

Critical analysis.

This paper will be a critical analysis of the potential impact of 'The curriculum based outdoor learning bag' on the development of children within the early years, and a critical reflection on what is currently available to young children today.

Entrepreneurship is often defined as a transversal competence. This can apply to all spheres of life including, taking care of personal development, actively engaging in society, and could also apply to beginning a cultural, commercial, or social venture. It is believed that entrepreneurship requires experimentation and holds an element of risk, since it is unknown whether a product or a particular venture will be successful beforehand (Bacugalupo *et al*, 2016, p. 6; Kerr, Nanda and Rhodes-Kropf, 2014, p. 25).

Moreover, it is suggested that Harvard Business school's Howard Stevenson believes that rather than a business creation or a specific person, entrepreneurship is related more to the managerial approach (Lans, 2020, p. 364-374; Cholera, 2021). Kimball and Lussier (2020, p. 4-5) believe there are two types of entrepreneurs, innovative and replicative. Innovative entrepreneurs are those who develop new services or ideas. The invention of the curriculum based outdoor learning bag would fall under innovative entrepreneurship as this is the first of its kind and there is nothing like this available on the market to date.

There are many skills that are needed to be a successful entrepreneur, a person needs to be creative, educated in their field, able to effectively and confidently communicate with others, and can work as part of a team, as often behind every successful business there is competent and reliable team (Wynnberg, 2020; Laverick and Bagnall, 2019, p. 1-3; Mustapha and Subramaniam, 2016, p. 229). However, according to Deichmenn and Jensen (2017, p. 458), whilst working as a team can be beneficial as it can provide access to additional resources, it can however not be cost effective for new businesses due to increased costs for additional staff members. Oikonomou (2018, p. 57), however believes that the idea of potential employees within a business should not be thought of as an unwanted financial burden, as they have the potential to be an asset for the business to dominate any potential rivals.

Martin and Phillips (2017, p. 28-42), suggests that in business there is a clear confidence gap between males and females, often with males being over-confident. They suggest that this can contribute to pay inequalities and potential missed self-

promotion and performances. They suggest that while acknowledging these gender differences, this can also reinforce old fashioned stereotypes between men and women. They suggest that paying less attention to this gender gap may be more beneficial to women taking action to shape their future business opportunities. Garg and Agarwal (2017, p. 60) agree and believe that a barrier stopping women from setting up their own businesses are often created by their own attitudes and fears towards entrepreneurship, however they do argue that research shows women have the ability to not just manage small businesses, but to convert these businesses into very successful big industries.

According to research there are less start up opportunities for new businesses in Wales than there is in any other country within the United Kingdom. This factor can then contribute to the fear of failure that was at its peak in Wales at 50%. Although this has now decreased to around 40%, this has remained largely unchanged since 2002 studies (Levie, Hart and Bonner, 2014, p. 17).

However the question remains, what can Welsh government do to improve these statistics? Welsh Government (N.D) decided that to support new business they set up a support network, Business Wales. They offer business support and practical guidance with the first steps into self-employment. They have the ability to secure investment and can assist in all other aspects of business support.

Through extensive research on websites such as Etsy and Learning through landscapes there is no current bag like this, although there are many companies that offer these resources separately, none offer this specific bag where all lesson resources and plans are in one bag. There are many companies that offer learning packs that include a range of re-usable, laminated worksheets, but not one offers a hands-on experiential learning through outdoor play bag. It is suggested that children within the early years that are subjected to worksheets rather than enriched, practical learning experiences have their freedom of movements restricted due to the desk-bound nature of worksheet activities (Simsek, 2023, p. 470-471).

The Curriculum based outdoor learning bag was created, based on the expectations of The New Curriculum for Wales, the resources within can benefit many aspects of a child within the early years as it can support creating ambitious, capable learners. The learning bag embodies high expectations and challenges each individual child at their own individual stages. As well as promoting basic skills, such as literacy and

numeracy, the learning bag develops other skills such as life skills, social education, and self-confidence (Donaldson, 2015, p. 9-17).

The learning bag will also have a direct effect on all early years' practitioners, helping to develop confidence in curriculum based outdoor teaching, and due to it being as low cost as possible with as much funding as possible this can be affordable to not just schools but also non-maintained settings outside of the school sector.

Practitioners within settings outside school sectors may not always have as much access to funding or resources, and can often be working with families that face challenging situations and circumstances, therefore it could be a useful resource to have access to until The Welsh Government have addressed the issues facing these early years settings, with regards to qualifications (Waters, 2016, p. 14).

