

Prepare a prospectus for a radical school

Clear Mountain School



Welcome

Here at Clear Mountain School located on the Brecon Beacons of South Wales, surrounded by acres of beautiful mountains, mesmerizing lakes and an abundance of wildlife, our aim as a school is to provide children from ages 3-11, the best quality of education while educating learners for life outside of the typical 'school day' hours.

Clear Mountain School consists of 600 pupils, which are not categorized into age grades or intellectual grade based classes, rather than multiple classrooms with a range of pupils from aged 3-11 integrated together. With a similar outlook of a Steiner School curriculum, which can be defined as a school and curriculum which promotes "universal human values, educational pluralism and meaningful teaching and learning opportunities" (Steiner Waldorf Schools Fellowship, 2021) , we as Clear Mountain school aim to promote the UNCRC's children's rights, by putting the learners first, through a holistic approach and allowing choice and freedom in what they would like to study. According to Howard (2007), allowing an almost child-lead curriculum benefits the learners as "every education is self-education, and as teachers we can only provide the environment for children's self-education. We have to provide the most favourable conditions where, through our agency, children can educate themselves according to their own destinies"; this statement pinpoints the foundation of our pedagogy here at Clear Mountain. We believe that every child is capable of great things, and their intelligence cannot be measured nor grouped; allowing learners to be in charge of their own education supports children in their natural intellectual development in a way mainstream curricular may not, through learning about aspects they are interested in, ultimately not only shaping their academic abilities, but also allows children to thrive as individual people in their personal, social, and emotional life.

Not only do we adopt a curriculum similar to the Steiner Curriculum, due to the amazing aspects of the environment around our school, we also take every opportunity to head to the outdoors to learn. Here at Clear Mountain, similar to the forest school ideology, our blended self-education / outdoor learning curriculum, we believe that learning outdoors, and a self-educated curriculum has large benefits on our pupils which provides opportunities which the classroom often does not.

As we are a state-funded school, we are able to provide education to all children who would prefer to attend our school, without having to pay for an education which aims to ensure children are able to strive to succeed to the best of their capabilities, in school and daily life.

According to the Education Act of 1996, the legal term of education is as follows - “full-time education suitable to the requirements of junior pupils of compulsory school age who have not attained the age of 10 years and six months”, although this may be considered a vague definition, we as a school aim to go above and beyond to provide full-time education to learners in a way which may be considered radical or not considered as the ‘normal’ school life, however we believe that our system of providing education will allow children to succeed in life as a whole.

We invite you as readers to take a look into our prospectus to have a more in-depth look in to our school day life, our ethos, teaching methods and pedagogy.



Our Vision

Within Clear Mountain School, our vision is to provide the best possible educational experience to all children who attend through our mixed method curriculum of mixed age classes, child-led education and learning outdoors, as we believe the theory and evidence behind these methods of learning allow children to thrive in their life as children and further on to adult life.

We take pride in our values and portray them through the term 'THRIVE', as we believe our education ideology allows children to do so.

T Thoughtfulness - Tailoring our education system to ensure all children can work to their best abilities, and adjusting our pedagogy to suit the needs of a pupil.

H- Honour - At Clear Mountain Boarding school, we encourage learners to honour their abilities and take pride in their intelligence and capability.

R - Respect - We encourage all learners to respect others, respect and appreciate the environment around them and respect themselves

I - Innovative - We allow pupils to have a say in what they believe would be the best path of learning to reach their individual learning outcomes, and encourage children to be creative when thinking about new learning opportunities

V - Valuable - We believe that every child within Clear Mountain Boarding School each has their own valuable assets which encourage their own learning and their capability, while encouraging learners to believe in themselves and others.

E - Endurance - We know education isn't always an easy path for children, and there will be difficult aspects to their education, however we as a school are here to make their time at Clear Mountain Boarding School as positive as can be, while giving pupils the strength to endure through the times that can be difficult.

Thoughtfulness, honour, respect, innovative, valuable, and endurance are our underpinning values which we as a school reinforce to encourage our learners to adopt, in order to become highly educated, liberated, optimistic, courageous and brilliant individuals.

