it is more kind of outdoor learning-y, but it's also forest school because that's what my qualifications in... because the school... And during COVID, when they were in bubbles, I was working with whole classrooms so, (laughs) I was just like 'woah!'" (Participant 6).

		"This is what's nice about small groups as well, because I I definitely think there's benefits to having smaller groups erm (.) because because children can can- They've got the opportunity to kind of take more risks, I guess, because they've got more people around them looking, looking out for them" (Participant 6). "Here I'll work with- so with year one, year one and two- reception, there's slightly smaller groups sometimes I'll have about 15 of them. Erm, so I do limit how much fire I do. You know we've got fire circle, they're aware that we will- that we <u>do</u> have fires. So yeah, so numbers are a little bit higher. (.) But then by Year One and Two, it's still groups of about 20 or 22, something like that with two of us" (Participant 6). "So the format up there (.) is that we would work with local schools and walk them down from their school (.) to the site. But it would be for a whole day, (oh okay) so a whole class would come, there's two of us who are practitioners. And then we would split the group into two smaller groups and then, then we- through activities (.) but (.) similar activities (.) erm, just- yep- kind of- (.), a little little bit different in terms of how (.) <u>that</u> work is approached because because they're out for the whole day... but they develop a lot more resilience when they come out for the whole day" (Participant 6).
An Uncomfortable Compromise	Fear of Judgement	"Yeah, I've had- I have had a complaint from a parent, I think one of them was torturing their sibling with something sharp. So I had to, had to- yeah, I did point it out before- but I had to talk about that again, yeah, and say that he wasn't allowed to take anything home then. He he- yeah, and if he carries on, he's going to blow it for everybody. Nobody's gonna be allowed to take pointy things home, you know" (Participant 1).
		"We do have bumps on heads (.) we have falls, there's scrapes (.) and we talk about where the spikey plants are and you know, that's okay, they- they're aware but they've decided to go through them and jump off something anyway, so- I think that's an important part. yeah. I am always a bit scared of phoning the parents, but (laughs). But, you know, I don't- yeah, it's it is part of it, and it is an important part to learn your- your limitations, isn't it?" (Participant 1). "So this <u>fear</u> of being looked down upon for not having this lesson printed out immaculate in the book, I feel like holds back teachers from that, perhaps fantastic learning opportunity" (Participant 4). "We're so scared of things go wrong. If a child breaks their arm in my sessions, and this is why we have rules, I'd be <u>terrified</u> of the response of the parents being like 'my child broke his arm under <u>your</u> supervision'" (Participant 4). "We had a kid in the yard eat a mushroom the other day. So there was a mushroom on a log and he ate it... I didn't think it mattered, the head of key stage 1 went mad, said 'that's crazy' ...because they would <u>never</u> do that in the woods. Just children who are unsupervised being silly in the yard we drill that into them every day. And luckily the parents were fine about it. But imagine it had been that 1% chance that it was a poison mushroom and that child had died, you know, who do they turn to point the finger. And that's what people are scared of" (Participant 4). "Maybe the litigation side won't go away, but maybe the common-sense approach of people can develop a little bit. It's a complex thing. There's so many sort of strands of slightly built into the way that the average person is in the UK (.) and everyone is so different and is so diverse that you can't always guarantee the way they respond, and one parent might look at their broken arm of a child and go 'what', someone else might go 'Oh, you'll be careful next time, won't you?' or 'why shouldn't you have done that', where's the learning? Jus- and then, other people might go, 'Why didn't you move the bumpy log they sit on?', You know, it is that dichotomy" (Participant 4). "Whereas if there's TA's with me, don't <u>quite</u> understand or get it. Even though I've been here for a long time erm (pause) there's a lot more kind of theoretical stuff that people maybe don't understand by just seeing what we're doing in practice" (Participant 6).

An Uncomfortable Compromise	Financial Constraints	"We've got waterproofs and erm and wellies and a welly sock so you know, it's a bit random and they don't alwa- (laughs), it's very random they're all donations but they're the waterproofs we've bought in at school. (.) Erm, but they're pretty much covered then when they're going out and so then that's quite freeing as an adult" (Participant 1).
		"Unfortunately for us, being in the area we're in, we don't get much money for TA's and stuff. So we share TAs between classes, so half the time we've got teaching assistant" (Participant 4).
		"I just think the-the money the general thing of society, isn't it? Is the lack of money, and we're in a period of massive inflation, there's up and down (.) for councils to sign off on an extra 10 million pounds for schools to then hire (.) an extra 10 staff each that then also need training (.) and need the passion for it it's quite challenging" (Participant 4).
		"And so the teachers already know what I do. It's hard, you know you- It's another one of those things that the system's quite pressured in terms of time and money. Now, I have to freelance sessions to schools on Fridays. I work Monday to Thursday through my school, and freelance on(.) Fridays" (Participant 4).
		"And then again it always comes down to money. It's really expensive to be trained and I was lucky to work in a school that had a bucket load of money... Whereas now if I said to my head, 'can I have? £200 to do a coastal training thing as we work by the sea?', She'd be like, 'ha! No, we haven't got any pencils. Can't spend that money on you being trained, we haven't even got enough first aid trained', you know (.) so, yeah, it's always the way it is... And you've got a free classroom out there to- and there you go, and if- you- you can take- you don't have to be in the woods to find it, you can take that anywhere" (Participant 4).
		"So I'm a Welsh speaker, we work with the Welsh school up there, erm (.) so the Welsh school up there aren't in the financial position where they're they're able to pay (.) to carry on with the sessions" (Participant 6).
		"The definition of forest school is (pause) groups of no more than 12. I definitely always work with groups of more than 12... think yeah that restriction erm, is limiting in terms of how much that work can be done, because because of funding restraints from schools. I've said that a few times haven't I, funding restraints... a leader and an assistant for 12" (Participant 6).
		"So the numbers that I work with here are a bit bigger than maybe the ideal for forest school (ok), so it is more kind of outdoor learning-y, but it's also forest school because that's what my qualifications in... because the school- um, it's what the school could afford. So I was flexible with numbers when they approached me" (Participant 6).
		"One day with the primary up in [redacted area name] and then I do one day with a secondary school... that's for children who aren't getting on with school and we do a teamwork qualification and we work with the- with them for the year. But the comps fund that (.) they pay us, they've got the budget" (Participant 6).
		"The other place, I I work up in [redacted place name] as well- in a park up there. Um, we don't- I've been workin- I haven't been working, with the- with the- early- the earlier years, with foundation phase as much- just because of funding restraints, we we lost funding, so we, I've only been working with the older ones, but I, but I did about three years work with the younger ones up there" (Participant 6).
		"I haven't got a contract but erm generally yeah- so self-employed and the school fund me. So it comes out of core budget erm and then with [redacted place name] because we bring children off site and it's usually a whole class at a time we need two practitioners. And we've quite often found funding, so we're a- we're we're a charity up there and we work with adults,

		teenagers, and children. And we've had Big Lottery funding for the past three years, (amazing) which has funded to schools" (Participant 6). [Discussing funding applications] "I think if we were working- if we were applying for- I think our problem up in [redacted area name] with the primaries is we're applying to work with whole classes. If we were applying to work with those with specific learning needs erm, and I think we may be more successful <u>but</u> we feel that working with the whole class integrates those children into the classroom more instead of separating them off, which is what we're kind of passionate about" (Participant 6). [Discussing charity work with schools in disadvantaged areas] "Up then- (pause) yeah, we do a lot more of the kind of admin side of things and yeah, <u>and</u> finding funding as well, so we're waiting on a bid at the moment which hopefully will come through, but we we're also in talks with you know the Education Minister and they (.)- personally I think they should be putting a budget specifically for outdoor learning or forest school. You know, just giving extra money to schools, because it does, it does cost more because you need more- especially forest school when you want to be using tools and fires, you need bigger ratios erm, for keeping children safe because it's risky- it's risky play" (Participant 6).
An Uncomfortable Compromise	Managing a Dual Role	"It's all very obvious to me because this is- this is my where I'm- this is my classroom, I guess, isn't it?" (Participant 1).
		"The four purposes, I think we've kept it simple as a school. Erm, and it sort of (.) just tick those boxes anyway from the activities that I do erm so (pause). It did need to sort of be pointed out because yeah, obviously it's a bit alien to some people this Forest School and it's new for some people and they and they- they're not especially so (.) I- I (exhale) couldn't think of how to do it first of all, but then I sort of started with the activity and then (.) skills that it- or skills or- (exhale) the word is just- things that they get from it and then, examples of things that will mean that they are enterprising creative contributors" (Participant 1). "I think it's kind of (.) coming, I do think it's getting there. We had Estyn in last year and they were really pleased. Things like missions (.) do kind of tick the box, but teachers are so <u>pressured</u> in terms of time and resources (.) In terms of staffing. That going out and doing a session like that could be quite challenging" (Participant 4). "But there is also so many things kind of caught up that you- teachers just get kind of bogged down by I think (.) thinking about how we can spin it into the outdoor sense is just another thing on top of that pile. And we get sort of [redacted school name] as our local comp and they kind of send things down that they'd like us to do [through the school]- we'd like to do French, we'd like you to do some sort of Spanish or this kind of drama, but well, we can barely get through the week" (Participant 4). "And we're in an affluent area and some of our children have got parents who are very successful in business and the business world's quite a- a harsh world at times (.) so their parents are quite harsh in a sense, and I've met them, and I've talked to the teachers… So you get this really kind of, balanced, kind of- one side of view. You've got, got to balance it by saying, 'well, actually the kids are are really good at doing this, or really bad at that', 'so how can we balance it out and strengthen their weaknesses?'. And 'yes, he's an amazing leader, but he's also not really great communicator'. So how can we- how can I, allow this session to naturally evolve that or when he makes the mistake which he inevitably will (.) how I can- sort of, to see the perspectives of the children" (Participant 4). "We've got a woodland area, which is kind of my classroom" (Participant 6). "The definition of Forest School is (pause) groups of no more than 12. I <u>definitely</u> always work with groups of more than 12, but I still call it Forest School. Because I feel that's what I do" (Participant 6).

		"He has difficult- its behaviour more and everything. But we don't have to say anything to him down there, you know, there's a there's a lot of children who get hard time within school and actually- I think maybe it's to do with how free it is as well. And they can choose what they do, that that element of free choice and- is is a massive thing, whereas maybe in the classroom it's more erm (pause) there's there's more things that they have to do" (Participant 6).
An Uncomfortable Compromise	Values Mismatch	"Again, it's not prescribed, you know... I do force some things on them like the bluebells" (Participant 1).

"Then I've got a bag of cotton wool and I've got a pot of Vaseline and we discussed this, you know, how flammable Vaseline is, which is why we're using it" (Participant 1). |
| | | "We do have bumps on heads (.) we have falls, there's scrapes (.) and we talk about where the spikey plants are and you know, that's okay, they- they're aware but they've decided to go through them and jump off something anyway, so- I think that's an important part. yeah. I am always a bit scared of phoning the parents, but (laughs). But, you know, I don't- yeah, it's it is part of it, and it is an important part to learn your- your limitations, isn't it?" (Participant 1).

"Not being prescriptive because I know it does happen to- in school... 'can you do a bit of data collection?' And then they've all got a clipboard, and then they all got piece of paper, and they've all got pencils, and that's not forest school. I mean, you can make your own marks and make your own things if you want to, but (hmm), you know, suddenly they- that becomes prescriptive, and they don't have the time to learn, and that isn't- that's not forest school (.) ...that's learning, taking it outside and using the outdoor environment, which is quite different. , I think it is. It's definitely interchangeable things, erm, crossovers" (Participant 1).

"Quite a lot of boys, yeah, girls, girls too- try and encourage sort of both and arrows rather than erm (swords), well, rather than- it's guns that I draw a line- I don't know, it's a tricky one, cos it's a- it's sort of, has an- you know, it's an image of violence and and death more than the weapons are (.) more of a primitive and survival thing. So I talk about it to make that distinction (okay, yeah), and and I feel sometimes I'm doing it really so that it's taken home and that message rather than (.) actually, you know, if they were enjoying a game where they were shooting, why does it matter if they're not? (exhale) I'm not- I'm not- I'm against gun violence, so is it part of me. You know, you can really look into it, yeah, a little bit too much sometimes- whereas it could be just quite simple, they just, want to have an M and S situation like two groups and- and they're exposed to it, aren't they? They they know that guns are around and are a weapon and- Is that just how humans have evolved with their weaponry, from swords and spears to yeah, guns? Yeah, sad as it is. But that's what's happened, and I can't change that can I? And they're influenced not just by me, but by everything" (Participant 1).

"There's a lot of pressure on them and I think that pressure kind of falls then back on, missing out on those nice things. It's easy for me to say they should be or could be doing it, but then in reality then (.) this is the way it always goes. It's not always a priority" (Participant 4).

"It stems from a Scandinavian- Forest School, that approach is very Scandy. Where it's built into the culture. I happened to talk about this and say you know, our culture doesn't match that same approach, you know, Scandinavian Forest School was like this, (cross fingers) whereas Britain and Forest School is like this (uncrossed fingers). You're really having to kind of force it in, kids are all for it" (Participant 4).

"I'm in a really lucky school, but in my last we've got a total staff of 60, you're also then dealing with like staff approaches and staff values.... one out of three that- who've been in the job for like 20 years and kind of like lost their effort- they had old school views and old school values, which doesn't match the curriculum anyway. So you'd be outdoors and be shivering |

		and be whining… but actually like you get stuck in before you know it's it's over, just 45 minutes for outdoors, what' that? It's nothing!" (Participant 4). "My big problem with Forest School, is that it's very middle-class gate kept, and people who really push for it are middle class… But unfortunately, due to the amount of money involved in that, you want to get forests schools to like poorer areas. We live opposite [redacted street name] which is a- predominantly Council estate. Now, you you only have to sell the idea of that to a <u>school</u> and the <u>children</u> and the children- you don't have to sell to, they get stuck in straight away, no matter what you bring. But you're trying to sell that to the parents that then get their children home <u>covered</u> in mud. And my parents <u>never</u> complain, I've <u>never</u> had a complaint, but I <u>know</u> for a fact that in some schools they would. Cos the idea is alien to them, because they've never been exposed to it" (Participant 4). [Discussing funding applications] "I think if we were working- if we were applying for- I think our problem up in [redacted area name] with the primaries is we're applying to work with whole classes. If we were applying to work with those with specific learning needs erm, and I think we may be more successful <u>but</u> we feel that working with the whole class integrates those children into the classroom more instead of separating them off, which is what we're kind of passionate about" (Participant 6).

Subtheme	Code	Quotes
The Adults' Burden Of Responsibility	Adult as the Safety Net	"It's nice to be wanted, but I know it's not really about me, it's really about being outside" (Participant 1). "I have my other members of staff are floating around and just, you know, cos there are, they do have little kerfuffle and little arguments sometimes" (Participant 1).
		"I've got erm usually two adults with me, erm maybe, depending if they're younger and- so there's four adults, but <u>mostly</u> there's three adults and so there's (pause) I don't know the class size say they're all- they're, roughly about that and (.) so the ratio is good but then when they're tree climbing you need to really spot them when they're tree climbing" (Participant 1). "You know, the weather affects as well (.) sometimes they'll feel the cold, and so, you know, I'll, I'll try and encourage them to run around a bit or, you know, at least keep moving to keep warm. I mean, I can shorten the session if they- if they're all shivering, but it doesn't- it doesn't actually happen, you know, no, you'll just have one or two that, you know, feel under the weather as well" (Participant 1). "A girl I mentioned earlier, who said she was frightened. She actually said 'I'm- I'm really frightened'. And then I- with a bit of delving realised it was because she just didn't know what was going- what was going to- what it was going to be like going to forest school. It's the first time they've been to forest school. Erm, I said, well, 'we're just going back outside to the woods', you know, and just talked it through- and I said 'you can just be with me (.) and we'll walk around together', and yeah, it didn't take her long really (.) to enjoy it" (Participant 1). "I probably won't have the slack line up for year one, but I'd let them maybe- erm (pause) be up there a while before- and get used to the area before I would introduce something a little bit more challenging like that. There's so much to do up there (.) and sometimes you weigh up whether that would detract from them, you know, for them, imaginative play is really a big thing for them. (pause) The equipment, (.), I don't know, (pause) it feels like it's (exhale) there's a few things- like that, that net was found on the beach. So I- I just feel like those things are a bit of a- an extra dimension, so they're challenging them a little bit" (Participant 1).

		"So we had- usually quite high staff ratio, so that class was eight, I think it was eight to ten children and then four staff and then me as well, so they'd be five. So it would be two to one typically" (Participant 4). "No matter what the weather was we went outside. But if the children that didn't want to come outside and I <u>knew</u> would be dysregulated- would struggle with it, we'd do something else inside… And as the weather got better, it was fairer with the children, they'd be outside anyway" (Participant 4). "So, I'll go over and then give them the opportunity to kind of talk about how they felt, so- and it's very like new curriculum, it's very modern behavioral approach of of like restorative practice. Where (.) you speak, they speak. (.) They both have a turn to speak, I extract the core problem and then we reach a solution together. And even then, they're not always happy with that solution- compromise, and- is another perfect learning opportunity for them" (Participant 4). "I love that kind of give them the chance to to make mistakes. I think forest school can be quite easily- and I've been like it at the start of it, you know, airy fairy- you can love- love everyone. No, you know. I think it really brings out the traits that we see (.) things like dog eat dog, kind of, you know, like (.) what's that- um, Lord of the Flies mentality comes out in the children, so you have to ther- be there to facilitate that healthy balance between, you know, a classroom environment where they're all kind of following one path and let them all go off, but keep it safe and happy" (Participant 4). "They've got the opportunity to kind of take more risks, I guess, because they've got more people around them looking, looking out for them" (Participant 6). "There was one boy who was erm a runner… he would run, but we would just sprint after him, (laughs) which isn't what his mum could have done because she's just got other children. But after I think about two sessions of him doing that and- I I can run, I could keep up with him because he was only this big, so by the end- so by maybe by the third session- he wasn't running off anymore" (Participant 6).
The Adults' Burden Of Responsibility	Appropriate Supervision	"But they do bring a change of clothes (.) some of them, and then we just, I just cover them if they haven't" (Participant 1). "So Friday morning I've got year ones so we've got these really large conifers here, so very sturdy and they're quite low to the ground (pause) so I don't need to supervise them doing that really" (Participant 1). "So there will be the general risks of you know, obviously there's (.) a high risk of a lot going wrong. But there are ways of, you know, controlling that erm, so I'll check- I'll go- I'll do a walk around" (Participant 1). "Cos the children were younger… Erm and we've got more staff, so there's there were more of us (.) so we can spread out a little bit and just do a bit more shadowing" (Participant 1). "I just go through how to do it and teach them how to do it, and then I'll set up an area where they're- where they can help themselves, the cotton wool and any the, the, the, the shells- I have these oyster shells where they put them in so it's contained and and they've got cotton wool, which they can dip into Vaseline, and it just makes it a little bit more successful for them" (Participant 1). "We have a general like provision and they can access kind of whatever they want to really, there's ropes, there- you know, sturdy sticks to make swings. They make dens, you know, all that stuff. I don't have to be with them to do it" (Participant 4).

		"So what we tended to used to do was open the gate- cos it was gated off from their playground because it was their playground and then Forest School straight away and just open the gate and kind of just leave things on the path (.) and then eventually they kind of noticed that and come over and have a little look" (Participant 4).

"We had the health and safety come in and go, 'oh, none of your um dens that are put up are secure'. Yeah, 'because a seven year old did it'. You know, yeah, we go around for 40 minutes and tie every single bit onto it, but tomorrow they won't want it to be- look like that, they're going to want it to look like something else, we're wasting both of our times. So I tend to just do it when they come round before- just go knock down the dens. Because I <u>know</u> that it's safe. I know the children <u>know</u> because I trust them, and I built that relationship with them. Health and safety don't know that, they don't know me- they don't know my children. They don't know the relationships we've got together. So the trust that's built into that relationship is invisible to them. They just see a risk, whereas I see the opportunity for learning" (Participant 4).

"So, I've done so much whittling this year with children and, no, no accidents, you know. And they're sharp knives- they are sharp knives (laughs). But I'm always there with them" (Participant 6).

"But generally, the the kind of looking after each other and if things- if people see that people aren't being safe, then they will just come in" (Participant 6).

"This is what's nice about small groups as well, because I I definitely think there's benefits to having smaller groups erm (.) because because children can can- They've got the opportunity to kind of take more risks, I guess, because they've got more people around them looking, looking out for them" (Participant 6).

