A PRACTICE FOCUSSED STUDY OF OUTDOOR LEARNING IN FIVE SCOTTISH SECONDARY SCHOOLS 2011-2019

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ABSTRACT

This thesis employs a social constructionist approach to explore the practices of outdoor learning [OL] enacted in five Scottish secondary schools and to consider local and temporal conditions that enabled and constrained practices across two time periods, 2011 and 2019. Continuities and discontinuities in practices are revealed. The decision to consider OL in Scottish secondary schools is in response to an identified gap in the research literature. Scotland's OL curriculum policy is recognised as world-leading and teacher dispositions to OL positive. However, despite calls for a more embedded curricular role, the sparse literature available suggests minimal practice changes. The literature positions OL as an evolving and contested term, which encapsulates a range of purposes and approaches linked to physical, affective, and environmental learning outcomes. OL's relationship to the Scottish curriculum has been marked by peaks and troughs of interest and support, reflecting temporal policy, social and cultural forces. A widening poverty-related attainment gap and rising mental health and wellbeing concerns in schools are manifestations of rising precarity and austerity during the years of 2011-2019. The timescale of this study presents an opportunity to consider current factors shaping OL practices. A qualitative inductive, deductive and abductive analysis framework is applied to teachers' semi-structured interview data. Practice Architecture [PA] Theory was applied to reveal sayings, doings and relatings across a typology of OL that featured five distinctive types. Distinctive sayings, doings and relatings for three different types of OL; OL-as-Physical-Activity, OL-as-Pupil-Support and OL-as-Curriculum, update our understanding of practices within secondary schools. A number of residual, dominant and emergent features are identified. Four overarching themes conclude that OL is: malleable, shaped by contexts and individuals, peripheral, potentially powerful as a pedagogy of affect and integral for some young people. An OL lens illuminates curriculum-making challenges within Scottish secondary schools. Implications for practice at Scottish education and school level are outlined.

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ABBREVIATIONS

ACE	Adverse Childhood Experiences
AHT	Assistant Headteacher
ASN	Additional Support Needs
BGE	Broad General Education
CfE	Curriculum for Excellence
CfEtOL	Curriculum for Excellence through Outdoor Learning
CYP	Children and Young People
DES	Department of Education and Science
DHT	Depute Headteacher
DoE	Duke of Edinburgh's Award
DoEIA	Duke of Edinburgh's International Awards
DYW	Developing the Young Workforce
EfS	Education for Sustainability
FE	Further Education
FH	Faculty Head
FSC	Field Studies Council
GIRFEC	Getting it Right for Every Child
GTCS	General Teaching Council Scotland
HMIe	Her Majesty's Inspectorate of Education
HT	Headteacher
ITE	Initial Teacher Education
LA	Local Authority
LfS	Learning for Sustainability
LTS	Learning and Teaching Scotland
MER	Managing Environmental Resources
NCDP	Natural Connections Demonstration Project
NNR	National Nature Reserves
OAE	Outdoor Adventure Experiences

OECD	The Organisation for Economic Co-operation and Development
OE	Outdoor Education
OJ	Outdoor Journeys
OL	Outdoor Learning
ORE	Outdoor Residential Experiences
PA	Practice Architectures
PD	Professional-development
PE	Physical Education
PT	Principal Teacher
RMPS	Religious Moral and Philosophical Studies
SCOTVEC	Scottish Vocational Educational Council
SD	Sustainable Development
SE	Scottish Executive
SEBD	Social Emotional and Behavioural Difficulties
SG	Scottish Government
SIMD	Scottish Index of Multiple Deprivation
SIP	School Improvement Plan
SMT	Senior Management Team
SNP	Scottish National Party
TA	Thematic Analysis
TT	Travel and Tourism
UNDESD	United Nations Decade of Education for Sustainable Development

Chapter 1: Introduction

1.1 Topic and Focus

This thesis explores OL practices in five secondary schools across two time periods. OE and OL are temporal, changing and contested terms as will be illustrated in section 2.3. OL is a relatively recent term that has emerged within the last 20 years. Prior to this OE was the dominant term. Both these terms are used in the literature within my study to reflect this evolution. Previously OE might be associated with adventure education and field studies practices (Nicol 2002a, 2002b, 2003) but OL is now a term that has gained favour in Scottish policy (Learning and Teaching Scotland [LTS], 2010) with the emergence of Curriculum for Excellence [CfE] (Scottish Executive [SE], 2004). Curriculum for Excellence through Outdoor Learning [CfEtOL] (LTS, 2010) directed attention to OL's role within the Scottish curriculum, boldly stating that

> 'Staff at every level of involvement with the education of children and young people have a responsibility to make the most of the outdoor environment to support the delivery of the experiences and outcomes of Curriculum for Excellence.' (LTS, 2010, p.7)

In parallel with international trends, Learning for Sustainability [LfS] has become more prominent in Scottish policy (Scottish Government [SG], 2013). This has added a further dimension, with OL now repositioned under LfS. Nicol (2003) highlights the evolving and disputed nature of associated terms such as outdoor education [OE], which often reflect dominant social, economic and cultural conditions of the period within which they are set. Recent research (Mannion et al., 2007; 2015) suggests a favourable teacher disposition towards OL but minimal changes to practice. Secondary school contexts present particular challenges for OL (Fägerstam, 2014) and are identified as under-researched (Christie et al., 2016; Neary and Chapman, 2020). Thorburn and Allison (2010) recognise that school-based OL approaches are absent in the literature. Waite, Bølling and Bentsen (2016) suggest that minimal OL research considers practices and underpinning pedagogical drivers. This study presented an opportunity to better understand the nature of OL practices in Scottish

secondary schools through an examination of teachers' accounts, and consideration of enabling and constraining factors.

1.2 Background to the Study

My part-time EdD 'journey' began in 2009. Challenges and life events interjected at different stages of the process. Between 2012 and 2017 the birth of my daughters and loss of my father resulted in two significant periods of voluntary suspension. When I returned to my studies in 2017, I had a third change of supervisor. Although my focus remained the same, my research questions, data, epistemology and ontology evolved significantly. On returning to my studies in 2017, a decision to complete a second round of data collection in 2019 was taken, introducing a temporal element to my study (Chapter 3).

This study considers CfE (SE, 2004) at two different development stages. Scotland's new Curriculum for Excellence was first conceived in 2004 (SE, 2004) but only formally implemented in 2010. It was framed as distinctive, presenting a less prescribed curriculum with opportunities for teachers to exert greater agency, and creativity to meet the particular needs of their pupils. Although some Scottish features are evident (Humes, 2013), CfE mirrors international trends in curriculum policy which Priestley and Biesta (2013) term the 'new curriculum.' This is characterised by a shift in focus from input regulation, with detailed description of content, to output regulation, evaluated through attainment data and inspections. CfE's approach is student-centred and is focused on the development of Four Capacities; confident individuals, successful learners, responsible citizens and effective contributors. CfE created a favourable climate for OL (Chapter 2).

In 2011 CfE was in its second year of 'implementation'. Priestley and Minty (2013) reported a favourable teacher disposition towards CfE in one LA. In 2019 CfE was 'established' in schools but had been referred to as a 'system-level construct rather than lived practice' (Priestley, 2018, p. 899). Priestley charted the opportunities and challenges encountered across this decade, linked to the aims and tensions inherent within CfE's curriculum structure (Priestley and Humes, 2010), the process of curriculum-making and teacher agency (Priestley, Biesta and Robinson, 2015; Humes and Priestley, 2021). The SG commissioned a report

'Improving Schools in Scotland' (Organisation of Economic Cooperation and Development [OECD], 2015) which focussed on the BGE [Broad General Education] phase of CfE found that guidance was vast, and often reactive rather than strategically planned. Schools found connecting the different elements difficult and, in response, a refreshed narrative was launched in September 2019 (Education Scotland [ES], 2021a). In addition, the report noted that subject progression and choice often took precedence over innovation. Calls for a strengthened middle tier of educational governance were highlighted. The report suggested that CfE had reached a 'watershed moment' calling for 'a bold approach that moves beyond system management in a new dynamic nearer to teaching and learning.' (OECD, 2015, p.10). A second government review (OECD, 2021) focuses on the BGE and Senior Phase. It aims to understand how the curriculum is being designed and implemented in schools and to identify areas for improvement.

Beyond schools, the last decade reflects growing evidence of the impact of an increasingly uncertain and precarious future within society (Kirk, 2020). Rising mental-health, behavioural and Additional Support Needs [ASN] diagnoses, and a growing poverty-related attainment gap are manifestations of these concerns within schools (Mowat, 2019). Most recently, the impacts of a global pandemic are likely to be far-reaching and further exacerbate these issues (Altig, Baker, Barrero, et al., 2020). While I do not view OL as a panacea to such problems, I recognise that OL may have the potential to equip young people with vital skills such as resilience, confidence in their abilities and empathy. My motivation is to stimulate discussions linked to OL practices within schools and the research community. My aim is to contribute to knowledge about the forms OL practice takes and their current contribution to the curriculum. Through an identification of supporting and limiting factors, potential spaces for manoeuvre within current curriculum structures may be revealed and barriers identified.

I believe that OL is a powerful approach that can effectively support *all* young people within secondary schools in a way that is frequently overlooked within the dominant curriculum. In my ten years' experience as a geography teacher and Principal Teacher [PT], I saw evidence of positive pupil relations, changed behaviours and attitudes and enhanced subject knowledge. I perceived OL as central to my teacher identity. As indicated in the opening introductory paragraph the secondary context is under researched and recognised as

presenting a greater challenge in realising a more embedded curricular role for OL. I was keen to explore and disseminate *if* and *how* teachers' were responding, from across a range of subject disciplines, to calls for an enhanced role for OL across the curriculum (LTS, 2010; GTCS Standards, 2014). I have been based in Initial Teacher Education [ITE] for more than ten years and my perspective has undoubtedly changed. I view 'implementation' as a problematic term and have a greater awareness of the nuances and complexities that shape practice. I recognise that positioning OL as the responsibility of all subject areas may be unrealistic. This, however, does not detract from the argument that OL should be an embedded and progressive part of *all* young peoples' experiences. This research recognises teachers' voices as essential within this dialogue and through this study I present a view of OL that acknowledges school and local contexts.

1.3 Research Questions

The main purpose of this thesis is to compare secondary school OL practices and provide a current picture of what these look like. This allows me to move beyond definitions that feel removed from teachers' experiences and the lived or enacted curriculum. A temporal dimension to the study presented the opportunity to consider continuities and discontinuities. There is a growing awareness of the importance of OL in policy terms and research suggests that OL has a range of physical, cognitive, affective and relational benefits for young people (Beames, Higgins and Ross, 2011; Thorburn and Allison, 2010). However, little information is available on the curriculum-making processes that enable and constrain OL practices, in particular sites and time frames (Waite et al., 2016). This thesis is a practice-based study that aims to investigate what OL is happening in Scottish secondary schools through a consideration of teachers' practices, perspectives and experiences. The research questions reflect this focus:

1. What forms does Outdoor Learning take in Scottish Secondary Schools and what is their practice architecture?

2. What local and temporal conditions enable and constrain Outdoor Learning's place within the curriculum of Scottish secondary schools?

3. What residual, dominant, emergent influences are revealed by this study and what are the implications for Outdoor Learnings's future curriculum role?

Semi-structured interview data was gathered in 2011 and 2019. Three Scottish secondary schools were visited in 2011 and four in 2019, two of which had previously participated in 2011. The 2011 fieldwork was gathered over one academic year. 2019 date was collected between November 2018 and June 2019, guided by these questions.

1.4 Structure of the Thesis

Seven chapters follow this introductory section.

<u>Chapter 2</u> begins with a brief historical overview of OE's relationship with the Scottish school curriculum and then explores terminology relating to OE and OL. Enduring models and the rise and fall of different facets of OE are considered. A detailed policy overview charts the favourable context and a gap in practice-based research is identified   Precarity and austerity are then considered as a lens through which OL may be considered. Finally, Kemmis, Wilkinson, Edwards-Groves et al. (2014) theory of PA, Goodson's (1997) social constructionist approach to curriculum studies and Williams' (1977) concepts of residual, dominant, and emergent are discussed.

<u>Chapter 3</u> provides a reflexive account of the methodology. Two phases of data collection are outlined and vignettes for participant schools provided. Data generation techniques are then discussed, before considering the inductive, deductive and abductive analysis approaches adopted. Finally, attention is given to the trustworthiness of the data and ethical considerations.

Chapters 4-6 describe the distinguishing 'arrangements' of sayings, doings and relatings evident within three OL types. These provide an insight into how teachers made sense of OL.

Chapter 4 discusses distinctive characteristics of OL-as-Physical-Activity. Enduring links with adventure education within teachers' language, practice and the outcomes valued are revealed. However, managed-risk and local-contexts are recognised as dominant features. The peripherality of this type is noted and a strong connection with particular pupils who benefit from alternative learning experiences and qualifications is evident. A strong relational-dimension is recognised as a positive feature.

Chapter 5 focuses on OL-as-Pupil-Support and delineates a particular group of pupils who benefit from OL approaches. This group appeared to be growing and parallels are drawn with the wider precarity and austerity context. A range of significant affective-outcomes are discussed that were frequently linked to pupil's wider achievements. Learning and cross-curricular benefits were highlighted and local, community-based initiatives were prevalent features of this type. Overlaps were also apparent with OL-as-Physical-Activity. Significant relational benefits for pupils, staff and community-members were recognised and positive home-school relationships resulted. Environmental-stewardship was fostered through some approaches.

Chapter 6 discusses OL-as-Curriculum which also occupies a peripheral, or even reduced, role across 2011 and 2019. Uncertainty surrounding the term and practices of OL are revealed. Geography is recognised as central in delivering OL, whilst other subject areas demonstrated a more adhoc relationship. Structural and cultural constraints linked to timetabling and performativity present barriers and sustaining activities is problematic. Local initiatives and partnership-working are recognised as enabling factors. In common with OL-as-Physical-activity and OL-as-Pupil-support, teachers appear to value a range of affective outcomes. Subject teachers placed particular significance on the development of subject concepts. Relational dimensions reflecting greater connections between pupils and staff resonated with the previous OL types discussed.

Chapter 7 discusses four cross-cutting themes which span all three types of OL. The first theme presents OL as malleable shaped by school contexts. The second theme highlights OL's ongoing peripherality in the school curriculum. OL contribution as a pedagogy of affect is then presented. This connects to the final theme which recognises OL as essential for

particular pupils.   Implications for wider Scottish Education policy revealed by an outdoor lens conclude this chapter.

Chapter 8 revisits each research question and summarises key findings and implications for practice.   An epilogue provides final reflexive thoughts.

Chapter 2: Literature Review

2.1 Introduction

This chapter will locate my study within the wider field of literature relating to OE, OL and LfS. Key policy texts and social-economic issues pertinent to the time period are outlined. Important theoretical concepts which have guided this study are identified. The chapter begins by providing a brief historical overview of OE's relationship with the Scottish school curriculum over the past 100 years. A consideration of the historical context is recognised as important in understanding the role that dominant social, cultural and political forces have played in shaping understandings of OE's place within the curriculum (Goodson, 1997). Past, present and future understandings of curriculum are intertwined (Kemmis et al, 2014; Williams, 1977). The second section explores current terminology relating to OE and OL. Enduring models are considered and the rise and fall of different facets of OE; adventure education, environmental-education, and personal and social education. A detailed policy overview charting the favourable OL and LfS policy context is then provided. The penultimate section considers precarity and austerity as prominent features of the last decade and offers a lens through which OL may be considered. Finally, Kemmis et al's (2014) theory of PA, Goodson's social constructionist approach to curriculum studies and Williams' concepts of residual, dominant and emergent are outlined.

2.2 Outdoor Education in Scottish Schools: a brief history

The temporal and evolving nature of OE within Scotland and the UK has been shaped by a diverse range of overlapping factors; historical; political; environmental; cultural; social and economic. Higgins (2002) and Nicol (2002a, 2002b, 2003) provide a synopsis of dominant forces influencing OE during the 20th Century. Cultural values at the turn of the century reflect military purposes, character-building and fitness. The influence of imperial and military traditions and links to risk and danger are evident in early adventure education practices (Cook, 1999; Lynch, 2006; Nicol, 2002a, 2002b). The notion of uncertainty of outcome is often

associated with adventure activities (Hopkins and Putnam, 1993; Mortlock, 1984; Priest, 1999).

Rickinson, Dillon, Teamey et al. (2004) highlight the influence of the nature movement in Victorian and Edwardian schools and impact of organisations such as the Field Studies Council [FSC] in shaping field-based pursuits and an environmental focus (Rickinson et al., 2004). The influence at grassroots-level of passionate individuals, in positions of authority, who have exerted individual agency through innovative OE practice is observed by Baker (2016). Key figures such as Patrick Geddes and Kurt Hahn, founder of Outward-Bound, developed alternative approaches to learning which recognised physical, health, affective and environmental benefits (Baker, 2016). However, these ideas occupied a peripheral rather than mainstream position in Scotland's schools, failing to build on the 'opportunities for a progressive and alternative educational philosophy' (p. 106). Challenging outdoor adventure activities which encourage young people to develop personal and social skills, such as teamwork and problem-solving, reflect those roots (Cook, 1999), and arguably retain a position within schools. Duke of Edinburgh's Award [DoE] and adventure based residential experiences evidence this (Campbell, Bell, Armstrong et al., 2009).

As well as physical, mental and health benefits, a wider social role emerged (Roberts, White and Parker, 1974). The 1945 Education Scotland Act reflected an increased focus on issues of social welfare in line with a more progressive approach to education. A belief was evident that OE had a part to play in addressing social issues related to class, recreation and health inequalities (Nicol, 2002a; Roberts et al., 1974). OE opportunities were often targeted at socio-economically disadvantaged groups, who were likely to pursue practical routes and individuals with psychological or mental health challenges (Halls, 1997; Hopkins and Putnam, 1993). OE's contribution to the affective domain was apparent. A range of differing opinions were evident linked to the purpose and position of OE. Some stakeholders aligned OE with physical activity, others recognised links to softer personal social and affective outcomes. Links to traditional school subjects and the environment were also manifest. Baker (2016) notes that 'The failure to mediate the different practices and customs of each faction confused the development of OE as a subject.' (p. 191).

The 1960s heralded a rise in Outdoor Residential Experiences [ORE] and Outdoor Adventure Experiences [OAE] in secondary schools. Several local authorities (LAs) were world renowned for their formalised provision of OE during this period (Higgins, 2002). Following several pupil fatalities linked with OAE, an increased focus on risk reduction and formal qualifications emerged, shifting the focus away from curriculum debates (Crowther, Cheesmond and Higgins, 2000). Higgins and Nicol (2018) recognise that teacher perceived risk is an ongoing barrier to OL practice in schools. Baker (2016) notes that pivotal moments focus and shape policy formulation. Wider policy events during the 70s and 80s such as the emergence of Scottish Vocational Educational Council [SCOTVEC] modules and the 'Raising of the School Leaving Age (Scotland) Regulations' saw OE positioned as vocational and outcomes-based, reinforcing OE as beneficial for less-academically able pupils (Baker, 2016).

The 5-14 school curriculum arrangements, implemented in the 1990s, acknowledged the benefits of OE (Higgins, Nicol and Ross, 2006). The drive to incorporate environmental studies became more compelling in Scotland but a lack of specific endorsement and shared vision (Raffe, Howieson and Tinklin, 2007) resulted in a limited presence for OE in a largely subject-based curriculum. Baker (2016) indicates that OE was seen to represent ORE but also occupied peripheral extra-curricular spaces or was positioned as beneficial for more disruptive pupils. A lack of timetabled and formal curricular presence weakened OE's position (Higgins, Loynes and Crowther, 1997) and saw OE positioned as an approach to education (Loynes, Michie and Smith, 1997). Christie, Beames, Higgins et al. (2014a) explain that, in Scotland, OL 'is explicitly positioned as a pedagogical-approach through which 'experiences and outcomes' from all eight curricular-areas' might be delivered (p.48).

The latter part of the 20th Century witnessed a steady decline in outdoor centre school activities due to rising costs, a more formalised and controlled curriculum, and increased managerialism in schools. The reconfiguration of nine regional authorities to 32 LAs exacerbated this trend, 'the fate of OE rested with local authorities and provision was patchy' (Baker, 2016, p. 240). The first decade of the 21st century saw OL emerge as the favoured term, signalling a closer policy alignment with the curriculum as part of CfE (LTS, 2010). Baker (2016) describes how closer policy working relationships between stakeholders and Government advisors, where networks of like-minded individuals enabled OE policy to be

progressed more quickly. The Scottish Government led OL Strategic Advisory Group played a key role in connecting top-down and bottom-up thinking.

Two useful reports provide a snapshot of OL practices within Scotland in the summer term of 2006 and 2014 (Mannion, Doyle, Sankey et al., 2007; Mannion, Mattu and Wilson, 2015). In 2007, 15 secondary schools, reported that despite positive support from teachers for OL in theory, provision was extremely variable and that young people in Scotland often had limited OL opportunities. Secondary pupils had fewer experiences than primary, and average provision per pupil per week was only 13 minutes/pupil/week.   Four main 'types' of OL (school grounds, local areas, field studies and adventure) were identified, although least time was spent within the local area. Secondary schools emphasised adventure activities. These were often residential, where the focus was on practical-skills, working with others and personal-development. Environmental focussed activities were minimal and largely linked to field studies.   Variations between schools linked to social-inequality, age and stage are recognised. Although ASN pupils may be mentioned, details are often overlooked (Christie et al., 2014a; Mannion et al., 2007). Mannion et al's (2015) study, which included 14 secondary school, indicated that duration of OL provision had marginally increased to nearly 16 minutes/pupil/week. This was attributed to OREs, which had more than doubled their duration between 2006 and 2014. Residential provision accounted for nearly two-thirds of the time outdoors. A decline in school grounds and local area based activities was noted (Mannion et al, 2015). The main focus of OL events were similar across 2006 and 2015, linked to 'teamwork', 'practical skills' and 'personal development.' One-third of secondary school events (non-residential) addressed the theme of Sustainable Development [SD]. From this data we can see links to enduring elements of OL, particularly personal and social development, residential adventure education, DoE and Outward-Bound. The environment and LfS agenda were evident but largely linked to field studies.

Most recently in response to an increasing national and international focus on LfS, OL has been positioned under the LfS umbrella highlighting recognition of a potential environmental, ethical and moral role (Christie, Higgins, King et al., 2019). A shift in terminology has been identified.

2.3 Terminology: Outdoor Education and Outdoor Learning

Nicol (2003) states that 'OE defies definition in terms of being a fixed entity of common consent, homogeneous over time and space' (p. 23). Some enduring OE definitions are briefly considered to illustrate the evolution and contested nature of this term.

The term OE is claimed to originate in America, emerging more formally in educational discourse within the UK in the 1960s (Ogilvie, 2013). Donaldson and Donaldson's (1958) definition 'education in, about, and for the out of doors' (p. 63) played a significant part in shaping understandings within the UK. OE brought outdoor-pursuits and field studies together, illustrating the intersecting nature of location (in), subject matter (about), attitudes and actions (for) respectively. Quay (2016) suggests that this definition attempts to bring together skills and attitudes with outdoor pursuits.

Higgins and Loyne's (1997) definition built on Donaldson and Donaldson's (1958) understanding. OE was presented as three interlocking-circles of outdoor activities (in), environmental education (about), and social and personal development (through), with OE located at the overlap (Higgins and Loynes, 1997). This representation identifies three distinct bodies of knowledge that constitute OE. OE was seen as a means to enhance these three areas, although adventure activities were frequently the vehicle through which the other two elements were achieved, thus reflecting the lasting impact of historical affiliations. Characteristics such as challenge and endurance retained prominence and terms such as risk and adventure featured in definitions (Cook, 1999). Brookes (2003a, 2003b) indicates that the military origins of OE linked to stamina, leadership, and reform are still evident in the personal growth outcomes of many OE experiences. Multi-activity residential programmes and adventure activities appear to be frequently linked with the term OE (Thorburn and Allison, 2010).

OAE, has been critiqued in positioning the outdoors as a backdrop and thus failing to take account of geographical, historical, social, and cultural factors (Brookes, 2002). An anthropocentric approach which advocates individualism and consumerism is viewed as incompatible with environmental outcomes (Beames, 2006; Loynes, 1998). Rubens (1999)

advocates a shift towards 'broad adventures' which encourage pupils to take responsibility for their actions and sustain effort (p. 65-66), while Brookes (2002) calls for an approach which is attuned to the geographical, historical, social, and cultural setting.

Tensions between the three elements of OE are evident. Nicol and Higgins (1998) suggest that 'environmental education' had to some extent fallen out of favour due to the development of adventure-orientated approaches to the outdoors, despite its long tradition and validity. More recently, Thorburn and Allison (2010) argue that too great an emphasis has been placed on the 'in' and 'about' elements, favouring an experiential approach to learning which prioritises the 'through' element. Such an approach is deemed to create an outdoor experience based on pupil interests and likely to result in enhanced engagement and learning. Szczepanski (2008) sought to address this balance by further developing Higgins and Loynes (1997) model within two further concentric circles - human health and wellbeing and environmental health.

An influential definition which reflected the diversity of the term OE emerged from the Dartington conference, convened by the Department of Education and Science [DES] (1975). The aim was to provide a definition of OE that could be recognised by stakeholders and provide support for its deployment in schools (Nicol, 2002b). OE was described as 'education out of doors...including disciplines such as geography, history, art, biology fieldwork, environmental-studies and physical education' (DES, 1975, p. 1 cited in Leather, 2018). This definition illustrates an emerging focus on instrumental aims and curricular links over intrinsic elements. OE is recognised as an approach that may contribute to a range of subject areas. Thorburn and Allison (2010) note that:

> there remains a distinct absence of agreement on the ideals of OE and whether it ought to be a subject and treated as such...or whether it ought to be an approach that benefits from cross-disciplinary teaching interventions.' (p. 101).

Hammerman, Hammerman, and Hammerman (2001) proffered a general definition 'education which takes place in the outdoors' (p.1). This broad definition appears to state the obvious and contain little in the way of controversy. However, what constitutes the 'outdoors'

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is not universally agreed. Zink and Burrows (2008) described how pupils and teachers 'can readily claim that other activities such as sport that occur on the same outdoor fields are not OE' (p.1). They indicate that OE is often defined through comparison to classroom-based education rather than its distinctive contribution stating that 'the educative power of OE resides in this relationship of difference as much as it does in what the outdoors' is' (p. 253).

Priest (1986) provided a comprehensive definition that recognised two approaches to OE; OAE and environmental education. These approaches were not viewed as distinct and could be integrated to create a truly functional OE-experience which contributed to increased environmental and personal and social understandings. Priest's definition described OE as a method for learning, which is experiential, takes place primarily in the outdoors, involves the use of all senses and learning domains and is interdisciplinary.   Priest identifies different relational outcomes linked to each approach. OAE is seen to develop interpersonal and intrapersonal relationships, whereas environmental-education is linked with developing an understanding of the holistic nature of the environment (ecosystemic) and the interaction between people and their surroundings (ekistic). This model attempts to provide a more holistic view of OE but divisions between environmental and adventure approaches are apparent.

The last decade has seen growing interest in OL within the school curriculum of many countries including Scotland (Atencio, Tan, Ho et al, 2015; Bentsen and Jensen, 2012; Irwin and Straker, 2014; LTS, 2010). With the introduction of CfE (SE, 2004), OL became the favoured term. As with OE, a range of interpretations and lack of clarity around delineating OL was evident.   Thorburn and Allison (2010) challenge the use of these terms interchangeably stating that such differences in terminology often mask 'underpinning values and assumptions' (p. 99), although they do not define the terms they dispute. In contrast, Beames, Higgins and Nicol (2011) indicate that the terms are used interchangeably and Christie et al. (2014a), exemplify this in a commentary titled 'OE Provision in Scottish Schools', which then deploys the term OL throughout. Strong parallels with OE are evident with 'outdoor activities', 'environmental education' and 'personal and social development' viewed as central overlapping features (Higgins and Nicol, 2018). Rickinson et al (2004) employed three organisational categories of OL; fieldwork and outdoor-visits, OAE, and school grounds/

community-based. OL might also be conceptualised as a pedagogy that is 'experiential, adventurous and interdisciplinary' (Higgins and Nicol, 2018 p. 538). Rickinson, Hunt, Rogers et al. (2012) illustrate that individual teachers and school leaders can understand and approach OL in quite different ways. They identified five main interpretations; '…nature study and fieldwork; ...sport and outdoor adventurous activities,]...learning anything outdoors, …getting out into the world; and outdoor vocational courses' (p.20). The study noted a tendency for teachers to revert into thinking about OL as trip-based, out-of-classroom activities such as visits to museums, galleries and residential-centres.

Despite strong similarities OE is recognised by some as a more traditional term whereas OL is described as 'broader and more enabling' (Beames, Atencio and Ross, 2009, p.32). An interviewee in Baker's (2016) study illustrates this confusion:

> some people refer to it in the way I am doing in that OE and OL are one and the same there is no difference and there are other people who see OL as being something the average youth worker or teacher could do and OE is something more adventurous. (p.257).

Allison et al. (2012) point out that OL encompasses both residential and non-residential approaches. They view OL as 'an educational approach that aims to explore and develop understanding of different subject topics and also, thereby, of connections between them' (p.46). Baker's (2016) work reveals a political shift away from the term adventure within CfE's vision of OL. A 'wariness' around the term is described and it is referred to as a potential by a member of the OLSAG 'distraction' (Baker, 2016, p. 256). This is perhaps evidence that traditional links to character building were deemed out of step with a political drive towards mainstream school based approaches. These debates around the role and place of adventure in education are not new and reflect ongoing tensions between the different strands and interest groups which constitute OE. However, the influence of wider societal changes can be seen to reposition and reinterpret adventure within society (Barton, 2007). Louv (2005) outlined the risk-averse, sedentary context that young people experience while Gill (2007), Beames and Brown (2016) and Priest (1999) have highlighted that pupils' experience of the outdoors and opportunities to experience and respond to risk are diminished by a

progressively risk-adverse and litigious society. Safety concerns continue to feature as perceived barriers to OL enactment in Scottish secondary schools (Thorburn and Allison, 2012; Christie et al. 2014). Beames and Brown (2017) recognise that the environmental, social and technological challenges facing present-day society are significantly different to the challenges associated with fitness for war and imperial posts associated with earlier manifestations of OAE that pervade current practice. Calls for a shift away from generic, manufactured practices towards a contemporary approach that relates to the everyday experience of the learner are evident (Beames et al., 2011; Beames, Humberstone and Allin, 2017)

A broader more multifaceted understanding of risk that recognise social, affective and psychological applications as equally relevant as physical risk is thus emerging within OL literature (Brown and Fraser, 2009, Williams and Wainwright, 2016a; 2016b, 2020). Higgins and Nicol (2018) identify the replacement of OE with OL as an indicator of a greater focus on place based education and local school contexts - this is discussed further within section 2.4.