Additionally, our ideology is to teach children in a way which stimulates their mind, through child-lead teaching, allowing children to choose what they would be interested in learning from our learning boards (which will be discussed further on in our prospectus), allowing the children to research themselves, and discussing with our teachers to encourage motivated learners as this allows children to enjoy what they learn. We believe this method of teaching encourages learners to “think democratically and to continually question and make meaning from everything they learn” (Lyons, 2018) as self-led learning encourages learners to appreciate their learning and stimulate their mind through critical thinking . This ideology is derived from the educational theorist Paulo Freire. Freire believed that an “educator’s role is crucial” (Freire, 1998, p39) and in order to become progressive teachers, our staff aim to be adopt the following attributes:

- Humility
- Lovingness
- Courage
- Tolerance
- Decisiveness
- Security
- Wisdom
- Verbal Control

(Freire, 1998)



Similar to our ‘THRIVE’ values, Freire’s theory and his beliefs on educators’ attributes to teach children also underpin our ideology here at Clear Mountain School. To

successfully adopt these attributes as our role as educators is to successfully educate our students through a way which stimulates and encourages learners.

Example of our typical school day timetable

	<u>Lesson 1</u> <u>8.30am</u> <u>-9.30am</u>	<u>Lesson 2</u> <u>9.30am -</u> <u>10.30am</u>	<u>Break</u> <u>10.30am -</u> <u>11.30am</u>	<u>Lesson 3</u> <u>11.30am -</u> <u>12.30pm</u>	<u>Lunch</u> <u>12.30pm -</u> <u>1.30pm</u>	<u>Lesson 4</u> <u>1.30pm -</u> <u>2.30pm</u>
<u>Monday</u>	History	English	BREAK	Outdoor learning - Mathematics	LUNCH	Music
<u>Tuesday</u>	Outdoor learning - geography	Art	BREAK	English	LUNCH	Physical Education
<u>Wednesday</u>	Science	Outdoor learning - History	BREAK	Mathematics	LUNCH	Geography
<u>Thursday</u>	Music	Science	BREAK	Languages - Welsh	LUNCH	Outdoor learning - Art
<u>Friday</u>	English	Mathematics	BREAK	Outdoor learning - Physical Education	LUNCH	Design and Technology

Here is what a typical day in education here at Clear Mountain School looks like. As you can see, our school day starts at 8:30am every day and concludes at 2:30pm. We believe that concluding the school day at 2:30 allows children personal time out of school hours. Educational theorist John Taylor Gatto, although against formative schooling, suggests that education does not allow children to experience real life, rather schooling teaches children to obey rules. However, disagreeing with this ideology, we as a school do agree with the fact that schools, according to Gatto (2002) to some extent, may interfere “with the way children grow up”. What we mean by this is that if children are in school all the time, although we aim to provide opportunities through self-led learning, mixed aged classes to develop and expand pupil’s knowledge, we are aware that children can also learn through real-life experiences outside of school, such as experiential learning, an ideology developed by the educational theorist Kolb. Kolb suggests that children learn and develop from the experiences around them, however in support of this, Kolb also makes reference to Jean Piaget, another educational theorist who believed that experience shapes intelligence. Kolb states that in support of Piaget’s theory, “intelligence is not an innate internal characteristic of the individual but arises as a product of the interaction between the person and his or her environment”. (Kolb, 2014, p46) Here at Clear Mountain School, we believe that not only can experiential learning take place within our school environment, but this can also be achieved out of school through their experience through play with friends, social interactions, family and environmental influences, which is the reason as to why we conclude school at an earlier time, in turn benefitting the learners as a whole.



Secondly, within each lesson of the day, we encourage learners of all ages, within the mixed age classroom to follow a self-education process. Although this may seem confusing, we have a process which allows learners to self-educate while being supported by our practitioners.

Each lesson, for example, a history lesson, will start with a 'learning board'. This learning board consists of suitable topics within the subject which they can vote on which sparks an interest in the learners. Once the pupils as a class have come to a decision on what topic they would like to learn about for the lesson, they are then expected to research through books and online information on this subject for 30 minutes of the lesson, followed by 30 minutes of a teacher led lesson on this particular subject.

Here is an example learning board for a History Lesson at Clear Mountain School



The reason behind allowing our learners to lead their learning at the beginning of each lesson through learning boards and topic subjects, other than when learning outdoors is due to the popular evidence that, according to Liberto (2016) “child-led and interest-inspired learning is effective and efficient” in educating children, and supported

by radical educational theorist John Holt, (1972, p.12) as he advocates “learner-directed, non-coercive, interest-inspired learning”.

