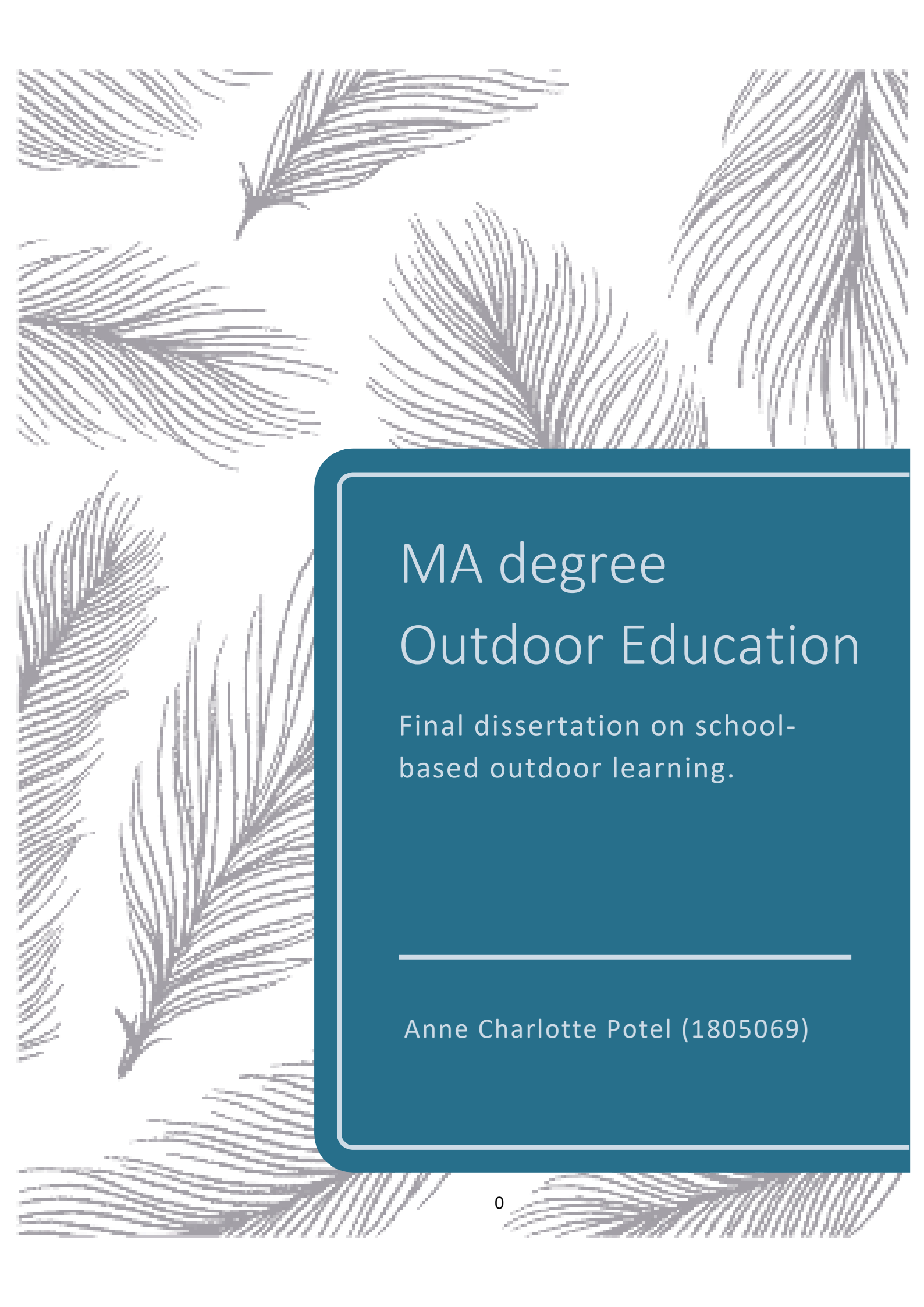




MA degree Outdoor Education

Final dissertation on school-
based outdoor learning.

Anne Charlotte Potel (1805069)

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DECLARATION FORM

Master's Degrees by Examination and Dissertation Declaration Form

1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: Anne Charlotte Potel

Date: 22.11.2023



2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of MA in Outdoor Education.

Signed: Anne Charlotte Potel

Date: 22.11.2023



3. This dissertation is the result of my own independent work / investigation, except where otherwise stated.

Other sources are acknowledged by explicit references. A bibliography is appended.

Signed (candidate): Anne Charlotte Potel

Date: 22.11.2023



4. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter-library loan, and for deposit in the University's digital repository.

Signed (Candidate):

Date: 22.11.2023



Supervisor's Declaration.

I am satisfied that this work is the result of the student's own efforts.

Signed:

Dated:

Abstract

The focus of this study is school-based outdoor learning. It concerns teachers working in state funded school settings referred as public schools, for children under the age of 12 years old in Ille et Vilaine a prefecture of Brittany, in France.

Periods of confinements during the pandemic have put outdoor learning in the limelight. The role of all teachers is to provide a stimulating and safe environment for pupils to grow and blossom. The literature review on the topic of outdoor learning is for teachers to use and highlights how this pedagogy can be an opportunity for them to match the needs of child development.

However, research demonstrates its restrictions by the duality existing in current models. These value linear teaching, whereas outdoor learning takes a holistic and blended approach to learning.

Reasons participants find withholding from embracing this alternative method of teaching are analysed using a *mixed methods approach*. This provides more depth and robust arguments for the discussion. It aims to unveil where and how teachers have opportunities for outdoor learning, as much as identifying barriers they must overcome to develop that practice. This research aims to answer the following question:

What barriers and opportunities do teachers in public Maternelle and Élémentaire schools face to practice outdoor learning in Ille et Vilaine, a prefecture of Brittany, in France?

Qualitative and quantitative data used for the analysis and discussion was collected from November 2021 to May 2022, from a cohort of professionals in Education. Findings from data related to their opinion on experiences of outdoor learning are discussed in the context of local, national, and international research papers and policies. Findings obtained from data collected from 6 headteachers, 80 teachers, 4 pedagogical advisors and 2 publishers demonstrate that there are physical, cultural and institutional dimensions. Each hold a duality that teachers find daunting to choose from.

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Glossary of terms

French	English	English acronym or spelling used
Éducation	National institution	Education
éducation	Knowledge received	education
Conseiller pédagogique (masculine form for a man) Conseillère pédagogique (feminine form for a woman)	Pedagogical advisor * (PA), plural form PAs	PA, PAs
Ministère de l'Éducation Nationale et de la Jeunesse	Ministry of national Education and young people	MEJN
Préfecture (or) département	A political region or local government area in some countries, for example Japan, France, and Italy (https://dictionary.cambridge.org/fr/dictionnaire/anglais/prefecture)	Prefecture
OCDE (Organisation de coopération et de développement économiques)	Organisation for Economic Cooperation and Development	OECD
	Physical Education	PE
PISA (Programme International des Acquis Scolaires)	Program of International Student Assessment	PISA
Socle commun des connaissances et compétences et de culture	Common Core of Knowledge, Skills and Culture	CCKSC

* Teachers are in regular contact with their school pedagogical advisor (PA) (*conseiller pédagogique*) who is in charge of several teams within various settings.

Their role is to provide teachers with support, guidance and information on developments occurring in the curriculum, training opportunities, policies and bring cohesion to school team projects.

They must have had 5 years of experience as a teacher before applying to this position (MENJ, 2015.a). Their direct manager is their territory academic inspector, whose duty is to assess teachers' practice, usually three times over their whole career.

French education system

French children start school from the age of 2 years old in **Maternelle** school settings when living in socio economically disadvantaged areas. Otherwise, they start from 3 years old. These years are referred to as cycle 1.

From the age of 6 years old children are schooled in an **Élémentaire** setting until they reach 11 years old.

The cycle 2 includes the CP (Cours Préparatoire), CE1 (Cours Élémentaire 1) and CE2 (Cours Élémentaire 2). The cycle 3 refers to the CM1 (Cours Moyen 1) and CM2 (Cours Moyen 2) year groups (Éduscol, undated).

Cycles 1,2 &3 make the first degree in the French education system.

Children's age determines their year group and section of setting as follows:

Age of the child	Name of the year group in <i>Maternelle</i> and <i>Élémentaire</i> sections	Cycle
2 to 3 years old	Toute Petite Section (TPS)	1
3 to 4 years old	Petite Section (PS)	1
4 to 5 years old	Moyenne Section (MS)	1
5 to 6 years old	Grande Section (GS)	1
6 to 7 years old	Cours Préparatoire (CP)	2
7 to 8 years old	Cours Élémentaire 1 (CE1)	2
8 to 9 years old	Cours Élémentaire 2 (CE2)	2
9 to 10 years old	Cours Moyen 1 (CM1)	3
10 to 11 years old	Cours Moyen 2 (CM2)	3

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Chapter 1:

Introduction

The focus of this study is school-based outdoor learning. It concerns teachers working in state funded school settings referred as public schools, for children under the age of 12 years old in Ille et Vilaine.

This area is one of the four prefectures of the region of Brittany, in the northwest of France (Appendix 5.2). It is the most populated prefecture of the region that hosts the region capital Rennes (Appendix 5.3.).

The announcement from the French minister of Education in April 2021 (Blanquer, 2021) encourages teachers to do more outdoor learning. This statement was made following the restrictions caused by the Covid-19 pandemic and says that:

“Outdoor learning is beneficial in terms of health and it is also beneficial in terms of education.”.

Therefore, the question this study aims to answer is:

What barriers and opportunities do teachers in public Maternelle and Élémentaire schools face to practice outdoor learning in Ille et Vilaine, a prefecture of Brittany, in France?

First, a literature review of local, national and international reports, policies and research on the topic of outdoor education in relation to teachers in Ille et Vilaine, depicts a range of barriers and opportunities for its application.

A review is made of the physical and cultural factors that impact teachers and sheds light on the opportunities available to them for taking their students outdoors, revealing certain limitations. Literature also reveals how improving opportunities for teachers to overcome those, requires greater involvement of local authorities and other government bodies. Reasons for education policies lacking to explicitly support that practice are then explored. Underpinning attitudes of different Education ministers highlight the dichotomy between indoor and outdoor teaching methods. On one hand, teachers are encouraged to innovate to respond to a health crisis and embrace a practice they are not particularly familiar with. But, on the other hand the government does not publish policies on using outdoor learning, supporting the development of it. Only some optional training courses have been published on Canopé (RF, undated), the government digital platform dedicated to teacher training.

This duality translates the level of priorities attributed between one that is a traditional linear and prescriptive mode of delivery of the curriculum, focusing on academic skills. Whereas the other pedagogies used outdoors value the environment and its affordances as an educator promoting non-academic skills, using a blended learning approach.

Secondly, the methodology chapter presents the rationale for using a *mixed methods approach*. The subject of this research belongs to the ethnographic field as a phenomenon linked to emerging societal issues, made more obvious during the pandemic. Therefore, there is a need for a theory that allows for an in-depth exploration of the complexities inherent in this context, considering the interactions and influence of various factors on teachers. Bronfenbrenner's theory of *ecological systems* is used to convey those effects on the application of outdoor learning, or not. Data was collected in a threefold manner. Tools designed to collect it use a hermeneutic and deductive approach. This paradigm is also used for the analysis of data to obtain findings that are then discussed in the following chapter.

Thirdly, findings from the data analysed is presented A discussion critically analysing those finding makes the last part of this study. Topics emerging in the discussion in addition to those in the literature review, relate to the sociocultural influence of teachers' setting. Difficulties many participants say stems from the dichotomy of the paradigms stated above, between the traditional method they use in their classroom and other cross curricular more adequate to use outdoors. Whereas their initial and continuous professional training mainly uses didactic and linear methods.

Chapter 2:

Literature review

This literature review aims to highlight barriers and opportunities found in research, as well as in local, national, and international reports, that influence teachers in practicing and advancing outdoor learning in Ille et Vilaine.

Physical and psychological barriers

Teachers first need a suitable outdoor area to have the opportunity to do any kind of learning with their class there. Gausas et al. (2022) explain that most settings in Europe do not have sufficient space for an outdoor area on site or nearby. Tocquer's (2023) study on school-based outdoor learning in Brittany, realises that this is an issue Breton teachers have, refraining the development of their practice outdoors. Shut (2017) and Timar et al. (2022) show how the development of urban areas has reduced access to green areas in France. According to a report on population expansion in Ille-et-Vilaine, the predominant growth is observed in urban areas (INSEE, 2019). Therefore, the combination of an increase of population, concentrating in urban areas are bringing more spatial restrictions. These negatively affect teachers in those areas of Ille et Vilaine, to be able to develop outdoor education.

Overcoming this issue requires authorities in charge of school grounds and nearby green areas to value such a need for outdoor learning. On one hand national governmental policies on school building and their outdoor spaces (MENJ, undated.a; MENJ, 2023, f) highly recommends the need to value and to increase the size of outdoor areas. Conversely, the limitations are linked to the responsibility given to local authorities by the central government since the decentralisation that started in 1980 (MENJ, undated.e). Although some funding is covered by the central government, the duty of the local authority is to invest, design, build and maintain schools as well as their grounds and surrounding green spaces in Ille et Vilaine. When looking at a report on regional and local prefecture developments of the territory, schools are barely mentioned (OECD,2022). Such a lack of priority showing in that report from those authorities means that schools depend on finances collected

from local council tax to cater for the needs of the teachers for the areas suitable for outdoor learning to take place.

To provide the necessary resources for school projects occurring either indoors or outdoors, the government agency *Trousse à projets*, a crowdfunding agency financing school projects, was created in 2017 (<https://trousseaprojets.fr/>). Its activity reports show that many projects have been successful in *Maternelle* and *Élémentaire* schools since offering funding to them (Trousse à projets, 2019). Achievements made through this program were convincing for the government to take them into account and design a similar funding scheme, from taxpayers nationwide with the NCR (National Council for the Refoundation) (MENJ, 2022.b). The budget received can then finance external interventions enabling teachers to get training related to the project, or other material resources too. Those financing schemes can provide opportunities for teachers to develop their practice outdoors.

On one hand, Attali & Saint Martin (2017), Shut (2017) and Legendre (2010) see that since the end of the 1960's, the culture of local outdoor activities in France has been declining. The growth of consumerism from more disposable income, urbanisation, easier access to transport, travelling abroad, indoor entertainment like screens, are reasons those authors say contributing to fewer incentives for people to spend time outdoors in their proximate areas. These may have all had indirectly influenced teachers and policy makers to devalue outdoor experiences.

This shift in culture has little appeal for spending time outdoors and is what Louv (2008), Acampora (2018) and Waite (2011) would see as a barrier for teachers to consider that environment worthwhile taking their pupils there.

Teachers are responsible for the safety of their class. Several terrorist attacks targeting teaching staff represent a cultural barrier difficult to overcome. The fear of being another victim or putting pupils at the mercy of witnessing violence is addressed by a government policy name *Vigipirate* (PIV,2023), which presents schools as a safer environment than anywhere else for teachers and their class. Gill (2007), Louv (2008) and Guerra et al. (2021) conclude that media fearmongering of the outdoors is a barrier for learning to take place there. Chawla (2007) and Hart (1979) also see a possible influence of gender on outdoor activities traditionally done more by men. First-degree teachers are mainly women (Appendix 3.1.). Although Lynch et al. (2020) say that feminist movements have made outdoor activities more

accessible and inclusive to women lately, this cultural aspect may contribute to female teachers feeling unfamiliarity with outdoor learning.

A report on young children in Brittany mentions asthma linked to fine particles in urban areas as among the biggest health issues for children in Brittany (ORSB,2022). Pollution peaks in Ille et Vilaine forced road traffic restrictions for 5 days in 2021 (Air Breizh,2021) and 9 days in 2022 (Air Breizh,2022). Rural areas represent 63% of the landscape in Ille et Vilaine (Appendix 5.3). Issues related to pollution also exist there from the use of toxic chemical fertilisers, pesticides or polluting derived products of the agriculture and food processing industry (Air Breizh,2021; Air Breizh,2022) in rural areas, which is. This data feeds the anxiety that teachers could have about spending time outdoors.

However, a report on young children in Brittany demonstrates that the quality of the air indoor is worse there than outdoors (ORSB,2022) from using chemicals and viruses are spreading faster. This incentive used by Blanquer' (2021) should outweigh the fear of toxic air outdoor though.

Education policies on outdoor learning

Another barrier towards the growth of outdoor learning found in literature, is the lack of education policies supporting that practice.

Although France is known to be amongst the dominant players in terms of economy and international political decisions, it is not amongst countries taking part in Waite's (2020) paper on international *practices and barriers in school-based outdoor learning*. She collected data in 2017 from 80 experts in 19 countries that had integrated outdoor learning in their government policies. The absence of France illustrates the lack of significance outdoor learning was given, within French government education policies. Tocquer (2023) and Fauchier (Gentils &Fauchier,2021) see such lack of recognition by French policy makers contributes to the small proportion of outdoor learning practitioners.

Outdoor learning valued for health crisis.

However, Gentils & Fauchier (2021), Chéreau & Delavigne (2017), Wagnon & Martel (2022), Tocquer (2023) say that such practice is not new in France. Outdoor learning became popular during the 20th century through educational movements aimed to address the rising health issues with the spread of poliovirus then (Wagnon & Martel, 2022). Waite (2020) notes that health is one of the main arguments driving politicians

to consider integrating outdoor learning to Education. Therefore, it is not surprising in the context of the pandemic, that the government sought for a preventive and curative solution to Covid-19, then recalled of this form of education. Blanquer's (2021) the minister of Education in 2021 then stated:

"Outdoor learning is beneficial in terms of health and it is also beneficial in terms of education."

This ministerial announcement is an opportunity for teachers to feel supported in their decision to embrace that practice, becoming acknowledged by policy makers.

Fauchier (Gentils&Fauchier,2021) states that:

"Pressing matters related to already existing problems linked to children sedentary lifestyle and their physical and mental health have become more obvious with the confinements".

Cambon (2022) and Lang et al. (2020) deplore how little is known on French children's health from lacking research published when doing their studies. Before the pandemic, Fanchini et al. (2019) notice the low rate for French children's well-being already. A national report (SPF, 2023.a) reveals the negative consequences that periods of physical inactivity, social restrictions, the atmosphere of anxiety have had on children physical and mental well-being. This report confirms findings of Bretagne & Lang (2021). The regional health report by the *Organisation Régionale de Santé en Bretagne* (ORSB,2022) announces that despite a rate slightly lower than the national average, obesity is on the rise among young Bretons, due to their indoor lifestyle with little physical activity. Moreover, there is an alarming rate of suicide occurring in the region for children under 12 years old. Showing in that same report, that is higher in Brittany than the national average. The data in that report was collected before lockdown periods. These long periods of confinement could only have exacerbated the situation, negatively affect data of that report (ORSB,2022). Furthermore, Ille et Vilaine is the most urbanised prefecture in the region of Brittany (Appendix 5.3). International reports and policies on academic achievement show a link with children's well-being and time they spend outdoors (Timar et al.,2022; Grey & Morris,2022). Acampora (2018) and Louv (2008) highlight the opportunities available to teachers to promote greater equity, allowing children to enhance their well-being through outdoor learning experiences.

The professional performance of teachers depends on their pupils academic results. Therefore, outdoor learning gives them the opportunity to teachers to fulfil the duty to improve the well-being of pupils. They can then raise the achievements of pupils and teachers to excellent standard, as outlined in the key government policy (MENJ, 2022.b).

Creativity in sustainable development

Research demonstrates that while outdoors, teachers have the opportunity to increase pupils' sensitivity toward their sense of eco-citizenship. The cover page of the first-degree school policy for science, shows a photo taken outdoors (MENJ, 2023.e). But the discourse of this policy is only suggesting that teachers take their pupils outdoors, not obliging them to go outdoors. As Waite (2020) notes, education policies on sustainable development and ecology drive many policy makers to value outdoor learning in other countries. Although the French government has published some policies on ecology and sustainable developments for all schools (MENJS,2021), most of them have been designed for teachers working in cycle 3 in *Élémentaire* and sections above (MENJ, 2023.e; MENJS, 2020). Whilst some suggest to step out of their classroom or setting, in their wider community for those projects (MENJ, 2023.b), most of them do not necessarily state that they must be done though outdoor learning.

Outdoors, grasping limits and implications of human activities is more efficient through experiential learning, (Dewey,1963; Tocquer,2023; Guerra et al,2021; Timar et al,2022; Grey & Morris,2022).

Scholarly papers on sustainable development promote the use of creativity in Education to address this urgent matter. They see education for sustainable development in schools as an opportunity for teachers to do outdoor learning. Raising awareness on environmental issues and growing essential creative skills are complementary to teacher practice. (Besançon & Lubart,2008 ; Fanchini et al.,2019 ; United Nations, 2020 ; Robinson,2020 ; Waite,2020 ; Cefai et al.,2021; Guerra et al.,2021; Darbellay et al.,2021; Grey & Morris,2022; Gausas et al.,2022).

When Ndiaye published his manifesto, as the minister of Education, he stated the three-core focus of policies for his office: successful achievement, equality and well-being (MENJ, 2022.b). The consultation of teaching staff and parents in each region was done using a bottom-up strategy to inform future national policies and government spendings accordingly. Outdoor education emerges as one of the

suggestions made by those consulted in Brittany (RAB,2022). This reveals some teachers in Ille et Vilaine seeing the potential for matching the government's goal, to improve achievements and well-being of their pupils, through outdoor learning. Several lectures and workshops were done by Breton at the first convention on outdoor learning in 2023 (RICD, undated). Showcased projects and ongoing thesis on outdoor learning then, demonstrate how Bretagne is a fertile area for research on this topic and stands as one of the most supportive regions of the emergence and development in outdoor learning.

Digital skills and education for sustainable developments in policies

The excessive use of screens indoor during lockdowns has increased the length of time children spend indoors, affects their fitness level, which is much lower than decades ago according to Carré's (2023). Collet et al. (2020) studied the impact of screen use on children under 7 years old in Ille et Vilaine. They demonstrate how children's language development is deficient with limited vocabulary from lacking verbal interaction from the use of screens. Nonetheless, Ndiaye, the successor of Blanquer in 2022, chose to interpret recommendations in the *European key competences for lifelong learning* (Europaea,2018) by putting only digital skills forward as a non-academic important skill. His policy on the importance of integrating digital skills for teachers to push them in the curriculum, demonstrates he rather ignore negative consequences of screen use (MENJ, 2022.b; MENJ, 2023.c). This is what Dedieu et al. (2015), Becker (2018), Warner et al. (2020) see as a deliberate choice of paradigm in support of an economic and political government agenda.

Duality of paradigms

On one hand, Ndiaye promotes education for sustainable developments and aligns his discourse to European (Europaea,2018) and global (OECD,2019) policies urging governments to act upon the climate crisis, by publishing a policy (MENJ, 2023.e) for teachers to act. He also saw the need for teachers to address health issues, like Blanquer did, when declaring an injunction for them to make pupils do 20 minutes of physical education per day, but not necessarily outdoors (MENJ, undated.d). Ndiaye's office has only allocated resources to the development of outdoor learning in terms of online training courses and financing occasional interventions of experts in outdoor learning. The ministry of Education has also sponsored events such as the annual congress for pedagogical advisors and other trainers in 2022 (Appendix 5.1) and the first international convention on outdoor learning in 2023 (RICD, undated).

However, only suggestions to delivering some of the curriculum outdoors show in Maternelle and Élémentaire policies (MENESR,2015; BOENJS,2021). There are currently no government policies explicitly urging teachers to prioritise outdoor learning to the same extent as policies focusing on digital skills or education for sustainable development. The number of policies on literacy and numeracy for first-degree teachers exceeds all other topics (Éduscol, undated).

Each minister uses a different paradigm of health. Blanquer's (2021) statement supports an approach to teaching that encourages teachers to cover the curriculum outdoors. His discourse then values the holistic paradigm of health that can support mental, emotional, and social well-being found in research on outdoor education. Besides those beneficial aspects, research has also been consistently providing evidence of the cognitive, and environmental benefits of spending time outdoors (Hart,1979; Acampora,2018; Louv,2008; Waite,2011; Waite,2021; Chawla,2007; Gill,2014; Besançon & Lubart,2018; Oberle et al.,2021). Whereas Ndiaye's endeavours focusing on the segregation of subjects on the curriculum, translates a narrower perspective of health, limited to a physical function.

Tensions between a holistic perspective and a segregated paradigm identified here are what Robinson (2020) and Meirieu (2020.b) identify arises from economic demands. For them these are ruled by competition on a global scale amongst rich and developed countries. This is at the detriment of social justice, not showing as a priority on the first-degree curriculum for teachers in Ille et Vilaine and nationwide.

On the other hand, periods of extreme weather reoccurrences with disastrous impacts are bringing the media's attention to alarming environmental issues. But according to Jouzel (2023) more incentives must be given for current and future French policy makers to drastically change strategies in France and worldwide. Louv (2008) deplores the emotional detachment towards nature partially responsible for such disasters. This situation can be addressed through teachers regularly taking their pupils outdoors. Using Gibson's (1979) theory of affordances, gives teachers the chance to provide realistic natural resources for more meaningful learning. This is also an opportunity for them to stimulate the pupil's senses through kinaesthetic pedagogy (Leasa et al.,2017), enhancing learning experiences with longer lasting effects. By enhancing the diversity and quality of their teaching, teachers provide greater inclusion of pupils with behaviour issues (Kuo & Faber,2004; Louv,2008).

Contrasted blended learning approach

Gueudet et al. (2018) and a report on the French Education system (OECD,2020) show how the 2015 reform of the curriculum for the *Élémentaire* section aimed to gain more fluidity and a holistic approach. More flexibility would enable cross-curricular learning, suiting outdoor activities. But they identify barriers rooted in the secondary and higher Education systems. These systems are so engrained in this type of approach, that changing paradigm for a more holistic one shows extremely challenging for policy makers to achieve. Therefore, teachers are presented with the duality of paradigms displaying different priorities given in policies between blended learning and segregated approaches to deliver the curriculum.

Teacher training courses

Both papers (Gueudet et al.,2018; OECD,2020) consider the influence of several aspects that contribute to the continued dominance of didactic pedagogy.

Those authors note that the format of teacher training, online teaching resources, textbooks, classroom schedules, reports and evaluation forms, represent the subjects on the curriculum as separate topics.

There is a duality between linear and holistic approaches manifesting in the initial teacher training, revamped in 2013 which changed format in 2019 to become a Master's degree. Lapostolle et al. (2021) note that politicians have opted for designing teacher training programs pushing didactics because it is less expensive. This is to the detriment of other types of pedagogy, as noted by Saillot (2019), Lapostolle et al. (2021) and Meirieu (2020.b). Darbellay et al. (2021) question the authoritarian approach inherent to didactic. They see the critical attitude of other forms of pedagogy being deemed too radical and contentious for rich developed countries, although sustaining their economic models put them on the brink of health, and environmental disasters.

The content of the resources of the continuing professional training of associate teachers, on platforms such as Canopé (www.reseaucanope.fr) and Éduscol (www.eduscol.education.fr), dedicated to this purpose by the government, references to didactics are also much more numerous than other types of pedagogy. Research shows how pedagogies allocating an educator's role to the environment improves the teachers practice by facilitating the growth of the pupil's self-esteem, helping them to also work with more autonomy (Chawla,2015; Dabaja, 2022; Darbellay et al.,2021; Wagnon & Martel,2022). Therefore, using pedagogy of place (Gruenewald,2003) gives the opportunity for teachers to provide the rich experience of taking their pupils

outdoors. By using their environment teachers enable the pupil's autonomy with learning and also construct their sense of identity. All Education policies are designed by the central government, leaving some opportunities for local cultural features to be exploited by teachers. However, Waite (2011), Darbellay et al. (2021), Warner et al. (2020) show that the generic format of a national curriculum voids opportunities for teachers to apply pedagogy of place, limiting their chances to value local pedagogical resources.