Definitions of OL in Scottish curriculum-policy are sparse. 'Taking Learning Outdoors Partnerships for Excellence' (LTS, 2007), the preliminary document written shortly after CfE's emergence, is the only one to define OL:

> the outdoor classroom is a setting, OE is a process in which educators, students and others take part, and OL is the learning which accrues as a result. (LTS, 2007, p.5)

OL is thus positioned as the knowledge, understanding and skills accrued as a result of engagement in the process. The relational and shared dimension of the experience is evident. CfEtOL (LTS, 2010) does not define OL but positions OL as well-matched and in tune with the philosophy of CfE (Beames, et al., 2009).

OL seems to be a broader more encompassing term which shifts the debate away from tensions linked to particular types of activities to issues of frequency, progression, location and participants (Baker, 2016). The follow-on document, 'OL: Practical Guidance for Teachers and Practitioners in Scotland' (ES, 2011) illustrates this broader inclusive stance:

OL encompasses the entire range of learning experiences undertaken outside. Whether it is reading a book outside or participating in an overseas expedition, the curriculum design principles apply. (p.6)

OL has also been aligned with place-based education where regular and repeat, experiential, exploratory and social learning approaches are used to investigate authentic local contexts and develop a deeper relationship with place (Lloyd, Truong and Gray, 2018) and community (Gruenewald and Smith, 2008). Thorburn and Marshall (2014) define OL:

as a progressive series of learning opportunities which are: based around the normal school day; take place in local environments; are free or low in cost and taught by pupils' normal school teachers. This distinguishes it from a version of outdoor education (learning) which is based around emphasising the benefits of undertaking outdoor activities with an associated focus on personal and social development and environmental education while residing at outdoor centres and where teaching is mostly conducted by unfamiliar in-situ instructors and teachers. (p. 117)

OE and OL are disputed terms where meanings are neither fixed nor agreed, shaped by changes in society (Hay, 2002). Nicol (2002b) indicates that there is no singular definition that encapsulates OE:

Instead it developed out of diffuse roots, was modified by statutory, ideological, practical and financial influences and is an arena within which competing and contrasting claims are made of it by an equally divergent range of practitioners and researchers. From this standpoint there is no such thing as "it." (p. 96-97)

Nicol (2002b) makes an important point, stating that debates around definitions are futile if teachers and the public are unaware of the nuances. Teachers' voices appear to be absent in the literature. A practice-based understanding grounded in teachers' accounts within particular socio-cultural contexts, and secondary school settings, is missing from the literature

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and moves the discussion beyond definitions. Waite, et al. (2016) suggest that OL research often fails 'to look beneath description of practices and outcomes to the underlying philosophical and pedagogical basis for their implementation' (p.869). The terms OE and OL and the emergence of OL as the favoured term have been discussed. Section 2.4 considers OLs position within CfE policy.

2.4 Curriculum for Excellence and Outdoor Learning

The initial CfE documentation did not explicitly discuss OL (Higgins et al., 2006). However, the contribution of 'active involvement in a wide range of learning experiences…both indoors and outdoors' (SE, 2007, p. 14) particularly in relation to active learning within an early-years setting was recognised. This was less explicit within the secondary context where a broader curriculum was simply seen to 'enable OL' (SG, 2008, p. 36). The positioning of health and wellbeing as the responsibility of all teachers alongside literacy and numeracy, (SG, 2009) and commitment to 'greater cross-subject activity' and initiatives that 'broaden the life experiences - and life chances - of young people' (SE, 2004, p. 4) offered potential curricular openings for OL, particularly within the first three years of secondary education (Christie et al., 2014a). Nicol, Higgins, Ross et al. (2007) indicated that CfE presented great opportunities for the development of OL within schools.

In 2005 a research and development programme 'Outdoor Connections' sponsored by the SE and led by LTS was announced. The programme's purpose was to link OE with current and emerging education priorities, policies and stakeholders. Its aims included improving the quality of learning experiences and securing a more embedded position for OL alongside education and lifelong-learning provision. The 'Taking Learning Outdoors Partnerships for Excellence' report (LTS, 2007), described as 'the biggest research programme ever undertaken on OE in Scotland' (p.1), drew upon research evidence to highlight links between learning outcomes and the four capacities.

Thorburn and Allison (2010) raised questions about the research rigour and validity of the claims. Rickinson et al's (2004) work formed the basis of much of the research evidence and although this document has been described as the 'most authoritative survey of research into

learning outside the classroom' (Dillon and Dickie, 2012, p.3), it was based only on English-language literature had a number of acknowledged shortfalls linked to methodology and sample size. The report was also critiqued as not radical enough, failing to offer sustained leadership, curriculum and pedagogical justification, and consideration of how a change agenda could be enacted (Thorburn and Allison, 2010).

Allison, Carr and Meldrum (2012) drew upon the philosophical works of Aristotle and Dewey to consider a more theorised justification of OL's unique curricular contribution to CfE. They concluded that OL 'conceived more in terms of developing awareness of and opportunities for the exploration of individual and social, personal and interpersonal, values and choices' aligns well with the aims of CfE (Allison et al., 2012, p. 56).

Sections 2.2 and 2.3 highlight learning in the affective domain as a central and enduring element of OE's history, models (Higgins and Loynes, 1997) and definitions (Hopkins and Putnam, 1993). A wide range of literature connects OL activities to positive affective outcomes which include short-term and possible long-term gains, linked to self-concept, self-efficacy, self-esteem, social-connectedness, problem-solving and resilience. Rickinson et al (2004) reviewed 150 UK based OL studies, the positive impact of activities upon pupils' affective learning was strongly supported. Outcomes discussed included attitudes, beliefs and self-perceptions as well as interpersonal and social-skills. The study (Rickinson et al., 2004) indicated that fieldwork and visits 'can lead to individual growth and improvements in social-skills…' (p.5) while school grounds and community projects can foster students' sense of belonging, relationships and community involvement. Takano's (2010) Japanese study highlighted the powerful and long-term impact that overseas expeditions can have on individuals. Sixty-seven participants recalled their experiences of overseas expeditions which took place more than 20 years previously '99% considered their expedition experience to be significant in their lives' and '96% stated the experience had influenced their present selves' (p. 77). Williams and Wainwright (2016a; 2016b; 2020), recognise the complex learning interactions that take place within OL activities. They highlight that while their 'adventure in the curriculum' pedagogical model contributes to the development of physical and cognitive domains, it makes the greatest contribution to the affective domain, particularly self-concept. Gray (2018) reconceptualises the three 'Rs' as 'Relationships, Resilience and Reflection' (p.

145), calling for a curriculum centred around shared experiences that incorporate the affective domain.

Calls for greater critical engagement around affective claims are identified within the literature linked to the reliability and validity of this evidence-base, romantic notions of nature and commercial drivers (Fiennes, Oliver, Dickinson et al., 2015; Loynes, 1998). Beames et al. (2009) noted that not all forms of OL were deemed to be well-matched to CfE (SE, 2004), stating that one-off OREs were less attuned to the CfE capacities as relational and transferable elements were often lacking. Christie, Higgins and McLaughlin's (2014b) comprehensive evaluation of one Local Authority [LA] residential initiative provides an opposing view. The study, involving 800 pupils, considers the benefits of ORE in relation to the four capacities, concluding that they 'perhaps align even more closely with the claims made for OL', which are identified as 'developing a respect and care for self, others and the environment' (p. 9). Christie et al. (2014b) concluded that carefully constructed OL experiences articulate well with the core values of CfE. However, the data also highlighted that a good match does not mean that positive change will result.

Tensions between traditional approaches which are often one off, de-contextualised and generic have been critiqued for their failure to consider geographical, social and cultural factors (Beames et al., 2009; Beames et al., 2012; Brookes, 2003; Brown, 2012; Atencio et al., 2015). Thorburn and Allison (2010) recognised the benefits that outdoor school-based approaches offer over one off visits to outdoor centres offering 'low risk and high transfer' of knowledge opportunities, while Beames et al. (2009) indicated that a place-based approach to OL was well suited to the holistic learning aims and constructivist, pupil-centred pedagogical approach advocated in CfE. Parallels are seen with *Udeskole* a Danish concept that involves regular, teacher-led, curricular related activities that take place in local natural and cultural settings external to the school building (Bentsen, Mygind, and Randrup, 2009). Beames and Ross (2010) echoed this view stating that an approach to OE that is positioned across local school and community settings is well matched to national curricular frameworks promoting authentic, cross-curricular experiences and opportunities for student's to exercise civic responsibility. While a more locally based vision of OL may remove barriers such as cost and travel, challenges remain (Beames et al., 2009). Beames et al (2011) highlight that

teachers require practical guidance underpinned by deeper and reflective understandings of how OL can exemplify local, national and geographic contexts.

Additionally, Mannion, Fenwick, Nugent et al. (2011) found that 'excursions in National Nature Reserves [NNRs] helped with meeting formal curricular demands of CfE and…teaching in both an inter-disciplinary and a single subject manner' (p. ii). However, implementing such an approach was viewed as challenging, without a significant shift in curriculum-structures dominated by subject-disciplines, and strongly aligned teacher identities. Time, resources and safety concerns were also identified as barriers. An 'Outdoor Journeys' [OJ] model explored how OL might be enacted as an authentic pedagogical-approach within a secondary maths and geography context (Christie, Beames and Higgins, 2016). Key factors relating to context such as individual teacher biographies, leadership support of OL initiatives and teacher knowledge and skills were seen to play a significant role in how OJs were received. Christie et al (2016) recognised the challenge of striking a balance between theoretically-informed research, and empirically-evidenced, practical guidance for teachers.

Despite the identification of possible openings, OL's lack of explicit legitimacy was identified as a limiting factor (Nicol et al., 2007; Beames et al., 2009). Thorburn and Allison (2010) echoed Priestley's (2010) sentiments where consensual forms of policy-making have achieved little more than to raise 'the profile of OL' and reaffirm 'its contributory benefits to a holistically informed curriculum' (p. 104). It could therefore be argued that despite the recognition of a positive affinity between CfE and OL within 'taking learning outdoors' (LTS, 2007), the document only identified that the capacities were well catered for through OL but failed to address *why* this is the case and what is distinctive about OL's contribution. In response to the report the SE established the 'OL Strategic Advisory Group.' Their keynote publication CfEtOL (LTS, 2010) sought to outline an 'integral role for OL' in the new curriculum' and signify the cross-curricular opportunities presented within this context (p.5).

Christie et al (2014a) acknowledged that this document represented as strong a policy authorisation of OL as seen 'anywhere in the world' (p. 49). Endorsing a vision where schools were responsible for providing frequent and progressive OL opportunities as part of every

young person's curriculum entitlement (LTS, 2010). CfEtOL (LTS, 2010) calls for a planned, regular progressive approach to OL across a range of contexts: school grounds, the local area, daylong, residential and overseas trips. It is noteworthy that the publication's images, linked to secondary schools, were OAE and field studies orientated, reinforcing their enduring presence. Limited detailed analysis of this document is available but it can be noted that CfEtOL conveys an ambitious and aspirational approach to OL which strives towards a curriculum where OL is embedded and natural. In line with CfE (SE, 2004), OL is seen to offer opportunities to integrate and connect the curriculum. CfEtOL's contribution to realising many of CfE's cross-cutting goals were highlighted: such as health and wellbeing, literacy and numeracy, Enterprise, Global Citizenship, and LfS and partnership-working. Surprisingly, interdisciplinarity was only mentioned as a context for learning linked to the project element of the Scottish Baccalaureate. The potential of OL to offer alternative accreditation routes which might recognise softer affective skills through a range of National Qualifications and awards is raised. Implementation structures and support are discussed briefly at national, LA, community and school level. ITE providers are positioned as key in equipping teachers with the skills required to deliver OL and in supporting the professional-development [PD] of qualified teachers. There is little in the way of underpinning theoretical research evidence to support such pedagogical claims or advice as to how this might be practically implemented by teachers or supported more widely through ITE for example.

A later report (ES, 2011) provided further detail and included examples of how OL might be employed in relation to various curriculum areas and settings. Policy links to 'Getting it Right for Every Child's' [GIRFEC] (SG, 2012b) health and wellbeing indicators were more explicit. Creativity, interdisciplinary-learning and digital-technologies featured more prominently. Research evidence supported a range of benefits when taking children outdoors. Scottish research is included but international literature dominates. The inclusion of ideas such as Gardner's naturalistic intelligence, which is widely disputed (see Klein, 1997), raises questions about the rigour and validity of the selection process.

Although practical illustrations may be beneficial, I note that some subject areas received more attention than others. The document suggested that quality OL should be planned in advance with a clear purpose, however some of the examples felt, tokenistic and one-off, rather than embedded. A more explicit consideration of purposes and curriculum links would be beneficial.   The secondary examples of interdisciplinary work seemed to miss the opportunity to embrace a more holistic approach, instead asking different subjects to provide an 'interpretation of a landscape' (ES, 2011, p. 44). While there is an acknowledgement of barriers teachers may face and practical suggestions, the generic nature of the document means that teachers may find it vague and far removed from their context. The rigidity of the secondary timetable is not addressed.   Finally, at 110 pages long, it is questionable whether teachers had the time or inclination to engage with this publication.

Thorburn and Allison (2013) analysed data from 16 semi-structured interviews with key stakeholders involved in OL reform, to critically discuss key challenges associated with implementing 'CfEtOL' (LTS, 2010). The participants described the document as 'quite radical and revolutionary' providing an endorsement for OL and offering 'the best prospect for achieving sustained change for OL in many years' (p. 431). Outdoor settings were viewed as a valuable holistic context for connecting and linking a range of curricular initiatives and 'capable of engaging with pupils' deeper motivations…' (p. 429). Local contexts were seen as important in creating more regular OL opportunities within early-year and primary contexts, allowing progression to residential and DoE experiences in secondary settings.   Some commentators, however, indicated that 'CfEtOL' fell short of its potential in failing to address the issues that prevented teachers from making greater use of the outdoors, such as safety concerns, and through a lack of specific guidance and concrete examples (Thorburn and Allison, 2013).   Interviewees indicated that enacting the policy vision of OL remained a challenge with one participant stating that 'CfEtOL' was 'lacking presence' … and 'relatively unknown about by many teachers' (p. 431). The study concluded that 'only limited evidence was found of policy-related innovation and considerable evidence of policy stasis' (p. 418). Calls for further research on how some atypical schools have managed to develop their programmes offers the best prospects for understanding the social, cultural and contextual

complexities of achieving greater levels of OL. Contextual-factors are thus recognised as important as policy.

Two pieces of research provide some helpful insights in this respect. Christie et al. (2016) acknowledge that implementation is determined by teachers and professionals within their particular school contexts. This highlights the need to consider teachers' responses to the emerging policy landscape.   Christie et al., (2014a) employed a questionnaire which sought to capture the nature and frequency of OL and the possible impact of OL policy initiatives in Scotland. Responses from 18 secondary teachers from four LAs indicated that 74% of teachers were aware of the CfEtOL document. Comments were positive, however, many teachers noted that impact had been negligible. The study concluded that teachers were still at the stage of understanding what OL was rather than applying it in practice.

The policy aspiration of an embedded whole-school approach to OL is likely to require a philosophical and cultural shift, where OL is no longer seen as a one-off event, led by an outdoor provider to a more regular teacher-led experience (Christie et al., 2016). The need for professional-development and support strategies cognisant of timetabling-structures and subject demarcation is identified. The absence of OL role models within secondary schools who can provide mentoring and support to novice teachers is also emphasised (Christie et al., 2014a). Again, we see evidence of policy rhetoric but little change to practice. Priestley and Minty (2013) refer to first-order superficial engagement with CfE in general where teachers welcome the broad principles of an idea, but fail to engage with second-order principles which are based upon the congruence between the new initiative and teachers' beliefs about knowledge, pedagogy and assessment.

The SG, like many other governments, has been keen to respond to the LfS agenda. Post-2012, OL was placed alongside global citizenship and sustainable development, under the banner of LfS. Mike Russell, the Cabinet Secretary for Education and Lifelong Learning at the

time, perceived this as one of the most important developments for OL in Scotland (Christie, Higgins and Nicol, 2015).

2.5 Outdoor Learning, Learning for Sustainability and Current Developments

OL has been positioned as a key facet in Scotland's LfS agenda. The United Nations Decade of Education for Sustainable Development [UNDESD], 2005–2014, focussed attention on Sustainable Development Education. Following significant lobbying, the Scottish National Party [SNP] set up a 'One Planet Schools Ministerial Advisory Group' to look at the implementation of sustainability education within Scottish schools. The 'One Planet Schools' advisory group (SG, 2012a) indicated that OL, particularly repeat visits to local contexts:

> helps all young people and teachers understand the Earth's systems, develop respect and care for our planet, create a personal connection with the environment' and 'improves their physical, mental and emotional health and wellbeing (p. 13).

The push to see OL as a 'natural and normal' part of the curriculum was further supported by the SG's endorsement of all 31 recommendations from the 2012 report (SG, 2013, p.6). The report underlined Scotland's 'distinguished tradition and international reputation in OL' (SG, 2013, p.3). Under the umbrella of 'One Planet Schools' OL, SD Education and global citizenship were uniquely brought together (Christie and Higgins, 2020). Within this role OL was seen to serve an ecological, affective, and interdisciplinary function that aligned well with CfE and the current policy context (Mannion et al, 2015).

The inclusion of OL and LfS in a new suite of professional standards that all teachers registered to teach in Scotland must meet (General Teaching Council Scotland [GTCS], 2012) was seen as further endorsement of OL provision in schools, and coming very close to a mandate for OL (Christie et al., 2014a). School-based and national professional-development opportunities have followed (Christie et al., 2019). 'How Good is Our School? Version 4' (ES,

2015), the framework that underpins effective self-evaluation for teachers and school leaders, now includes 'increase learning for sustainability' as an overarching aim. LfS appears to have a high priority in Scottish education. However, ITE providers have been slow to respond (Nicol, Rae, Murray et al., 2019). The University of Edinburgh have been an exception shaping policy, conducting research and providing professional-development (Christie et al, 2019; Christie and Higgins, 2020; Moray House School of Education and Sport, 2020).

A Scottish Government commissioned literature review (Christie and Higgins, 2020) highlights the broader contribution of LfS and OL linked to the four capacities and overarching educational priorities such as the attainment gap, skills for life and work, and the school improvement agenda. The value of OL as a setting and pedagogy for particular groups of pupils classed as 'underachieving' and with 'learning difficulties' is highlighted (Christie and Higgins, 2020, p. ix). OL is recognised as well-suited to exploring sustainability and environmental issues through the development of an 'emotional connection' with place and more holistic approach to learning which enables the development of 'transformative action' and critical thinking skills (p. ix). Gruenewald (2008a) stated that 'schools must provide more opportunities for students to participate meaningfully in the process of coming to know places and shaping what our places will become.' (p. 144). An intergenerational element is often integral to place-based experiences, Gruenewald (2008b) acknowledged that intergenerational collaboration and communication can positively impact on student engagement and understanding through 'multidisciplinary, experiential, and intergenerational learning that is not only relevant but potentially contributes to the well-being of community life' (p. 315). McKenzie (2008) recognised that place-based learning presented opportunities for participants to engage with environmental and social-justice related issues and could result in 'social and cultural change' (p. 368). Deringer (2017) noted close links between place-based education and mindfulness in their literature review. The review concluded that mindful place-based pedagogy may enable participants to experience place in a deeper way and think more critically about the societal norms and power structures that surround them. Mannion, Fenwick and Lynch's (2013) collaborative research project involving 18 Scottish primary and secondary teachers highlighted that place-based

approaches and repeat visits were important constructs in developing an ethic of care for a place.

There is limited LfS practice-based research evidence within a Scottish secondary school context. 'Vision 2030+' (SG, 2016a), set up to support and develop the implementation of the 'One Planet Schools' recommendations, acknowledges that LfS faces similar implementation challenges to OL. Kirk's 2017 research provides a Scottish teachers' perspective (cited in Christie et al., 2019) confirms first-order engagement. Priestley and Phillipou (2018) suggest that if teachers do not recognise the goals and principles of new policy initiatives, viewing them as top-down approaches, little change will result. Christie et al's (2019) work provided some evidence that dominant curriculum subject-based structures, pedagogies and culture continue to limit teacher agency linked with LfS.   An LfS role may also require teachers to take on new more open-ended roles and to engage with political content and moral debate that conflict with established teacher identities and approaches. Kirk (2017) described how some teachers felt daunted and overwhelmed by an LfS agenda.   A lack of a clear understanding of the term and what practice may involve appears to be an initial obstacle. International-studies reflect similar teacher perceptions (Green and Sommerville, 2015; Dyment and Hill, 2015).

In policy terms OL and LfS occupy a strong position within Scottish education. This literature review provides some evidence of a shift from 'a supporting (or 'extra'-curricular) role in the last decade, into a more mainstream, core curricular position' (Mannion et al, 2015, p. 3). OL is now positioned as an approach for teaching all subject areas, in a range of settings spanning local, national and international contexts. Scotland's national commitment to progressing an LfS agenda are evidenced by the central position afforded to the Sustainable Development Goals within Scotland's National Performance Framework (SG, 2020a). Critical analysis of SE policy identifies stubborn irregularities between stated policy aims and teachers' practices at school level (Priestley and Phillipou, 2018). OL and LfS appear to reflect this trend (Christie and Higgins, 2018; Mannion et al., 2015).

This section concludes with a consideration of more recent developments shaping OL. The current context of a global pandemic has focussed further attention on OL and outdoor spaces (Brooks, 2020; SG, 2020b). In particular, the practical and health benefits of outdoor-settings have come to the fore. Pragmatic reasons have seen a renewed emphasis on outdoor-settings (Quay, Gray, Thomas et al, 2020) and may have significant longer-term implications for educational reform (SG, 2020b). Higgins recognises an opportunity for 'the outdoors to be added to the 'blend' – not simply to respond to Coronavirus, but because it is in the long-term interests of learners, and the planet' (Higgins in Quay et al, 2020, p. 101). The International Council of Education Advisors report 2018-2020 (SG, 2020b) calls for 'expanded engagement with learning outdoors' (p. 15) and for all teachers to be equipped with the skills to teach their subject outdoors as part of their ITE course. Demands are made for greater online-support for teachers and the adaptation of school designs to enable more OL opportunities. A need to consider current OL practices and future opportunities, particularly in secondary schools, is emphasised.

An evolving OL policy context, which appears to afford OL a more central curricular role, has been explored within sections 2.2-2.5. As discussed in the previous sections, the health and wellbeing dimensions of OL have long been recognised, and are reiterated in the context of the pandemic. The literature on precarity and austerity tracks another emerging global dimension which has characterised the last decade and is evident in Scottish schools. The following section introduces key themes, and positions OL as one response to the emerging challenges facing young people and schools.

2.6 A Decade defined by Precarity and Austerity

The period during which this study was completed spans almost a decade 2011-2019. CfE (SE, 2004), GIRFEC (SG, 2012b) and Developing the Young Workforce [DYW] (SG, 2014) are three key policies which have shaped Scottish education within this time frame. CfE has been discussed, a brief overview of GIRFEC and DYW is provided in Appendix A.

Kirk (2020) argues that the influence of precarity and austerity are increasingly evident within schools and wider society across this period. The term precarity reflects increasing instability

in three connected areas, employment, wider society, and wellbeing. Standing (2011) identifies the precariat as a 'new dangerous' social class. This group is estimated to represent more than 15% of the population (Kirk, 2020). Defining this group is difficult and characterised by unpredictability and insecurity linked to work practices, lack of employment protection, little opportunity to save financially, and susceptibility to unexpected variations in conditions. Although precarity is frequently associated with groups who experience poverty and multiple-disadvantage, it is also manifest across a range of disparate groups, incorporating a variety of work practices (Berlant, 2011; Kirk, 2020). Bourdieu (1997 cited in Kirk, 2020) captured the impact that precarity can have on those affected, closing down possibilities and opportunities to imagine or anticipate a better or alternative future:

> Precarity deeply affects those who suffer it; by making the future uncertain, it forbids any rational anticipation and, in particular, this minimum of belief and hope in the future that must be had to revolt, especially collectively, against the present, even the most intolerable. (Bourdieu, In Kirk, p.18)

More recently, Berlant (2011) states that the idea of the 'good life', that has been prevalent within the Western world, no longer holds true as the impact of precarity deepens.

A volatile and turbulent worldwide financial market, stemming from the 2008 global recession, and the decline in social and health provision within the United Kingdom, have deepened this evolving predicament. Widening income differentials in some of the largest global economies and the deployment of government-imposed austerity measures have resulted in an ever-widening gap between rich and poor. Wilkinson and Pickett, (2010) note that a range of social issues follow increased inequality, including higher levels of imprisonment, drug-abuse, mental-illness, obesity, and lower levels of child welfare, public services and state education. Recent events predict devastating effects on global economies as the full impact of the Covid-19 pandemic is realised (Altig, Baker, Barrero, et al., 2020). Mowat (2019) concludes that 'economic inequality at a societal level underpins and acts as a driver for all of the other relationships, impacting on family affluence/poverty, social stratification and inequalities' (p. 216).

Precarity is often viewed as a consequence of an increasingly neo-liberal agenda (Kirk, 2020). While acknowledging Scotland's distinctive political context and approach (Arnott and Menter, 2007), characteristics of neo-liberalism are evident particularly in relation to public private partnership school building programmes, the deployment of financial capital to locate in areas of 'high-performing' schools creating in effect a two-tier school system, the dominant influence of quantitative measurements produced by international-bodies such as the OECD and the increasing regulation of teachers' work and choices which are individualistic rather than social (Arnott and Menter, 2007; McAfferty, 2010; Murphy, 2014). The OECD (2018) observes that disadvantaged-children attending schools with the highest concentration of children coming from socio-economically deprived backgrounds had the poorest educational outcomes and prospects of social-mobility. CfE capacities reflect the desire to develop economically-responsible and entrepreneurial characteristics in young people (SE, 2004). Patrick (2013) states that 'a core neoliberal assumption is that all can succeed regardless of sociocultural contexts' (p. 2), however, Apple (2013) and Ball (2017) indicate that schools perpetuate wider inequalities that favour particular groups and disadvantage others. Neo-liberal influence may be critiqued as neglectful of the wider purposes of education that relate to affective psychological and social-domains (Bonnett, 2009; Nussbaum, 2010).

Standing (2011) refers to four defining characteristics of precarity 'anger, anomie, anxiety, and alienation' (p. 19). Pupil health and wellbeing and life chances are directly impacted by precarity and austerity and the consequences may be increasingly evident within school settings (Ayre, 2016). Policy and research evidence identify marked increases in mental health challenges faced by children and young people [CYP] (SG, 2020c).

Mowat (2019) recognises mental health as a central factor in addressing key societal concerns such as the poverty-related attainment gap. It is estimated that around 10 percent of children and adolescents in Scotland have a diagnosable mental health disorder (Murphy, 2016). Young people with Social Emotional and Behavioural Difficulties [SEBD] are recognised as the most significant and rapidly growing group recorded with ASN (SG, 2017c). Pitchford et al (2019) report a rise in the occurrence of long-standing mental health conditions to have more than doubled in Scotland among CYP. Possible causes were linked to social and economic changes, delayed independence, social media, cyberbullying and an increasingly pressurised

school setting. Most recently the economic, social and mental health implications of the current global pandemic on CYPs' mental health, whilst uncertain, is predicted to have far reaching consequences (Courtney, Watson, Battaglia et al., 2020). The SG (SG, 2020d) have mapped out their response to predicted mental health challenges facing CYP and the wider population. A £15 million fund, for which LAs will bid targeting CYP's mental health issues, was announced in November 2020.

As indicated in section 2.2 – OE has historically performed a targeted intervention function linked with social disadvantage and pupil reform. There is some evidence that supports OL's utility in improving the physical and mental health of pupils and positively influencing their life chances. Rickinson et al's (2012) study indicates that teachers recognised OL as well suited to meeting the needs of pupils who struggled in a classroom setting. Gill (2014) conducted a systematic literature review based on 61 OL-studies. The results provided strong evidence that spending time in nature resulted in improvements in childrens' mental health and their ability to control their emotions, for all participants, including those with ASNs. Tillman, Toban, Avison et al (2018) reviewed 35 papers with the aim of exploring how accessibility, exposure to and engagement with nature may impact the mental health of children and teenagers. Many of the paper outcomes related to emotional well-being and attention deficit disorder/hyperactivity disorder. Other outcome measures included overall mental health, self-esteem, stress, resilience, depression and health-related quality of life. Approximately half of all findings reported statistically significant positive correlations between nature and enhanced mental health outcomes. The study argued that vulnerable or at risk groups may particularly benefit, however, there was a recognition that many studies lacked rigour in their design due to small sample sizes and the subjective nature of measures linked to nature and mental health outcomes. Fiennes et al, (2015) critique the validity of affective claims linked to sample size, the subjective nature of key-terms such as self-esteem, the short timescale of studies and the context-specific nature of results.   The possible link between nature immersion for health, wellbeing, brain function and developmental outcomes is supported by a growing body of research (Bratman, Anderson, Berman et al, 2019; Norwood, Lakhani, Fullagar et al., 2019).

The literature identifies a range of factors, across the time period spanned by this study, which may collectively contribute to escalating mental health and wellbeing problems in young people. Precarity as a term is largely absent in these accounts (Kirk, 2020) and has not been considered in relation to OL research. Possible benefits of OL relating to physical-health and wellbeing, affective, relational, pedagogical and environmental outcomes, are recognised. This thesis presents an opportunity to consider the influence of precarity and austerity at two different moments across five secondary school contexts, and to contemplate if and how OL intersects with this increasingly uncertain and challenging context. The final section will now draw on the work of three theorists, Kemmis and colleagues, Goodson and Williams, which may be usefully employed to present a practice-centred picture of OL that provides an insight into the contextual and temporal factors that have shaped OL within the school curriculum between 2011 and 2019.