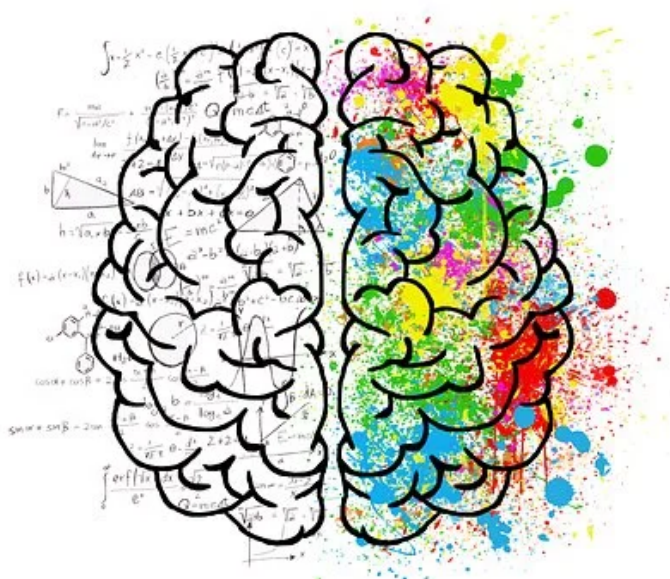
Additionally, we pride ourselves in our efforts to take learning outdoors for at least one hour per day within our curriculum and school daily life. Through our blended curriculum, this allows Clear Mountain School to have similar aspects to a forest school curriculum, allowing children to thrive in beautiful environments that surround Clear Mountain School situated in the Brecon Beacons, with beautiful scenery, plenty of wildlife and a vast amount of opportunities for children to learn. For example, according to Estyn (2019), outdoor learning is an effective good practice as “having continual access to a well planned and challenging outdoor classroom has had a positive impact on pupils’ learning. Pupils benefit from learning outdoors by developing their skills in a stimulating environment that is well planned and maximises opportunities for progression”. Additionally, learning outdoors, in all weathers in stimulating environments here at Clear Mountain School “develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting” (Forest School Association, N.D), in turn educating children and supporting their development through outdoor learning, as well as self-led learning. Additionally, our ethos and fundamentals of our curriculum, as well as our outdoor learning ethos, similar to a Steiner School ethos, “the priority of the Steiner ethos is to provide an unhurried and creative learning environment where children can find the joy in learning and experience the richness of childhood rather than early specialisation or academic hot-housing” (Steiner Waldorf Schools Fellowship, 2021), we believe that by blending aspects of a Steiner school through self-led learning, no age categorised classrooms and outdoor learning, provides the most effective education for our learners.

What outdoor learning looks like within our Curriculum at Clear Mountain School.

Through our curriculum, we base our subjects on the National Curriculum for Wales core subjects and foundation subjects. Although our blended curriculum here at Clear Mountain school may not be considered the norm compared to the National Curriculum for Wales, we believe that children should be provided opportunities to explore subjects from a young age to allow interest for further education by teaching the same subjects similar to the National Curriculum for Wales. Although our classrooms are not categorized in their ages, within the teacher-led half of each lesson indoors, tasks are set in correspondence to each child's mental capability, however we also believe that the children who are older and with possibly more intellectual capacity also help guide students who are younger and look up to their peers.

As mentioned, we believe that learning outdoors is a key aspect in education as well as child-led learning. Although we do not tend to start with learning boards and child initiated topics when learning outdoors, we still allow the freedom of being initiative and critical when learning outdoors. Although our example timetable only states five of our subjects to be taught outdoors as well as indoors, every term, our timetable is swapped around to ensure that we provide opportunities for outdoor learning within every subject. Here is an example of how we implement outdoor learning with subjects in our curriculum.

Mathematics



Within outdoor mathematics lessons, Clear Mountain School is situated in provides a rich and stimulating environment for our pupils to learn. Mathematics taught outdoors often consists

of adding and subtraction of natural elements such as stones and rocks from the lakes and surrounding rivers, and measuring the height of the surrounding mountains. These teacher led lessons outdoors not only provides opportunities for children to discuss their experiences outdoors when back in the classroom, but also allows a fun and different experience for children compared to the normal day to day classroom life, furthermore, according to Estyn (2019) “It also stimulates their minds and creates a focus or stimuli for classwork, as well as developing the key skills”.

Geography



The subject of Geography here at Clear Mountain School when taught outdoors is full of opportunities when surrounded by the natural influences of the Brecon Beacons. Practitioners educating the children about Learning the mountains, lakes and waterways within the Brecon Beacons, such as Llyn y Fan Fach, Llyn y Fan Fawr, and Pen y Fan (Brecon Beacons, N.D) although may not be within walking distance at all times, to learn about their enriching environment surrounding the school once a week during this outdoor lesson allows children to be stimulated

while creating a “positive impact on pupil wellbeing and their attitudes to learning” (Estyn, 2019).