A report (OECD,2020) highlights another issue with teacher training, of the low rate of continuous professional development. There is no clear indication there or elsewhere in literature if this problem comes from teachers not being motivated enough to engage in training or if it is due to not having access.

Need for more research

Moreover, as Wagnon & Martel (2022), Darbellay et al. (2021) and Tocquer (2023) conclude, not enough research has yet been done on school-based outdoor learning in France. This shortage of references to consult is a barrier to the development of teacher confidence, knowledge, and practice, pushing them toward taking risks of acculturated resources. On the other hand, some teachers dare to do outdoor learning regardless of this issue. These actively participate and provide data for research otherwise not possible to obtain, which supports the development of policies for teacher training.

Summary of the literature review chapter

This literature review firstly shows that physical barriers for teachers working in first-degree settings in Ille et Vilaine are rooted in the development of its territory. The increase of safety issues inherent to it and other wider political issues linked to terrorism negatively affect the teachers who wish to take their class outdoors. Local and national policies lack acknowledgement of outdoor learning benefits supporting the access to suitable areas. The current consensus is more in favour of them spending time indoors, since the current format of educational policies is designed to match that environment.

Opportunities for teachers to develop outdoor learning may not be as obvious as barriers in literature. This review highlights areas of child development that teachers must address for them to thrive and improve in practices best supported by outdoor learning. Local, national and international policies, research, and reports on health, sustainable development and creativity, make obvious the role that outdoor learning

can play alongside academic subjects. Therefore, there is an increasing amount of evidence in literature showing benefits for teachers' practice for seeking learning opportunities outdoors, which outweigh the burden of overcoming physical, psychological and institutional barriers. These are incentives and existing opportunities to grow their practice outdoors, although it only shows in proposed teacher training, not yet emphasising enough its links with the whole curriculum policies.

Chapter 3:

Methodology

This chapter aims to present the philosophical perspectives and theoretical paradigms chosen to answer the research question:

What barriers and opportunities do teachers in public Maternelle and Élémentaire schools face in practicing outdoor learning in Ille et Vilaine, a prefecture of Brittany, in France?

An evaluation of the selected methodology is first discussed. This is to raise awareness on the limitations inherent to each stage of the research development. Explanations on the data collection used and its organisation for the analysis, will be given. Finally, ethical issues related to the collection of data are considered, since they can potentially affect the analysis, as well as the outcome of this study.

Paradigm

This enquiry draws upon similar studies by authors such as Stan (2020), Bibi et al. (2022), Hammersley (2023) and Barnhart (2002). This is an ethnographic study, since it focuses on the attitude and behaviour of a specific group of the population. This concerns teachers of children under 12 years of age, working in a public setting, and in relation to a social phenomenon that outdoor learning is in their professional practice. This relates also to its impact on the current and future on society, at their local, regional, national and the international level.

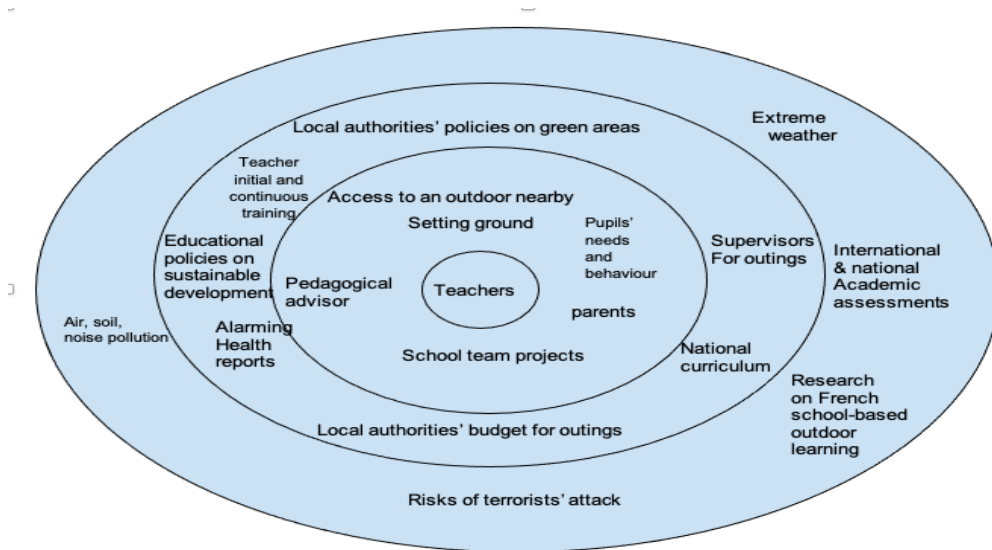
Assessing the types of challenges and possibilities that teachers of the prefecture of Ille et Vilaine must deal with, requires taking a situationist approach, regarding the teacher practice of outdoor learning during school hours.

On one hand, the title of this research could suggest taking a positivist ontological approach, using a descriptive and narrative perspective. Bibi et al. (2022) regard this type of positivist paradigm, as matching a quantitative instrument to obtain sufficient

statistical valid data to analyse, for this type of research question. Such an approach suggests an emotional detachment between participants and researchers more feasible from needing fewer direct interactions, as Williams (2007) explains. However, Bell (2005), Bibi et al. (2022) highlight the missing depth of quantitative data, and the necessity to analyse and discuss it within a theoretical framework that encompass social pivotal dimensions. Lugg (2020) and Loynes (2002) claim that using a generative paradigm to collect empirical data, regarding outdoor learning experiences, can undermine and narrow those to a linear approach that serve algorithms. This is at the detriment of revealing the importance of intertwined social aspects, that are core values of ethnography and outdoor learning too.

Whereas on the other hand, Bibi et al. (2023) and Age (2011) regard ethnography studies as needing a phenomenological and constructivist perspective, using a hermeneutic and pragmatic approach, based on epistemological methodologies. Lugg (2020:94) uses an adapted version of Bronfenbrenner's *ecological theory*, to illustrate the complexity of those. This is the reason for me to use such a framework. At the core of interactive systems is the attitudes of teachers regarding outdoor learning. The spheres influencing them in their immediate surrounding, are their physical environment of their setting, the values of the community of colleagues and parents on the topic. The local, national, and international underpinning political agenda, and the historical context that generated policies, to either disregard or support its application, are all forming the external layers or systems, also influencing the core subject (Figure A). This reasoning is also portrayed by Mayo (2017) regarding ethnography studies.

Figure A. Onion presentation of the ecological systems influencing outdoor learning for teachers in Ille et Vilaine.



Notwithstanding, Knappertsbusch et al. (2023) show that there is a need to integrate methods, to collect quantitative data that can either verify, complement, or illustrate the findings from qualitative data and vice-versa. Then, the depth and multiple interactivities of outdoor education ethos of the whole cohort, can be better assessed. This occurs across the spheres of the *ecological system theory* used as the framework for this study. Using qualitative data, that is as valuable as quantitative, to analyse and discuss the findings in the next chapter. This is why Knappertsbusch et al. (2023) demonstrate that using a triangulation of those elements, enables us to obtain more robust arguments. This type of method is what Creswell (2008), Bibi et al. (2022) and Knappertsbusch et al. (2023), Hammersley (2023) refer as a mixed methods approach.

But those authors warn us that there are conflicting approaches in this method. The convergence and overlap of fundamentally opposite paradigms, such as the ontological and epistemological perspectives, can make the researcher's tasks quite challenging.

Collecting qualitative data implies a more direct contact and involvement of the researcher with the participants, over the course of interviews for example. This is why Mayo (2017) and Lugg (2020) warn us that using an interpretive approach inherent to qualitative methodologies, presents issues with subjectivity.

Mayo (2017) highlights other multiple risks of bias attitude from the personal affinity the researcher has with the topic. Like Lugg (2020), it felt challenging to avoid my

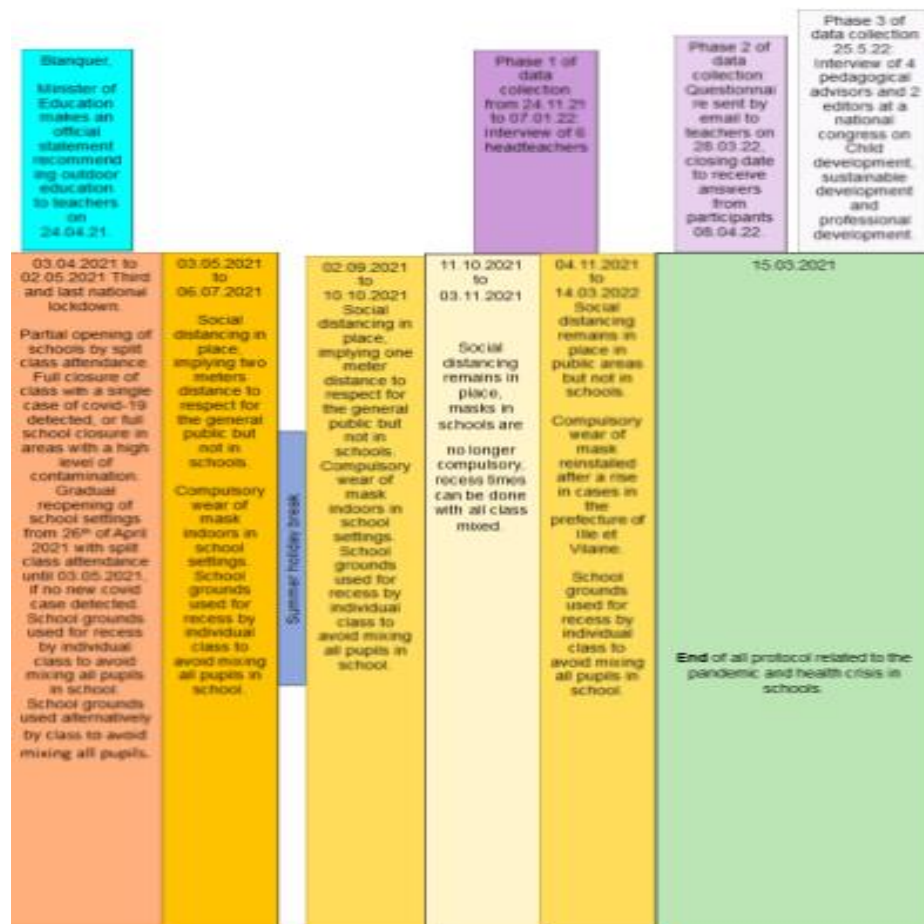
personal convictions interfering from the experience I have had as an outdoor learning practitioner. I had to set those aside during the entire process, to stay as neutral as possible and avoid influencing the result of this study.

To prevent any personal bias, I chose to do semi-structured interviews of all participants from who I collected qualitative data, using a list of pre-determined questions that each person taking part had read prior to be interviewed (Appendices 1.1. ; & 1.3.). The quantitative data collection tool was informed by the comments previously received from other participants in interviews and then analysed, more than my personal convictions. At least three options were given if not more for multiple possible answers of the questionnaire (Appendix 1.2.) for participants to be less partial if they did not feel as such. To obtain a more accurate view of that cohort's opinions, two open questions to freely comment and expand their views on positive as much as negative aspects of outdoor learning (Appendix 1.2. Questions 13 & 15).

Data collection methods

The collection of data was done in a threefold manner, over a period of seven months between November 2021 and May 2022. It occurred in a particular context, since restrictions and heavy protocols linked to the Covid-19 pandemic, were gradually lifting, to enable more freedom of movement and social interaction, in and out of schools.

Figure B. Time frame of data generation period



A threefold data collection was designed to obtain both qualitative and quantitative data.

First, a focus group made of six headteachers from either rural or urban areas and with various setting sizes and formats, agreed to answer to the same set of questions, during a semi structured interview to obtain qualitative data (Appendix 1.1.). A hermeneutic coding and thematic analysis method, mentioned earlier, provided the roots of the heuristic device that followed, to mainly collect qualitative data.

Then, the second phase was collecting and analysing answers from 80 teachers working across the prefecture, who filled an online questionnaire made of 13 quantitative and 2 quantitative questions (Appendix 1.2.). Beside questions on demography to draw participants' profiles, questions are on the topic of their experiences of outdoor learning, conditioned by the frequency of analysed answers from phase 1 (Appendix 2.). Several open-ended questions gave the opportunity to participants to share their experiences and express their opinion more freely on their direct application of outdoor learning in their practice. The same inductive coding method was applied to the data generated by the discourse analysis of their answers, in phase 1 from the semi-structured interviews.

Finally, the third phase was to collect qualitative data from the interviews of four pedagogical consultants and trainers working in Ille et Vilaine, who were attending a nationwide congress (Appendix 5.1). Due to the anonymous participation of participants in each phase, it is not possible to know whether those pedagogical advisors (PAs) work with headteachers or teachers taking part in both other sets of data previously collected. Two other participants also present at the congress representing school manuals publishing companies, also agreed to be interviewed then. Contrary to the first set of data, those part taking were not answering an identical set of questions across this sample, since participants of that cohort are not all pedagogical consultants or trainers. Nonetheless the set of questions were very similar for those participants, with common threads to provide more cohesion, coherence and depth to data on same themes and the analysis on those (Appendix 1.3.).

The method used for the analysis of all qualitative data relates to what Age (2011) defines as the *Glaserian grounded theory methodology*. According to this theory, using pragmatism to design data collection tools such as heuristic devices, is to inform the findings broader perspectives and nuances more accurately. Therefore, the constant comparative method suggested by Maykut & Morehouse (1994) and Braun & Clarke (2006) was applied to first use inductive reasoning when marking the participants' responses. Secondly it was to use codes to arrange the data on a Microsoft word table, and thirdly sort the data afterwards according to the frequency of similar words and ideas. Fourthly, once groups of codes formed, a thematic categorisation defined the mapping of the main ideas to select and finally inform the analysis and discussion accordingly. A hermeneutic approach was applied to use the

emerging themes identified in the first qualitative set of data, informing the design of the questionnaire to further explore the themes showing from phase 1. This also occurred between the results from second set of data in phase 2, also used as a tool to draw from both first sets of data in phases 1 & 2, to design the questions of the interviews for the third data set of phase 3. Those steps, to design instruments for data collection, led to obtain what Knappertsbusch et al. (2023) consider heuristic devices.

An unexpected challenge occurred in this research, regarding the collection of quantitative data. The abundance of data generated, left some unused for the analysis, since the application of an axiological assumption, described in Hammersley (2023,) was needed for the focus of the findings and discussion chapter. He argues how this inevitable aspect of researching represents an additional epistemological issue, adding to the bias limitations of the researcher previously mentioned. The critical approach taken on answering the research question had to deductively select the range of possible exploratory variables obtained in over the three sets of data.

The other themes therefore revealed in the abundant amount of data collected during the analysis and coding of data are on the affinity of participants with the outdoors varied according to their gender, generation, and the culture of it then. These themes show in literature from Chawla (2007) and Hart (1979) to have relevance to attitudes of practitioners. Therefore, questions generating data on this topic were asked in the questionnaire (Appendix 1.2. Questions 4, 6, 7). These demographic variables on socio-cultural traits could have been influencing participants outlook on the question of this research. Although discussing this as another finding could have been done, the choice of focusing on other findings had to be made due to the word count allowance. Nonetheless, this could be a future investigation.

Ethical issues from the data collected.

This research is based on a sociological phenomenon aspect in the field of the French Education system. All the tools designed and used to collect data, as well as the data collected from French participants, were done in French. My expertise, as a French native and a bilingual student in higher education in the United Kingdom, was applied to make adjustments needed for a more accurate interpretation of translations first done using artificial intelligence, from the integrated translating application in the word processing Microsoft 365-word, program version 16.77.1. Advice in literature on risks to consider when collecting, analysing, translating and interpreting data in a foreign language to ethically treat them were applied after consulting the work of Eaton (2020), Armstrong (2005) and Mason et al. (2019) on those matters.

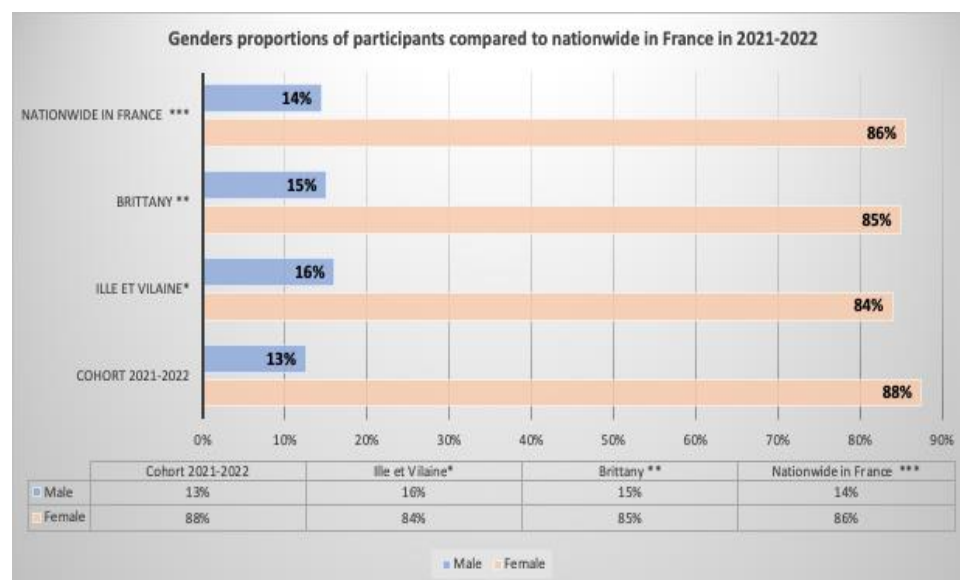
For this research to take place and before data could be collected, the ethical approval of the University of Wales Trinity Saint David was granted, to ensure that this research abides to all guidelines (Appendix 5.4.) Before agreeing to take part, each person was presented with the research question and made aware of the ethical guidelines that it abides to, for them to give their informed consent. The informed consent form was done in both languages, their native language, which is French, and in English for participants to sign it (Appendix 5.5). This is to not only conform to the ethical requirements of the University of Wales, but to also align with the principle of transparency judged necessary by the international community of research in Education and social studies, when doing research with cohorts speaking a different native language than the board marking this paper (Mason et al., 2019). This also implies the respect of their anonymous participation, the conditions in which the interviews took place, for them and the researcher to be safe, and whether they were done directly, or by video conference call. Participants had either read the questions or were informed of the topics that were discussed before the semi structured or opened questions interviews took place. Participants of the three phases represent three cohorts. They also all knew that they had the right to withdraw from the research at any time, but none did. All participants took part on a voluntary basis, in return for receiving the result of this research.

The first and third cohorts were directly contacted by me, asking if they would be interested and willing to participate.

However, the second set of data, the questionnaire filled online, was emailed to 421 public settings that are either *Maternelle* or *Élémentaire* or both, in the prefecture, then distributed by headteachers willing to forward it to their setting colleagues. This means that the 80 teachers who took part received it second hand, only if it was deemed worthy by their headteacher, who was able to act as a gate keeper with a bias attitude, to filters emails arriving to their setting before reaching teachers. Therefore, this can have ethically affected the profile of teachers who took part.

The ratio of male to female taking part is fairly presentative of the prefecture, the region of Brittany and France.

Appendix 3.1. Gender proportions of participants compared to nationwide in France in 2021-2022



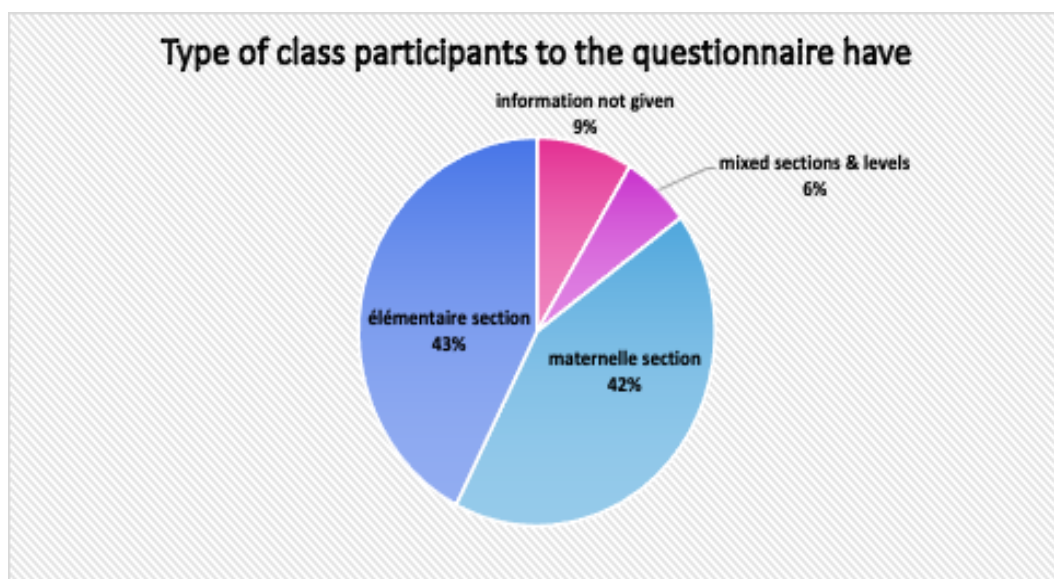
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** (https://www.insee.fr/fr/statistiques/2012662#tableau-TCRD_078_tab1_regions2016)

*** (https://www.insee.fr/fr/statistiques/2012662#tableau-TCRD_078_tab1_departements)

There is an even representation of setting types in the cohort of the 80 teachers answering to the questionnaire in phase 2, between those working in *Maternelle* (42%) and *Élémentaire* (43%) settings with a minority (6%) teaching to mixed sections and levels. Although 9% of participants did not provide a clear answer to that question, answers they provided for the rest of the questionnaire were considered in the analysis.

Appendix 3.4. Type of class participants to the questionnaire have.



Summary of the methodology chapter

This ethnographic research focuses on the emergence of a specific pedagogy in the teachers practice, relating to a particular political context triggered by the Covid-19 pandemic and environmental issues preceding that event. Therefore, using Bronfenbrenner's theory of ecological systems was chosen. It suits the approach needed to represent various influences this context may have on data for its analysis and then discussion.

The methodology chosen for this research is a mixed methods approach, done in a threefold manner. The heuristic *Glaserian* method used to design data generating tools enabled the collection of broad though targeted data. The analysis requires an axiological approach to centre the discussion on themes selected, according to the most frequently showing in data.

Chapter 4:

Findings, analysis, and discussion

According to Tocquer's (2023) research on outdoor learning in Brittany, this method of delivering the curriculum has been practiced in Ille et Vilaine for a few years. Outings of all kinds for educational projects were usually done sporadically, and for a few on a weekly basis. Despite Tocquer (2023) declaring outdoor learning being practiced by a minority, 81% of participants to the questionnaire (Appendix 3.9) declare being in favour of this pedagogy and for its practice to grow.

The analysis and discussion of findings from data collected attempt to identify barriers hindering the desire of this large proportion of participants to develop their practice to work more outdoors. The discussion aims to reveal opportunities found by participants and in research to practice that method of learning.

Findings

- Participants lack resources for outdoor learning to develop. Their physical, financial, and sociocultural work-environment influences their perspective to consider opportunities to take pupils out to learn. They also lack professional training to "*get information or advice to know how to adapt learning done in the classroom*" (Appendix 3.8.).
- Outdoor learning offers opportunities for teachers to motivate pupils to learn more independently when valuing non-academic skills valued as necessary in some policies.
- There is a dichotomy between two paradigms. This tension appears to stem from the entrenchment of educational policies that have conditioned teachers' attitudes. Policies using a segregated and linear approach of the curriculum hinder the will of many participants to "*dare changing of teaching method*" (Appendix 3.8.).

Discussion

Participants lack resources for outdoor learning to develop.

Besides having beaches to limit a border of its territory, (Appendix 5.2), hardly any participants can reach one on foot with their pupils to do outdoor learning in the prefecture (Appendix 3.6.). 78.75% of teachers in the cohort need transport to access a forest, and 51.25% of them to be able to access a wooded area. Therefore, their chances of being able to regularly visit these types of locations are very slim. A participant states that organising the setup of outdoor learning implies additional workload for teachers to organise logistics (Appendix 2.2. Lines 18-21). For her and others, this would take up too much time that these participants already feel short of, to cover the curriculum (Appendix 2.1. Lines 79-85; Appendix 3.11. Teachers 7,31,46,55,62,68,77).

One participant points out, that the cost of expensive transportation is a significant barrier to taking school trips (Appendix 2.1. Lines 100-102;112-113). Along with another participant they explain that budgets and resources are varied for schools, when relying on parent resources or parent associations (Appendices 2.1. Lines 91-100 & 2.6. Lines 102-108). In areas where parents do not value spending time outdoors or who are financially struggling, such sociocultural dimensions can impact fund raising. The distance and length of trips that schools can arrange are then reduced. There is also a direct influence on the allocation of budgets from local authorities for school outings. The difference of money obtained from one local authority to another from their taxes on local business can affect the amount granted to each school to cover the costs of trips. This implies having disparities between schools' access to outings or green areas in their setting. Although the government recognizes the need to make school grounds greener for all schools (MENJ, undated.a ; MENJ, 2023.b), the costs and budgets to build and maintain public schools are the responsibility of local authorities. 13% of the participants in the teachers' cohort have only tarmac ground (Appendix 3.4.). This material accelerates global warming and increases the risks of injury to children. This can also be due to the importance given to maintain and develop green areas by each local authority. Yet, it is worth considering that the context of each local authority, the political agenda ultimately determines the allocation of such budgets

too, which are also influenced by national and international policies, as Warner et al. (2020) study and Bronfenbrenner's (1979) theory explain. Some participants feel that the high number of children per class is a barrier to be able to manage them all outside the school grounds (Appendix 3.11. Teachers 63,76). These participants, access an outdoor sports field or a park located about 500 meters from the school on foot (Appendix 3.6.). Support solutions could appeal to the large population of seniors in the prefecture (I.N.S.E.E, 2023). In addition, young adults who need work experience to enter the labour market could also contribute to the functioning of these sessions outside of school, by having a *service civic* (2023) contract.

When feeling defeated by the challenges of the distance to reach a suitable space outdoors and the socio-cultural barriers participants encounter, teachers could feel less inclined to grow their practice of outdoor learning.

On the other hand, most participants (87%) have green spaces on their grounds despite mainly located in urban areas (Appendix 3.5.). As noticed by two participants, it is increasing opportunities by teachers having less limited access for outdoor learning to take place (Appendix 2.4. Lines 46-57; Appendix 2.6. Lines 83-90).

Anxiety to be outdoors, linked to external factors.

This also suggests reducing the emphasis on these enclosed places, where teachers and their pupils are familiar with and where they can better cope in case of an emergency. Some participants show signs of anxiety at leaving their school premises. Teachers are legally responsible for the safety of their students. Their level of stress to take their pupils out can be heightened by worries of further terrorist attacks nationwide targeting teachers in and around schools. The reinforcement of the *Vigipirate* plans (PIV., 2023) to secure public areas and institutions may not feel sufficient though. Other triggers can exacerbate anxious feelings of being outdoors, such as crossing paths with people contaminated by viruses, the rise in air pollution (Appendix 3.11. Teacher 52), noise (Appendices 2.4. Lines 17-19,33-34,51; & 2.5. Line 22; & 3.11. Teachers 36,52), or the toxicity of fertilisers in fields nearby (Appendix 3.8.).