2.7 The Theory of Practice Architecture, and the related work of Goodson and Williams

2.7.1 Practice Architecture and Kemmis et al. (2014)

The theory of PA sits within a broad church of social and cultural theories termed practice theory, of which practice is a central focus (Schatzki 2001; Nicolini 2012). Such approaches view education as a 'complex of interrelated social practices' (Choy, Edward-Groves and Grootenboer, 2017, p. 266). Teaching and learning are multifaceted activities which occur within networks of social, historical, cultural and political importance, which Kemmis and Grootenboer (2008) have labelled 'practice architectures'. PA theory has its foundations in Schatzki's (2002) work on 'site ontologies' which highlights that human coexistence occurs within a context or 'site', in this case a school, and that individual actions are often linked to those of others.

As discussed in section 2.3, OE and OL are slippery, contested and subjective terms. Drawing on Kemmis et al's (2014) working definition, PA presents a useful analytical tool in revealing how OL is manifest in practice within particular contexts:

> A practice is a form of socially established cooperative human activity in which characteristic arrangements of actions and activities (doings) are comprehensible in terms of arrangements of relevant ideas in characteristic discourses (sayings), and

when the people and objects involved are distributed in characteristic arrangements of relationships (relatings), and when this complex of sayings, doings and relatings 'hangs together' in a distinctive project. This quality of 'hanging together' in a project is crucial for identifying what makes particular kinds of practices distinctive (Kemmis et al, 2014, p.31)

Figure 3.1: Practices are composed of sayings, doings, and relatings that hang together in projects. Source: Kemmis et al. (2014, p. 33)
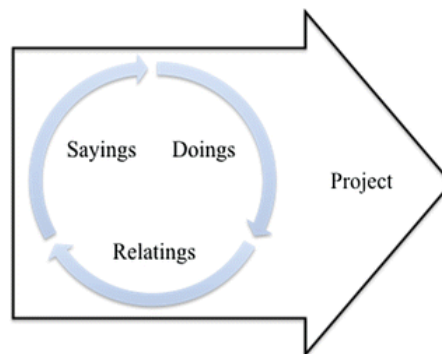
Practices therefore are considered in relation to distinguishing 'arrangements' of teacher sayings, doings, relatings which are evident within the 'projects' in which they 'hang together' in specific settings (Figure 3.1). In the context of this study, these projects are types of OL within schools. Kemmis and Mutton (2012) define 'ecologies of practices' as 'interconnected webs of human social activities … that are mutually-necessary to order and sustain a practice as a practice of a particular kind and complexity …' (p. 201). PAs are nested within specific social contexts and 'site ontologies'. This is a reciprocal relationship where each is shaped by the other. Practices are constructed in and by the organisations, institutions and settings, and the people in them, '*hang together*' to pre-figure and pre-define practice (Kemmis, 2012, p. 886; *original emphasis*). Practices are shaped by and reflect dominant social and cultural discourses or metapractices (Kemmis and Grootenboer, 2008) and influence the 'ideas, activities, relationships, identities and capabilities of the participants' (p. 35).   The historical and temporal dimension of practice is thus evident. These metapractices are referred to as the cultural-discursive, material-economic and social-political arrangements that belong to a context. Each of these arrangements are outlined briefly:

The material-economic is exhibited in concrete spaces through doings or activities. This aspect draws attention to physical practices and what they reveal about structures, practices and relationships.

The cultural-discursive might be described as the language which is evident in individual's sayings and the meanings that are revealed through analysis. Kemmis et al. (2014), indicate that this is evident within the selection of 'what language or specialist discourse is appropriate for describing, interpreting, and justifying the practice' (p. 32).

The social-political element of practice contain the power dynamics that operate in social spaces and shape how individuals relate to one another.   This configuration is uncovered through the examination of socio-political arrangements, networks, shared understandings and consensus, linked to particular contexts (Kemmis et al., 2014). Figure 3.2 summarises key features of PA theory.

Figure 3.2: Schematic summary of the main elements of the theory of PAs. Source: Kemmis et al., 2014, p.38.
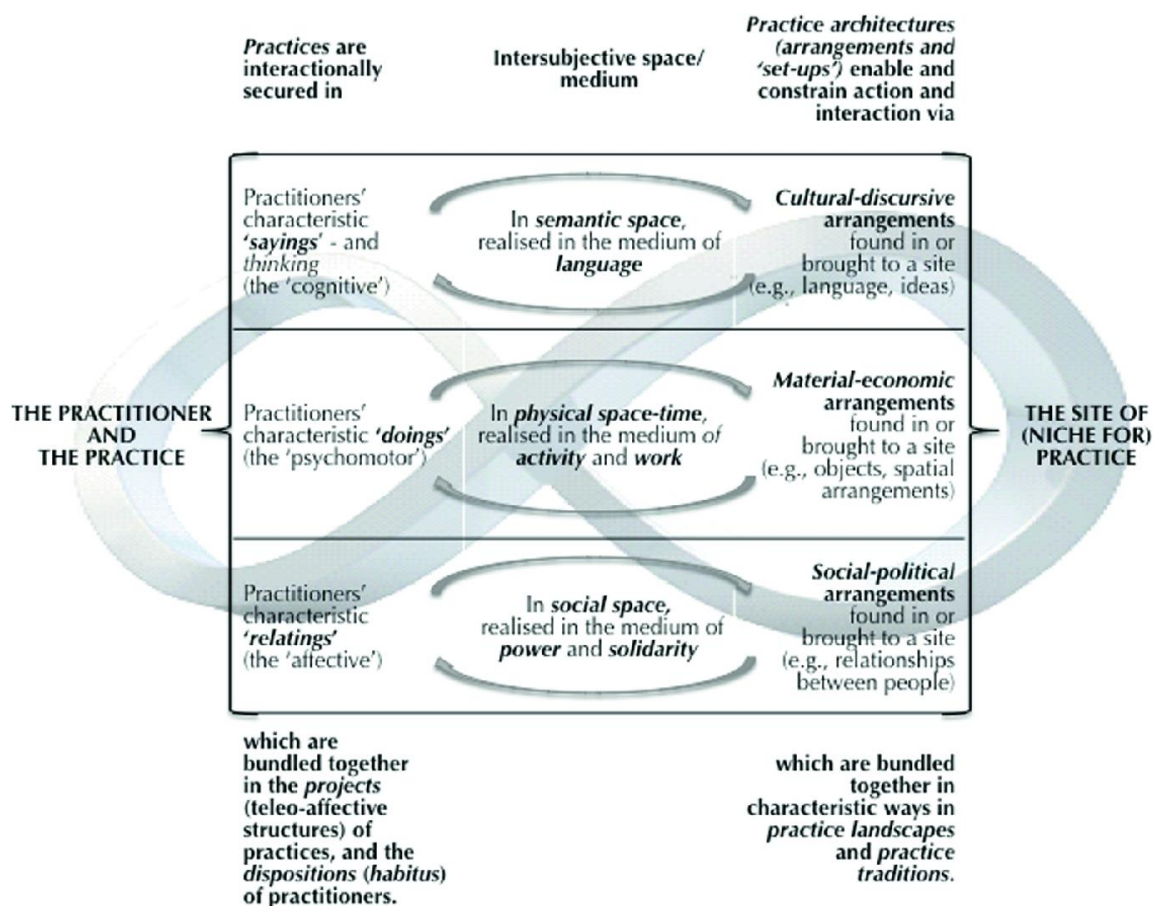
PA theory allows for an understanding of how teachers not only make sense of OL but how differing sites and PAs form practice landscapes that enable and constrain the enactment of different types of OL. As well as revealing distinctive types of OL, PA may provide a useful tool in enhancing our understanding of how OL is either constrained or enabled by cultural, social and material features of schools. Kemmis and Mutton (2012) illustrate how practices of Education for Sustainability [EfS] in education settings are held in place by prerequisites that favour some actions over others. These insights offer useful research leads in better understanding the experience of OL within individual schools at particular times. Policy and PD must consider the PA that enables and constrains existing OL practices. This enables us to understand the situated nature of circumstances, teachers and their relations, and emergent and evolving understandings which influence practice.

PA offers a fresh perspective on curriculum change and an opportunity to think differently (Goodyear, Casey and Kirk, 2017) about enabling and constraining factors relating to OL 'working conditions' within the context of Scottish secondary schools. Goodyear et al (2017) state that 'the theory of practice architectures can guide reform programmes' (p. 235) to support teacher understanding of how to use an innovation and to identify nuances and complexities that require to be addressed in order to create a more favourable context within which an innovative practice might be enacted. Higgins (2003) cautions that OE-practitioners may be unaware of how their practice may be inadvertently subject to wider societal or structural forces. This process may assist our understanding of curriculum change, highlighting metapractices that enable and constrain OLs curricular position over different time periods.

PA thus serves two purposes in this study. It is, firstly, an analytical tool to interpret teacher interview data through a PA lens. Sayings, doings and relatings may reveal distinctive OL practices within particular school contexts at specific points in time. Secondly, it provides an insight into enabling and constraining factors linked to cultural-discursive, material-economic and social-political arrangements within particular school settings.

2.7.2 Goodson and the Social Construction of Curriculum

A practice focus is also evident in the work of Ivor Goodson. Goodson adopts a social constructionist approach to the study of curriculum that recognises multiplicity. His research seeks to 'look inside the curriculum' (Goodson, 1997, p. 196) and often begins at the micro-contextual level. This level is identified as a key area where curriculum is lived and 'made', where policy prescriptions are brought into being. Goodson seeks to dig beneath the surface of a curriculum that may appear to be largely unchanged, to reveal processes and conflicts. Goodson's work reveals social and cultural norms, power and control as enmeshed within the curriculum (1988; 1997). An examination of the processes through which practices are negotiated provides an insight into the assumptions and interests involved in the making of curriculum. Goodson (1997) recognized school subjects as 'an entry point for social analysis' (p. 56).

Goodson (1997), recognised school subjects as 'an entry point for social analysis' (p. 56). His work on school subjects reveal – sights of struggle – social systems sustained by communication networks defend and maintain boundaries, material endowments and ideologies. Goodson's work explores how everyday processes that take place in schools intersect with wider socio-political ideas and structures. This approach to curriculum theory recognises curriculum as a 'social artefact' where the narrative accounts of teachers are deemed essential in understanding the lived-curriculum, with a view to producing policy that is more attuned to practice. Goodson (1993) draws attention to the importance of teachers' discussions of practice and how this may provide 'thick descriptions' of nuances, complexities and contradictions of OL in situ that move beyond simplistic definitions.

Goodson (1997) explored issues of class, power, social regulation, macro-micro level interaction and contemporary educational practice from the perspective of subject teachers. Moreover, he discussed the different ways power manifests itself within curriculum and was particularly interested in ways that individuals and groups harnessed local power to create alternative spaces for manoeuvre within the curriculum. Again, this resonates with my desire to consider how OL is positioned and repositioned within the curriculum across a ten-year time frame. Goodson's work (1997) highlights the central role that history plays in enabling

an understanding of the present and future. He sees curriculum as rooted in the past, active in the present, and often creative of the future. The benefits of a past-present dimension are emphasised and linked to ideas such as continuity and change, struggle and contestation that connect micro and macro social, cultural and political influences (Goodson, 1993).

2.7.3 Williams and the Residual, Dominant and Emergent

Although Raymond William's work was largely set outwith the field of education, his ideas relating to cultural practice as part of an active, dynamic, historical process may usefully be applied in this context. A focus on practice and the 'ordinary' is evident within his understandings of culture (McGuigan, 2014). He recognised that cultural analysis starts with the world that surrounds us, the social experiences that shape our identities and the identities of the various groups to which we belong or with which we associate. It involves discovering the relations among beliefs or practices. He formulated three tensions within the development of cultural forms: the residual (pre-existing and traditional); the dominant (central and defining); and the emergent (new and challenging). Residual, dominant, and emergent are distinct though related terms that may be employed as tools for analysing change within schools over time.

Dominant refers to the culture and beliefs that are held by society's majority, the 'mainstream' of culture shaping practices, meanings, and activities (Williams, 1977). Williams recognised that the dominant culture had far reaching effects in a capitalist society. Within the dominant culture are residual elements from an earlier phase that still exist in society; a past network of customs assimilated into the present. A residual may be oppositional to dominant cultural trends or may be incorporated into the dominant position. The dominant culture selects aspects of the past to strengthen the dominant position. This might include reinterpretation, watering down, projection, selection and inclusion. Emergent ideas represent 'new meanings and values, new practices and kinds of relationship', they may be 'substantially alternative or oppositional' (1977, p. 123) to the dominant culture. Dominant, residual, and emergent beliefs all play a part in shaping culture creating change and revolution. Williams's terms are useful in thinking about dominant, emergent and residual sayings, doings and relatings. A consideration of the past can aid our understanding of the dynamic complex,

continuous and contested nature of curriculum change as the residual (as the residue of the past) retains an active role in constructing the present. Considering past, present and future in relation to change within an organisation offers a fuller account of the ongoing nature of this process.

2.8 Chapter Conclusion

The literature has illustrated the uncertain and disputed position OE has traditionally occupied within the curriculum. OL and LfS continue to reflect this trend. These terms are recognised as slippery, contested and multifaceted. There is a lack of clarity around how teachers interpret these expressions. Social, cultural and political factors have shaped practices and understandings. The last decade has seen an innovative policy-context emerge which positions OL as an 'embedded' feature of the curriculum. Secondary schools have been recognised as hard to reach and particular challenges linked to structure, culture and purpose are evident. This is set within a wider-context of an increasingly uncertain future, growing challenges linked to a widening poverty-related attainment gap and rising mental health and wellbeing concerns. OL appears to be well-placed to respond to particular challenges emergent within the decade, however, changes at practice level have not been widespread, and research within this context minimal.

An opportunity is thus presented to move beyond definitions to explore how OL is understood from a practice perspective which considers what is done in the name of OL within particular school settings. Kemmis et al's, 2014 work further develops this idea through a consideration of the PA of various types of OL. Goodsons' and Williams' work illustrate the interplay between different temporal moments that combine to make and remake curricula. Additionally, as Goodson (1997) has demonstrated, struggle and contestation are ongoing features of curriculum-making. Building on this work, the approach taken here looks beyond the no-change view of OL to consider the historical and situated micro-level processes that enable and constrain practice. The intersection between micro and macro social, cultural and political issues may also present an opportunity to reflect upon the Scottish curriculum more generally and to consider the wider purpose, structures, power relationships and teacher agency.

The next chapter will further explore how Kemmis et al (2014) and Goodson's (1988; 1997) work shaped my epistemological position and methodological approach to data collection and analysis.

Chapter 3: Methodology

3.1 Introduction

I align my approach to educational research with a social constructionist perspective. Crotty (2003) defines social constructionism as:

> all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context (p. 6).

Social constructionism rejects a single universal reality and instead recognises that peoples' views and intentions about the world they live in provides multiple ways of understanding (Dyson and Brown, 2006). The idea that there is one truth does not exist as individuals construct meanings in different ways (Crotty, 2003; Denzin and Lincoln, 2008). A social constructionist stance proposes that research is more than a collection of facts and information that convey frequencies and patterns, but goes beyond this to consider what people convey about their experiences (Easterby-Smith et al., 2008). Burr (2003) supports this view, and draws attention to the influence that historical and cultural dimensions play in influencing the meanings that individuals attribute to their realities.

As indicated in Chapter 2, Goodson's (1988; 1997) and Kemmis et al's (2014) work shaped my thinking and influenced my epistemological position on the nature of OL in Scottish secondary schools. I viewed the school curriculum and 'subjects' within it as socially constructed. This stance had methodological implications for how I designed and carried out my study, which was centred on teachers' understandings of theirs and others' OL practice. Goodson's particular form of multi-dimensional analysis combines the analysis of the lives of individuals who directly experience and enact curricula with the preceding structures that lay the foundations for the developments of curricula, a so-called 'middle ground' methodology (Hargreaves 1994 cited in Goodson, 1997 pg. xii) between the general and the particular. My

study sought to reveal the different layers of curriculum-making through an examination of teachers' views. By introducing a temporal dimension, the influence of the past in shaping current and future practices was worthy of consideration.

Kemmis et al's (2014) theory of PA (Chapter 2 and 3.3) aligns well with a social constructionist epistemological view and significantly shaped my thinking. PA offered a tool through which I could explore practice through the sayings, doings and relatings of OL. Kemmis and Smith (2008) view teachers and practice as inseparable. Mahon, Kemmis, Francisco et al. (2017) state that 'practices are thus always enmeshed with the cultural-discursive, material-economic, and social-political arrangements that occur in (or are brought to) a particular site' (p. 10). This enmeshment therefore acknowledges the struggle and contestation which take place in particular contexts.

The use of qualitative research methods is consistent with a social constructionist perspective on curriculum practice. Strauss and Corbin (1990) contrast qualitative research with quantitative, describing it as 'any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification' (p. 17). Qualitative methods are often said to produce 'soft' data (Jupp, 2006) and seeks to illuminate, enhance understanding, and make links to similar situations (Hoepfl, 1997). Patton (2002) emphasises the real-world dimension within this approach where 'phenomenon of interest unfold naturally' (p. 39). This approach seeks to reveal complexity in context and understand behaviour through teachers' frames of reference (Bogdan and Bicklen, 1998). Braun and Clark (2020) state that there is no singular theoretical framework for conducting qualitative research, nor indeed method. However, they stipulate that the choice of theoretical framework and methods should align with the research questions asked. I initially claimed to adopt an inductive methodological approach, to generate emergent themes from my interview data in 2011. Inductive approaches are often seen as 'bottom up' where themes are strongly linked to the data (Fereday and Muir-Cochrane, 2006; Thomas, 2006). Braun and Clark (2006; 2020) are critical of the phrase 'emerge' which fails to acknowledge the researcher's active role in making choices as part of the inductive data analysis process. These

ideas influenced my thinking, and in 2019 I was much more aware of my decision-making role linked to data collection and processing. Similarly with the decision to employ a deductive, or theory applied, approach to data analysis in 2019, rather than viewing it as a 'top down' form of analysis (Boyatzis, 1998; Crabtree and Miller, 1999) I recognised my role in the selection and interpretation of the theory driven deductive frames I chose to apply to my data and the decisions I made in assigning labels to categories. In encountering stuck places I was very aware of how reading and conversations with my supervisor directed the way that I interpreted the data. I aligned my thinking with Swain (2018) who acknowledged the reflective and reflexive role of the researcher in an 'ongoing, organic, and iterative' (p.2) analysis process. The typology that I had tentatively revealed was a product of the data, my readings and experiences. Practice architecture (Kemmis et al., 2014) and William's (1977), emergent, dominant and residual constructs surfaced as useful tool. I saw the analysis process as a threefold process where I the researcher was enmeshed within both inductive and deductive approaches. A tri-fold inductive, deductive and abductive approach seemed to represent the iterative nature of my EdD and acknowledged my role more explicitly within the process, as I sought to devise a typology of OL which used PA theory as a structuring device (discussed further in section 3.3).

This chapter describes the methodology I employed to generate data to answer my research questions. I first outline the two phases of data collection in 2011 and 2019. A vignette of each school provides some contextual information prior to describing my data generation techniques. Next, I provide a reflexive account of my analytical approach which draws upon inductive (thematic analysis), deductive (reading and use of PA theory) and abductive (my own interpretations) approaches. Finally, consideration is given to the criteria for establishing trustworthiness of the data and ethical issues.

3.2 Data Collection

3.2.1 Phase 1: 2011

Purposive sampling was utilised to identify three schools, Lowtown High, Hillview Academy and Rivercity Academy. Cohen, Manion and Morrison (2018) recognise this as a common qualitative sampling technique that allows the researcher to exert their judgement regarding

how typical the sample is and the particular characteristics sought. The researcher therefore selects what needs to be known and sets out to find participants who have the knowledge and experience and are willing to participate (Bernard, 2002). The first step involved identifying LAs who would grant me access to secondary schools. I drew on professional contacts and approached four Quality Improvement Officers. I shared my research aims, the purpose of my study, proposed data collection methods and anticipated timescale.

A criticism of purposive sampling is that researchers can weaken the transparency of their research by failing to share their selection criteria (Robinson, 2014a).   My criteria were broad at this stage. The schools should be secondary schools that contain staff engaging in OL. Rivercity was quickly identified as my first school, with a strong OL focus. The process was a lot slower for the remaining LAs and required considerable persistence. One LA declined to participate. The remaining two LAs identified a possible school that I could approach. One was Lowtown. Unfortunately a third school later pulled out. I decided to contact the LA that I had connections with to see if a second school could be identified. Hillview was selected. I had worked there for six years, prior to moving into ITE, and had former colleagues within the school.

The next stage was to visit all three schools to discuss my study. I had planned to issue a questionnaire to ascertain OL practices that were taking place in each school and how the term was understood. I required access to teachers from a range of different subject departments. I then proposed to complete semi-structured interviews with a number of staff, who had consented to a follow-up interview. However, this needed to be negotiated with Headteachers [HT] and staff. Emmel (2013) states that the reason for purposeful sampling is to select information-rich cases that are most suited to addressing the research questions and will persuade the audience of the research. Purposive sampling offered a pragmatic way forward. A wide range of purposive sampling approaches have been identified (Suri, 2011). Opportunistic, or emergent, sampling applied in my study. This enabled me to make sampling decisions during the data collection process, which took account of different schools' parameters as well as emergent opportunities that arose (Patton, 2002), such as attending an OL working group at Lowtown. Data gathered are summarised in Table 3.1 (see page 44).

Table 3.1: Summary of data gathered in 2011

Schools	Lowtown	Rivercity	Hillview
Questionnaire data (this was not used in the final thesis)	Response from 5 Faculties	Issued to all staff during inset day – 89 responses	Online Questionnaire – 19 staff
Individual semi-structured Interviews	2	7	6
Interviewees	Acting Headteacher [AHT] (Aaron) Maths teacher (Holly)	AHT (Greg) Depute Headteacher [DHT] (Angus) OL-Instructor (Nathan) PT Biology (John) Physics teacher (Tim) Geography teacher (Pam) Additional Support Needs [ASN] teacher (Ella)	HT (Mary) Faculty Head [FH] Design and Technology (Neil) PT Geography (Kevin) PT Religious Moral and Philosophical Studies [RMPS] (Alison) Maths Teacher (Fiona) ASN teacher (Gael)
Group semi-structured Interviews	Faculty Head [FH] Focus Group FH Art Design and Technology (Julie) FH Business Studies, Enterprise-Computing and Home Economics (Lily) FH Maths and Numeracy (Archie)		
OL working-group	3 meetings attended PE teacher (Joe) Geography teacher (Ray)		
Other sources	School improvement plan [SIP] Working group minutes Her Majesty's Inspectorate of Education [HMIe] report Newsletters	SIP HMIe report Newsletters	SIP Newsletters

3.2.2 Phase 2: 2019

When I returned to my studies in 2017 there was a need to re-contextualise my 2011 data and consider its relevance within the current context, particularly what was new, what was the same, and what had changed (see William's work section 2.7).

~~It was important to consider what was new, what was the same, and what had changed since 2011.~~ Following discussion with my supervisor, it was decided that I would contact my original schools and request to meet with one or two staff in order to provide a more contemporary picture. Permission was sought to approach schools from LAs. Hillview agreed to participate but Lowtown and Rivercity declined. However, two former employees of Rivercity agreed to meet with me outside of school to share their perspectives on OL developments since my original visit. My supervisor put me in touch with the Head of Education Services within a third LA, who identified two schools, Ferrytown High and Shoreside Grammar. An opportunity was now available to write a thesis that had a strong temporal dimension. Patton (2002) stated that 'Opportunistic, emergent sampling takes advantage of whatever unfolds as it unfolds' by utilising 'the option of adding to a sample to take advantage of unforeseen opportunities after fieldwork has begun' (Patton, 2002, p. 240). A 'then and now 'element linked to OL practices was introduced. My period of voluntary suspension had presented a serendipitous opportunity to develop a richer picture of the processes which influence curriculum change over time by revisiting schools and asking three key questions:

- Where are we now?
- How did we get here and what has changed?
- Where are we going?

In 2019, I set out to conduct a series of short semi-structured interviews with key OL staff in all four schools. Similarly, this had to be negotiated with HTs and staff. Table 3.2, shown on page 46, summarises the data gathered:

Table 3.2: Summary of data gathered in 2019

Schools	Former Rivercity Employees	Hillview	Shoreside	Ferrytown
Individual Semi-structured Interviews	2	6	6	0
	Former Depute Head (Anne) Former OL Instructor (Nathan)	PT Geography (Victoria) PT Religious, Moral and Philosophical Studies (Alison) Guidance teacher (Len) Physical Education teacher (Sara) Chemistry teacher (Sharon) History teacher (Bill) Modern Studies teacher (Paula)	Headteacher (Sam) PT Learning Centre (Davina) Acting PT RMPS and Geography (Scott) Maths teacher (Donald) Geography teacher (Alan) ASN teacher (Karen)	
Group semi-structured Interview				Headteacher (Brian) English teacher (Carol) Learning Support (Jane) Behavioural Support (Craig)
Documentary Analysis	SIP HMIe Report Newsletters School website	SIP School website	SIP Newsletters School website	SIP School website PT Learning Support Notes (Ben)

3.2.3 School Vignettes

All five participant schools were six-year non-denominational state-funded secondary schools and represented a mix of rural, semi-rural and urban. School populations varied in size from large to medium. Four out of the five schools were new builds. The key characteristics and

OL provision are summarised for each of the participant schools visited in 2011 and 2019. Appendix B summarises the key statistics for each school.

Lowtown High School 2011

Lowtown was set in a semi-rural location between two towns. DHT Aaron was fulfilling the role of Acting HT, following the former HTs retirement in 2010. The school role was 1100 pupils. Lowtown employed a Faculty structure, 111 teachers were organised within eight broad subject groupings. A new campus was occupied in August 2009. Free school-meal entitlement was well above the national average, while attendance figures were close to the national average. Academic performance was generally below the national average (Appendix B). Lowtown was inspected in 2007 and deemed to be underperforming. HMIe had called for greater consistency in learning and teaching and meeting pupils' learning needs, improved attainment for all and improved leadership of learning at all levels. A follow-up inspection in 2009 reported clear evidence of improvement. Improving attainment remained high on the school agenda.

Aaron said 'OE *is a little bit marginalised. There are pockets of it but it doesn't pervade school life.'* A working group, led by Holly a maths teacher and DoE leader, had been set up to audit current activity and to consider future possibilities. However, Holly referred to it as a *'ticking box exercise'* and felt it was of low priority. She felt that leadership was unclear stating *'ideas come and go fizzle out … there is a lack of clarity.'*

Rivercity Academy 2011

Rivercity, occupied an urban setting, and was the largest school with a population of 1500 pupils. DHT Greg had been Acting HT intermittently over the past three years. Rivercity had 111 staff organised in discrete subject departments lead by PTs. Free school-meal entitlement was well below the national average. Authorised-absence was below the national average and unauthorised fractionally above. Academic performance is generally above the national average (Appendix B).

OL had been established in Rivercity for more than a decade. Angus, a DHT with responsibility for pupil-support had worked tirelessly to share and enact his vision of OL as an essential element of pupil-support. Gaining the support of the HT and sharing positive OL outcomes with staff and the wider community were central features. Angus said:

I want it to be embedded and I don't want people to see it as a distinct thing. … I see OE as a subset of pupil-support…and pupil-support is right across the whole school and right across all of the departments. I suspect what might have happened is that OE might have become attached to the PE department and would have become a very discrete thing…For me OE is not about its not actually about the canoeing, the team building activities in the grounds, OE is the vehicle the route to confident individuals, successful learners etc. (AngusRC2011)

The school had one dedicated member of OL staff, Nathan. Approximately one-third of the teaching staff were involved in OL-initiatives. Rivercity was inspected in 2007 and OL was identified as an area of strength. The report recognised the school's residential programme for all first year pupils, as well as, alternative vocational provision for particular pupils linked to awards such as the John Muir Trust. The work of OE-staff and community-partnerships in supporting pupils, particularly vulnerable pupils, was noted. Angus, the DHT with responsibility for pupil-support was a key figure linked with OL across the school. The school had a strong DoE programme and was strongly connected to pupil-support. An indoor climbing wall had recently been completed. Ella, an ASN teacher said '*OL is embedded in the school. It is there for the most vulnerable pupils in a positive way.*' A third strand focusing on OL and subject linkages was under development. Rivercity represented a distinctive case and presented an enhanced opportunity to explore the process of curriculum change which had been enacted over the past decade.

Hillview Academy 2011

Hillview, set within a scenic rural-catchment, had a range of diverse landscapes within close proximity. Mary had moved from a PT to HT role within the school 4 years previously. It was the smallest of the participant schools with a population of 616 pupils and 55 teaching staff.

Hillview had a mixture of Faculties and discrete subject departments led by PTs. A new school building opened in November 2009.   Free school-meal entitlement was well below the national average, as were absence statistics. Academic performance was above the national average (Appendix B).

HT Mary, recognised that CfE created opportunities for OL to occupy a more integrated role. As a qualified tour guide, she had a *'passion for creating opportunities for young people to connect with their heritage'* and recognised that CfE presented opportunities to look outwith the traditional curriculum to develop skills for work. Appointing outdoor staff was a future goal. OL was central within the weekly 'Fit for Life' course which ASN pupils completed in the support-base. Gael, an ASN teacher said:

> *OL is well suited to the needs of our pupils and because they are with us all the time we have flexibility to build in more opportunities as they arise. Being outdoors provides a practical context for developing meaningful learning and skills.*

Rivercity Academy 2019

Permission was granted at LA level but the HT at Rivercity declined to take part in my study in 2019. Two former employees, Angus and Nathan agreed to meet with me outside school to discuss their OL experiences between 2011 and 2018. A new HT had been appointed in 2013 and was in post for two years. The current HT took over in 2016. The school roll was 1456 and 101 staff were employed. Rivercity had the largest number of pupils in Scottish Index of Multiple Deprivation [SIMD] quintile 5 (within the 20% least deprived areas in Scotland), this was above the national average. Free school-meal allocation was below the national average 0<10%.   Authorised-absences were below the national average but unauthorised-absences were above the national figure. As stated, attainment figures were broadly similar across all schools at National level, although, marginally more pupils gained 5 or more awards in S4 at Rivercity. Pupil performance was notably lower within the 1 and 3 Higher passes category and slightly lower than average numbers of pupils were entering Higher and FE. The school was inspected in 2018 and achieved satisfactory for leadership of

change, learning, teaching and assessment, raising attainment and achievement, and ensuring wellbeing, equality and inclusion. There was continued evidence of OL's impact within the report linked to wider achievement initiatives. The development of a clearer, unified sense of direction and purpose in taking forward key aspects of school improvement, based on consultation with pupils and the school community were identified as targets.