A resource that can achieve so many benefits for its targeted audience could be seen as a measure of success in a business, this is referred to as non-financial metrics, where customer satisfaction and brand value are a main priority (Himme and Fischer, 2014, p. 1-2). However, success can also be measured in monetary value; this is called financial metrics. A business's profits, market shares and revenues are some examples of this type of measurement (Turpen *et al*, 2016, p. 25-36). Due to the bag being a non-profit idea, children's positive development, customer ratings and positive feedback would be how success would be measured, therefore, non-financial metrics would best define this product.

It is suggested that children can foster social, cognitive, creative, emotional, and physical skills through actively engaging in learning that is hands-on and experiential. The curriculum based outdoor learning bag offers a range of actively engaging play with its contents. Learning through play is a sought-after pedagogy that has many outcomes for learning. However, due to play being a complex phenomenon it is difficult to define, meaning that many view play as an enjoyable activity, rather than having a serious pedagogical purpose. Therefore, with the contents of the bag and the addition of the lesson plan file within, this can help reinforce what skills children are developing and how the play supports the curriculum (Parker, Thomsen, and Berry, 2022, p. 9).

Every resource withing the curriculum based outdoor learning bag encourages a constructivism approach to learning, meaning that the children construct their own knowledge as opposed to being traditionally taught something. Constructivism is an approach that was influenced by theorists Vygotsky (1978) and Piaget (1968), as

they believed that children take a more active role in their learning (Erbil, 2020, p. 1). However, Jonassen (1994) suggests that constructivism can be misconstrued as a learning theory that encourages children to "reinvent the wheel", but constructivism is said to tap into the minds of children and triggers their innate curiosity in understanding the world around them.

During a recent study in the educational philosophy 'The Reggio Emilia approach', it was suggested that despite the many benefits that a constructivism approach can have on children (these include a boost in self-esteem, increased confidence, and developing a lifelong love for learning), policymakers still believe and argue it is in the children's best interests to be taught with a greater emphasis on academic-based philosophy, in order to achieve the standardized testing goals that children face in education today (Golder, 2018, p. 678-685; Harris, 2019, p. 123).

Play Wales (2023, p. 12) now argues however, that there have been recent groundbreaking developments with The Welsh Government, taking a worldwide lead with regards to play policy in Wales and providing the funds for children's play, with this in mind there could be more future funding for child-led resources such as the curriculum based outdoor learning bag.

When considering the future of this business idea, bilingualism is the most desired skill that learners can hold and settings play a pivotal role in supporting children on their journeys to develop this skill. They believe there are social, cultural, and cognitive advantages to becoming bilingual learners. Bilingual children have skills that can expose them to travelling and greater employment opportunities whilst also maintaining connection with history and family culture (Byers-Heinlein and Lew-Williams, 2013, p. 95-112; Early years alliance, 2014).

Therefore, to further develop the curriculum based outdoor learning bag it could be beneficial to early years development to create the same practical resources through the medium of Welsh. By doing this it can expand on the opportunities as to where this product can be marketed. By giving children within the early years these resources in Welsh, not only does it provide them with advantages such as travel and cultural belonging, they are also contributing to the Cymraeg's (2017) Welsh language strategy's vision of doubling the number of Welsh speakers to one million by the year 2050.

Unfortunately, according to Welsh Government (2021) there has been a decline in the number of families having the ability to speak Welsh at home, creating a barrier

for children to develop their Welsh language at home. However, if the learning bag was a bilingual resource, this could enable parents and carers to have a better understanding of the language, empowering them to provide support to their children at the earliest possible stage. This would have a positive impact on the development of children within the early years.

Referencing list.

Bacugalupo, M., Kampylis, P., Punie, Y. and Van den Brande, G. (2016) 'EntreComp: The Entrepreneurship Competence Framework', *JRC science for policy report*, (April) article 27939. Available at: doi:10.2791/593884

Bento, G. and Dias, G. (2017) 'The importance of outdoor play for young children's healthy development' *Porto biomedical journal*, 2(5), pp. 157-160. Available at: doi: 10.1016/j.pbj.2017.03.003

Bilton, H. (2020) 'Values stop play? Teachers' attitudes to the early years' outdoor environment' *Early child development and care*, 190 (1), pp. 13. Available at: <https://doi.org/10.1080/03004430.2019.1653548>

Boxberger, K. and Reimers, A. K. (2019) 'Parental Correlates of Outdoor Play in Boys and Girls Aged 0 to 12—A Systematic Review', *Institute of Human Movement Science and Health*, 16(2), pp. 15. Available at: <https://doi.org/10.3390/ijerph16020190>

Cholera, K. (2021) *Introduction to Entrepreneurship - A perspective on Entrepreneurship - Howard Stevenson*. Available at: <https://www.youtube.com/watch?v=KB4pyVv9qLA> (Accessed 23 February 2024).

