

I acknowledge the use of Microsoft Editor on 10th July 2025 to spell check my work. I confirm that I have not presented any AI generated text as my own work.

Part 1

Hello, and welcome to my presentation for ECEY6005 Regaining Paradise. Today I'll be sharing a reflection focused on my garden.

- 8 Years ago move, nature reserve, volunteer
- Garden – time, seasons, notice the small things
- Merlin app – birds, enlightening to discover, nature not remote, all around us
- Birds – finches, nuthatches siskins, robins, deepened connection with garden
- Flowers, potatoes and onions with dad, roses, grandparents and carrots, wine memories, kids project spending time with tech.
- Artificial grass, plastic fibres, offset environmental impact, woodland, hedgehogs, nettles growing wild.
- Conservation through daily habits, eco, sustainability woven into everyday life, develop patience, appreciation for food, awareness of sustainability, small acts improving habits and making thoughtful decisions.

As this project comes to a close, I'm taking forward some important lessons. To take care of what we already have, to stop and pay attention to what is happening around us and protect the nature. In doing these small steps will help to play a part in the wider world which will be enjoyed for future generations.

Part 2

According to Davis (2010) sustainability can be difficult to define as it encompasses a wide range of areas, including environmental care, well-being, social equity and economic stability. David (2012) adds that interpretations of sustainability can vary depending on the cultural, social and environmental contexts. Defined in the Oxford Dictionary (2025) sustainability refers to the ability of something to be maintained over time. David (2012) echoes this definition, in its simplest form as taking responsibility for one's local environment. This essay will explore the importance of sustainability in early years education, focusing on the role of hands on and nature-based learning, and how these align with theory and policies.

Sustainability is a key concept that ensures the needs of the present are met without compromising the ability of future generations to meet their own (Brundtland Report, 1987). This principle gained momentum during the Earth Summit in 1992 (United Nations, no date b) where urgency was placed on the shared responsibility to protect the environment through integrated approaches that secure long-term development. This led to implementation of the Sustainable Development Goals (United Nations, no date a) stating that by 2030, all learners should acquire the knowledge and skills needed to promote sustainable development. This includes Education for Sustainable Development [ESD] in 2005 (UNESCO, 2024), emphasising the role of early childhood learning in equipping individuals with the knowledge, skills and values needed to make sustainable decisions throughout life. However, as we are in 2025 these goals may seem unrealistic with a report from United Nations (2024) stating only 17% of the goals have been achieved, blaming Covid, on-going poverty and economic status as factors contributing.

In Wales, this was pioneered and firmly established through the *Well-being of Future Generations (Wales) Act 2015*, putting sustainability at the heart of public decision making ensuring that Wales builds a fairer, greener and more resilient nation (Welsh Government, 2025). In the early years this means fostering a generation that is not only environmentally literate but also empowered to take meaningful action.

Sustainability is a key part of the Curriculum for Wales (Welsh Government, 2022b), which promotes it as a cross-cutting theme and integral to developing ethical and informed citizens. Additionally, this can begin in nursery settings, where Cynefin, a Welsh term for belonging and identity, is introduced to help children connect with their environment and community (Welsh Government 2022a).

Early year settings are encouraged to nurture these connections through hands-on, nature-based learning which aligns with Froebel's philosophy that children learn best through play, exploration and interaction with the natural world (Froebel Trust, no date). According to Howe (2022) Froebel's emphasis on outdoor experiences plays a central role in nurturing environmental awareness and encouraging children to develop social responsibility. However, Froebel's approach has limitations. As noted by Tovey (2022), Froebel's romanticised view of nature, with a heavy emphasis on

symbolic play can appear idealistic and difficult to apply in modern and diverse early years settings. Froebel's original framework does not fully address the complexities of today's global sustainability challenges, such as climate change and biodiversity loss. Children today need not only to enjoy nature but also to understand their role in society and the importance of making sustainable choices (Elliott, Arlemalm-Hagser and Davis, 2020).