"There was one boy who was erm a runner... he would run, but we would just sprint after him, (laughs) which isn't what his mum could have done because she's just got other children. But after I think about two sessions of him doing that and- I I can run, I could keep up with him because he was only this big, so by the end- so by maybe by the third session- he wasn't running off anymore" (Participant 6). |
| The Adults' Burden Of Responsibility | Inclusive Adjustments | "I don't feel like I'm doing anything that different for them, just possibly just a little bit of tweaking with my language and and and and reminding them a bit more often than others need to remind, but (whispers) I think that would be the same in the classroom as well cos I was- just that's- just those children isn't it?" (Participant 1). |
| | | "There's a child who has-whose vision is impaired... And I do have to adapt (.) because she does like to whittle. So she tends to bring the whole thing like her hands, the stick, the peeler, quite close to her face. So I have this sort of, yeah, just and I- and I encourage her to move it away from her- but I, you know- obviously I realised that it's because she needs- she wants to focus it on- on it a little bit better (.) so I I suppose facilitating her and I'm just a bit closer to her and I'm watching her a bit more closely erm reminding her not to, you know, do it quite so close to her face and just bring it a little bit further and whittle away from her, not towards her body" (Participant 1).

"Those children with autism and ASD... it's more about misunderstandings and communication in a group feeling like they haven't been listened to because they've got a set way of, you know, they've said something but- so and so didn't listen to them (.) because they're very sort of direct and it's more specific their language- er so there's just, from my part being more direct and more clear with instructions, for them, and <u>explaining</u> things so quite a lot of talking, with those children. There's quite a lot of, erm (.) maybe helping out in group situations where there's been some confrontation. But you know, I'm not going to- I was- I wouldn't have been there to start with, I'm problem-solving with them after it's happened. (laughs) Sadly, but, but good anyway, you know (.) they spring to mind because they are- they're quite needy in so far as they need that chat and they need that help to work things out (.) with other kids- with other children" (Participant 1). |

		"I think it's quite a large area, so the fact that they are there helps with pushing the children into different, different, whatever their mood takes them. So there, will be high energy things like the swings (mmm) and and just a running game that maybe they've made-up themselves. Erm, there's- the hammock is- yeah, it's supposed to be sort of a gentle swing but they- it is a bit of a higher energy thing, (exhale) but the swing and any sort of pulley system that they make with the ropes themselves, that's- I would say that was high energy. And they do a lot of running as well. They've got a lot of they- that's where it comes from their imagination I guess they've got into two groups or one group, and they're hiding or making a territory- territory type game from each other and that would be the high energy , and then there's definitely contrast of <u>that</u> log circle area is the quiet and that's established now we've- we don't, we don't run into that area that's the- that's the low key area, yeah where- so there's, there's options depending on what mood they're in, definitely. And you, and I- and I notice the children that tend to gravitate in that area quite regularly, and the ones that hard- don't- visit that area regularly so, it <u>definitely</u> facilitates those two different energies, and anything in between basically!" (Participant 1).
		"The little boy that has those needs, (.) he can't do it by himself- so hand over hand, to <u>experience</u> that and have it go, he can. Now he will go and find sticks and bring it to me and he will show me he knows how to do it, he's holding it like this and like this" (Participant 4).
		"I did er a sensory bin (.) lesson. Now I think just because the way the children access things in class. We've got tuck trays and a lot of boxes and tubs. Now you can have all the ingredients for a sensory lesson, naturally. But if you bring it and look in the tub they're like 'Oh, what's that?' As opposed to just walking past it. It was in the Autumn. There's loads of dry leaves everywhere, erm, so I just chucked them all in a big bin and then we found- I had loads of pine cones, loads of acorns, loads of that in the tub, and I got loads of mud out and whacked that in a bin. And we did a barefoot walk through it so the children (.) that- this was with that class- that were- it was, it was all the classes, so my <u>whole</u> school did that lesson. And we had children that <u>can't</u> walk, that was supported- supported walkers (.) that we did then, bring it to their feet while they're in their chairs- because they would be pushed around in mobility chairs that maintain posture as well. And then just take their socks and shoes off and just dip their feet in, so that- there's different sensations on their feet, or if they weren't comfortable with that they can use their hands, or just listen to the sounds of it. So there's so many ways to <u>access</u> that um and that's how I sort of started off, bringing the environment to them, which enables them to bring themselves to the environment in a kind of cyclical way" (Participant 4).
The Adults' Burden Of Responsibility	Justified Boundaries and Rules	[Discussing bluebells] "Cos we're walking through them, and we've got- we've got paths to stick into" (Participant 1). "The wheelbarrow is out of bounds that's got my big tools in that I need to know who's using them, so I'm, you know, I'm in charge of that" (Participant 1). "We'll start with us getting prepared and talking about how we can be outside in any weather, but songs, we're dressed for the weather so we have- we have waterproofs" (Participant 1).
		"They've got to be aware of- that somebody may approach from behind, you know, so choose a sensible space to do that on the- not on the pathway that everybody uses, you know, that kind of thing. So that's, you know, we're always pointing out that (.) to them in the middle of the session" (Participant 1). "We have talked initially, the first time about how you know you can be impaled by a stick (laughs) if you fall on it if you're running with it then you can be impaled so (.) it's there's all of, all of those, and and then that's then learning really about their own you know what they can do and what they can't do and what you know what's achievable for them" (Participant 1).

"I also take with me erm tools, so I have peelers, which are- er, is the build up to using knives, I've got knives as well so we talk- I've got safety gloves, we talk about erm blood bubbles and having an area around you when you're using a tool and being mindful of other people coming in and and other people being mindful of the person with the tool" (Participant 1).

"We've got bluebells coming up so it's sparked conversations about er preservation of bluebells, er they're protected under The Woodlands Act... not picking flowers because they're- for early pollinators and just generally, (.) yeah, if they're not too abundant (.) if they're abundant, it's not so bad like daisies in a- in a big field, that kind of thing" (Participant 1).

"Just a few minimal rules about being inside the area and not leaving Forest School cause it's not (.) it's gated as far as the boundary of the school but not as far as the woodlands concerned so they can return back to school if they wanted to run they could, but we've got that expectation that they don't and an if they do, they're not allowed to come up again so (.) yeah, we haven't had any runners really" (Participant 1).

"They're not to throw anything no sticks, stones, any mud or anything like that (.) erm and and we discuss why (.) er so they're learning about, you know, it's not just a rule that they have to listen to there's a reason for it and and they're, you know, they're learning that that's going to keep them safe, and then they they can play. Erm they don't run with sticks (.) er they have to walk with sticks and the stick has to be pointed down erm and we discuss that. I don't go over the same thing same conversation every week, but we do have a reminder about the basic rules like same forest School no running with sticks and no throwing anything, those are the three main ones" (Participant 1).

"I've done a risk assessment of the site itself and then there'll be these are the activity risks, erm, so in the mud kitchen, there's there's a possibility of them eating the mud, which is, you know, can lead to infections. Erm, so we talk about don't put it in your mouth. We talk about don't put anything in your mouth" (Participant 1).

"Mean, there wasn't a physical barrier but it was an understanding that- you know, 'you're not to go past this- the log circle area' cause there's another section, I guess and then just to reduce that fact that we could have runners because they are the ones that are more likely to run if they're little" (Participant 1).

"We broke it down to [redacted – school rules about respect and safety]. They're our three school rules. Which is perfect because every scenario that the children are going to make themselves unsafe, or upset someone can be covered by those three rules. Um, so we use that a lot. I have my own set of rules, no, no picky, no licky, no sticky... No picking things. So if there's things like a plant you want, don't rip it off. I based it on- everyone going round ripping everything off the trees and bushes. Give it a chance to live, and then once it's dying off, yeah, we talk about. No, licky, so don't eat things (.) unless I say it's alright. So if we wash things, we forage it, but otherwise don't put anything in your mouth. You don't know what it's going to be, even if you're confident you might be wrong, and then no sticky, nothing longer than their arms with the stick, because they're even more around that personal space" (Participant 4).

"Why they shouldn't have done it- because they would never do that in the woods. Just children who are unsupervised being silly in the yard. You know, whereas in the woods we drill that into them every day. And luckily the parents were fine about it. But imagine it had been that 1% chance that it was a poison mushroom and that child had died" (Participant 4).

"We go out in all weathers, except for high winds" (Participant 6).

"We're doing a lot of that with little bug pots and encouraging them to be careful, and to not kind of kill- to kill them" (Participant 6).

"I'll give them a session and I'll like, plan something that I'll lead- so we might do cooking on the fire, they might do some fire lighting themselves whittling and scavenger hunts. Those kinds of things. In the special needs setting, that was so

		limited by the needs and children in terms of, you know, doing fires- we couldn't do a fire- not just because the size of the site was too small but I would have- it would have been a risk for some of the classes, just with the nature of their respect for danger" (Participant 6). "So the reception group we had- well, we had loads of them, we had nearly forty of them from the school on- lots of staff. (.) But we physically did <u>lines</u> in the sand, right? 'You're not to go out of this line.' And they <u>were</u> brilliant- they're all brilliant- and a lot of that age group I'm noticing coming through now, there's a lot of behaviour stuff erm (.) that I dare say because of COVID because they didn't have the Early Years, did they? But just, really <u>busy busy</u> group, but they still managed to just, you know, yep, the lines are there and there were just a couple who didn't notice they were going out of it and then they were like 'ohh yeah, okay'. and they came back so actually and yeah, and on paper, there were- there were a lot of that group who had had potentially, you know, one was- was supposedly a runner who runs off quite frequently. And I I was aware of him but I knew that people were around keeping an eye" (Participant 6).
The Adults' Burden Of Responsibility	Meeting Expectations	"The logistics meant they were out of my timetable (.) erm and there were complaints (laughs) from parents like 'all the other classes have got- got it' mm which is fair enough- I think I would be, you know (mmm), seeing this all trapes out and have fun and, you know, playing with sticks and things (.) and they're not and so- so they're <u>they're in</u> now (laughs). They've been timetabled in" (Participant 1). "And it's very like new curriculum, it's very modern behavioral approach of of like restorative practice. Where (.) you speak, they speak. (.) They both have a turn to speak, I extract the core problem and then we reach a solution together" (Participant 4). "And when Estyn came in, which they <u>did</u> come in, they've got evidence of <u>everything</u> I do day to day, and the teachers can do that as well" (Participant 4). "Um (.) we're very quick to pass- people are quite quick to pass the buck to- or like you know, who's responsible…. And there's that risk benefit to the other side of things and allow children to find their own path, to balance on a log and know 'woah, that's bit too unsturdy, (.) I won't step on <u>that</u> section there', - find out themselves. Doesn't always align <u>with</u> (.) the response from the parents or from school leaders, or from Estyn. We had the health and safety come in and go, 'oh, none of your um dens that are put up are secure.' Yeah, 'because a seven-year-old did it'. You know, yeah, we go around for 40 minutes and tie every single bit onto it" (Participant 4). "I've got all the equipment, I (.) hope, I have all the skills and knowledge <u>and</u> the things you need to do kind of whatever you want in this setting. If they said to me, 'oh, Mr. [redacted teacher name], what if we build like an A-frame timber shelter?- because my dad's an architect'(.). As the facilitator in <u>that</u> example then, I couldn't do that, because I wouldn't know how to do it. So, my challenge then is to go home and teach myself those basic skills so then next time I can go in and go 'right lads, you wanted to do this last week, this is our lesson today, I'm going to be doing this (.) if you want to join me, then you want to join me. If you want to do the things we learned about last week, the things that you used are also here they're in the big black box I bring out every week. Go and grab it, help yourselves, enjoy your session kind of thing.' So I see that facilitator role as knowledge, skills and resources, and between the three of them you can do <u>anything</u> (.) with them whatever they want to do, and that's throughout the whole- the whole school, that's Year One and Year Two" (Participant 4). "Whereas if there's TA's with me, don't <u>quite</u> understand or get it Even though I've been here for a long time erm (pause) there's a lot more kind of theoretical stuff that people maybe don't understand by just seeing what we're doing in practice. But I think there is- more of an awareness, this is why the research is great, (yeah yeah) yes so that- (.) so that the understanding of (.) erm where it's come from and why it's important because its (.) its (.) shared" (Participant 6).

The Adults' Burden Of Responsibility	Policy Changes	[Discussing Covid-19] "January 2021 they changed the <u>wording</u> of the legislation and they <u>basically</u> said- instead of being <u>closed</u> except for, we were now <u>open</u> for. So every single one of our children had a place, so we were 97% full in January 2021. And I said 'I don't feel comfortable... I'm not a qualified teacher', but I take charge of the class- and I still- still do that now and then I just became like an extra body in the class, and then did forest school through that" (Participant 4).
		"So the trust that's built into that relationship is invisible to them. They just see a risk, whereas I see the opportunity for learning. And I think once that's instilled into more educators, more school leaders and therefore, Estyn when those headteachers move on, it will- you know, massive benefit, because those children will grow up to be parents and have a less aversion to risk" (Participant 4).
		"I think last year they they was- somebody who was- somebody had funding to train a teacher from each school to be a Forest School leader. so I think a lot, a lot of schools in [redacted town name] have a the teacher who's trained" (Participant 6).
		"But we we're also in talks with you know the Education Minister and they (.)- personally I think they should be putting a budget specifically for outdoor learning or forest school. You know, just giving extra money to schools" (Participant 6).
		[Discussing the education minister] "He's the Welsh language- erm, he's the the one, yeah, he's responsible for the Welsh language, which is, which is my- I always want to do, wanted to do Forest School in Welsh. And I think there's not many of us who speak Welsh, forest school leaders" (Participant 6).
		[In response to a Q about training in Welsh] "No, that's my next- that's my next step (.) is to hope- hopefully in the next couple of years do my Level 4 so that I can (.) specifically go around to Welsh schools to to kind of train, even if it's just level 2 (.) It's it's making people aware of- it's making people aware of how easy it is to do stuff outside, instead instead of in the classroom" (Participant 6).
		"I've been doing some some lecturing with students down in [redacted university name]- well, I'm not lecturing, just kind of- it kind of is lecturing just because it's outdoors it doesn't mean it's not lecturing, but kind of sessions with them about just about what Forest School is and so many of them just aren't aware of it, and that's why that's why erm [redacted lecturer contact name] been getting me down and he's going to put me in the program next year. So the second- and third-year education students, and just because he's he's really keen for them to just know about it... I'm gonna get on the case of other universities as well, and say 'look, I've done this, they're doing this, I think you need to do this too'" (Participant 6).
The Adults' Burden Of Responsibility	The Importance of Measuring Success for Others	"I tweet pictures- so at the end of the day- rather than write everything evidence down, it's it's photo based and then I'll put a little bit about what we've been doing. And then the- how it covers the ambitious, capable learners and the four purposes of the curriculum" (Participant 1).
		"I'll give them options 'you want to do some fire striking something?' That's, you know, and then they've got a feeling of, they've got a sense of achievement then that they've done something. Erm, I don't- they've never- they- I don't ever have a child that comes up and doesn't do anything for the whole time" (Participant 1).
		"They often want to show me at the end" (Participant 4).
The Adults' Burden Of Responsibility	Worthwhile Investment	"I think they're generally happier up there (.) just from feedback about wanting to come, and when is it our turn- when is it our classes turn and that kind of thing" (Participant 1).

		"I think it just ticks that box, a big fat tick on that box, because I'm (.) so I always tweak that this, it's part of our health well-being (exhale) because I I just think that happiness is equal to that health well-being" (Participant 1).
		"I tend to link erm ambitious, capable learners with den building, because, you know, they've- this is- these are probably the two that I use the most (.) all the physical stuff, and then all the thinking and creative and problem-solving stuff (.) and also tools and fire striking, because they've learned a new skill, and they've pushed themselves. That's how I think about it. Erm, so if they've done something that's a little bit out of the ordinary like- yeah, whittling and and fire striking basically are the main two" (Participant 1).
		"For my children now (.) we're living in a world that's increasingly like warming up and changing and we're in- were in a bit of a green revolution- at the start of it- my children live in [redacted local area], you know, they got they got finances, they've got (.) every success of going off and being engineers. And if you can install like the bit of a green input, to that- behind that, I kind of, really see that as a benefit" (Participant 4).
		"The last Estyn inspection here was erm, they got- the highest they could for well-being... I was really happy- that it [SBOL] was mentioned" (Participant 6).
		"It's less stressful here because I don't have to think about the funding side of things, so. But it is a shame that we have to go for grant funding to fund what we're what we're experts at doing really so" (Participant 6).
		"I haven't got a contract but erm generally yeah- so self-employed and the school fund me. So it comes out of core budget erm and then with [redacted place name] because we bring children off site and it's usually a whole class at a time we need two practitioners. And we've quite often found funding, so we're a, we're- we're a charity up there and we work with adults, teenagers, and children. And we've had Big Lottery funding for the past three years, which has funded to schools" (Participant 6).
		[Discussing conversations with education minister about funding] "I think they should be putting a budget specifically for outdoor learning or forest school. You know, just giving extra money to schools, because it does, it does cost more because you need more- especially forest school when you want to be using tools and fires, you need bigger ratios erm, for keeping children safe because it's risky- it's risky play. so, erm. But it's so needed because children are so protected in our world and they're not given the opportunities to take risks, (pause) healthy risks" (Participant 6).

Subtheme	Code	Quotes
Welcomed Redistributions of Control	Community Support	[Discussing bows and arrows rather than gun play] "And they're influenced not just by me, but by everything" (Participant 1). "We've got waterproofs and erm and wellies and a welly sock... they're all donations but they're the waterproofs we've bought in at school" (Participant 1). "So my children will come to me and they'll they'll say, 'oh, my mum sent you a-'- we use something called Dojo where they can send us a message 'my mum sent you a Dojo message about this er this mushroom I found at the weekend'" (Participant 4).

		"I've got girls that will bring like (.) birds nest in a bag her family have found, or or so and so's mum was on holiday and they saw mole. And when we look at that on the screen or we go outside to share it together, so just the general knowledge has improved so much" (Participant 4).
		"We were talking about my deputy head, her year five are sort of really arty and she gave them- their homework books to decorate and they all put mushrooms on them. So I love, I love mushrooms, so in the autumn then we're like going around and going ah 'look at this, look at that'" (Participant 4).
		"I've kind of come in and taken over the outdoor aspect of our learning, which is great for me but frustrating in another aspect, so I feel like our teachers could do more" (Participant 4).
		[Discussing diversity in values between educators of different experience levels] "You get stuck in before you know it's it's over, just 45 minutes for outdoors, what' that? It's nothing!" (Participant 4).
		"And you've got a free classroom out there to- and there you go, and if- you- you can take- you don't have to be in the woods to find it, you can take that anywhere. But you need parents to be interested and need parents to be engaged. And the only way you can do that is to train them up as kids and send them off to be adults, that perhaps might take that little bit of what you said and do something" (Participant 4).
		"It's not just me, you know, the the person assisting me will be, you know, they can swap with me and keep an eye on the on the knife work" (Participant 6).
		"Even though it's not guaranteed- my work here, generally they would probably be up road- if they pulled forest school away from here, because it's really, really popular" (Participant 6).
		"There are teachers who who will use the outdoor space as well erm to- to go- especially in the summer, I think the summer- they try and get outdoors. Maybe more teachers than others, I think in terms of the skills and where where they've trained maybe so they will give it a go?" (Participant 6).
		"The teachers' feedback as well in terms of productivity back in the classroom as well, even though they have, even though they were having a day out a week they would find that they could still accomplish everything they needed to in the classroom because they'd had that day where they were kind of learning in a different way" (Participant 6).
Welcomed Redistributions of Control	Don't Need the Specialist	"So Friday morning I've got Year Ones so we've got these really large conifers here, so very sturdy and they're quite low to the ground (pause) so I don't need to supervise them doing that really" (Participant 1).
		"But I'll swap with my TA cos he's not- forest school trained, but he's- I can- I can let him supervise that because he knows all the rules and he's an adult- (mmm) oh yeah (.) and I can leave him while I go off... I'll do a walk around and take quick snips- snaps" (Participant 1).
		"They get on with it so much themselves and they (.) just get involved and don't need me (.) which is such a brilliant thing, and it's such a (.) that's probably the whole point of it, is them learning that independence and not needing to rely on them an adult all the time. And (whispers for emphasis) so many of them need that, as well. They need that as part of their growth. By the time they get to Year 6 ready for comp really they need to know that they don't have to have assistance from an adult all the time" (Participant 1).