A government health agency published a national survey stating that more than half of the population is feeling well informed on such issues and more (SPF, 2023.b). The hunting season also impacts periods when participants can be in a forest (Appendices 2.3. Lines 33-34; & 3.8.). All of which influence the lack of ease many participants

express, to let their pupils outdoors because they consider outdoor places not to be sufficiently safe.

One of the participants claims that she feels more reassured by staying in the classroom (Appendix 3.11. Teacher 68) and another one who has mobility problems feels not physically fit to go outdoors with her class either (Appendix 3.11. Teacher 58). The work of Gill (2007; 2014) and Guerra et al. (2021) illustrates that the anxiety among teachers contributes to the lack of interest some may have in spending time outdoors.

Using school grounds to develop outdoor learning makes it possible to have fewer issues with these financial and physical barriers. Using school grounds minimizes budget differences from one local authority to another for outings. This voids the time it takes to reach another location. In addition, the concern expressed by 51% (Appendix 3.8.) of participants for not having enough adults to supervise pupils outside of school no longer exists. But data (Appendix 3.7.) demonstrates that so far, besides PE (Physical Education), participants have done more outdoor learning of subjects on the curriculum during residential stays and class outings than on their school grounds.

A participant says (Appendix 3.11. Teacher 56) that if outdoor learning is to be done in the school yard, a separate learning area to the playing one is needed. That comment and the study by Larsson and Rönnlund (2021) confirm that school-based outdoor learning is not yet part of the custom in France. It also seems like an oxymoron for some conservative parents that participants express reluctance,

judging unsuitable to combine academic learning outdoor, whether on a school playground or elsewhere (Appendix 3.11, Teachers 12,33,37,41,79). Bourdieu's (1986) theory of cultural capital can be seen here as a transfer of cultural values which are difficult to transgress for parents who have only been educated indoors, or who do not regard the outdoors as an educational resource either. According to the findings of Tocquer (2023) in his study of settings in that region, the proximity to any type of green areas to schools is a major factor contributing to or refraining from outdoor learning. His findings also state that it is necessary to have a more effective consultation among territorial agencies on the design of green areas to see the development of outdoor learning in a more conspicuous way.

At the time participants completed the questionnaire, most of them identified an issue to *“get information or advice to know how to adapt learning done in the classroom”* (Appendix 3.8.). Many participants to the questionnaire declare *often*

(35,5%), if not *always* (17,5%) found this refraining them from conducting outdoor learning.

On one hand, a pedagogical advisor (PA) interviewed, explains instructing practitioners asking for her guidance to only use official and verified institutional references (Appendix 4.3. Lines 38-42). On the other hand, many participants (Appendices 2.3. Lines 10-15; & 2.6. Lines 14-17, 24-24; & 4.2. Lines 16-22; & 4.3. Lines 53-55; & 4.4. Lines 37, 51-22) express a lack of official resources and had only come across a mere number of documents published by their hierarchy on the topic of outdoor learning to consult. Nonetheless, 20% of teachers answering the questionnaire say they have “*never or rarely*” felt it difficult to overcome that issue. Therefore, these participants would turn to other types of publications than those official governmental and scientifically approved, to satisfy their needs to learn more about that pedagogy, enabling them to apply it with serenity.

Two headteachers interviewed use websites or social media to inform themselves (Appendix 2.3. Line 13; & Appendix 2.6. Lines 3, 64).

Two editors interviewed in May 2022, declare not yet then noticing receiving ministerial requests to publish books concerning this method of learning either. (Appendix 4.4. Lines 54-58).

Thus, the study by Shama-Brymer et al. (2018) warns of debilitating risks of training adopting standardized one-size-fits-all models for outdoor learning. Although they have been designed to satisfy as many trainees as possible, they are not always matching individual and singular needs of teaching staff in every school. Participants most determined to teach outdoors, had to had to carefully verify the reliability of information they chose from other sources selected from non-government sources. However, choosing this method involves ethical risks. One is the acculturation of resources from abroad. Guerra et al. (2021) and Waite (2020) explains the difficulty in translating outdoor educational activities from foreign languages, due to the identity culturally attached to the outdoors and Education. Leather (2018) adds that the application of outdoor education activities also gets affected by the personal dimension of each practitioner in her study of *Forest school*. That outdoor education movement used in the UK is mentioned as a source of inspiration in France, on Canopé (RF, undated), one of the government’s key reference platforms for teacher training (Wagnon, 2021). Other non-governmental publications available in France at the time

of data collection, also incorporate that educational movement as a reference (Gentils&Fauchier,2021; Wagnon & Martel,2022, Ferjou et Delavigne,2020).

However, several studies on the acculturated integration of the *Forest School* method in various countries explains that the transposition of this outdoor learning method, coming from *Udeskole* in Scandinavia, cannot guarantee the same results (Oberle et al., 2021; Shama-Brymer et al., 2018; Leather, 2018; Dabaja, 2022). Indeed, this concept was developed to respond to the singularity of the specific needs of the culture of a place and the needs of the citizens living there at a specific time.

This reference also presents logistical problems in view of the principle to apply this approach. As Dabaja (2022) explains, the original definition used to advocate requiring such sites. However, it has now evolved for broader types of location, including urban areas with shrubs instead of trees. But this may not necessarily be acknowledged as such by teachers for who this reference can be interpreted as exclusively taking place in a forest or a wood.

There is a second ethical risk identified by two PAs interviewed (Appendix 4.3. Lines 46). They consider having to safeguard teachers and their pupils attempting to do scientifically unproved valid forms of outdoor education, they otherwise deem too dangerous. Therefore, the ethical value of resources used as benchmarks must be validated by a committee of professionals with a degree of expertise on this subject, to be guaranteed. Notwithstanding, the shortage of research on school-based outdoor learning in France compels teachers to assume more substantial physical or ethical risks.

Yet, PAs are the first point of call for teachers wishing to receive support to start engaging with practicing outdoor learning. But they themselves must have clear directions to follow, in order to frame and facilitate this hegemony through mentoring. Some PAs interviewed admit to lack of training to be able to transmit knowledge they have not yet acquired on that method of learning (Appendices 4.1. Lines 12-13, 71-72 ; & 4.3. Lines 56-69, 73-75). As Mierzejewski and Zaid (2022) note, this fact led them to improvise because some PAs sometimes did not feel their hierarchical status sufficient to be able to provide teachers with appropriate guidance on the development of such practices. In order to cope with the growing interest of schools, some participants have resorted to the intervention of providers who have received approval from the prefecture's service for the national Education. The consultants'

expertise as stakeholders not only provides inspiration, but also demonstrates the pragmatism regarding aspects on safety needed to reassure practitioners when outdoors with pupils. Some consultants can act as mentors to teachers as an alternative solution to their PA. A headteacher interviewed, opted for sessions to be done by experts in gardening as an outdoor activity to grow her practice and confidence. She chose this method of training to match an area of learning on the *Maternelle* curriculum '*Questioning the world around us*' (BOENJS, 2021; MENJ, 2019). Her learning objective and this framework conveyed other types of learnings that she noticed came from another area, such as language development (Appendix 2.6. Lines 97). Another PA taking part used an external intervention that brought some expertise to activities related to sustainable developments. Outdoors, projects like this can match all areas of learning on the national curriculum, (MENESR, 2015).

Opportunities for teachers to motivate pupils

In addition to providing educational resources to these participants, the external consultants intervening allowed them to obtain more in-depth knowledge on the subject than they may have themselves (MENJ, 2021), for its direct application at specific locations. Thus, by integrating *pedagogy of place* according to Gruenewald (2003), external interventions offer richer and safer learning experiences, allowing adults and pupils taking part to better connect with their environment and the culture attached to it. Whereas ignoring the *pedagogy of place* provides little or no social, cultural, or emotional dimension inherent in outdoor learning, that must be used for greater success according to Freire (2003) too. However, teachers must actively participate in these interventions (ÉNC, 1992) obliging them to consider the learning carried out by all their pupils. They can then note their learning progress using subjects and areas of learning across the curriculum and in a holistic way. Using methods of assessment and analysis both before, during and after sessions as recommended by Dewey (1963) and Kolb (1984) enables teachers to not only measure the pupils' progress, but it is also an opportunity for them to reflect on their own teaching practice and constantly improve it (Chalmeau & Julien, 2022). Beside this, the process provides an opportunity to deepen students understanding of topics, and it gives them food for thought for further development.

In addition, this situation allows teachers to benefit from training that takes place during their teaching time with their class. The concern of having to use a substitute to cover

their role does not occur for their manager. This represents budgetary savings and less worry for sensitive pupils, who have difficulty adapting to another person unfamiliar to them.

Among some useful tools that teachers can access are those on social media, to engage in reflections on outdoor learning. There is the application developed by the *collective of Classe-dehors.org* (undated). It facilitates the partnership of teachers working in proximity to each other. This ingenious and free tool allows exchanges on information about locations conducive to outdoor learning. It also suggests activities that teachers have experienced there and elsewhere, providing valuable advice. However, that application remains little used in Ille et Vilaine.

Comments of some participants (Appendices 4.1. Lines 43-48,52-55; & 2.5. Line 48; & 2.6. Lines 37-38,156-171), are in line with Buckler and Creech's (2014) regarding their report on education for sustainable development, done as school projects. They unanimously agree that involving multiple actors within a school team increases the impact of PA interventions or those of external stakeholders. This gives more drive, cohesion and coherence among pupils and school teams, which these participants recognise as essential to their success.

The mixed nature and diverse behaviours of pupils can be a barrier to manage a class outdoors for some participants (Appendices 3.11. Teachers 14, 21; & 3.2.). Several participants have a class with various levels and needs that can make it challenging for them to provide pupils with a range of resources tailored to their diverse needs. All in a limited space when working indoors. Children who complete tasks before others are likely to disrupt their peers in the classroom. Whereas outdoors, teachers have the opportunity to let these pupils have the space to explore other dimensions related to the learning objectives in a fun way. This is what Dewey (1963), Kolb (1984), Warner et al. (2020) suggest is an extremely effective form of learning. This lets them continue to deepen their understanding without disturbing others. Teachers can then support better those who need help to complete the tasks.

Some participants expressed doubts about being able to manage their pupils with special needs from their behaviour issues by teaching outside (Appendix 3.11. Teachers 23,27). Studies by Kuo & Faber (2004), Louv (2008) and Acampora (2018) show that children with attention deficit disorder manage learning better and disturb their peers less outdoors, especially in green spaces. Natural resources outdoors

provide them with space, allowing them to move more freely to cope with their hyperactivity. Having small objects to fiddle with, also lightens the mental strain otherwise challenging for them to stay focused on instructions. When outdoors, a few participants say they appreciate no longer having to suffer from the noise or resonances indoors in their classroom (Appendix 3.12. Teachers 23,34,40,51,80). Kuo & Faber (2004), Louv (2008), Chawla (2015) and Acampora (2018) show that the soothing effect of naturopathy also contributes to making pupils feel calmer returning indoors after being outside. So does a participant (Appendix 2.5. Lines 18-20).

When working indoors, teacher make pupils sit at their static desk. Thus, when children's interactions are allowed, they are limited to their immediate peers. Teachers requesting pupils to collaborate in group levels, sitting in a specific area to determine the difference in level in their class, give a subliminal message of inequality between their pupils. This promotes competition and can negatively affect the self-esteem of those who belong to the least able groups, hindering their learning.

Whereas teachers who work outdoors also provide valuable interactions between pupils to develop their sense of cooperation and grow their connection, as noticed by participants (Appendix 3.12. Teachers 14,29,31,34,40). Not only does this lead to more interaction but ultimately to language development. Research confirms this (Gill, 2014; Chawla, 2015; Waite, 2011; Guerra et al., 2021; Ferjou and Fauchier Delavigne, 2020). This supports data from participants seeing opportunities outdoors to work on literacy, on the development of language, reading and vocabulary in outings (Appendix 3.7). But through increasing cooperation, teachers facilitate the development of new friendships among pupils, strengthening their self-esteem and sense of inclusion. Some participants say enjoying the fluidity of movements are more feasible there too (Appendix 3.12. Teachers 27,46,55,69). Children have far fewer restrictions on physical mobility outdoors and benefit from what Vygotsky (1978) considers the "zone of proximal development". Outdoor learning has an inclusive and egalitarian attitude, which fosters the students' sense of value towards others, when carrying out collective projects with their classmates.

When considering the fearmongering attitude the media depict of outdoor public places, opportunities to be outdoors are all the more limited, as Gill (2007) explains. Thus, a key policy promoting equity, (MENJ, 2022.b) demands teachers to adjust according to the deficiencies from pupils' home environment. Teachers must

give them all a stimulating and safe learning environment to develop their academic and non-academic learning. However, many pupils living in highly populated urban areas with few green areas can only develop this bond or attachment with nature when at school. Furthermore, respecting their environment can only be achieved if outings are regular according to (Louv,2008; Freire,2003). Otherwise, children perpetuate the attitude of an irresponsible consumer by using the environment carelessly, to satisfy their anthropocentric needs, without concern for the consequences of human activities on nature and its sustainability, which Naess and Nanssen deplore (Repp, 2004). Therefore, Gill (2007) warns teachers of the impediment not to practice outdoor learning at all or only on rare occasions. This can lead to greater risk-taking, for teachers feeling unfamiliar with being outdoors with their class. However, when gaining a sense of familiarity with the outdoors and using the *pedagogy of place*, teachers give their pupils opportunities to engage in reflections on their emotional connection to this environment (Gill,2014). Authors such as Gruenewald (2003) and Wagnon & Martel (2022) value this as an important asset for teaching. A participant says being torn between valuing the renewed joy to learn she notices in her pupils when going out and the disruption this brings to their routine. She values the consistency, as much if not more to ensure that her young pupils are not overly overwhelmed. Otherwise, she judges the excitement caused by those rare events counter effective (Appendix 3.12. Teacher 47). But, doing weekly outings would allow her to establish “*some benchmarks to be working with rituals, to know where they are.*”

Interviews of PAs (Appendix 4.) were done soon after a conference they attended on the effects of the climate crisis, scientifically presented them. This lecture by Jouzel on his research (Jouzel & Larouturou,2017) may have alerted those participants of the urgency to better prepare today's children for the current and future challenges they will have to face. Some comments from participants demonstrate how necessary it is to engage in the process of learning outdoors, as one of the first steps urgently required to better face the consequences of our detachment and lack of respect for natural resources (Appendix 4.3. Lines 93-104). These are impacting the balance of our planet and that Louv (2008) explains stems from our *nature deficit syndrome* that can be a translation of the title of his work *Nature-deficit disorder*. Outdoor learning is considered more ethical, both in terms of social justice and eco-citizenship. It responds to a planetary need to change the current systems suffocating from our excessive consumerism and competition. By spending time outdoors from an early age, healthy and respectful habits are formed towards our environment, that Chawla (2015) also

demonstrates in her literary review on the effects of practicing outdoor activities. However, the increase in urbanisation reduces opportunities for families living in areas where access to an outdoor and green space is increasingly reduced in Ille et Vilaine. One participant explains how a housing development halved the green area where she used to take her pupils ([Appendix 2.6](#). Lines 76-78). The report of the regional health organisation in Brittany (ORSB., 2022) confirms this too, ([Appendix 5.3.](#)).

Dichotomy between two paradigms

Data collected shows that the cause of the most problems for participants to make up their minds lays essentially in their attitude to perceive the programme as compatible with being performed outdoors, or not. This divide can be heard in the words of some headteachers who see logistical barriers in transposing their classroom outside almost impossible to overcome ([Appendices 2.2](#), Lines 9-13; & [2.3](#). Lines 17-21). As a result, one participant described herself as “*reluctant*” about this method ([Appendix 2.2](#). Line 89). These barriers are similar to those identified by Carminatti et al. (2022) in their study in the context of the pandemic. Their research highlights the sense of frustration expressed by teachers, who have had difficulty trying to apply the traditional format of didactic pedagogy in the classroom, whilst in different situations. Atkinson's (2015) and Allal's (2011) critiques of didactics highlight the triangulation between knowledge, teacher and student, and the servitude of pedagogical resources for this purpose. Their remarks suggest that the adaptation of learning resources available outdoors supports didactics. However, those who wish to do so find the curriculum difficult to align with outdoor learning and able to transfer it outdoors.

For some participants, the sectarian and linear application of the *Maternelle* and *Élémentaire* curriculum makes the outdoors too full of distractions, such as a burden negatively affecting students focus. Such as large spaces where children could roam too much as they please, not adhering to the classroom to receive instructions and execute them under the direct control of teachers, which a participant finds challenging ([Appendix 3.11](#). Teacher 11). Or the external noises of all kinds, preventing pupils from hearing instructions they must follow, this some participants say cause a struggle outdoors ([Appendices 2.4](#). Lines 17-19,33-34,51; & [2.5](#). Line 22; & [3.11](#). Teachers 36,52). Tavant (2020) warns of the porosity of the frustration of teachers with their

students. Displaying their annoyance at being unable to control all aspects of an environment is harmful, and it can reduce confidence for the ability to learn outside. Comments of some participants show their eagerness to control the learning environment (Appendix 2.4 Lines 14-18). This feeling explains why outside their classroom with an uncontrollable aspect like the weather, represents for most participants a barrier that can *always, sometimes or often* hold them back from going outdoors (Appendix 3.8.). However, despite the wetter and colder climate in the UK than in Brittany, UK education policy makers include outdoor learning in the Early Years and Primary years curriculum (Dabaja, 2022; Leather, 2018). According to Timar et al. (2022), countries that choose to adopt this type of model, such as Finland, do so to achieve the same results. Indeed, the performances of Finnish pupils are at the top rank of the *Programme for International Student Assessment* (PISA) as well as the reports of the *United Nations Children's Funds* (Adamson, 2010; Timar et al.,2022) on child well-being. These performances demonstrate the benefits in overcoming the Breton drizzle on some days. However, more extreme and dangerous weather conditions are becoming more frequent, forcing everyone to stay indoors to stay safe from flying debris in strong wind, intense heat waves or floods. Nonetheless, data shows that dressing appropriately to go out in all seasons is a barrier easy to overcome (Appendix 3.8.), even in areas with families on low income (Appendix 2.6. Lines 102-106). Nor this is a major concern to grow outdoor learning for participants to the questionnaire (Appendix 3.10).

There is a common discourse in Blanquer's (2021) statement and some national and international policies, recognising well-being in non-academic activities (MENJ, 2022.b; Cefai et al. ,2021; Timar et al. ,2022). There is evidence in data of participants noticing an increase in pupils' excitement, curiosity and motivation towards learning when outdoors (Appendices 2.4. Lines 99-101; & 3.12. Teachers 3,6,8,11,12,22,26,32,47,48,51,67,68,73,77). The cumulation of this data with other participants given on health benefits of outdoor learning mentioned above, bring the proportion of over a third of participants, who acknowledge the positive impacts of learning when taking pupils outdoors to a change of environment. Studies by Gill (2014), Chawla, (2015) and Guerra et al. (2021) are formal and affirm that learning outdoors improves learning in all subjects in the curriculum. Louv (2008) confirms this and sees children's appeal towards being outdoors stemming from their innate increase of well-being when connecting with their environment. The new Minister of

Education includes the term *well-being* as one of the three key elements of his manifesto (MENJ,2022b). But obtaining a level of *excellence* cannot be achieved if pupils are in poor health.

Data shows that outdoor learning offers students many more opportunities to benefit from manipulation and experiential learning (Appendices 2.6. Line 97; & 3.12.Teachers 20,61,46.). These situations offer pupils greater motivation to learn through more meaningful experiences. In addition, studies have shown that kinaesthetic approach, such as that noticed outdoors by participants (Appendix 3.12. Teachers 19,25), has a much longer and more relevant impact on learners (Leasa et al., 2017; Bara and Bonneton-Botté, 2018; Waite, 2011).

Leather (2018) notes that this phenomenon is all the easier outside and how Woods and Bruner's models are more adapted to it, for this scaffolding approach. These theorists consider themselves to be optimal conditions, so that children also become independent in their learning which is more playful and increases their motivation. By adopting this position, which she first found daunting, one of the participants was able to observe the fortuitous development of language and the growth of children's innate motivation to learn, through their natural curiosity and creativity. She explains how this type of development involves daring to take a step back to let children be, is crucial (Appendix 2.6. Lines 88-97, 162). She sees how taking that stand implies dwelling on changing traditional classroom teaching methods expecting teachers to not lose pupils' attention on a specific task given. Another headteacher interviewed grasps the need to push the curriculum and policy boundaries that can feel too restrictive otherwise (Appendix 2.5. Lines 66-67). She wishes:

“... not to have too square texts to follow to the letter that allow to set this kind of practice up.”

Data shows teachers noticing an increase in pupils' excitement, curiosity and motivation towards learning when outdoors (Appendices 2.4.Lines 99-101; & 3.12.Teachers 3,6,8,11,12,22,26,32,47,48,51,67,68,73,77). This is an opportunity that a participant notes conducive of learning. She observes the development of language occurring through children's innate curiosity enticed outdoors (Appendix 2.6. Lines 94-97).

Children's willingness to learn allows teachers to feel less of a need to assist all pupils. 30% of participants to the questionnaire consider the density of content of the

curriculum a barrier (Appendix 3.10.). They wish to have less of it to make room for outdoor learning they consider an additional subject, not feasible to integrate to their current workload (Appendix 3.11. Teachers 26,31,41,48,53,62,77). However, increasing pupils' motivation to learn and giving them more freedom to explore when outdoors translates in fewer direct interventions can thus enable participating teachers to better cope with covering the curriculum. Therefore, outdoor learning can be an exponential way to cover school programs since during the same session. The complementary nature of these subjects is emphasized through the application of a blended learning paradigm.

The comment of a participant (Appendix 2.4. Lines 35-42), reflects the difference felt in the linear program in *Élémentaire* settings (M.E.N. J, 2019). It makes learning in those settings less feasible to apply outdoors, compared to the greater fluidity of the program in *Maternelle*. Indeed, the curriculum for younger pupils attending *Maternelle* settings allocates as much importance to writing in French and to mathematics, when compared to other developments such as physical motor skills, cognitive, emotional, and social skills (MENJ, 2021).

Notwithstanding, fewer participants to the questionnaire see opportunities outdoors for aspects of literacy, in writing, grammar and conjugation. There is further evidence in data (Appendix 3.7) that numeracy gets considered core or a *fundamental* subject as literacy does too, in the national policies of the government website *Éduscol* (undated). Participants allocate priority to those indoors (Appendix 3.7), compared to others in the curriculum. A participant (Appendix 2.1. Lines 76-77) explains his view, that can represent others less inclined with seeing opportunities for teachers to make their pupils learn literacy outdoors when he states that:

*“When you're in a museum you read, that's it, but this isn't really
learning the reading techniques in the way you can do in a
classroom.”*

Another participant (Appendix 3.11, Teacher 49) sees no benefit in doing maths outdoors when she states:

*“I cannot see how valuable it would be to do geometry outdoors for
example (tools, resources, material to trace).”*

These comments summarise the dichotomy felt by some participants, between different paradigms they consider existing for indoor and outdoor learning.

The study by Gueudet et al. (2018) demonstrates that the segregation of subjects in the curriculum reflects the need of teachers to respect a format as linear and prescriptive as possible. They must abide to how they have been traditionally trained to teach using didactic, either during their initial teacher training or continuous professional development, by using current policies presented as such. The results of international assessments such as the 2018 PISA (OECD., 2019), add to the burdens to be borne by teachers, to improve their pupils results in French and mathematics, according to Michel (2017) who observed the same in previous PISA results . Furthermore, French teachers must prepare their pupils to sit general evaluations, with a focus on literacy and numeracy, three times over their years in the *Élémentaire* section (MENJ, 2023.a). Additional pressure on teachers is seen in the government policies published to reinforce efforts for these subjects, following the rather low results of most students from disadvantaged backgrounds during this assessment in 2018. These policies have since been updated in 2022 (MENJ, 2022.a). They aim to rectify the situation in future assessments of this type.

These empirical international and national demands force upon teachers to use cramming methods to generate data, that Meirieu (2020a) or Saillot (2019) disapproved. Such expectations explain the pressure felt by a PA interviewed (Appendix 4.2. Lines 22-28), to probe teachers with the reinforcement of policies on *fundamental* core subjects of the curriculum. On the one hand, the reinforcement of policies on literacy and numeracy to match evaluation requirements, explain the lower rates of teachers participating venturing to do these subjects outdoors (Appendix 3.7). On the other hand, Meirieu (2020.a) and Saillot (2019) claim that this satisfies the need of algorithms used by teachers and their hierarchy at the detriment of the undervalued academic skills, that participants have more freedom to do outdoors, like Art. Therefore, the pressure felt by participants to the questionnaire from current policies explains data saying they feel, *always hindering* them from doing outdoor learning, is not to *dare changing of teaching method* (Appendix 3.8.)

So, there is a duality. On the one hand, the expectations of teachers are that they generate empirical data in a linear way, proving the academic skills of their students. Obviously, this makes it possible to generate quantitative data matching to

cramming methods as described by Meirieu (2020.a) or Saillot (2019). This satisfies the need of teachers and their hierarchy for empirical data. But on the other hand, this type of paradigm goes against recommendations of the European Union, which Cefai et al. (2021) show to be harmful to children's well-being. Developing their abilities other than academic ones is a more pressing need according to international studies (Cefai et al. ,2021; Timar et al. ,2022). Therefore, teachers need to adopt an opposite attitude to a linear paradigm of teaching when doing outdoor learning. This implies them to value a blended approach. Trying to adapt learning outside instead of wanting to transpose to it, is an obstacle identified as major to overcome for participants to serenely teach outside.

A PA interviewed explains how teachers must use core subjects as threads from the curriculum to weave them into the fabric of outdoor learning sessions, when she states (Appendix 4.2. Lines 23-28):

“The idea is perhaps to question teachers and get them to wonder on how to do some learning by linking the fundamentals. But by being outdoors. And there we will be able to make the link because we will not organise a specific training time for outdoor learning. However, more precisely, when we are outdoors, we can still learn language, science, mathematics, and so on.”

Teachers can find opportunities to overlap academic skills with non-academic ones for their class through their sense of creativity to link those, using the abundance of resources outdoors. This is the concept of *affordance* known from Gibson (1979). Teachers can use his theory that highlights the use they can make from materials, situations or spaces as learning tools and resources. These exist on the grounds or near schools. The motivation of many participants to work outdoors stems from the countless opportunities these situations can provide. Valuable educational resources more effectively meet the needs of pupils. Having more space, seeing or manipulating real items to link learning that is done in an abstract manner indoors (Appendix 3.12. Teachers

5,7,10,11,18,20,21,24,25,27,31,35,37,38,44,49,50,55,56,58,61,62,63,66,69,70,74,78.).

Teachers then have the opportunity to provide more organic resources, less limiting, less generic and also much less expensive than manufactured, to use in a classroom. Such resources can convey negative subliminal messages in indoor learning environments to pupils who cannot use them independently. This is discouraging and

contributes to an unequal practice for lesser-able students, whose dexterity is an additional challenge to accessing learning (Chawla, 2015; Guerra et al., 2021). In contrast to this, teachers who provide opportunities to match the singularity of the needs of the pupil, demonstrate an inclusive attitude in their practice, abiding to policies on inclusion (MENJ, 2022b).