Moreover, the John Muir Award complements education for sustainability by encouraging a deep and active connection to nature and a commitment to protecting it for future generations (John Muir Trust, 2025). Its four-part structure aligns with the values of ESD (UNESCO, 2024; John Muir Trust, no date). This includes discovering and exploring wild places, nurturing respect for nature and critical reflection on human impact (Davis, 2015). Furthermore, the conserve element reinforces sustainability by involving learners in practical actions that protect the environment supporting the aims of the *Well-being of Future Generation (Wales) Act 2015*. Meanwhile, the share challenge promotes advocacy and inspires other to adopt more sustainable lifestyles. The award supports outdoor learning, critical thinking and active citizenship helping children to understand that sustainability is not a topic, but as a way of life (John Muir Trust, 2025). However, Howe (2022) warns that it can risk becoming a tick-box exercise if not embedded into meaningful, ongoing learning. This can lead children to engage in isolated acts of conservation without understanding the bigger picture or the long-term implications.

Wales was one of the first nations to implement sustainability with the introduction of *The Well-being of future Generations (Wales) Act 2015*. This legislation made it mandatory to consider the long-term impacts of decisions on social, economic, environmental and cultural well-being. In education, this means not only environmental awareness but also children's ability to act on it (Department for Education, 2022). The Act's seven goals align with the principles of Early Childhood Education for Sustainability (Jones, 2021) and promote a preventative approach to involving children in shaping their communities and future (Boyd, 2018), further

putting the emphasis on the role of the individual being committed to a sustainable world (Welsh Government, 2019).

The John Muir Award supports the Act's vision of a 'Resilient and Globally responsible Wales' recognising young people as agents of change (Department for Education, 2023). The award allows individuals to engage with nature and take action by demonstrating the section conserve. In my scrapbook I took responsibility for caring for the birds and protecting biodiversity supporting the goal of building a resilient Wales. Welsh schools now widely adopt the award, using it to help deliver the Curriculum for Wales's four purposes, particularly ethical informed citizens, who reflect their environmental impact and make informed decisions to care for the world (Education Wales, 2020).

Early childhood education for sustainability is informed by sociocultural and ecological theories that view young children as engaged learners and empowered members of society. According to Davis (2010), children are not just future stakeholders but current agents of change, capable of understanding of sustainability issues and acting upon these in meaningful ways. This view is supported by Weldemariam and Wals (2017), who explain that children are not just learning, they are already part of the world and can create a more sustainable future through their daily actions and inquiries. However, research by Ginsburg and Audley (2020) suggest that some educators remain hesitant to introduce sustainability topics in early years settings. Their concerns stem from beliefs that young children may lack the cognitive and emotional maturity to understand complex or potentially distressing issues such as climate change or natural disasters. In contrast, Spiteri (2020) offers a counterpoint, demonstrating that children can influence their families' environmental behaviours, positioning children as powerful messengers within intergenerational learning.

This view aligns with Bronfenbrenner's ecological systems theory (1979), which illustrates how children are embedded within interconnected systems, from immediate environments such as home and school to broader societal and global

contexts (MacBlain, 2018). This framework supports the notion that children's actions can ripple outward, impacting their families, communities and the wider world (Wallerich *et al.*, 2023).

Similarly, Malaguzzi's Reggio Emilia approach places environment at the centre of learning and values the child as an active, curious and co-constructor of knowledge. The environment is seen as the third teacher, playing an active role in shaping children's thinking and development (O'Brien, 2023). Reggio-inspired environments promote hands-on exploration, use of natural materials, and child-led investigations that nurture ecological awareness and shared responsibility (Aubrey and Riley, 2019). Malaguzzi believed such experiences encourage children to explore, observe and form relationships with the natural world, nurturing a sense of respect and shared responsibility (O'Brien, 2023).

Furthermore, Froebel's principles which emphasise learning through nature and real-life experiences, continue to influence sustainability practices in early years, particularly within the Curriculum for Wales. This curriculum recognises that children learn best through experiences with the natural world, enabling them to explore ecosystems and develop empathy for living things (Welsh Government, 2019). As Tovey (2022) explains the Froebelian emphasis on experiential learning supports children in questioning and expanding their understanding of environment issues. Together, these theoretical frameworks offer a foundation for embedding sustainability within early childhood education. They affirm that young children are not passive recipients of knowledge but capable, thoughtful individuals whose daily choices and interactions contribute to shaping a more sustainable future.