Community Fund (N.D) *National lottery awards for all Wales*' Available at: <https://www.tnlcommunityfund.org.uk/funding/programmes/national-lottery-awards-for-all-wales#section-2> (Accessed: 13 February 2024).

Cymraeg (2017) *Welsh Language Strategy - Cymraeg 2050 A million Welsh speakers*. Available at: https://www.youtube.com/watch?v=QUzi8OiLMU0&list=PLo_vSnVxtcrBXt2Q3WsVILR8V_n72e_pW&index=3 (Accessed: 28 February 2024).

Deichmenn, D. and Jensen, M. (2017) 'I can do that alone...or not? How idea generators juggle between the pros and cons of teamwork' *Strategic management journal*, 39(2), pp. 458. Available at: <https://doi.org/10.1002/smj.2696>

Donaldson, G. (2015) *Successful futures*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

Donaldson, G. (2015) *Successful futures*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed: 16 February 2024).

- Ebril, D. G. (2020) 'A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory', *Frontiers in psychology*, 11 (June) article 1157. Available at: doi:10.3389/fpsyg.2020.01157
- Garg, S. and Agarwal, P. (2017) 'Problems and prospects of woman entrepreneurship—a review of literature', *Journal of Business and Management*, 19(1), pp. 60. Available at: DOI:10.9790/487X-1901065560
- Golder, J. (2018) 'CONSTRUCTIVISM: A PARADIGM FOR TEACHING AND LEARNING', *International Journal of Research and Analytical Reviews*, 5(3), pp. 678-685. Available at: <https://ijrar.org/papers/IJRAR1903214.pdf>
- Golubović-Ilić, I. and Mikarić, B. (2023) 'The importance of outdoor learning at early ages', *SCIENCE International journal*, 2(3), pp. 123-128. Available at: doi:10.35120/sciencej0203123g
- Gov.uk (N.D) *Apply for a patent*. Available at: <https://www.gov.uk/patent-your-invention> (Accessed: 16 February 2024).
- Harris, H. A. (2019) 'Parental choice and perceived benefits of Reggio Emilia inspired programs', *Early childhood development and care*, 191(5), pp. 123. Available at: <https://doi.org/10.1080/03004430.2019.1608194>
- Himme, A. and Fischer, M. (2014) 'Drivers of the cost of capital: The joint role of non-financial metrics', *International journal of the research in marketing*, 31(2), pp. 1-2. Available at: <https://doi.org/10.1016/j.ijresmar.2013.10.006>
- Kimball, D. C. and Lussier, R. N. (2020) *Entrepreneurship Skills for New Ventures*. Oxfordshire: Taylor and Francis.
- Lans, T. (2020) 'Entrepreneurship: Opportunity Identification and Entrepreneurial Behaviour', in Filho, W. L., Azul, A. M., Brandli, L., Salvia, A. L., Wall, T. (eds) *Decent Work and Economic Growth*. New York: Springer, pp. 364-374.
- Laverick, S. and Bagnall, E. (2019) 'The 3 Skills That Build Confidence in Entrepreneurial Women', *Entrepreneur & Innovation Exchange*, (January). Available at: DOI:10.32617/388-5c47132bafa88
- Levie, J., Hart, M. and Bonner, K. (2014) *GEM UK: Wales report 2014*. Available at: https://www.gov.wales/sites/default/files/publications/2019-05/global-entrepreneurship-monitor-gem-uk-wales-report-2014_0.pdf (Accessed: 28 February 2024).
- Maritn, A. E. and Phillips, K. W. (2017) 'What “blindness” to gender differences helps women see and do: Implications for confidence, agency, and action in male-

dominated environments' *Organizational Behaviour and Human Decision Processes*, 142 (September) article 07495978. Available at:

<https://doi.org/10.1016/j.obhdp.2017.07.004>

Mustapha, M. and Subramaniam, P. A. P. (2016) 'Challenges and success factors of female Entrepreneurs: Evidence from a developing country', *International review of management and marketing*, 6(4), pp. 229. Available at:

<https://dergipark.org.tr/en/download/article-file/366944>

Nolan, A. and Molla, T., (2017) 'Teacher confidence and professional capital' *Teaching and teacher education*, 62, pp. 17. Available at:

<https://doi.org/10.1016/j.tate.2016.11.004>

Oikonomou, A. (2018) 'Assessing the Impact of Employee Participation on Team-work Performance: A Way to Reinforce Entrepreneurship', *Journal of economics and business*, 68(2-3), pp. 57. Available at:

<http://spoudai.org/index.php/journal/article/view/144>

Parker, R., Thomsen, B. S. and Berry, A. (2022) 'Learning Through Play at School – A Framework for Policy and Practice', *Education and Development Research Program*, 7 (February) article 751801. Available at:

<https://doi.org/10.3389/feduc.2022.751801>

Play Wales (2023) *Ministerial Review of Play*. Available at: <https://play.wales/wp-content/uploads/2023/02/Ministerial-Review-of-Play-FINAL-REPORT.pdf> (Accessed: 27 February 2024).

Sandseter, E. B. H., Storli, R. and Sando, O., J. (2020) 'The dynamic relationship between outdoor environments and children's play' *International Journal of Primary, Elementary and Early Years Education*, 50(1), pp. 97. Available at:

<https://doi.org/10.1080/03004279.2020.1833063>

Simsek, Z. C. (2023) 'Worksheets in early childhood education: A dilemma for teachers and pre-service teachers', *International journal of education research review*, 8(3), pp. 470-471. Available at: DOI:10.24331/ijere.1233127

Sinhmar, S. (2020) 'Marketing Mis (Four P's)', *IJLTEMAS*, 4(2), pp. 152. Available at: <https://www.ijltemas.in/DigitalLibrary/Vol.4Issue2/151-152.pdf>

Thabit, T. H and Raewf, M. B. (2018) 'The Evaluation of Marketing Mix Elements: A Case Study' *International Journal of Social Sciences & Educational Studies*, 4(4), pp. 100-104. Available at: doi:10.23918/ijsses.v4i4p100

The Matthew Good Foundation (N.D) *Supporting small charitable organisations to amplify their impact*. Available at: <https://www.matthewgoodfoundation.org> (Accessed: 13 February 2024).

Tinney, G. (2022) 'Outdoor play', in Waters-Davies, J. (eds) *Introduction to play*. London: SAGE Publications Ltd, pp. 112.

Turpen, P. B., Hockberger, P. E., Meyn, S. M., Nicklin, C., Tabarini, D. and Auger, J.A. (2016) 'Metrics for Success: Strategies for Enabling Core Facility Performance and Assessing Outcomes', *National centre for biotechnology information*, 27(1), pp. 25-36. Available at: doi:10.7171/jbt.16-2701-001

UNCRC (N.D) *A summary of the UN Convention on the Rights of the Child*. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed: 16 February 2024).

Veslinovska, S. S. (2020) 'WHY DO CHILDREN SPEND LESS TIME IN THE NATURAL ENVIRONMENT?', *Journal of educational sciences theory and practice*, 11(15), pp. 135. Available at:

<https://js.ugd.edu.mk/index.php/vospitanie/article/view/3618/3267>

Waters, J. (2016) 'The Foundation Phase in Wales – time to grow up?' *Wales Journal of Education*, 18(1), pp. 14. Available at:

<https://journal.uwp.co.uk/wje/article/330/galley/349/view/>

Welsh Government (2020) *A curriculum for funded non-maintained nursery settings*. Available at: <https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf> (Accessed: 13 February 2024).

Welsh Government (2021) *National policy on Welsh language transmission and use in families*. Available at: <https://www.gov.wales/sites/default/files/publications/2021-01/national-policy-on-welsh-language-transmission-and-use-in-families.pdf> (Accessed: 28 February 2024).

Welsh Government (N.D) Business Wales Service. Available at: <https://businesswales.gov.wales/business-wales-service> (Accessed: 26 February 2024).

Wynnberg, W. (2020) '10 tips for becoming a successful entrepreneur', *Forbes*, 28 December. Available at: <https://www.forbes.com/sites/forbesbusinesscouncil/2021/12/28/10-tips-for->

becoming-a-successful-entrepreneur/?sh=52a0e1f2483f (Accessed: 23 February 2024).