A full time OL member of staff remained, however, significant changes in leadership and key staff had resulted in some alterations. Nathan described the period since my last visit as a *'little negative.'* There was a sense that OL had become more about behaviour and reactive and staff support had dwindled. Angus had retired but maintained an OL role as Wider Achievement Co-ordinator. Tony noted that Angus's retirement meant that *'there was nobody within the Senior Management Team [SMT] to keep the focus on OL.'* Angus, former DHT, recognised the importance of HT backing and echoed some of Nathan's concerns linked to behaviour management and a reduction in OL provision and staff involvement. OL remained affiliated with pupil-support in Rivercity Academy, bespoke courses that targeted particular groups of pupils and timetabled supported DoE courses continued. However, Angus was fearful that *'it will become part of the PE department...rather than pupil-support.'*

Hillview Academy 2019

Mary, former HT, retired in 2018 and a new HT appointed. The school role was 551 and 52 staff were employed within the school. Hillview had lower figures than the national average for SIMD quintile 1, the largest number of pupils sat within quintile 3 and 4. Free school-meal allocation had risen to between 10<20% but was in line with the national average. Authorised-absence figures were close to the national average and unauthorised were below. Examination results were described as above the national average. Attainment figures were broadly similar across all schools at National level, Hillview pupils performed well across all S5 categories and above average numbers of pupils entered Higher and Further Education [FE] (Appendix B).

The 'Fit for Life' course that had incorporated strong elements of OL in Hillview was no longer in operation. Victoria, PT Geography, indicated that the ASN department had undergone significant changes to staffing and was 'stretched'. She was aware of activities such as riding

for the disabled and 'bikes on the school grounds as OL related opportunities that were offered within pupil-support. Proposals to develop the campus community-garden were in progress.

There was evidence of a greater OL staffing presence. Victoria was appointed as PT Geography in 2016, and had whole school responsibility for OL. Sharon and Bill had an OL remit for one day per week. These roles had been introduced in 2015. Sharon indicated that she *'wasn't given a brief so I have made it up.'* Both members of staff were keen outdoor enthusiasts and qualified to take pupils hillwalking, climbing and mountain biking. A series of Munro day events had been introduced. They also provided practical support for fieldtrips. Some activities were targeted at particular groups such as ASN and SEBD, as well as pupils with no exams. Alison, PT RMPS, felt that OL was no longer on the agenda and referred to the discontinuation of Sharon's OL day, she felt that the HT *'probably doesn't view OL as important as getting the school on track in the way he wants it'*. Other staff indicated that former HT, Mary, had supported all trips and '*liked the publicity related to OL.'* The new HT was more aware of budget constraints and staff cover costs. The number of trips and timing was under closer scrutiny. Victoria had been tasked with devising an OL improvement plan for the upcoming academic year.

Ferrytown High 2019

Ferrytown was a rural school. Coastal, forest and upland landscapes were easily accessible. A residential-hostel facility was provided for pupils who live in remote areas. The HT, Sam, had been in post for 6 years. The school roll was 661 pupils, and 68 staff were employed across seven faculties and four departments. Ferrytown had the largest number of pupils in SIMD quintile 1 (within the 20% most deprived areas in Scotland), however, this was not above the national average. The school also had the fewest numbers of pupils within SIMD 4 and 5, less than the national average. 17% of pupils were registered for free school meals, which is in line with the national average. Authorised-absences were fractionally above the national average and unauthorised-absences were below. Marginally more pupils gained 5 or more awards in S4 at Ferrytown. However, fewer Ferrytown pupils gained between 1 and 3

National awards then in other schools. Ferrytown sat just below the national average for pupils entering Higher and FE (Appendix B).

The school learning-centre provided specialist provision for pupils with significant ASNs arising from a range of factors. Pupils are taught in mainstream classes where appropriate and within the Learning Centre. A positive HMIe report was published in 2020. Learning and teaching, raising attainment and achievement were deemed good. The valuable contribution community and residential experiences played within pupil-support was recognised. Davina the PT of the Learning-Centre stated that *'LfS is woven into everything that we do'*.

Shoreside Grammar 2019

Shoreside is set within a coastal tourist town and serves the surrounding villages and scattered rural and island communities. HT, Brian, had been in post for 11 years. The school roll was 907 pupils supported by 73 staff. Teachers were organised within seven faculties and four departments. The HT also has responsibility for a small island-based secondary school. As in Ferrytown, a hostel provided accommodation for young people from remote areas. The school had recently moved into a new building.   In common with Ferrytown, the school catered for pupils with significant ASNs. Pupils were taught in mainstream classes and, where appropriate, in a specially designed learning centre. In common with Hillview, Shoreside had the largest number of pupils in quintile 3 and 4, but sat below the national average for SIMD 5. Free school-meals allocation was in line with the national average as was attendance. Shoreside had fewer pupils gaining five Highers but high numbers of pupils gaining between 1 and 3 Higher passes. Shoreside had significantly fewer pupils entering Higher and FE and was considerably below the national average (Appendix B). Brian said *'Our vision … is to ensure that we provide the best possible qualifications for all our pupils, whilst ensuring that we nurture and develop their social, emotional and vocational skills and talents.'* He felt that OL was driven *by 'the talents and interests of your community'* stating that his role was to *'find the money for it.'* Allowing staff with passion to lead initiatives such as DoE was deemed important. While responding to pupil interests was essential, he was keen to look for new opportunities. The behaviour-support and ASN support base has strong links to OL. The

geography of the area offered a range of diverse activities that might be described as adventure related, these were targeted at pupils viewed as behaviourally-challenging.

3.2.4 Data Generation

In light of the changes discussed, decisions had to be made with regard to what data would be used within my study. The 2011 questionnaire data had been useful in gaining an initial insight into the kind of practices that took place under the banner of OL and allowed me to identify participants who would be willing to complete a follow up interview. However, my focus had shifted to a consideration of practice across two time periods. I took the decision that only the semi-structured interviews and focus group data from 2011 would be included. This meant that my data collection approach was largely similar across the 2011 and 2019 period.

Data was generated through semi-structured individual and group interviews. All interviews were voice-recorded and transcribed. Pseudonyms were employed. The semi-structured interview schedules used in 2011 and 2019 are included in Appendix C and D.

3.2.5 Semi-Structured Interviews

Semi-structured interviews formed the main method of data collection for this study and were used in 2011 and 2019. I will first discuss this data gathering technique before considering phase 1 and 2 of data collection.

Interviews are long established educational research methods (Brenner 2006; Luft et al. 2011). Brown and Danaher (2019) more specifically recognise semi-structured interviews as a popular data-gathering technique of choice within the field of qualitative research. Bryman (2007) states that semi-structured interviews are suitable when the investigation has a fairly clear focus and seeks to better understand specific issues. Semi-structured interviews require the interviewer to prepare a list of topics to be explored, and questions to be asked. The researcher uses this list as a guide during the interview but also makes sure that the questions stimulate open responses by the participants. This allows for emergent, unplanned or scheduled conversations to develop during the interview process in ways that could not have been anticipated (Irvine, Drew, and Sainsbury 2013). Irvine et al. (2013) acknowledge the

researcher may need to rephrase questions to elicit the pertinent information or to provide clarification. Denzin (1989) emphasises the need to ensure that questions are understood in the same way.   There is also an expectation that researchers will probe participants' responses (Berg, 1989). Semi-structured interviews lie between fully-structured interviews, where the interviewer adheres to the interview schedule, and where questions are often more closed in nature and unstructured interviews that are freely flowing and conversational, often based around general topics rather than to explicit questions (Brown and Danaher, 2019).

Semi-structured interviews align well with a social constructionist epistemology providing a flexible, dynamic approach which places participants at the heart of the research (Kvale and Brinkmann, 2009). An 'interest in the lived experience of other people and the meaning they make of that experience' (Seidman, 2006, p. 9) is integral to qualitative interviewing (Hubball, Pearson and Clarke, 2013).   Interviews are therefore concerned with the interpretive comprehension of participants' perceptions (Smythe and Murray, 2000). Seidman (2006) notes, 'the primary way a researcher can investigate an educational organization, institution, or process is through the experience of the individual people' (p. 10). Interviews emphasise the value of interpersonal connections between parties (Gunzenhauser, 2006), placing importance on what participants say. There is therefore a recognition of participants' biographies and experiences, and an acknowledgment that the interview does not produce a generalizable truth, but a snapshot of the meanings, intentions, and motivations at that point in time. A social constructionist view acknowledges that both the researcher and participant are engaged in knowledge production in and through the interview (Koro-Ljungberg, 2008). Interviewees are therefore not neutral and external observers in the process of knowledge construction, and their understanding of the experience is recognised as subjective (Seidman, 2006).

Researcher decision-making is also seen to play an important part at the planning and delivery stages. Decisions had to be made linked to designing prompts that addressed my research questions (Gill, Stewart, Treasure et al., 2008). A list of possible themes and questions were drawn up which might assist me in understanding how OL was currently understood in schools and processes that enabled and constrained OL's place within the curriculum. McIntosh and

Morse (2015) advise that in preparing the interview schedule, the researcher must first identify and delineate the domain of the topic under investigation, construct categories within the topic and finally prepare question stems. When designing the schedule it was essential to think about the phases of the interview. Jacob and Furgerson (2012) advise that the beginning of an interview serves to put the recipient at ease. More difficult questions might be broached once a rapport has been established.

The questions asked and wording employed were largely similar across all interviews, however, there was flexibility in the order questions were covered; there was scope to pursue interesting responses or investigating underlying motives that deviated from the schedule. The time and attention given to individual topics inevitably differed. Silverman (1993) discusses the merits of employing a similar format, scripting and piloting interviews, in order to promote data reliability and ensure that the questions are clear and unambiguous. However, Silverman (1993) also recognised that more open-ended interviews enabled the interviewee to capture individual and contextual factors. Face-to-face interviews presented an opportunity to observe non-verbal cues, which occasionally assisted in interpreting verbal responses (Robson, 2002) and assist with conduct, pacing and relationships (Miller and Cannell, 1997). Semi-structured interviews allowed respondents some leeway in their replies (Bryman, 2007; Robson, 2002). Robson (2002) highlighted the potential of this method to 'generate rich and highly illuminating material' (p. 273).

My 2011 supervisors provided constructive feedback and assisted with refining my interview schedule. The final schedule included an introductory script, a list of topic headings and key questions to ask under headings, a set of associated prompts and closing comments.

The interview was broken down into four main sections:

- Questions relating to interviewee's current school context
- Curriculum change in the wider school context
- OL interest and involvement
- Curriculum change relating to OL

These headings enabled me to gain a picture of OL practice and to locate OL within the wider context of change. I sought to identify enabling and constraining factors within each school.

A similar approach was employed in 2019. My research questions had been amended and my interview questions reflected the temporal dimension that was now central to my study (Appendix D). Three sections were based around gaining an insight into past, present and future OL understandings and practices. Reflecting on these phases of data collection, I felt that there was greater affinity between my research focus and interview questions in 2019.

It was apparent from the outset that this method required a high degree of interviewer skill, developing a rapport but remaining neutral throughout the process, keeping within the agreed timescale, recognising opportunities to probe further and ensuring that I had covered all sections of the schedule. Rabionet (2011) indicates that formal training and ongoing practice is important. I had the opportunity to attend a course, 'The Art of Qualitative research interviewing' run by the Social Research Association, which included practical role-play exercises. I piloted the interview schedule with three teachers who were not involved in the study. A dictaphone allowed me to focus on the interview process. Some respondents may have found this off-putting despite assurances of anonymity and data security. This allowed me to concentrate on identifying points to probe for more detail through questions such as 'In what way . . . ?' or 'Tell me . . . ?' (Berg, 1989). My interviewing technique improved, however, I acknowledge that there were occasions where I did talk for longer than I should, allowed participants to drift off topic or provided non-verbal cues that conveyed my own views. Denscombe (2014) indicates that interviewer impartiality is an illusion.

Fowler (2009) highlights the problem of interviewees providing answers that they think the researcher is looking for. Hitchcock and Hughes (1989) note that if the researcher is known to interviewees there is greater likelihood that participants may provide the answers they think the researcher desires. In 2011 many of the Hillview staff I interviewed were former colleagues. A high degree of professionalism was required to minimise bias. On occasions, I was asked for my view mid-interview. I declined to comment but said I would be happy to discuss this at the end of the interview. Other possible problems raised by this approach linked to interviewee's ability to recall important information and their degree of self-

awareness. Perceived anonymity by some respondents may have been low and this could have influenced their responses. Guaranteeing complete anonymity to participants can be an 'unachievable goal' (Van den Hoonaard, 2003, p.141). In a small scale study, schools and staff are likely to be able to recognise each other (Nespor, 2000).

Limerick, Burgess-Limerick and Grace (1996) suggest that interviews should be viewed as a 'gift', highlighting the power that interviewees have linked to location, the information they choose to share and their general approach to the interview. The logistical and organisational dimension of obtaining permissions, identifying a room and scheduling interviews with participants resonated with this perspective. In Lowtown all requests to meet with staff had to be passed by the HT. Patience, perseverance and flexibility were required. Schools are busy places and unforeseen circumstances inevitably arose linked with timetabling, room bookings, staffing or illness, this required rescheduling of meetings. Interruptions also arose mid-interview that demanded an immediate response from participants. All of this impacted on the time available for interview, my disposition and that of the interviewee. This had implications for the quality of data collected. In several instances I decided that the best approach was to reschedule rather than add to teachers stress or inconvenience. Data gathering inevitably took longer than first planned. I had planned to have data gathered before the summer of 2011 but did not conclude until November 2011.

3.2.6 Semi-structured Group Interviews

Two group interviews were completed, one in 2011 at Lowtown and one at Shoreside in 2019. Both groups were composed of staff who were involved in OL within the school. I was much more aware of the 'gatekeeping' role of the HT at Lowtown and negotiating access to staff was at times challenging.

The benefits of this approach are that it maximises data collection within a shorter period. Lankshear and Knobel (2004) identified several benefits of this method stating that it provided a range of alternative points of view, offered insights into group consensus or deviation on an issue and presented a range of perspectives on the same event. I was aware of disadvantages such as domination by one participant or off topic conversations; however, I felt the benefits

outweighed the disadvantages but acknowledge that the views expressed by the participants are more likely to be shaped by other members of the group.

In 2019, I arrived to conduct semi-structured interviews with staff at Shoreside but on arrival discovered that an hour-long group interview was to take place in the HT's office. Brian, the HT, had invited three members of staff to attend. I had not anticipated this, and in contrast to the group interview held in 2011, it felt more formal. Brian's presence, as the HT, was likely to have shaped and directed the conversation and may have influenced the information and experiences that teachers shared. Cohen et al (2018) draw attention to the issue of power in interviews. Ball (1994) indicates that powerful individuals can control the agenda and course of the interview.

3.2.7 Working Group

This was an opportunity that presented itself at Lowtown where it became apparent that completing semi-structured interviews was logistically difficult. I saw it as a chance to improve my knowledge of the school context and strengthen my data collection. Adler and Adler (1994) note, that a 'peripheral membership role' enables the researcher to 'observe and interact closely enough with members to establish an insider's identity without participating in those activities constituting the core of group membership.' (p.380). It also gave me the opportunity to start to develop shared frames of understanding with some of the group. The process also allowed me to build relationships with these teachers, facilitating open discussion in the interviews (Fontana and Frey, 1998). Opportunities to have informal conversations with Joe and Ray, PE and geography teachers arose.

3.2.8 Document Analysis

I was very aware of the need for caution when interpreting such documents. They vary from school to school, both in their content and form, and deployment. They are not transparent representations of practice, but may be indicative of school culture and practices. As such they were not analysed in detail, but read carefully to add to contextual-knowledge.

3.3 Reflexivity and Data Analysis

As discussed, my EdD journey has been an extended and disrupted experience. I had data that had been coded in 2011 and upon revisiting these in 2018 felt disconnected from these themes. I believe that it is important to provide transparency with regard to the approaches I took to data analysis and this post captures how I felt during these periods of uncertainty and confusion:

My EdD is an enormous muddled jigsaw with few pieces in place. Those pieces that are there … may be broken, in the wrong place or perhaps do not even reside in this jigsaw anymore?! … I can see inconsistencies in my arguments and points where I tie myself in knots. I have always felt that theory has been a significant missing piece of this puzzle. Despite feeling daunted I am hopeful that theory may provide some guidance – some key pieces that will assist me in assembling the jigsaw that is my EdD. (Extract from blog post to supervisor (22/11/18)

The 'messiness' of qualitative data analysis is widely reported and my personal journey punctuated by pauses and restarts served to exacerbate this. As a result, it is not possible to provide a clear map from start to finish with regard to data analysis. Instead, I have tried to provide as transparent and reflexive account as I can in the context of my prolonged doctoral journey. I immersed myself in my 2011 data when I returned to study in 2018. I read and re-read my data and was very familiar with it. However, due to the length of my EdD journey it was a challenge to organise the data into a manageable structure. The 2011 data had to be re-thought, in light of new ways of looking at my research topic and questions, particularly in relation to my renewed interest in the social construction of school knowledge that had been stimulated by discussions with my supervisor. I returned to my 2011 analysis where I had originally employed Thematic Analysis (TA) and identified three themes:

- Current Understandings of OL explored school staff's understandings of OL through definitions provided. Identified where OL was situated in schools' curricula and its purpose.

- Curricular Issues, further explored OL's place in the curriculum and factors which enabled and constrained OL's place within the curriculum. CfE, attainment, school structural and cultural factors were identified as sub-themes.
- Social Networks focussed on the enactment of OL in school settings. It considered the roles, relationships, dispositions and agency of different groups.

3.3.1 Thematic Analysis

I had used a form of thematic analysis [TA] in 2011 and adopted a similar approach to the data generated in 2019. TA is an umbrella term that encompasses a wide range of approaches which:

> share some characteristics in common (analysis through coding and theme development; some degree of theoretical and research design flexibility; a focus on semantic and latent meaning) but can differ significantly in both underlying paradigmatic and epistemological values, and in procedures. (Braun and Clark, 2020, p.8).

Braun and Clark (2006) state that TA is a method for identifying, analysing and reporting patterns (themes) within data. TA can be used to provide a detailed and nuanced account of one particular theme, or group of themes, within the data. TA in this instance was used to explore the different realities, meanings, and experiences linked to OL operating within five secondary schools. Depending on the methodology and research question, codes can come in many shapes and sizes (Boyatzis, 1998). I viewed codes as words or phrases which served as labels that I assigned to sections of data. I grouped these initial codes into themes. Boyatzis (1998) contrasts theory-driven codes, derived from the researcher's or other existing theories; inductive codes, derived bottom-up from the researcher's reading of the data; and prior-research driven codes. Transparency linked to the process of theme generation is deemed important enabling readers to assess methodological choices. The themes I identified were shaped by the characteristics of the phenomenon being studied; from previous established professional definitions and ideas found in literature reviews; from local, common-sense constructs; and from my values, theoretical orientations and interests, and

personal experiences (Strauss 1987; Maxwell 1996). I viewed a theme as an overarching category under which related codes could be grouped. Ryan and Bernard (2000) view theme identification as vital, allowing researchers to describe, compare or explain data.

TA views the researcher as playing both an active and creative role in theme generation. Fine (1992) indicates the role of the researcher in 'carving out unacknowledged pieces of narrative evidence that we select, edit, and deploy to border our arguments' (p. 218). I recognised that the analysis of my data was not a neutral pursuit (Mauthner and Doucet, 2003) but influenced by my reading of the research literature, professional conversations and personal experiences. The way I grouped my data and labels that I assigned would always be subjective and interpretive and so the validity of my results would be a question of interpretation.

I transcribed key sections of my 2019 data that I felt were pertinent to answering my research questions and generated open codes and then themes. As I read my 2019 transcripts I identified initial themes from across the interviews at the five schools linked to OL practices (Adventure, Curriculum, Pupil-support, Interdisciplinary, Nature) the impact of OL for pupils (relationships, affective dimensions, curriculum links, wider interests, life skills), perceptions of OL (core, peripheral) key-people (School, LA, Partnership), wider achievement, leadership, the nature of pupils and enabling and constraining OL practices (timetabling, cost). I grouped ideas together, for example, key-individuals, wider achievement, leadership and attainment, were subsequently clustered under enabling and constraining OL practices.

There were undoubtedly continuities across 2011 and 2019 data sets such as a diversity of understandings and practices linked to OL, the importance of people and the relational dimension, structural and cultural factors which enabled and constrained OL in different settings. I then mapped these themes onto my 2011 data transcripts.

I moved backwards and forwards between these data sets re-thinking them in light of my 2019 position. I considered what came out of my 2011 data against my new data. What was the same and what was different? I shared my initial thoughts with my supervisor:

The way teachers spoke suggests OL has declined in priority since 2011; 'piecemeal', 'adhoc', 'unsustainable' were terms that were frequently used in response to OL initiatives. From a subject teacher perspective there was little evidence of an embedded approach. There is uncertainty among some teachers about what OL might comprise. Awareness of policies linked to Learning for Sustainability is limited. OL retains territory within particular subjects e.g. biology and programmes e.g. DoE which may be timetabled. There continues to be a good fit between OL and pupil-support. For an increasing group of pupils – SEBD, disadvantaged, ASN - it was recognised as essential. This is where it seems to thrive and is increasingly linked to wider (pupil) achievement. OL is perceived as desirable and an awareness of the relational, health and well-being benefits are evident particularly for disadvantaged pupils. Interest in OL 'ebbs and flows' – factors such as leadership, national and local priorities, individual staff interests and skills are important. Key individuals drive initiatives, or are tasked with driving them, but the purpose, value and direction is not always clear from a whole school perspective. Power and hierarchical structures were also evident. Literacy and numeracy seem to have secured much stronger positions as the responsibility of all teachers. Barriers such as cost, time, pupil teacher ratios, staffing cover costs, pupil equity present challenges. A shift towards more local practices seemed to be a trend. (24/5/19)

It seemed to me at this time, in mid-2019, my ideas were not yet clarified. Lather (1998) refers to 'coming up against stuck place after stuck place' in the context of practising critical pedagogies, and this idea resonated with my experience of analysing my data. An iterative cycle of reading, discussions with my supervisor and reflection took place during this period.

Inductive, deductive and abductive analyses and an emerging typology of OL

Goodson and William's thinking was shaping the way I viewed my data (section 2.7 and 3.1). The literature that I was engaging with at this time highlighted to me the importance of teachers' discussions of practice and how this could provide 'thicker descriptions' of nuances, complexities and contradictions of OL *in situ* that moved beyond simple and simplistic definitions. Raymond William's (1977) work on residual, dominant and emergent practices helped to acknowledge the temporal dimension of my study that was evolving. I have included some examples of reflections and blog posts below that I shared with my supervisor

during the period, between November 2018 and May 2019, when I was revisiting my 2011 data and gathering further data:

From further reading it seems that the concepts residual, dominant and emergent do not appear to be widely employed as data analysis tools to explore cultural change in school curricula. Bryson's (2008) paper which looks at cultural change in an IT organisation reinforced my developing understanding of Williams' work and raised some important questions linked to data collection. What kind of data can I access to explore residual, dominant and emergent practices as an external observer?   Documentary evidence, policies, established networks and enacted practices are visible and tangible but what about emergent networks, covert ideas or thoughts not yet voiced? Zipen, Sellar, Brennan et al. (2015) state that whilst some emergent ideas may be visible in new social and material practices other ideas have not yet been articulated but may exist in opposition to these ideas in the form of 'an unease, a stress, a displacement, a latency' (Williams cited in Zipen p.238). How will I know, without a crystal ball, what is emergent and not just an extension of the dominant? My next step is to revisit the data I have gathered using Williams' tools in order to see if it is fit for purpose. (29/11/18)

Curriculum is never neutral but shaped by dominant and sub-ordinate forces and the power they wield (social, economic, political). The curriculum is not only multi-layered and shaped by a number of competing forces, it is also in a state of flux. The curriculum might appear to have undergone little change, however, Goodson rejects this view and seeks to unveil the complexity of the lived curriculum through analysis of the micro context. Goodson encourages critical questioning of curriculum and seeks to explore the origins of taken for granted concepts and constructs. He explores individual biographies, social networks and interactions and changes that occur over time. Continuity and discontinuity, struggle and contestation are evident in these sites linked to power, agency and knowledge. These aid understanding of curriculum as process in particular contexts and cultures. Curriculum history is a central tenant of Goodson's approach to understanding the continuous and connected nature of the past and present curriculum. These specific contextual factors operate within the macro context. External and internal forces exert influence to different degrees over time. Goodson suggests that teachers, subject groups and academics have previously played a significant role

in determining curricular knowledge and structures. Laterally, external drivers have dominated, disempowering the aforementioned. (13/01/19)

Goodson's and Williams' work highlight the need to explore the influence of the past when seeking to understand the complex, continuous and contested nature of curriculum change. Williams highlights the connection between past (residual), present (dominant) and future (emergent) cultural and contextual elements that shape curriculum. I have the opportunity to develop a richer picture of the processes that influence curriculum change over time by revisiting schools and asking three key questions:

- *Where are we now?*
- *How did we get here and what has changed?*
- *Where are we going?*

Goodson views curriculum as a 'social artefact' where the narrative accounts of teachers are essential in understanding the lived curriculum with a view to producing policy that is more attuned to practice. (25/1/19)

OL literature also informed my thinking and directed my focus to practice. Nicol's (2002a, 2002b, 2003) work tracking the history and evolution of OE-practices highlighted that they are set within particular contexts and can reflect the social and cultural conditions prevalent at any time. This is also evidenced in a blog post to my supervisor:

This week's readings reminded me of the ongoing debates and multiple perspectives associated with defining OL. It is important to acknowledge the range of understandings and evolving nature of terminology. A connection with place is central for some but a backdrop for others. Asking the question 'what is done in the name of OL?' highlights the importance of practice. (17/5/19)

I was aware of enduring links within the literature to adventure-education and field-(sections 2.3, 2.3 and 2.4). The first two categories employed in Rickinson et al's (2004) literature review were evident in my data (section 2.2). Links to particular subjects such as Geography linked to Christie et al's (2016) OJs work and local community-initiatives resonated with an

udeskole approach (Bentsen and Jensen, 2012). Pupil-support stood out as an important area within the 2011 Current Understandings of OL and Curricular Issues themes. This was further evidenced in the 2019 data-set alongside greater reference to behavioural challenges and groups of pupils whose needs were overlooked by a more traditional academic and exam-driven curriculum. The wider achievement agenda appeared to be linked to this. Thorburn and Allison's (2013) work discussed the interdisciplinary benefits of OL and drew my attention to examples of more integrated approaches within my data. One example within my 2019 data stood out as distinctive. It was experiential, pupil-led and sensory (Harris, 2017; Moss, 2012). I made connections between this example and Louv's (2005) work on nature-deficit disorder. I was becoming more attuned to practice when approaching my data.

Reading this literature and the subsequent discussions that took place with my supervisor provided different lenses to consider my data. Through this process, I tentatively identified five types of OL that took place in different spaces and were thought about in different ways; in effect, a typology of OL. This was arrived at through a process of inductive (initial open coding and theme identification across 2011 and 2019 data), deductive (application of literature and discussion) and abductive (my own interpretation and piecing together of the data) approaches. Although I had identified five types of OL, I felt that using these types as my overarching structure could provide a practice lens through which the other themes might be revealed. These initial insights required further cross-examination.

I created a table to identify themes that ran across the OL types in order to tease out similarities and distinctions. Similarities related to an understanding of self and others and the development of affective characteristics. Distinctions were evident linked to the nature of activities and their position in the curriculum and pupils involved. However, these tables were unwieldy and did not provide a helpful way of organising my findings. I needed to find a way to test this emerging theory of the social construction of OL and interrogate it more robustly. Ely, Vinz, Downing et al's (1997) quote eloquently captured this first stage of analysis:

> The language of 'themes emerging': can be misinterpreted to mean that themes 'reside' in the data, and if we just look hard enough, they will 'emerge' like Venus on

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the half shell. If themes 'reside' anywhere, they reside in our heads from our thinking about our data and creating links as we understand them. (p. 205/6)

My supervisor was employing Kemmis et al's (2014) PA concept in his own work at this time and suggested that this may be a useful analytical lens through which to organise and further consider my data with regard to the OL typology.   As discussed in section 3.1 this approach aligned well with my own view of the curriculum as socially constructed and my desire to provide a perspective centred on practices and practitioners' views. It was well-matched to my practice-centred research questions and offered a pragmatic way of organising and analysing my data within a clear framework. Mahon et al, (2017) state that:

> PA does not offer a particular methodology, nor a set of strategies for doing the empirical work, but it does prompt the asking of new questions or thinking about old questions in new ways (p. 19).

I looked at examples of PA approaches within research (Kaukko and Wilkinson, 2020; Niemi and Loukomies, 2020; Rönnerman, Grootenboer and Edwards-Groves, 2017). I used the three central constructs of PA, sayings, doings and relatings (Chapter 2) to organise my data in relation to the five types of OL. The most practical way to do this was to begin with the doings. I pulled out sections of my data that linked to specific practices, e.g. DoE in Hillview, and began to categorise them. However, this was not as easy as it had appeared, and sayings and relatings were sometimes difficult to distinguish and open to different interpretations. Some activities, for example, sat under more than one type. After discussion with my supervisor, I decided that it would be a good idea to look for these five types of OL in the literature and to generate a list of key words/ ideas that would help to define each category more clearly (Appendix E, OL-as-Curriculum example). A summary of the PA of each type was produced based on the literature (Appendix F, OL-as-Curriculum summary)

This process proved helpful as a means of searching my data with better purpose and focus, and enabled me to complete the process of data organisation (Appendix G, OL-as-Physical-Activity example). I felt that many of the themes I had initially identified could be explored

through the sayings, doings and relatings. I then organised my data into the PA of each of the five types of OL across the 2011 and 2019 data-sets. I looked within each category of sayings, doings and relatings and identified recurring themes. Appendix H illustrates the process of clustering and development of sub-categories. Vertical comparisons were made within each sub-category. Table 3.3 provides an overview for each OL type (see page 68). This provided a framework for writing up my findings chapters. The 2019 data was important in highlighting changes over time. The process of data analysis was ongoing during the writing up phase and I moved backwards and forwards between my data, tables and literature. The headings evolved and were adapted to better reflect the ideas discussed. I reluctantly dropped the two smallest OL types, OL-as-Experiences-in-Nature and OL-as-Interdisciplinary (Appendix I provides a PA overview for each), as space was limited. This resulted in a focus on three types of OL.