		"You can take a lesson, any lesson outdoors if you've got the right idea behind it- tallying, I remember being in school and tallying. We used to go around the class and kind of, you know who's favourite ice cream is straw- strawberry? … there's so many lessons that you can do through it in terms of that" (Participant 4). "There are teachers who who will use the outdoor space as well erm to- to go- especially in the summer, I think the summer- they try and get outdoors. Maybe more teachers than others, I think in terms of the skills and where where they've trained maybe. So they will give it a go?" (Participant 6).
Welcomed Redistributions of Control	Enforcement of the Rules	"I do force some things on them like the bluebells" (Participant 1). "I mean, there wasn't a physical barrier but it was an understanding that- you know, 'you're <u>not</u> to go past this- the log circle area' cause there's another section, I guess and then just to reduce that fact that we could have runners because they are the ones that are more likely to run if they're little" (Participant 1).
		"They <u>cannot</u> share a stick, so you can perfect big stick and they'll be like four little factions that separate themselves off. And they're like, 'yeah, but they weren't using that stick, so we just took it', so you get down to the values of like <u>why</u> we value you like, sharing and communication and cooperation. But also, they need to communicate with each other. You know, I could go over there- and I tell them the time, 'I will come and solve this problem for you in 30 seconds (.) but I'm going to be annoyed that I have to do it because you're pulling me away from what I want to be doing- which is nice things (laughs), and you have got the opportunity out here to try and solve it yourselves, so let's do it together'. So, I'll go over and then give them the opportunity to kind of talk about how they felt, so- and it's very like new curriculum, it's very modern behavioral approach of of like restorative practice. Where (.) you speak, they speak. (.) They both have a turn to speak, I extract the core problem and then we reach a solution together. And even then, they're not always happy with that solution- compromise, and- is another perfect learning opportunity for them" (Participant 4).
Welcomed Redistributions of Control	Evolution Of Practice	"I tweet pictures- So at the end of the day- rather than write everything evidence down, it's it's photo based and then I'll put a little bit about what we've been doing. And then the- how it covers the ambitious, capable learners and the four purposes of the curriculum" (Participant 1). "I think it's kind of (.) coming, I do think it's getting there. We had Estyn in last year and they were really pleased. Things like missions (.) do kind of tick the box, but teachers are so <u>pressured</u> in terms of time and resources (.) In terms of staffing. That going out and doing a session like that could be quite challenging" (Participant 4).
		"In general, the teachers are great. (.) We do something called missions which is the kind of child-led provision-based activity where they go and access the sheet they do it, tick it off on a- on a little tick sheet each week, to be math's one and Welsh one. Um, the Outdoor Learning one is often just like a 'Oh well, they've <u>done</u> their math one that was hard work, the- then so like brain break,' they go outside and just chalk draw on the thing. But it <u>could</u> be forced so much more" (Participant 4). "Now, they all like (.) look at me in meetings and I'm just like, 'yeah, I'm doing forest schools' … But day-to-day, I'm only there then in once a week for that class, and it might be beautiful weather five days of that week. So is that lesson could just be spun a little bit, and it might only be you've got like, a rough outline of your plan of what you want to achieve in the lesson, you think could be achieved outdoors" (Participant 4). [Discussing 'old values' as reflecting an attitude of 'I will bend before you will', related to RSE education policy changes as an example] "So those values <u>are</u> luckily kind of making their way <u>out</u> of education… well there's a <u>reason</u> it's been changed… it's been changed to help people, it's been changed to help children and sort of expand their- opportunities as

		they're older, stopping things like abuse. So it's- advocating for themselves. Um, (.) it's not just like it in our education or in education so it's like in a lot of ways, isn't it?" (Participant 4).

"You go from like what you do in a session to why it's important to society, that this thing happens in every school, no matter if they've got parents who own businesses and doctors and lawyers like in [redacted local area name] or their parents don't work and got mental health issues in poor areas. It <u>needs</u> to be more accessible everywhere" (Participant 4).

"I've heard teachers haven't been prepared or haven't had the training. So I think there is a maybe a gap to the training side of that" (Participant 6). |
| Welcomed Redistributions of Control | I'm Not the One Making A Difference | "To be honest, it's- it's quite diverse and busy so I'm not really, you know, I don't know <u>exactly</u> what's going on with each child. Does that make sense? Without sounding like I'm not caring" (Participant 1).

"I'm more of a facilitator, which is a really sort of it's, it's quite empowering in a way cause it's freeing as well so it's quite nice that I can just step back, it feels like that rea- <u>I am </u>there (.) I'm there as a guide and uh you know (.) to facilitate these activities" (Participant 1).

"I'm not perfect and it's not perfect- but quite mostly we sit around the end at the end and I say, have you had a good morning or good afternoon and and then give them an opportunity like a sort of a circle time- to, short version is one word to sum up what they've been doing (.) erm, and then the longer- if we've got a bit more time, we we talk about what they've been doing and then it sparks conversations" (Participant 1).

"In terms of behaviour and (.) managing their own behaviour. I'm a <u>massive</u> believer that children (.) have the solutions to all their problems themselves, but they get <u>stuck</u> on certain things" (Participant 4).

"If you can plant the seed that in 20 years, they they decide to grow, you've done a good job. And I think that's the the way you have to see anything like this. You're planting a seed to perhaps be growing into the trees of (.) 100 educators across the country, which then grows to three that helps feed through to other schools. And you have to look at that way. And I think education is the only way you can do that" (Participant 4). |
| Welcomed Redistributions of Control | Independent Decision Maker | "So, it's quite- it is <u>really</u> random what they do and it's definitely whatever takes them" (Participant 1).

"She says 'I want to do some whittling', and um so I'll say 'right, what do you need?', and so 'I and I don't know', 'well, have a little look'" (Participant 1).

"We do have bumps on heads (.) we have falls, there's scrapes (.) and we talk about where the spikey plants are and you know, that's okay, they- they're aware but they've decided to go through them and jump off something anyway, so- I think that's an important part" (Participant 1).

"You can plan a session, but I often plan a session and then go 'right, who wants to do that?' ...<u>two</u> children out of thirty (.) did that. The rest went off and did something else" (Participant 4).

[Discussing child-led learning] "As long as they're engaged and happy and doing what they want to do, yeah, kind of see that approach as being benefit to them as well" (Participant 4).

"My Year One class, I plan the <u>least</u> for, because I don't <u>actually</u> always need to... I'm not as concerned about what they're doing because I <u>know</u> they're they're engaged; I <u>know</u> they're seeking things out. I know they'll seek out (.) to dig- to find a |

		worm and know they'll lift the log to look at a- a woodlouse. And the second it is in their hand, they're like 'woah that's amazing'" (Participant 4).
		"Child-led in terms of needs, erm and how I, how I carry out the practice" (Participant 6).
		"Like, some of them will come to every session and they'll play the same game all all the time. They'll just play the same type of game, which is absolutely fine, it's really free" (Participant 6).
		"He has difficult- its behaviour more and everything. But we don't have to say anything to him down there, you know, there's a there's a lot of children who get hard time within school and actually- I think maybe it's to do with how free it is as well. And they can choose what they do, that that element of free choice and- is is a massive thing, whereas maybe in the classroom it's more erm (pause) There's there's more things that they have to do" (Participant 6).
Welcomed Redistributions of Control	Positive Family Feedback	"The logistics meant they were out of my timetable (.) erm and there were complaints (laughs) from parents like 'all the other classes have got- got it' mm which is fair enough- I think I would be, you know (mmm), seeing this all trapes out and have fun and, you know, playing with sticks and things (.) and they're not and so- so they're they're in now (laughs). They've been timetabled in" (Participant 1).
		"David Attenborough, I mean, I show kids planet Earth (.) all the time. Green planet and Blue planet. Because whatever we're talking about season, it'll be connected to something that he's put out there. And then they'll go home. And I had one of my TA's- her daughters in year three now was in year two. Last year she stopped me in- in the morning 'oh my God, my daughter asked me to watch David Attenborough last night instead of Peppa Pig. Thank you so much because it wasn't Peppa Pig'. And 'oh that's (.) really cool'. That, just showing them a video about an ant, it was about an ant hill or something was what sparked it and I've- I always love that" (Participant 4).
		"Reception age, that will come in and their parents will say 'oh they love to climb'. And they'd be in a classroom setting, and we'd have chairs stacked in the back wall ready for like circle time or something and they're just- straight to the chairs. They'd ignore every sensory toy that we had out and they'd be trying to climb to get that feeling. Um whereas when we put them outside, then we can fulfill that need in a safer, more sort of directed way. So we've stacked pallets and had this sort of big climbing zone, so when they're trying to climb out of school over open fence, like 'no no no, were climbing in this place' and you direct them through sort of visuals or Makaton" (Participant 6).
Welcomed Redistributions of Control	Setting as Facilitator	"I really don't think there is anything that isn't beneficial" (Participant 1).
		"It's nice to be wanted, but I know it's not really about me, it's really about being outside" (Participant 1).
		"We have to kind of remind him quite a lot of just slowing down. But I can't keep the trees away and I can't take the tree stumps away. Well, not all of them. (laughs) Erm, so it's about him learning that" (Participant 1).
		"If you're gonna climb the tree, are you confident enough that you can come back down?' 'Are you?' Yeah, we talk about that wobbly feeling when you get too high. You know, 'it's adrenaline going through your body, makes you wobbly and that means- that's probably a good sign that you've gone a bit too high'. And just to retrace then and come back down. So yeah, it's all really learning about how to be human and how to take those risks" (Participant 1).
		"There was a wolf game once with the Year Ones, I remember- that was last year, and that was a repeat pattern that every time- they remembered, that one of them was the wolf or no, it was an imaginary wolf actually, in in the woodlands, so they obviously had this image of the woodlands being, you know, with these animals. (.) So I I did use that opportunity to discuss- that we wouldn't have, we don't have, we don't have wolves, and yeah (.) and yeah (.) so, but they're- they were

		wolf noises, they were chasing each other and it was always the same group of children, maybe about four or five of them, and it expanded and broke away- Yeah, it was quite interesting" (Participant 1). "To find a worm and know they'll lift the log to look at a- a woodlouse. And the second it is in their hand, they're like 'woah that's amazing' but five minutes they'll be showing all their friends. A Year Six pupil won't do that. They'll be like 'ohh get it off me!' and they'll <u>all</u> be like that because the peer pressure" (Participant 4). "Non-verbal children will bring you insects and bring you leaves and, and bring you patterns they've made and be making mandalas and graphs and little dens and stuff. But then equally those joyous moments are (.) the child that has just liked to walk- standing up by himself in the mud kitchen and staring at it because he loves watching the whisk go through the mud" (Participant 4). "We do a lot of kind of fiery, crafty stuff (.) so lots of used clay, lots of natural- natural kind of- we use lots of wool and stuff like that" (Participant 6). "For those children, the provision of the environment itself offered you so many learning opportunities so we had a lot of SEN children, especially on the spectrum, like to like sort of thrill seek for that sensory simulation" (Participant 6). "I think maybe it's to do with how free it is as well. And they can choose what they do, that that element of free choice and- is is a massive thing, whereas maybe in the classroom it's more erm (pause) There's there's more things that they have to do" (Participant 6). "Water play, whether that's just playing with the rain and collecting the rain off the shelter in, especially in the winter when it rains more...We've been doing drawing, we've made, we've made kind of natural paints and things with pestle and mortars, so it's just anything, anything really, that that encourages (.) different use of their hands and things" (Participant 6). "Mainstream now, I go with the seasons and just follow what- what it's about. So, in the winter we do a lot of fire lighting and cooking and the spring we do a lot of foraging and IDing and looking at things and winter making dens and shelters. Summer now we were on the field today- so only because they were mowing the lawn in the forest, which is quite grassy, so we were on the field doing a field survey with hoops and the kids just love that" (Participant 6).
Welcomed Redistributions of Control	Shifting Dynamics	"Then that's like a freeing thing right from the start that they're- they're ready for it" (Participant 1). "To be honest, it's- it's quite diverse and busy so I'm not really, you know, I don't know <u>exactly</u> what's going on with each child. Does that make sense? Without sounding like I'm not caring" (Participant 1).
		"It's a place to try not to say no often, (.) and try and say, 'yeah, you can do that, but have you thought about this?' And 'yes, that's OK to do, but have you considered that this and that?'" (Participant 1). "I'll do a walk around and pick up litter, any- any broken glass and things erm and the children are on board with helping me with that as well, because obviously I'm going to miss things" (Participant 1). "There's quite a lot of, erm (.) maybe helping out in group situations where there's been some confrontation. But you know, I'm not going to- I was- I wouldn't have been there to start with, I'm problem-solving with them after its happened" (Participant 1). "I tend to do it on demand, so if they want to whittle, we'll go and search for a suitable stick and then use the loppers an- and depends where it is I'll let them use it as well, but with- I do tend, cos it's a big group, I'll tend to cut- pre-cut some sticks for them" (Participant 1).

"We've got waterproofs and erm and wellies and a welly sock so you know, it's a bit random and they don't alwa- (laughs), it's very random they're all donations but they're the waterproofs we've bought in at school. (.) Erm, but they're pretty much covered then when they're going out and so then that's quite freeing as an adult" (Participant 1).

"So it's, you know for example, it's off the ground, so they have to climb up onto it and- and feel that fear of- you know, do they trust the net? Have they checked where it's, you know, it's tied onto the tree? I mean, it is all safe, but I tell them that they should be checking as well" (Participant 1).

"She says 'I want to do some whittling', and um so I'll say 'right, what do you need?', and so 'I and I don't know', 'well, have a little look' …but yeah, 'where are they?' 'Well, have a think before you ask the question' and it's, you know, it's quite I I do have to ask- remind them that they need to do a little bit of thinking about where everything is, but with her, I'm probably a bit (.) sort of (.) kinder in a way. It sounds- it does sound harsh. 'Have a look yourself' (laughs). Um you know, I'll say 'have a look in the middle' and I'll give her a bit more clues about where to look. And I'll I'll remind her, you know, 'Yeah, the gloves are in the green bag'" (Participant 1).

"There's a water station, they just help themselves to (pause) so there's a lot- I don't tell- you know, they have- I point out things cos they're so- that's quite a big difference in schools (.) is that they have to ask permission for a lot of things because it's just- I suppose, because it's a small area so it's (.) it's quite nice that I can say like 'these you can help yourself to'… 'you can decide yourself if you want water so you can go get it yourself', 'you can wash your hands when you want to- you don't have to ask' 'can I wash my hands', you know? And it takes a lot of them (.) quite a while to (exhale) to switch when they're outside and relax and and not have, and- cos they are still in school, so it's a bit you know it's a bit of an ask" (Participant 1).

"They get on with it so much themselves and they (.) just get involved and don't need me (.) which is such a brilliant thing, and it's such a (.) that's probably the whole point of it, is them learning that independence and not needing to rely on them an adult all the time. And (whispers for emphasis) so many of them need that, as well. They need that as part of their growth. By the time they get to year 6 ready for comp really they need to know that they don't have to have assistance from an adult all the time" (Participant 1).

"I've had a few occasions where the children are quite erm uhh (.) anxious or fearful before they come up from their- for their very first time, erm not many most of them are excited cos they're going outside and they're not confined to the classroom but erm [exhale] but once we've had got into the routines and ther- there's, you know, poss- possibly those children that like very secure boundaries and (.) so then they can see a sort of a pattern with how the day is is happening or how the afternoon or morning is is going and then they've got control you know, they're the ones that make control then I feel like that's that's when they become a bit happier and a bit more relaxed. (). But erm (.) because there's that sort of baseline and they're going up without, you know, being told what to do (.) it's yeah it's just freeing (.) freeing for them" (Participant 1).

"Whereas now, like, get my kids to tally. Get a teacher 'oh leave a tally, I'll sort the tally out'. Get them, get- going to tick off" (Participant 4).

"In terms of behaviour and (.) managing their own behaviour. I'm a massive believer that children (.) have the solutions to all their problems themselves, but they get stuck on certain things" (Participant 4).

"When I first started out, that would have really frustrated me, just in terms of like, I've spent all this time resourcing this, and no one's doing it, whereas now I'm just pfft (shrugs)… as long as they're engaged and happy and doing what they want to do, yeah, kind of see that approach as being benefit to them as well" (Participant 4).

		"I was trained and then started working in an SEN setting, so I was kind of new to it and you kind of thrown in at the deep end and the woman who did it before me and kind of just going, 'oh, you'll find your feet', which is <u>great</u>, and I <u>did</u>- but at first it can be quite <u>daunting</u>, you go 'What am I doing with these kids today?', it can be quite- you can sort of, freak you out a bit... So you kind of just follow what you know and and that knowledge for me has been built up over time. So when I first started doing it, I couldn't have told you what any plants were outdoors. I just knew that I enjoyed being outside. Whereas now, I can walk around and go 'Oh, you can eat that', 'Oh, you can't eat that' or or 'you can do this with this' and passed that on to the children" (Participant 4).
		"I struggled with the child-led learning aspect at the start, and I I don't- even when I went to mainstream, I found that quite difficult. You plan a session and you go like, 'oh, they don't wanna engage with that they want to do this'. Then my power dynamic (.) I- my word is final in the class. And I set really high standards for behaviour. And I think you could possibly come in and see the way I behave around the children, and go 'oh, he's a bit of a disciplinarian'. It's not- I challenge that view, say I <u>have</u> to trust those children with their directed learning. And if they can't follow my rules, or what I expect of them, how can I expect them to go off and not be <u>seen</u> in a large woodland space and then keep themselves safe? So, there's that balance of (.) learning as well. So while it is child-led it is adult facilitated. Because it <u>has</u> to be. If you let those children go and do whatever they wanted to, the power dynamic then shifts in the children's favor. Which is <u>great</u> (.) apart from the fact that they <u>don't</u> keep themselves safe. Now, if they <u>did</u> keep themselves safe, you know, no need for us- we just leave them to it. But in a setting that's twenty times the size of the classroom, I tell this to them all the time- and I might not have a TA with the older class, 'Look, <u>you are</u> given the responsibility that the TA has', Ther- 'You are the eyes and ears of this classroom now, so you have to keep yourself safe, also your friends safe (.) and by communicating with each'. In a classroom, it's directed because I can see them all, it's a lot more kind of prescribed in a way, but that's why things like things like <u>missions</u> have come in place where you're given the activity and you go off and do it. Whereas to me then, there isn't always a prescribed thing to go and oh, 'this is what I should do today (.) here are my options.' If my creativity expands those options, I'm not going to be held back by my teachers or my lack of planning for that" (Participant 4).
		"At the beginning, when I was first doing the job, I wasn't <u>as</u> happy doing risk riskier things. Um (.) But the- you build- you build- because I know I'm working with them for a number of years here... I kind of build on it so by they'll use peelers and things in year one and two and then by year three and four, I'll- they'll be whittling with knives and things... So I've done so much whittling this year with children and, no, no accidents, you know. And they're sharp knives- they are sharp knives" (Participant 6).
Welcomed Redistributions of Control	The Child can Judge what's Possible	"The whole thing is child-led in forest school, so it's just (.) you know it's up to them" (Participant 1).
		"They've got control you know, they're the ones that make control then I feel like that's that's when they become a bit happier and a bit more relaxed" (Participant 1).
		"It's a place to try not to say no often, (.) and try and say, 'yeah, you can do that, but have you thought about this?' And 'yes, that's OK to do, but have you considered that this and that?'" (Participant 1).
		"It is very inclusive (.) because there's a base layer and they its erm- it's they choose it's a lot about their own risk management, so they choose what they want to do when we get up into the woods" (Participant 1).
		"We've got some established trees that they can scramble on, so we talk about tree climbing and going as high as they feel safe for themselves, so that's the risk management themselves, erm you know there's a fear thing" (Participant 1).

		"I'm not er prescriptive about what they do, and we're doing this activity today we're doing that activity it's not like that (.) so we have this environment I've set up certain erm areas (.) but they're <u>not</u> exclusive to that area, they can move, they're free to move things and that's made clear to them" (Participant 1).
		"Non-verbal children will bring you insects and bring you leaves and, and bring you patterns they've made and be making mandalas and graphs and little dens and stuff. But then equally those joyous moments are (.) the child that has just liked to walk- standing up by himself in the mud kitchen and staring at it because he loves watching the whisk go through the mud" (Participant 4).
		"For my children now (.) we're living in a world that's increasingly like warming up and changing and we're in- were in a bit of a green revolution- at the start of it- my children live in [redacted local area], you know, they got they got finances, they've got (.) <u>every</u> success of going off and being engineers. And if you can install like the bit of a green input, to that- behind that, I kind of, really see that as a benefit" (Participant 4).
		"I'm <u>very</u> child-led in the way that I work" (Participant 6).
		"When I'm here with year one and two, I'll have four groups in a day. <u>Each</u> of those sessions might look quite different because because of the children in the session" (Participant 6).
Welcomed Redistributions of Control	Natural Boundaries	[Discussing CYP not being able to climb] "It's quite a young wood, it's erm about 30 years old so there's not a huge amount of- really, of established trees anyway which sort of helps me with that problem" (Participant 1).
		"I think we can hopefully change the way the world's going" (Participant 4).
		"No matter what the weather was we went outside. But if the children that didn't want to come outside and I <u>knew</u> would be dysregulated- would struggle with it, we'd do something else inside" (Participant 4).