History



Here at Clear Mountain School, the history surrounding the school throughout the Brecon Beacons is incredible. During indoor history lessons there tends to be a focus on the more traditional history topics, as shown on our learning board example. However during outdoor history lessons, children have the opportunity to be enriched with the abundance of history surrounding them in their learning Environment. From the mining quarries of the black mountains being “a time capsule of a very important aspect of Welsh industrial heritage” (Brecon Beacons, 2021), to the World War II vampire plane crash sites and much more. Learning outdoors in these environment’s not only sparks an interest in the welsh heritage and creates an interest in the topic to allow further learning, but also “pupils benefit from learning about their environment and important life skills in the outdoors” (Estyn, 2016), and an “intensive and memorable learning experience” (Harris & Bilton, 2018, p16), suggesting that our method of teaching through outdoor learning and our blended curriculum benefits the learners wellbeing and their intellectual, personal and physical development as a whole.

Art



At Clear Mountain School, we are very appreciative of the beautiful environment we are surrounded by, and as mentioned, we make a great effort to encourage children to be appreciative of this, by allowing outdoor lessons every day of the

week. During our outdoor Art lessons, we emphasise the beauty of the environment, for example, we often encourage the use of the views of the mountains as inspiration for drawings and paintings, using moss from surrounding rivers and other natural elements to create natural images. According to Gray & Birrel (2015, p7), learning outdoors through art which we encourage here at Clear Mountain School embodies “artistic engagement with the natural world could be integral components of outdoor programmes, especially to promote affective ties to nature”, which we as a school believe is an integral part of our ethos due to the environment which we are set in, suggesting that these elements in our curriculum represents the fundamentals when encouraging a child’s learning.

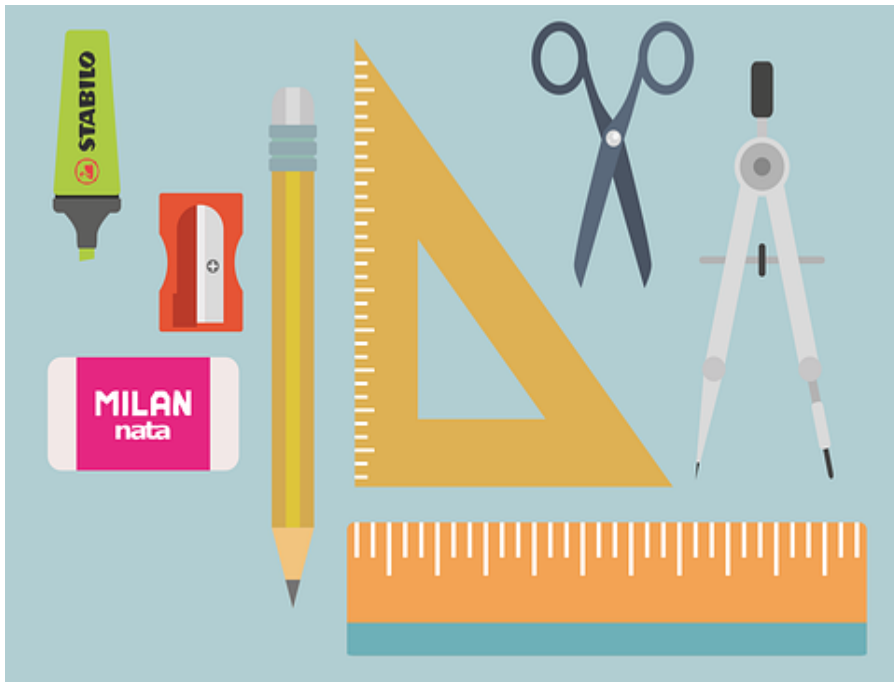
Physical Education



According to the Physical Education statutory guidance for Wales in the National Curriculum, it states that “under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government’s overarching strategy document Rights to Action, all children and young people must be provided with an education that develops their personality and talents to the full” (WAG, 2008, p4). Although our curriculum is not

the same as the National Curriculum for Wales, we acknowledge that some of their values are core principles when educating a child. In support of this, we believe that physical education allows children to develop their physical and mental health, their talents and their personality. Although we have an indoor hall available for PE during indoor lessons, we do also use our outdoor opportunities within the timetable to take physical education outdoor. We often allow children to self-lead lessons outdoors, as this promotes the values of our curriculum combining self-led lessons and outdoor learning, by giving options of fun games to play together, such as football matches, and also give opportunities to use the natural environment for cross country running to

develop a “healthy and active lifestyle through developing activities that can be enjoyed and sustained in the school” (WAG, 2008, p10) here at Clear Mountain.