Table 3.3: Sub-categories within Sayings Doings and Relatings for each OL-type

PA/ OL Types	OL-as-Physical-Activity	OL-as-Pupil-Support	OL-as-Curriculum
Sayings	• Challenge and Risk • Personal Outcomes • Missing from wider experience • Physical Activity aligned with particular groups • The Wider Achievement Agenda	• Nature of Pupils • Alternative Learning • Affective Outcomes • Curriculum Connections • Wider Achievement	• Peripherality • Terminology • Risky Activity • Positive Outcomes • A Diminished Position
Doings	• DoE Expeditions • Indoor Activities • Overseas Travel • Residential Outward Bound Approaches • A Drover's Journey • Outdoor Days	• Focus on Learning • Bespoke courses • Behaviour Initiative • DoE • Residential • Vocational Practices	• Geography and Biology • Other subject areas • Time-tabled courses • Activity week
Relatings	• Pupil relations • Staff-Pupil relations • A Relationship with Place	• Pupil relations • Staff-Pupil relations • Community Connections • Home-school links • A Relationship with Place	• Pupil relations • Staff-Pupil relations • A Relationship with Place • Partnerships

As outlined in the literature review, Williams' (1977) categories of residual, dominant, and emergent were used to further organise my findings within each chapter discussion (see Table 3.4 page 69). This enabled me to consider the temporal nature of my data across this time period and in relation to the literature. This section contributes to providing data to help answer research question 3: What residual, dominant and emergent influences are revealed by this study and what are the implications for OL's future curriculum role?

Table 3.4: Examples of Residual, Dominant and Emergent themes

Types/Examples	Residual	Dominant	Emergent
OI-as-Physical Activity	DoE	Personal growth outcomes	Wider achievemnt
OI-as-Pupil-Support	Delinquency and reform	Local, community settings	Learning for Sustainability
OL-as-Curriculum	Fieldstudies	Peripheral	Innovative curricular practices

3.4 Research Trustworthiness

In contrast to quantitative data, qualitative data might be critiqued as 'biased', small-scale, anecdotal, and/or lacking rigor (Cohen et al, 2018). Data may therefore be manipulated to support a particular argument or viewpoint, and smaller sample sizes mean that findings are less easily applied to other contexts and systematic comparisons may be difficult. It is therefore important to consider validity issues. Within a qualitative setting the principle of discovering truth through measures of reliability and validity is replaced by the idea of trustworthiness (Mishler, 2000), which is "defensible" (Johnson 1997, p. 282) and establishing confidence in the findings (Lincoln and Guba, 1985). Lincoln and Guba (1985) stated that trustworthy qualitative research data should be credible, confirmable, dependable and transferable. I have provided a transparent and reflexive account of my data collection and processing techniques, which acknowledges the subjective nature of research. I will now consider each of Lincoln and Guba's (1985) criteria in turn.

Credibility is linked with confidence in the 'truth' of the findings and how representative they are of participants' views. Adopting a social constructionist stance to research rejects the idea of a singular truth. However, I sought to develop a rapport and build trust with participants. I visited most schools prior to data collection, and this allowed me to better understand the school's cultural and social setting. Some interviews took place over one day, however, this was not always possible and some visits were more hurried or constrained. Developing a rapport and trust can aid co-construction of meaning. I knew some participants very well, while others I was seeking to establish a relationship within the time-frame of the interview. I did not complete member checks of my data, rejecting the idea that there is a singular truth (Angen, 2000). However, I did discuss and share my observations, thinking and

questions with my supervisor and used reading to seek alternative explanations and perspectives.

Confirmability refers to the researcher's ability to demonstrate that the data represents the participants' responses and not the researcher's viewpoint. From a social constructionist perspective eliminating the researcher's value position is impossible, however, I have sought to provide a transparent account which acknowledges my positionality and identifies and seeks to justify the decisions taken. I maintained an audit trail of interview records, transcripts and analysis tables which link my findings back to their source and have taken care to present my findings within their context. Confirmability is also demonstrated by describing how conclusions and interpretations were reached, and illustrating that process through which findings were derived.

Dependability seeks to confirm that findings are consistent and could be repeated. It was important at each stage of the research process to evaluate the accuracy of my study and whether or not the findings, interpretations and conclusions that I was drawing were supported by the data (Miles and Huberman, 1994). Once again the role of my supervisor was crucial. I regularly shared my thinking, data analysis results and preliminary findings. His feedback helped me to identify stronger and better articulated findings. By outlining my research methods, this study could be replicated, although findings and interpretations are likely to vary.

Transferability refers to findings that can be applied to other settings or groups. Lincoln and Guba (1985) indicate that describing a phenomenon in sufficient detail enables readers to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people; in Stake's (1977) terms, an informed reader may be able to have a 'vicarious experience'. I have sought to provide 'thick descriptions' through provision of detailed accounts of my data collection methods and context-specific encounters (Holloway, 1997). While I acknowledge the context bound nature of findings, the discussion presents opportunities to consider wider implications linked to the structure and purpose of Scottish education.

3.5 Ethics

All the research activities in my EdD were designed and conducted in accordance with the guidelines of the University of Strathclyde Ethics Committee's Code of Practice. Ethical approval was granted in November 2011, and continuing ethical approval was confirmed retrospectively in 2020. (Appendix J). Clear communication of information was essential in written and oral exchanges. I visited most schools on at least two occasions prior to gathering the data. As part of the consent process LAs, schools and participants were made aware of the purpose of the study and possible outputs. A clear justification of the wider professional benefits of the research was outlined (Burgess, Sieminski and Arthur, 2006; Opie, 2004). 'Transparency and openness' in relation to research design was important (Burgess et al., 2006, p. 33). Information such as timescales, data collection, storage and reporting methods were made clear at the outset. Any queries or concerns were discussed prior to conducting the semi-structured interviews and focus groups. Participants were aware that withdrawal was acceptable at any time until the completion of fieldwork and anonymity assured. The issues associated with establishing relationships of trust, integrity and respect were essentially ethical ones. Opie (2004) highlights that 'Care must be taken to avoid leaving people feeling that they have been instrumentally and cynically manipulated' (p. 29).

3.6 Chapter Conclusion

This chapter has provided a reflexive account of the qualitative methodological approaches utilised during data collection and analysis. A social constructionist approach to practice reflected my focus. Several breaks in my studies presented challenges but also created an opportunity to gather data across two time periods. School vignettes served to situate the study. Inductive analysis, linked to TA was applied to the data. PA proved a useful deductive framework to organise and unite these themes, a typology of OL was identified and distinctive characteristics revealed. Enabling and constraining features sat within these themes. Abductive analysis acknowledges the subjective nature of qualitative research, my own biography and alignment with particular texts linked with OL and curriculum theory shaped my reading of the data. In conclusion, Lincoln and Guba's (1985) criteria enabled me to reflect on data trustworthiness. Finally, communication, trust and transparency are identified as important ethical considerations.

The subsequent three chapters, present the findings for each type of OL organised within a PA framework which provide a response to my three research questions, through a consideration of the nature of practice, enabling and constraining factors shaping the micro-context are revealed. Future implications are considered.

Chapter 4: OL-as-Physical-Activity

4.1 Introduction

As described in Chapter 3, the theory of PA was applied as an analytical lens to interview data gathered in five secondary schools in 2011 and 2019. Sayings, doings and relatings, which constitute the PAs, across five types of OL were identified.   Chapters 4-6 describe the distinguishing 'arrangements' of sayings, doings and relatings evident within three. This study seeks to move beyond debates on definitions of OE and OL through a consideration of what is 'practiced' in the name of each type. Sayings, doings and relatings provide an insight into how teachers made sense of OL and how differing sites and PAs formed practice ecologies. Capturing data at two points in time reveals some temporal, cultural, social and material processes which enabled and constrained practice. As discussed in the literature review, William's (1977) work was helpful in focussing attention on residual, dominant and emergent practices.

This chapter outlines the PA of OL-as-Physical-Activity. This type has strong parallels with OAE, reflecting military purposes, character-building, reform and fitness (Nicol, 2002a). Initiatives such as DoE and Outward-Bound retain a place in many secondary schools (Campbell et al., 2009; MacMahon and O'Reilly, 2015).   Careful management of risk and qualification requirements are key features (Lynch, Moore and Minchington, 2012) of this type of OL. A brief overview is provided for the reader, prior to presenting findings under each of the three PA 'arrangements': OL-as-Physical-Activity Teacher Sayings (4.3), OL-as-Physical Activity Teacher Doings (4.4) and OL-as-Physical-Activity Teacher Relatings (4.5). Sub-headings serve to highlight significant themes identified across the 2011 and 2019 data.   Finally, the discussion explores these trends in relation to the wider literature. Residual, dominant and emergent characteristics of the PA are explored.

4.2 Findings

The findings demonstrate strong links to OAE, reflected in teachers' references to ideas such as risk, challenge and qualification requirements. Enduring practices include DoE, Outward-

Bound and physical-pursuits. Extracurricular practices are the dominant mode of delivery, which may indicate a peripheral curricular-status. There is continued recognition that such pursuits may perform a reforming role for disengaged pupils through more practical, vocational provision. A strong belief in the personal, social and affective value of such experiences is articulated. New understandings are also revealed in relation to a 'softer' version of risk which links to perceived psychological, social and emotional factors. 'Extreme' forms of OL and place-based activities are infrequent. In contrast to the literature, a declining trend in Outward-Bound-style residentials and greater use of local settings is noted. Wider socio-cultural factors, such as increased time spent on social media, has resulted in declining opportunities for young people to participate in physical outdoor-pursuits, which are positioned as 'missing.' The data appears to reflect some of the manifestations of precarity and austerity (2.6). The physical, mental and social benefits such activities may offer a growing group of young people, often defined as 'challenging' or disaffected, is recognised. Positive impacts on staff health and wellbeing were also noted. Beneficial pupil and staff relations were forged through engagement in physical activities, trust and respect was an important facet. There is evidence that some staff recognise that spending time outdoors could shape pupils' awareness of the environment and that there is scope to consider environmental-stewardship alongside physical activities.   These ideas may reflect an increased focus on 'LfS' within recent Scottish policy (Christie and Higgins, 2020; SG, 2012a). Teachers indicated that wider policy factors may be shaping this type of OL. Policies such as DYW (SG, 2014) alongside a broader conceptualisation of achievement (SG, 2010) proffer support to schools to consider alternative qualifications like The John Muir Award. Local contextual factors relating to teacher biographies and skills, and leadership priorities were also seen to shape practices.

4.3 OL-as-Physical-Activity Teacher Sayings

As outlined in Chapter 2 and 3, a detailed examination of the language or sayings teachers use can reveal principal trends that provide an insight into teachers' current thinking and understandings of OL. Challenge and risk, terms commonly associated with this type, are initially discussed. A range of personal outcomes recognised by teachers are then outlined, prior to consideration of the idea that OL-as-Physical-Activity is missing from young peoples'

experience. The strong alignment between this type of OL and particular groups of pupils, often classed as behaviourally challenging, is then identified. To conclude, the wider-achievement agenda is recognised as an emerging area within teachers' vocabulary.

4.3.1 Challenge and Risk

OL-as-Physical-Activity sayings frequently referred to physical challenges the pupils' experienced. These challenges related not only to the various activities undertaken outdoors, and the terrain, but a plethora of other factors, such as the pupils' prior experiences, fitness level, technical skills and the weather. For example Neil, (Hillview Academy) an experienced DoE leader, commented on a Gold group's experience:

> *Some of the challenges not just the walking but camping overnight is a huge challenge. Experiencing canoeing, high ropes challenges are great at providing an extra dimension in schooling. (NeilHV2011)*

The novelty of physical activities such as canoeing and high ropes added to the encounter, as did overnight camping. At Shoreside Grammar, Ben recognised the '*physical and mental challenge*' *(BenSS2019)* connected with the activity and terrain during a DoE expedition. Limited experience of outdoor settings added to the challenge for timetabled DoE groups in Lowtown and Ferrytown High. Holly, a DoE leader (Lowtown) indicated the perception of isolation and adventure created for this particular group, despite only travelling a short geographical distance. For some pupils, there was something exotic about the challenge of being physically active and camping:

> *Many of the sites we use are not far from our local area but pupils feel like they are off the beaten track and have the chance to explore an unknown environment. Many haven't ever camped before. (HollyLT2011)*

Similarly, Donald, a novice DoE leader and maths teacher (Ferrytown), described hillwalking and carrying camping gear as a new pursuit which the pupils found physically demanding, '*Walking for 6 hours was a massive achievement for these kids.*' *(DonaldFT2019).* The novelty

of the activities added to pupils' sense of achievement when they accomplished a task. Weather too played its part as a component of this key saying of physical challenge. A teacher at Lowtown reflected on the climatic challenges, linked to the unpredictability and variability of the Scottish weather that one group had faced on a DoE training expedition *'Coping with challenges like bad weather and getting lost will stay with these kids.' (HollyLT2011).* Teachers regularly discussed the profound effects of meeting and overcoming the physical challenge of being outdoors. Carol, an English teacher and enthusiastic DoE leader from Shoreside, highlighted the mental health benefits of overcoming hardships such as weather 'you *need to have resilience to turn up on the day and make the best of it.' (CarolSS2019).* Neil (Hillview) depicted the challenges pupils faced during a DoE expedition and sense of achievement having 'conquered' the mountain in adverse circumstances:

> *Wading through peat bogs, clouds of midges and torrential rain isn't enjoyable, but what makes it worthwhile is when they conquer that mountain and are standing at the top eating their crumpled sandwiches and taking in the scenery. (NeilHV2011)*

Words like 'risk', 'extreme' and 'safe' connect this type of OL with its OAE origins. Neil indicated that the level of risk, affiliated with a 200-mile journeying-expedition completed by pupils and staff could be minimised through careful pupil selection based on prior outdoor experience and competence. Building and honing this knowledge and skill was a process that took time and practice:

> *I think doing certainly the extreme end of outdoor, the risk was minimised by taking our gold pupils. It was the eighth expedition I had been out on with them so I knew they would cope with it well. It takes time to build confidence and experience. (NeilHV2011)*

For this teacher, DoE was a structured way of developing and building the skills that could then lead on to more ambitious activities, in this case a long-distance walking expedition, while providing assurances to the teacher regarding pupil skill level. *'It needs something like the DoE in place, so they gain the knowledge to allow you to have the confidence to take them out.' (NeilHV 2011).* In addition to ensuring skill level was matched to the activity, staff were

aware of their safeguarding responsibility. Technical experience and formal accreditation were essential in managing risk as emphasised by Neil, 'Extreme *Outdoor Ed stuff is limited...need the skills and the qualifications in order to be safe.' (NeilHV2011).* These specific risk related requirements meant that Gold DoE expeditions and long-distance adventures were seen as exceptional curriculum features. Alison, who had been part of the long distance journey support-team, stated '*Things like the Skye Walk are one off activities that are difficult to sustain.' (AlisonHV2011).* Nathan called for *'far more support and guidance from a council down level' (NathanRC2011)* linked to qualifications and support. Further LA staffing reductions were evident in 2019 '*DoE development officer days were cut from five days to two days' (NathanRC2011).* Donald reported a similar picture within Ferrytown, LA DoE support had been 'disbanded' and placed under youth-work services. This is further highlighted in section 5.4.3.

4.3.2 Personal Outcomes

Another key saying that constitutes OL-as-Physical-Activity, which is evident in words such as '*inspired', 'confidence'* and *'leadership',* is powerful personal pupil outcomes. The physical activities provide a context for pupils to develop and demonstrate a range of skills. Some of the skills recognised were practical in nature and associated with routines linked with the activity. Holly (Lowtown) described how the DoE Bronze expedition enhanced pupils' confidence in their own abilities through successful achievement of tasks like cooking, map reading and pitching camp, '*Pupils learn that they are capable of far more than they thought. Cooking a meal, following a route, setting up camp.' (HollyLT2011).* Whilst participating in these activities, pupils demonstrated personal qualities such as communication and problem-solving. Rivercity DHT, Angus, outlined his experience and the wider personal growth and development outcomes he had witnessed:

> *I introduced DoE 10 years ago because I was a hillwalker but I began to see it was so much more than just taking kids hillwalking. All this other stuff was coming out of it – confidence, independence, problem-solving, perseverance. (AngusRC2011)*

These skills were well-developed and often unexpected. Carol at Shoreside witnessed *'skills like leadership and perseverance' (CarolSS2019)* demonstrated during expeditions which were not apparent within the classroom. This point was supported with an example from a Bronze DoE expedition at Rivercity where an ASN pupil had demonstrated unanticipated leadership and teamwork skills to DHT, Angus:

> *He actually sounded like a teacher almost it was incredible. The way he got the group to listen to him and he was doing map reading with them and leading this section, somebody was following behind them and he got them into the group and got them involved. He was actually showing a real high level of skill... (AngusRC2011)*

The outdoor instructor at Rivercity recognised that these affective outcomes linked directly to wider school priorities such as pupil reengagement and improved attainment:

> *I don't think they would pay my wages if it was only PSE stuff. If you have happy productive confident learners they will pass more exams. (NathanRC2011)*

For some pupils these skills enthused them and provided greater self-assurance and encouraged participation in future outdoor experiences, as described by Neil with reference to Hillview's Gold DoE Award. Pupils had gained the skills and self-belief to plan their own future adventures, *'It inspired pupils and gave them the confidence to use these skills to go and take part, do more, go on a future trip.' (NeilHV2011)*. A World Challenge canoeing expedition at Shoreside was deemed to broaden pupil horizons. HT, Brian, recognised important skills for life and work embedded within such experiences:

> *I think opportunities like Croatia build pupils' life skills. They develop skills like confidence, consideration for others and a greater awareness of future opportunities. (BrianSS2019)*

Activities such as climbing and skiing at Rivercity and Lowtown, respectively, *'developed confidence and self-esteem.' (NathanRC2019)* and presented opportunities for pupils to forge new friendships and work with pupils they hadn't previously met. Joe, a Physical Education [PE] teacher responsible for organising the ski trip, referred to broader affective outcomes - *'The ski trip isn't just about skiing. It builds up their confidence because they get put on the spot and have got to work on their teambuilding…' (JoeLT2011)*

Outward-Bound leadership courses targeted at particular year groups and prefects retained a place in the curriculum of a number of schools in 2011 and 2019. Lowtown HT, Aaron, highlighted skills developed through a peer mediation event:

> *As part of our peer mediation training pupils have to work together to complete a range of challenges and problems in the…Hills. It develops so many personal attributes; confidence, leadership, self-esteem. (AaronLH2011)*

Although residential approaches were less prevalent at Rivercity than in 2011, one day events for first years and prefects retained a focus on *'team building'* and *'leadership development' (AngusRC2019)*. External organisations also created opportunities such as 'The Rotary Youth Leadership Award Scheme' at Hillview. Len recognised that these opportunities could be *'transformational and real turning points for some kids. Having confidence in your own abilities is a big thing' (LenHV2019)*.

Benefits were also recognised for staff. Teachers discussed the positive impact that spending time outdoors and expedition participation had on their wellbeing. In Rivercity, DHT, Angus identified this as a common feature he had observed as their outdoor programme grew. Spending time in an alternative setting was deemed to recharge and increase staff enthusiasm, *'get staff to go out and get out… gives them a* boost *without a doubt. We discovered quite early on, for some staff it actually reenergises the staff.' (AngusRC2011)*. These benefits were recognised as more important in 2019 by Angus, staff mental health was an area of increasing concern locally and nationally. The physical and mental dividends of participation in DoE

expeditions which *'recharged staff '*and *'had benefits for staff and their department.'* *(AngusRC2019)* were reiterated*.* Positive personal outcomes were also conveyed by Carol from Shoreside, indicating that spending time outdoors provided personal satisfaction and motivation.   Participating in physical activities was a key element of their teacher identity:

> *Having the opportunity to participate in something I love is a real bonus ...For me it is an essential part of who I am as a teacher and why I do the job. (CarolSS2019)*

A greater awareness of the environment and conservation emerged from the 2019 data. Ben, discussed how DoE provided a beneficial vehicle for increasing young people's awareness of the diversity and benefits afforded by natural environments through observations and nature encounters:

> *Gaining a background in the outdoors gives them a more rounded experience. I think they do appreciate the environment more through simple things like watching the sunset or seeing a deer. (BenSS2019)*

Sara, a Hillview PE teacher and DoE community-group volunteer, recognised that skills relating to environmental-stewardship and protection were cultured within expeditions:

> *DoE encourages pupils to leave no trace and to have an awareness of the environment and … outdoor rules. I think as a teacher I'm becoming more aware of the untapped potential here. (SaraHV2019)*

4.3.3 Missing from Wider Experience

The language employed by teachers often referred to a void in opportunities for pupils to participate in outdoor physical pursuits both in school and at home.   Neil described physical activity and outdoor pursuits as absent in young people's wider experience and stressed that Hillview had a central role to play in promoting this form of OL; *'I'm passionately keen that OE is something that should be happening in schools, physical activity is missing from pupil's everyday lives.' (NeilHV2011)*.   Spending time engaging in active pursuits, such as DoE

expeditions, was deemed vital and contrasted with a more sedentary, social-media orientated lifestyle. Carol explained that expeditions were simpler less techno-centric experiences that enabled Shoreside pupils to '*get back to basics*' (*CarolSS2019*). Ben added to this stating that it allowed pupils to '*disconnect from social media*' (*BenSS2019*). Sharon, a chemistry teacher, with an outdoor remit, contrasted Munro days with regular indoor classroom experiences at Hillview as '*something that they won't get in schools – greater freedom, space, the chance to explore a new environment.*' (*SharonHV2019*). The opportunity to climb Schiehallion was viewed as distinctive '*something quite different for them. They don't do that kind of thing in their spare time.*' (*SharonHV2019*).

4.3.4 Physical Activity aligned with Particular Groups

Rivercity Academy deemed physical activities particularly valuable for pupils with behavioural or ASNs. This is discussed more fully in chapter 5. Nathan recognised the value of bespoke courses, which he saw as '*immersed*' in the school process for this group:

> *kids in the school who aren't getting as much out of being here as they could due to all sorts of emotional and personal barriers to them achieving. Gets me out of bed that I can occasionally do something about it. (NathanRC2011)*

One example of this involved a climbing wall project which specifically targeted a group of girls' described as '*falling off the radar*':

> *I worked with one of the art teachers who was into climbing. We set up a girls' group getting 14 year olds back into exercise and to engage with school. We worked with a small group of girls identified as falling of the radar using a feminist approach to climbing. (NathanRC2011)*

A greater number of teachers spanning all schools discussed benefits of physical activities for pupils with behavioural difficulties or ASNs in 2019. Bill, a History teacher with an outdoor remit, indicated that Munro and Mountain-biking days offered a reprieve from school for particular individuals, especially ASN pupils in Hillview:

*For some pupils simply having a day when they don't need to be in school is a relief.
That's particularly true of the kids in pupil-support downstairs. (BillHV2019)*

As well as mental-health benefits, OE has long been associated with building character and
pupil reform. In Ferrytown a group of boys, demonstrating challenging behaviour in the
school, were matched to a timetabled DoE slot. Donald, who had responsibility for delivering
the course, expressed concern about the suitability of some of the individuals:

*When I looked at the group I thought you have already put three of the biggest
chancers in the year in with me. I am not sure how aware the guidance team were of
what was involved and whether it was more a case of volunteering might be the
making of the boy. (DonaldFT2019)*

Having acknowledged the challenging nature of the group, Donald went on to highlight that
these pupils had '*struggled with the indoor side of DoE but the outdoor side they loved.'
(DonaldFT2019).* This matched Ben's experience at Shoreside where there was also a
recognition that pupils with behavioural challenges were more willing to engage in physical
pursuits than mainstream curricular activities.

*Many of the behavioural support strategies we use focus on OL because that is
something they will engage with us on. Through that, we then try and build
connections with the academic side of things. (BenSS2019)*

Engaging in physical activity outdoors was seen to offer pupils, who may struggle with the
traditional school environment, a coping mechanism. Bill suggested that participation in
Munro and Mountain-biking days enabled pupils '*who don't like being in school'* to '*burn-off
steam' (BillHV2019)* which helped them cope better with the classroom dimension at Hillview.

4.3.5 The Wider Achievement Agenda

A new area within the language used to talk about OL and PA that emerged within 2019 discussions was the formal recognition of 'softer' outcomes linked with physical activities (5.3.5) with a broader qualifications framework. Rivercity DHT, Angus, discussed a '*shift in qualification thinking' indicating that 'wider achievements like DoE have greater recognition' (AngusRC2019)* across Secondary contexts. Wider achievement was a key phrase that had been incorporated into the language of schools and was viewed as a desirable outcome which allowed the recognition of a range of skills and abilities developed through outdoor-related physical activities.   Policy drivers at LA level, such as the '*…Wider Achievement Standard was a really significant document for supporting the OL agenda' (AngusRC2019)* and focussing attention on wider achievement. Ben, HT at Shoreside, also connected these elements - '*linking these activities (DoE) to awards like Dynamic Youth are incredibly valuable in recognising pupil wider achievements. (BenSS2019).* Donald in Ferrytown also recognised the future potential to connect DoE to a range of awards:

> *I had hoped the kids would get a John Muir Award as part of their DoE but it didn't happen…I'm hoping that next year they can pick up John Muir and Saltire as part of their wider achievement. (DonaldFT2019)*

4.4 OL-as-Physical-Activity Teacher Doings

As outlined in Chapter 2, an exploration of doings can provide an insight into structures, practices and relationships. The doings of OL-as-Physical-Activity encompassed a range of actions. Many activities within this type were extracurricular, although, a few examples of timetabled options were evident. DoE-expeditions were dominant across all schools and are initially discussed. A range of activities are then detailed under the following headings; Indoor Activities; Overseas Travel; Residential and Outward-Bound Initiatives. Finally, two examples that are particular to individual schools, Munro days and A Drover's Journey conclude this section.

4.4.1 Duke of Edinburgh's Expeditions

DoE was a feature of almost all schools visited in 2011 and 2019. Delivery models varied. In Lowtown and Ferrytown it was affiliated with a timetabled DOE option. In Hillview and Shoreside DoE was extracurricular. Hillview no longer offered DoE in 2019, however, the school had links with a community-group. Rivercity operated a hybrid model where some school days were allocated for expeditions, although this had ceased in 2019 and DoE was an extracurricular option. ASN pupils also had the opportunity to complete DoE as part of their timetable at Rivercity and Shoreside. This will be discussed within Chapter 6.