As Becker (2018) and Waite (2020) note abroad, few educational activities or teachings take place outside in countries where they observe a lack of recognition of the validity of this method of learning in their culture. The impact of this method is then considered to be minimal if it appears only in a few policies integrated into government institutions. This was the situation in France, at the time of data collection. In view of the small number of official documents published on outdoor learning then (Appendices 2.3. Lines 10-15; & 2.6. Lines 14-17, 24-24; & 4.2. Lines 16-22; & 4.3. Lines 53-55; & 4.4. Lines 37 & 51-22), the application of this method of teaching had little legitimacy then. As a result, a small proportion of participating teachers who dared to apply this type of pedagogy said they felt uncomfortable acting towards a majority conservative opinions from the parents or colleagues, who consider outdoor learning as not academic (Appendix 3.11. Teachers 12,33,37,41,79). In contrast, Waite's (2020) study of the impact of the integration of outdoor learning in government policies concludes that the opposite is true where policy makers and the population have integrated this practice into their culture. She explains that promoting it by other government bodies, in addition to the ministry of Education in school curriculum, gives teachers more confidence to take this step. The comments made by some PAs interviewed demonstrate this occurrence for some *Maternelle* teachers in their district (Appendix 4.3. Lines 90-102). These echoes the publication of the update of the *Maternelle* curriculum in which outdoor learning was more explicit, (BOENJS., 2021). *Motor skills*, *visual arts* and *questioning our environment* are the subjects suggested to be done outdoors in the curriculum of the *Maternelle* years. However, regarding the years in *Élémentaire*, the term *outdoor* appears only in the second area for learning on the curriculum of the CCKSC (*Common Core of Knowledge, Skills and Culture*) (MENESR., 2015), as a location where *learning methods and tools* can be applied, without further precision.

This may leave more freedom for teachers to interpret for a greater number of subjects that can be done there. However, data and programs show that this place is used mostly for student learning in *Maternelle* (BOENJS., 2021; MENJ, 2019). According to

Carminatti et al. (2022), the change in the norm induces this reluctance to consider the potential of learning opportunities in places or formats other than the one traditionally referred as the *fundamental* subjects in the *Disciplines et thématiques* (Subjects and themes) section in government policies on its website *Éduscol* (undated), that participants mention regularly consulting (Appendices 2.6 Line 15; & 4.3 Line 41). The semantic choice attributed to these subjects only increases the pressure on the teaching staff to apply and value them to the detriment of all others.

Only 17% of participating teachers consider it essential that this approach be part of school curricula, to help develop outdoor learning (Appendix 3.10). This opinion of this participant is in line with the remarks of Waite (2020) and Higgins (2020) concerning the validation of outdoor learning through its integration into official texts and how this makes it more legitimate. This could help overcome one of the major barriers for teachers answering to the questionnaire, which is their lack of confidence to risk the *changing of teaching method* (Appendix 3.8). Nevertheless, a larger number of participants in this cohort, 25% of them do not seem convinced that this solution is the best, since they give a neutral opinion on the impact of integrating this practice into the school curriculum (Appendix 3.10). The same can be noticed in studies by Waite (2020) and Tocquer (2023), by both concluding that one of the most decisive factors is the personal attitude of teachers wanting to be outdoors or not to work there with their class.

Summary of the analysis of findings and discussion chapter

The socio-cultural environment of teacher settings influences their attitude in favour or against outdoor learning. Despite some working near areas facilitating such practice, their personal beliefs of its worthiness for children's well-being prevails.

Many participants observe a rise in the motivation of students to engage in outdoor learning. However, the importance given to policies on literacy and numeracy obstruct practitioners. They make it more daunting for teachers to change norms, who see outdoor learning as an addition instead of a medium supporting them with delivering the curriculum. Others see that benefits of this pedagogy overweighs the challenges that teachers face to develop outdoor learning.

Chapter 5:

Conclusion

To conclude, the barriers identified in the literature, and data analysis concerning outdoor learning for teachers in public first-degree school settings in Ille et Vilaine, consist of physical, cultural, and institutional challenges.

Access to adequate space to teach outdoors requires working as a team within schools and beyond. Making more use of land on school grounds and investing according to government plans to make playgrounds greener can lift the physical barriers of urbanisation. School communities, along with their wider community, and government bodies in charge of developing territories must be onboard. Having policies valuing school-based outdoor learning would enable other government agencies to facilitate its development and sustainability; increase its legitimacy and speed up its integration in customs of school communities and society. This would enable teachers to overcome these barriers of the use of space and supervision needed for outings, to ensure these challenges are addressed as effectively as possible.

Taking the posture of an observer to see unexpected learning naturally unfolding outdoors, goes against current models of teaching. The gain in pupils' motivation to be outdoors relieves teachers from the pressure of having to stimulate pupils, when covering a curriculum that may be deemed too cumbersome for the present era. Whereas using blended learning outdoors can be exponential to cover the curriculum, the natural pedagogical resources better meet pupils' physical and emotional needs. The increase in pupils' motivation for learning when outdoors allows teachers to see pupils flourish, sparking their curiosity to encourage additional learning.

This transition requires a shift of attitude to increase their trust in pupils, so they become more independent with their learning. However, this can only get established through regular outdoor learning sessions. Outdoor learning is an opportunity for teachers to improve the well-being of pupils, their academic achievements and teacher performance alike.

The need to develop non-academic skills is becoming increasingly pressing to prepare teachers and their students for the environmental and societal challenges ahead. Existing policies on education for sustainable developments, science programs and creativity are more meaningful when integrating outdoor learning. Whereas with broader support, more on-site training to better matching the individual needs of teachers would best support the application of those policies. They would use this method for fundamental academic subjects and increase the multiple benefits of that pedagogy. Teachers in Ille et Vilaine and beyond must develop this method by using affordances. This more inclusive pedagogy of children's diverse needs values their local resources, giving them chances to connect with and respect their environment. Teachers need to use their creativity to seek out learning materials and opportunities when outdoors. They can better demonstrate there to pupils how outdoor affordances are versatile and fit in many ecosystems.

Some barriers are linked to the culture of fear of being outdoors. Teachers can be anxious of viral contamination, pollution, and violence when out of their classroom. Allowing pupils to have more freedom and not control all aspects of their learning environment is challenging for teachers who are accustomed to the regulation of those indoors.

Other barriers identified are rooted in the linear, prescriptive and segregated tradition of delivering the curriculum, in its generic format. The lack of explicit ministerial national policies linking and validating the content of the whole curriculum with outdoor learning, refrains teachers from confidently using that pedagogy. Teachers' current indoor practice stems from the institutional needs, to obtain quantitative data. These feed algorithms to the detriment of the overall development of the child. Integrating meaningful experiential learning done outdoors provides more equity to the benefits of outdoor activities. It also redresses the balance of negative impacts inherent to the sedentary teaching methods that a classroom can have on pupils. Otherwise, greater gaps linked to deficiencies in physical, cognitive, social and emotional skills of indoor learning can only increase and socially divide pupils.

Some institutional barriers relate to the lack of scientific and academic research published on French school-based outdoor learning. Brittany demonstrates being a think tank with ongoing research projects and awareness of teachers on the ground of this emergence. However, without such evidence in research and literature, policy

makers have less incentive to provide teachers with more official documentation giving them greater opportunities to develop their practice of outdoor learning.

Limitations of this research

Although a fair number of teachers took part in this study, only 6 headteachers, 80 teachers, 4 pedagogical advisors working in the prefecture and 2 other persons working in the field of Education, can only represent the voice of a very small cohort. Therefore, the data analysed for this study cannot astutely be the voice of the whole population of teachers working in public *Maternelle* and *Élémentaire* in the prefecture, in Brittany or in France either. Therefore, it is paramount to acknowledge this factor.

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Appendix 1. Questions asked for data collection.

Original copies in French available on request.

App 1.1. Letter emailed to headteachers: Request to have an appointment for an interview on the practice of outdoor learning.

Dear Madam/ Sir,

I would like to be able to meet and interview you as part of my Master's in Outdoor Education with the University of Wales.

This interview will be for me to collect data that will be taken anonymously and any details that could identify you will not be used.

Before this interview can take place, you and I will both ensure following the ethical protocol approved by my university and in application for this research. This concerns the conditions to respect for interviews to take place. We will both sign a form of consent that I will bring along for you to sign.

This data will be analysed and thus enable follow my investigation. This analysis will then form the basis of the discussion of my dissertation. The result of my findings will be shared with you in return for your kind gesture of giving some of your time for this interview.

You can opt out at any time during this interview and during data processing that should end in April 2023. You can let me know your decision by email so that I don't use your data in this case.

Our interview should not last long, about fifteen minutes.

Here's an overview of the questions I'll be asking you. I will need to record our conversation, to then be able to transcribe it.

1. How do you interpret the minister of Education's announcement that he wants more learning to take place outdoors? on April 23rd, 2021, he said that:
"Outdoor learning is beneficial in term of health and it is also beneficial in term of education."
2. What are the opportunities for your teachers to take the children outdoors, except during recess time?

3. What is the protocol you need to follow to allow your teachers to do outdoor learning?
4. Would you like to see this protocol changed if it is a barrier to them doing their classes outdoors and how?
5. What are the barriers your teachers face to take pupils out of their classrooms to teach?
6. Are you in favour or against more learning taking place outdoors, and why?
7. How would you like to spend a budget to develop outdoor learning if you had one?

You can contact me by phone on ** ** ** ** or by email at this address if you prefer.

I am looking forward to hearing from you,

Regards,

Anne Charlotte POTEL, student 1805069

App 1.2. Online questionnaire form sent to teachers.

Original questionnaire in French :

<https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=-REPTm4EBUWcuNshUjEelfXTwvd8Ox1NkHfVK86hXUBUOE9XWk1YUIQzTFBVNFcxQzJMMERaNINESy4u>

English translation

<https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=-REPTm4EBUWcuNshUjEelfXTwvd8Ox1NkHfVK86hXUBUMUhSS1A1WkNNTjNCSSVBMTEIUSjIJRjVQMC4u>

The French government announcement made by the minister of Education Mr Blanquer, on April 23rd, 2021, states that: "*Outdoor learning is beneficial in term of health and it is also beneficial in term of education.*"

This questionnaire aims to evaluate the reasons why teaching and learning are done or not done, outdoors by teachers in public *Maternelle* and *Élémentaire* schools in Ille et Vilaine.

The data collected will be used to do an analysis, which will be communicated to you to let you to be informed of the initiatives available related to this initiative, and to support you with your efforts, if you wish to grow that practice.

You can withdraw from this research at any time if you wish, by contacting me by email (1805069@student.uwtsd.ac.uk).

The deadline for you to answer is April 8, 2022, at noon. Once this date passed, your participation can no longer be taken into account. The data obtained by your answers will be processed anonymously. Neither your name or your school setting will appear in my final dissertation. So, you can freely voice your opinion.

I would be very grateful if you could give me a few minutes of your time to answer these questions.

Thank you.

1. Your email address please.

This information is confidential and will only be communicated to my teacher and moderators at the University of Wales Trinity Saint David, in case they need to verify the authenticity of the answers obtained. It will not appear in the data, guaranteeing that you can respond anonymously.

2. Your full name please.

This information is confidential and will only be communicated to my teachers and correctors at the University of Wales Trinity Saint David, in case they need to verify the authenticity of the answers obtained. It will not appear in the data, and you can assure to freely answer anonymously.

3. Are you?

a woman

a man

non binary

4. Since you have qualified to become a teacher, you have had....Select please.

- less than 2 years of professional experience
- between 2 and 5 years of professional experience
- between 5 and 10 years of professional experience
- between 10 and 15 years of professional experience
- between 15 and 20 years of professional experience
- between 20 and 25 years of professional experience
- between 25 and 30 years of professional experience
- between 30 and 35 years of professional experience
- between 35 and 40 years of professional experience or more

5. The class you have this year. Select.

- Maternelle petite section/ nursery small section for children from 2 to 4 years old
- Maternelle moyenne section / nursery medium section for children aged 4 to 5 years old

- Maternelle grande section / nursery or reception section for children aged 5 to 6 years old
- CP / year 1 in primary school for children aged 6 to 7 years old
- CE1 / year 2 in primary school for children aged 7 to 8 years old
- CE2 / year 3 in primary school for children aged 8 to 9 years old
- CM1 / year 4 in primary school for children aged 9 to 10 years old
- CM2 / year 5 in primary school for children aged 10 to 11 years
- mixed levels or classes

6. Please show your preference for spending time outdoors or not, **with your pupils**. If you'd rather never spend time outdoors, then select 0 star. If you love spending as much time as possible outdoors, then select 6 stars.

* ** *** **** *****

7. Please show your preference for spending time outdoors or not, **during your spare time out of work**. If you'd rather never spend time outdoors, then select 0 star. If you love spending as much time as possible outdoors, then select 6 stars

* ** *** **** *****

8. The type of environment of your school setting

- rural environment of about 2 000 habitants, further than 10km away from a town
- urban environment, with less than 5 000 habitants
- urban environment of a medium size town with between 5 000 to 50 000 habitants
- urban environment of a city of more than milieu 50 000 habitants

9. Within your setting's ground, there are...

- no green spaces, all areas are covered with tarmac.
- very few green areas, most of the ground is tarmac.
- more green areas than tarmac.

10. The distance between your setting and those places.

Select the distance match each of the following:

A parc / a beach / a wood / a meadow / an outdoor sports ground or stadium / a forest

Options to select on the online form to match with suggested locations above:

- Already part of the setting ground
- less than 100 meters away
- about 500 meters away
- about 1km away
- about 2 km away
- further than 3km away
- requires using motorised transport to reach.

11 and 12. How regularly are these reasons a barrier for your pupils and you to go outdoors to do your lessons?

Options to select on the online form about the frequency of each suggestion that follow:

Never / rarely / a little / often / always.

- weather conditions,
- the number of supervisors available,
- clothing and footwear of children,
- the distance to travel to reach an outdoor area,
- having to cancel on-site support,
- interventions for pupils with additional needs,
- to have material enabling pupils to take notes,
- dare changing of teaching method,
- budget al. located to the development of local green areas by the borough,
- budget al. located for outings by the borough,
- toxic fertilizers in fields nearby,
- sound pollution in the setting, hunting season,
- get information or advice to know how to adapt learning done in the classroom.

13. Could there be any other **negative** aspects that are barriers and make you not want to try outdoor learning with your pupils, that are not mentioned in the list of questions above? If your answer is yes, which are they?

Please leave your comment.

14. Amongst those subjects, could you select those that you have **already** done outdoors with your pupils, whether it is on the school ground or out of the setting, or

even during a residential stay. This is not just regarding your current class but over **your entire career**.

French, discovery of the language, reading, vocabulary	▪ never done outdoors, always
French, emergence of writing, grammar and conjugation	▪ done in a classroom indoors
Math	▪ within the school premises outdoors
Arts	▪ out of the school setting, during an outing
History	▪ during a residential stay
Geography	▪ not applicable, subject not part of the curriculum (in <i>Maternelle</i>)
Discovery of our world	
Foreign language (from abroad or regional dialect)	
Sports	

15.If you have already done those lessons outdoors with your pupils, which were the most motivating aspects for you and for them?

Please leave your comment.

16.What is your opinion on outdoor learning? Select.

- I am in favour of it and wish there could be more done.
- I am against it and cannot see any interest in it developing.
- I do not have an opinion about it and would rather not say.

17. How important do you think that the development of outdoor learning should be?

According to you, which are the steps to follow?

Give a score according to the priority, the more important, the more points. The least important the least point.

Options to choose from:

- Relevance of including outdoor learning in policies and the curriculum.
- Relevance of including this pedagogy in the initial teacher training course.
- Relevance of reducing the curriculum to allow more time for outdoor learning.
- Relevance of making professional development course compulsory to learn about this pedagogy.
- Relevance of validating photos as a proof of achievements so pupils do not have to write whilst outdoors.
- Relevance of getting a budget to purchase appropriate footwear and clothing for children to spend time outdoors.

App 1.3. Set of questions used as threads to interview participants
at the congress of the national association of pedagogical advisors and other
trainers,
24.5.2022

- 1- Which area do you cover working as a pedagogical advisor?
- 2- What is your opinion on outdoor learning? And why?
- 3- How did you interpret Mr. Blanquer's announcement on the matter?
"Outdoor learning is beneficial in term of health and it is also beneficial in term of education." (First said in a press conference on 23rd then as part of an email to teachers on 24th of April 2021)
- 4- What were the resources available to you to be able to support teachers in their efforts to move in this direction, at the time these announcements were made?
- 5- Where have you been able to find information about outdoor classes or how to develop outdoor learning?

What were the references you relied on?
- 6- Since then, have you had more resources or tools made available to you by your hierarchy, or not?
- 7- Did you sense any motivation from teachers to develop this type of practice or not?
- 8- What are their motivations for those who are interested? Which of the following choices would you give and do you have more to add?
 - To apply the ministerial advice.
 - An innate attraction of the teacher to this kind of practice.
 - Pupils' needs.
 - Others.

Appendix 2. Headteachers semi-structured interviews

Original copy in French available on request.

App 2.1. Headteacher A semi-structured interview

Élémentaire school, with less than 100 pupils located in a rural environment. On the school ground there is tarmac only at the front of the building and a small, enclosed field, with grass at the back. Male participant.

- 1 • ***The questions I want to ask you are related to the announcement of the***
2 ***minister of national Education who said that: "Outdoor learning is beneficial***
3 ***in terms of health and it is also beneficial in terms of education." That is a***
4 ***statement he made last April, and I would like to know: How do you***
5 ***interpret the announcement of the minister of Education, to wish that***
6 ***learning is done more outdoors?***

7 You need to clarify what we mean by outdoors. If it's just getting out of
8 the classroom or residential stays or what it involves.

- 9 • ***Indeed, it can vary. Your interpretation therefore explains that it can vary on***
10 ***two different sites, whether on the school grounds or we can perhaps***
11 ***exploit the environment in which you are or if it is a question of going***
12 ***beyond the limits of the school boundaries. What are the opportunities for***
13 ***your teachers to take children outdoors, apart from during recess times?***

14 Anything to do with that is science, everything related to sport, anything in History,
15 Geography too. We have opportunities to go out. After that we have the chance to do
16 residential stays, where we will also work French and Math in relation to what we see
17 during this residential stay.

- 18 • ***And how often do these residential stays take place?***

19 Once every other year for all pupils in the Élémentaire school section, from the CP to
20 CM2.

- 21 • ***So, it concerns residential stays that are away from here?***

22 They have been in Brittany so far, we have already done the island of ***, we went to
23 Rennes to spend several days, we did go to ***** and if everything goes well, in
24 April we will go to B***. P****. in the ***** *****.

- 25 • ***So, you have the opportunity during these periods to have time for more***
26 ***learning taking place outside of a building?***

27 We leave school for four days, so it even goes beyond traditional education since

28 children must be autonomous in their everyday lives, know how to dress, know how
29 to eat. There we do almost everything in this period for some children. We do some
30 learning that must usually be done at home, since we realise that there are children
31 who do not know for example how to put their socks on in CP.

32 • ***What protocol do you need to follow to allow your teachers to do class***
33 ***outdoors?***

34 For the paperwork you mean or ...?

35 • ***Regarding all aspects.***

36 Administratively it is required that teachers ask the Headteacher for an authorisation
37 to go out, so to me. And also, to list all the framework to do with respecting of the
38 legal requirements regarding the supervision of pupils. Finally, to list what they want
39 to do here and then. They are in charge of deciding what they wish do with their
40 class. So, apart from this administrative aspect, they go out if they feel the need and
41 according to resources that are also available of course. Like if there is a need pay
42 for a bus or if you must pay for museum tickets or whatever.

43 • ***Very well. In terms of insurance, for example, do you need to apply to have***
44 ***an insurance cover, or how does it work...?***

45 The school is insured with the school cooperative that covers each child for as long
46 as it's not beyond hours when children get taught. So, if we go out during the day
47 there is the lunch time. It is considered outside of teaching hours for example. Then
48 parents must contract a compulsory extra-curricular and school insurance.

49 I must, at the beginning of the year, collect all the insurance certificates, which are
50 not compulsory. And if parents refuse to subscribe to an extra-curricular and school
51 insurance, they (the children) cannot take part in the activities of outings that are not
52 during teaching hours.

53 • ***Very good, interesting.***

54 Otherwise, it is the government that covers the insurance of pupils as if we were in a
55 classic classroom, during teaching hours.

56 • ***Okay, has it ever happened that you have parents who didn't want to?***

57 Never.

58 • ***Would you like to see this protocol change if it is a barrier to do outdoor***
59 ***learning and how?***

60 No, it's relatively simple. Residential stays are a lot of work. We take care of children
61 for a whole day that is to say for more than 24 hours. It is normal that there is a
62 minimum of administrative hassle, we could say. And otherwise no, it's still simple
63 enough to go out let's say almost as we want.

64 • ***And what sort of feedback do you get from children, teachers, or families***
65 ***when you have the opportunity to do these residential stays?***

66 In general, it's super positive. When I come across children I did a residential stay
67 with 10 or 15 years ago, that's the first thing they speak about. This is the number
68 one memory they keep of their school years.

69 • ***What are barriers faced by your teachers getting out of their classroom to***
70 ***teach? Do your teachers have a habit or not at all of wanting to do things***
71 ***outdoors?***

72 These are habits to take. I know from my many years of teaching experience that
73 there are two types of teachers: there are some who do not want to leave their
74 classroom and there are some who would spend all day and everyday outside. And
75 at some point, it's good to be outside, but there's a time when you have to learn to
76 read, write and count. When you're in a museum you read, that's it, but it isn't really
77 learning the reading techniques in the way you can do in a classroom.

78 • ***Are you for or against more learning to take place outdoors, and why?***

79 The difficulty is to find the balance between traditional teaching in the classroom and
80 outings. I would tend to say that the school calendar also prevents us from going out
81 more often because the curriculum is done in such a way that we do not have time to
82 do the program as a whole. Every year we try to catch up with finishing the
83 curriculum. And the type of outings we can integrate are to be part of the teaching
84 program of the curriculum in academic learning. Then if we go out too much, we end
85 up completely out of the time framework requested by the curriculum. I will be more
86 for a reduction of school holidays to be able to do more outings for example. I might
87 not be very representative of my colleagues in the profession.

88 • ***How would you like to spend a budget to develop outdoor learning, if you***
89 ***had one?***

90 How to develop a budget?

91 • ***You mentioned costs that had to be considered for that kind of event.***

92 So that's a real problem because before being here, in this small rural school, I was in
93 a fairly wealthy urban school, where the local authorities paid for a lot of things. That
94 is to say that teachers did not have to worry about the financial side of the problem,
95 since the local authorities were very rich and financed many things. Since I have
96 been living here it's been a real problem. Even if I realise that this local authority
97 gives a lot, compared to my colleagues from other boroughs nearby.

98 I have active parents of pupils who get involved and who give a lot of money. Despite
99 that, if I wish to arrange a four-day outing, that costs more to parents than 10-day
100 outings in my old school to other parents there. So, there you have it, there is a real
101 disparity between local authorities. It's the race for money, it's a real barrier also for
102 outings. As soon as you want to take a bus to go ten kilometres away, it is
103 immediately a hundred euros. I am lucky to work in a borough where there is money
104 anyway, but this is not the case everywhere.

105 • ***And now about the outings you were talking about. So, you were talking***
106 ***about going out to do science when you have a theme or a subject. Would it***
107 ***necessarily be on the school ground where you would think to take pupils?***
108 ***Or would it necessarily be somewhere outside of school?***

109 The idea is to go to look at things they don't usual see. So, the school ground..., as it
110 stands, we realise that children do not know their local environment. We have a
111 marsh in L***. and there are children who have never set foot there. It's the same, we
112 don't have a forest so if we want to go out in the forest, we need a bus right away.
113 The seaside is 5 km away but here it costs immediately a hundred euros if you want
114 to take the bus to go there. That's a real problem, financing outings is a real problem.

App 2.2. Headteacher B semi-structured interview

Urban setting large *Élémentaire* school with a *Maternelle* section attached, in a city so in a socio-economic urban disadvantaged area by social housing estate, with some green areas in and around the school. Female participant.

- 1 • ***There was an announcement from the minister of French Education last***
2 ***April, stating that children could benefit from doing more outdoor learning.***
3 ***He said that: " Outdoor learning is beneficial in terms of health and it is also***
4 ***beneficial in terms of education." How do you interpret the announcement***
5 ***to wish that learning gets done more outdoors?***

6 To be honest with you, we didn't do any outdoor learning. In fact, in principle, from a
7 health point of view it is a good idea indeed. But there are still things that we must be
8 able to be aware of, on the ground. I have to say, it is a good idea about months
9 when it may be possible, because the weather must not be cold. When it rains, you
10 can imagine the working conditions of our pupils, on the support used where they
11 write, it can be complicated too. We have no space other than the courtyard here and
12 the pergola. You can see that the size of the courtyard is not suitable for eight
13 classes with such a layout. Firstly, this would limit the number of classes that can do
14 it, this is in terms of space. And secondly, with the staggered recess, precisely in
15 place regarding of the application of the current health protocol, it would also be
16 disturbing and dysfunctional, since we still have recess twice twenty minutes in the
17 morning so 40 minutes and twice twenty minutes, also in the afternoon. It is still an
18 hour and twenty minutes of learning time that would be affected. And in addition to
19 this and above all, the time to arrange and tidy up the workspace on a daily basis is
20 wasted learning time. Or a huge amount of time also after class, teaching resources,
21 tables, chairs are heavy too, so that's it.

- 22 • ***Is it an enclosed space with only tarmac on the ground?***

23 Yes absolutely, they are just areas with tarmac. We share a small garden with the
24 *Maternelle* but it does not make feasible the development for an outdoor workspace
25 in the *Élémentaire* school. There are gardening bins, there is a compost bin, a small
26 hut. There is the coming and going of classes in *Maternelle*, who are quite noisy too.
27 It must be on the *Maternelle* yard too, so it would be difficult to achieve to be able to
28 carry out an outdoor class in that area.

29 • ***What are the opportunities for your teachers to take children outdoor, apart***
30 ***from during recess times? Thinking of outings out of the school ground***
31 ***too...***

32 Our pupils go outside for Physical Education and Sports sessions. So, either in the
33 schoolyard or on the beach, it can happen. We also have a partnership on our
34 classes from the CE2 to the CM 2 on an oval ball project. So, they can go to the
35 racecourse with the ball game sessions so it's an activity when they actually are
36 outdoors. More than that and quite randomly it may also be possible to go out to
37 observe our surrounding environment and question the world. For example, to draw a
38 plan or do some gardening at school or to study the seaside environment. As part of
39 our new school project, there is also a part about awareness about the sea. To go to
40 see boat yards, construction sites, to do some fishing. Therefore, there are things like
41 that. We do the oval ball outings in partnership with the national ministry of
42 Education. We have a 20-to-25-minute walk to get to the racecourse. The same thing
43 to go to the beach, then we have about a quarter of an hour. We are really next door,
44 so a quarter of an hour is what it takes.

45 • ***When you do these outings, you have a very specific objective?***

46 Yes, it necessarily must be a project to match a learning objective of a strand on the
47 curriculum. After that, we can plan at the end of the year a small outing to play
48 games, ball games at the beach. It's still part of Physical Education and sports
49 activity, when there are days a little lighter of academic work at the end of the year.
50 It's always quite random, but it can happen.