Early years settings are increasingly embedding sustainability into their curriculum through hands-on, experiential approaches. Frameworks such as the Early Years Foundation Stage (Department for Education, no date) and Birth to 5 Matters (2021) promote sensory rich, real-world experiences that develops environmental awareness and responsibility from an early age. In Wales, the Curriculum for Wales (Welsh Government 2022b) integrates sustainability across all areas of learning and

experience, with a strong emphasis on developing ethical, informed citizens who understand the impact of their actions on the planet (Miles, 2022; Hirst, 2019).

The Sustainability and Climate Change strategy (Department for Education, 2022) further supports this by encouraging early years providers to appoint sustainability leads and develop climate action plans, aligning with initiatives such as Eco-Schools (Department for Education, 2022). Davis (2010) argues that early exposure shapes lifelong sustainable behaviours, while David (2012) and Miller (2012) highlight children's capacity to understand and respond to environmental issues. This awareness can be nurtured by practitioners through stories, discussions and hands-on play reflecting their interests (Unicef, 2019).

However, effective delivery of sustainability education requires adequate training and qualifications. In my school we are fortunate to be part of the Eco-school's program and benefit from trained staff who lead on sustainability initiatives, including a dedicated forest and coastal school leader. Yet, Korkmaz and Guler Yildiz (2017) note that the success of such programs depends heavily on staff support, training and access to resources. Without these, or where practitioner bias exists, some schools may struggle to implement the curriculum effectively, placing learners at a disadvantage (Evans, 2022). Additionally, Tinney and Merriman (2018) and (Dyment *et al.* (2013) stress the need for continuous, reflective professional development, not token training to ensure sustainability education evolves alongside practice.

Child-led learning is central to this approach. Recognising each child's capacity to influence their surroundings supports agency and deeper engagement. Donaldson (2015) embedded sustainability within the four purposes of the Curriculum for Wales, particularly through progression steps that encourage children to recognise nature and reflect on their environmental impact from the earliest stages of education (Welsh Government, 2025). This commitment continues into secondary education, where the Welsh Baccalaureate includes modules on climate change and pollution, ensuring sustainability remains a consistent theme throughout a learner's journey (University of South Wales, no date).

Froebel (1979) believed that nature was essential for children's development. He advocated for outdoor play and gardening as ways for children to understand connectedness of the world. Similarly, Steiner (cited in MacBlain, 2018) placed nature at the centre of learning, encouraging children to connect with the seasons through sustained outdoor experiences. Both pioneers viewed nature not just as a place to play, but as a powerful teacher that nurtures empathy, responsibility and creativity.

Craig *et al.* (2014) reinforce this view, highlighting how children's engagement with the natural world supports both development and emotional well-being. In agreement, MacQuarrie, Nugent and Warden (2013) describe nature as offering rich opportunities for sensory exploration, problem solving and emotional connection. However, they also caution that nature-based education must be tailored to suit the needs of specific children and settings.

However, although nature-based approaches, like those inspired by John Muir, have often been celebrated for connecting with nature, they may unintentionally exclude children with limited access to green spaces. According to The Health Foundation (2024) young people from deprived communities are more likely to be affected with as many as 30% living in areas where access to nature is restricted. To address this, early year settings must adopt responsive and inclusive practices ensuring all children, regardless of background, can engage with nature.

Moreover, Elliott, Arlemalm-Hagser and Davis (2020) argue that nature-based learning not only benefits children's holistic development but also strengthens their understanding of sustainability. When children are involved in routines, such as recycling, composting and water conservation, they experience sustainability firsthand. According to NCFE (2022), these activities help foster lifelong values such as care, respect and responsibility, helping children grow into responsible individuals who want to protect the planet. Despite some educators expressing hesitation toward teaching sustainability, favouring nature appreciation instead, Ginsburg and Audley (2020) found that many still sought to embed sustainability into everyday activities in age-appropriate ways.

Sustainability in early years education helps shape the values, attitudes and behaviours children carry into later life. By drawing on the ideas of educational pioneers like Froebel, Steiner and Malaguzzi and aligning with frameworks such as the Curriculum for Wales and the *Well-being of Future Generations Act (Wales) 2015*, practitioners can create rich, meaningful opportunities for children to explore their relationship with the natural world. Through nature-based learning, and everyday sustainable practices, children develop curiosity, empathy and responsibility, becoming active participants in creating a more sustainable future. Early years settings, therefore, have a powerful role in building lifelong environmental awareness and informed citizenship.