Supporting all learners

Here at Clear Mountain School, children of all ages within a primary age are from different ethnicity groups, genders, race, religion and disabilities attend our school. We believe that it is fundamental to ensure that support for all learners is at the forefront of our ethos. Ensuring children are safeguarded at all times, free from harm, and free from discrimination and harrassment, in line with the UNCRC's children's rights, while ensuring we are a fully inclusive school through our pedagogy.

We believe that it is imperative that our curriculum is accessible to all, regardless of their backgrounds, needs and disabilities. Being a fully inclusive school through our morals, practice and pedagogy ensures all children here at Clear Mountain school are supported as an individual, while ensuring they have the ability to develop through their education.

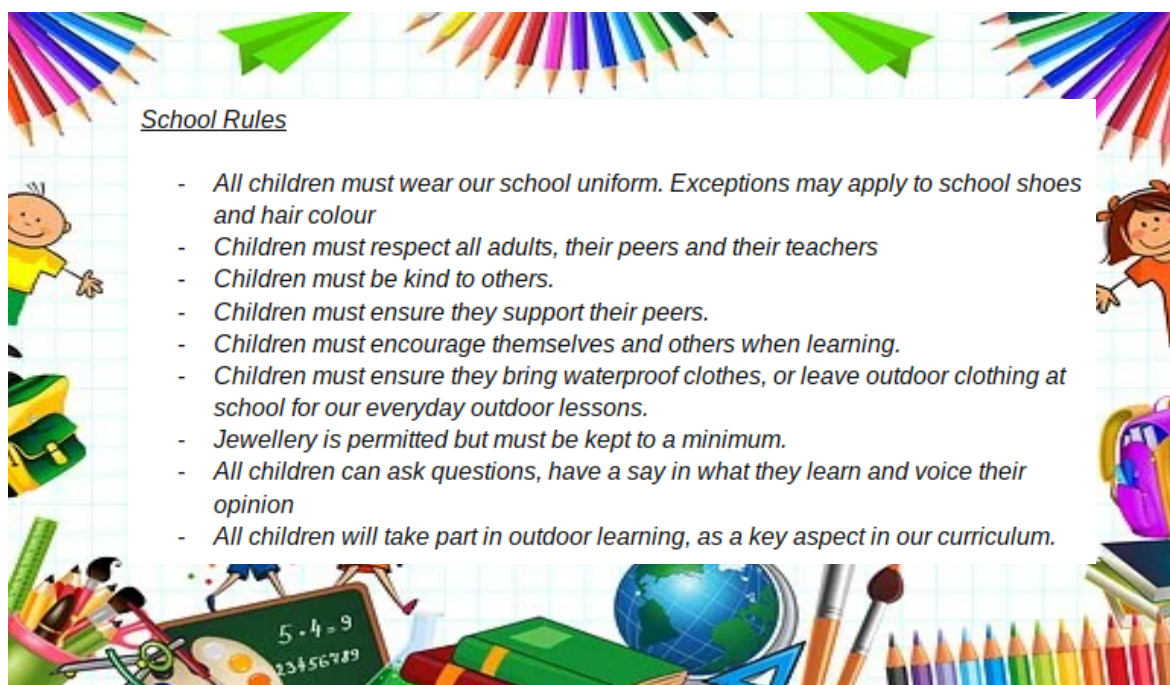
According to Article 28 of the UNCRC's children's rights, it states that "every child has the right to an education" (UNICEF, N.D). To be inclusive here at Clear Mountain is to provide every pupil a right to an education, we believe that our lessons should be accessible to all, without the need to adapt and change particular elements of a lesson to be more inclusive, for example, ensuring there is support for each individual during each lesson where they require it. This allows children to feel comfortable and fully supported with their time spent here at Clear Mountain, and hopefully ensures children have the confidence when furthering their education in the future.

Additionally, we believe that our curriculum, through self-led lessons and outdoor learning ensures our school is inclusive and supports all children as learners are at the forefront of their capabilities, and through learners deciding how and what they learn allows practitioners to view how children wish to be supported and how to fully support their needs, through a method of scaffolding.

Students typically settle in and thrive very quickly here at Clear Mountain School, however we always ensure that children are supported regardless, and help is always available at all times.