51 ***What protocol do you need to follow to allow your teachers to take pupils to***
52 ***learn outdoors?***

53 So, this is a bit out of question since we do not do outdoor learning. But, regarding
54 the type of protocol, then here I mean more to do with the *Vigipirate* plan (plan of alert
55 and evacuation in case of a terrorist attack in French government institutions) as we
56 currently are at a reinforced level of vigilance.

57 And so, when we are absent from a classroom, for an occasional outing, we must fill
58 a form in on *TOUTATIS* (electronic application to register) that make the link with the
59 safety pole of our *DASEN* (local prefecture branch of the ministry of Education) and
60 with the academic inspection (regional branch of the ministry of Education).

61 And for the school about the outing forms too. That's to inform of where the class is,
62 on such a date from such time says it is out, with such number of children, with such
63 adults to support them, etc. Also, where are they going, how they are going there and
64 so on. So, it's documented for it to be traceable if needs be.

65 • ***Would you like to see this protocol change if it is a barrier to them doing***
66 ***any outdoor learning and how? Would you like these steps to be easier?***

67 Currently, we are not moving towards the reduction of administrative tasks in national
68 Education system, rather the opposite. I must admit that I do not see what you expect
69 from me to answer about this matter.

70 ***What are the barriers your teachers face with getting out of their classroom to***
71 ***teach?***

72 The barrier is the space that is unsuitable, inappropriate for 8 classes to be outdoors
73 in the schoolyard, the lack of means to have tables, to put tables every day outside
74 and bring them in every day too. The lack of it means because it is not a space
75 designed for it as an outdoor space to teach, it is not a covered space, it is obvious.
76 But I want to say that it would require having something that can be removable above
77 the heads of children if it ever starts raining, since we are still in Brittany. That is so
78 for the outdoor classroom I am telling you about, it's a good idea in theory, but in
79 practice and daily and in terms of the school environment, it's something that remains
80 utopian.

81 For small school structures, I think it's much more easily achievable than in big
82 schools like ours where we have 8 classes.

83 There could be a turnover, we could say: on such a day, such a half-day, it is such a
84 class, but you can really imagine. I mean, here are also pupils who have special
85 needs in the school, we have an *Ulis* program (therapists' intervention in-school to
86 support children with learning difficulties).

87 There is a lot of support also for children within the school, so there are people
88 coming and going that would also disturb with such movement in the schoolyard, that
89 would also disrupt learning. Finally, I remain quite reluctant about the implementation
90 of this, at least for our set up, that would not well function.

91 • ***Regarding the barriers that you have described to me for your teachers you***
92 ***told me about. And now about the school, about the physical aspects of***
93 ***things at the level of your team of teachers. If you, if you were to suggest***
94 ***doing such things, how would your team react to this?***

95 It's true that I didn't consult them in relation to that, I think there would be teachers
96 who would be very much in favour to the project because indeed it's a good thing to
97 be able to take masks off and be able to be outdoors and so on, but I think they will
98 react in the same way as me. For needing to take equipment out. It is difficult to be
99 able to carry out your voice or it is annoying to be disturbed by external aspects.
100 Indeed, according to what I told you. The doorbell, movements with pupils comings
101 and goings, or the staff who come, the social workers who also come within the
102 school. Uh, that's it, that would be a constraint. And then not to know if for example it
103 starts to rain. Well, I mean if I had planned that today (it was raining that day). Well,
104 finally I'm not going to be able to stay outside because the weather is not nice, et
105 cetera. We are soon to reach the Winter, or it is cold in the morning. That's it and
106 then you must manage raising your voice also for big classes of 24, or up to 27
107 pupils, so that's it. Maybe I'm stepping up a little bit for my colleagues. But yes, I think
108 there would be a little bit of a mix too, very controversial, isn't it?

109 • ***How would you like to spend a budget to develop outdoor learning if you***
110 ***had one?***

111 That budget doesn't solve the whole issue. I much prefer human resources

112 • ***So, these human resources can be part of a budget.***

113 Yes, you have to be able to quantify and be able to pay a person who goes out and
114 puts away the material without having teachers also doing it. They already have an
115 enormous workload. For me the main thing, that's what it would be for. And then,
116 indeed, once again materials as I told you something adapted to cover heads, or
117 things helping us a little with carrying our voice or tables to put on the sides. At the
118 end, I think that indeed things to become possible.

119 • ***So human resources above all, that are the issue according to you?***

120 Yes, absolutely.

121 • ***In a better world, we would have a lot more people who could manage half***
122 ***of all the class that would be outdoors and possibly alternate? Is it just a***
123 ***possibility that could be suggested?***

App 2.3. Headteacher C semi-structured interview

Primary school inland, with just over 100 pupils over the *Maternelle* and *Élémentaire* sections, in a rural environment. Female participant.

- 1 • ***The questions I want to ask you are related an announcement from the***
2 ***minister of French Education last April, stating that children could benefit***
3 ***from doing more outdoor learning. He said that: " Outdoor learning is***
4 ***beneficial in terms of health and it is also beneficial in terms of education."***
5 ***How do you interpret the announcement to wish that learning gets done***
6 ***more outdoors?***

7 Honestly, when Mr Blanquer announced this, for me it was yet another government
8 announcement that did not mean much ... and that it was very difficult to realistically
9 implement in schools. And it really felt that in Paris, decisions are made that are
10 actually tricky to set up in our school.

11 I didn't really pay attention to it to be honest if you need to know. Now it's true that the
12 simple fact of having heard about it at that time, I remember that I had inquired a little
13 about it, and then I had seen this on some sites that mentioned this in Switzerland,
14 and I know that in some regions it is developing. But here we are, here in France,
15 however we have not made more of it than that.

- 16 • ***So no follow-up to these announcements could have been done?***

17 No, because it happened in April. Then we wondered: how are we going to do it? Are
18 we going to set our classroom in the courtyard? Even if we were to set classes in the
19 courtyard, we have four classes, so we which class do we set there? Realistically we
20 did not see at all how to set it up. So, we didn't think about it actually. we just let it
21 pass.

- 22 • ***Ok, I think you had quite a few announcements to deal with over that time...***

23 Exactly, we had so many injunctions sometimes contradicting that. With the arrival of
24 sunny days on the other hand, we ventilated a lot but that said, apart from that, we
25 did nothing.

- 26 • ***Your interpretation of outdoor learning, was to stay in the enclosure of the***
27 ***school or did you consider the interpretation to be concerning other places***
28 ***that are close or further away?***

29 Yes, that's right.

- 30 • ***Was your idea to think about the schoolyard itself if I understood correctly?***

31 Exactly, we did not think of doing lessons in the forest for example. Here for example
32 in T****, we have the chance to live in a very pretty place with easy access to the
33 forest, it's a 20-minute walk. Well, we must be careful with dates during the hunting
34 season. We have the sports ground, which is in front of the forest, so we have areas.
35 But it is true that when this announcement was made in April, we did not even
36 imagine transposing our class in the forest. No, no we imagined this in the
37 schoolyard.

38 • ***What are the opportunities for your teachers to take pupils outdoors,
39 apart from during recess times?***

40 As I am saying to you, we are lucky to be in a rather privileged area. We put projects
41 into motion that took place in the forest. So, two years ago we worked on the water
42 cycle with the local authorities of **** *****. So, a group from the *Maternelle* went to
43 study what was happening around a river. We went to the forest to fetch animals, we
44 observe them, which was good and then we also released them, so here we had this
45 project. Occasionally we go there, we have visual arts projects. We did *the big*
46 *laundry*. *The big laundry* is a pop-up exhibition, I don't know if you are aware of that
47 type of pop-up exhibition. We took part this year and we exhibited our artwork in the
48 forest. So, we went there on this occasion. I would say that over the course of a year
49 we go maybe two to three times each half term. It's not something regular.
50 Occasionally, we go there for specific topics in science and art.

51 • ***What protocol do you need to follow to allow your teachers to take pupils to
52 learn outdoors?***

53 The protocol to follow is the protocol of safe supervision. For a class in the
54 *Élémentaire* section, the ration is a teacher for 25 to 30 pupils when it is in an area
55 close by. For children in *Maternelle*, it takes two adults for a class and if beyond 16
56 children, one more teacher. But what we like doing is get parents onboard. We often
57 have more support from adults to supervise. But I would say that for the examples I
58 have just mentioned, the constraints are just related to the number of adults
59 supervising. The protocol to follow is just this.

60 • ***And at the administrative level?***

61 When an outing is planned it must be entered in the pupils' database. It is a
62 requirement to inform the administration that the school pupils and staff will be on a
63 site, on that date and at that time. This is especially for the *Vigipirate* plan so that in
64 case of an alert or whatever, they know where we are at the time of the alert and

65 that's just for that. After that, it is to show that there are the right number of
66 supervisors, but other than that there are no constraints.

67 • ***Having worked in schools in the UK I know that a detailed risks assessment***
68 ***must be done, so it doesn't seem that this is the case for you, does it?***

69 No. Well after that we wear bright yellow bibs and have a supervisor at the beginning
70 and the end of the group but there is no list of risks.

71 • ***Would you like to see this protocol change if it is a barrier to doing outdoor***
72 ***learning and how?***

73 For the protocol not so much, I don't think so. The number of supervisors is important.
74 We are on the edge of the forest, so there is a (hunting) calendar of the forest, I
75 would feel much more at ease if it is on an area that we check. If it is a hunting day
76 obviously on Tuesdays we are not allowed and on Saturdays is not a school day, so
77 that is settled. Sometimes on Thursdays from time to time we can, so here I always
78 check before and it would be even better if I knew that there would be no hunting on
79 these grounds for example. But apart from that, you can see that this is not so
80 restrictive in the end compared to what is happening in the United Kingdom, there is
81 not a list of risks.

82 • ***And about regarding the school ground. You were talking about a protocol***
83 ***to be arranged if necessary to think about putting all the class together***
84 ***would not be feasible. For this kind of situation it would require a fairly***
85 ***extensive logistic arrangements or would it be possible with some***
86 ***organisation do you reckon?***

87 To set up all year groups outside? We couldn't be all on the schoolyard. Well, we
88 would just have to agree with colleagues to know who is going, when. You would
89 have to have the equipment on site. It's more in relation to that yes. But it's not so
90 much at the organisational or protocol level, it's more in terms of the material aspect.

91 • ***What are the obstacles your teachers face in getting out of their classroom***
92 ***to teach?***

93 To do outdoor learning as I said, it has to do with if we had everything that was
94 needed in terms of material. Because at the end of the day, we can imagine that if we
95 want to teach pupils outdoors, other than science, we can imagine a math class
96 outside, well we must have teaching resources anyway. You should be able to have
97 those things there rather than having to carry them around every time. That would be
98 all the organisation needed, I think it is very important. What would pupils write with,

99 do they write and if they write what to write with? When they are in the classroom,
100 they have all their material at hand. But what happens when they are outdoors?

101 • ***Are you for or against more learning to take place outdoors, and why?***

102 What would be the advantages? I've been trying to think about this since you
103 contacted me, and I started wondering if I would like to go to an outdoor school. I
104 think anything that is in relation to science or even art, well I think it makes sense to
105 do that outside. Now when it is to do a math lesson outside if it's being outdoors for
106 the sake of being outdoors to breathe better, I don't know. I can't quite say how useful
107 it can be. Children are easily distracted. I can imagine that in a forest if a pupil is not
108 very focused on his math class, the good side is that he would be less bored since he
109 would have all the forest to observe. But all in all, it would not be very positive
110 compared to when a lesson taught regarding in terms of the pedagogical aspect. So,
111 I can't decide. It's true that it's so not common, I've never seen it being done. If
112 maybe I saw teachers doing a math class, using the surrounding environment
113 precisely to bring pedagogical elements, maybe it would inspire me but in any case,
114 in the current state of things, I do not see too much interest in being outside for the
115 sake of being outdoors. If it's for math, for languages, for French also and for all that
116 is nature related, of course and that I think it's even essential, to be outside to study
117 animals outside, gardening. Then it is much better than showing photos in the
118 classroom, absolutely.

119 • ***How would you like to spend a budget to develop outdoor learning if you***
120 ***had one?***

121 Same to what I have said. The constraint we have is the material constraint. If we
122 wanted to do class outside, if only it would be possible to have tables already ready,
123 which would be useful only for lessons that we would do outdoors. If it is in the forest
124 to have a shelter in which we could put our material. I am not sure, already a place to
125 maybe shelter, a shelter to maybe picnic, to have a shelter for storing equipment and
126 then still if we want to do lessons, it is still necessary that the children can be seated
127 and write about something I think, so that's all that is this material side in the end,
128 chairs and desks.

129 • ***Perfect. Do you want to add anything?***

130 No. I am waiting to see the result of this research, I am very curious to see the
131 conclusions that will be drawn. I think that all the somewhat alternative pedagogies
132 are beneficial, we see it especially for some students who are in difficulty who have

133 trouble adapting to our enclosed and still spaces. Because it's still quite static, even if
134 it's much less still than a while ago, that pupils still have a certain freedom in the
135 class. But at the same time, it remains very still I think. I think that this kind of initiative
136 would allow these pupils to be in a more appropriate environment and perhaps to
137 learn better.

App 2.4. Headteacher D semi-structured interview

Large school setting, *Maternelle* and *Élémentaire* sections, located in a socio-economic disadvantaged urban area, in the middle of a social housing estate. Female participant.

- 1 • ***The questions I want to ask you are related an announcement from the***
2 ***minister of French Education last April, stating that children could benefit***
3 ***from doing more outdoor learning. He said that: " Outdoor learning is***
4 ***beneficial in terms of health and it is also beneficial in terms of education."***
5 ***How do you interpret the announcement to wish that learning gets done***
6 ***more outdoors?***

7 Well, all over sudden with the health crisis this has become a necessity, it came from
8 there. It was following the health crisis; it has become needed to find solutions to get
9 out of classrooms. That's it, after we tried anyway to do a little bit. But in fact, in the
10 Summer, we do not have the worry. Once we get to the month of May, June and
11 September it is possible except that after, just like it is today when we have rainy
12 days from morning to evening, we will not go outside. We are based in Brittany; we
13 are not based in the South so there are no weather conditions that make it possible.
14 So, we still have this issue of the weather, it is hinder and on which we cannot rely,
15 so we have this constraint. After this, when we talk about the constraint of being
16 outdoors it would be the attention of children during a lesson when it is indoors, there
17 is no noise, or we make sure that there is no noise and as soon as we go outdoors
18 there are noises that we do not control. It's going to be the noises of the street, the
19 noises of passers-by, depending on where we go of course so the children get quite
20 distracted, less attentive to what we do with them as an activity. It can be a barrier for
21 being outdoors. After, at the level of the constraints of being outdoors, it will be
22 regarding the supports on which a written activity can be done, it will still be limited.
23 We can find wooden tablets, we must already have the equipment. In fact, the idea is
24 that as soon as we make the children work outdoors, it must be according to what we
25 do. What we do not necessarily have is the equipment.

- 26 • ***What are the opportunities for your teachers to take children outdoors,***
27 ***apart from during recess times?***

28 Yes, there are times more prone than others. There are several moments and
29 depending a little bit on the weather and on the year groups. When everyone is more
30 or less in agreement, we all try to go outside to practice sports for Physical

31 Education, or to work on motor skills so these are times when we still tend to go
32 outdoors. This is a time when children need to be less focused or attentive, in fact
33 they are more in action. So, it's much easier compared to managing noise, such as
34 the sound from the outdoors to manage. The constraint of the equipment is sports
35 equipment that we have, since the school is equipped. After, what we also find
36 amongst what we can do outdoor are activities to discovery of the surrounding
37 environment, questioning the world is the field trip that we find as part of the
38 curriculum in *CP* and in *CM1*. It is also already in *Maternelle*'s curriculum, and in fact
39 it's more part of the curriculum than in the other two classes mentioned. Even in
40 Geography, you can go out in the *Élémentaire* section. At this level we can do some
41 outdoor learning, to go see how it happens outside to observe, to discover and
42 investigate. At this point, indeed we may have to go outside.

43 • ***What protocol do you need to follow to allow your teachers to take pupils to***
44 ***learn outdoors?***

45 I do not know what you mean by the protocol if it concerns the framework or not. So,
46 regarding the supervision, there actually is a framework to follow. Then if it is a local
47 outing, implying leaving the classroom, we have terraces for some classrooms, in
48 front of them. So there, the question does not come up concerning having to follow
49 the framework when using our terraces. Teachers who have a terrace sometimes
50 read outside. This does not mean that it is always ideal either, because there are still
51 these noises. The noises from the outdoors that can distract the children. Then we do
52 not have the question of protocol and security with supervision. We also have a park
53 that is next to the school. There it is the same as it is really close to the school. We
54 do not necessarily need in any case, in the *Élémentaire* section, to be accompanied
55 and in *Maternelle* there is always the teacher and the teaching assistant of the class,
56 who are enough to go to this park, by warning the headteacher anyway. This is what
57 makes it possible, it is achievable. On the other hand, if we want to go further, we
58 always have ratio of supervision to effectively respect. If you need adults present, it
59 can slow the process down. It can be a barrier because we do not always find people
60 to supervise who are available to do outdoor learning. Sometimes it can also be
61 improvised, here and then when there is the desire and enough supervisors, but it is
62 not always easy to have them like that.

63 • ***And with these terraces, there is a way to go outdoors depending on***
64 ***opportunities weatherwise, that could let you have an easier access? Rather***
65 ***than if it were in another environment where there is less space outside?***

66 Yes, that's right.

67 • ***Have these places tarmac or are they green areas?***

68 Both. These are paved with slabs and green areas too.

69 • ***Would you like to see this protocol change if it is an obstacle to do outdoor***
70 ***learning and how?***

71 The protocol is really about having supervisors to ensure the safety of pupils. Then,
72 concerning the time to get dressed and the space to do it, it must not be too
73 constraining to go to learn outdoor.

74 • ***What are the barriers your teachers face to do outdoor learning?***

75 At the end of the day this comes down to what I have already said... the weather
76 constraints, the concentration of pupils who can be less focused outside and then at
77 the material level, we cannot do everything we want either. Regarding the material
78 level, it is quite limited, or you have to transport this material and you do still have to
79 have this equipment. And that suddenly implies a budget, this represents a
80 substantial budget to do outdoor learning.

81 • ***Are you in favour or against more learning to take place outdoors, and***
82 ***why?***

83 What comes to mind for outdoor learning is actually going out. It's having more
84 budget to go out with our pupils and suddenly do more outings related to our
85 curriculum. Then, regarding the material, if we have to write, a rigid support to be able
86 to write for the big ones, so that they can write. And then for the arts too, if you need
87 to draw, well you need a rigid support actually. So, it will be needed to buy. After that
88 can also be sports equipment, gross and fine motor equipment for sports, to do
89 sports outdoors, and after that it is according to the activity you want to do.

90 • ***Do you feel in your team a desire to go in this direction of learning or not***
91 ***necessarily?***

92 Not necessarily. I think some are already doing it but ultimately not most of them in
93 fact. I mean on some occasions we will do it, and there is still the fact that it makes
94 children happy. Therefore, we think that it is good. Children will be motivated to go
95 out to do outdoor learning. Though at the same time, there is always this problem of
96 focus, of more distracted children and that is still a barrier. That is to say that we can
97 do it but not all the time. It is not necessarily the volume of the curriculum, but there
98 can also be that. Because time is limited and there is the program that must
99 necessarily be followed. It's not necessarily.

App 2.5. Headteacher E semi-structured interview

Medium size *Maternelle* school setting, in an urban environment in by a social housing estate. Female participant.

- 1 • ***The questions I want to ask you are related an announcement from the***
2 ***minister of French Education last April, stating that children could benefit***
3 ***from doing more outdoor learning. He said that: " Outdoor learning is***
4 ***beneficial in terms of health and it is also beneficial in terms of education."***
5 ***How do you interpret the announcement to wish that learning gets done***
6 ***more outdoors?***

7 Doing outdoor learning is not something new. This has been around for a long time
8 but inevitably with COVID we talk about it a lot more. It is not a question of only going
9 out to observe the leaves in the trees but rather transferring all the learning, whether
10 it is math or French or other subjects, to locate them outdoors.

11 For me it is obvious that this requires an adaptation so that the environment is
12 adapted and does not represent a barrier. It is necessary to have nice weather
13 conditions to facilitate such adaptation so that children are dressed accordingly. That
14 is for their comfort and also not to be cold as well as wearing loose clothing to allow
15 them as much mobility as possible. To make this transition meaningful and possible,
16 teachers must be inclined of this and also need to work with families so that they can
17 better understand this approach. So, it implies for us to work with families, who are all
18 different. There are benefits for the well-being of children to be outdoors. Also, the
19 more time they spend outdoors, the much calmer they quickly are when they go
20 inside. Our school is quiet with green and wooded areas, which makes outdoor
21 learning easy to do. We are very lucky to have such an environment, but this is not
22 the case for all schools. When there is a lot of noise, like road traffic or else close to
23 schools, it can be more difficult for children to stay focused. But for us here, we don't
24 have to worry about it. I had the experience in Quebec of being able to see young
25 children in *Maternelle* go outdoor even when it is minus 10, when I had the chance to
26 go there to do my training internship in early childhood. So, I know that the
27 challenging weather conditions can be managed with the right clothes.

- 28 • ***What are the opportunities for your teachers to take children outdoors,***
29 ***apart from during recess times?***

30 All the recesses are spent outdoors, and we also do a lot of collective games
31 outdoors, but we cannot do everything because it requires tables and chairs as well

32 as other supports. Even if there are already a lot of resources, because this place is
33 also used as an extra-curricular holiday camp for children. It still would require us to
34 have more equipment to do more outdoor learning.

35 • ***What the protocol you need to follow to allow your teachers to learn***
36 ***outside?***

37 There is no particular protocol since we always stay close to the school. But this is
38 more about an adaptation for families, so that the children are correctly dressed and
39 have the right footwear. The location but also the age of the children, all must be
40 taken into account. Again, doing outdoor learning is not just to go to play. You have to
41 be able to arrange to have the necessary equipment to be able to do some learning.

42 • ***Would you like to see this protocol changing if it is a barrier to do outdoor***
43 ***learning and how?***

44 Not really, it depends mainly on the attitude of the teachers and more precisely if they
45 are able to challenge themselves or not. Some teachers prefer to do exactly the
46 same thing each and every year. This kind of outdoor learning can be done and
47 happens when teachers are eager to feed their curiosity enough to engage with
48 innovative practice as such. The work is to be done as a team. Teachers must pay
49 attention to teaching practice developments.

50 • ***What are the barriers your teachers face to do outdoor learning?***

51 As I just said, it's a question of attitude and of being able to dare to challenge yourself
52 to such endeavour.

53 • ***Do you think there is a difference to consider between Maternelle and***
54 ***Élémentaire schools?***

55 No, I don't think there are any differences, I think that outdoor learning can be done in
56 these two types of setting, as long as the location supports it and with having the
57 equipment required.

58 • ***Are you in favour or against more learning to take place outdoors, and***
59 ***why?***

60 I am in favour of the reasons already stated, such as the well-being of children and
61 allowing them to work much more on their motor skills.

62 • ***How would you like to spend your budget to develop outdoor learning if***
63 ***you had one?***

64 When it comes to being able to develop this method, you must be able to have the
65 freedom to build a team, for example over a year and to be accompanied for the

66 start-up. But also be able to work a lot with families and not to have too square texts
67 to follow to the letter that allow to set this kind of practice up.

App 2.6. Headteacher F semi-structured interview

Large size *Maternelle* school setting, in an urban environment in socio-economic disadvantaged area by a social housing estate. Female participant.

- 1 • ***The questions I want to ask you are related an announcement from the***
2 ***minister of French Education last April, stating that children could benefit***
3 ***from doing more outdoor learning. He said that: " Outdoor learning is***
4 ***beneficial in terms of health and it is also beneficial in terms of education."***
5 ***How do you interpret the announcement to wish that learning gets done***
6 ***more outdoors?***

7 I may have a negative view, but I think he actually stated this due to the health crisis,
8 when there were class closures, and when we were forced to reduce the number of
9 children attending per class. Sometimes it was also necessary for the borough
10 council services to take over because of the number of children per class. Because
11 there was not necessarily enough room, it was potentially necessary to use outdoor
12 spaces. To be honest, I did not even remember that it was something that was
13 announced by our minister of Education then. When I read your questionnaire, I
14 thought, 'Oh well, he announced that.' So I did some research, and then went on
15 typing *outdoor learning* and found *Éduscol outdoor school* on Google, since *Éduscol*
16 is kind of our government institutional reference and I didn't find anything in fact. After
17 rummaging a little, I actually found the short statement that he had made in April. So,
18 despite everything, maybe it has made its way and I may have heard this
19 nonetheless, since I embarked on the journey of this pedagogy that was slightly new,
20 in June last year. Indeed, it may be something that was a little in tune with the time.
21 And when I realised that there was this light ministerial validation. Despite everything,
22 then well maybe I allowed myself, although I think that I might not have done it
23 before, and it is especially by doing a lot of research on the Internet that I realised
24 that it was done in many other year groups. And finally, regarding the ministerial
25 resources that seemed to have been announced. Well, I found none. I only found
26 nice colleagues who in the end, share online what they did to be available, or what
27 they have been doing for several weeks, months or even a few years for some.

- 28 • ***And about now the opportunities. What are the opportunities for your***
29 ***teachers to take children outdoors, apart from during recess times?***

30 Apart from the recess times, these are opportunities for the *Maternelle* that exist with
31 a charity called *Tools for the garden*, which is really great, who has been coming to

32 do sessions once every other week with our pupils. It was set up 3 years ago. Once a
 33 fortnight, the charity came to do a gardening session. At first, it was really focused on
 34 gardening. Then, they expanded a little more on the bugs in the garden, and so on.
 35 And thanks to this charity, we were able to really arrange a garden space in the
 36 school. We still had to have a letter from the local authorities, because we had to
 37 finance certain things to get them in the school. It is also due to this colleague in the
 38 *Grande section* class who initiated a little this project of school garden quite well.
 39 That's it, I'm trying to remember your basic question, which was to know what
 40 opportunities would be, apart from the recess times, that are often attributed to being
 41 outdoors. If in the course of a planned day, there are times that can be more
 42 conducive and that would even be advised to spend time outdoors?

43 Yes, for me, as a headteacher, it is a matter of pedagogical piloting. That means that
 44 I help colleagues who would like to get into it, but it is not something that I impose,
 45 because I'm not their hierarchical superior beside of when being with my class. So, I
 46 have a rather special class where I work with children under 3 years old who are
 47 starting school. And so, with that class, I started that in June, last year, we spend one
 48 morning a week outdoors. In June, it was easy because the weather was rather nice
 49 and I thought that this school year, we would start from the first week when children
 50 start coming in September and on Thursdays, in the morning from 9am to 11am, we
 51 are outside.

52 So that's it, it was necessary to also prepare parents a little, to tell them about it when
 53 I met all the families before the start of the school year of my little ones. That was it,
 54 we presented them a little bit about this project. It's a detail, but we asked that each
 55 child comes equipped with a pair of wellington boots. And the parents played the
 56 game really well, it's good. There was the pair of slippers, and there was the pair of
 57 boots, so each child on his peg has a pair of slippers, and a pair of boots to follow the
 58 idea. I explained to the parents that although there were days with a little rain, we
 59 would still go outside in recess.