Thank you for listening to my presentation.

Reference List

Aubrey, K. and Riley, A. (2019) *Understanding and using educational theories*. 2nd edn. London: Sage Publications Ltd.

Birth to Five Matters (2021) *Non-statutory guidance for the early years foundation stage*. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf> (Accessed: 2nd July 2025).

Boyd, DJ. (2018) 'Early Childhood Education for sustainability and the legacies of two pioneering giants', *Early Years: An International Research Journal*. 38(2), pp.227-239. Available at: <http://dx.doi.org/10.1080/09575146.2018.1442422> (Accessed: 30th June 2025).

Craig, D., Trina, N., Monsur, M., Haque, U., Farrow, G., Hasan, M., Tasnim, F. and Akinbobola, M. (2024) 'Effective nature-based outdoor play and learning environments for below-3 children: A literature-based summary', *Int J Environ Res Public Health*, 21(9), pp. 1247. Available at: [10.3390/ijerph21091247](https://doi.org/10.3390/ijerph21091247) (Accessed: 3rd July 2025).

David, A. (2012) *Get! Set! Go! Sustainability*. Luton: Andrews UK.

Davis, J.M. (2010) *Young children and the environment: Early education for sustainability*. Cambridge University Press.

Department for Education (no date) *Help for early years providers: Overview*. Available at: <https://help-for-early-years-providers.education.gov.uk/areas-of-learning/understanding-the-world> (Accessed: 2nd July 2025).

Department for Education (2022) *Sustainability and climate change: A strategy for the education and children's services systems*. Available at: <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems> (Accessed: 3rd July 2025).

Department for Education (2023) *Sustainability leadership and climate action plans in education*. Available at: <https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education> (Accessed: 30th June 2025).

Donaldson, G. (2015) *Successful futures: Independent review of curriculum and assessment arrangements in Wales*. Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed: 24th June 2025).

Dyment, J., Davis, J., Nailon, D., Emery, S., Getenet, S., McCrea, N. and Hill, A. (2013) 'The impact of professional development on early childhood educators' confidence, understanding and knowledge of education for sustainability', *Environmental Education Research*, 20(5), pp.660-679. Available at: <https://doi.org.ezproxy.uwtsd.ac.uk/10.1080/13504622.2013.833591> (Accessed: 6th July 2025).

Eco Schools (no date) *Eco-schools: Early years*. Available at: <https://www.eco-schools.org.uk/early-years/> (Accessed: 30th June 2025).

Education Wales (2020) *Welsh Government integrated impact assessment*. Available at: <https://www.gov.wales/sites/default/files/publications/2024-05/draft-curriculum-for-wales-2022-guidance-integrated-impact-assessment.pdf> (Accessed: 24th June 2025).

Elliott, S., Arlemalm-Hagser, E. and Davis, J. (2020) *Researching early childhood education for sustainability: challenging assumptions and orthodoxies*. Oxen: Routledge.

Evans, G. (2022) 'Back to the future? Reflections on three phases of education policy reform in Wales and their implications for teachers', *Journal of Educational Change*, 23(3), pp.371-396. Available at: [10.1007/s10833-021-09422-6](https://doi.org/10.1007/s10833-021-09422-6) (Accessed: 6th July 2025).

Froebel Trust (no date) *Froebelian principles*. Available at: <https://www.froebel.org.uk/about-us/froebelian-principles> (Accessed: 1st July 2025).

Ginsburg, J. and Audley, S. "'You don't wanna teach little kids about climate change" Beliefs are barriers to sustainability education in early childhood', *International Journal of Early Childhood Environmental Education*, 7(3), pp.42. Available at: <https://files.eric.ed.gov/fulltext/EJ1264526.pdf> (Accessed: 6th July 2025).

Hirst, N. (2019) 'Education for sustainability within early childhood studies: collaboration and inquiry through projects with children', *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 47(2). Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/03004279.2018.1430843> (Accessed: 6th July 2025).

Homer, S., Chuen, P. and Chuah, C. (2025) 'Sustainable development education through student engagement: findings from a comprehensive study', *Qual Quant*. Available at: <https://doi.org/10.1007/s11135-025-02237-0> (Accessed: 3rd July 2025).