Atmosphere, Rules and Relationships at Clear Mountain School

School Rules



As a school, we do not aim to create a strict rule-following environment here at Clear Mountain, we believe that school rules do keep order and allow children to have a clear vision of what to expect when attending school. We believe that all children should wear our school uniform when in class, agreeing with the view of “wearing a school uniform represents a real and symbolic marker of belonging” (Tisdall 2006, p180), while we also ensure our uniform is affordable, and we aim to aid those who are unable to afford uniform through a monthly pay scheme. This not only ensures children look the same and have a sense of belonging when attending school, but also avoids the fact that

children do not get discriminated against due to the clothes they wear if there were not to be any uniform.

School Uniform

Our school uniform consists of:

- Plain black jumper / pullover with school badge
- Plain black school trousers
- Plain White cotton shirt
- Black school shoes or black or white trainers

As a school we try our best to keep school uniform costs low, with trousers and cotton shirts available to be purchased in most supermarkets from a low cost, however we do require our school jumpers to have a school badge on.

We are aware that the cost of school uniform may be an inconvenience to some children, particularly those living in poverty and / or those with multiple children enrolled within our school, which is why we offer a payment scheme to our learners parents or guardians, which provides the opportunity for the school to purchase the uniform for the child, in turn allowing the option to pay weekly or monthly, for however long it takes to pay off the cost of the uniform for the children, in order to promote inclusivity and respect children's rights.

School Atmosphere

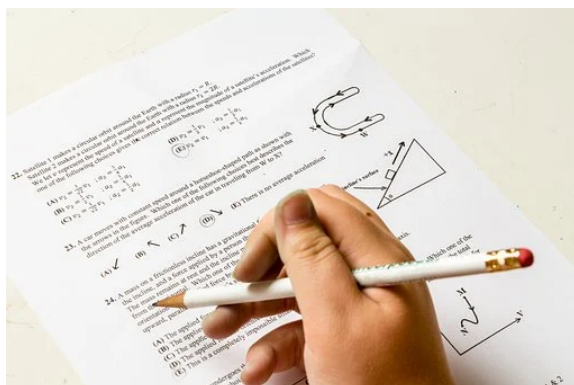
Here at Clear Mountain school, we believe it is important to create a positive atmosphere for learners in order to ensure they receive the best quality of education, care, and of life possible. Additionally, we believe in the importance of trusting relationships between learners and educators, mutual respect, encouraging relationships and a happy environment, as according to Reeves *et al* (2007), survey

research data from the 'North Carolina Teacher Working Conditions, stated that "establishing an atmosphere of trust and mutual respect was strongly correlated with overall student performance at the elementary", suggesting that the atmosphere a child learns in, such as a positive atmosphere here at Clear Mountain School allows children successfully achieve within their education.



Assessments Methods

Similarly to the Steiner Waldorf Curriculum we have an emphasis on a "philosophy that is designed to meet the needs of pupils at their various stages of emotional, intellectual and physical development" (Estyn, 2019). Our philosophy of supporting all children through their development leads to the fact that we believe that summative



assessments such as end of year exams to measure a child's development do more harm than good. Often, end of year exams and assessments can be a period of worry and great stress on children, and we believe that exams do not fully measure a child's development as many factors may affect results during formative exams, for example,

a child may be too anxious to perform well in an exam, resulting in a poor mark and being viewed as not as educationally developed as their peers. In addition to this, as

mentioned, our curriculum with the similar philosophy as the Steiner Waldorf curriculum, we support children in all aspects of their development, not just intellectually; indicating the ideology that summative assessments cannot measure a child's physical and emotional development as well as their intellectual development. To support this, according to radical educational theorist Gatto (2005, p2), he believes that traditional schools deem it "better to leave school with a tool kit of superficial jargon derived from economics, sociology, natural science, and so on than with one genuine enthusiasm", suggesting that schools teach to pass exams, rather than support their development as a whole and encourage enthusiasm for the future, however here at Clear Mountain School, we embrace the development of the child as an individual and as a whole through our curriculum and formative assessment.