By 2011, DoE had been established for more than a decade in Rivercity and had the largest number of groups and a busy programme of expeditions. Nathan, a full time OL instructor was employed within the school. Co-ordinating DoE was a significant aspect of his remit. He described the average number of groups running each year:

> *On average there would be 9 Bronze mainstream groups and 2 supported groups. Up to 6 silver groups including 2 canoe expeditions and between 3 and 6 gold pupils including 1 or 2 canoeists. (NathanRC2011)*

Numbers were so large that a selection process operated for Bronze level courses:

> *Pupils attended an initial briefing at end of Jan and interested individuals submitted a progress report 2 months later and the best 63 were offered a place. (NathanRC2011 e-mail correspondence)*

In 2019, DoE continued to be strong in Rivercity, although staff support had dwindled and expeditions took place in staff and pupils' own time:

> *DoE was getting bigger, there was more and more demand but less support and time. We had 100 kids at lunchtime and afterschool. (NathanRC2019)*

Lowtown and Ferrytown, had recently introduced a timetabled Bronze DoE class for third year pupils, in 2011 and 2019 respectively. Although these initiatives were implemented across different time periods, many similarities were evident. The dynamic of the small groups had proved difficult for the maths teachers responsible. Holly in Lowtown described it as '*a dumping ground for lower ability and poorly behaved pupils who the school couldn't cater for. That wasn't what I had signed up for.' (HollyLT2011).* Similarly, in Ferrytown, Donald who had expressed an interest in supporting OL but had no prior DoE experience had *ended up 'developing and delivering a timetabled course.'* He highlighted the behavioural demands of the group which included *'three of the biggest chancers in the year...' (DonaldFT2019).* The success of this model was questioned. Both teachers identified a *'lack of support' (HollyLT2011)* from senior management linked to resources, equipment and staffing of expeditions. Donald referred to the past-year's experience, as the 'blind leading the blind'. DoE had been offered as a timetabled curricular slot for all third year pupils at Shoreside but Brian, the HT, explained that '...*changes to National qualification created demands on S3 that made it impossible.' (BrianSS2019).*

An extracurricular model was most prevalent. Neil at Hillview favoured this model indicating that a self-selected extracurricular approach resulted in more positive relations within the group: '*DoE is something pupils do in their own time. I think this works well and the group dynamic is better too.' (NeilHV2011).* However, DoE was no longer present within Hillview as Sara recounted '...*looked for new staff but staff were unable to commit. It died a death for three or four years' (SaraHV2019). An* open community-group had successfully re-established DoE within the area and '*Three or four staff from the school' (SaraHV2019)* supported the group. Shoreside supported '*healthy number of DoE pupils...at Bronze and silver levels'* (*BenSS2019).* The HT Brian indicated that the nature of the group was representative of a spectrum of school pupils '*We have youngsters opting in from all parts of society*. *(BrianSS2019).*

Although the models of delivery were different the physical activities undertaken were universal. Camping and hillwalking experiences were described in all school settings:

> *getting them up hills...planning a route,...and camping overnight' (DonaldFT2019)*

Rehearsing skills was a common practice linked to expedition preparation. These activities took place in timetabled classes or after school. Practical activities such as *'cooking outdoors and map reading (CarolSS2019) 'lighting stoves' (NathanRC2011) 'map reading' (HollyLT2011)* and *'putting up tents' (NeilHV2011)* were described by teachers in all three schools. As well as technical skills, *'teambuilding games' (HollyLT2011)* and *'fun activities' (NeilHV2011)* such as *'orienteering challenges' (CarolSS2019)* were recognised as important elements of the expedition-programme. Particular staff skills and interests were reflected in the activities offered. Rivercity pupils could complete a water-based expedition:

> *Pupils have paddled from Killin to Kenmore as part of their DoE silver award. (NathanRC2011)*

Opportunities for pupils to connect expeditions to curricular and wider interests were encouraged at Rivercity. The DHT shared an example of how natural links might evolve. In this instance some girls were keen to explore the possibility of linking nature photography with a DoE-expedition as part of their Higher Art portfolio:

> *These are girls that would never do this sort of stuff but I've been chatting with them and they have been thinking that through art – they have links with the art department and Higher art - she said they are wanting to do DoE with me and when they go on their little expedition exploration they are wanting to photograph leaves and patterns and nature and the environment and bring that back to the art department and use it to design clothes. So I am always open to ideas like that because that will link in directly to subject departments. (AngusRC2011)*

4.4.2 Indoor Activities

Not all physical activity practices were based outside. The recent completion of an indoor climbing facility in Rivercity in 2011 opened up a number of opportunities for PE curricular

related activities, extracurricular events and staff and the wider public. DHT, Angus, had been integral to realising this facility:

> *…that climbing wall, and I am so proud of what we have got there, and 1 or 2 of the PE staff have said that is the best thing that has happened in the school resource wise in all the time we have been here. And it is being used during the day in PE and at lunchtimes by pupils. At the end of the day staff groups and community-groups are beginning to come in and use it. As well as college and ASN groups from outwith. It is fantastic! (AngusRC2011)*

The outdoor instructor Nathan, a keen climber, described how *'A small community of climbers has grown out of lunchtime and afterschool sessions' (NathanHV2011)* becoming a popular extracurricular activity which offered pupils the opportunity to gain skills, participate and compete beyond the school setting.   Angus proudly recounted further examples of pupil accomplishments spanning almost a decade:

> *Lots of girls and boys are competing nationally and climbing outdoors too. It has been a great success and is still well used at break times, lunchtimes and afterschool. (AngusRC2019)*

A climbing wall was a unique resource within Rivercity but indoor climbing had also developed as a popular extracurricular option in Hillview, *'We run regular sessions and competitions and travel to other walls too.' (BillHV2019)*. A neighbouring independent school provided access to an indoor climbing facility and a local outdoor venue was also available, '*We are lucky to have outdoor climbing options on our doorstep.' (BillHV2019).* The climbing club was 'fortunate *to have a close-knit group of 6-7 people'* with a range of climbing and outdoor qualifications*.*

Indoor and outdoor skiing were popular extracurricular opportunities for pupils at Lowtown. Joe, a passionate PE teacher, outlined the range of indoor and outdoor opportunities pupils could participate in throughout the year:

The 15 Below snow sports club is a joint venture … Every week there's weekly trips to SNOZONE in Glasgow to practice skiing. In season there's the Cairngorm trips, normally about twice a week when we're on holiday, and usually every year there's the trip to Italy for a week … (JoeLT2011)

4.4.3 Overseas Travel

A range of opportunities to travel abroad and develop new skills linked to physical pursuits such as skiing and watersports were described across all school contexts. Rivercity and Hillview referred to watersports experiences in Spain and France respectively. Opportunities to ski in Europe were provided in Hillside, Ferrytown and Shoreside. Ten pupils from Shoreside *'completed a World Challenge sea kayak expedition last year in Croatia.' (BrianSS2019).* Hillview had plans to offer a World Challenge expedition in 2021.

4.4.4 Residential Outward-Bound Approaches

ORE were evident in Rivercity. This appeared to represent a relatively small, and perhaps shrinking category. First year pupils attended a residential-centre for one night as part of the school's primary-secondary transition programme. Outward-Bound style teambuilding activities such as *'Jacob's Ladder and blind trust tasks' (AngusHV2011)* were key elements of this experience. In 2019 the retired DHT indicated that the school *'abandoned the S1 residential two years ago'(AngusHV2019)* in favour of a school-based teambuilding and Outward-Bound orientated activity day lead by the outdoor instructor.

Outdoor-settings were often used for leadership development and personal and social-skill acquisition. Aaron, the HT at Lowtown, described a local outdoor-initiative to develop teamwork and communication skills across different year groups as part of a Peer Mediation one-day training-event:

pupils have to work together to complete a range of challenges and problems in the … Hills' (AaronLT2011)

Rivercity had replaced a two-day residential leadership training experience for prefects with a one-day teambuilding outdoor event within ten miles of the school. Third year Junior Leaders from Ferrytown attended an Outward-Bound centre for a week where they *'camped, climbed abseiled and canoed'* (*FTFebnewletter, 2019*). The Senior Pupil Leadership Team attended a similar residential weekend.

Examples of external one-off residential opportunities targeting small-groups of pupils were discussed in Hillview. One of the OL workers had successfully applied for a Hostelling Scotland Explorer fund grant that was targeted at pupils with equity-issues *'We targeted our new S2s and used it as a springboard for the John Muir Award '*(*SharonHV2019*). Len, a guidance teacher at Hillview, referred to the Rotary *'Youth Leadership Award Scheme'* which *'sponsored two places for young people … to participate in the week-long scheme' (LenHV2019).*

4.4.5 A Drover's Journey

An example of a more ambitious singular outdoor activity, initiated by the HT, reflected Hillview's historical connection with cattle droving. Two small groups of pupils and staff travelled over 200 miles in 11 days on foot and bike. Neil explained the challenging nature of the activity and the pupil selection process:

> *The biggest thing we have done is the Skye Walk. It involved 7 pupils walking and 5 pupils mountain-biking. I think doing certainly the extreme end of outdoor. The risk was minimised by taking our gold pupils… (NeilHV2011)*

Staff skills and expertise shaped the nature of the expedition. Alongside Neil, a core group of staff held mountain-biking qualifications. Over the summer-term, sessions for *'S1-S6 boys on a Wednesday and girls only on a Thursday'* were held *(BillHV2019).* Various subject focussed events coincided with the expedition. These elements will be explored in Chapter 6.

4.4.6 Outdoor Days

Although Hillview had not repeated an outdoor initiative on the scale of the journey undertaken in 2010, two members of staff had been released for one-day a week to fulfil an

OL remit. Sharon and Bill both had a background in OL and a keen interest in climbing and walking. A series of hillwalking and mountain bike days, had stemmed from these roles. Interested pupils signed-up. '*We have run six Munro days this year and several mountain-biking trips too for S1-6.*' *(SharonHV2019)*. These activities took place in school time and had attracted fifty to a hundred pupils from across the school in the course of the year. The teachers suggested that these activities were aimed at particular pupils whose needs may be underserved by the traditional academic curriculum:

> *Probably a sizeable bunch of kids, five to 10 percent of the school, have enjoyed being outside and learned something… There have been no issues from school as they are not all exam level. The S4/5 kids are generally non-academic or pupils who will catch up. (BillHV2019)*

4.5 OL-as-Physical-Activity Teacher Relatings

As discussed in Chapter 2, the arrangements of relations are now considered. Pupil-relations introduce this section, followed by Staff-Pupil Relations. In conclusion, Pupils changing Relationship with Place is illustrated with reference to the Drovers Journey.

4.5.1 Pupil-Relations

Physical activities facilitate opportunities for participants to connect as a group. Spending time and sharing common experiences, positive and negative unified the group. Sharing and appreciating the landscape and scenery, changing weather and aches and pains created a common bond between members of the Hillview Drover's Expedition team as described by Neil, the lead teacher '*…the memories shared throughout that week, the scenery, the weather, the blisters provided an even closer* connection'*(NeilHV2011)*. Nathan at Rivercity recognised that '*Shared experiences like setting up camp, cooking together create a bond.*' *(NathanRC2011).* Similarly, Shoreside DoE-leader Carol described how completing tasks and reflecting on expedition memories '*connected*' the group *(CarolSS2019).* Through completion of these tasks, skills such as cooperation and consideration of others views are demonstrated as described by DHT, Angus, at Rivercity with reference to DoE, '*Pupils learn how to work with and respect each other.*' *(AngusRC2011).* Nathan, who ran Rivercity climbing club, referred to

'forged friendships' (NathanHV2011) based on shared interests and experiences. The HT at Shoreside noted that pupils who visited Croatia *'became an incredibly close knit group' (BrianSS2019) as they* prepared, fund raised and participated in their World Challenge Expedition.

Ski trips presented opportunities for group cooperation. Joe, who coordinated Lowtown's joint ski trip to Italy referred to the social and collaborative skills that pupils developed as they learned to mix and work with each other - *'The ski trip isn't just about skiing … they can't just go and not talk to anybody they've got to work together.'(JoeLT2011)*.

Trust was identified as central, particularly in relation to more challenging activities. Teachers in Hillview and Lowtown indicated that it was essential to know pupils well prior to embarking on a DoE expedition. The benefits of teacher involvement in building up this relationship over time are identified by Neil, Hillview's DoE leader:

> *It's OK buying in outdoor-people to come in and do it but they don't know the pupils and I think doing certainly the extreme end of outdoor ed I think the pupils and the teachers need a certain trust relationship between each other. They need to know that they have been out with them before, they know their characteristics, they know their personality. By the time you spend that amount of time with the pupils, with these pupils, you know them very well and I think that's essential and quite different from flying someone in who has been paid to do the job... (NeilHV2011)*

In contrast, Holly, the teacher responsible for delivering a timetabled DoE slot at Lowtown had found it challenging to forge positive relationships with her group. However *'trust and mutual respect' (HollyLT2011)* were deemed essential expedition elements.

4.5.2 Staff-Pupil Relations

Outdoor activities created valuable opportunities for staff to forge positive relationships with a wide range of pupils. In Hillview, Neil reflected upon the softer relational-benefits of DoE expeditions:

> *It's difficult to quantify and write them down but it is a good relationship building exercise. You meet kids that you wouldn't normally necessarily talk to. (NeilHV2011)*

This less formal context was a welcome change from the formality and structure of school settings. When participating in physical activities, such as hillwalking days, teachers developed their *'relationship with young people through OL...'(SharonHV2019)* and forged stronger-connections with pupils. Outdoor-settings allowed teachers to position themselves in new less hierarchical ways. Angus, the DHT in Rivercity, explained how DoE had provided a vehicle for building different relations with pupils which contrasted with his more formal Senior Management Team [SMT] role:

> *I want pupils to see that I actually am a human-being and I want to meet up with a cross-section of pupils and that's what got me involved in the DoE award ... (AngusRC2011)*

Fiona, a maths teacher in Hillview echoed this sentiment, indicating that DoE involvement afforded them the opportunity to share wider interests beyond the confines of their subject. *'It is good to let pupils see that you have other interests and skills beyond the curriculum.' (FionaHV2011).* Similarly, engaging in physical activities in and out of doors allowed pupils to demonstrate skills and abilities that may not be recognised in the classroom and to forge more positive associations with an aspect of school and relations with staff. The climbing-wall in Rivercity provided this opportunity for some pupils as observed by Nathan - *'It* (the climbing wall) *gave kids a safe place to belong, to be good.' (NathanRC2011).* He described how these less formal spaces allowed him to fulfil a pastoral function where conversations linked to difficulties pupils may be facing in the wider school context were discussed, *'...once on the wall we can start chatting and deal with some of stuff that is holding them back at school.' (NathanRC2011).*

An outdoor setting allowed pupils and teachers to take on new roles and gain different perspectives as experienced by Carol during DoE-expeditions at Shoreside:

> *Seeing pupils outside of the classroom allows you to see them in a different environment where they thrive. They often know more than I do. (CarolSS2019)*

Maths teacher and DoE leader Holly described how, despite challenges, she saw evidence of a different relationship being forged, with pupils at Lowtown, through participation in physically demanding experiences in less-familiar outdoor-settings, 'The *relationship between staff and kids changes in a positive way, they are outwith their comfort zone. They realise they can work with you.' (HollyLT2011).* This sentiment was echoed by Donald (Ferrytown) in his capacity as a DoE teacher, he found the group dynamic challenging but saw dividends in his maths class linked to an enhanced relationship with pupils outdoors '*…working with these kids in the outdoors helped to improve my relationship with them in school. Many of them were likeable rogues.*'(*DonaldFT2019).*

Teacher relations benefited from time spent outdoors in a contrasting more relaxed environment, as shared by Neil, from Hillview. He valued the opportunities offered by the walking expedition *'to talk to colleagues too in a less hurried way…' (NeilHV2011).* As well as time to converse, staff networks were also widened. Secondary schools are often organised around subjects and faculties as described by a physics teacher in Rivercity, DoE created opportunities for new staff-relations to be forged, '*It is a chance to spend time with staff who you wouldn't ordinarily see.' (TimRC2011).* In contrast, teachers in Lowtown and Ferrytown found their experience of delivering a timetabled DoE course *'isolating' (DonaldFT2019)* and called for greater support from their SMT.

4.5.3 A Relationship with Place

There was some evidence that participation in particular types of outdoor activities may engender new associations and connections with places. Neil who had lead the Drovers Road expedition recalled significant events associated with the places they had journeyed through – '*When we reached Ben…we were rowed across Loch...That was a memorable evening.' (NeilHV2011)*. As well as creating new-links with place, landscapes took on new meanings. He went on to describe how walking through the landscape, passing ruins and landmarks afforded a greater connection with the past , '*Walking the Drovers Road made*

us all more aware of the history and heritage of the places we were passing through.'
(NeilHV2011).

4.5.4 PA Summary

In summary, the findings section of this chapter has outlined the PA of OL-as-Physical-Activity as it is practised in the schools in this study. Enduring parallels to traditional OAE feature in the language of teachers. Personal, social and affective outcomes are recognised and links to character-building and pupil reform were prevalent in teachers' sayings. Practices such as DoE and physical activity related pursuits retain a strong curriculum presence, although the dominant mode of delivery is extracurricular, reflecting a peripheral status. A declining trend in Outward-Bound-style residentials and greater use of local settings is noted. 'Extreme' forms of OL and place-based activities are infrequent. Wider socio-cultural factors are seen to reduce the opportunities young people have to engage in this type of OL. Conversely, a growing group of pupils, often described as 'disengaged' appear to benefit physically, mentally and socially from such experiences, according to these teachers. In their collective view, policies such as 'DYW' (SG, 2014) alongside a broader conceptualisation of achievement (SG, 2011) create opportunities for this PA within the curriculum.

4.6 Discussion

The preceding section has presented the findings for OL-as-Physical-Activity and congruence and incongruence were noted across the time period 2011 and 2019. The following section will explore how this data connects to historical traditions and extends our understandings through a consideration of temporal, socio-economic factors and challenges. Residual, dominant and emergent features of this type of OL will be incorporated into the discussion.

Dominant trends recognised in this type of OL are considered below. Firstly, a softer version of risk is discussed, before considering DoE and Outward-Bound's residual influence across school settings and the positive personal and relational outcomes associated with such programmes. Next, the extracurricular and peripheral status of this OL type is explored as a dominant trend. In conclusion, the affinity with pupils whose needs are not met by traditional classroom approaches is recognised as a prominent feature of this type.

OL-as-Physical-Activity retained many residual characteristics that have long been allied with OE within school settings. However, in line with the literature discussed in Chapter 2, the 2011 and 2019 data reflected an evolving understanding of adventure shaped by contexts and wider societal forces (Brown and Beames, 2017; Nicol, 2002a). Traditional affiliations with physical risk and psychological challenge were evident within the language employed by teachers in both 2011 and 2019. Words such as 'risk', 'adventure' and 'challenge' were frequently used by teachers and resonate strongly with traditional depictions of OE in the early 20th Century where nature is viewed as a 'site for building character or self-development' (Wattchow and Brown, 2011, p. 28). Although these terms were present, they were more frequently employed to describe social, emotional and psychological facets specific to group experience levels and background rather than physical risk. Williams and Wainwright (2016a) highlight the subjective nature of 'risk' linked to participant experience, which was evident within my data. These ideas connect to Williams' and Wainwright's (2016b) broader definition of 'managed risk', which they view as one of four non-negotiable elements within a school-based PE approach to OAE. Within this context an 'element of uncertainty' (p. 594) linked to the likelihood of successful completion of an outdoor challenge is desirable, yet, risk is understood in more expansive terms.

As discussed in Chapter 2, wider social factors have contributed to a more sedentary, risk-averse society. Higher levels of perceived risk within young people (Louv, 2005; Moss 2012) are dominant trends which have limited OAEs. Teachers within my study described OL-as-Physical-Activity as absent from pupils' educational and personal experiences. Cole, Parada, Gray et al. (2016) note the influence of trends in the developing world towards increasingly urbanised lifestyles and a subsequent reduction of time spent outdoors. An inclination towards educational experiences that are more enclosed and screen-based, where risk is 'scrupulously calculated and diminished' (p. 16) is noted. Within such settings claims surrounding OAE might become more 'myth-making' than reality as young people have fewer opportunities to encounter nature and risk first-hand. Physical activity pursuits that were perceived as 'extreme' within secondary school contexts appeared less prevalent and residual. The literature indicates an emergent shift towards more local contexts for

adventure experiences, in order to promote a more sustainable and connected model within school settings (Beames et al, 2011; Williams and Wainwright, 2020). Ambitious projects such as the Drovers Journey (4.4.5) might be deemed 'extreme', however, it could be argued that the emphasis was on carefully managed risk, control and predictability (Brown and Beames, 2017; Williams and Wainwright, 2020). A 'softer' version was thus evident with respect to the infrastructure and support provided, for example, kit was carried by an advance party who set up camp and prepared food. Nevertheless, the 2011 and 2019 data provided evidence of authentic opportunities relating to the terrain, weather and individual participants' skill-sets. Davis-Berman and Berman (2002) place greater emphasis on the need to reinforce safety, feelings of security and personal challenge within adventure programmes. Brown and Beames (2017) have questioned the place and existence of risk in OAE, directing our focus away from activities to a more fluid context-specific pedagogy of adventure that builds student agency, employs authentic tasks in real-world settings, are characterised by a constructive degree of uncertainty, and encourage the development and application of skills and knowledge.

Long-established residual initiatives such as DoE retain an influence and appeal to schools (Campbell et al., 2009; Higgins, Loynes and Crowther, 1997) and may be deemed lower-risk through provision of a structured approach that allow skills to be developed and demonstrated progressively. DoE (DoE, 2020) acknowledge the continued contribution that traditional expedition opportunities offer to young people, while also illustrating how the residual influence of DoE is re-interpreted to encompass a broader range of approaches that respond to the current challenges pupils face, such as social-media, environmental concerns and mental health. Beames (2006) argues that journeys both large and small-scale can 'offer a high level of authentic adventure' (p. 9) for participants based on uncertain outcomes and consequences.

As discussed, these activities have historically been linked with personal growth outcomes (Cook, 1999). These outcomes retain dominance and are prevalent in schemes such as DoE (Campbell et al., 2009; MacMahon and O'Reilly, 2015). Cole et al. (2016) refer to the strong

evidence-base that highlights OE's positive contribution to developing resilience, effectiveness, decision-making and team working in young people through Duke of Edinburgh International Awards [DoEIA]. However, they also raise questions around over-generalisations and estimations connected with the term 'adventure' which can over-inflate claims, as well as an embedded culture of romanticism associated with nature. Their research study, involving an online survey, focus groups interviews with DoEIA participants in four schools in New South Wales, and e-mail questionnaires with respective group leaders, indicated that DoEIA was attributed to improving self-confidence, coping with change, leadership ability, overall effectiveness, and active involvement. However, the project found that some participants and leaders 'over' attribute learning to the DoEIA while others question the connection. My data illustrate that these ideas continue to be central within teachers' thinking (4.3.2). DoE and Outward-Bound style approaches were prominent features across all schools and time periods (4.4.1, 4.4.4). Outward-Bound courses took place in local school contexts and residential centres and were often linked to leadership or teamwork development within particular groups, for example prefects or pupils classed as behaviourally challenging. Nevertheless, Outward-Bound approaches have been critiqued as less authentic outdoor experiences by some commentators (Beames, 2006; Ogilvie 2013). Brown and Beames (2017) problematise their 'short-duration, highly commodified and predictable' thrills-based approach that is often disconnected from the curriculum (p. 302). OREs linked to Outward-Bound style pursuits have been a distinctive characteristic of OE within Scotland (Higgins, 2002), despite a significant decline in centre provision, their influence was evident but appeared to be weak across both data sets. Thorburn and Allison (2013) recognise the value of OREs, nevertheless, Beames et al. (2009) critique one-off OREs as less effective in developing CfE capacities. As will be discussed, local experiences seemed to be favoured.

In my data, extracurricular provision was the dominant mode through which OL-as-Physical-Activity was delivered. Lunchtime and after-school clubs presented opportunities for pupils to develop skills such as mountain-biking and climbing (4.4.2, 4.4.5). My data supported Power, Taylor, Rees et al's (2009) questionnaire and case study findings on out-of-school provision for pupils aged 11-16 across the UK. The data indicated that although there were

wide variations in the nature and frequency of school provision, extracurricular trips constituted the largest category. Skiing and water sport-type activities were common features across schools in 2011 and 2019 (4.4.2, 4.4.3). It is worth noting that indoor settings were often connected to this typology, indoor climbing-walls and ski-centres were recognised as valid and valuable forms of physical activity, providing both a fun and challenging contexts to develop technical expertise and affective outcomes in pupils. The centrality of the outdoors as a context for OAEs is an area of debate within the literature. Zink and Burrows (2008) question the sanctity of the indoor/ outdoor divide. Williams and Wainwright (2016b) identify the outdoors as an essential element within their PE pedagogical model, but acknowledge that a view of outdoor-adventure that only takes place outdoors is 'outdated' (p. 590). In some school settings indoor facilities, such as the climbing-wall in Rivercity, serve a purpose and may spark initial curiosity in adventure activities. As discussed above, critique of a softer, manufactured and commodified approach which reflect a neo-liberal agenda have been directed at such pursuits (Evans, 2014; Loynes, 1998). In contrast to the literature, there was no evidence of these tensions in schools, instead they were recognised as valuable curriculum additions.

An extracurricular focus perhaps evidences the continuation of a low status peripheral position within the curriculum as noted by Baker (2016) in Chapter 2. Teachers in 2011 and 2019 noted that this type was absent in young peoples' curricular and wider experiences. The result of this can be tokenistic, one-off experiences that feel separate from pupils' everyday encounters. If this type of OL is to adopt a more formal place *within* the curriculum, William and Wainwright's (2016b) incorporation of OAE within their PE pedagogical model may provide a pragmatic way forward. Four non-negotiable conditions are identified; activities should be mainly outdoors, involve experiential-learning, introduce challenge by choice, and adopt a managed-risk approach.   However, enacting such a change presents challenges as outlined by Rodrigues and Payne (2017) within the context of Australia's experience. Aligning OL with one subject may risk a narrowing of how OL is conceived in schools (Boyes, 2000).

The dominant perception of teachers across both time periods indicated that physical activity, mainly in outdoor-settings, fulfilled an important function that was absent in the curriculum and wider society for all pupils (Louv, 2005). Qualities such as leadership, independence, confidence and self-esteem were prevalent in teachers' accounts within the schools studied in 2011 and 2019. Although teachers appeared convinced and to value these outcomes, calls for greater critical engagement around these claims are recognised (see section 2.4 - Fiennes et al, 2015, Loynes, 1998). Allison (2000) recognises the benefits of outcome-centred claims for OL stakeholders and providers, but note that the omission of contextual and participant factors reduce their credibility. Brookes (2003a, 2003b) supports this view advocating a social constructionist perspective that acknowledges individual's biographies and their social contexts. A focus on altering behaviour is deemed more accurate than 'softer' outcome related claims such as enhanced self-esteem. Higgins (2009) highlights the need for teachers to create frameworks to enable pupils to learn more explicitly from their experiences. North (2015) explored the influence of 'Romanticism' based framings of OE on teachers' reading of experiences. The research revealed the influence that an overly 'Romanticised' view can exert when interpreting participants' experiences and the privileging of particular perspectives. Questions linked to how terms such as self-esteem are understood, programme purposes and evaluation instruments have been raised (Leather, 2013). The timescale over which claims are made is also deemed important, short-term impacts based on behavioural changes are questionable - 'we are not as good as we would like to think in judging self-esteem' (Leather, 2013, p. 174).

Personal, social and relational benefits are residual features of OAE which remain influential, as evidenced in Chapter 2. Enhanced teacher and pupil relations were recurring themes across the 2011 and 2019 data (4.5), and all three OL types as will be discussed in Chapter 5 and 6. Enriched relational outcomes such as teamwork and group cohesion were common features, echoing previous findings in the literature (Rickinson et al., 2004). As highlighted, the rigour and rhetoric of such claims is questioned. Scrutton (2015) acknowledges concerns around the strength of quantitative research in this field and seeks to provide statistically robust evidence of the positive correlation between OAE and personal, social development. A questionnaire survey involving 360 11 and 12 year old pupils from across two primary

schools in Edinburgh was conducted prior to, during and ten weeks after a weeklong OAE residential programme. The survey measured a statistically significant benefit in the personal and social development of the experimental group against a control group of 115.   However, in the experimental group there was a statistically significant loss of benefit 10 weeks later, where perceived personal and social skills declined to levels comparable with the control group.

Trust and respect were highlighted as essential elements within the 2011 data when completing physical activities in outdoor-settings. Greater group cohesion was frequently described. Through these experiences, opportunities were afforded to interact in less formal ways. This contrasted with the conventional classroom and created chances for teachers and pupils to forge different, less hierarchical relationships as a consequence of shared experiences. Cramp (2008) describe more equal collaborative power-relations in outdoor-settings where participants and facilitators are learning together. Campbell et al. (2009) also reported enhanced relationships between participants and leaders in the context of DoE expeditions; trust is a recurring theme within this report.

Although benefits were recognised for all pupils, the 2011 and 2019 data indicated that outdoor-settings continue to provide an escape and release for pupils who struggle to adhere to the norms of the dominant curriculum model (Price, 2015). Link to residual elements of OEs traditional role connected to delinquency and reform were illustrated within my data through timetabled DoE groups, climbing-sessions and bespoke courses (4.3.4). Parallels between the precarity and austerity literature and the nature and challenges faced by this group are recognised and will be further discussed in section 5.6. However, it was clear that local school contexts, external support and staffing experience impacted the success of these schemes, Rivercity had considerable SMT support and staff infrastructure, whereas Donald felt isolated leading a challenging DoE group within Ferrytown (4.4.1). This issue will be discussed in section 7.2.

Having explored some of the residual and dominant trends within this type of OL, emergent themes are now identified. The appointment of OL staff in some schools and a move from residential to local settings are noted as possible new developments within OL-as-Physical-

Activity. Wider policy and cultural trends linked to 'DYW' agenda and the recognition that a growing group of young people require alternative curricular experiences are explored. Finally, possible links between physical activities, sustainability and environmental-stewardship are considered.

The creation of OL posts within some secondary schools was an emerging development (4.4.1, 4.4.6). This may suggest that OL-as-Physical-Activity is occupying a more prominent position within the curriculum of some schools, although the data suggests that the sustainability of such appointments is questionable and connected to particular school contexts and individuals. For example, the appointment of a new HT at Hillview and whole-school staffing pressures resulted in the termination of one OL post. This data supports the longstanding challenges OL faces as a peripheral aspect of the curriculum (Baker, 2016; SG, 2016) in comparison to more established subjects with measurable attainment-related outcomes. Braun, Ball, Maguire et al. (2011) demonstrate the influence of situated, material, professional and external contexts on policy enactment with reference to four case-study schools. Higgins (2003) states that OL practices may be inadvertently subject to wider societal or structural forces. Similarly, Christie et al (2016) identify the sustainability of initiatives as a challenge and indicate that a philosophical and cultural shift is required if OL is to occupy a more embedded, regular place in the curriculum.

As stated, Outward-Bound OREs appeared to be in decline, replaced by one-day events. A shift from Outward-Bound style residential experiences to more locally-based teambuilding activities was evident within the 2019 data (4.4.4). This contrasts with Mannion et al's (2006; 2015) comparative survey of OL provision which recorded outdoor-activities in nine and 14 Scottish secondary schools, respectively, across a summer-term. A marginal-increase in outdoor provision was attributed to a doubling of time spent on OREs, accounting for nearly two thirds of secondary school's outdoor time. It should be noted that trips abroad and curriculum-related excursions were also included within this category. The study also reported a reduction in school ground and locally-based activities, which accounted for 30% and 7% of time spent outdoors. ORE, in this type of OL, appeared to have shifted towards a more targeted, often funded, experience linked to initiatives such as the wider equity agenda

and leadership development. Christie et al (2014a) describe an example of such an initiative entitled 'Aiming Higher with Outward-Bound' within one Scottish LA. Power et al. (2009) previously highlighted differences in OL provision, particularly for disadvantaged students. This will be explored further in Chapter 5.

CfE promotes a broader understanding of achievement that goes beyond quantitative result orientated interpretations (ES, 2011; SG, 2010). The publication 'DYW' (SG, 2014) reinforced the need for a greater emphasis on vocational education and employability skills. CfEtOL (LTS, 2010) recognised the potential OL offered in providing alternative accreditation routes which acknowledge 'softer' skills through a range of National Qualifications and awards. This focus may have acted as an enabling driver for OL between 2011 and 2019. 2019 schools had identified clearer pathways for pupils to gain awards such as Saltire and John Muir (4.3.5). Lowtown and Ferrytown schools had experimented with timetabled approaches to DoE in 2011 and 2019 respectively. Shoreside had also trialled a curricular approach. However, these trials had proved unsuccessful and deemed to be adding to pupil workload. They were often dependent on key individuals volunteering to deliver these courses and SMT support. This connection to wider policy discourse could open up possibilities for OL within the formal curriculum and may reflect a greater alignment between policy and the guiding principles of awards such as DoE. Ross, Higgins and Nicol (2006) explicitly outlined the strong match between awards such as DoE and CfE capacities. External providers have been quick to highlight this element within their courses (DoE, 2021; Scottish OE Centres, 2018). Thorburn (2017) notes that there is some way to go before DoE awards are deemed comparable to more traditional academic outcomes. As discussed in the literature review recent events may result in structural and cultural change, such as a rethinking of exam systems and a renewed focus on OL (Quay et al, 2020; SG, 2020b). In line with Nicol's (2002a, 2002b) view we can see how the current socio-cultural settings shape OL enactment.