60 • ***And is this an initiative that you personally took to develop this type of***
 61 ***method? Or was it something that was advised for you to do, or a pedagogy***
 62 ***to adopt?***

63 Not really in fact, no. I sincerely think I was influenced by what other colleagues were
 64 doing. They reported on social media on things like that, but I really didn't feel like I
 65 had an incentive from the national ministry of Education's administration or even from
 66 our district inspector, and so on.

- 67 • ***What is the protocol you need to follow to allow your teachers to do***
68 ***outdoor learning? And to know the protocol that you must follow to allow***
69 ***your teachers or yourself to be able to do certain learning outside the***
70 ***building. Outside as outdoors which does not necessarily mean at school,***
71 ***but perhaps beyond the school ground?***

72 So, the protocol is not really a protocol, but it is what we do for any outing or even
73 any activity with the children and when the aspect of safety prevails then. Here, the
74 school is located in an urban area, we are in a priority education network zone
75 (considered as a deprived area). And to my deepest regret, most certainly what
76 people living in this neighbourhood regret, there are almost no green areas. Even the
77 very small parc that there is, has been cut in half to build houses. And despite this,
78 from what I can recall, it is one of the first places that I used in the past years during
79 the Autumn. I used this small park that was right in front of the school, to pick up
80 autumn treasures, as the young children like to say. That's it, it was the first space a
81 little outdoor with nature that I had managed to use, which was reduced by half. So,
82 in this neighbourhood with toddlers, we cannot go very far because the perimeter is
83 quickly restricted though we are still lucky. Thanks to this colleague who launched
84 this gardening project with the help of this charity, *Tools for the garden* to have been
85 able to develop a space on the school ground. It is a large secure space because it is
86 enclosed. Nonetheless, for my little ones, they feel a little bit like going somewhere
87 else because we leave the school building, we go behind the *Élémentaire* school and
88 so on. They are in a completely different environment, but it is secure. I know that I
89 don't necessarily need to have them all in front of me because I know that they are
90 safe and I can let them be, roaming freely there. I admit that this is what I really liked,
91 and that is what I would like to convey, a little to my colleagues. We are very much in
92 the need to always have a close eye on the children, to know exactly what they do at
93 all times. But then, not as much, I am really happy to have embarked on this project,
94 even if it honestly felt very scary for me at first. Because we actually put ourselves in
95 another position than as a teacher when we let the children experiment. We are more
96 there as observers. Despite everything, the toddlers and me, we observe and also
97 are incentivising. We put words on what they are experiencing, and so on. Therefore,
98 on the safety aspect of the protocol, that's it. And then despite everything, it is safe.
99 As for the equipment, we ask the families.

- 100 • ***From what you said earlier, were there more families who have welcomed***
101 ***this type of initiative positively, than other families did negatively?***

102 Oh yes, I was extremely surprised by that right away, like the slippers, we had the
103 boots from the first day of school. And then the parents played the game. That said,
104 once again, we are in a priority education network, so many families are in need
105 (financially speaking), et cetera. And I'm glad they were able to leave a pair of boots
106 at school and potentially have another one at home. Well, it can be complicated for
107 some so it's either they don't have any at home at, all because they don't go out and
108 so on. But in any case, at school there is this pair of boots. And everyone has played
109 this well, played the game. I also wondered and thought that maybe parents of the
110 little ones might complain a bit, to put them in the cold and put them in the rain, and
111 so on. For the moment, I have not had too many remarks. Even if for a moment I
112 asked myself the question sometimes, I wondered if there were some children who
113 were absent, maybe due to the weather, but not so much. I put that assumption aside
114 because it wasn't something recurring. And it's interesting too, parents are onboard
115 and agree. We thought they might say that we can't take them out if it's raining. But
116 against the odds, we got well equipped, and we can do a lot of things. Every now and
117 then, often when it's a little colder or raining, we reduce the time we spend outside.
118 But despite everything, we are doing very well.

119 • ***So now, if there was anything that could finally prevent you, especially***
120 ***regarding this kind of protocol, what would you like to see changed? To***
121 ***allow perhaps to extend this period of time outdoors?***

122 It's the sensitive side of the matter, but concerning the financial aspect, it can first be
123 regarding the equipment. This said, it is great that parents are on board with the
124 boots for example. But it would be brilliant for us to have what we see in other
125 schools, not so much in French schools, but in schools in Quebec or in Belgium,
126 where the school provides, for example, a raincoat for all these young pupils. This is
127 the kind of thing that you see when you watch videos. There, on social media, we see
128 the kids, all equipped with the same poncho. So I am guessing that this is the school
129 that provided all these. So that's one of the obstacles indeed, but if I had a larger
130 budget, well. It could be spent so the school provides all this equipment, boots, rain
131 poncho, why not gloves to stay warm too. There you go. So, there is the equipment
132 for the children in relation to what can be done on our spot. This said, this depends
133 on how we use it as now we do with what we have available. We have a little ritual at
134 the beginning of each session, we all sit together, we regroup, on the lawn, it's the
135 school lawn. It's not like if we were in a forest where we can take logs of wood to sit
136 down to make small benches. Here, we have to innovate, so for now we take small
137 plastic cubes from the motor skills room, and everyone takes a little plastic cube to go

138 and sit in the garden. And that's it, we made a request to this gardening charity to get
139 that, to have small trunks of trees to sit, to do what I do with plastic cubes. So that
140 each child has his little seat to sit on for the times of regrouping. But on that we are
141 stuck a little, it is because we have already made a request to install a small shed to
142 store all the gardening tools. But that is the same thing, these are not things that
143 seem completely excessive to us. We can see here again; on the one hand it is not at
144 all something that seems to be essential and also maybe it still seems too far-fetched
145 for the local authorities with how to deal with this project. I am guessing that the
146 regional academic inspection could support us a little on that. However, I wonder if
147 we were to make a request to obtain a budget concerning a safety aspect, such as to
148 add a fireproof door, or things like that, it would be achievable although it costs more
149 than building a shed.

150 • ***What are the barriers your teachers face in to take children out of their***
151 ***classroom to learn? With regard to precisely the barriers that you***
152 ***encounter, so you have just mentioned about this budget problem that***
153 ***could be released wisely and develop these projects. What would seem to***
154 ***be the priority. Or would there be other focus to have in your opinion?***

155 Well, this goes back to the previous question when you mentioned the barriers. That
156 is to say more precisely regarding what I have set up... My colleagues see me every
157 Thursday morning going outdoors with my little ones. I have other colleagues from
158 the *Maternelle* sections, working with slightly older children than mine and I think that
159 it would be great if they could expand their pedagogy a little. Because I find it
160 extremely beneficial for the children like I do. But we see that it is still a slightly
161 alternative pedagogy, that is a novelty which may seem scary for them to try. As I told
162 you, I had to let it be a little when I did these experiments in June. I think that for the
163 moment some colleagues do not want to get into it at all, because they do not see the
164 pedagogical interest in this approach. And on the other hand, it does change the
165 habits of teachers. The children are no longer sitting at a table, we are outside, it
166 requires letting them experiment, something that some already do in their class, while
167 others are not keen on doing this experimentation, observations and so on.

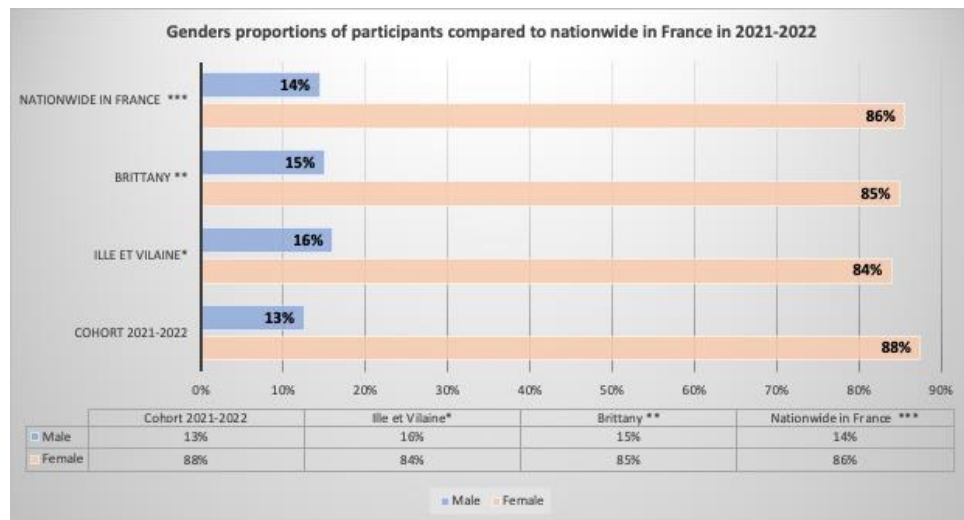
168 • ***So does this match to an attitude? A culture in fact of it? Which is***
169 ***specific to each individual teacher? It depends on the people you***
170 ***meet, that you have at your school, shall we say?***

171 Yes exactly that.

Appendix 3. Figures and tables of answers from participants to the questionnaire

Original copy in French available on request.

App 3.1. Figure 1. Genders proportions compared to nationwide in France in 2021-2022.

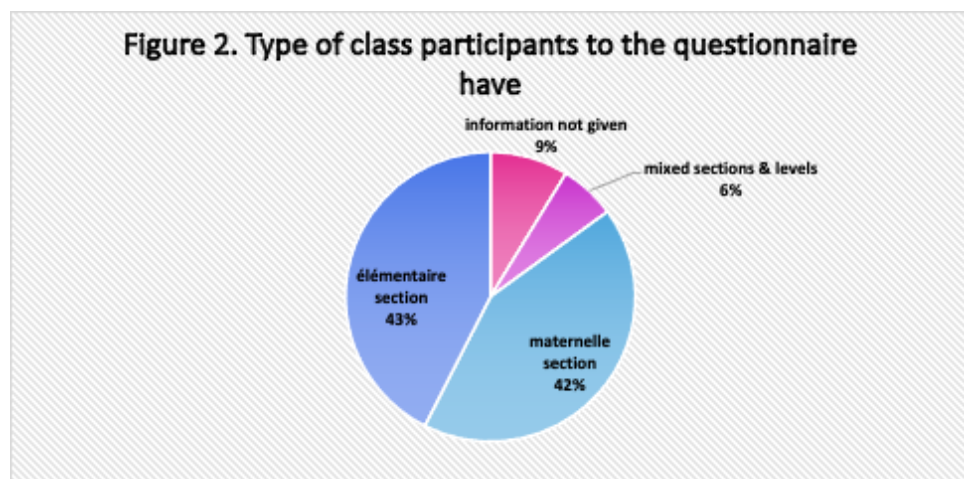


* ([file:///Users/utilisateur/Downloads/bilan-social-acad-mique-2021-20059%20\(3\).pdf](file:///Users/utilisateur/Downloads/bilan-social-acad-mique-2021-20059%20(3).pdf))

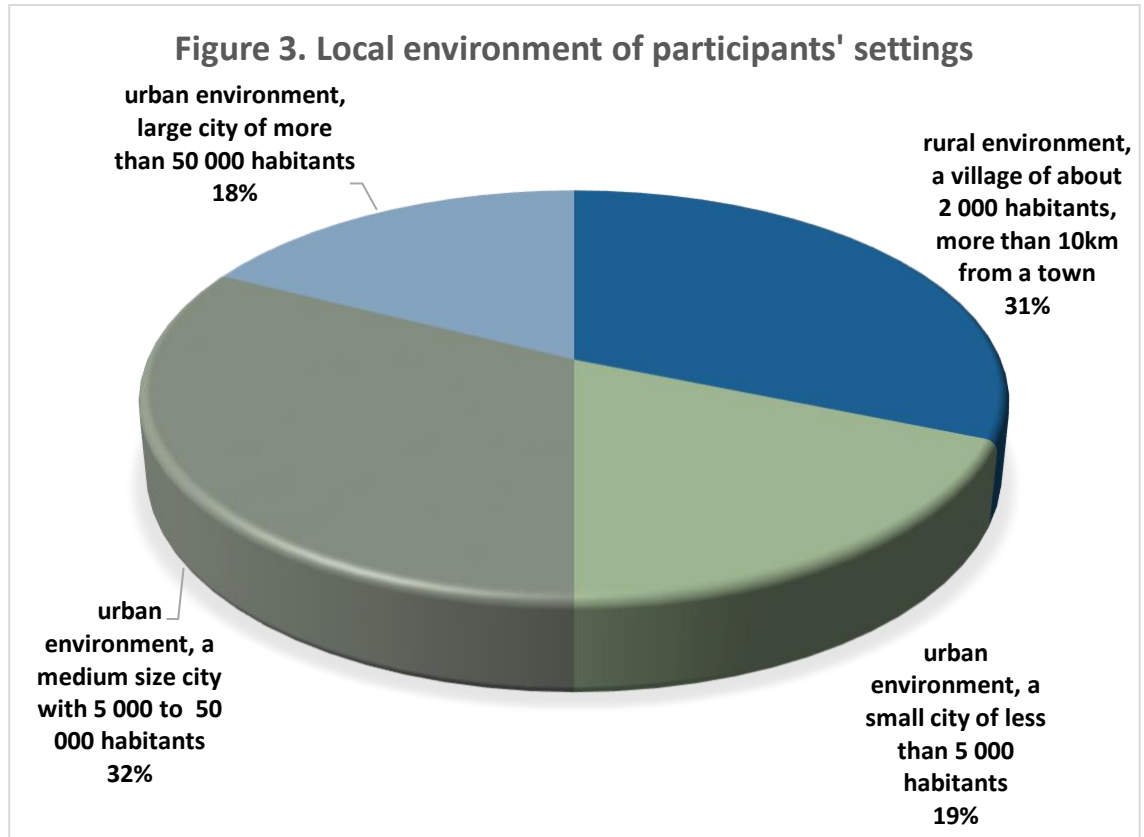
** (https://www.insee.fr/fr/statistiques/2012662#tableau-TCRD_078_tab1_regions2016)

*** (https://www.insee.fr/fr/statistiques/2012662#tableau-TCRD_078_tab1_departements)

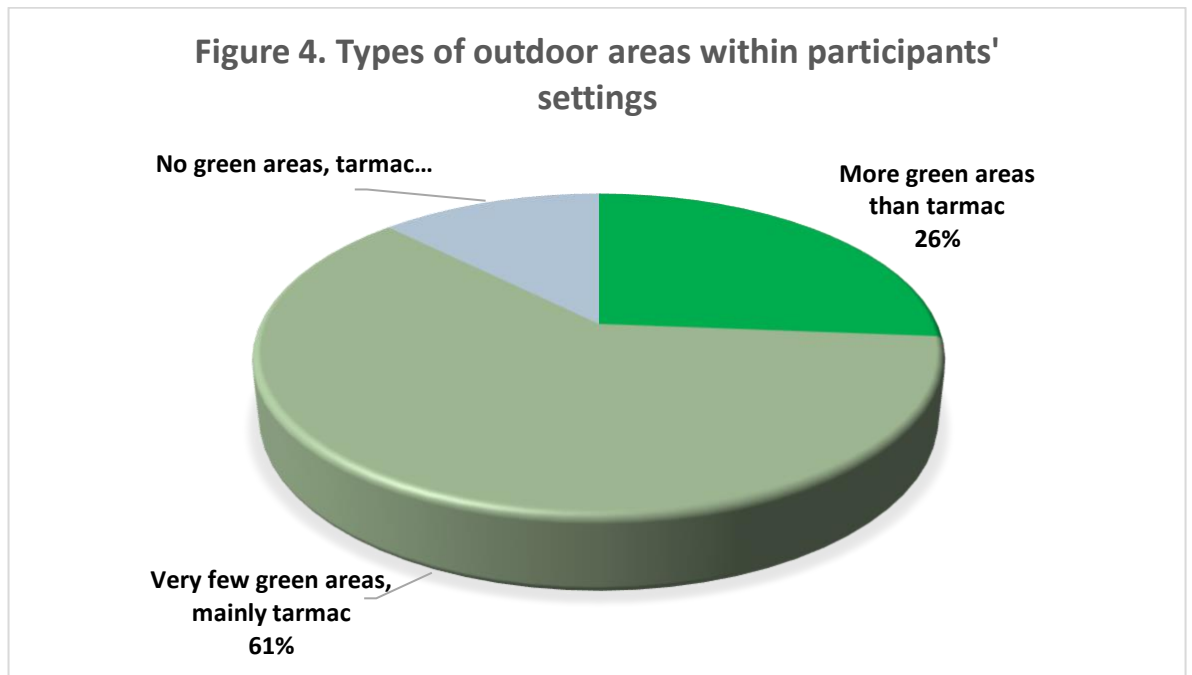
App 3.2. Figure 2. Type of class participants to the questionnaire have.



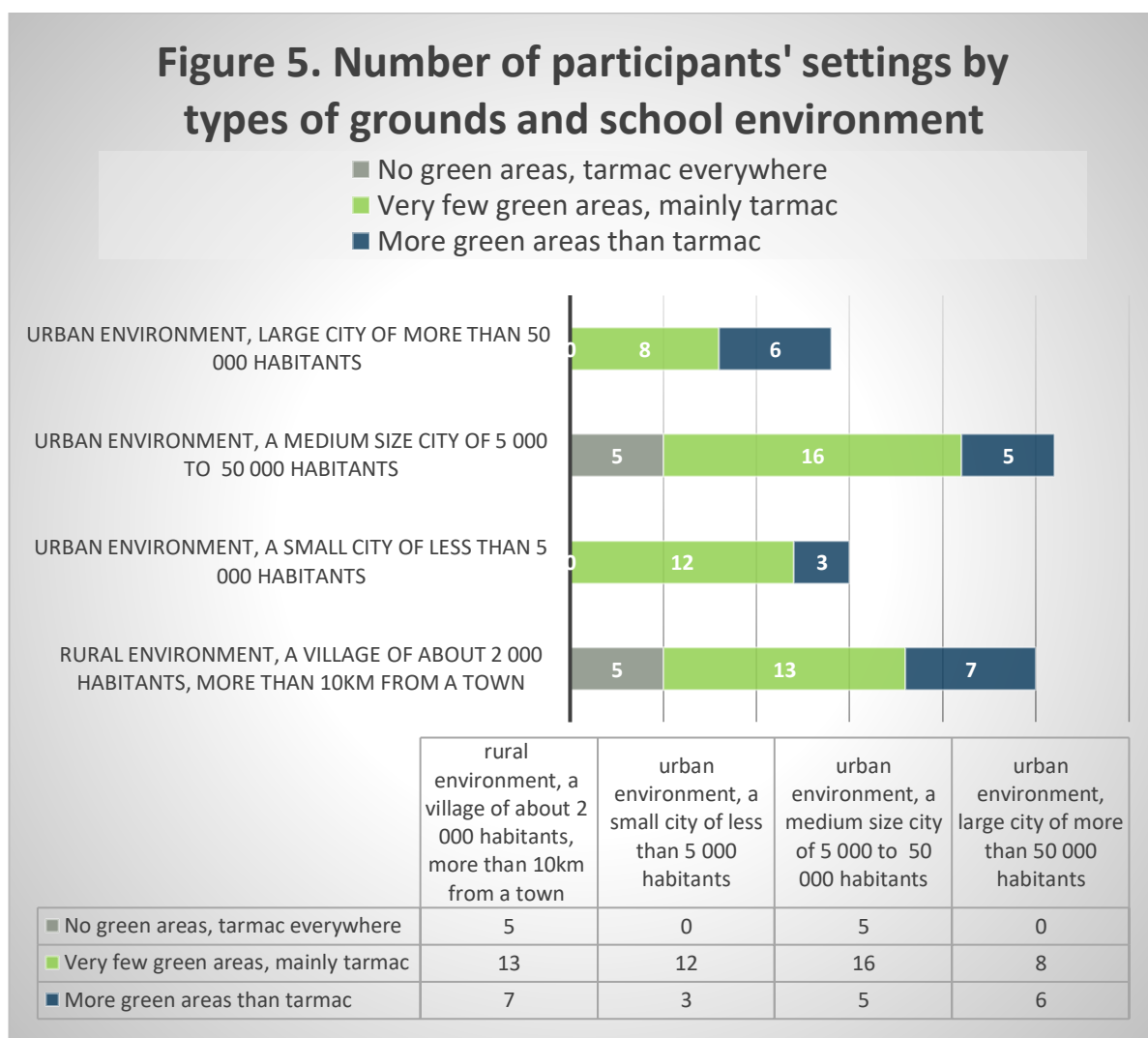
App 3.3. Figure 3. Local environment of participants' setting.



App 3.4. Figure 4. Types of outdoor areas on participants' settings

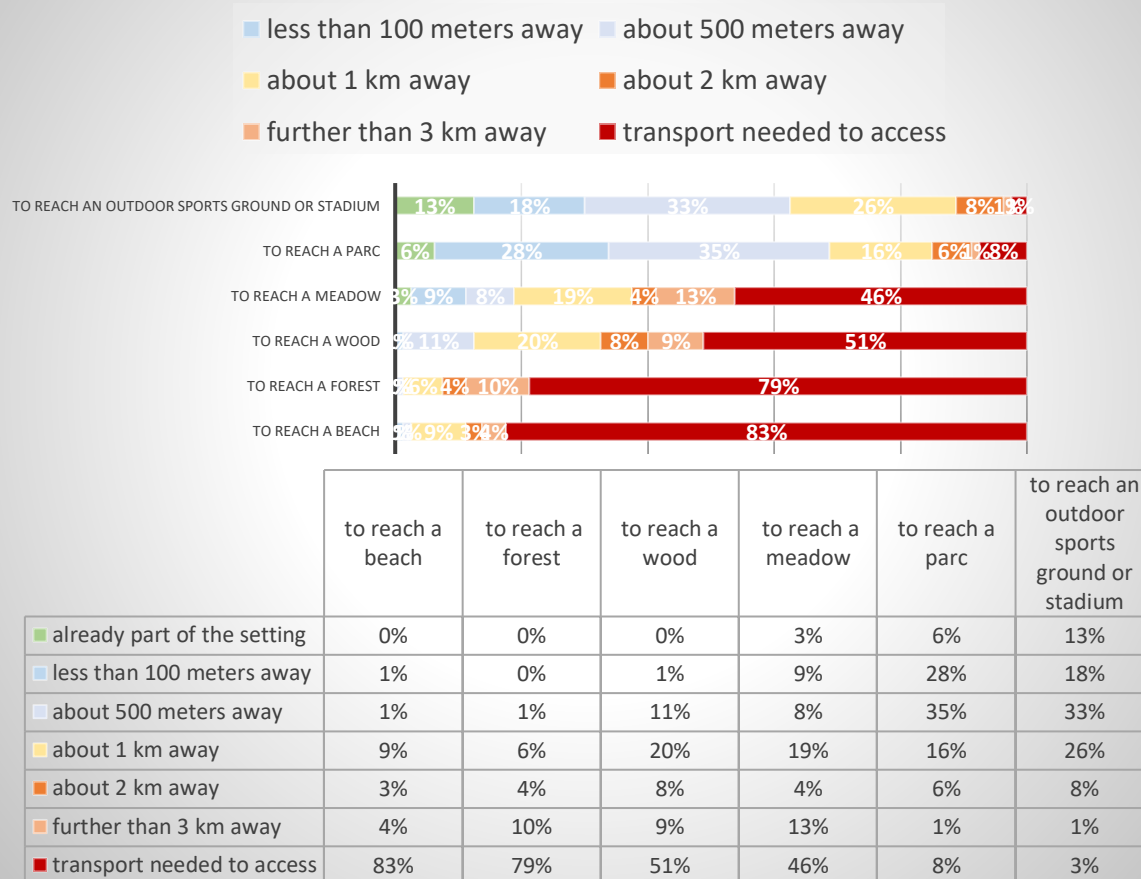


App 3.5. Figure 5. Number of participants' settings by their types of grounds and school environment



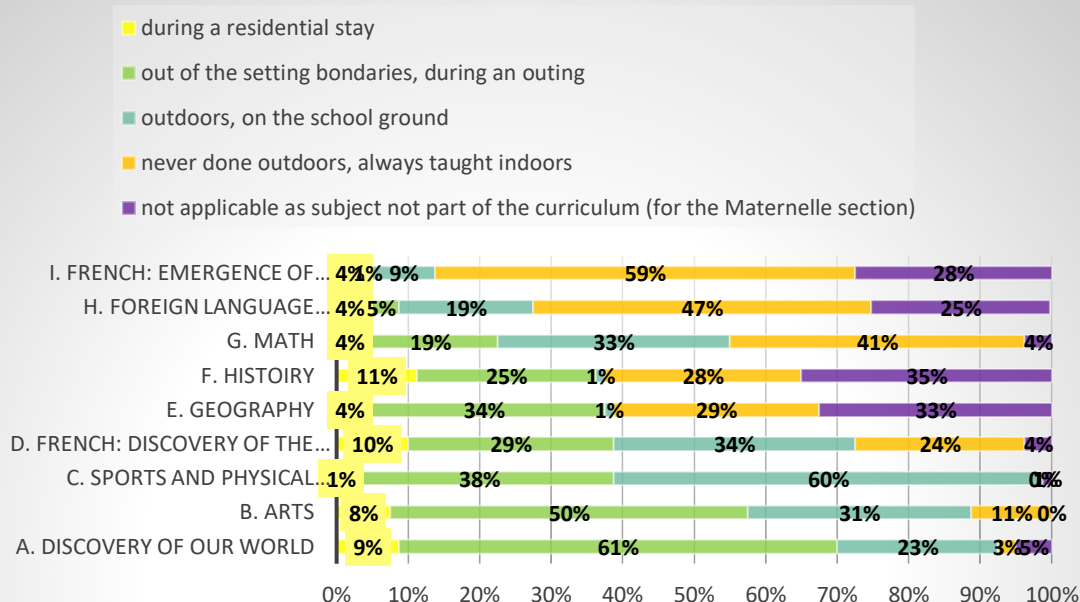
App 3.6. Figure 6. Distance from participants' settings to outdoor spaces.