Classroom Educators (CE)

Theme: A Community of Bidirectional Trust

Subtheme	Code	Quotes
Interpreting Expressed Needs	Adaptations to Discomfort	"Certain areas of of of of the park, you know, <u>where obviously we would do risk assessments and everything</u> and one day if it was raining, it wouldn't be a case of or we're not going, it would be 'right, we're gonna go to the top part of the park today.' 'Now, why is that children?' 'Because it's raining, you know?'" (Participant 2).
		"To parents then we ask them if they can (.) provide sun cream and a hat. You know, these sort of basic things. Because we've got quite a few children in afternoon nursery with fair hair. Well, ideally, I want them to be out but also- I don't want them to burn. So, it's just managing those type of things, you know" (Participant 3).
		"Oh, for years I was taught, you know, it was the thing- <u>everything</u>, bright colours, <u>everything</u> blue, red, <u>the brighter the better</u>. Yellow paper, I put red on top. And now we're going back more to toning it down, we're realising then- you know, our homes are not like that, are they?... you need that calmness and we're trying to go back to- we've been putting literally brown um wrapping paper on the walls and you know, as backing paper. And, you know, a border of leaves and more natural materials" (Participant 3).
		"I think it's natural for children to run (okay yeah). Just to- just to run and find something. Erm and it's probably more it's much more beneficial up here, let alone, you know, the body. Mainly you've got to think of this organ and the benefits of of running around and exercise for that organ (pause) erm, (.) and willingness then (.) to to just partake in, in other things that- they may not <u>want</u> to do... which is what we we start early in the morning with sensory circuits for some children who come into school and find it difficult just to come in and sit down and get ready" (Participant 5).
Interpreting Expressed Needs	Belonging and Self-Esteem Needs	[Discussing food creations in the mud kitchen] "They'll come and show you" (Participant 3).
		"You say, 'oh, you're going up- it's time now to do your job outside.' Oh, they suddenly feel about 10 foot tall" (Participant 3).
		[Discussing nursery rhymes outdoors] "Where you're weave in and out, and they're learning to join on and they're learning all those physical skills and they're learning the social skills (.) being part of a group" (Participant 3).
		"So there's circle times outdoors and it's makes them part of the class community because you'll say 'oh come and join hands' and (.) some children they won't at first they don't want to join that game, they'd rather go on a climbing free, but then they will come cos they can see, 'oh, I'm missing something. My friends are all holding hands. They're playing this game.' Now, I couldn't do that mass circle time indoors, I could do it in a hall, but it's <u>not the same</u>. Whereas outdoors you've got that- you know it's it's just most of the time it's impromptu, but you've got that circle time and those are the things that so much- practitioners have to do so much as you forget these things" (Participant 3).

		"Especially in the mud kitchen, they're helping one another, or they dig in in the garden, we planting something. Last week we planted lettuce… that gives <u>all</u> children that feeling of belong and then you know… that you know, sense of belonging. And this is going to impact more now because of COVID" (Participant 3).
		"And we've got a few children who find it difficult to come and sit in the circle. And maybe you know on the outside of the circle, but they're still listening" (Participant 5).
Interpreting Expressed Needs	Helping where Needed	"I think the way that we supported him maybe by coming up at his own level or in his own time, maybe that might have helped" (Participant 2).
		"And then the blinking (.) tent fell down. And I thought, right, I'm gonna step back and see how this plays out now. And I I don't know where he came from, but he turned to everybody and went 'it's okay, we can do it again', then I thought ohhhh" (Participant 2).
		"We we just did a little bit- little and often and you know we made sure that his hat was down that that he felt protected but of course when his ears were protected then the wind was blowing on <u>his eyes</u> and we were like, 'oh, God!' (.) So we were having discussions about, you know, perhaps he could, you know, bring in some sunglasses to protect him (.) but then he didn't want to look different. And then I thought, well, God, he is sticking out now because he he's got his coat done up- he he looks like the Invisible Man, you know? So, we we we didn't bother with that because I just thought, you know we we don't make him, no (.) you know (breath in) (.) but in fairness to [redacted child with ALN name], he came out of it. We we put some things in place, but I think he he came out of it himself, we can't take the credit for that cos (.) I think he was frustrated with wanting to go out and play (.) and the wind was holding him back, you know?" (Participant 2).
		"Some children not saying all children- <u>some</u> children, when they come to nursery, a bit <u>weary</u> of the outdoors and we need to <u>encourage</u> them a bit" (Participant 3).
		"To start with the the child whose development is low, right, and… and then you bring the others in. And then the other children- he's watching the other children and he's learning from the other children" (Participant 3).
		"I think actually he did plant… it was a case of just 'drop the seed in there' and 'go and give it a bit of water'" (Participant 5).
		"So, there's plenty of learning and cooperation, and so we just, yeah, we just remind them, you know, 'don't forget, you know, to be kind and be considerate', and 'don't forget to share' and you know, all that sort of thing" (Participant 5).
		"That's another thing of mine as well. I do <u>not</u> like saying 'be careful' to children. So, I I try <u>never</u> to say 'be careful' because it doesn't mean anything. So, I always try and say, 'Are you sure you're holding on tight' and try and, you know, be more constructive as to what they could do to be safer rather than say, 'be careful.' And I might say 'hold on to that plate now' so that whatever's on it doesn't fall (.) or- and so that's another thing I'd try try and do. I don't use 'be careful' as it doesn't really mean anything" (Participant 5).
Interpreting Expressed Needs	Listening to Communication Cues	"We've got visual timetables, (pause) after you know- next is The Secret Garden, 'are you- are you coming to The Secret Garden or you staying and then bless him, he'd take a look. 'Oh, it looks a bit windy'…and then when he did come, there was support for him anyway so- so- the TA with the little group, they all went together" (Participant 2).
		"They'd all come in with their, you know, waterproofs on… the children wouldn't let it drop" (Participant 2).

		"I think for [redacted child with ALN name], as long as he's under- if he feels like he's un- and he's been heard and understood, because I think for [redacted child with ALN name], he's very black and white and I think once he- once he's listened to something and he knows that this is what's going to happen or these are the rules or the boundaries, I think he's better equipped to deal with them" (Participant 2). "We'll do Spare-Parts and they just absolutely love it, you tell them Spare-Parts 'yeahh! yeahh'" (Participant 5).
Interpreting Expressed Needs	Listening to Pupil Voice for Genuine Choice	[Discussing a pupil's emotion dysregulation when outdoors] "We were led by him bless him" (Participant 2). "He knew that we weren't gonna push him. He knew that when we said, 'look, you don't have to come,' because with some people, it's, you know, 'oh you don't have to come', and then you you try and coax them again. But with [redacted child with ALN name], we know that." (Participant 2).
		"There was no expectation that he'd come (.) 'please come if you want to, this is what we're doing.' Um, we would never guilt him, you know, you- you know, some some- you hear of some people and they say 'well we're doing this and if you don't do this you're gunna miss out', but but we didn't want to make him feel bad because we knew that he wasn't messing about it, we knew he wasn't swinging it- it was a genuine thing so you know (.) the (.) [redacted class teacher name] of the class, at the time, 'she said this is what we're doing, I'd like you to come- I think you like it'. And you know what [redacted child with ALN name] is like, 'mmmmmmmmmmmmhmmmmmhmmmmm,' (laughs) you know, 'come on, we've got to go', 'mmmmhmmm no thank you'. And then, of course, they had the Plan B (.) and (exhale) and you know, obviously it is frustrating because you know that when he's up there, he is going to enjoy, but at what expense, you know? So, so like we were led by him. There were visuals in support er- in place to support him. There was always a conversation around him, but then equally if it did go pear shaped or- it's not even pear shaped as if he just didn't want to go, there, there, there was a Plan B for him" (Participant 2). "It is like child-led learning- it's similar to adults and that you know it's no good somebody saying to you 'join the gym' if you don't join the gym it's not- we're saying somebody to you 'go and play football' if you don't like football. So, we are free to go with our learning and interests. We must make this for the children as well" (Participant 3). "And I would say, you know that's inclusion anyway, like the fact that they're there and they've got the choice and the ability to do it, you know, that is inclusion and you're tailoring to their needs and not making them do something because they're not wanting to" (Participant 5).
Interpreting Expressed Needs	Meeting Basic Needs	"Because fires are lit (.) a lot of time is spent with all of the children, on you've got to be safe" (Participant 2). "If it's raining, we're there, you know. But again, like monsoon type where their- it's not to do with the value, because I think there's nothing better than than getting out and learning, but yeah, but I think if it's in, it's sort of counterproductive to their safety, then there's no point and they are disappointed when they don't go, so- that that tells me that they- you know, they're getting something out of it you know" (Participant 2).
		"I think um it's so when they come into nursery, they straight away, they step into the classroom. So that's the indoor environment. So, then they feel, you know quite safe there because we've got like four walls and we and there's a door, you know, two doors. So, like when you go outdoors then, there sometimes aren't the boundaries there, although we've got like, a yard with a fence and a gate. So, I've always tended to keep the children when they first come to nursery, sort of in our- what I call our small nursery yard. So, they've got the boundaries of a fence, and they feel safe because they feel enclosed (.). So, you know what we're finding now, maybe (.) they staying in that yard a little bit longer, maybe we need- sometimes we need to encourage them to go to the big- what we call the bigger yard. Well, some of them now still feel safe

		in the small yard with the fence and the gate and they look- 'oh can I go down there?' They just need the security of the adult. You know, if we say yes, they're happy to go on their own and there's an adult down there, maybe they just need us to hold their hands"
		"I think because (pause) you know we we all want, every everybody, everybody included... how can we support his development?" (Participant 3).
		"We've got then one other child who erm, doesn't really, take part in much of anything. He's got a one to one. But he he does come outside and er- but he doesn't partake of his choice, you know, and I mean it is quite free what we do, we don't force them to come and plant the pea or (laughs), you know. But he's got specific needs that he's- so he's got one TA with him all the time, and- with the majority of the time, he is improving... I think actually he did plant... it was a case of just 'drop the seed in there' and 'go and give it a bit of water'" (Participant 5).
Interpreting Expressed Needs	Threat Response to Sensory Stimuli	"Oh, my word, he was scared of the wind. And he wouldn't go- the Secret Garden was an absolute 'if I go up there, I will die'" (Participant 2).
		"And then and then he stepped in a bit of dirt, and he had a bit of dirt on his wellies, and that was it then, for about a month- literally a month, then" (Participant 2).
		"And once they're down the staircase, they're free, then they'll be able to access- cos the outdoors, then is all on one level, and we've got the the soft play surface, so they are free then to access the outdoor area" (Participant 3).
		"When when you've got children and you know, maybe they're on the ASD spectrum and they're not coping very well in that class of say 25 up to 30 children. The fluorescent lighting is on, yeah, there are loads of things on the wall. The tables are bright green, red or blue. The chairs are bright green, red or blue. Its sensory overload (.) and they would take themselves outside to a quiet area of the yard which we knew they were safe. But now part of their learning as outdoors, so that is far better for them, they haven't got that sensory overload" (Participant 3).
		"We just- still have children who, you know, a bit thingy about putting their hands in soil" (Participant 5).
		"You know some children, but 'oh, I'm scared of the wind.' But, but with [redacted child with ALN name], he was genuinely terrified, and I thought, oh my God, it's it's November (.) and and I was really worried about him" (Participant 2).
Interpreting Expressed Needs	Working in the Best Interests of CYP	"You do have the children that just absolutely come alive, you know, you know, like the flash card children that you could do until Christmas or or the ones that take an absolute eternity to write" (Participant 2).
		"We quickly had to realise we had to adapt the way that we were teaching to to help these children, you know, progress, you know, and that's why erm we we felt strongly at any rate that these children, I think more than any (.) needed a different way of accessing their learning and and we used to call it Wellie Wednesdays" (Participant 2).
		"He had responsibility for something- he used to measure, he used to dig and he'd time- he checked the timing. So again, it wasn't (.) exactly what his friends were doing but but but again, he was- he was not- he was not disengaged and and you know that that's what I worry about... using a positive role model and the outdoor area- obviously it wasn't Secret Garden, but it was the garden... it it really worked" (Participant 2).
		"I think because (pause) you know we we all want, every everybody, everybody included... how can we support his development?" (Participant 3).

Subtheme	Code	Quotes
		"I don't know whether I've missed anything, you know because I think we are so used to including children to think of how I actually included, you know, including them" (Participant 3). "And I would say, you know that's inclusion anyway, like the fact that they're there and they've got the choice and the ability to do it, you know, that is inclusion and you're tailoring to their needs and not making them do something because they're not wanting to" (Participant 5).

Subtheme	Code	Quotes
The Importance of Relational Familiarity	Challenging Assumptions because I Believe in You	"Sometimes you feel like you're on a conveyor belt with your classes, you know, bring them in, deliver the goods off they go. And that's that's that's not us, you know, because (pause) everyone has an equal chance" (Participant 2). "He was in my nursery class and he, he he went through the school sort of- we were putting things in place that were working then they weren't working- he was a child in need. They were at risk of of of, of being taken away from mum-… he ended up getting diagnosed with ADHD… and we knew we had to put the brakes somewhere to try and help him because he he was flat out refused- you know, any work. 'I'm not doing this', loads of swear words- on a windowsill- physically abusive to other children, or he was excluded for, you know, he had temporary exclusions for a few little things. But you could see, he was starting to spiral then, and I wanted better for him because because he was lovely, you know, he he had such a caring nature. When he was in nursery, he used to, he used to find snails in the garden and put them in his pocket because he wanted to take him home…you'd pray for the day you wouldn't hear a crunch, you know. but but we never did, but, but, but, there was that side of him, and I I felt that because some of the teachers hadn't seen that side of him because all you all you can see in the moment is that awful behaviour again, that that was (pause) doubling his chances of becoming even more disaffected because he knew the teachers were cross with him, he didn't have any tools to help him make the right decision- didn't wanna do work, but also at home everything was was awful, you know, cause the mum was involved in drugs and all, all the rest of it and of course he had two younger siblings – not, not that- you know, he was not not looking after, but there was pressure there to get them ready, you know. So, I think (.) I- I think outdoor learning was the making of him" (Participant 2). "Some children not saying all children- some children, when they come to nursery, a bit weary of the outdoors and we need to encourage them a bit" (Participant 3). "As far as inclusivity, everybody does everything, regardless of their- erm (pause) educational needs so that if we're planting- everybody plants, if we're going on a bug hunt, everybody goes on a bug hunt. You know, if there's- no, oh, well, you can't come because you know we're going to be walking, and it might be difficult here" (Participant 5).
The Importance of Relational Familiarity	Joining in my Own Way / Take What They Want from the Session	"Because for me I've always done Outdoor Learning and and every child has got equal access to it whether they come along for the ride just in their wellies and take part, just with an adult looking after them or whether you've got somebody with their wellies on dressed appropriately attending for 10 minutes, then going back to class. Or somebody that just isn't made to take part but is there on the fringes. It's everybody's- everybody needs to take part. And and and and everybody is included" (Participant 2). "Some children not saying all children- some children, when they come to nursery, a bit weary of the outdoors and we need to encourage them a bit" (Participant 3).

		"For want of a better word, I've always called them in nursery- (Mm) (.) there's always what I call a <u>watcher</u>, so we have children that come in. They're happy coming in and they're happy to leave their family. But they will just stand and watch... And the adult will encourage them to go to another area, but they're just happy to stand and watch cos that's their stage of development... And sometimes I'm finding now that also happening when they're outdoors, before it didn't, so they need the encouragement of the adult, so maybe we chat to the family, 'what do they like doing when they're outside?'" (Participant 3).
		"And we've got a few children who find it difficult to come and sit in the circle. And maybe you know on the outside of the circle, but they're still listening" (Participant 5).
		"We've got then one other child who erm, doesn't really, take part in much of anything. He's got a 1 to 1. But he he does come outside and er- but he doesn't partake of his choice, you know, and I mean it is quite free what we do, we don't force them to come and plant the pea or (laughs), you know. But he's got specific needs that he's- so he's got one TA with him all the time, and- with the majority of the time, he is improving... I think actually he did plant... it was a case of just 'drop the seed in there' and 'go and give it a bit of water'" (Participant 5).
		"We've got one boy downstairs whose (.) difficulty is sitting on the carpet (pause). I mean he's he's doesn't, you know, he's doesn't like being on the carpet, he likes to be doing other things... I think we sat on the carpet when- it's last Autumn and just before we were going to go out and do an activity, we were talking about hibernate – animals that hibernate and <u>why</u> they hibernate before we were going to go outside. And I think we were just, we were just going outside because it would be better to do- to do the activities- it wasn't any gardening activities, but it was more, you know, we'll go outside and do and do it once we've erm, explained what we're going to be doing. And, I think he's Year One, um (.) and um- I did say- I think it's one of the first lessons I did with him, and I asked him to come and sit on the carpet and he said, 'oh, but I want to sit here' and I said 'OK, then you can sit there and colour as as as long as you're listening' and he just nodded and I got and I started talking about erm various animals and we got onto the subject of bat- of bats . And I know that he's he's not one who likes to wait his turn because he's, he's got an impulse control thing, and he- cos we were doing this all in Welsh, and he just turned- he said something in Welsh, and then turned round and said 'yes because you know, Mrs [redacted teacher name], bats <u>are</u> nocturnal and she just started spouting about (.) erm er bats- and I thought, well, he's listened to this whole thing, although, he doesn't appear as if he's listening because he's- but he does it whilst colouring so, obviously colouring for him. So now he always he, I don't make him come to the carpet because I know he's listening better when he's sitting at the table colouring and listening at the same time. So, (.) and- but he's active once you're outside he's able to partake in all of the activities <u>once</u> we're outside. But for that 5 minute on the carpet when we're doing our first initial talk, he's got to do it while sitting at the table colouring" (Participant 5).
The Importance of Relational Familiarity	Learning from Others	"She's the expert and you know; we're learning from her. And I'd like to think you know, like like you said earlier with with the teachers going up to watch her, its, it's going in, and they're picking up ideas you know" (Participant 2).
		[Teacher discussing the role of the TA in SBOL] "I think if you give them the the freedom- as as long as the skill is being developed, used in the solution, the way you do it, I don't care. And I and I don't mean that as in I don't care because I'm too busy (.), you know, I don't care because I trust you, you know. And and and I know that you know, you've, you've got probably better ideas anyway you know?" (Participant 2).
		"I I would say that, that erm, some teachers, it's not their preferred area of teaching (laughs) (pause) as I still have- I I I (.) keep thinking I should send a PowerPoint out to all the teachers to explain about compost and plants, and planting cos I feel that some of the teachers who are the younger ones may not know themselves <u>exactly</u> how how things happen. (Yeah, yeah) So that's something I may do for September actually, just a just a 'for your information' (laughs)" (Participant 5).

The Importance of Relational Familiarity	Overcoming Judgements of 'Good Enough'	"I mean, some days you do have stinkers of lessons and you just think 'oh God- oh thank God nobody was watching me'" (Participant 2). "Because for me I've always done Outdoor Learning and and every child has got equal access to it whether they come along for the ride just in their wellies and take part, just with an adult looking after them or whether you've got somebody with their wellies on dressed appropriately attending for 10 minutes, then going back to class. Or somebody that just isn't made to take part but is there on the fringes. It's everybody's- everybody needs to take part. And and and and everybody is included" (Participant 2). "You know when children first come- so we just do briefly, er you know, a quick carpet session welcome to nursery. they would not want to come to the carpet (.) because they didn't quite have the social skills and (.) on a staff which would just try to encourage them, even if it was briefly, even if they just stood by the carpet and and then went and did you know another activity? But then, when they- when they would say 'it's time to sit on the carpet' and they would come straight away. Yeah, that gave us all a big lift because I thought they've now recognised that they're part of that community" (Participant 3). "As far as inclusivity, everybody does everything, regardless of their- erm (pause) educational needs so that if we're planting- everybody plants, if we're going on a bug hunt, everybody goes on a bug hunt. You know, if there's- no, oh, well, you can't come because you know we're going to be walking, and it might be difficult here" (Participant 5).
The Importance of Relational Familiarity	Prioritising a Warm Welcome	[Discussing use of hot chocolate] "And for me, like, you know, with my nurture hat on and and all of that is, it's sharing something together, isn't it? And it's lovely. There's a lot involved in every session, and I think, if you don't value it, or if you don't quite understand- It's all 'they're just up there- just doing a tree' or whatever, but but it's it's everything, isn't it?" (Participant 2). "A lot of our parents, sometimes they pass the yard (mm) prior before their child even coming into nursery. So, we already make close connections cos I will say to a parent 'oh hell- I'll just say hello' or whatever and make it- 'oh my child's coming to this school' and they can see all that that's going on already you know. And they can hear the happiness in the yards and the chatter you know" (Participant 3). "You know when children first come- so we just do briefly, er you know, a quick carpet session welcome to nursery. They would not want to come to the carpet (.) because they didn't quite have the social skills and (.) on a staff which would just try to encourage them, even if it was briefly, even if they just stood by the carpet and and then went and did you know another activity? But then, when they- when they would say 'it's time to sit on the carpet' and they would come straight away. Yeah, that gave us all a big lift because I thought they've now recognised that they're part of that community" (Participant 3). "So, there's plenty of learning and cooperation, and so we just, yeah, we just remind them, you know, 'don't forget, you know, to be kind and be considerate', and 'don't forget to share' and you know, all that sort of thing" (Participant 5).
The Importance of Relational Familiarity	Supporting Scaffolded Learning	"Obviously, children need modelling and things like that" (Participant 2). "I had to- I had to refocus some boys because they- one had had a big stick and the other one had a massive stick. And of course, the the, the, the, the impulse to like start a Jedi fight, it was too much and of course again that that was like a a lesson right 'come on now focus you've got your job, is that safe?' 'No,' 'right', you know. But then we can use those sticks that they they nearly had a row about as part of the of the activity" (Participant 2).