The greater emphasis on wider achievement could be connected to a second emerging trend observed within the 2019, data linked to a growing group of pupils who might be described as disaffected. This group included ASN pupils and pupils described as behaviourally-

challenging (4.3.4). As discussed in Chapter 2, OE has long been associated with socio-economically disadvantaged groups and individuals with psychological or mental health challenges (Hopkins and Putnam, 1993). Section 2.6 has outlined an upward trend in mental-health related concerns amongst school pupils during the last decade (Mowat, 2019), and possible manifestations. My 2019 data reported a greater prevalence of targeted OL initiatives in all schools perhaps reflecting a growing group of pupils classed as vulnerable.

There were some indications within the 2011 and 2019 data that outdoor experiences performed an important function for staff physical and mental wellbeing (4.3.2). Campbell et al's. (2009) online survey and interview results revealed a number of personal and professional benefits for those delivering DoE experiences. Health and wellbeing and restorative benefits of time spent in nature for adults and children linked to stress recovery are well-documented (Kaplan, 1995; Ulrich, 1993), however, teacher benefits are less explicit. Gulwadi (2006) highlights the isolated nature of teachers' work as a stress factor and suggests that teachers realise similar restorative benefits to pupils when engaging in outdoor activities. Teacher wellbeing and retention are of concern within Scottish education (Education and Skills Committee, 2017; Matchett, 2021). Ravalier and Walsh's (2017) online study of 4,957 Scottish teachers reported working conditions and low levels of job satisfaction as stress factors. 50% of Scottish teachers were dissatisfied in their job and 40% were looking to leave the profession in the subsequent 18 months. OL may exert a positive influence for some teachers.

Nicol and Higgins (1998) suggested that despite OE's field study routes, the environmental element has often been overlooked. The literature indicates that some forms of OAE may be deemed incompatible with environmentally-focussed outcomes (Beames 2006; Brookes, 2002). However, as outlined in Chapter 2, more recent policy developments reflect aspects of residual environmental connections as well as new dimensions, positioning OL under the LfS 'umbrella' (Christie and Higgins, 2020). In line with the place-based literature discussed in section 2.5, environmental learning outcomes for pupils featured uniquely within the 2019 data, such as an appreciation of landscape, flora and rural protocols. This may signal an emerging interest in LfS among some teachers. Several teachers in 2019 identified

connections between DoE expeditions and pupil awareness of environmental-stewardship and nature (4.3.2). One teacher recognised the untapped potential OL offers in engaging young people in issues such as LfS (Christie and Higgins, 2012). It is worth noting that the environment is but one element of LfS; Kirk (2017 cited in Christie et al, 2019) states that LfS is often interpreted narrowly as an environmental construct, overlooking social and economic dimensions. Nevertheless, Prince (2017) identifies outdoor educators as performing a key role in developing pro-environmental behaviour in participants linked to modelling and mentoring sustainable practices through outdoor experiences. Research illuminates some important considerations for practice. Lynch and Mannion (2021) adopt a 'New Materialism' lens to develop current understandings of place-responsive education's role in developing a less anthropocentric relationship with natural settings. Teachers are integral within this role linked to their knowledge, observations, responses and incorporation of these ideas into their pedagogical approaches. Thorburn (2017) draws on Dewey's work concluding that teachers should construct progressive 'primary and secondary experiences that are informed by thought and foresight and which can lead to experiences becoming stable and habit forming' (p. 33). Mannion, et al's (2013) project, referred to in section 2.5, recognised the connection between place-based approaches, repeat visits and developing an ethic of care for a place. Andersson and Öhman (2015) acknowledge that further empirical research is needed to explore 'outdoor pedagogic bridges' (p. 311) between outdoor experiences, attitude and actions.

The Drovers Journey example was also distinctive in that a strong place-specific component was evident. Although it was defined as 'extreme' and had links to traditional expedition-style activities, it also included elements of what Beames et al. (2017) have described as a 'post-Mortlockian adventure approach, which takes greater account of socio-cultural, environmental and geo-political contexts.' (p.276). It stood out as distinctive, in that through the act of walking, a greater awareness of the stories and history of places seemed to be etched in participants' memories. This route had been selected for its historical significance and this was therefore a key focus. Strong parallels were evident between this initiative and a research project 'Stories in the Land' described by Gilbert and Mannion (2014) which emphasised creative opportunities to bring intergenerational groups together to explore past,

present and future aspects of place. Despite the success of Hillview's ambitious project, it was not repeated which highlights recurring sustainability issues (Christie et al., 2015).

4.6.1 Chapter Summary

In summary, this chapter has revealed distinctive characteristics of this type of OL. OL-as-Physical-Activity retains features of traditional forms of OAE. The terminology teachers used, the strong presence of activities such as DoE and Outward-Bound, an ongoing reformative role and focus on personal and relational outcomes reflected these roots. However, there were also emerging themes such as a shift towards a softer form of managed risk. Local contexts were often favoured over more distant sites. Outward-Bound style residentials had conversely declined. Most activities remained extracurricular and might be deemed peripheral. A growing group of pupils were identified who benefited from alternative outdoor experiences and schools were seeking ways to recognise their achievements more widely. Staff benefits were also acknowledged. Some schools had invested in OL staff and targeted initiatives. Relational dimensions built on trust and respect enhance connections between pupils and staff and overseas experiences were particularly powerful.

This chapter has discussed OL-as-Physical-Activity, the first of five types that emerged from the data, which sits within an overall typology of OL in Scottish secondary schools. Chapter 5 will consider the second type, OL-as-Pupil-Support. Although distinctive characteristics sit within each type of OL, overlaps are evident. It has been established that this type of OL is well-suited to a particular group of pupils who often reside within the pupil-support department this will be further explored in Chapter 5. Emerging themes introduced within this chapter such as precarity and austerity and 'DYW' will be further considered.

Chapter 5: OL-as-Pupil-Support

5.1 Introduction

As previously discussed in Chapter 2 and 4, OE has established links to military purposes, character-building and reform. Its role in addressing social-inequality and disadvantage has been discussed (Nicol, 2002a; Roberts et al., 1974). In school settings OE opportunities are often positioned as appropriate vocational alternatives for pupils described as challenging (Halls, 1997; Hopkins and Putnam, 1993). The Scottish curriculum mirrors this trend (Baker, 2016). A focus on the affective dimension and personal, social and emotional potential of OE has been a dominant approach in this respect (Higgins and Loynes, 1997; Brookes, 2003a, 2003b). The affective dimension of OL has retained currency within CfE (see section 2.4, Allison et al., 2012). As illustrated in Chapter 4 OAEs have been dominant features of this approach. A gap is identified within the literature in relation to OL and pupil-support within a secondary school setting (Fiennes et al, 2015; Price, 2019).

Within the context of precarity and austerity (2.6), the literature reveals a growing group of pupils facing mental health challenges, and increased numbers of pupils identified with SEBD or described as 'vulnerable'. These trends are predicted to increase. Many of these pupils sit within the pupil-support category of secondary schools. This group, although not exclusively, might be viewed as members of the precariat (Standing, 2011). Schools are recognised as integral in responding to these challenges and research evidence indicates that OL experiences may play a positive role in supporting pupils facing challenges. The SG value of OL as a setting and pedagogy for particular groups of pupils classed as 'underachieving' and with 'learning difficulties' is highlighted (Christie and Higgins, 2020, p. ix).

5.2 Findings

The findings illustrated OL as an increasingly central feature of ASN learning approaches. A group of pupils whose needs were not met by the mainstream-curriculum, and for whom alternative provision was essential, appeared to be more evident within schools. A focus on trauma and adverse childhood experiences within the 2019 data, emphasised the mental

health and therapeutic role OL may play. Teachers contrasted the characteristics of this experiential, sensory, and practical approach with indoor settings. The language used by teachers indicated that OL was an effective vehicle for delivering curriculum content in an integrated and interdisciplinary way. Teachers in 2011 and 2019 recognised a range of affective benefits that were developed in pupils through OL. Wider achievements were increasingly linked to OL activities within pupil-support. Opportunities for ASN pupils to complete DoE increased between 2011 and 2019.

Regular local community-based field visits linked to gardening and conservation work were prominent in both 2011 and 2019. Targeted courses addressed a range of social, emotional and behavioural needs through physical activities, teambuilding and practical projects. ORE were less common, only two examples discussed in 2019. Relational benefits for teachers, pupils and community members were evident across both data sets. Opportunities for positive home-school links to be forged were also recognised. The 2019 data indicated that through OL experiences pupils may develop a greater understanding of issues relating to LfS and their role as environmental-stewards.

As in Chapter 4, this chapter will consider the findings under each of the three PA 'arrangements': OL-as-Pupil-Support Teacher Sayings (5.3), OL-as-Pupil-Support Teacher Doings (5.4) and OL-as-Pupil-Support Teacher Relatings (5.5). Sub-headings highlight important themes that emerged from the 2011 and 2019 data. The discussion concludes this chapter, considering wider literature to further explore significant themes. Residual, dominant and emergent characteristics of this type of OL are noted.

5.3 OL-as-Pupil-Support Teacher Sayings

Following an analysis of the words and ideas teachers used in our discussions, key sayings are presented. The nature of pupils associated with this type of OL are first discussed. Teachers recognised this type as an important alternative learning approach with a range of affective outcomes. Having explored these two themes, curriculum connections are identified as a central feature. In conclusion, opportunities to recognise wider achievement are evidenced.

5.3.1 Nature of pupils

As discussed in section 4.3.4, a group of pupils were identified within the 2011 and 2019 data who found an indoor setting challenging for a range of personal and context-specific reasons. There was strong evidence across the data of a cohort of pupils whose needs were not met by a traditional indoor curriculum. A range of terms were used to describe pupils who participated in activities affiliated with OL-as-Pupil-Support. The language employed by teachers highlighted a group who appeared misplaced, isolated and disadvantaged within their secondary school settings. Ella, a Support for Learning teacher (Rivercity), described a cohort of 'Lost*, lonely, needy kids...' (EllaRC2011),* within the school. Angus, the DHT, with responsibility for Pupil-support (Rivercity) recognised a group of pupils who were *'often viewed as youngsters at the extreme end of the scale' (AngusRC2011).* Another term associated with this group was *'at risk'* or *'disadvantaged' (AngusRC2019).* OL was seen as playing an integral role in supporting pupils to overcome some of the personal, social and emotional related challenges they faced. Angus shared examples of previous bespoke courses:

> *We have run courses for disaffected third and fourth year pupils, first and second year pupils with low self-esteem, few friends, and poor social-skills, pupils with significant additional support needs and primary seven pupils who were likely to struggle with the transition to secondary school. (AngusRC2011)*

In 2019, Bill, a Hillview history teacher with an OL remit described the relief that being outdoors represented - '*For some pupils going out is a great escape.' (BillHV2019).* A similar perspective was shared by the DHT of Rivercity who shared how a pupil participating in the 'Wider Achievement' programme had described working in a classroom setting as '*torture'* compared to *'Being outdoors working with my hands I'm me' (AngusRC2019).* Similarly, the language selected by Ben at Shoreside Grammar reflected the vital requirement for some ASN pupils to spend time outside:

> *I think for pupils in the support department none of them could sustain being in a classroom all day in school. They need to be outdoors doing things. (BenSS2019)*

Angus (Rivercity) saw OL as a central pillar of pupil-support within the school, *'OL is embedded for our most vulnerable pupils in a positive way.' (AngusRC2019).* He explained how when appointing Nathan although qualifications were important, it was his *'approach'* and 'experience of working with young *'vulnerable challenged youngsters'* that had gained him the position. The DHT explained that this group of pupils who struggled to engage with school for a whole variety of reasons, such as their learning-needs or domestic context, benefited most from the bespoke courses that targeted those individuals:

> *But for children who lack confidence in themselves, who may have additional support needs or have parents or carers who are unable to encourage them to take on new opportunities…these are the very people who have so much to gain from OL. (AngusRC2011)*

New terms which had not been employed in 2011 such as 'trauma' and 'nurturing' were referred to by Nathan, the former outdoor instructor who indicated that through gaining a better understanding of these concepts, his ability to relate to *'what is going on with those young people'* had been enhanced. Fulfilling a nurturing function was recognised as an important purpose of OL, *'For me it is all about trauma…Through OL nurturing experiences can be created.' (NathanRC2019).*

OL was also recognised as well-suited to meeting the spectrum of needs found within the Pupil-support department of Hillview. Gael, a maths teacher and member of ASN staff, spoke enthusiastically about the suitability of a regular outdoor-based teaching slot, Fit for Life, for pupils with ASNs - *'OL experiences are perfectly matched to the diverse range of needs of my group.' (GaelHV2011).*

OL was also deemed to be well-matched to the needs of pupils exhibiting challenging behaviour. Bill, described how Munro and mountain-biking days were particularly suited to boys with behavioural needs at Hillview:

A quarter to a third are pupils who I have said to pupil-support they might enjoy this, they are mostly boys with behavioural rather than learning difficulties. (BillHV2019)

OAEs were prominent in the behaviour-base at Shoreside. Craig, a member of the behavioural-support staff, stated that *'OL is also employed effectively for pupils with behavioural support needs.' (CraigSS2019).* Nathan, former outdoor instructor at Rivercity, had found this connection to be problematic in creating a perception that OL's role was to fix challenging pupils. This sat uncomfortably with his nurturing approach. He reflected upon a shift in emphasis towards a more strategic behavioural remit for OL during his last few years in Rivercity:

It was very much fix them was what I was hearing... It was all about behaviour and control and having them fit into school a bit better. (NathanRC2019)

5.3.2 Alternative Learning

OL was seen to offer an important alternative approach to learning which was well-suited to the needs of ASN pupils.   OL was seen to fill a gap within the secondary school experience for pupils who would not follow a traditional subject-orientated qualification route. Nathan saw OL as uniquely positioned within Rivercity offering an:

alternative learning experience for kids not getting the most out of traditional learning experiences. We provide a broader spread and different learning experiences. Nobody else is doing that. (NathanRC2011)

Jane, an ASN teacher at Shoreside, described this as an 'essential' approach which 'is *more sensory and experimental.' (JaneSS2019).* Gael, at Hillview, also recognised the tangible benefits that working outside in the local area offered pupils. She described how greater opportunities for physical, sensory and real-world learning captured the attention and interest of pupils in a way that contrasted with indoor approaches:

On our wide range of field visits we experienced many opportunities for active learning that were very different from classroom teaching methods. These tactile experiences engaged the pupils right from the start and have created lasting impressions on everyone in the group. (GaelHV2011)

Similarly, Karen an ASN teacher in Ferrytown High embraced a '*more open ended and exploratory' approach.'* (KarenFT2019). Angus highlighted the necessity for outdoor practical learning experiences in Rivercity: '*For some pupils, they need to be outside doing something practical; building; gardening, digging.' (AngusRC2019)*

5.3.3 Affective Outcomes

Positive affective outcomes resulting from OL-initiatives for ASN pupils were strongly evidenced in 2011 and 2019. Much of the language deployed by teachers described the affective impacts of OL. Angus, DHT at Rivercity, spoke passionately about the powerful personal-attributes that were developed through OL experiences:

Developing their resilience and all the skills and qualities that will enable them to do well not just in the classroom but out in the wider world and that's of course why I got so interested in OE not as a subject or an activity in itself but as the context and the vehicle for a young person's personal development and increased self-confidence and all the other things that come with it. (AngusRC2011)

Angus highlighted the importance of sharing these outcomes as integral in establishing support for OL within the wider-school stating that '*lobbying from me with the evidence of this has been the impact…'* had garnered initial support from the HT. Attributes such as '*Resilience', 'increased motivation', 'self-worth', 'self-efficacy'* and '*greater self-sufficiency'* were echoed by ASN teachers at Ferrytown and Shoreside in 2019. In 2019, Angus reflected on the skills pupils developed during a ten-month boat-building project completed by a group of pupils from Rivercity described as disaffective:

Patience, commitment, making mistakes, repairing mistakes, teamwork, individual responsibility, woodworking skills, safety awareness, listening to instructions, repetitive tasks, tolerance, resilience, building relationships, interdependence, initiative, I could go on, all were developed and applied through the project. (AngusRC2019)

These skills developed through participation in OL activities were recognised as important life skills by the PT of the Support Department at Shoreside, which *'really expands their* (pupils) *horizons* and *open up new possibilities beyond school'* (BenSS2019). Gael had observed changes in Hillview ASN pupils whilst working on a community allotment initiative. Improvements in one pupil's ability to communicate and socialise while working outdoors with pupils and local volunteers was described:

… a pupil with mental health issues who doesn't speak to anyone else in school but out there she is speaking and laughing and joking…. So she obviously feels secure within our group. (GaelHV2011)

As well as positive mental health impacts, improvements in interpersonal and social-skills were illustrated. The teacher described how another pupil's attendance, communication and behaviour had been turned around through outdoor opportunities:

It has transformed some of them ginormously. I've got one pupils who has gone from being introverted, could barely speak, hardly ever came in to school, when he was in school in first year he used to throw desks... (GaelHV2011)

Parental feedback also reflected powerful positive outcomes linked to confidence and communication. Formally recognising pupil achievements was an important element of Rivercity's approach and *'drip-feeding'* staff and Angus recalled the emotional response of a parent after witnessing her son's enhanced self-confidence during a presentation marking the culmination of a bespoke course:

This lady had tears in her eyes, she had just witnessed her son, a very quiet first year pupil, help to deliver a presentation and she couldn't believe he had had the confidence to do it. (AngusRC2011)

Simply spending time outdoors was described as having a *'therapeutic impact' (ScottFT2019)* on some pupils promoting *'mental health'* and *'physical health' (DavinaFT2019).*

Health and wellbeing outcomes were discussed more explicitly within the 2019 data. Positive improvements in pupils' physical and mental health were reported within three schools. In Hillview Len described increases in pupil activity linked to a local conservation project:

Before the pupils started to go out with the Greenspace Ranger they didn't really take part in any physical activity in school. (LenHV2019)

Increasing *'physical resilience' (BenSS2019)* was identified as an important outcome by Ben, PT Pupil-support, at Shoreside. Jane, echoed the need to increase physical activity amongst pupils:

Increasing pupil activity is an important outcome. I did a survey to see what activities our support pupils did outwith school. Only two pupils did anything. The rest remained indoors. (JaneSS2019)

5.3.4 Curriculum Connections

Hands on practical experiences created the foundation for valuable classroom learning. Curricular learning opportunities were identified as important elements in the statements teachers made in 2011 and 2019. Gael, an ASN teacher in Hillview, described a model she had devised that ensured that learning in the outdoors provided an important stimulus for building, consolidating and developing classroom learning and enquiry:

from the community-engagement it brought about field visits it gave us the practical learning and then what we learnt out there I can bring back into the classroom for skills reinforcement and further study. (GaelHV2011)

The teacher went on to describe the learning opportunities a local site visit had presented, linked to exploring the history and ecology of their area. Building in curricular links was seen to formalise and increase the legitimacy of OL:

They are getting a bit of history, we get a bit of science as well as the social aspects. It has been fantastic what we have done and all the trips we have done are all tied into the curriculum. It has validated trips that you do...seen as genuine parts of the education (GaelHV2011)

Reflecting 2011 trends, Davina PT of the Learning Centre at Ferrytown, highlighted the important role OL played in making '*connections*' *(DavinaFT2019)* between indoor and OL. Ben, PT Pupil-support at Shoreside, echoed this sentiment, describing OL as a '*bridge that links learning between the indoors and outdoors.' (BenSS2019).* Angus, retired DHT in Rivercity, also recognised the importance of building learning opportunities into their bespoke courses. Again, the curricular dimension was seen to provide a tangible justification, and enhanced the credibility of the experience, to members of the SMT and staff:

we do try and show that there are curricular links, learning links and it's not a jolly by any manner of means so folk are supportive. (AngusRC2019)

The 2019 data presented examples of pupil-support departments where OL played an integral role across the whole department rather than just an aspect of a course, as in Fit for Life at Hillview. The language that teachers in Ferrytown and Shoreside used reflected this dominant position. Davina, PT of the Learning Centre at Ferrytown, described herself as a '*trailblazer*' who had *'brought an 'OL ethos'* from their previous school. OL was described as integral to the learning opportunities provided for Ferrytown ASN pupils where '*LfS is woven into everything that we do'. (DavinaFT2019).* Similarly, Ben PT Pupil-support, at Shoreside, described the synergy between OL and the curriculum as '*Completely intertwined.'*

(BenSS2019).   He viewed OL *'as cross-curricular.'* This sentiment was echoed by Karen an ASN teacher within the Learning Centre of Ferrytown who recognised that OL *'provides a meaningful context through which to explore a range of subjects.' (KarenFT2019)*

5.3.5. Wider Achievement

As identified in Chapter 4, OL activities were increasingly linked to 'Wider Achievement' awards. In 2011 Angus, the DHT at Rivercity, described a number of awards that had already been successfully incorporated into bespoke courses and OL initiatives across the school. He discussed the increased opportunities to link wider qualifications to pupil-support courses. These awards were seen to be particularly beneficial to pupils who faced challenges:

> *There is an increasing number of types of accreditation which can help to build a sense of achievement, and therefore motivation, in students. In addition to the DoE's Award, we now offer the Youth Achievement Award, the John Muir Award and the Step It Up programme. All are proving easy to operate for pupils, some of whom have significant barriers to their learning. The regular recognition of achievement through these awards is helping to sustain the commitment of pupils who may otherwise gradually opt out. (AngusRC2011)*

The opportunity to recognise wider achievement in the form of a John Muir Award linked to a local allotment pupil-support initiative had also been recognised at Hillview. This was at a far earlier stage than Rivercity's programme. Two members of the group had gained the award:

> *… is the first of the group to complete 28 hours of fieldwork and study and has now achieved the John Muir Award. She was incredibly proud. It is great to be able to recognise the wider achievements of these young people. (GaelHV2011)*

Schools visited in 2019 demonstrated a greater awareness of vocational qualifications and awards that could be connected to activities and projects pupils were completing within pupil-

support.   Angus described how their LA 'Standard of Wider Achievement' policy had supported growth in this area.   He had retired in 2016 but taken up a part-time Wider Achievement Co-ordinator post within Rivercity which was targeted specifically at vulnerable pupils.   Recognising success more widely was also articulated as an important aspect of OL-as-Pupil-Support in Ferrytown and Shoreside.   'Wider Achievement' initiatives such as the John Muir Award, SALTIRE, Dynamic Youth Award, RSPB Challenge and Youth Achievement were discussed positively in relation to pupil *'self-worth' (BenSS2019), 'vocational skills' (DavinaFT2019)* and '*positive destinations' (AngusRC2019)* across all three schools.

5.4 OL-as-Pupil-Support Teacher Doings

This section will discuss the range of practices, or doings, associated with the PA of OL-as-Pupil-Support.   Activities with a strong curricular element were a central feature of this type, and are initially discussed.   This is followed by a consideration of bespoke courses, which were unique to Rivercity.   Links to Chapter 4 are evident in the next two sections, which describe activities with a behaviour focus and timetabled DoE initiatives.   ORE, which only featured at Ferrytown, are then outlined.   To conclude, new courses with a strong vocational element and wider achievement focus, are highlighted.

Activities and fieldtrips within this OL type took place in a range of locations within the school grounds (e.g. climbing, teambuilding, gardening), the local area (e.g. conservation-work, town, museums) and within a 20 mile radius of the school (e.g. farm visits, kayaking, islands).   ORE were infrequent. Group sizes were generally small and many of the pupils did not attend mainstream classes but had an individualised timetable delivered by pupil-support, of which OL was a regular feature.   This arrangement afforded greater curriculum flexibility to staff. The nature of these practices is outlined below.

5.4.1 A Focus on Learning

OL was positioned as a timetabled slot for a discrete group of pupils in Hillview.   Gael had devised the community-based model and *'been the driving force in terms of planning and development' (GaelHV2011).*   This group had a range of different needs, physical,

developmental, and psychological. Group size was small, seven pupils, and spanned all age groups. The small group size and timetable flexibility was advantageous to delivering OL:

I'm lucky my kids are really in our department all the time. Fit for Life is officially timetabled for 2 periods a week. We go out March to October but there is flexibility to have more time if we need it... The school have bent over backwards to let me do this. *(GaelHV2011)*

Opportunities to link learning to the curriculum were deemed important in Hillview through a wide range of activities. Many of the activities linked to horticulture and food production. Pupils worked from April to October with members of the local community on an allotment. Gael explained how learning opportunities were planned which enabled connections to be made between pupils' allotment observations and experiences and classroom-based topics:

Topics that we have explored through our work on the allotments have included pollination, worms and soil health, pest control, plant diversity food chains, and food production. It is really important that kids see the connections. This is not just a series of random trips. (GaelHV2011)

Chances to learn about the culture and history of the allotment site had also been incorporated into a series of lessons:

the pupils had been working at the allotments for several months surrounded by Nissen Huts, watch towers, a nuclear bunker, and a firing range...it was important to explore the dramatic history of the site. (GaelHV2011)

OL occupied a more dominant position within the ASN curriculum at Ferrytown High and Shoreside. Davina, PT of the Learning Centre at Ferrytown, had prior experience of an OL centred curriculum and had completed the British Council's 'LfS: Connecting Classrooms' programme. She explained how her approach contrasted with a mainstream approach. This was illustrated by an example of an emergent project, the 'One Planet Picnic' competition.

Through this project, valuable knowledge and skills from a number of subject areas were explored:

We have a bit more fluidity and can weave OL into everything we do. We have one or two dedicated periods but it spills over into other areas. It is a bit chaotic and shambolic but beautifully holistic. The pocket garden is a good example of this – we spent six weeks of curriculum time tied up researching, planning and sharing. (DavinaFT2019)

Karen described the learning opportunities that resulted from the project, biodiversity and conservation themes were evident:

Pupils broke up pallets to make the base and sides for the garden and planted seeds that wildlife and humans like to eat. They spent a lot of time cleaning the local beach looking for items that might be useful to reuse in the garden. They also wrote letters to ask school staff for plant donations and to local companies for help with transport. Community members collected plastic bottle tops to make a mural for the side of the garden. One pupil had a great idea to turn the lighthouse into a bug hotel so the group is now looking into what bugs like to live in and what kinds of insects might be attracted to their garden. (KarenFT2019)

The learning opportunities involved working with different subject areas and drawing on local knowledge from members of the community. The achievements of pupils within the department had been recognised formally on more than one occasion:

This project has been a fantastic example of quality cross-curricular learning. Our pupils have been involved at all stages in the creation working with a number of people across different subjects and the community… Everybody is incredibly proud of their achievement for our school and delighted to win an award for biodiversity. (DavinaFT2019)

At Shoreside described OL as an effective context for teaching key skills and a regular feature of the curriculum they provided for eighteen pupils with complex needs:

> *For pupils with complex needs OL provides an alternative way to tackle thinks like literacy and numeracy. Our junior pupils go out for a half-day once a week and senior pupils for a full day. (BenSS2019)*

Themes relating to gardening and farming continued to be seen as fruitful learning contexts connecting indoor and outdoor settings. Opportunities to explore natural settings and learn about animal and plant habitats and conservation were followed-up in the classroom with literacy and numeracy activities:

> *As part of our topic on Scottish wild animals we explored our local area and learned about mice, hedgehogs, squirrels and owls. In the classroom we did maths sorting linked with the animals we had talked about, read stories about the animals, made animal masks... (BenSS2019)*

Ben described how links to numeracy, geography and history were realised through an Islands project involving senior pupils within the pupil-support department:

> *We travelled to some of the islands so pupils had to work out fares and timescales. Map work was a key part of this project too. We learned about the history and culture of the islands ... In the classroom we looked at the problems of waste and plastics in the sea. (BenSS2019)*

Teachers in 2011 and 2019 recognised that regular OL opportunities provided a real-world context through which meaningful curricular knowledge and life skills could be delivered:

> *I developed a Fit for Life course to help the pupils acquire basic skills useful in everyday life such as food hygiene, cooking, healthy eating, shopping and social-skills. (GaelHV2011)*

ASN staff at Shoreside and Ferrytown echoed these sentiments, describing opportunities to visit local venues as an important aspect of their programmes. Activities described included horse-riding, recycling and swimming.