Figure 6. Distance of outdoor areas from teachers' settings



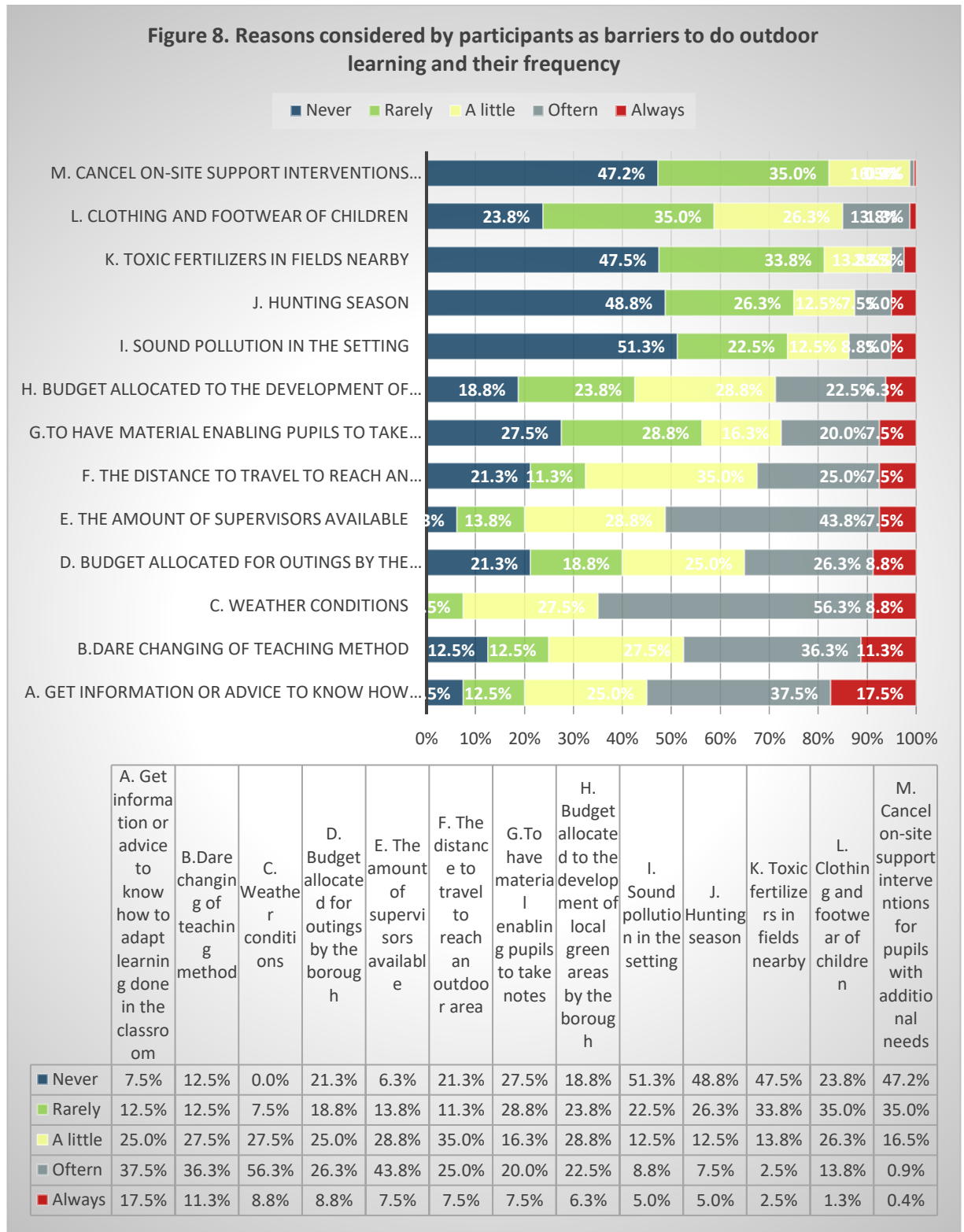
App 3.7. Figure 7. Previous teaching experiences of the curriculum outdoor.

Figure 7. Previous teaching experiences of the curriculum outdoor

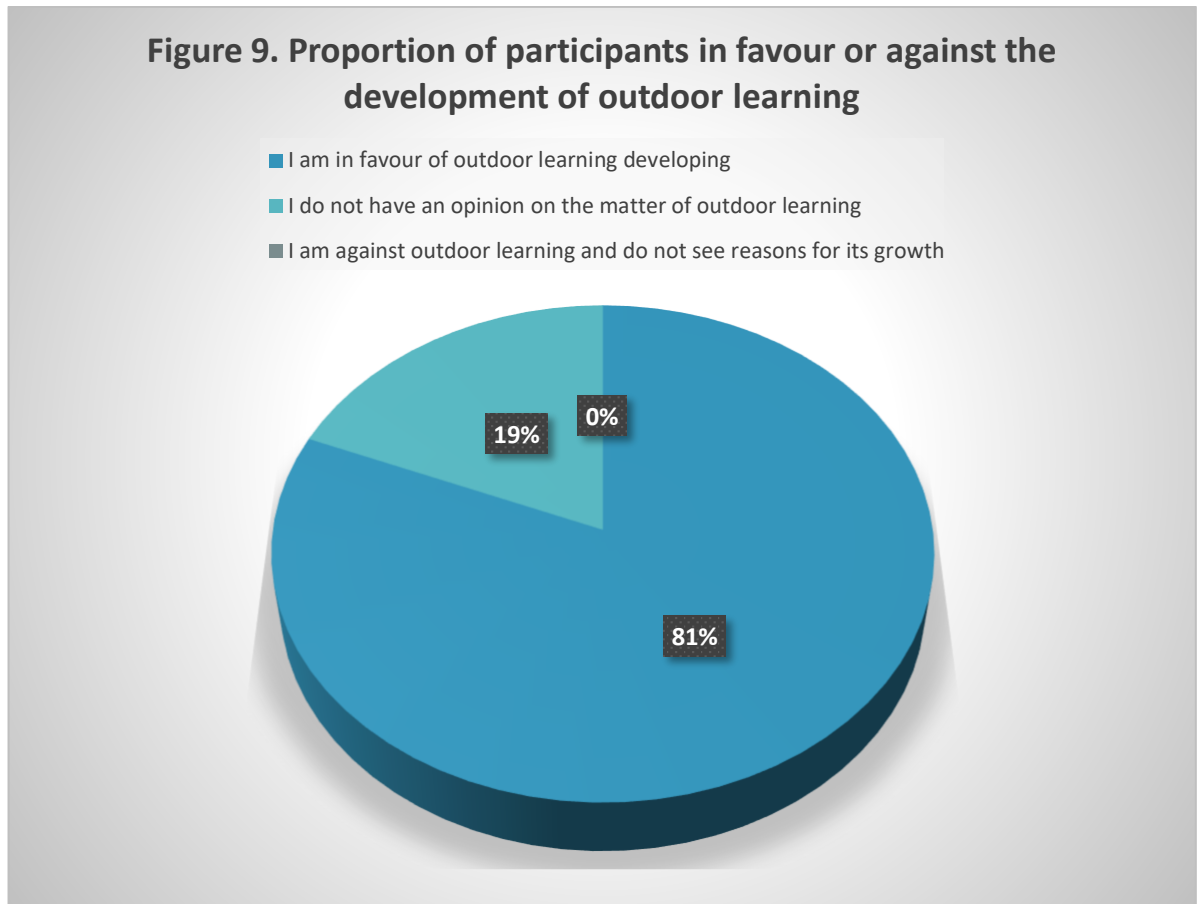


	A. Discover ry of our world	B. Arts	C. Sports and physical educati on	D. French: discove ry of the languag e, reading , vocabul ary	E. Geogra phy	F. Histo iry	G. Math	H. Foreign languag e (region al or from abroad)	I. French: emerge nce of writing, gramm ar, conjuga tion
during a residential stay	9%	8%	1%	10%	4%	11%	4%	4%	4%
out of the setting bondaries, during an outing	61%	50%	38%	29%	34%	25%	19%	5%	1%
outdoors, on the school ground	23%	31%	60%	34%	1%	1%	33%	19%	9%
never done outdoors, always taught indoors	3%	11%	0%	24%	29%	28%	41%	47%	59%
not applicable as subject not part of the curriculum (for the Maternelle section)	5%	0%	1%	4%	33%	35%	4%	25%	28%

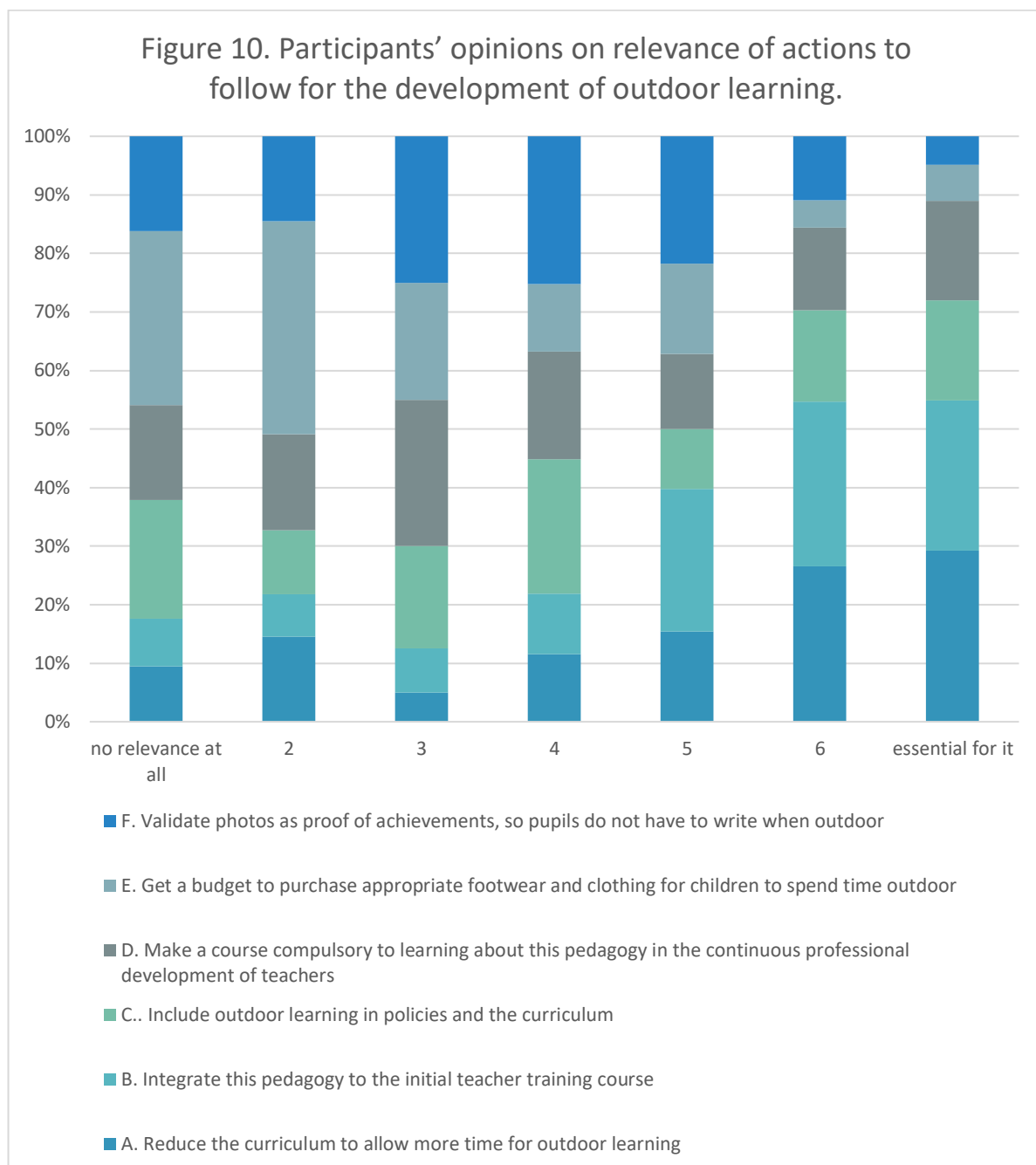
App 3.8. Figure 8. Reasons considered by participants as barriers to do outdoor learning and their frequency.



App 3.9 Figure 9. Opinion of participants on the development of outdoor learning.



App 3.10. Figure 10. Participants' opinions on relevance of actions to follow for the development of outdoor learning.



App 3. 11. Table 1. Comments of participants on additional negative aspects and barriers for them to do outdoor learning.

Table 1.

Participants	Are there other negative aspects that are barriers for you to do outdoor learning with your pupils which have not been mentioned here yet?
Teacher 1	Nothing
Teacher 2	no
Teacher 3	no space available in the centre of the village, I do outdoor learning with the <i>Maternelle</i> class in the school courtyard
Teacher 4	no
Teacher 5	no
Teacher 6	No
Teacher 7	matters of security and time taking too much importance for the length of time of the activity
Teacher 8	No
Teacher 9	No
Teacher 10	No
Teacher 11	the difficulty of giving instructions outdoors
Teacher 12	I don't always dare as not followed by other class
Teacher 13	bringing teaching resources and young children who easily get distracted
Teacher 14	the most difficult is to manage the behaviour of some pupils outdoors
Teacher 15	No
Teacher 16	No
Teacher 17	it needs to be a team project
Teacher 18	lacking training
Teacher 19	manage the group outdoors, with the distractions around that are unpredictable
Teacher 20	It's a practice we have on Fridays in the morning. No other negative aspects to add to those mentioned
Teacher 21	The pupils' behaviour outdoors
Teacher 22	I am answering to this questionnaire although I have very young pupils, therefore I do not really feel concerned regarding the teaching of core subjects outdoors

Teacher 23	Some pupils who have behaviour issues
Teacher 24	Is the focus the same outdoors ? Would the children have the tendency to spread around ?
Teacher 25	No negative aspects, just need to be well equipped
Teacher 26	Which contents ? Links with the program/curriculum
Teacher 27	The safety with children who can run off / put others at risks (pupils with special needs)
Teacher 28	I used to do outdoor learning for a quarter of a day per week when I was in <i>Maternelle</i> but in <i>Élémentaire</i> it seems a lot more complicated due to the program being more defined and intensive to teach
Teacher 29	The focus is harder outdoors (senses are awoken and many distractions around)
Teacher 30	mainly the weather
Teacher 31	managing the group with children who have special needs seems a lot more difficult. The setting up of doing outdoor learning seems to take up a lot of time that I do not have enough of.
Teacher 32	the amount of pupils
Teacher 33	The worry of the parents' opinion as they are conservative in this school
Teacher 34	no, I go there on Wednesdays in the morning (unless the weather is too bad, it rarely is)
Teacher 35	we can propose a training course but not make it compulsory
Teacher 36	managing the resources, the noise, the pupil's focus
Teacher 37	the negative view of parents
Teacher 38	There is a real issue concerning the support of adults (we always have to find enough adults and it is not always easy to convince them nor the teaching assistant to get involved with this project of outdoor learning) and there are also big issues with the equipment (outdoor clothing, adapted resources such as a tarpaulin, trolley, note board and learning resources...)
Teacher 39	Ideas of setting up diverse learning in situations
Teacher 40	lacking practice since the petite section (<i>1st year of Maternelle</i>)
Teacher 41	The curriculum, the view of parents
Teacher 42	0
Teacher 43	No
Teacher 44	No
Teacher 45	I don't know

	This requires preparing, more time in addition to the training. Thoroughly
Teacher 46	having to think about the support and the activities
Teacher 47	I am questioning the benefits of teaching some topics outdoors
Teacher 48	Some unpractical subjects to teach outdoors
Teacher 49	The activity done during the session has to be related to the outdoors. I cannot see how valuable it would be to do geometry outdoors for example (tools, resources, material to trace)
Teacher 50	the view of people in non secured areas
Teacher 51	To organise request forms to go out beforehand + to find adults volunteering to support + outings that have to be arranged in advance...
Teacher 52	road traffic to be noise pollution as well as air
Teacher 53	The impression to not be gaining anything extra by teaching outdoors, the fear of losing pupils' attention in an usual environment
Teacher 54	...
Teacher 55	The time it takes compared to the learning taking place and considering the amount of learning in the program to get done
Teacher 56	to have a dedicated area away from the playing area, so the difference is obvious between the learning area and the playing area
Teacher 57	no
Teacher 58	due to having a problem with a knee, I have little mobility and staying up is difficult
Teacher 59	sound volume, to have to speak louder and manage children's distraction (birds, bees, passers by...)
Teacher 60	more difficult to channel the children outdoors then indoors
Teacher 61	No
Teacher 62	the time we have to cover the whole program
Teacher 63	the number of children! Outing doing math in CE1/CE2 (23 pupils) we were looking for elements of math in our proximate environment, taking photos to then make up math problems. Tricky to do such an outing as a group even though there were enough adults to support as in fact the teacher must keep the whole class under supervision and not feasible to leave half of the class at school to go out with the other for example.
Teacher 64	Training
Teacher 65	it is not a habit I have had
Teacher 66	lack of training in this area

Teacher 67	practice more and more because of digital so pedagogy to completely review
Teacher 68	surrounding more stressful (classroom = reassuring) so impression of losing out time to teach
Teacher 69	no experience or training
Teacher 70	No
Teacher 71	No
Teacher 72	heavy duty to organise and insufficient for the safety
Teacher 73	No
Teacher 74	number of children in class and ration of support
Teacher 75	No
Teacher 76	the high number of pupils
Teacher 77	how to find the time to do the whole program and daring changing methods
Teacher 78	very few negatives as our school is well equipped for being in a city, two gardens and a yard with lots of trees and shrubs
Teacher 79	the judgement of families linked to their representation of school
Teacher 80	No

App 3.12 Table 2. Participants' comments on the incentives that have motivated them to do outdoor learning.

Participants	Which incentives motivated you to do outdoor learning?
Teacher 1	learning / teaching in another setting than a classroom
Teacher 2	working in open air
Teacher 3	novelty, curiosity
Teacher 4	.
Teacher 5	wealth and freedom of the site
Teacher 6	discover a new practice
Teacher 7	different environment and learning based on reality
Teacher 8	it changes but it's a double edge sword : the novelty creates agitation
Teacher 9	the mobility
Teacher 10	Use of resources found in Nature. Observing living things
Teacher 11	the motivation of the pupils and their interest in discovering what they learn about in real life
Teacher 12	the change, the innovation
Teacher 13	the unusual side
Teacher 14	the realistic aspect and the change of routine, the pleasure of being outdoors, the different connections amongst children and towards me too.
Teacher 15	the joy of being in the open air, to get out of the setting
Teacher 16	the contrast with the usual situation confined in the class
Teacher 17	Blossoming
Teacher 18	to link the abstract to reality, the feeling of learning whilst having fun
Teacher 19	the fact of directly seeing things, to practice visualising, to learn thru the body (kinesthtetic)
Teacher 20	The space, the change of location, the manipulation, the discoveries, the experiences
Teacher 21	to have more freedom compared to sitting at a desk, resources available different to those in class
Teacher 22	the pupils' enthusiasm
Teacher 23	changing environment, less noise echoing, feeling better in open air
Teacher 24	during school trips, learning on the go within situations
Teacher 25	retell stories from books by identifying oneself to the characters and moving across the space = learning using our bodies to leave traces

Teacher 26	motivation of getting out of the setting, to see 'something else'
Teacher 27	the novelty, the ease to move, the fact of sitting on the grass, the space
Teacher 28	the impression of being less academic, more freedom, leaving room for improvisation.
Teacher 29	to be able to switch work groups without moving materials (tables, chairs) as well as the sense of well-being of being outdoors
Teacher 30	to be outdoors in a different setting
Teacher 31	some children find easier to get involved, especially those unable to sit still. It gives me sense to the purpose of learning
Teacher 32	motivation, interest
Teacher 33	to be outdoors, change of setting
Teacher 34	no noise, calm. Cooperation +++ amongst pupils
Teacher 35	the space available
Teacher 36	to see our pupils in a different setting, closer to nature
Teacher 37	the space available
Teacher 38	There is a very realistic connexion to the learning that pleases me and I think is beneficial for the pupils involvement. Also, the fact of being in a neutral space (not set up by adults) allows everyone to feel right in their own space and freely explore. Going to the parc make me also detach myself from the traditional teaching resources and use different situations to stimulate the learning (I would say simpler situations).
Teacher 39	the different type of what is usually done
Teacher 40	more freedom in the interactions, less restrictions linked to the noise in a class
Teacher 41	taking fresh air, avoiding the masks, leaving their environment
Teacher 42	children listening
Teacher 43	changing location, not to have to be sitting, being able to talk
Teacher 44	the link between what they see and what they learn
Teacher 45	I do not know
Teacher 46	In <i>Maternelle</i> we can see all of the topics, we have access to the living. For pupils they have more autonomy to move, to experiment.
Teacher 47	From time to time, getting out of the classroom makes pupils regain interest. But they often need some benchmarks to be working with rituals, to know where they are.

	Pupils are often more attentive and interested by the fact that the work approach changes
Teacher 48	discovery on site of the studies done (History: visit of a castle – Geography : study of the landscape, the environment, Arts : exhibitions, PE: sports practice)
Teacher 49	discovery of the world ‘ to work on real observations gardening motricity happier pupils more motivated, cooperating. Less noise. Sessions more tranquil
Teacher 50	question 13 : what was done during outing was also in the school ‘listen to the birds’, smelling the fragrances, feeling the wind. To feel less hot, have more space
Teacher 51	changing environment and work practice. Get some fresh air, leave the norms of the classroom
Teacher 52	0
Teacher 53	the realistic situation, being able to move around
Teacher 54	weather, possibility to have large space
Teacher 55	the wellbeing
Teacher 56	the least academic pupils pay more attention then, and they discover the living world in situ.
Teacher 57	Freshness
Teacher 58	changing environment, different approach of the subject taught
Teacher 59	for me : the outdoors : the space, to have the feeling of breathing healthy air, the pleasure of the children being outdoors. For them: the joy to be outside, to be able to enjoy wide spaces, to look for elements in nature, to observe and comprehend by observing, the manipulation.
Teacher 60	the fact of being outdoors and tackle learning differently with all the surprises that can come with it.
Teacher 61	getting out of the setting / learning whilst being part of the environment
Teacher 62	To be active. To be meaningful
Teacher 63	To not be sat down for them, changing environment for them and me, make the most of clement weather
Teacher 64	Discovery of an environment, a space, observe insects.
Teacher 65	pupils love going out of the setting
Teacher 66	Pupils generally happy, smiley and motivated. They become observants, researchers in an open environment.
Teacher 67	
Teacher 68	

Teacher 69	freedom of movement, reality seen live.
Teacher 70	All senses are engaged, the mobility is facilitated by the space and the constraints less important than in a classroom
Teacher 71	the change of learning method, the posture is different (for example, sat on the lawn)
Teacher 72	Beside PE, no outdoor learning
Teacher 73	Realistic, fun learning that motivates pupils
Teacher 74	The fact of going out of the school, and to access resources that we cannot find in a classroom
Teacher 75	the environment, to be standing up, grouped by affinity, the freedom of talking without the constrain of the volume
Teacher 76	the relation between teacher and pupil
Teacher 77	the fun aspect that comes out from getting out of the classroom. For many the motivation linked to the curiosity
Teacher 78	To plant in soil outside and watch the whole cycles of germination (sprouts of lentils, peas, wheat) that grow, and we did crop only the seeds then that children were able to take home. Arts outdoor : to find what to paint (kindle, feathers, earth + water to make paint with). Memorisation of the vocabulary more efficient in front of the 'real items' (name of flowers/ vegetables/etc)
Teacher 79	to retrieve and activate the feeling of touching
Teacher 80	more fun, less noise

Appendix 4. Interviews of pedagogical advisors and publishers

Original copy in French available on request.

App. 4.1. Pedagogical advisor G interview

Done at the congress of the national association of pedagogical advisors and other trainers, 24.05.2022

1 • **Could you introduce yourself please?**

2 I am a pedagogical advisor working on teachers' continuous professional
3 development in the prefecture of Ille-et-Vilaine.

4 • **May I ask why do you think that Moïna Fauchier Delavigne and Crystèle
5 Ferjou, were invited to talk about outdoor learning at the congress?**

6 We are in a congress that has a theme around development, professional
7 development, sustainable development, child development. It seemed interesting to
8 us to do this, since we are all here as trainers. We must be the first to be trained to
9 be able to support teachers with their professional development. So, this determined
10 the focus on outdoor learning. It is true that this is something quite innovative in any
11 case, which has been taking place for a short while and which has gained
12 momentum with the confinement, and following periods of lockdown. So, it's true
13 that we have already been needing to inform ourselves. We need to know how to
14 provide support to colleagues for that. For us, this really is at the core of children
15 development, for what we are supposed to and what we seek to convey, with
16 learning at school.

17 But also, so in term of professional development, for us trainers, as well as
18 regarding sustainable developments. Because in the objectives of the topic of
19 sustainable development, there are several values. Sustainable development has
20 strands to start with. We are committed to this for schools, as the European Union is
21 and so is France.

22 We found that this is perfectly conveyed through outdoor learning, and that at last all
23 of our key ideas were there, that it established connections and that it also matches
24 with the suggestions made by Mrs. Fauchiez Delavigne and Mrs Ferjou.

25 • **In your capacity as a pedagogical advisor, you mentioned outdoor
26 learning meeting needs, especially on sustainable developments,
27 citizenship, and others, with regard to more precisely what is indicated
28 in European policies and beyond. But in your personal practice, from
29 what teachers directly tell you when you work with them on the**

30 **ground, have you had the feeling they have been expressing such an**
31 **interest or not?**

32 In fact, there are two types of teachers, in relation to this problem. There are
33 teachers who are actually already in the process of this endeavour. That means that
34 they have already had experiences of it and they have not waited for the lockdown.
35 We have been hearing this from teachers who are proactive I would say, and who
36 have already started. We have a good idea from feedback received during training
37 as I coordinate all the continuous training programs. There are signs of its
38 emergence, for the moment I could say, though it has been patchy. We do not have
39 a federation or a set of colleagues from the same school who express this need.
40 Though we have teachers in different locations saying wanting to do this. For us,
41 our goal is indeed to meet their needs with proposals. This is already the case for
42 next year, we will have proposals in the training plan, which will be addressed to the
43 whole prefecture. This is to be able to meet individual needs. But our aim is to
44 provide support to schools in a way that purveys their collective needs, collective
45 projects. Because we are aware that our work is not just about targeting the journey
46 of pupils over an academic year in a class. What interests us is pupils' journey
47 throughout their years in the school system, that indeed goes well beyond the
48 *Élémentaire* school years.

49 What we want is to work with teachers on coherence that shows in areas of learning
50 that are related to educational and artistic projects, artistic and cultural projects as
51 well as citizenship. It is true that on the one hand, it is important to meet the needs
52 of individual teachers. However, to work with whole school teams to show them that
53 these needs are essentially the needs of pupils, of their school and that we will have
54 to find coherence in what that we are going to offer them, from the *petite section* to
55 *CM2*.

56 • **Regarding information you have available to use that is probably being**
57 **requested by people who are eager to obtain resources in this area,**
58 **where do you go to get this type of documentation?**

59 The fact is that we have very few at the moment indeed. So we turned to the work of
60 Crystèle Ferjou and Moïna Fauchier Delavigne and we learned from consulting
61 members of an association that we work with. It is from them that we got these
62 resources. For the moment, this is our point of call, and then we work with
63 consultants who are trainers in education for sustainable developments and so they
64 are the ones who are building our training resources bank. Afterwards, we will have
65 at it our disposal. But it is true that for the time being, we can go on the Internet and

66 sometimes finally find suggestions matching specific interventions. What we are
67 looking for is consistency, a sequence, visibility over a year and the link especially
68 between what this approach brings in all the subjects taught at school.
69 That's our role in any case to show teachers that it's not just a fad, it's not just at
70 some point that we talk about it. No, there is what we build behind it and so we also
71 rely on our trainers, that's it. But it is true that for the moment really, we feel in this
72 emergence and even us, we need this training and to be informed.

App 4.2. Pedagogical advisor H interview

Done at the congress of the national association of pedagogical advisors and other trainers, 24.05.2022

1 • **Can you introduce yourself please? And what is your district?**

2 I am not working on an allocated district. I am a *Maternelle* pedagogical advisor over
3 the prefecture of Ille et Vilaine.

4 • **Could you tell me about what you know about the principle of outdoor
5 learning? What does this mean to you?**

6 Teaching outdoors, for me, is to be able to regularly organise specific times with
7 your class outside the classroom, in order to discover either the close environment,
8 nature, or another way of teaching and learning, while being outside.

9 • **Two announcements of Mr. Blanquer almost a year ago, legitimised
10 this practice, even if very little certainly, but he showed this as an
11 incentive by finding it beneficial regarding health as well as an obvious
12 medium for other developments and learning. To support your
13 colleagues on the ground, what is happening there? I'm talking about
14 resources available to you and support that yourself may be able to
15 provide them with.**

16 In term of resources, as part of the development of the training plan for *Maternelle*
17 teachers, especially because today, this is what concerns me, and what is most
18 seen in the early years and primary years education, are teachers who wish to do
19 outdoor learning.