		"Why- why do you think this might be' yeah, or you know, even down to the buds, depending on what time of year you go up. Well, 'do you think this tree has finished growing,' you know, or 'what's going to happen next to it?'. It's- I think if you tune in to the skills and how can you- how can you apply it in a different setting, that's just-. It's it's a no brainer, you know?" (Participant 2).

"From the beginning, he's always been included- you know, at first it was difficult to get him <u>from</u> the classroom. So, you- we used, you know, picture prompts, then the photo card… We had the visual aids- just showing the process. We started off just showing that something that was in the outdoor area so he really recognized the bright coloured slide and then he would know- and then we added different car-, you know, different cards, but then the beginning was just one visual aid, and you know, and then the visual aid to come in then would be a photo of his coat… so we know now that that's made <u>massive</u> impact on him physically, that he's able to do stuff now- he's able to handle the ball, he's able to to drop the ball, to drop a toy. As before, we couldn't even get him to grasp a toy and to drop a toy, you know" (Participant 3).

"'Remember how you're meant to hold that stick?' and 'do you know who's around you?' So that sort of thing" (Participant 5).

"[OL] is what they should be doing at that age. They shouldn't be in front of a screen and watching Peppa Pig for God knows how" (Participant 5).

"That's another thing of mine as well. I do <u>not</u> like saying 'be careful' to children. So, I I try <u>never</u> to say 'be careful' because it doesn't mean anything. So, I always try and say, 'Are you sure you're holding on tight' and try and, you know, be more constructive as to what they could do to be safer rather than say, 'be careful.' And I might say 'hold on to that plate now,' so that whatever's on it doesn't fall (.) or- and so that's another thing I'd try try and do. I don't use 'be careful' as it doesn't really mean anything" (Participant 5). |
| The Importance of Relational Familiarity | Trusting the Responsibility of Children | "If it was raining, it wouldn't be a case of or we're not going, it would be 'right, we're gonna go to the top part of the park today.' 'Now, why is that children?' Because it's raining, you know?" (Participant 2).

"Conflict resolution skills because there's <u>never</u> a store for everybody there's never like a a- an individual log that everybody wants to sit on (.) because there's a (.) there's a little tree stump up there and it's beautiful (.) and of course, everybody wants to sit on it. 'So, you know what you do?' You know. And and we encourage them to sort it out amongst themselves" (Participant 2). |
| | | "I mean the the children- (.) I know this sounds a little- again, a bit cheesy, but the children risk assess themselves all the time, because you know is, you know, 'is that is that a prickly Bush?' 'Am I safe to reach over, you know?' You know, it's not- but you know, we always teach them that, you know, be careful, and and, you know, 'be careful when you're touching words, cause you can get a splinter.' So, you know, it's it's things that they they're developing on their own" (Participant 2).

"I just love watching them. I just- standing there and it's it's an eye opener actually when you think right, 'I'm going to just watch such and such a child today and see what they're going to do'" (Participant 5).

"So, there's plenty of learning and cooperation, and so we just, yeah, we just remind them, you know, 'don't forget, you know, to be kind and be considerate', and 'don't forget to share' and you know, all that sort of thing" (Participant 5). |

| The Importance of Relational Familiarity | Understanding Dysregulation | "We had a little boy [redacted another child's name] and and and we set up a garden for him and he was responsible for the garden and he he was furious that children were going in and and roughing up the the the the flower beds. So, we said we'll take a poster. So, it's, so, again, he, he made a poster" (Participant 2).

"We've had two boys over the years where they they refused point blank and 'I'm not doing this work', 'this is rubbish', you know, and loads of expletives. And what we do is we we catch them in a different way (.) if they won't write, right, if they won't do maths, we say 'right do us a favour, Mr [redacted caretaker name] needs some help' ...and every day [redacted child's name], would go and check [redacted caretaker name]'s workbook because [redacted caretaker name] would leave a note. [redacted child's name]'s reading (.)- bear in mind 'I can't read,' but there he is reading [redacted caretaker name]'s job list. And then [redacted caretaker name] would number them and and and then you know the language that would come from that. 'What are we going to do first?' So [redacted child name] would say, 'oh, we need to check the garden' and well, 'how'd you know,' 'well I've read it.'" (Participant 2).

"I think it's natural for children to run. Just to- just to run and find something. Erm and it's probably more it's much more beneficial up here, let alone, you know, the body. Mainly you've got to think of this organ and the benefits of of running around and exercise for that organ (pause) erm, (.) and willingness then (.) to to just partake in, in other things that- they may not <u>want</u> to do... which is what we we start early in the morning with sensory circuits for some children who come into school and find it difficult just to come in and sit down and get ready" (Participant 5). |
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Subtheme	**Code**	**Quotes**
The Situated Humanity of Family Connection	Appreciating Cultural Differences in Families	"Some children not saying all children- <u>some</u> children, when they come to nursery, a bit <u>weary</u> of the outdoors and we need to <u>encourage</u> them a bit, you know, depends on the background, perhaps the family's been too afraid to take them to the park in case they fall over, everybody's family and and their family culture setup is different" (Participant 3).

"Because the sad thing is that they don't experience that at home (.) because it's not- <u>some</u> families do, but I can pinpoint the families in in school, you know, who obviously do those sort of activities or maybe have an allotment or maybe grow vegetables. Um, and then you've got others that <u>don't</u>. And- or maybe not interested because parents aren't interested" (Participant 5). |
| The Situated Humanity of Family Connection | Building on Relations to Support Family Buy In | "Also like as a parent last week and she said she wanted to try to stay in because she had a little bit of a cough. And I said, well, we are actually all outdoors, cos that is our learning at some part of the day. And, but the mum didn't want her to go out. And I said, you know, it's not really cold, I said if she had too much of a cough, she she- wouldn't have had her to come to school- brought her in. So really out in the fresh air that would maybe benefit her. And I honestly say, when I explained to mum, she was fine, and I didn't hear the child cough at all" (Participant 3).

"Just some days with the outdoor area, you know, was just manage it- you know the parents, so 'I don't want them to go out, they might get wet in the water play,' but that's part of their learning. And then especially with afternoon nursery, the sun outside, then it's hotter in the afternoon nursery than for morning nursery. To parents then we ask them if they can (.) provide sun cream and a hat. You know, these sort of basic things" (Participant 3).

"We have what we call it a Secret Garden, which is across the road from school, so nurseries tend to go more in the summer term, but parents are on board then they will, you know- school have got (.) lot of resources like the outdoor gear wellies and that. But you find then it or they starting to go to the garden- parents are excited then, 'oh I bought his wellies |

		in, they're in his bag. His name are on them', and they're excited for that then you know. So, we are lucky there that they are on board you know. But I think that's because we explain to them that it's much learning outdoors as indoors. you know, and it's important then" (Participant 3). "I remember when I started the the school bought a load of gloves for the children to use in the garden and um, (.) I had um er, a parent (.) who is now a councillor… her daughter was in reception, I think, and then she came every week and and she and and I just sat set up the gardening club, and lots of activities because she was also tied in with the [redacted local city competition name] and she was really keen on, you know, the children- so I- you <u>could</u> say in in a way that she's one of the ones that started it off" (Participant 5).
The Situated Humanity of Family Connection	Facilitating Community Culture and Bonds	"I think sometimes you can go down one way which is all about standards and paperwork and boxes and what should we be doing, which is great, and you <u>need</u> that you <u>need</u> accountability. But, I think sometimes we <u>are</u> a school and I I want to work in a school that's that's <u>very</u> community driven is, is, is somewhere where you know when people come (.) they say 'oh it's a lovely feeling' or 'I like the way that you know you made me a cup of tea' or 'I like the way that, you know, [redacted colleague's name] said hello to you'" (Participant 2).
		"I think being outdoors, they sometimes got more of that community feel (.) You know, especially in the mud kitchen, they're helping one another, or they dig in in the garden, planting something" (Participant 3). "A lot of our parents, sometimes they pass the yard (mm) prior before their child even coming into nursery. So, we already make close connections cos I will say to a parent 'oh hell- I'll just say hello' or whatever and make it- 'oh my child's coming to this school' and they can see all that that's going on already you know. And they can hear the happiness in the yards and the chatter you know" (Participant 3). "Spare-Parts is- erm (.) I think it was (.) one of the mums in school that recommended" (Participant 5). "We've been competing in [redacted name of local city competition] and and we've won loads of, you know, certificates and things for our various gardens on various fields" (Participant 5). "I suppose, clothing poverty and things we've got, um, we've got a <u>well</u>-<u>stocked</u> room with wellies, all-in-one waterproofs, coats, for those children whose parents can't, can't afford to buy waterproofs for them, you know which we've got some families here. The majority of them come in with their own, but you know we've got all sizes of wellies" (Participant 5). "I am hoping that child, you know, children will decide that in in the late years when they're adults, that they might be growing some vegetables or fruit of their own. Er erm, even if it's just tomatoes and peas, you know, because the fact that children can go out and just pick their own peas and just eat them. Um, (pause) and we've got pumpkins in now for the autumn, so hopefully they'll be able to see the pumpkins and the runner beans and the potatoes. And you know, we we're we're planting a-, sort of a (pause) <u>beds</u> that we can make a big <u>cawl</u> in in the Autumn, so they can see, you know, the benefit- But then we also then might talk about food poverty with them. Because the importance of growing versus the cost of food now and food poverty in this country, so er- quite a lot of important issues" (Participant 5).
The Situated Humanity of Family Connection	Sharing Experiences within the Community	[Discussing use of hot chocolate] "And for me, like, you know, with my nurture hat on and and all of that is, it's sharing something together, isn't it? And it it's lovely" (Participant 2). "But just as relationships between two people, [redacted child's name] needed a a positive male role model in his life. The caretaker gave it to him. [redacted caretaker name] was wonderful because, you know he could be a bit grumpy. And and

		this gave him a- you you saw a softer side of [redacted caretaker name] and and they both wore high vis-s as he was doing the jobs, and we were "ohhh" (Participant 2).
		"So, there's circle times outdoors and it's makes them part of the class community because you'll say, 'oh come and join hands'" (Participant 3).
		"A big part of the nursery is socialising, so sometimes you you can see it outdoors that they may socialise differently because if they were indoors and do a little bit of group work- perhaps they don't like people that were in the group or whatever, whether it's outdoors, they might feel comfier in approaching another child, or, you know, going on a slide with them" (Participant 3).
		"I remember when I started the the school bought a load of gloves for the children to use in the garden and um, (.) I had um er, a parent (.) who is now a councillor... her daughter was in reception, I think, and then she came every week and and she and and I just sat set up the gardening club, and lots of activities because she was also tied in with the [redacted local city competition name] and she was really keen on, you know, the children- so I- you <u>could</u> say in in a way that she's one of the ones that started it off" (Participant 5).
		"Spare-Parts is- erm (.) I think it was (.) one of the mums in school that recommended- it is something now that [redacted name of local city] Council is doing in various schools. So up on one of our yards we've got all these various bins and sheds where we have tyres, trays, ropes. Things that have been picked up from the tip. You know, old computer keyboards, tubes, pipes and that sort of thing and various other things, I can't- too many things to mention" (Participant 5).
The Situated Humanity of Family Connection	The Importance of Tight-Knit Communities	"It was a community school and and you know, the parents sent their children there because they went there themselves. And there was a real sense of belonging" (Participant 2).
		"A lot of our parents, sometimes they pass the yard prior before their child even coming into nursery. So, we already make close connections cos I will say to a parent 'oh hell- I'll just say hello' or whatever and make it- 'oh my child's coming to this school' and they can see all that that's going on already you know. And they can hear the happiness in the yards and the chatter you know" (Participant 3).
		"I remember when I started the the school bought a load of gloves for the children to use in the garden and um, (.) I had um er, a parent (.) who is now a councillor... her daughter was in reception, I think, and then she came every week and and she and and I just sat set up the gardening club, and lots of activities because she was also tied in with the [redacted local city competition name] and she was really keen on, you know, the children- so I- you <u>could</u> say in in a way that she's one of the ones that started it off" (Participant 5).
The Situated Humanity of Family Connection	The Situated Child	"The New Curriculum is is tailored around what we want to get out of our children, but but what opportunities do we want to provide and in our area, how can we make it work? Because this curriculum is- our, our curriculum is is for us, I mean we we we we we're getting continuity in the cluster cause obviously we all feed into the same comp. But for us, you know, it's, it's important to make use of what we've got in our school" (Participant 2).
		"I know the children have got an appreciation of their area. They've got an appreciation of nature" (Participant 2).
		"We've got the [redacted local river] we but also as well it's it's it's just so sad. And I've mentioned before, we do a lot on water safety because one of one of our ex-pupils, he he's only a Year 10, he passed away last summer but he (.) he he died in the [redacted local river] ...so (.) we we do a lot on that and and it's very sensitively done but the [redacted local river] is is part of our- it's down the road and our Year Five and Year Six is when they go out to play they they go to [redacted local park name] Park they go to [redacted local high street name] Street. They go down to the [redacted local river name],

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<tr><td></td><td></td><td>there- were, you know, they they're in their local area so we try and pull as much of that as as we can you know so, and and and Forest Schools just complement that, because we've got it there, you know, it it it, it's there literally like four steps across the road" (Participant 2).

"People have sort of forgotten about COVID, which is good in a way, but we need to remember that we need to still push this agenda for outdoors. Yeah, outdoor learning for the children, you know" (Participant 3).

"When schools locked down in March, I sort of dreaded the children coming into nursing in September (.) when we'd opened up. They weren't too bad in the following year for September. They weren't too bad. But this cohort of children were literally born or just born before lockdown, they missed the early stages of socialising where parents were taking them to playgroup. So even if you didn't take your child to a playgroup as a baby. But playgroups hadn't happened, and- and they weren't seeing the family. When they were allowed to go out and mix, they saw people with masks... they didn't have- the the- to pick up the the social cues and the skills, yeah. So, I think now more than ever (.) that being outdoors, and mental health is is gonna have to be pushed all the way through, you know" (Participant 3).

"There's not enough time. Er- we we should be- should be- They should be out there, maybe, every day and they'll be taking a group out every day- weeding, or, you know, watering and weeding and planting, and er (.) just giving them a brush to brush up- they're happy... So, you're looking after it, you're keep- you're keeping your area clean" (Participant 5).

"Um, you can't- you can't know what's what's going going on exactly- so some days things like sensory circuits or being outside, may not be- still not working cos they need more of it. Um, or maybe they just need to, you know, run wild for a bit, before they can start" (Participant 5).</td></tr>
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Subtheme	Code	Quotes
Whole School Ethos	All in it Together	"You don't think of it as universal learning provision, it's just something that you do" (Participant 2). "I don't really want to be in a school that doesn't value the, (pause) you know the the a- really effective way of learning" (Participant 2). "We have now got more children, children in schools, because, that's what the families chose and also if there aren't any place to say in an SDF or an observational class and we have the children here and we have to make the the you know- make sure they have as much learning opportunities as another child" (Participant 3). "Obviously in Forestry School they do- they do things like dens and and there's there's (.) there's a bigger level of cooperation" (Participant 5). "We have- a week in the spring where it's an outdoor week and and then there are actually scheduled activities that each class has to do. So, the teachers come out then and do those with them" (Participant 5).
Whole School Ethos	Breaking Down the Walls	"It's the impact of the skills that- that trickles through" (Participant 2). "We knew that children would benefit from Outdoor Learning because (.) a lot of our planning, when we always did it anyway, when the foundation phase came in, it was, it was sort of instilled in us that 50% of learning happens outside and it isn't taking the work that you can do inside out, it's you you you make the outdoor a- a- a- a learning experience with the children" (Participant 2).

		"I think, if you haven't got an understanding of how vital I I think, you know, outdoor learning is and and and and and Forest Schools is for your children (.). It's easy to dip out of and all 'let's do something else instead.' Well, <u>no</u>, you wouldn't, <u>you wouldn't say</u> that 'let's dip out of doing math's because I want to do something else.' You know, it's I I feel strongly that it should have equal weighting" (Participant 2).
		"We had some new TA's with us and they were getting really stressed that the children were taking ages, putting their their, their clothes on. And I had to explain to them, it's not about getting up there, I said they they've got to learn how to do this because (.) the more we practice this the quicker they'll get, which means they'll spend more time in The Secret Garden. But also, ah- this is like a nice solid foundation for for the rest of the of the time in school, you know, and again it it places value on putting the wellies on" (Participant 2).
		"In Early Years, we we try to put the emphasis that the indoors and the outdoors (.) is is, you know, not- neither one has got more important learning than the other. So, we try to see that the practitioners in Early Years- so it's not that the teachers teaching inside (.) the teacher will also be outside (.) and so they don't know the difference between the teaching assistants and the teachers because we all do the jobs indoors and outside (.) you know?" (Participant 3).
		"In Foundation Phase training it was emphasised even more (.) that all the practitioners should all be in- you know, all be in indoors, outdoors, <u>at some point</u>. So, the children don't think it's more important learning indoors, sitting at a table. It's also important outdoors. Outdoors is just not for what they say <u>play</u>. I tend to say you've got jobs indoors and you've got jobs outdoors. I'm trying to get away from the <u>play</u>. Children learn through <u>play,</u> and you know, we all know that- that's that's almost as if it's set in stone. But I'd like to get away from children, learn through playing or children learning through doing and they're learning indoors and they're learning outdoors" (Participant 3).
		"Then if we've got a maths- oh a few weeks ago we had- everybody in the school was doing a maths week. Okay, so our job then the outdoor job, maybe we've looked at the yard, the numbers on the hopscotch. Can they write a number with chalk (.) even if it's just a number one and they're making a mark, they've got a giant chalk and they're doing it on the floor, or maybe on the blackboard. Or maybe- you know, whatever we've got outside the bucket of water and a paint brush. So, we try, you know, so besides doing the mark making indoors, they're also doing things outdoors and indoors they might have been making sets of sorting toys. With outdoors they set would be pebbles and shells and bits of wood and stick, you know, maybe 'can you find me 5 leaves?' 'Can you find me 5 twigs'. So, we try and complement the (.)- whatever we are doing- (.) we try and do with natural. Natural resources as well, you know. And you know doing, you know, we like natural resources inside, but also more for the outdoors as well" (Participant 3).
		"Things like active maths coming in, so that instead of doing maths in the classroom, you're outside doing it. Erm, and and playing games where you've got so got to use your brain and work out- (.) you know, (.) maths questions or maths puzzles but it's outside whilst you're running around" (Participant 5).
Whole School Ethos	Established Rules and Boundaries	"You know, you sit around the circle, 'you don't cross- you don't cross- you go back, and you go round.' You know all little health and safety things" (Participant 2).
		"When we amalgamated, we all had different opinions, you know, we had we had different values, we had different teaching experiences and and you know, even though (.) both infants fed into the juniors it- we were poles apart with, with, with some of our opinions, and it was quite it was quite interesting to sit down and and and to say 'well what (.) you you don't actually go every week? Oh, okay then, tell me what do you do then?'" (Participant 2).

		"It's something to look forward to, not not not that a child will never, ever go erm obviously, unless they've, you know, they they've escaped. I mean, that's- touch wood- never happened or, but if there's, like, a direct safety issue then, you know, we we consider well, you know, wha- wha- you know, what's the value in them- you know. (.) But the touch wood that's never happened, but obviously that's in the back of our mind cos we've got risk assessments and everything" (Participant 2).
		"Also like as a parent last week and she said she wanted to try to stay in because she had a little bit of a cough. And I said, well, we are actually all outdoors, cos that is our learning at some part of the day" (Participant 3).
		"I will sit down and say, like 'we're all'- so I might say well 'we're all going to be having a go at doing this', and so you know 'we will- I will call you the small group at a time to come and do it, so you can wait your turn' erm and then they have" (Participant 5).
		"We also do- we also go over some rules, some rules on the carpet, especially if we're going outside of the little Year- One and Two yard, where we might be going round and looking for bugs or going to look at the planting that we have round the side of the school, which is away from their class. So just to remind them (.) and things like tap etiquette and things, they've got to wait their turn for the tap and they're not to splash each other and that sort of thing" (Participant 5).
Whole School Ethos	Senior Leadership Support	"The senior management team is great... I try and add like a little bit of a ALN and 'what about the TA's?' and (.) 'what about this?'" (Participant 2).
		"Mrs [redacted headteacher's name] the head explains everything that's happening in the school (.) and she, you know, explains indoor learning and Outdoor Learning and they have a walk around the school, they come in and see the nursery building and they see the outdoors and they can, they can see it" (Participant 3).
		"The head this year wanted it to be more on a a a formal learning er, I, I mean formal as in structured into the- into the- the week so that everybody all through the school has a chance to do (.) erm, various projects and some projects we we also do with the forestry school, erm we sort of cross over a bit" (Participant 5).
Whole School Ethos	The Importance of Whole School Buy In	"You notice the way the people work and and you, you saw the people that would go religiously over to the Secret Garden and but then you saw the children, that or the classes that never ever went. And I think what used to upset me more, you'd have the classes that would have like the pristine wellies. They bring them in, they pay lip service, but they're not actually going (.) and I think sometimes that's worse because you're promising them something. You're telling the parents another thing and and you're not going" (Participant 2).
		"Mrs [redacted headteacher's name] the head explains everything that's happening in the school (.) and she, you know, explains indoor learning and Outdoor Learning and they have a walk around the school, they come in and see the nursery building and they see the outdoors and they can, they can see it" (Participant 3).
		"I think all of the teachers know that learning outside is is of benefit to children. Um, and they are quite good in bringing, you know, weather appropriate clothing, for doing whatever we have to do" (Participant 5).
		"I I would say that, that erm, some teachers, it's not their preferred area of teaching (laughs) (pause) as I still have- I I I (.) keep thinking I should send a PowerPoint out to all the teachers to explain about compost and plants, and planting cos I feel that some of the teachers who are the younger ones may not know themselves exactly how how things happen. So that's something I may do for September actually, just a just a 'for your information'" (Participant 5).