Howe, S. (2022) *(Re)Connecting pedagogies: Examining the links between Froebelian and Common Worlds approaches to environmental learning*. Available at: [emartone,+GER+Howe.pdf](#) (Accessed: 2nd July 2025).

John Muir Trust (no date) *John Muir award resource guide*. Available at: https://www.johnmuirtrust.org/assets/000/003/913/Resource_Guide_Sustainability_-_2025_original.pdf?1742215710 (Accessed: 2nd July 2025).

John Muir Trust (2025) *John Muir award and the Curriculum for Wales*. Available at: https://www.johnmuirtrust.org/assets/000/004/056/JMT_WalesCurriculum_Apr2025_Spreads_original.pdf?1745491727 (Accessed: 29th July 2025).

Jones, M. (2021) *Developing a sustainable Wales and beyond*. Available at: <https://www.bera.ac.uk/blog/developing-a-sustainable-wales-and-beyond> (Accessed: 24th June 2025).

Jones, V. (2022) 'Environmental education and the new curriculum for Wales: an evaluation of how a family of schools in a rural area used a theory of change approach', *Environmental Education Research*, 29(3), pp.392-409. Available at: <https://doi.org/10.1080/13504622.2022.2137470> (Accessed: 24th June 2025).

Korkmas, A. and Guler Yildiz, T. (2017) 'Assessing preschools using the Eco-Schools program in terms of education for sustainable development in early childhood education' *European Early Childhood Education Research Journal*, 25(4), pp.595-611. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/1350293X.2017.1331074> (Accessed: 6th July 2025).

Learning through Landscapes (2023) *The benefits of outdoor learning*. Available at: <https://lfl.org.uk/outdoor-learning-nature-and-biodiversity/#:~:text=Outdoor%20Learning%20%E2%80%93%20Nature%20and%20Biodiversity,to%20understand%2C%20grow%20and%20develop>. (Accessed: 29th June 2025).

MacBlain, S. (2018) *Learning theories for early years practice*. London: Sage Publications Ltd.

MacQuarrie, S., Nugent, C. and Warden, C. (2013) 'Learning with nature and learning from others: nature as setting and resource for early childhood education', *Journal of Adventure Education and Outdoor Learning*, 15(1), pp.1-23. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/14729679.2013.841095> (Accessed: 6th July 2025).

Main, P. (2023) *Hands-On Learning*. Available at: <https://www.structural-learning.com/post/hands-on-learning> (Accessed: 3rd July 2025).

Miles, J. (2022) *Written Statement: Sustainable schools' challenge*. Available at: <https://www.gov.wales/written-statement-sustainable-schools-challenge> (Accessed: 24th June 2025).

Miller, M. (2012) 'Sustainability initiatives in early years settings', *Educating Young Children: Learning and Teaching in the Early Years*, 18(1), pp.39-42. Available at: <https://research-ebsco-com.ezproxy.uwtsd.ac.uk/c/onvpsy/viewer/pdf/6pthji4ztr?route=details> (Accessed: 6th July 2025).

NCFE (2022) *Sustainability Matters in Early Childhood*. Available at: <https://www.ncfe.org.uk/media/p1socs4v/sustainability-matters-in-early-childhood-resource.pdf> (Accessed: 6th July 2025).

O'Brien, S. (2023) *A guide to the environment as the 'third teacher'*. Available at: <https://thespoke.earlychildhoodaustralia.org.au/a-guide-to-the-environment-as-the-third-teacher/> (Accessed: 3rd July 2025).

Oxford English Dictionary (2025) *Sustainability*. Available at: <https://www.oed.com/search/dictionary/?scope=Entries&q=Sustainability> (Accessed: 6th July 2025).

Spiteri, J. (2020) 'Too young to know? A multiple case study of child to parent intergenerational learning in relation to environmental sustainability', *Journal of Education for Sustainable Development*, 14(1). Available at: <https://doi.org/10.1177/0973408220934649> (Accessed: 6th July 2025).

Tinney, G. and Merriman, E. (2018) 'Early years education and education for sustainable development and global citizenship (ESDGC) - Two sides of the same coin?', *Wales Journal of Learning and Teaching in Higher Education*, 1(1), pp. 71-76. Available at:

[https://repository.uwtsd.ac.uk/id/eprint/912/1/Tinney,%20Glenda%20and%20Merriman,%20Eileen%20\(2018\)%20Early%20years%20education.pdf](https://repository.uwtsd.ac.uk/id/eprint/912/1/Tinney,%20Glenda%20and%20Merriman,%20Eileen%20(2018)%20Early%20years%20education.pdf) (Accessed: 6th July 2025).