20 We do not have a specific training plan for these sessions of outdoor learning, but
21 we do have a lot of requests. We have a lot of teachers who ask us about what
22 resources, what site, what type of training?

23 We, officially, are on the fundamentals. The idea is perhaps to question teachers
24 and get them to wonder on how to do some learning by linking the fundamentals.
25 But by being outdoors. And there we will be able to make the link because we will
26 not organise a specific training time for outdoor learning. However, more precisely,
27 when we are outdoors, we can still learn language, science, mathematics, and so
28 on.

29 • **This motivation and display of interest heard from colleagues on the
30 ground as you say, do you see it as stemming from the pressure of the**

31 **media, or from the ministry of Education or something that is innate in**
32 **them or else?**

33 I think it's more a set of paradigms that will make teachers today want to also make
34 their pupils aware of all these problems, all these climate issues, et cetera. And then
35 rekindle with the outdoors, especially after two years of having to stay confined
36 indoors at home. It is therefore to regain being outdoors and we are more in this
37 perspective.

App 4.3. Pedagogical advisors I and J Interview

Done at the congress of the national association of pedagogical advisors and other trainers, 24.05.2022

1 • **Could you introduce yourselves please?**

2 Participant I: I'm here as a pedagogical advisor over the area of Rennes South.

3 Participant J: I'm here as another type of trainer as I'm working on the initial teacher
4 training, so I'm in class and also a trainer. I work over the area of Rennes East.

5 • **When I say *outdoor learning*, what does come to mind for you?**

6 Participant I: It makes me think of the school of life. The school of nature, "*the
7 lessons of things*" as we used to say, and it reminds me of the experience of a
8 colleague I know very well and who practices this every week, on Wednesdays.

9 • **And for you?**

10 Participant J: I haven't practiced outdoor learning, but similarly I know colleagues in
11 the field, especially in *Maternelle*, who teach outdoors. I have examples on
12 Wednesday mornings. But otherwise, it personally evokes for me learning without
13 the material we imagine, without walls, without windows, without tables, chairs. With
14 a freedom of movement, freedom of speech, with a framework that is wider, but that
15 allows you to learn more too.

16 • **Since last year, we had an announcement from Mr. Blanquer who
17 legitimised we could say this type of pedagogy. Did you hear any
18 echoes of that on the ground? A feeling, a motivation that would go
19 towards this type of approach, or not?**

20 Participant I: As I told you, I am now a trainer, on the initial teacher training course,
21 and in fact what I see students who ask a lot of questions about it and we feel that
22 everything that is innovative pedagogies is of great interest to students and
23 especially this type of approach. I noticed it especially during my lectures. Not
24 specifically on innovative pedagogies but on the scientific evidence of this type of
25 approach, that is a request I often get for example, it comes back quite regularly.

26 • **And for you then?**

27 Participant J: Last year I supported a *Maternelle* that was looking to build it in some
28 of its school project and the projects of the following year. For the current year, they
29 currently are doing outdoor learning, and they were wondering how to link some of
30 their endeavour in outdoor learning with the *Maternelle* curriculum. A lot of
31 questions from expert colleagues, confirmed practitioner and as much from

32 colleagues who start in the profession. So that's a common thread about the year
33 that has been emerging.

34 • **Perfect, very good and now in terms of resources. Since the ministerial**
35 **announcements, do you have more requests like those you are telling**
36 **me about? Where do you go to get the kind of information to support**
37 **people on the ground?**

38 Participant I: In terms of resources, whether for this type of research or for others,
39 the advice that I will always give, it is to seek for official resources. In relation to
40 topics that are in the curriculum, and the documents that I provide which can
41 support this topic, I recommend looking it up on *Éduscol*. After that, we will also
42 point towards resources in relation to experiments that have already been
43 conducted. In such a situation, we generally try to frame it in relation to resources
44 that would be academic and that would still have been integrated for having been
45 implemented at the institutional level. But I think it still must be used for
46 safeguarding. Because on experiments that get conducted by colleagues, it can
47 sometimes be so out of the framework, that it can be a little dangerous for someone
48 who does not have enough tools or be critical enough regarding a suggestion made
49 by a colleague, that could potentially sometimes put pupils at risks. Or there are still
50 elements, I think, of framing to have to be able to carry this out when you are
51 completely new to the practice.

52 • **In the context of the most experienced, and from your experience,**
53 **where to they go, in term of the resources to draw from? Where to find**
54 **them?**

55 Participant J: I agree with what (Participant I) says, I would say that in addition to
56 support, I always propose to take part to be able to observe things, to have an
57 outsider's look, to be able to keep track, to be able to share it eventually, to film or
58 record. That's it, to have traces, to be able to share it. But in terms of resources, I
59 completely agree with you on the legitimacy side, that is to limit to everything that is
60 institutionally recognised, of course.

61 • **At the level of the government institutions, did you find information**
62 **that could go in this direction or is it quite rare?**

63 Participant I: It is indeed for the moment quite rare, like everything that is emerging.
64 I admit that I have not really thoroughly searched at the moment in this field. We get
65 many requests on a lot of fields. The foundation stage and primary years are also
66 areas particularly varied for development, so we are not expert in everything. I do

67 not consider myself to be an expert today as a trainer on matters on outdoor
68 learning. But it is really an approach that I would like to grow. On the one hand, to
69 respond precisely to a demand that is stronger. And then on the other hand, also in
70 relation to my personal convictions. I was a pedagogical advisor, I teach today but
71 it's also in my own practice, without it being really ritualised. I have in my school
72 space, I have a class that gives directly on an outdoor space, with a kind of private
73 courtyard with a tree that is beautiful, it is a chestnut tree. So, as soon as it's
74 possible, in fact, we're out. But here I am at the stage of trial and error. It's not very
75 established I admit.

76 Participant J: I always think of that school, which built a little bit of a thread through
77 outdoor learning, which was part of its school project and projects for the following
78 year, which turned either to associations or associations came to the school. And
79 then, it was rather up to me to check that these associations were able to work with
80 pupils, with colleagues, and that there was no danger to children, that we remained
81 within the framework of the curriculum. There are also associations, people who
82 are involved in these projects, you see. Which are resourceful of ideas, of
83 applications, of projects, on all aspects.

84 • **My last question would be, regarding candidates for this type of**
85 **request, do you think it's an impetus that really comes from something**
86 **that interests them deeply? Or is it an external pressure that they feel**
87 **from the surrounding world that pushes them to go for this kind of**
88 **motivation, a little? What do you think would be the reasons**
89 **motivating them to start applying this type of pedagogy?**

90 Participant I: For me, it's still a completely subjective perception, but I have the
91 feeling that there are several things. There is also an acculturation to what can
92 happen in the rest of the world. I have a lot of feedback on education in the Nordic
93 countries which has good press. I think that's a recurrence. There is also, I think, a
94 societal evolution with such paradoxes in our society and a youth that wants and
95 needs to transform the world and save it. It really refers to and echoes a conference
96 we had yesterday morning. And I believe that this movement is directly related to
97 the world in nature. You have to look into it, I think it's a real drive.

98 Participant J: It also echoes the changes in the direction seen, that there's been in
99 the teaching programs of subjects in the curriculum that were published two years
100 ago with this imprint on ecology, on sustainable development, all that. It fits well into

101 these changes, in the programs that there have been, and I find that colleagues are
102 becoming aware in fact, of all this, of these issues. Indeed, by referring to the
103 conference we heard yesterday, it is this generation that must be supported
104 because there is a need to have this awareness not for the future, but for today.

App 4.4. Education publishers K and L Interview

Done at the congress of the national association of pedagogical advisors and other trainers, 24.05.2022.

1 • **Could you introduce yourselves please?**

2 Participant K: I am a freelance consultant in educational publishing after a career in
3 school publishing, editor, editorial manager. Today, I work for publishing houses that
4 need advice in this area.

5 Participant L: I am an editor for a publishing company in Rennes, we publish books
6 for children and schools around public health.

7 • **Perfect. When I say *outdoor learning*, what does it mean to you?**

8 Participant K: A lot of things. I am extremely sensitive to the role of the body in
9 learning. For me, it makes me think of global motor skills and all that it can bring,
10 both in learning. This is realistic, academic, basic, I would say, in subjects taught.
11 But also, in all that it brings in the construction of the individual, one's way of being
12 in the world, we could say, and especially more and more of one's connection with
13 nature, with the environment which is a subject that we should get to really look at,
14 simply living.

15 Participant L: I think biology, investigative approach, science while outdoors, sea
16 trips, discovering biodiversity. I think of the fact demonstrated, learning easier, more
17 practical more realistic.

18 • **The former minister of French Education legitimised us to do class
19 outdoors since last Spring. Twice he announced that it was probably a
20 good idea. So, did you, in your respective professions, feel any
21 consequences of his announcements, or not?**

22 Participant K: I don't work with many teachers, but it's my environment. But no,
23 none, no change, none, nothing, nothing at all.

24 • **Regarding people who are in the field, teachers or pedagogical
25 advisors or other. When these people tell to you that they wish to go
26 towards outdoor learning, what resources are you aware of being able
27 to provide them?**

28 Participant K: So, it's an exciting topic. My personal conviction is that it is necessary
29 and that there is none. So precisely, this is the whole debate of school publishing.

30 Nonetheless it is not a debate at all in school publishing, since school publishing, I
31 think, does not talk about that.
32 On the other hand, I bring it back to the body. The question of the body, the
33 environment, the outside, the relationship to the outdoors, is something that is
34 completely foreign to school publishing which, in fact, in my opinion, should get into
35 school publishing. Now the question is how? Because there are material, economic,
36 intellectual and cultural constraints. Finally, there are a lot of things that have to
37 move, so that it can be done. But it would be extraordinary if resources existed.

38 Participant L: As for us, we do not propose resources, but we should particularly
39 propose some. But not only for schools everywhere but also for holiday camps,
40 leisure centres, all extracurricular activities for that matter, which are in high demand
41 for outdoor activities too. So yes, I think it is necessary. Finally, we do not propose
42 any. But it should be looking into it.

43 • **Would this be something that could emerge from reflections in the**
44 **publishing world? Did you feel that despite your wish, which is clearly**
45 **stated, there is a way that things can move in this direction?**

46 Participant K: So that's part of my goal. That's it, but at the same time, I'm a little fish
47 in the middle of an ocean of things. And yes, if we could, because in my past this is
48 what I practiced with pupils, if we could make something, let it be a pupil's manual
49 and I insist on the notion of pupil's manual, because I think it goes through there
50 and of course teaching support. Because we must give it for it to make sense.
51 To be able to see the "how I will be able to set it up if I am a teacher", yes, it seems
52 to me to be an issue. And that's really personal, because if I discuss it with other
53 publishing houses, no, it doesn't seem to be an issue for the houses I work with.

54 Participant L: No, because regardless of that, for as long policies are not set up
55 there, are not put in place for teachers, they will not go for it. As long as there is not
56 behind this an impulse from the ministry of Education, It could very well be the
57 Ministry of Health, which is also pushing behind for other transitions.

58 Participant K: When you see the 30 minutes of sport a day for example, it can be
59 really exciting at some point. Once there is an injunction like this, which will actually
60 have been approved by the government, but it is not the case. Maybe yes, it could
61 be changed in the same way as, for example, this story about the great oral at the
62 baccalaureate. In my opinion, initially looking at this at the beginning, it seemed

63 absurd. They (policy makers) did not put a program in place, et cetera. But
64 nonetheless, it's not so stupid because teachers then did not know how to get on
65 with it. They must have wondered how to do this thing. Well, it shook up the
66 paradigm and it forced people to find solutions on their own. So, it might sound silly,
67 far-fetched or a little too injunctive, but in the end maybe it forces people to adapt.

Appendix 5. Other documents and forms supporting the research

App 5.1. Congrès annuel des conseillers pédagogiques et autre formateurs (ANCP&AF)

held in Dinard, from 23rd to 25th of May 2022

<https://view.genial.ly/627c0ba15ddeea0018133028/presentation-deroulement-congres-ancpandaf-mai-2022>



App.5.2. Map of France to locate the prefecture of Ille et Vilaine in Brittany.

<https://www.cartesfrance.fr/carte-france-departement/carte-departement-Ille-et-Vilaine.html>

Prefecture 35: Ille et Vilaine.

Capital of the region of Brittany as well as Ille et Vilaine: Rennes



App. 5.3. Map and figure of rural and urban areas in Ille et Vilaine

in 2018 showing Ille et Vilaine as the most urbanised prefecture.

<https://www.insee.fr/fr/statistiques/6441622#:~:text=L'espace%20rural%20d'Ille,a%20tour%20de%20la%20m%C3%A9tropole%20rennaise.>

No more up-to-date data was available.

Figure 1 – Répartition des communes breilliennes par catégorie d'espace

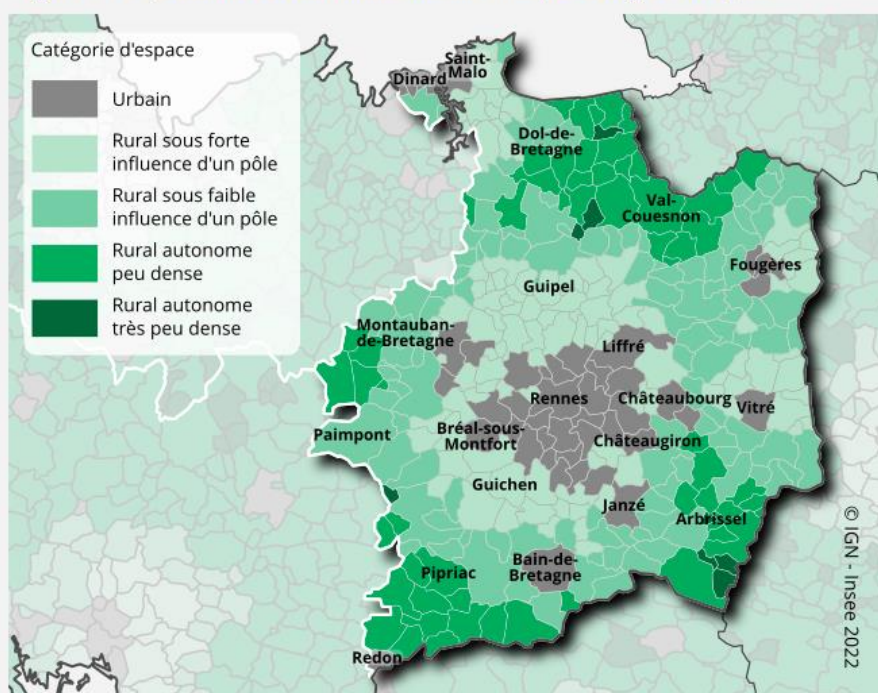
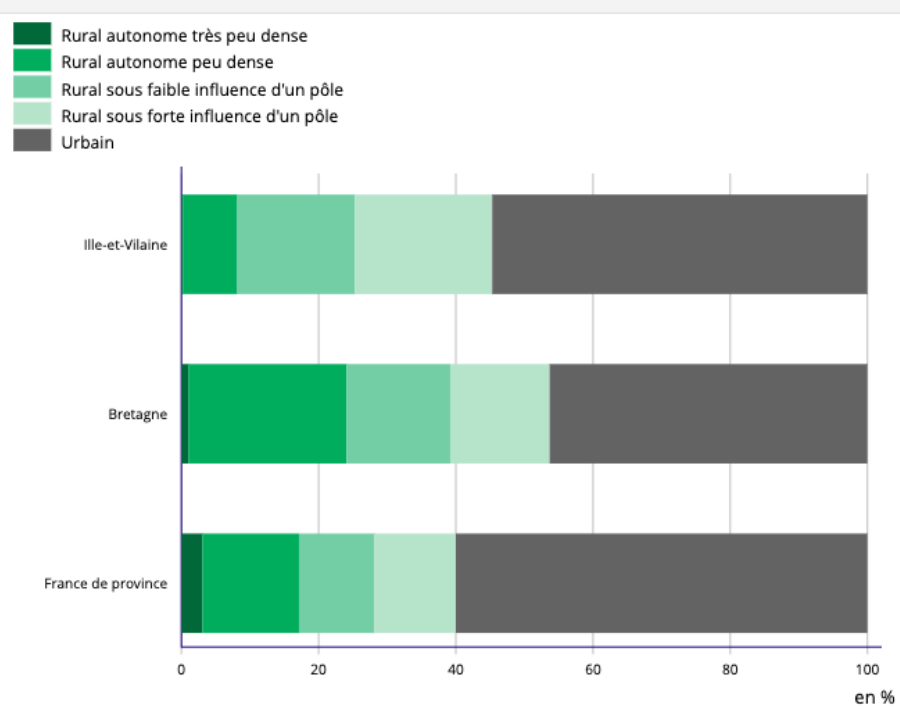


Figure 2 – Répartition de la population selon le type d'espace



Source : Insee, recensement de la population 2018.

App 5.4. Ethical approval from the University of Wales, Trinity Saint David

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Anne Charlotte Yvonne POTEL			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐

3	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student ☒

4	Institute/Academic Discipline/Centre:	University of Wales
5	Campus:	Trinity Saint David
6	E-mail address:	1805069@student.uwstd.ac.uk
7	Contact Telephone Number:	0033 6 12 17 88 82
<i>For students:</i>		
8	Student Number:	1805069
9	Programme of Study:	Master's in Outdoor Education
10	Director of Studies/Supervisor:	Dc Andy Williams

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
3		Institute Research Committee	☐		
4	<i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Other (write in)	☒	20.10.21	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
2	UWTSD Research Data Management Policy	☒
3		☐

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
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2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
3	Institution					
4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
8	Is your research externally funded	YES	☐	NO	☐	
9	Are you specifically	Voluntary	YES	☐	NO	☐
10	employed to undertake this research in either a paid or voluntary capacity?	Employed	YES	☐	NO	☐
11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	☐	NO	☒
14					

	If Yes, please attach a copy of any final approval (or interim approval) from the organisation
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SECTION E: Details of Research Activity

1	Indicative title:	What are the barriers and opportunities encountered by nursery and primary schools for their pupils to learn outdoors in Ille et Vilaine, a county of Brittany in France?		
2	Proposed start date of your research (not your course start date):	19.11.21	Proposed end date:	01.04.23
3	Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
4	Purpose of Research Activity The purpose of this research is to evaluate how some head teachers of nursery and primary school settings in France, currently consider Outdoor Learning (OL) as part of their practice. A critical analysis of a recent suggestion by the French minister of Education to increase such practice. (this box should expand as you type)			
5	Research Question			

	What are the barriers and opportunities encountered by nursery and primary schools for their pupils to learn outdoors in Ille et Vilaine, a county of Brittany in France? (this box should expand as you type)
6	Aims of Research Activity The first aim of this research is to identify the existing gaps for those settings to apply the french government recommendations on OL. The second aim is to demonstrate to participating settings the range of tools available, for them to grow OL. (this box should expand as you type)
7	Objectives of Research Activity - to contextualise the wish of the French government to grow outdoor learning, to be in line with policies of other countries in the European Economic Community and the Organisation for Economic Co-operation and Development as well as the United Nations. - to highlight the strengths and limitations of the participating French settings to develop such practice. - to provide a list of recommendations to increase opportunities and overcome the barriers. It is the lack of literature and research on OL in France that has informed the proposed activity. The existing research on the topic is broadly available in English. Accessing this literature is problematic for teaching staff and other key players, who may not have a level sufficient to grasp that research in a foreign language. A literature review has also highlighted that very little has been done in this field in France but reasons for this need to be investigated. The research will show the striking discrepancy with other countries of the OECD, UN, EEC and their policies claiming the need to grow OL and the current lack of it in French education policies. (this box should expand as you type)
8	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods

	other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.
9	First, to obtain qualitative data, interviews of headteachers in different types of environments will be done, to identify the issues they have with Outdoor Learning. A set of opened questions will be asked then. Secondly, once those issues identified in the interviews, a questionnaire will be made of similar questions but in a different format, such as multiple possible answers. This will provide quantitative data to use a mixed methods approach. (this box should expand as you type)

10	Location of research activity Identify all locations where research activity will take place.
11	Nursery and primary schools in the prefecture of Ille et Vilaine, in Brittany, in France. (this box should expand as you type)
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	The local ethical stipulations have been consulted and none represent a need to obtain a license or permission. I have contacted the inspector of Education of the region who has not requested a particular protocol to follow and has permitted the research activity to take place. (this box should expand as you type)

14	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. (this box should expand as you type)		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☒	☐
3	Use of interviews?	☒	☐
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☒	☐
8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒
13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
16	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	☐	☒
3	Adults (over the age of 18 and competent to give consent)?	☒	☐
4	Vulnerable adults?	☐	☒
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
6	Prisoners?	☐	☒
7	Young offenders?	☐	☒
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
9	People engaged in illegal activities?	☐	☒
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
11	Other – please indicate here: (this box should expand as you type)		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	35 <i>(this box should expand as you type)</i>
14	Who will the participants be?	

		Nursery and primary school headteachers working in Ille et Vilaine, in Brittany, France. <i>(this box should expand as you type)</i>
15	How will you identify the participants?	By their title in each setting. <i>(this box should expand as you type)</i>

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
18	Will you tell participants that their participation is voluntary?	☒	☐	☐
19	Will you obtain written consent for participation?	☒	☐	☐
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
21	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐

25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
26	If NO to any of above questions, please give an explanation			
27	 <i>(this box should expand as you type)</i>			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☒	☐
30	Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
33	If YES to any question, please provide full details			
34	Audio recording device. <i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

1	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
2	Full risk assessment completed and appended?	Yes	☐
No		☒	

3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
4	Risk to Participant: Physical distance between participants and the researcher will be kept and a facemask worn to respect the protocol in place in schools when visiting participants to interview them. Participants will have in their office or classroom door left open to exit the room and end the interview at any time they wish. Participants interviewed using a videocall on the internet will be reminded to sit comfortably in an aired room.	<i>How will you mitigate the Risk to Participant</i> Ensure participants understand the purpose of the research and sign a form to agree to participate that notes their right to withdraw at any point, data will be stored confidentially etc. Avoid questions that cause distress and reiterate to participants that all data will be confidential, and their anonymity will be guaranteed. <i>(this box should expand as you type)</i>
5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	NA <i>(this box should expand as you type)</i>	
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to Investigator:	<i>How will you mitigate the Risk to Investigator:</i>

	(this box should expand as you type)	Ensure at all times that I remain safe – ensure I have phoned, someone trusted knows your whereabouts and meetings are conducted in a public space with others close-by / doors ajar rather than closed. (this box should expand as you type)
7	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to University: Data protection when storing it on the University cloud (this box should expand as you type)	How will you mitigate the Risk to University: Maintain a high security system in place that forbids anyone else than myself and my tutor to consult the data. Provide more detail here eg. password protected stored on UWTSD cloud / hard drive etc (see noted below). (this box should expand as you type)

8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☐	☐	☒

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Once the research done, marked by my university tutor and his approval to share it with the participants granted, each participant will get a copy of it. A

	list of recommendations drawn from the analysis of data will be provided, and they will all be invited to discuss the results with me furthermore if they wish to. As all data will be anonymous, participants will not be able to identify the settings or headteachers. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Each interview will be planned in writing to arrange the date, location and given the list of questions asked in advance too by email, which shows their consent. The questionnaire will be dispatched by email, with a statement to inform those willing to take part that by filling in the questionnaire they will agree to take part. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Anonymity is compulsory as none of the headteachers' names or the name of the settings will be showing in the research to be confidential. To avoid the identification of the schools, at least 2 similar settings will be taking part, so it cannot be obvious to anyone which one is which. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
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	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	x
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	(this box should expand as you type)		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	x
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	(this box should expand as you type)		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	☒	☐
7	University computers?	☐	☒
8	Private company computers?	☐	☒
9	Home or other personal computers?	☒	☐
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
11	"Cloud" storage or websites?	☒	☐
12	Other – specify:	☐	☐
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation: Only the initials of participants will be used and the same for the name of their respective settings to determine them in an anonymous manner. Passwords to access data will be stored on my personal computer and on the university's cloud using a password which will not be shared with anyone to protect them. <i>(this box should expand as you type)</i>		
14	All Data Storage		
15	Will the research activity involve any of the following activities?	YES	NO
16	Electronic transfer of data in any form?	☒	☐
17	Sharing of data with others at the University?	☐	☒
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☒	☐
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☒	☐

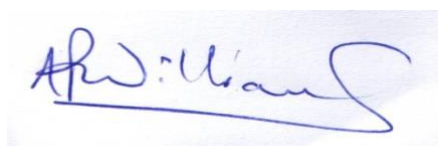
23	Data archiving?	☐	☒
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	The dissertation and its appendix on which data will anonymously show, will be send for marking by electronic transfer, and only to my tutor using the university's secured system. The access to all data can only be granted by using a password that no one beside myself will know. The recording of the interviews will be deleted once transcribed. Data collected during the interview and the questionnaires will also be used with analysis software, not revealing the identity of participants nor their settings'. <i>(this box should expand as you type)</i>		
25	List all who will have access to the data generated by the research activity:		
	All participants as well as the inspectors of the County of Ille et Vilaine. <i>(this box should expand as you type)</i>		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	My tutor Andy Williams and myself are the only persons having control to act as custodians for the data generated by the research activity. <i>(this box should expand as you type)</i>		
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data will be stored on my personal computer, using the university's memory cloud which can only be accessible using a password only known by the university administrators, my tutor, and myself. All data will be stored for a period of six months and archived on a USB card but not on a platform or cloud to prevent passwords leakage. If I was to consider publishing my research I will only do with the consent of my university tutor. <i>(this box should expand as you type)</i>		

28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (Most relevant to academic staff)		
	No <i>(this box should expand as you type)</i>		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
		NO	☐

SECTION K: Declaration

31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	Anne Charlotte POTEL	Date: 18.11.2021

For STUDENT Submissions:

32	Director of Studies/Supervisor:	Andy Williams	Date: 23 Nov 2021
33	Signature:		

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle

☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) <i>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</i>
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES

should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

App 5.5. Interview consent agreement / Contrat de consentement à être interviewé(e)

Name of the participant / *Nom de la personne interviewée* : _____

Date of the interview / *Date de l'interview* : _____

Project title / Titre du projet

What barriers and opportunities do teachers in public Maternelle and Élémentaire schools face in practicing outdoor learning in Ille et Vilaine, a prefecture of Brittany, in France?

Quels sont les obstacles et les opportunités que les enseignants des écoles maternelles et élémentaires rencontrent pour faire les apprentissages en plein air en Ille et Vilaine, un département de Bretagne, en France ?

Terms and conditions / Termes et conditions

All data collected during interviews will remain anonymous so participants' identity will not be revealed. Only if an audit was requested by the moderators marking this assignment, for them to ensure of the authenticity of the data, should the identity of participants be given to them and with confidentiality but not to any other third party.

Participants have the right to withdraw from this research at any time they wish during the process of interview and whilst the data is being used for analysis.

Toutes les données et informations collectées lors des interviews resteront anonymes afin que l'identité des participants ne soit pas révélée. Seulement en cas de contrôle, à la demande des correcteurs accordant la note à ces travaux pour qu'ils puissent s'assurer de l'authenticité de ces données, l'identité des participants leur serait alors donnée de façon confidentielle, mais jamais à aucune autre tierce partie.

Les participants ont le droit de se retirer de cette procédure d'interview à tout moment au moment de l'interview et lorsque les données sont traitées pour les analyser.

Signature de la / du participant *Signature of the participant*

Signature de l'étudiante 1805069 *Signature of the student 1805069*

1805069@student.uwstd.ac.uk