Theme: Working Towards Transformative Experiences		
Subtheme	**Code**	**Quotes**
Making the Ordinary Extraordinary	A Special Experience	[Discussing the return of the FS leader] "She came back, it was the younger children, they- it it was like Céline Dion had come into the building. It was like 'corrr gah!' It was brilliant" (Participant 2). "And I said, 'so why are the children wearing gloves?' I mean, I mean, you get the odd child may have eczema, you know, beneficial for them to wear gloves. But if you have no skin problem, there's no- you should be putting your hands in the in the soil (.) and you should be making (.) mess and you should be getting muddy. And, I remember one of the best days I think the Year 5 and 6 would say, it was, the day that it tipped down, (.) and they were in- um, all in ones, (.) but when they came back into school they were just covered, because they'd been sliding, (.) it was a bit of a - created their own mud slides and they're absolutely covered. But then they come back, and they've got, pfft you know, mud on their faces and- they're happy children. Um, yes, so it's going back to the fact that, you know, they need to get their hands in the soil needs to be able to feel it. There's no point trying to, you know, do it- do it with gloves on. It's not quite the same thing" (Participant 5). "So there's circle times outdoors and it's makes them part of the class community because you'll say 'oh come and join hands' and (.) some children they won't at first they don't want to join that game, they'd rather go on a climbing free, but then they will come cos they can see, 'oh, I'm missing something. my friends are all holding hands. They're playing this game.' Now, I couldn't do that mass circle time indoors, I could do it in a hall, but it's not the same. Whereas outdoors you've got that- you know it's it's just most of the time it's impromptu, but you've got that circle time and those are the things that so much- practitioners have to do so much as you forget these things" (Participant 3).
Making the Ordinary Extraordinary	Awe at the Everyday	"Whether it is actually being more closer to nature where you're outdoors and you're feeling the elements, the rain, the wind, and you're hearing the birds song, maybe even traffic. And we live near the fire station, they'll hear(.) the siren. They seem to relate" (Participant 3). "So, all the resources are there. So, in the mud kitchen it it's all it's just part- you know, so, it's just like- old flower bed, all the mud and the compost is there (.) and all the utensils, there's the metal saucepans, wooden spoons. They're all they're ready, or they're hanging up. So, then the water tray is there, we just we- if we fill it before the children come in, if not, they'll help us to fill the water tray... And then we've got storage where we've got paintbrushes, chalks, paper (.) we've got, we've got a blackboard there already, we've got sand tray" (Participant 3). "Children are happier playing in mud- muds and mud sticks. All children love a good stick. Erm, yeah, they love collecting- whether they're stones shells, bits of bark, you know from the bark pile, anything. They just go around collecting things. (pause). Erm, collecting insects. We've got bug boxes, and they just go and collect those. Any kind of mollusc, erm, you know, woodlice. That's what they're happier, happiest doing, I think, rather than anything else" (Participant 5). "Spare-Parts is- erm (.) I think it was (.) one of the mums in school that recommended- it is something now that [redacted name of local city] Council is doing in various schools. So up on one of our yards we've got all these various bins and sheds where we have tyres, trays, ropes. Things that have been picked up from the tip. You know, old computer keyboards, tubes, pipes and that sort of thing and various other things, I can't- too many things to mention" (Participant 5).

		"'Right your class is now having a session of Spare-Parts', and they all go up there and they make of it <u>whatever</u> they <u>want</u> to make of it. Erm, they go in their groups. Um, at the beginning (.) they were- some of them were finding it difficult, because that's all they could think of doing was finding a- something that they could use as a football and kick around. You still get (.) some who do that. But now they've developed more of- (.) They grab things, that you know, and they di- they make little corners of them and, the girls might be- some of the girls might be in one corner they made some leav- <u>an office</u> or, you know, or they pretend to be in office with the computer, and then you've got the boys then, who maybe they're thinking 'right we're gonna, we're gonna have a shop, and we're gonna sell things. We're gonna collect all these things, and anybody who wants things, (.) we're gunna (.) sell them'" (Participant 5).
		"So we set up- we set up our reception set- we always sit in a circle and we we had to sit- and and- we may be looking at pictures, or we may be having a quiet time and and thinking what can we hear, whether we can hear any bird- a bird singing or whether we can hear- so we might have a little bit of a quiet time. But usually I'm I'm showing them what we're going to be doing and I might be talking about, 'well, we're going to make bird feeders this week' and 'we're going to use, you know a a a (.) <u>yogurt pot</u>' and I'll show them the seeds and I'll show them they're gonna be mixing them. And then I just tell remind them that what we've got" (Participant 5).
Making the Ordinary Extraordinary	Bolstering Holistic Learning	"You can do anything, you can do it in sets, you know anything. You know, art, sky's the limit. You can, you can- you can do like natural found collections. You can, you can do like a colour wheel... You can draw a map of the area you- (.) you know, like a natural map, its- (pause) you can do loads. You know you can get music- you can get music appreciation out of it, <u>literacy</u>. You can do what- sky's the limit. And <u>science</u>, its... its brilliant" (Participant 2).
		"We had some new TA's with us, and they were getting really stressed that the children were taking ages, putting their their, their clothes on. And I had to explain to them, it's not about getting up there, I said they they've got to learn how to do this because (.) the more we practice this the quicker they'll get, which means they'll spend more time in The Secret Garden. But also, ah- this is like a nice solid foundation for for the rest of the of the time in school, you know, and again it it places value on putting the wellies on" (Participant 2).
		"It was before Christmas, and the children had to go on. It was it was really lovely (.) Erm, [Redacted specialist name] had gone up and she put random plastic Christmas tree decorations and tinsel- and she'd <u>hidden them</u>. Erm, (ah) but put them in like places where perhaps they shouldn't have been, and and and she said sh- 'thi- this is looking a bit different'. And straight away, they were like they they 'but hang on, they- this shouldn't be outside'. So, she said, 'right collect them all in', so they all went on this like Christmas hunt, and it was lovely because they all wearing tinsel and and the girls had put the ball in, it was, it was hilarious. But again, you know, she gave them a task they knew straight away that something was up because there was, you know, not man-made objects in a- in a natural area. Collected them all in and and and then you know there was a bit of inference work as well because well, 'why?' 'What are all these together' and and and and the children all 'Christmas decorations!'. And she said, 'what can we do with them?'. And [redacted specialist name] was brilliant because she brought a tree from home- just so- only like a little one, and and and there was like, a little bit of a non-verbal, 'well, what could we do?', and she gestured towards the tree. But of course the activity then was to decorate that tree, but then they had to investigate (.) and go back out and see what natural materials might have made a nice erm decoration, and then they had to take photos of it then, so there was- you know- and and the thing is you could have done that back in the class with like doing a search or or or a pairs game or or (.) whatever because you know you were looking at inference skills, you were looking at grouping skills, you know 'what are they all together?', but also team work as well" (Participant 2).
		"This week we're concentrating on humanities, just looking at our environment and looking at the litter" (Participant 3).

		"You do find that there are a lot of children that are <u>confident</u> in the outdoor environment, whereas they are not confident in the indoor environment. (Mm) …maybe it's the connection with nature, people always say with, like mental health and connect more with nature and go for a walk" (Participant 3).
		"When he came to school, he was almost like a a toddler. He just started walking. That was his development. When a child had just gone upright because he wasn't really standing upright, he was slouched over and he would have to hold his hand to help him walk, and he wouldn't be keen on running. Now we can run fast (laughs). Now we can. But that's all come from being outdoors" (Participant 3).
		"So, we'll sprinkle powder painting on the wall or on the yard surface and give them pots of water. So there your job then is mark making, so strengthening they're fine motor skills (.)… so they're colour mixing with paint you also- although (.) they do the fine motor skills, they don't realise they're mixing colours as well (.) so that's that job as well. And obviously the mud kitchen. So, we've got the water tray out- so we're carrying water from the water tray to the mud kitchen and they're making (.) whatever they want to make- mud pies, erm, we've had pumpkin soup the last few weeks" (Participant 3).
		"Now we've got the curriculum for Wales, it's impacting on Outdoor Learning more further up the school for primary age, you know- for sort of- not just Early Years three to seven, but from you know Key Stage Two as well. There's far more going on outdoors now because teachers got more of a confidence to be able to do it then. And you know and recognise, yeah, they can do fantastic experiments outdoors that maybe they can't do indoors. And in in nursery now we do looking at the new curriculum and new pathways (.) and you know like belonging, well-being and physical, communication. I can't remember the fourth one on the top of my head, but that's more- is it's about <u>I can</u>, <u>I am learning to</u>" (Participant 3).
		"But without, (.) <u>teaching</u> it, without actually saying right 'today we're going to learn about how many seeds we can put in this tray'. It's just it's more organic" (Participant 5).
Making the Ordinary Extraordinary	Maximising on our Ideal Outdoor Space	"Cos, we've got lovely outdoor facilities, I- I'm I'm fully aware that other schools in the cluster haven't got what we've got, but also as well other schools got better. But but you've got to work with what you've got. And and we've got a lovely, erm (pause) you know, secret garden, but in addition to that, we've got a lovely big field as well" (Participant 2).
		"The location of our school was was great (.) I mean, we didn't have a lot of outdoor area (.) in the sense of you know, some schools have got little pockets and and bespoke areas themselves (.) we had the traditional building with two (unclear - demountables) and in the middle of that then it was a big field and a huge tree but I think what helped us with planning our outdoor provision er like forest school provision then (.) we had [redacted park name] Park that was like a a five minute walk and it was- do you know what? We used it so much because it was there on our doorstep" (Participant 2).
		"We're dealing with the Victorian buildings, but we have to make the most of it and as practitioners we do that, you know, but I'm still envious of people who can open the door to a flat surface… to make it work for purpose, yeah" (Participant 3).
		"We've got a lovely area- yeah, shared- the playing field with the school next door, but we also- we used to have a Forest School area down there, but now it's near- nearer to the school, and and they all have individual planting areas where they learn about pollinators and growing vegetables and fruit and that sort of thing" (Participant 5).
Making the Ordinary Extraordinary	Widening a Child's Aspirations	"Some children I mean haven't been to the beach, you know, (.) we're a bus journey away" (Participant 2).
		"He loved it because you know everything he wanted. He wanted film boundaries, he wanted a positive male role model, he wanted to be busy, but also as well, he wanted to have a purpose. And and I think with [redacted child's name] and a lot of our children, if they don't see the point in something, they won't do it. They they really wont. And a lot of them don't see

the point in books and learning and and what's the point, you know, because I think for some of our families, we've got second generation unemployment... we we had a little girl... and you know when you talk about what you want- 'what do you want to do?', 'what's your aspirations?' 'I want to be a mam'. And that's great. But when we were unpicking it, she- cause cause her Gran had never worked and her mum had never worked (.) when we were at school, 'well, what's the mam?', and she was like 'watching the telly and cooking dinner' and and I know, that you know that that is great- but you want, you want a bit more, you know" (Participant 2).

"Because the sad thing is that they don't experience that at home (.) because it's not- <u>some</u> families do, but I can pinpoint the families in in school, you know, who obviously do those sort of activities or maybe have an allotment or maybe grow vegetables. Um, and then you've got others that <u>don't</u>. And- or maybe not interested because parents aren't interested" (Participant 5).

Subtheme	Code	Quotes
Making the Extraordinary Ordinary	Competence from Novel Enjoyment	"You can do anything, you can do it in sets... science, its brilliant" (Participant 2).
		"If you tune in to the skills and how can you apply it in a different setting, that's just-. It's it's a no brainer, you know?" (Participant 2).
		"I think if you give them the freedom- as long as the skill is being developed, used in the solution, the way you do it, I don't care" (Participant 2).
		"He had responsibility for something- he used to measure, he used to dig and he'd time... it really worked" (Participant 2).
		"Especially in the mud kitchen, they're helping one another... that feeling of belonging" (Participant 3).
		"Last week we planted lettuce, you know (.) lettuces to grow (ah, nice) and and they make- and you you know, and and you say 'look, we planted dinner and we're gonna grow fruit to vegetables'" (Participant 3).
		"It is like child-led learning- it's similar to adults and that you know it's no good somebody saying to you 'join the gym' if you don't join the gym it's not- we're saying somebody to you 'go and play football' if you don't like football. So, we are free to go with our learning and interests. We must make this for the children as well" (Participant 3).
		"And they if they're learning about habitats whilst they're doing it, then so be it" (Participant 5).
		"But everybody in Year 3 and Year 4 now, know how to make compost, you know what- what we can use to to grow our vegetables in" (Participant 5).
		"The head this year wanted it to be more on a formal learning... so that everybody all through the school has a chance to do various projects" (Participant 5).
		"We've had two boys over the years where they refused point blank and 'I'm not doing this work', 'this is rubbish', you know, and loads of expletives. And what we do is we catch them in a different way (.) if they won't write, right, if they won" (Participant 5).

Making the Extraordinary Ordinary	It's a Moral Development	"Obviously, children need modelling and things like that" (Participant 2).
		"Conflict resolution skills… we encourage them to sort it out amongst themselves" (Participant 2).
		"So, there's plenty of learning and cooperation, and so we just, yeah, we just remind them, you know, 'don't forget, you know, to be kind and be considerate', and 'don't forget to share' and you know, all that sort of thing" (Participant 5).
		"We also go over some rules… to remind them and things like tap etiquette and things, they've got to wait their turn for the tap and they're not to splash each other and that sort of thing" (Participant 5).
		"We've we're developing now a more er erm (pause) thoughtful garden now we're trying to is having it as more reflective area that children can go into and sit erm when they're in a reflective mood" (Participant 5).
		"And I would say, you know that's inclusion anyway, like the fact that they're there and they've got the choice and the ability to do it, you know, that is inclusion and you're tailoring to their needs and not making them do something because they're not wanting to" (Participant 5).
Making the Extraordinary Ordinary	Sharing Skills for Daily Life	"He had responsibility for something- he used to measure, he used to dig and he'd time… it really worked" (Participant 2).
		"Last week we planted lettuce, you know (.) lettuces to grow (ah, nice) and and they make- and you you know, and and you say 'look, we planted dinner and we're gonna grow fruit to vegetables'" (Participant 3).
		"If we're making things out of wood differently, hammers and nails and they might be doing some sawing down there" (Participant 5).
		"With mine they've been using saws, hammers and nails and, you know, tools- drills and pliers and all sorts of tools, and they have been in Year 1 and [Year] 2 to a certain extent using hand drills. But I mean that's another- I mean, that they might- otherwise they might be going- might end up becoming an adult and never, never used any hand tools and you know, won't be able to maybe fix anything" (Participant 5).
		"I am hoping that child, you know, children will decide that in in the late years when they're adults, that they might be growing some vegetables or fruit of their own. Er erm, even if it's just tomatoes and peas, you know, because the fact that children can go out and just pick their own peas and just eat them. Um, (pause) and we've got pumpkins in now for the autumn, so hopefully they'll be able to see the pumpkins and the runner beans and the potatoes. And you know, we we're we're planting a-, sort of a (pause) <u>beds</u> that we can make a big <u>cawl</u> in in the Autumn, so they can see, you know, the benefit- But then we also then might talk about food poverty with them. Because the importance of growing versus the cost of food now and food poverty in this country, so er- quite a lot of important issues" (Participant 5).
Making the Extraordinary Ordinary	Values of Sustainable Living	"Last week we planted lettuce, you know (.) lettuces to grow (ah, nice) and and they make- and you you know, and and you say 'look, we planted dinner and we're gonna grow fruit to vegetables'" (Participant 3).
		"So, we've literally walked around the school, looked at if there's litter on the floor, indoors, outdoors, where are the litter bins indoors and outdoors. That's part of their learning. So, in [the] indoors, we might have been recycling, (.) sorting, recycling, but then outdoors, we <u>are</u> looking for the bins and asking the caretaker where the recycling bins and things like that, you know" (Participant 3).
		"Obviously birds [in] January with RSP with a great bird survey and we tend to fit in with various things" (Participant 5).

		"All the waste then goes in the compost bin that they brush up, you know, (.) and we're <u>reusing</u> (.) what they're brushing up" (Participant 5).
		"But everybody in Year Three and Four now, know how to make compost, you know what- what we can use to to grow our vegetables in" (Participant 5).
		"I think there is more of an awareness, because I think- I might know- it's- I think upstairs, I think they've got a picture of Greta Tunberg up on the wall... and you know, in reception even you know that they know about (.) what goes in which bin" (Participant 5).
		"We're going to be learning all about pollinators, so if you've got anything about pollinators that you can do down there as well, just to reinforce the names of (.) insects and bugs and erm, or (.) er flowers, you know, the- just reinforcing the names of flowers, the names of trees" (Participant 5).
		"Here'll always be a tuck tray with (.) whether it's leaves and branches and twigs, and you know whether they can make erm animal homes with some little soft toy animals. If we're doing animals like we do, hibernating in in the autumn, obviously, um. Erm, (pause). Or if it's planting, obviously it's got soil and pots and trowels and all that sort of thing in it" (Participant 5).
		"We talk about environment- environmental issues, because the children love to- love to talk about environmental issues, you know, especially living on the coast and they talk, they talk about marine pollution, and it is something that they talk about a lot in school. Erm, and the importance of picking up your litter and making sure that you don't leave anything behind (.) you- whatever you take, you bring you bring home with you and that sort of thing. Um, and I- sometimes I think the children are better at it than their parents" (Participant 5).
		"I am hoping that child, you know, children will decide that in in the late years when they're adults, that they might be growing some vegetables or fruit of their own. Er erm, even if it's just tomatoes and peas, you know, because the fact that children can go out and just pick their own peas and just eat them. Um, (pause) and we've got pumpkins in now for the autumn, so hopefully they'll be able to see the pumpkins and the runner beans and the potatoes. And you know, we we're we're planting a-, sort of a (pause) <u>beds</u> that we can make a big <u>cawl</u> in in the Autumn, so they can see, you know, the benefit- But then we also then might talk about food poverty with them. Because the importance of growing versus the cost of food now and food poverty in this country, so er- quite a lot of important issues" (Participant 5).

Theme: The Structured Freedom of the Outdoors

Subtheme	Code	Quotes
Monitoring Child-Led Development	Adults Leading the Way	"We weren't gonna stop him from going, but we had to manage it carefully with him" (Participant 2).
		"You know sometimes when you can't (.) you can't pin their class down? They were lovely, but there were gaps in their learning and and I think sometimes if you sat with them with a flash card until the cows came home, it still wouldn't work, and you know, we quickly had to realize we had to adapt the way that we were teaching to to help these children, you know,

		progress, you know, and that's why erm we we felt strongly at any rate that these children, I think more than any (.) <u>needed</u> a different way of accessing their learning and and we used to call it Wellie Wednesdays" (Participant 2).

"It is like child-led learning- it's similar to adults … We are free to go with our learning and interests. We must make this for the children as well" (Participant 3).

"It's the the rolling motion that he would like and with the other children then, and it was, how far will your ball roll? How far can you throw that ball?" (Participant 3).

"And once they're down the staircase, they're free, then they'll be able to access- cos the outdoors, then is all on one level, and we've got the the soft play surface, so they are free then to access the outdoor area" (Participant 3).

"So, you you might just, all 'let's all play a game'- 'let's all hold hands'. So you have like a circle hold hands and you have pick a child to be a farmer in the middle and you you move around in a circle (singing) 'farmers in his den, the farmers in his den', so they, you know, they join in hands, they move in the circle and they singing, and they are learning to choose a different friend. So, the farmer wants a wife, or the wife wants a child" (Participant 3). |
| Monitoring Child-Led Development | Building on Existing KSA | "We've had two boys over the years where they they refused point blank and 'I'm not doing this work', 'this is rubbish', you know, and loads of expletives. And what we do is we we catch them in a different way (.) if they won't write, right, if they won't do maths, we say 'right do us a favour, Mr [redacted caretaker name] needs some help' …and every day [redacted child's name], would go and check [redacted caretaker name]'s workbook because [redacted caretaker name] would leave a note. [redacted child's name]'s reading (.)- bear in mind 'I can't read', but there he is reading [redacted caretaker name]'s job list. And then [redacted caretaker name] would number them and and and then you know the language that would come from that. 'What are we going to do first?'. So [redacted child name] would say, 'oh, we need to check the garden' and well, 'how'd you know', 'well I've read it'" (Participant 2).