The Health Foundation (2024) *Inequalities in access to green space*. Available at: <https://www.health.org.uk/evidence-hub/our-surroundings/green-space/inequalities-in-access-to-green-space> (Accessed: 6th July 2025).

Tovey, H. (2017) *Outdoor play and exploration*. Available at: <https://www.froebel.org.uk/uploads/documents/FT-Outdoor-Play-Pamphlet.pdf> (Accessed: 29th June 2025).

Tovey, H. (2022) *An introduction to Froebel, children and nature*. Available at: <https://www.froebel.org.uk/uploads/documents/An-introduction-to-Froebel-children-and-nature.pdf> (Accessed: 29th June 2025).

UNESCO (2024) *What you need to know about education for sustainable development*. Available at: <https://www.unesco.org/en/sustainable-development/education/need-know> (Accessed: 1st July 2025).

Unicef (2019) *An environment fit for children*. Available at: <https://www.unicef.org/media/73331/file/An-Environment-Fit-for-Children-2019.pdf> (Accessed: 3rd July 2025).

United Nations (no date a) *Sustainable development goals*. Available at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> (Accessed: 24th June 2025).

United Nations (no date b) *United Nations conference on environment and development, Rio de Janeiro, Brazil, 3-14 June 1992*. Available at: <https://www.un.org/en/conferences/environment/rio1992> (Accessed: 1st July 2025).

United Nations (2024) *Meetings coverage and press releases*. Available at: <https://press.un.org/en/2024/gaef3604.doc.htm#:~:text=14%20October%202024-,World%20on%20Track%20to%20Achieve%20Only%2017%20Per%20Cent%20of,Takes%20Up%20Sustainable%20Development%20Reports> (Accessed: 9th July 2025).

University of South Wales (no date) *Welsh Baccalaureate: Advanced individual project*. Available at: <https://www.wjec.co.uk/media/zl4h5bid/sustainable-wales.pdf> (Accessed: 3rd July 2025).

Wallerich, L., Fillol, A., Rivadeneyra, A., Vandentorren, S., Wittwer, J. and Cambon, L. (2023) 'Environment and child well-being: A scoping review of reviews to guide policies', *Health Promot Perspect* 13(3), pp.168-182. Available at: [10.34172/hpp.2023.20](https://doi.org/10.34172/hpp.2023.20) (Accessed: 6th July 2025).

Well-being of Future Generations (Wales) Act 2015, anaw 2. Available at: <https://www.legislation.gov.uk/anaw/2015/2/contents> (Accessed: 6th July 2025).

Welsh Government (2019) *Wales and the sustainable development goals*. Available at: <https://www.futuregenerations.wales/wp-content/uploads/2019/07/Wales--SDGs--VNR--Supplementary-Report-for-Wales--Version-10.1-Final-w-cover-ENG.pdf> (Accessed: 24th June 2025).

Welsh Government (2021) *Area of learning and experience: Science and technology*. Available at: <https://hwb.gov.wales/curriculum-for-wales/science-and-technology/descriptions-of-learning/> (Accessed: 24th June 2025).

Welsh Government (2022a) *A curriculum for funded non-maintained nursery settings*. Available at: <https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf> (Accessed: 1st July 2025).

Welsh Government (2022b) *Developing a vision for curriculum design*. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design> (Accessed: 6th July 2025).

Welsh Government (2025) *Early childhood play, learning and care: Developmental pathways 0 to 3*. Available at: <https://hwb.gov.wales/api/storage/56774946-48aa-4fab-adda-f27508d8dc8f/early-childhood-play-learning-and-care-developmental-pathways-0-to-3.pdf> (Accessed: 3rd July 2025).

Williams, M. (2017) 'John Dewey in the 21st Century', *Journal of Inquiry and Action in Education*, 9(1). Available at: <https://files.eric.ed.gov/fulltext/EJ1158258.pdf> (Accessed: 29th June 2025).

World Commission on Environment and Development (1987) *Our Common Future*. Oxford University Press. Available at: <https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf> (Accessed: 1st July 2025).