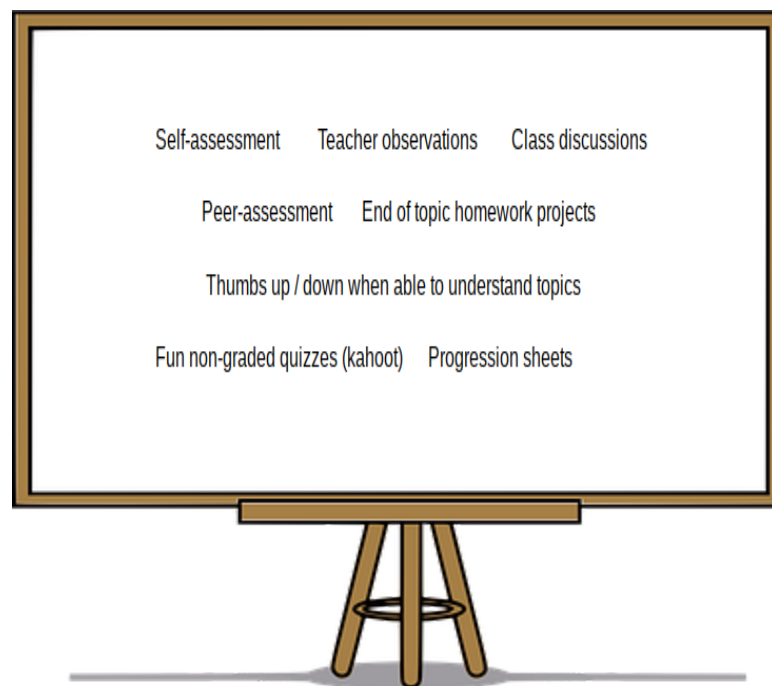
Although we are aware that summative assessments can be successful within schools, as it is often used within the majority of schools in the UK and through the National Curriculum for Wales, which can measure intellectual development for some individuals, it may not take in to the account of other personal factors which affects a child development, such as anxiety due to exams, which is why here at Clear Mountain we made the conscious decision to use formative assessments to assess a child's development as a whole, as the evidence of formative assessment proves to be more beneficial to our learners. For example, According to Boston (2002, p1), a study conducted by "Black and Wiliam (1998)" stated that through formative assessment study, "they concluded that efforts to strengthen formative assessment produce significant learning gains" and while also "helping low-achieving students, including students with learning disabilities, even more than it helped other students", suggesting that not only is out formative assessment method beneficial to all students, but is also an inclusive way of assessing all children's development.

How we carry out formative assessments

Defined by Eberly Centre (2021), formative assessment "is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching

and by students to improve their learning”, suggesting that this allows learners here at Clear Mountain School to identify their strengths and work on their weaknesses in a positive manner, while also allowing practitioners to immediately view where a student may need additional help in a particular topic; rather than waiting until end of year exams and viewing that a child may have failed a topic, with it being too late to make a difference, with formative assessment ultimately allowing practitioners and students to view how they are learning, not what they are learning.

Our formative assessment methods:



A fundamental form of formative assessment within our curriculum is self-assessment. Agreeing with Keesing-Styles (2003) Educational theorist Freire, believes that “students, in engaging in self-assessment, enhance their opportunities to become knowing subjects”, suggesting that learners are able to assess themselves, resulting in learners

having a conscious knowledge of when they are correct, or doing well, compared to when they believe something may be incorrect, ultimately resulting in our learners developing as a whole.



Thank you for taking the time to read our prospectus, we hope to have given you an insight into our values, ethos, and ideologies here at Clear Mountain School.

Learners are encouraged to appreciate the environment they are educated in through their outdoor learning, respect and learn from others within the mixed age classroom, and encouraged to see their own full potential while participating in self-led lessons. We believe learners will benefit from our school and curriculum as stated by the Government schools minister Nick Gibb (2015), “education is the engine of our economy, it is the foundation of our culture, and it’s an essential preparation for adult life”, which we advocate and believe our education system allows learners to be fully assisted to embrace this notion.

As mentioned, we value a child’s development as an individual, physically, socially and emotionally through our curriculum of self-led lessons, mixed aged classes and outdoor education as we believe this supports children to allow them to reach their full potential. Although we are aware our style of schooling may be radical or contrasting to the majority of education in Wales, we fully support each

child through our pedagogy and curriculum through their entire educational journey here at Clear Mountain School.