"Maybe then if we've got a maths- - oh a few weeks ago we had- everybody in the school was doing a maths week… 'can you find me 5 leaves?' 'Can you find me five twigs' we try and complement the (.)- whatever we are doing- (.) we try and do with natural. Natural resources as well" (Participant 3).

"I <u>think</u> Outdoor Learning, I think we need to put more emphasis on there. Because I can see myself when a child goes- when a child is indoors and we're giving them a jigsaw (.) to do or crayons or pencils are provided for them, they haven't got those skills yet. Whereas if they're outdoors in a mud kitchen, on a bike, playing in a garden, they you can see the confidence and they've lost them. You can literally see them open up; you know?" (Participant 3).

"I've noticed, you know, the to the the children with, you know the needs of the global delay, whereas first of all, um you've got one child who has been- second year now in nursery, so when the child first came to us in nursery, he was reduced timetable, so he'd spend an hour with us, (.) and he would just sit on the carpet in the classroom, didn't really want to go outdoors and engage. And he was happy for that hour, we wouldn't have had him if he wasn't happy, and then we gradually built up. I mean, now, it's a case of it's very hard to get him <u>in…</u> which means his <u>confidence</u> has grown in the outdoors. So, he's gone from sitting, when- he would come outdoors, he would just sit on the soft play area and just watch. You know, maybe take his shoes off and watch around. I mean, now he runs off and we can't catch him if needs be. So, his confidence of going outdoors has made a massive impact him <u>physically</u> and to his <u>confidence</u>. To the point that he will turn and look after member of staff to see if anybody's watching and run off and toddle down the yard. But that is <u>so</u> lovely to see" (Participant 3).

"And they if they're learning about habitats whilst they're doing it, then so be it" (Participant 5). |

Monitoring Child-Led Development	Children as Active Agents	"We're led by the children as well because we always ask them what they want to do now" (Participant 2).
		"In every class there's a big board… it's all to do with the pupil voice, 'what do you want to learn?', 'how do you want to do it?'" (Participant 2).
		"Because the children knew that it was Wednesday and Wellie and [redacted park name] Park and Outdoor Learning and they'd all come in with their, you know, waterproofs on… the children wouldn't let it drop" (Participant 2).
		"I think when you're a reception child, I think education is something that is usually- well for all children, it's just something that's been done to you, it washes over you. This is what we're learning today and and this is what it's gunna look like at the end of it, and I think the change in the New Curriculum and and what we've been doing a little bit of with with pupil voice (.) is that we're- 'what do you want?' You know, 'what- what do you want to learn?' 'What don't you- you know, what don't you know about that you want to know a little bit more about?" (Participant 2).
		"And it was lots of group work (.) there, there wasn't much input from the class teacher apart from, you know, 'this, this is what you can use', reminders of the safety rules- 'off you go'. You know, 'you can work in twos or more than twos and off you go'. And I did wonder how was this going to pan out. But it was it was really good, and I think I think for [redacted child with ALN name], he had enough of the rules to pin his understanding on and off he went and and it was lovely" (Participant 2).
		"It's okay for them to wander off" (Participant 3).
		"It is like child-led learning- it's similar to adults and that you know it's no good somebody saying to you 'join the gym' if you don't join the gym it's not- we're saying somebody to you 'go and play football' if you don't like football. So, we are free to go with our learning and interests. We must make this for the children as well" (Participant 3).
		"I mean one of the biggest things really is just the weather. You know, really, sometimes when we have the torrential rain (.) although we've got a covered in part with the shelter, you know, the rain will come in and we find then that the children don't want to be there. But that's their choice then, they can choose to go back in" (Participant 3).
		"They just love getting their hands in the soil and you know, understanding that if you add lots of water to it, it makes really good, you know, sludgy stuff, and and that's that's the learning, isn't it? 'What happens if I put more water?' 'What happens if I put soil in it?' 'If I put leaves in it?', 'What happens if I put branches in it?'" (Participant 5).
		"And then they've got and there's free play as well to go and explore um, the top end of the yard, which we've just planted some trees in, but there are already quite mature trees in there" (Participant 5).
		"If they don't want to do it that day, I don't force them to do it because it's an- it's it's a free choice sort of thing. Although I'd like them all to be, you know, doing whatever the activity is, but it doesn't matter whether they're building a nest with twigs and making homes with leaves and things, or whether they've come to plant the pea, you know" (Participant 5).
		"And I would say, you know that's inclusion anyway, like the fact that they're there and they've got the choice and the ability to do it, you know, that is inclusion and you're tailoring to their needs and not making them do something because they're not wanting to." (Participant 5).
		"There's always as far as universal provision is always muddy kitchen for them to go and do whatever in erm and there's, there are always areas behind trees where they can go and hide and play, whilst I'm working with another group of- planting or talking about bugs. Or you know that sort of thing. So that's reception class, with Year One and Two we've got

		several areas around the school where we might work in, um we've also got a field behind us where we- where- the playing field so we can go down there as well- just, just just behind us here" (Participant 5).
Monitoring Child-Led Development	Not all Children Learn the Same Way	"We've got others that are absolutely buzzing and and they they they they just so excited they can't listen you know" (Participant 2). "There's some children that wouldn't have responded to, like, like a matching flash cards game or a, you know, draw a picture or whatever. But but it was more practical, you know, and it's it was really good" (Participant 2).
		"It's a massive generalisation because some of our ALN children really don't don't enjoy it as much as they should, because they've got aversions to dirt and bugs and taking risks and things like that" (Participant 2). "We quickly had to realise we had to adapt the way that we were teaching to to help these children, you know, progress, you know, and that's why erm we we felt strongly at any rate that these children, I think more than any (.) needed a different way of accessing their learning and and we used to call it Wellie Wednesdays" (Participant 2). "So there's circle times outdoors and it's makes them part of the class community because you'll say 'oh come and join hands' and (.) some children they won't at first they don't want to join that game, they'd rather go on a climbing free, but then they will come cos they can see, 'oh, I'm missing something. my friends are all holding hands. They're playing this game.' Now, I couldn't do that mass circle time indoors, I could do it in a hall, but it's not the same. Whereas outdoors you've got that- you know it's it's just most of the time it's impromptu, but you've got that circle time and those are the things that so much- practitioners have to do so much as you forget these things" (Participant 3). "When when you've got children and you know, maybe they're on the ASD spectrum and they're not coping very well in that class of say 25 up to 30 children. The fluorescent lighting is on, yeah, there are loads of things on the wall. The tables are bright green, red or blue. The chairs are bright green, red or blue. Its sensory overload (.) and they would take themselves outside to a quiet area of the yard which we knew they were safe. But now part of their learning as outdoors, so that is far better for them, they haven't got that sensory overload" (Participant 3). "For want of a better word, I've always called them in nursery- (.) there's always what I call a watcher, so we have children that come in. They're happy coming in and they're happy to leave their family. But they will just stand and watch… And the adult will encourage them to go to another area, but they're just happy to stand and watch cos that's their stage of development… And sometimes I'm finding now that also happening when they're outdoors, before it didn't, so they need the encouragement of the adult, so maybe we chat to the family, 'what do they like doing when they're outside?'" (Participant 3).
Monitoring Child-Led Development	Small Progression Steps	"He's gone on a little journey and he's coming all the time" (Participant 2). "We did a SCERTS observation on [redacted child with ALN name] as it was actually last year in The Secret Garden, and he was wonderful. You know, just to see him from where he was until now" (Participant 2). "You go yeass! I can't believe he is there. You, you, you celebrated, you know, 'did you enjoy?' 'Thank you' 'were you OK?', 'Yes, I was fine'" (Participant 2). "Seeing reception, you know, when you go down there sometimes and you know one's got one wellie on, somebody's sitting on another one. But but you know that that's that's a massive step forward into their- again being cheesy, but it's it's the Outdoor Learning journey that they they're gunna go on you know" (Participant 2).

		"He's able to handle the ball, he's able to to drop the ball, to drop a toy. As before, we couldn't even get him to grasp a toy and to drop a toy, you know" (Participant 3).
		"I've noticed, you know, the to the the children with, you know the needs of the global delay, whereas first of all, um you've got one child who has been- second year now in nursery, so when the child first came to us in nursery, he was reduced timetable, so he'd spend an hour with us, (.) and he would just sit on the carpet in the classroom, didn't really want to go outdoors and engage. And he was happy for that hour, we wouldn't have had him if he wasn't happy, and then we gradually built up. I mean, now, it's a case of it's very hard to get him in... which means his <u>confidence</u> has grown in the outdoors. So, he's gone from sitting, when- he would come outdoors, he would just sit on the soft play area and just watch. You know, maybe take his shoes off and watch around. I mean, now he runs off and we can't catch him if needs be. So, his confidence of going outdoors has made a massive impact him <u>physically</u> and to his <u>confidence</u>. To the point that he will turn and look after member of staff to see if anybody's watching and run off and toddle down the yard. But that is <u>so</u> lovely to see" (Participant 3).
		"He's able to handle the ball, he's able to to drop the ball, to drop a toy. As before, we couldn't even get him to grasp a toy and to drop a toy, you know" (Participant 3).
		"I had to remind them much more at the beginning, whereas now it's it's (.) and I think they're more (.) the- they understand that they all wait yes, they all wait their turn. Same thing with the Year One and Two" (Participant 5).
		"'Right your class is now having a session of Spare-Parts', and they all go up there and they make of it <u>whatever</u> they <u>want</u> to make of it. Erm, they go in their groups. Um, at the beginning (.) they were- some of them were finding it difficult, because that's all they could think of doing was finding a- something that they could use as a football and kick around. You still get (.) some who do that. But now they've developed more of- (.) they grab things, that you know, and they di- they make little corners of them and, the girls might be- some of the girls might be in one corner they made some leav- <u>an office</u> or, you know, or they pretend to be in office with the computer, and then you've got the boys then, who maybe they're thinking 'right we're gonna, we're gonna have a shop, and we're gonna sell things. We're gonna collect all these things, and anybody who wants things, (.) we're gunna (.) sell them'" (Participant 5).
Monitoring Child-Led Development	The Importance of Measurable Impact	"We did a SCERTS observation on [redacted child with ALN name] as it was actually last year in The Secret Garden, and he was wonderful. You know, just to see him from where he was until now" (Participant 2).

"The minute that they go up into The Secret Garden (.) this- the skill, the skills are still there but, but it's delivered in a different way an- (.) and like the the the the the problem-solving skills, you know, it it it's such- it's such a wonderful place to get different types of learning that you can't get in a book" (Participant 2). |
| | | "We had the visual aids- just showing the process. We started off just showing that something that was in the outdoor area so he really recognised the bright coloured slide and then he would know- and then we added different cards, but then the beginning was just one visual aid, and you know, and then the visual aid to come in then would be a photo of his coat... so we know now that that's made massive impact on him physically" (Participant 3).

"So, now he always he, I don't make him come to the carpet because I know he's listening better when he's sitting at the table colouring and listening at the same time. So, (.) and- but he's active once you're outside he's able to partake in all of the activities once we're outside" (Participant 5). |

| Monitoring Child-Led Development | The Unmeasurable Influence of SBOL | "Elements of Outdoor Learning and getting your hands dirty and and catching the children in in in a different way" (Participant 2).

"Well, we haven't got any outcomes directly linked to Outdoor Learning to to compare against, but we can measure the impact (.) through the way that their skills are used in school in in in, like day-to-day. I mean for me the biggest one is, you know, because I'm I I love well-being and and all of that business, (.) the biggest one is it- is is the attitude to learn- the <u>general</u> attitude to learning. The the the confidence they work with children that they probably wouldn't have worked with if they'd stayed in class. But you know the- the the the the self-esteem and you know the you know, we- there's nothing better than going up to The Secret Garden and and have [redacted specialist name] make a fire (.) and you you do a job and you know it it it- I think it just add it- it adds so much value to to the like the one chance child again it just adds <u>so</u> much value to it and I you know, you, you, you can- you can't really measure- that there isn't like a grid that we tick that you know this child is able to risk assess against, you know, prickly bushes or this child swung on the swing… You know? There, there, there's none of that but we, but we can see the effects of all of that, you know, because you know, I I I'd like to think that they've got a like a, a like a- better appreciation for our school as a community because we always tell our children, 'not everybody's got a Secret Garden'" (Participant 2).

"Sometimes it just comes so natural, like, I can't even say to you actually how it's done" (Participant 3). |
| Monitoring Child-Led Development | Transferable Skill Development | "The minute that they go up into The Secret Garden (.) this- the skill, the skills are still there but, but it's delivered in a different way an- (.) and like the the the the problem-solving skills, you know, it it it's such- it's such a wonderful place to get different types of learning that you can't get in a book and (.) and children that can't get it down in a book, they they thrive in a different way there you know" (Participant 2).

"If we're counting something in maths, we try and get maybe shells and pebbles, things more you know that way" (Participant 3).

"They're learning then to to take turns and share. 'Well, I want that bike', 'well it's not your turn yet', so those social skills are important" (Participant 3).

"He's had to plan now that he needs a container because he needs to go to the water tray to bring water over to make whether he was making soup or just a mud pie, he's had to plan that. And ohh, he had to think, he hasn't got enough water and he he needs to go back. But the containers now full of mud. Does he use that container? Does he empty it? Does he go to find another?" (Participant 3).

"We've got one little boy that loves the mud kitchen so much that when it came to the end of the session yesterday, he started crying because he was <u>so</u> enthralled in the mud kitchen, he hadn't had time to go on the bikes… He hadn't planned his learning- you know what I mean, he, he, he so loves the mud kitchen. And he's there straight away, and then when the end of our outdoor session come – cos we was like coming in then ready to go home. He hadn't been on the bikes, so he was quite upset, so 'go quickly on the bike now and come back' you know. But that also showed (.) that he'd been sort of engrossed- engrossed in what he was doing" (Participant 3).

"When they're outdoors, they can sort of, you know, use their voices (.) so, so they can chat, you know, whereas indoors perhaps they tend to be quieter, whereas outdoors they they can maybe use a different part of their voice. They can scream, can't they? Or they say, shout out- 'look at me I'm up- look at me miss I'm high on the slide'. So, they're using their voice differently and <u>expressing</u> themselves differently as well. You know, that's where I find as well because when you're |

		indoors, they all get on, they're all engaged and they chat in a way, (.) but when they're outdoors, it's a different sort of communication then, they're shouting across the yard to one another" (Participant 3).
		"So there's plenty of learning and cooperation, and so we just, yeah, we just remind them, you know, 'don't forget, you know, to be kind and be considerate', and 'don't forget to share' and you know, all that sort of thing" (Participant 5).
		"We're also doing maths because if we have to work out how many pots we need and how many plants can we grow and how many fit in a tray because some we have trays of six, some of a trays of nine. So, they they're they're learning maths through that as well, and where their food comes from" (Participant 5).
		"We've got children who, you know, always want to be the first to do something, and sometimes I say to them, 'well, you've you've been first now several times, so I think this week- and maybe if you go and find one of the other activities to do and we can wait our turn', so that's all part of learning, because we are still learning in reception to to wait" (Participant 5).

Subtheme	Code	Quote
Educator as 'Realist'	Before it's too Late	"I think as a teacher and as an adult you knew there was a better way to teach the children" (Participant 2).
		"You've got to catch the children in in the slightly different way because our children are are different to- you know, [redacted county name] West children... I don't mean that in like a in a bad way, but it's it's a fact, isn't it? You know, we we gotta catch him, you know again- like one chance child, isn't it? And we've got to do the best for them as well... I think with our school we've got (pause), you know, we we've got the the poorest of the poor" (Participant 2).
		"When schools locked down in March, I sort of dreaded the children coming into nursing in September (.) when we'd opened up. They weren't too bad in the following year for September. They weren't too bad. But this cohort of children were literally born or just born before lockdown, they missed the early stages of socialising where parents were taking them to playgroup. So even if you didn't take your child to a playgroup as a baby. But playgroups hadn't happened, and- and they weren't seeing the family. When they were allowed to go out and mix, they saw people with masks... they didn't have- the the- to pick up the the social cues and the skills, yeah. So, I think now more than ever (.) that being outdoors, and mental health is is gonna have to be pushed all the way through, you know" (Participant 3).
Educator as 'Realist'	Begrudging Compliance	"The class teacher that was covering me, she would always try to dip out of Wellie Wednesday... and she was the type of teacher that would say 'ohh look, it is raining' and 'let's not go'" (Participant 2).
		"I was covering [the] Year Three, Four class. Um, and you know, they drop the bomb 'oh, by the way, you've got a secret garden'. 'Oh right, okay, well that's have a think now'" (Participant 2).
		[Redacted headteacher's name] "With a heavy heart, she was like, 'oh, I've had I. I read an e-mail'. She said 'all, all swings have got to be cut down' ...we were like, 'ahh, man, that's that's awful', you know, because, you know, it's- something that we would have done as children, out playing (.) it doesn't hap- it doesn't happen now, you know? And and I just think, oh my God, that's a wasted opportunity for gross motor skills (.) risk-taking (.) erm (.) cause and effect, if you fall off. (laughs) But, but- I understood what they were saying because [redacted headteacher's name] said yes, because everybody was like, 'oh, my God!' in the meeting, and she said, well, yeah but she said 'we don't know how much weight the branch can bear'. 'We don't know how heavy each individual child is'. 'We don't know the type of knot that it's been'- an- and I said 'yeah, I get it'. But (.) (exhale) uh, you know, it's- (pause) so yeah, so we've got all, all our swings are coming down now... I

| | | understand you know. Yeah. Yeah, it's just it's sad. But then I get it (.) if if if if, [redacted daughter's name] in school with me, if if she'd gone on a swing that had cracked and she'd broken a collarbone, you know, I'd have questions, you know. I'd get it, but I wouldn't be happy" (Participant 2).

"So- weather permitting, you know with you can't go reading, even in full waterproofs, you know in the in the tipping rain. We did, we did try it once and the caretaker wasn't pleased with the mess that was in the front... not bringing in, but because they've been weeding out the front and obviously it was going over the path, So the path was the path outside was <u>absolutely</u> covered. So, we had to get the hose pipe on it. So, we thought, 'right, okay, only on dry days'" (Participant 5). |
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| Educator as 'Realist' | Getting Ready for the Outdoors | "Because the children knew that it was Wednesday and Wellie and [redacted park name] Park and Outdoor Learning and they'd all come in with their, you know, waterproofs on... the children wouldn't let it drop" (Participant 2).

"I know they always say there's no such thing as um inappropriate weather, there's always inappropriate clothing" (Participant 3).

"It's, you know, it's accessible. And so, you know, we open the things up. So as soon as the children go to the outdoor area, yeah, everything is there ready. You know, we've got it out, you know it's ready for them" (Participant 3).

"I think- that they're happier children, I think er, (pause) doing something like that and getting <u>muddy</u> (.) and getting messy. I mean there's no pressure, I just tell them- 'just wear- or just bring old clothes, wear old clothes on that day'" (Participant 5).

"I'm thinking of reception class now, I think we've got about four or five children there who're having difficulty with social skills. (pause) When I, when I when I um start my session in reception, we have a little circle we sit in and we talk about what we're going to be doing today and er you know, whether we're going to be planting or- looking- planting sunflowers or (.) whether we're going to be, you know, doing some some activities to do with insects or birds or or- think about trees and that sort of thing" (Participant 5).

"So we set up- we set up our reception set- we always sit in a circle and we we had to sit- and and- we may be looking at pictures, or we may be having a quiet time and and thinking what can we hear, whether we can hear any bird- a bird singing or whether we can hear- so we might have a little bit of a quiet time. But usually I'm I'm showing them what we're going to be doing and I might be talking about, 'well, we're going to make bird feeders this week' and 'we're going to use, you know a a a , (.) <u>yogurt pot</u>' and I'll show them the seeds and I'll show them they're gonna be mixing them. And then I just tell remind them that what we've got" (Participant 5). |
| Educator as 'Realist' | Not Always Getting it Right | "I mean, some days you do have stinkers of lessons and you just think 'oh God- oh thank God nobody was watching me'" (Participant 2).

"Free flow, you followed the child with a- it was all child-led learning (.) and rather than, saying 'oh red to go ball- red group go- come outside, oh blue group you're not coming out yet, your turn later or tomorrow'. Well then, I think the behaviour will start, so I think by having free flow including <u>all</u> children to explore the indoor and the outdoor environment. And I think <u>that</u> sort of helps the practitioners manage the behaviour as well" (Participant 3).