Reference List

- Brecon Beacons. (N.D). *MOULDING THE BRECON BEACONS*. Available at: <https://www.breconbeacons.org/discover>. [Accessed: 12th March 2021].
- Brecon Beacons National Park. (2021). *Black Mountain Quarries*. Available at: <https://www.beacons-npa.gov.uk/planning/heritage2/heritage-hotspots/black-mountain-quarries/>. [Accessed: 14h March 2021].
- Eberly Centre. (2021). *What is the difference between formative and summative assessment?*. Available at: <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>. [Accessed: 22nd March 2021].
- Education Act. (1996). *Education Act 1996*. Available at: <https://www.legislation.gov.uk/ukpga/1996/56/section/2>. [Accessed: 5th March 2021].
- Estyn. (2016). *A school environment that benefits pupil wellbeing*. Available at: <https://www.estyn.gov.wales/effective-practice/school-environment-benefits-pupil-wellbeing>. [Accessed: 14h March 2021].
- Estyn. (2019). *A report on Nant Y Cwm Steiner School*. Available at: <https://www.estyn.gov.wales/system/files/2020-08/Nant%2520Y%2520Cwm%2520Steiner%2520School.pdf>. [Accessed 20th March 2021].
- Estyn. (2019). *Taking teaching outdoors*. Available at: <https://www.estyn.gov.wales/effective-practice/taking-teaching-outdoors>. [Accessed: 12th March 2021].
- Estyn. (2019). *Using the outdoors to develop pupils' skills*. Available at: <https://www.estyn.gov.wales/effective-practice/using-outdoors-develop-pupils-skills>. [Accessed: 12th March 2021].

- Forest School Association. (N.D). *What is Forest School?*. Available at: <https://forestschoollassociation.org/what-is-forest-school/>. [Accessed: 13th March 2021].
- Gatto, J. (2002). *The Public School Nightmare: Why fix a system designed to destroy individual thought?*. Available at: <http://www.skola.gr8.se/dokument/JohnTaylorGatto/Public%20School%20Nightmare.pdf>. [Accessed: 10th March 2021].
- Gatto, J (2005). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. New York: New Society Publishers.
- Gibb, N. (2015). *The purpose of education*. Available at: <https://www.gov.uk/government/speeches/the-purpose-of-education>. [Accessed: 28th March 2021]
- Gray, T & Birrel, C. (2015). 'Touched by the Earth': a place-based outdoor learning programme incorporating the Arts. *Journal of Adventure Education and Outdoor Learning*. 15 (4), p330-349.
- Harris, R. & Bilton, H. (2017). Learning about the past: exploring the opportunities and challenges of using an outdoor learning approach. *Cambridge Journal of Education*. 49 (1), 69-91.
- Holt, J. (1972). *Freedom and beyond*. Middlesex: Pelican Books.
- Howard, S (2007). *Mentoring is Waldorf Early Childhood Education* .New York: Wecan.
- Keesing-Styles, L. (2003). *The Relationship between Critical Pedagogy and Assessment in Teacher Education*. Available at: https://radicalpedagogy.icaap.org/content/issue5_1/03_keesing-styles.html#:~:text=Freire's%20beliefs%20offer%20insights%2C%20particularly%20for%20self%2Dassessment.&text=It%20must%20be%20recognized%2C. [Accessed: 22nd March 2021].
- Kolb (2014). *Experiential Learning*. 2nd ed. New Jersey: Pearson Education.
- Liberto, G. (2016). Child-led and interest-inspired learning, home education, learning differences and the impact of regulation. *Cogent Education*. 3 (1), p1-11.

- Lyons, J. (2018). *Paulo Freire's Educational Theory*. Available: <https://www.newfoundations.com/GALLERY/Freire.html>. Last accessed 5th March 2021.
- Paulo Freire. (1998), *Teachers as Cultural Workers: Letters to Those Who Dare Teach*. Colorado: Westview Press.
- Reeves, C. Emerick, S. & Hirsch, E. (2007). *Creating an Atmosphere of Trust. Lessons from Exemplary Schools*. Available at: <https://web-b-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/pdfviewer/pdfviewer?vid=4&sid=58a291e7-163d-465a-ad94-fb18032419bf%40sessionmgr103>. [Accessed: 19th March 2021].
- Steiner Waldorf Schools Fellowship. (2021). *What is Steiner education?*. Available at: <https://www.steinerwaldorf.org/steiner-education/what-is-steiner-education/>. [Accessed: 12th March 2021].
- Tisdall, K (2006). *Children, Young People and Social Inclusion: Participation for What?*. Bristol: The Policy Press.
- Unicef. (N.D). *HOW WE PROTECT CHILDREN'S RIGHTS WITH THE UN CONVENTION ON THE RIGHTS OF THE CHILD*. Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>. [Accessed 20th March 2021].
- WAG. (2008). *Physical education in the national curriculum for Wales*. Available at: <https://hwb.gov.wales/curriculum-for-wales-2008/key-stages-2-to-4/physical-education-in-the-national-curriculum-for-wales/>. [Accessed: 18th March 2021].

Megan Williams - 1701239

-