"The older ones tend to become a bit more conscious about what we're- they're wearing, and, you know, somebody might come in and the white tracksuit when, you think (gave a knowing look) ...why have you done that- when you know you go down to forestry school, and you know you are going to be gardening?" (Participant 5). |

Educator as 'Realist'	Perceptions of a Reasonable Risk	"Going back to the days when you didn't have soft play surfaces, you still had tar and things... the children learned how to take risks learned, learnt- so we very rarely had falls and accidents... the children were out in all weathers" (Participant 3).
		"Sometimes we have to group them... we've got children with physical needs and to access our outdoor area we've got steps. So, whereas the majority of children are fine on the steps. We've got children who have got physical needs that we need to maybe, be more grouping (.) because we need to keep them safe, you know" (Participant 3).
		"Another massive impact for us is when we have frosty weather because there's frosty weather, it's the soft play area then it's really slippery. So, we can't go on those two yards then, but we still got a little part around. Yeah, and that's nice in a way then cause they can see that the frost has made an effect so then they can see the frost on things and on the- so we still take them out- obviously we still take them out. But it's really the really bad rain, the torrential rain and the frosty weather" (Participant 3).
		[Discussing food poverty] "They don't really need to worry about it, but we're just- talking about it in passing" (Participant 5).
		"If they're learning consequences of playing with bigger sticks as opposed to playing with smaller sticks and what could happen if they're not aware of who's behind them with their sticks, you know, it's all in awareness then" (Participant 5).
		"With the reception class, it- we try and do as much outside as possible on those days, obviously weather permitting. But we do have a- an undercover outside space as well where they can still go out as long as they're they're covered and forestry school happens with regardless of the weather, unless it's very, very windy, and you know, where we might be worried about branches, but it doesn't matter how wet it is they go out- but fully covered" (Participant 5).
		"Somebody came into school and they just they talked about those five things. And I remember the images they had were of these school children in Sweden, where you're not told. 'Oh, don't do that. It's not safe.' And I remember there was this picture- there was I remember- there was a picture of a little boy and it, you know- like milk crates, the old-fashioned old pop bottle crates, there was a stack of those and he built a sort of- a stepping tower (.) and he just sat on top of it. But nobody was saying, you know. 'Oh'- Oh!" (Participant 5).
Educator as 'Realist'	Planning & Preparation	"We've got the garden in the middle of the yard... elements of Outdoor Learning and getting your hands dirty and and catching the children in in in a different way" (Participant 2).
		"Certain areas of of of of the park, you know, where obviously we would do risk assessments and everything and one day if it was raining, it wouldn't be a case of or we're not going, it would be 'right, we're gonna go to the top part of the park today'. 'Now, why is that children?' 'Because it's raining, you know?'" (Participant 2).
		"We knew that children would benefit from Outdoor Learning because (.) a lot of our planning, when we always did it anyway, when the Foundation Phase came in, it was, it was sort of instilled in us that 50% of learning happens outside and it isn't taking the work that you can do inside out, it's you you you make the outdoor a- a- a- a learning experience with the children" (Participant 2).
		"But for [redacted child's name] when he is not listening as appropriately as he should be- and we know that he can- (redacted specialist name) just gives him little things to fiddle with. So- and and and it isn't sort of (.) a mechanism to sort of (.) shut him up because that that that's not us at all, but it focuses him, if you give him something to fiddle with he's more likely to listen to you so- so he'll often have like the- a stick and and the potato peeler and and and he just sits there listening, shredding and and and it's nice because you know it it it's taken away the impulsivity you know and (pause)

		but (.) I think (.) the way that we support the children in this in The Secret Garden is the way that we support them in school anyway, so it's just (pause). <u>It's just a different way of managing them</u>" (Participant 2).
		"Line up, then the behaviour would escalate again, so I suggested 'shall we stop this morning and afternoon break and just flow all morning?'" (Participant 3).
		"So we've got like one child that she needs support going down the the stairs because she's got weak muscles on her on her lower core muscles- and she's supported with a with erm, like a belt or sort of brace, so she really needs to be supported down the stairs. And then we've also got a child with global delay, and we need to make sure that he is safe and can navigate the stairs. And also, on the way to our outdoors there's another small staircase to a sort of a storage room, and we we don't want to suddenly be disoriented and then take the wrong staircase that's quite steep in this Victorian building" (Participant 3).
		"I'm thinking of the the COVID babies. So the children that have <u>just</u> come to nursery were actually born when we just went into lockdown and they've missed massive um (.) socialising and and skills like that and what we're finding (.) so they come into the nursery environment, the indoor classroom and we have free flow, they go to continuous provision, continuous enhance and they choose where they want to go. And what we're finding is now when we say if we want to take some of them out, you know, 'come come on, line up, you know, ready to wash your hands' or 'to come on the carpet briefly'. They're struggling with those transitions, you know, that's what we're finding, that there's the <u>stopping</u> and the <u>starting</u>... So, we'll tell them- I'm trying to tell them 'these are your jobs today. We've got jobs inside, and we've got jobs outside. Where would you like to choose to go?'" (Participant 3).
		"So really some of our starting points would be a child, maybe with needs, but then we tend to go, well how can the other children join join in with it as well. So maybe you've gone more along that way, then, that we knew then he liked balls of different colours, and you'll get some- you know, a tennis ball is a different texture, isn't it, spiky ball- feels different. You know, or any spherical object (.) And maybe they're looking at with him- and then by- the including the other children, well, he could do something different then because he was watching the other children. So maybe sometimes we haven't always gone from, we set a task, how can we include that child? Sometimes we've gone from the point, right, we'll start with him and then we'll include the others- then we'll include them. And then sometimes I find that's easier. Rather than the other way" (Participant 3).
		"I wouldn't want to put a label on the child before... well, not not that any child what- needs a label anyway, they're just (.) different. Just a bit. Um (.) but yes, all of them would be encouraged to take part" (Participant 5).
		"I haven't done that- I've done that with Year One and Two, but that'll be the next step to understanding, what soil is" (Participant 5).
Educator as 'Realist'	Reflecting on Structured Levels of SBOL	"For nursery, they get their Outdoor Learning opportunities within school (.) only because, erm (pause) wha- what I think the understanding for Early Years just just in nursery is that they're in school for two and a half hours a day and the the The Secret Garden is something that they're going to aspire to" (Participant 2).
		"On reflection, I didn't need to take that strip of paper up with me, but I wanted something that children to put their things on, but then they could just put it on the floor" (Participant 3).
		"Our reception class at the moment, it's a particularly busy class and we noticed with the transitions of um... the the behaviour- the children's behaviour, then sometimes would escalate and we we don't want that to escalate, we wanna stop that" (Participant 3).

		"I try to be as- well, <u>I've</u> got a structure, but the actual, the act- it's unstructured" (Participant 5).
		"There's only one focus task in that, which is whatever I'm going to be doing to the planting or or bug hunts, and then everything else is free for them to choose what they want to" (Participant 5).
		"We've we're developing now a more er erm (pause) <u>thoughtful</u> garden now we're trying to is having it as more reflective area that children can go into and sit erm when they're in a reflective mood" (Participant 5).
Educator as 'Realist'	Transcending System Boundaries	"We had an inset day with an ex-inspector and and he he was very standard standards he, he he (pause) he could see the balance as well, and and some of the things he was saying I was like, 'yeah, yeah, I understand'. But well whatever. Then he did say which, which struck a chord with everybody, that everybody in our school is a one chance child, and you've only got one chance (pause) to give them everything they need. And he said, 'that's not meant to be like a burden for you', but he said 'it's meant for you to look at what are you giving them? Is it good enough?' And and I thought that was quite nice, because the way that (.) you know, obviously it's not because I've got, you know, my daughter [redacted daughter's name] or anything like that (.) but I always used to think if it's not good enough for <u>her</u> or (pause) if it- if she should be having it, why isn't she then- it's not good enough for- for- for our children as well, you know? So, they- that that's my benchmark- would I be happy with this standard of whatever for [redacted daughter's name]" (Participant 2).
		"We know <u>now</u> as practitioners in the Early Years, <u>yes</u>, we are <u>definitely on</u>- we've always known, but it's more or less now somebody from Welsh government saying, '<u>yes! carry on, carry on</u>!' you know" (Participant 3).
		[Discussing New Curriculum for Wales] "Because in nursery, reception class before, you've done a lot of, you know Outdoor Learning, you know you you're learning through the outdoors rather and then that sort of stifles a bit Year One, Year Two, and further up the school. But you can see now that it's it's gonna go <u>right</u> the way through" (Participant 3).
		"As far as inclusivity, everybody does everything, regardless of their- erm (pause) educational needs so that if we're planting- everybody plants, if we're going on a bug hunt, everybody goes on a bug hunt. You know, if there's- no, 'oh, well, you can't come because you know we're going to be walking, and it might be difficult here'" (Participant 5).

Subtheme	Code	Quotes
It's Part of our DNA	Balancing Freedom with Societal Expectations	"Certain areas of of of of the park, you know, <u>where obviously we would do risk assessments and everything </u>and one day if it was raining, it wouldn't be a case of or we're not going, it would be 'right, we're gonna go to the top part of the park today'. 'Now, why is that children?' 'Because it's raining, you know?'" (Participant 2).
		"It is like child-led learning- it's similar to adults and that you know it's no good somebody saying to you 'join the gym' if you don't join the gym it's not- we're saying somebody to you 'go and play football' if you don't like football. So, we are free to go with our learning and interests. We must make this for the children as well" (Participant 3).
		"So, there's plenty of learning and cooperation, and so we just, yeah, we just remind them, you know, 'don't forget, you know, to be kind and be considerate', and 'don't forget to share' and you know, all that sort of thing" (Participant 5).
		"And I would say, you know that's inclusion anyway, like the fact that they're there and they've got the choice and the ability to do it, you know, that is inclusion and you're tailoring to their needs and not making them do something because they're not wanting to" (Participant 5).

It's Part of our DNA	Evolutionary Drivers	"Children like to be <u>high</u> up, above, so there were five things, and I can never remember all five- they like to be high up um, because that's <u>safer</u> than being low down. If you go back to caveman days. They like to be behind something looking out because it's <u>safer</u>, So if you imagine either being behind, you know, high up, behind, out and watching... because obviously it's safer for them to be able to see if there is anything coming, erm, that would attack them. (.) like a mammoth or a sabre tooth tiger or whatever they had in those days. Erm, they like to collect things because it is important for them to be collectors (.) and and hunters and they like to hunt things and I can never remember what the fifth thing was. So, there are all these things and if you watch children. Now they're the five traits of cavemen days- they could be interpreted as that. So, to keep keep keep yourself safe, to hunt and gather and to be behind something... maybe the fifth one was to (.) with with- something to do with with somebody else and <u>not</u> alone. So that you're- the cooperation, then, of being with somebody else and doing it" (Participant 5). "But children, don't have to be taught that- they don't have to be taught that it's better to be higher than lower down. They don't have to be taught how good it is to be, (.) you know, how safe it is to be behind something watching, it's just- it's innate, yes. And they haven't not been taught that- all children, regardless of (.) needs, regardless of- they all sort of have that in them. That's why they love crates so much, they just love those crates- and they just like sitting on top of crates and being at- or climbing trees and being up and watching" (Participant 5).
It's Part of our DNA	Nostalgia for the Past Simple Life	"It's- something that we would have done as children, out playing (.) it doesn't hap- it doesn't happen now, you know?" (Participant 2). "Its (.) because it's just the sort of things that I used to do as a child, we would just go and play and you'd be out all day playing and you might find all sorts of things to play with, and you'd make a den and and you would (pause) use whatever you found. It's just it's just my age, I think. At least- I just- I was always outside as a child- I was- we were all playing in mud (pause) and just running around and (.) enjoying life" (Participant 5).
It's Part of our DNA	Resisting the Overprotection of Children	"And then the blinking (.) tent fell down. And I thought, right, I'm gonna step back and see how this plays out now. And I I don't know where he came from, but he turned to everybody and went 'it's okay, we can do it again', then I thought ohhhh" (Participant 2). "Certain areas of of of of the park, you know, <u>where obviously we would do risk assessments and everything</u> and one day if it was raining, it wouldn't be a case of or we're not going, it would be 'right, we're gonna go to the top part of the park today'. 'Now, why is that children?' 'Because it's raining, you know?'" (Participant 2). "Conflict resolution skills because there's <u>never</u> a store for everybody there's never like a a- an individual log that everybody wants to sit on (.) because there's a (.) there's a little tree stump up there and it's beautiful (.) and of course, everybody wants to sit on it. So, you know what you do? You know. And and we encourage them to sort it out amongst themselves" (Participant 2). "Some children not saying all children- <u>some</u> children, when they come to nursery, a bit <u>weary</u> of the outdoors and we need to <u>encourage</u> them a bit" (Participant 3). "To parents then we ask them if they can (.) provide sun cream and a hat. You know, these sort of basic things. (Mm) Because we've got quite a few children in afternoon nursery with fair hair. Well, ideally, I want them to be out but also- I don't want them to burn. So, it's just managing those type of things, you know" (Participant 3).

It's Part of our DNA	SBOL As A Valued Need	"It's not an extension of what they're doing in school- or or of what they do in class, in their books, it's it's, it's different, but it <u>adds</u> to it" (Participant 2).
		"The minute that they go up into The Secret Garden (.) this- the skill, the skills are still there but, but it's delivered in a different way an- (.) and like the the the the the problem-solving skills, you know, it it it's such- it's such a wonderful place to get different types of learning that you can't get in a book and (.) and children that can't get it down in a book, they they thrive in a different way there you know" (Participant 2).
		"You do find that there are a lot of children that are <u>confident</u> in the outdoor environment, whereas they are not confident in the indoor environment... maybe it's the connection with nature, people always say with, like mental health and connect more with nature and go for a walk. Maybe (.) we are missing a trick with children and we really need to think about mental health lower down" (Participant 3).
		"Several years ago- and I think the Telegraph in the Guardian, they do it quite often- they print things the child should do before the age of 11. And I remember- I remember when the children were about five or six, (.) I think that looking through it and my friend sent it to me and I was really looking through I said, yes, 'done that (.) yep, and that and-' we, we are lucky to live by the sea as well, so we do rock pools and you know we do sand castles, and we've done all- And I think I think probably there was one or two that they haven't done, but they were the obscure things that (.) you know, but they they've done the pooh sticks, you know, and they've done the puddles and falling in the in a, in a pond and, you know, gone pond dipping and all that sort of thing. And I thought it's it's it's so sad that some children never do that sort of thing" (Participant 5).
It's Part of our DNA	The Soul is Free	"I know that some of our children- you know some may have, you know, additional-, you know there's just a little need there somewhere. (.) they feel freer in the outdoors. And also, in the outdoors, there's no chairs and tables, you know they- they're standing up, they're using their body more and perhaps because they're using their body more, they're comfier" (Participant 3).
		"The body is ready and the mind is ready then" (Participant 5).
		"And then they've got and there's free play as well to go and explore um, the top end of the yard, which we've just planted some trees in, but there are already quite mature trees in there" (Participant 5).
		"And I said, 'so why are the children wearing gloves?' I mean, I mean, you get the odd child may have eczema, you know, beneficial for them to wear gloves. But if you have no skin problem, there's no- you should be putting your hands in the in the soil (.) and you should be making (.) mess and you should be getting muddy. And, I remember one of the best days I think the Year Five and Six would say, it was, the day that it <u>tipped</u> down, (.) and they were in- um, all in ones, (.) but when they came back into school they were just <u>covered</u>, because they'd been <u>sliding</u>, (.) it was a bit of a - created their own mud slides and they're <u>absolutely</u> covered. But then they come back, and they've got, pfft you know, mud on their faces and- they're happy children. Um, yes, so it's going back to the fact that, you know, they need to get their hands in the soil needs to be able to feel it. There's no point trying to, you know, do it- do it with gloves on. It's not quite the same thing" (Participant 5).

## Appendix U: Reflecting on Snyder's Hope Theory
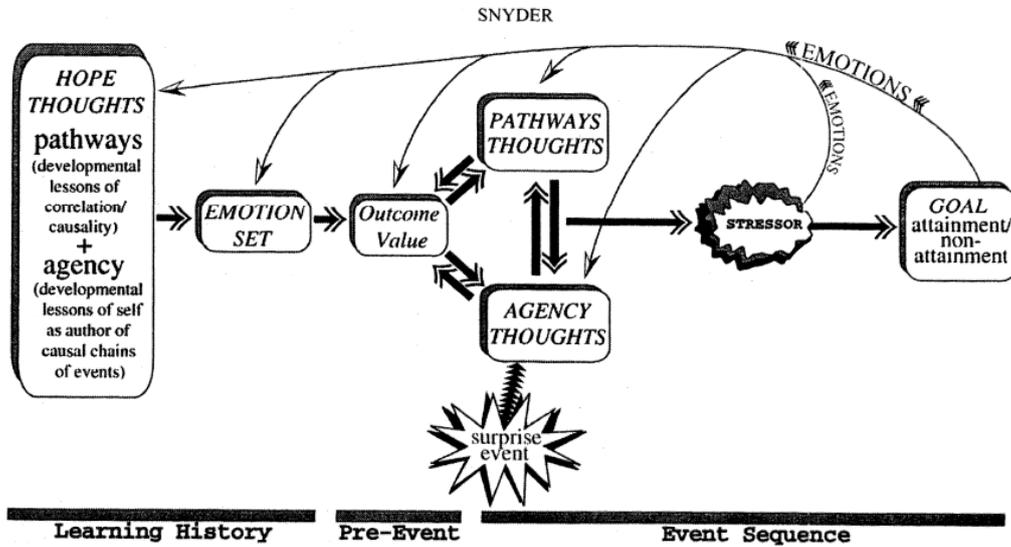
Figure 26: Snyder's Hope Theory (Reprinted from Snyder, 2002, p.254).

Snyder's model highlights the collaboration between Pathways Thoughts and Agency Thoughts as key components in attaining hope to reach desired goals (Snyder, 2002). Pathways Thoughts involve the reasoning of an individual to approach goal pursuits by identifying plausible routes. For my research review for example, this included my choice to: identify papers using the Preferred Reporting Items for Systemic reviews or Meta-Analyses extension for Scoping Reviews (PRISMA-ScR); use the PCC criteria to make decisions about which papers to include; and conduct quality assessment in an approach that appreciates my relativist and constructivist paradigm.

Agency Thoughts relate to the perceived capacity of an individual to use their chosen route to reach a desired goal. This involves self-referential thoughts and mental energy to begin and continue using a route through all stages to the goal pursuit (Snyder, 2002). On reflection, I was a high-hope individual at the commencement of the literature review. I thought "I can do this" and had a clear strategy plan to reach my end goal. However, my goal quickly became too big and developed into a "false hope" (Snyder, 2002, p.264). On my realisation that my goal pursuit may be impeded i.e., too many

papers to read in my self-prescribed time boundary; I judged the circumstances as being stressful. This is consistent with the understanding that stress may occur when the attainment of a goal is threatened (Lazarus et al., 1952; Snyder, 2002). The stressor as represented in the Hope Theory Model thereby became linked to the emotions of the experiences, and in my case led to low-hope thinking as influencing by my Agency Thoughts i.e., "I can't do this" and the rumination of perceived potential to "fall into despair". This was a challenge when transitioning between completing the literature review and conducting the current research as it led to uncertainty about whether I had the capacity to meet the draft deadlines for both sections.

Snyder's theory is helpful in identifying the crux of my issue as located in overly rigid Pathways Thoughts. I clung onto a belief in the PRISMA-ScR process and continued to review literature despite rising concerns that as inclusion and Outdoor Learning were both ambiguous terms, they caused a high number of research papers to be identified as potentially relevant to the current study. A high-hope individual is able to find alternative routes during "blockages" (Snyder, 2002, p.265). This contrasts with my approach whereby I was unable to tailor my route to effectively reach my goal in a timely manner. Instead, I choose to maintain the hope pathway determined by my original decisions which meant I endured the discomfort of working through the uncertainty in my own agency. In hindsight, it would have been helpful to appreciate the benefit of flexibility and to adjust my route as necessary. For example, I could have revised my key search terms or reduced the number of databases I was conducting searches within.

Snyder highlights that high-hope individuals rely on their close relationships when encountering stressors as a source of support. This was evident in my reflections, where my interactions with my partner was supportive of my self-esteem and tolerance of experiencing low-hope Agency Thoughts. I could have drawn further on my sources of support by seeking supervision at this time. I remember deciding that it would be best to

wait to engage in supervision until I had worked through all papers and had 'something' to discuss. However, having now come through the process, I can appreciate that it would have been valuable to share my experience of facing barriers during the review process as this could have helped me to realise the benefits of searching for an alternative route to my review goals.

Through this experience, I have learnt about myself as a hopeful researcher and the value in applying psychology to support understanding of my own experiences. Whilst I believe that the final product of my review holds strengths in being able to contribute new knowledge to an under researched area, if I were to conduct a similar study in the future, I would change my approach, especially to narrow down the focus of the review. This is because I can now appreciate the bigger picture and notice the influence of pushing back my draft deadline on my emotional wellbeing. I believe my self-awareness has increased by facing these challenges and I feel this will be a protective factor in future research endeavours and be a transferable skill to other aspects of EP work.

References

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Lazarus, R. S., Deese, J., & Osler, S. F. (1952). The Effects of Psychological Stress upon Performance. *Psychological Bulletin*, *49*(4), 293.

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