5.4.2 Bespoke Courses

OL activities had a strong pastoral focus in Rivercity, creating opportunities to mentor and support pupils. Angus, the DHT, had been integral in lobbying the HT for OL staff and establishing bespoke courses within pupil-support. These courses were tailored to meet the individual needs of small targeted pupil groups. Angus described how courses ran for one day a week over a five-week period and involved completion of a range of progressive challenges:

> *Groups of pupils participate in a series of progressive challenges intended to develop personal and social qualities relating to them and their wider environment. The course spans 5 weeks and pupils attend one day per week. (AngusRC2011)*

The challenges described often involved OAEs (4.2), like climbing, canoeing and mountain-biking. Angus described how pupils were involved in the decision-making process. Building relationships through the activities was central:

> *Pupils are involved in deciding the activities that they might complete as a group. This might involve doing a physical activity, community or conservation work. (AngusRC2011)*

While physical and conservation-based activities provided a focus for some groups less traditional activities were also employed:

> *It is not all extreme sports by any manners of means. I remember Nathan in one session doing some circus skills stuff with pupils, there are a whole variety of things going on. (AngusRC2011)*

Liaison and sharing information with Parents/ Guardians and staff were recognised as key programme elements in Rivercity. At the end of a bespoke course, pupils presented their learning to invited staff and relatives:

> *They share their experience at an open session in school where teachers, Parents/ Guardians and pupils can come and see the work they have done through displays, photos and talking to the young people about their experiences. (AngusRC2011)*

Bespoke courses continued to operate in Rivercity in 2019 in a very similar format, although reduced teaching staff involvement was noted. A strong pastoral focus had been retained and activities reflected a mix of active and practical activities. However, Nathan the outdoor instructor, also described a shift in how bespoke courses were employed. He expressed reservations towards an increasingly behaviour-orientated role that seemed more about conforming to school protocols and norms:

> *First Steps became orientated towards behaviour and fitting into school. We had a lot of requests can you do something with this pupil. Ten to twelve of these kids together became about firefighting and control. It felt reactive. (NathanRC2019)*

5.4.3 Behaviour Initiatives

As discussed (4.3.4 and 4.4.1), OL has traditional links with pupil reform. Shoreside specifically highlighted the benefits that OL presented for pupils identified as behaviourally challenging drawing on practices that sit within OL-as-Physical-Activity. Craig, a behaviour-support teacher listed a wide range of physical pursuits that groups might undertake as part of a course targeted at increasing pupil engagement. Key individuals at LA level had supported staff qualification development, however, staffing cuts had reduced this facility:

> *What we have done is look at the group over the years and tailor things to fit. So for example some of the things we have done are canoeing, gorge-walking, orienteering, mountain-biking, hillwalking and co-steering. (CraigSS2019)*

At Hillview, history teacher Bill with an OL remit, had offered less formalised sessions for pupils who displayed challenging behaviour to complete bushcraft pursuits such as '*Taking a walk to a river, looking at tracks, lighting a fire, cooking sausages.' (BillHV2019)*

5.4.4 Duke of Edinburgh's Expedition

Section 4.4.1 also recognised DoE as an enduring feature of OL in secondary schools, a further cross-over between the first two types of OL is evident. In 2011, one or two DoE supported groups operated annually within Rivercity. These classes were timetabled and delivered by DoE trained ASN staff, supported by Nathan. Ella highlighted the benefits of this initiative:

> *DoE is such a great experience for our pupils. The practical skills they learn throughout the process and benefits they gain from spending time outdoors is wonderful. The expedition gives them such a sense of achievement. (EllaRC2011)*

DoE had a greater presence within the 2019 data. All schools, with the exception of Hillview, had timetable-supported DoE sessions. Jane, an ASN teacher at Shoreside, described how adaptions had to be made to expeditions to meet the needs of the group '*the expedition wouldn't have happened without support from the local community*' *(JaneSS2019)*. As discussed in section 5.1.5 and 5.2.1 opportunities to connect learning and recognise wider achievement were evident. Rivercity DoE pupils developed their knowledge of pollution during a canoe expedition. This learning also contributed to their John Muir Award as recounted by Nathan:

> *Our S4 pupil-support group worked on part of their John Muir Award while doing their DoE expedition. They discovered and explored waterways in … by canoe and measured pollution at different points. They learned about how plastics affected our watercourses and oceans and caused environmental damage. For the conservation element of the award they raised awareness of recycling in the school. (NathanRC2019)*

5.4.5 Residential Experiences

Residential opportunities were seen as valuable and fund-raising events helped to reduce costs but, as discussed (4.4.6), they were in the minority. Only two examples were mentioned by staff at Ferrytown High. Learning centre pupils had recently returned from a three-day residential to Edinburgh. Karen, who had accompanied the group, described '*Visiting the capital and being away from home*' as *'a big experience for our kids' (KarenFT2019)*. Previous residential experiences had taken place at an OE centre 30 miles away. Pupils participated *in 'teambuilding activities'* and took '*to the water in canoes. They built dens, made fires and some even made a mud slide down the hill!' (KarenFT2019)*.

5.4.6 Vocational Practices

Further impacts of the 'Wider Achievement' policy agenda, discussed in (4.3.5, 5.3.5), were evident in 2019. This had enabled new practical and vocational opportunities for ASN pupils within Rivercity and Hillview. Angus in his capacity as Wider Achievement Co-ordinator had forged community partnerships with businesses and landowners. Opportunities had been created for disadvantaged pupils to participate in a range of vocational based activities such as '*garden design and construction, planting of and maintenance of the garden and harvesting of crops, advertising and selling of produce, outdoor cookery, bee-keeping and construction work including dry walling and joinery...' (AngusRC2019)*. Pupils worked alongside local craft people to learn traditional skills. The former DHT proudly described how pupils had built a 22-foot coastal rowing boat as part of a heritage lottery funded initiative:

> *The 10 month project took place at the old sawmill on the X Estate. It was managed by the Heritage lottery fund and our school staff. It was delivered by a local boat builder with school staff co-ordinating and supervising the pupils. The boat is used in our DoE's expedition programme. (AngusRC2019)*

In Hillview a small group of targeted pupils worked with LA Rangers as part of a 'DYW' skills programme. Through working with Rangers, pupils had opportunities to learn how to use tools safely and participate in a range of conservation and land-management activities:

From Himalayan Balsam and bracken bashing, to path maintenance and drainage they have covered a huge amount of activities in their time. (SharonHV2019)

5.5 OL-as-Pupil-Support Teacher Relatings

The networks and relations identified within this PA form the focus of this section. As discussed in section 4.5, pupil and staff relations were prevalent in teachers' dialogue. Next, community connections and home-school relations, prominent features of this type are outlined. To conclude, pupils' relationship with place is discussed.

5.5.1 Pupil-Relations

Teachers recognised enhanced pupil relations in both 2011 and 2019. Gael noted improved relations during weekly allotment and field visits. Pupils demonstrated empathy and co-operation:

> *They are starting to gel as a group and build up relationships, starting to understand each other and to help and encourage each other. (GaelHV2011)*

Ben, PT Pupil-support, referred to the benefits associated '*with working as a team and socialising' (BenSS2019)* gained through regular outdoor experiences at Shoreside. For some pupils their ability to communicate and develop relationships with other pupils was improved in outdoor-settings. Gael referred to the changes she had observed in one pupil who suffered from social anxiety in school:

> *There is one pupil with mental-health issues who doesn't speak to anyone else in the school but out there she is speaking and laughing and joking, speaking to other kids. (GaelHV2011)*

An enhanced ability to communicate and work as a team was recognised as a positive outcome of participation in the bespoke courses. The DHT at Rivercity referred to the constructive changes she had witnessed among pupils upon course completion:

To their credit, they (the outdoor instructor) didn't give up and by the last day had turned an argumentative, uncooperative rabble into a group who could listen to instructions, work together, make responsible decisions and complete challenges. (AngusRC2011)

Karen, a pupil-support teacher, had also witnessed enhanced '*confidence, communication and teambuilding skills*…' in Ferrytown pupils, through participation in outdoor initiatives *(KarenFT2019).*

5.5.2 Staff-Pupil Relations

The 2011 and 2019 data indicated that involvement in outdoor experiences also enhanced relationships between teachers and pupils. Through participation in outdoor activities teachers gained new perspectives which changed their relationship with pupils. Ella, an ASN teacher in Rivercity, suggested that her view of pupils had been transformed when she saw them working in outdoor-settings completing teamwork challenges and learning new skills, '*How you see the children is completely different, they are completely different beings.' (EllaRC2011).* Gael also recognised that working outdoors with pupils revealed different facets of their persona and skill set. She reflected on her experience as a maths teacher and felt that this kind of interaction was difficult to achieve in school:

I have found it incredibly rewarding working with these kids. Some of them can be quite challenging but spending time working alongside them you see different qualities and gain a better understanding of them as individuals. I don't think classroom teachers get to see that. (GaelHV2011)

She went on to describe how through first-hand experience of working outdoors within a pupil-support context his views of OL had altered:

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My background is maths teaching and I was sceptical, but through doing this thing and working with people in the community I have realised the benefits and value of OL for these kids in pupil-support. (GaelHV2011)

Angus, at Rivercity, encouraged opportunities for staff to experience and witness the benefits of working outdoors first-hand. He was keen that OL involved a broad spectrum of school staff, not just 'outdoorsy people':

Getting our teachers outside and working alongside Nathan having fun but serious fun, working fun, active fun with serious learning outcomes lets them experience the great stuff that happens when you are outside. It's powerful. (AngusRC2011)

Working alongside pupils during outdoor activities altered pupil-teacher relations and presented opportunities to listen and engage with pupils in a less formal setting:

Sitting in a field somewhere counting flower petals or making popcorn or hugging trees these experiences are nurturing and provide a space where pupils feel more able to talk. (NathanRC2019)

The OL instructor's role had a prominent pastoral support function within Rivercity. In 2011, Angus articulated the importance of sharing some of these insights in order to better meet the needs of young people:

Our OE instructor is part of the core pupil-support team made up of guidance, learning support, behaviour support and community school colleagues. *This promotes continuity of relationships, understanding of needs, trust, communication and sharing of information with other key workers, and an ability to support each young-person better. (AngusRC2011)*

5.5.3 Community Connections

A strong ethos of community partnership working was evident in many of the projects described in 2011 and 2019 (5.2). Support from members of the local community was integral to the 'Fit for Life' programme in Hillview. Gael described how weekly sessions, working together on allotment tasks, forged close relationships between pupils and volunteers:

> *A close working relationship has developed and we now have two raised beds that we tend most Friday mornings, with … and …, from March through to October. (GaelHV2011)*

Jane recognised that repeat visits to local venues in Shoreside offered positive opportunities for pupils to forge relationships with members of the community and to develop *'a sense of belonging in their local environment.' (JaneSS2019).* Working regularly with community members in a relaxed setting enhanced pupil communication and social-skills significantly. The impact on one individual had been dramatic:

> *The atmosphere at the allotments is relaxed and sociable my pupils love it …I've got one pupil who has gone from being introverted, could barely speak, hardly ever came in to school…he is socialising with people in the community, he is chatting with them, he is asking them questions, he is making wee jokes with them. It is wonderful to see how fully he has developed. (GaelHV2011)*

Angus emphasised community-relationships as central to the success of their 'Wider Achievement' initiative:

> *Relationships between young people and our volunteers are central to our work…The non-judgemental, encouraging, and supportive nature of these relationships are highly valued by the young people. (AngusRC2019)*

Craig indicated how these skills were manifest in a museum visit where Shoreside pupils demonstrated important social-skills, as well as challenging stereotypes associated with the group:

they were polite and started talking to staff and other visitors…I think this helps them to build more positive relationships in their community. (CraigSS2019)

The expertise of LA staff had been important in enabling a range of more technical outdoor activities to take place. Jane described how practical and training support had been tailored to staff needs at a reduced cost. This LA staff member had since retired and was not replaced:

… has facilitated a lot of the OL experiences we offer. He has all these qualifications and can sign you off. He was a massive help with site-specific risk assessments and had developed an appropriate level of qualifications, for example, lowland hills, bike maintenance...He was providing training that was appropriate and lower cost. (JaneSS2019)

5.5.4 Home-School Links

There was evidence of enhanced relationships between home and school through pupil participation in OL initiatives across both sets of data.   All bespoke courses that took place in Rivercity finished with a presentation to parents/ guardians and teachers.   Through these interactions stronger partnerships were forged.   Angus describes a parent's relief at the turnaround in her son's relationship with school:

When I saw her tears after her son stood up and presented I realised what an impact our foray into OE was having. Her son now wanted to come to school and had a group of friends. She was so relieved. The evidence is there, personal and social development through OE can have an immediate impact on the lives of the participants and their families. (AngusRC2011)

Another strategy for developing home-school links involved family sessions where pupils and parents could engage in teambuilding activities and OL challenges:

> *And we are also linked with the whole agenda of relationships and building partnerships with parents…we have held health promotion events for our community, including a family night time walk and a treasure hunt. Next term we are looking at running some family sessions… (AngusRC2011)*

More recently, Angus reflected on the '*great feedback*' he had received from caregivers of pupil who participated in the 'Wider Achievement' initiative. Davina, PT of the Learning Centre at Ferrytown, described how *'Parents got involved too and helped to collect materials for our winning palette garden entry'. (DavinaFT2019)*

Pupil and parent relations also benefited as involvement in OL initiatives shaped pupils' outside interests, creating opportunities to share their learning and skills with their caregivers. The ASN teacher at Hillview described shared interests such as gardening – '*He now has his own greenhouse at home, him and his mum are out in the greenhouse…*' (GaelHV2011). Craig from Shoreside described how *'some pupils have taken their family to places they have visited with the school.' (CraigSS2019).* As well as returning to outdoor places with their relatives, Ben described how *'Pupils take back and share values linked to health and wellbeing and physical fitness which is really important too.' (BenSS2019)*

5.5.5 A Relationship with Place

Many of the activities pupils undertook, such as conservation work and gardening, contributed positively to the community and enhanced the local environment. Teachers suggested that through these experiences opportunities for pupils to connect with local issues and better understand the need to care for this context was promoted. Ben, PT of Pupil-support at Shoreside indicated that OL '*promotes citizenship and an understanding of the natural world.' (BenSS2019).* Davina, PT of the Learning Centre, at Ferrytown felt that through working on projects like the palette garden pupils gained a better understanding of local-

issues such as plastic pollution and the need for *'Guardianship of our local-environment'* *(DavinaFT2019).* She expanded on this stating that *'Some of the mainstream kids don't get it, but our young people have a strong conscious awareness of the importance of the outdoors and a real awareness of sustainability' (DavinaFT2019).*

5.5.6 PA Summary

To summarise, OL-as-Pupil-Support, appears to perform a central function within the pupil-support curriculum in meeting the needs of a group of pupils who are marginalised within a mainstream setting. An outdoor context provided a more experiential, sensory and hands on approach which had beneficial learning and affective outcomes. Curricular and crosscutting themes were naturally incorporated into outdoor experiences, connecting the indoor and outdoor curriculum. OL appears to perform an important personal, social and emotional function for a growing group of young people. The 2019 data indicated a greater awareness of the potential therapeutic role OL may play in response to rising mental health and wellbeing challenges. Opportunities to link courses to wider achievements were increasingly prevalent. A number of practices were described within this type. School and local settings were the dominant context for a range of initiatives that included gardening, farm and museum visits, conservation-work, and practical life skills. Links to OL-as-Physical-Activity were evident in OAEs, DoE, teambuilding and practical projects which often had a personal, social and emotional dimension. OREs were infrequent. Positive relational-benefits for teachers, pupils and community members were discussed, and home-school links strengthened. Such experiences may enhance pupils' desire to care for local places.

5.6 Discussion

The findings for OL-as-Pupil-Support identify strong commonalities across the 2011 and 2019 data. The subsequent section recognises residual influences, linked to historical understandings and considers recent social, cultural and political trends. Dominant and emergent themes within this type of OL are considered.

A strong affiliation between OL and pupils who struggle to access the mainstream curriculum as well as OL's distinctive contribution for this group is initially illustrated. Next, the local,

community-based nature of projects is considered. ORE appeared to have a diminishing presence. In common with OL-as-Physical-Activity, affective and relational outcomes were prominent features. Community and home-school links were important facets of this type.

Section 2.2 illustrated a residual and longstanding association with character-development and reform, vocational routes have often been deemed more suitable for pupils who are perceived as less academic. This feature remains dominant and is assimilated into the present, it may also contribute to OE's peripheral status discussed in section 4.6 (Baker, 2016; Hopkins and Putnam, 1993). The 2011 and 2019 data recognised a group of pupils who did not fit the prevailing indoor, subject-orientated curricular route for a range of personal, social, cultural, behavioural and developmental reasons. Parallels might be drawn with Standing's (2011) 'four As' outlined in section 2.6. The language teachers used within the PA of this type of OL, 'escape' and 'torture', portrayed pupils' negative feelings towards their school experience and urgent need for a different context. Ruiz-Gallardo, Verde and Valdes (2013) identify school failure and early school dropout as a national and international challenge. Explanations given for leaving school are related to seeking or finding work, a dislike of school or studying, disinterest, a perceived lack of ability, being forced to go to class and poor relationships with teachers. ASN and SEBDs are commonly associated with this group (Ruiz-Gallardo et al, 2013). Price's (2015) study illustrated how OE can be employed as a tool to address wider school issues in this case lowering exclusion-rates, improving attendance and enhancing academic performance. The research set within an LA special-school explored the impact a one-year OL programme had on the attendance and exclusion rates of 35 pupils aged 11-16 described as SEBD. Price (2015) acknowledged the range of factors that could impact attendance, such as home contexts and school sanctions. However, the study concluded that learners viewed the outdoor sessions as a positive aspect of their curriculum, this was reflected through better attendance and improved punctuality on OL days.

Teachers described OL settings and approaches as distinctive from indoor academic curricular provision (5.3.2). As in Chapter 4, we see OL defined through comparison to dominant school practices rather than through consideration of its distinctive contribution (Zink and Burrows, 2008). Within this type, OL appeared to represent a broader, more open-ended experience that engaged the senses, was practical and activity-based. The data reflected Allison et al.

(2012) and Christie et al's (2014a) conceptualisation of OL as an approach to education rather than a 'subject'. As indicated in section 2.4, this approach fits well with the four capacities of CfE (e.g. Thorburn and Allison, 2010). Karppinen (2012), with reference to an experiential adventure based outdoor programme spanning one year, reported that 'nature offered freedom, silence, calming down and space' to a group of six boys with recognised social-emotional difficulties (p. 58). This experience provided a more holistic approach that was difficult to incorporate into more regular curriculum practices. Parallels between Priest's (1998) definition of OE were evident where OE is viewed as a method for learning, which is experiential, draws on a range of learning domains and is interdisciplinary. Experiential approaches, such as gardening, are often linked with groups who do not excel in classroom-based approaches (Etherington, 2012; Ruiz-Gallardo et al, 2013). Blakesley, Rickinson and Dillon (2013) conducted semi-structured telephone interviews with ten school teachers and leaders across ten English special schools which catered for autistic students, four were secondary and two mixed age groups. While acknowledging differences in provision across schools and pupil needs, the small-scale study indicated particular benefits for ASN children through gardening projects, summer camps, field visits and animal therapy. Ohly, Gentry, Wiggleworth et al. (2016) suggest that quantitative data supporting the physical and health benefits of school garden approaches remain unconvincing, nevertheless, qualitative research evidences a range of health and wellbeing outcomes.

The residual influence of forms of OE that sought to manage delinquency (Brookes, 2003a; 2003b) were reflected in teachers' conversations linked to powerful affective outcomes for disaffected pupils (previously indicated in section 2.3 and 4.6). Personal development attributes and life skills such as self-esteem, confidence and resilience (Blakesley et al, 2013; Higgins and Loynes, 1997; Rickinson et al, 2012) appear to be enduring dominant functions of this type of OL. Mannion at al's (2015) report on Scottish outdoor provision identified teamwork, practical skills and individual development, as the main foci of secondary initiatives. Fiennes et al. (2015) raise critical questions around the validity of research liked to the efficacy of OL, identifying an overlap in the primary studies cited, where systematic reviews include earlier systematic reviews or are an update of a previous review. This can result in repetition of the same evidence without necessarily strengthening it.

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School and local community contexts were the typical setting for this type of OL as illustrated through school ground gardening and teambuilding initiatives, visits to community amenities and venues such as allotments, farms, museums, and shops (5.4). Beames et al. (2011) delineated four 'zones' of OL that might be explored progressively. They recognised the first two, school grounds and the local neighbourhood, as highly relevant to young people's lives, particularly in a primary school setting. Mannion et al's. (2015) study of Scottish OL provision concluded that local settings were underutilised in secondary schools but no specific mention was made of ASN activities. Primary schools made greater use of their school environment than secondary schools, ASN and pupil-support departments appear to have greater parallels with a primary school context. Lloyd et al. (2018) identify local settings as favourable for place-based learning enabling regular, authentic, easily accessible, low-cost experiences. Many characteristics of place-based learning were evident in the doings described by teachers, where experiential, exploratory and social learning approaches were used to investigate authentic local contexts. Repeat visits to allotments allowed a deeper connection with place to be established (Lloyd et al., 2018) (5.5.5). Using Lynch and Mannion's (2016) planning continuum, examples such as the 'Fit for Life' course at Hillview and the Island Project at Shoreside may be categorised as place-essential where explicit attention is given to place in the planning and enacting of curricula. Ferrytown's palette garden project and Shoreside's unit on Scottish wild animals demonstrate place-sensitivity, where some account is taken of place (5.4). Mannion et al's (2015) study of OL practices in Scottish schools indicated that school grounds events were in the minority representing only 7% of OL duration whereas residential represented 63%. Although no quantitative measurements were made my data suggests that greater use was made of the school grounds and local area by pupil-support classes. In contrast and echoing OL-as-Physical Activity trends (4.6), OREs retained a minimal presence, they were discussed in 2011 and only two examples were referred to within Shoreside in 2019.

In accordance with Scottish OL policy (e.g. LTS, 2010) and academic literature (Lloyd et al., 2018), a range of positive relational outcomes for pupils such as an enhanced ability to communicate and work together was dominant across both data sets (5.5). Enriched relations between teachers and pupils, while working together outdoors, was also a prominent feature. Similarly, teachers described new insights gained through spending time with pupils in an

outdoor setting (James and Williams, 2017; Price, 2019). At Rivercity, bespoke programmes (5.5.2) created opportunities for pastoral conversations to take place between staff and pupils. Teachers' interviewed as part of the 'Natural Connections Demonstration Project' [NCDP] (Waite at al., 2016), a four-year initiative lead by University of Plymouth, reported that Learning in Natural Environments provided spaces which enhanced their relationship and revealed new facets of pupil's skills and personality. Williams (2001) explores the interconnected nature of social and emotional elements of learning. Feelings are acted-out though social connections, which shape emotional responses. Outdoor-spaces may create opportunities for less-defined social interactions creating opportunities for children to experiment with different ways of being.

Strong community connections forged through regular outdoor experiences within local settings were dominant features across 2011 and 2019 (5.5.3). As outlined in section 2.5, place-based education is often associated with community collaboration and intergenerational interactions (Gruenewald, 2008b). Mannion and Adey (2011) highlight the benefits of intergenerational experiences through local project work. The 2019 data suggested that this could enable young people to feel more connected to their local setting and alter community-members' perceptions of young people. Ohly et al. (2016) recognised the positive contribution local community involvement played in sustaining gardening projects.

Enhanced home-school relationships were particularly evident within this type of OL. These links were improved through end of course events that celebrated pupil achievements. Such events were often pupil-led. A connection with places was also reiterated through teacher recounts of pupils returning to particular sites with their families and the development of shared interests in home settings. Passy, Reed and Morris (2010) reported examples of enhanced home-school links and the development of mutual interests as a result of school gardening initiatives across ten primary schools' case-studies.

Emergent trends within my 2019 data are now discussed. An increased curricular and interdisciplinary role for OL and growing-awareness of OLs contribution to the 'Wider

Achievement' agenda is outlined. In conclusion, LfS is recognised as a potential growth-area within this context.

The data spanning 2011 and 2019 reflected strong curricular and interdisciplinary links rooted within pupil-support approaches. OL activities were often set within the school grounds or local vicinity. This conceptualisation, outlined in section 2.4, strongly resonated with the vision of OL articulated within CfEtOL (LTS, 2010) where OL is conceived as regular, creative and embedded. Opportunities to integrate themes across learning, such as LfS, and global citizenship are recognised, and local Scottish contexts are viewed as important settings upon which to build progressive OL experiences.

Teachers interviewed in 2011 and 2019 indicated a central curricular dimension within allotment projects and topic work. The literature recognises outdoor approaches as suited to delivering curricular content and skills in an engaging and authentic way (Price, 2019; Rickinson et al, 2012). Although culturally and contextually distinctive, parallels with a more place-based udeskole approach were evident; activities were regular, had strong curricular dimensions, and were set within a local context (Bentsen and Jensen, 2012). At Shoreside, for example, teachers recounted how literacy and numeracy strategies were embedded within their OL approach.   Hillview's 'Fit for Life' programme demonstrated a synergy between indoor and outdoor practices. Terms such as 'woven' and 'intertwined' (5.1.4) described this connection. OL was described as a 'bridge' between the indoor and outdoor curriculum. Karpinnen (2012), recognised OL as a:

> rehabilitative and a holistic method to transfer knowledge, personal development and social growth directly in everyday life and connect them with formal learning by constructivist and reflective learning theory. (p. 58)

Many of the barriers linked to curriculum structures and assessment within secondary school contexts, (Chapters 4, and 6), are removed within an ASN context. Timetable flexibility, staffing ratios and freedom from an exam-driven curriculum (Edwards-Jones, Waite and Passy, 2018) allow 'fluidity' to respond to serendipitous opportunities as illustrated in Ferrytown's garden project (5.4.1).

In accordance with Mannion et al.'s (2015) findings, which did not refer specifically to pupil-support, interdisciplinary themes such as LfS and health and wellbeing were prevalent within this type in 2011 and 2019 (5.3.4, 5.4.1). I would argue that in relation to the literature the ideas discussed above are emergent, depicting a more embedded, learning centred and connected view of OL which contrasts with more adhoc, piecemeal depictions in the wider curriculum (Beames and Ross; Christie et al., 2019).

As discussed in Chapters 2 and 4, increasing precarity and austerity have been features of the last decade and are likely to continue to exert a significant influence on wider society and young people more specifically. My 2019 data suggested a growing group of pupils whose home setting and wider socio-economic environment created a range of barriers. Terms such as 'essential' and 'torture' seemed to highlight a greater awareness and urgency that for some pupils a classroom setting was unsuitable, intolerable even. Nathan, the OL instructor at Rivercity, felt that a greater awareness of Adverse Childhood Experiences [ACE] and trauma had enhanced his understanding and vision of OL as an effective vehicle to address the range of personal, social and emotional challenges faced by pupils. A nurturing and therapy-based approach to OL was utilised alongside local vocational projects as part of the schools 'Wider-Achievement' initiative. Smith, (2018) asserts that there is minimal robust research into effective support provision to address attainment, wellbeing and other educational outcomes for young people with ACE. OL may have a role to play linked to developing psychological resilience and reducing stress (Chawla, Keena, Pevec et al., 2014; Gray, 2019).

Reflecting the need for varied pathways, a growth in alternative qualification routes was observed within the data. Echoing Chapter Four's findings, teachers in 2011 and 2019 spoke positively about opportunities to recognise pupils' wider achievements through OL-as-Pupil-Support (5.3.5). As well as timetable-assisted DoE opportunities, which reflect a shift towards a more inclusive-approach within organisations such as DoE (Campbell et al., 2009), all schools in 2019 provided examples of wider qualifications which had been incorporated into local curriculum-based projects and outdoor experiences. A synergy between the four CfE capacities and awards such as John Muir, DoE and Natural Connections has been outlined in section 4.6. Policy trends linked to the 'Wider Achievement' (SG, 2009) and 'DYW' agendas

(SG, 2014) appear to be emerging as enabling influences. Beneficial affective outcomes and preparation for positive destinations are recognised. Ross et al. (2006) raised key points worthy of consideration linked to a more prescribed approach to 'Wider Achievement' initiatives. They highlight complexities linked to group award accreditation processes, tokenistic engagement and a more formulaic-approach that raise questions around rigour and validity.

Higgins (2009) recognised OL experiences as a beneficial context for developing understanding of LfS and Mannion et al. (2015) confirm that sustainability is a common crosscutting theme in secondary school OL programmes. Scottish policy has been seen to further emphasise this role (SE, 2016). LfS emerged as a new focus area within the 2019 data (5.3.4, 5.4.1, 5.5.5). Davina, PT of the Learning Centre at Ferrytown, had completed a PD training programme linked with LfS and stated that LfS was at the 'heart' of their programme (5.4.1). The value of mentors and role models in raising awareness and developing an understanding of LfS issues in schools is highlighted by Christie et al. (2019) and Prince (2016). Christie et al (2019) identify tensions and challenges of enacting an LfS approach in schools, as stated pupil-support departments may have greater freedom and fewer constraints. They appear to be well-positioned to engage with LfS discourse through regular local community-based initiatives.

5.6.1 Chapter Summary

In summary, this chapter has identified distinguishing features of the PA of this type of OL. OL-as-Pupil-Support delineates a particular group of pupils who gain significantly from OL approaches. There was evidence that a growing number of pupils within this category may be connected to the wider context of precarity and austerity. Outdoor settings and approaches were recognised as well-placed to support pupils facing a range of challenges. As in section 4.3.2, a number of significant affective outcomes were discussed linked to OL approaches. Opportunities to recognise pupil achievement more widely, through a range of awards were identified. A variety of approaches were described but local, community-based initiatives, often involving gardening or practical activities, were a recurrent feature. Links to OAE were also identified, such as DoE and behavioural or Outward-Bound focused courses.

Finally, positive relational benefits were acknowledged for pupils, staff and community-members. Home-school links were also enhanced.   OL appeared to find a central position within the pupil-support curriculum, providing a valuable approach and context for learning that enabled natural links to be forged across the curriculum.   Opportunities to foster environmental-stewardship were central within some programmes. This type of OL appeared to be suited to the vision of OL articulated in CfEtOL and well-placed to respond to policies such as 'DYW' (SG, 2014) and 'LfS' (SE, 2016).

Chapter 6 will consider the third type, OL-as-Curriculum. OL learning has been identified as an effective pedagogical tool in delivering curriculum content and connecting subject areas and crosscutting themes within a pupil-support context. As noted, pupil-support appeared less influenced by wider curricular constraints. The next chapter considers OL from a subject perspective within a mainstream setting.

Chapter 6: OL-as-Curriculum

6.1 Introduction

Chapter 6 adopts the format of the preceding two chapters and aims to describe the PA of OL-as-Curriculum, the third-type identified from the data.

Fägerstam (2014) and Christie et al. (2016) identify a knowledge gap in relation to OL within secondary school subject-oriented contexts. Traditional affiliations with nature and field studies under the umbrella of environmental education (Rickinson et al., 2004; Ross et al., 2006) are still evident in subject areas such as geography and biology. Although research has been limited, there is evidence of growing national and international policy interest in curriculum-based OL (Quay et al, 2020). This is further supported in Scotland with a shift in OE to OL and recognition of a close alignment between CfE and OL. LTS (2010) states that pupil learning and assessment experiences are enhanced through regular, progressive outdoor practices spanning varied locations. In common with the two OL types discussed, local contexts are emphasised and partnerships recognised as enabling features. OL's value as a learning context is reiterated within 'LfS' policy literature (SG, 2012). However, despite a positive policy context, evidence of practice changes appears scarce (2.4, 2.5).

6.2 Findings

The findings indicate that OL-as-Curriculum occupied a peripheral position within the formal curriculum arrangements of secondary schools in 2011 and 2019. Teachers expressed uncertainty when attempting to define OL, its activities and contexts. There was some evidence that OL's perceived status had declined within the subject curriculum across this period. In terms of the PA of OL-as-Curriculum, and in relation to the language used, for some teachers, exploring alternative OL pedagogies was perceived to be 'risky', usurping time for exam content coverage. Conversely, teachers identified a wide range of educational benefits in 2011 and 2019. OL's potential to enhance pupils' subject knowledge and understanding, motivation and enjoyment was recognised. The benefits of practical experiential learning, as well as opportunities to broaden horizons, were discussed by

teachers. A range of activities were linked to the doings of this PA. Activities were set within a diversity of contexts spanning school grounds to overseas destinations. Geography, and to a lesser extent biology, fieldtrips were most frequently associated with OL in 2011 and 2019. Geography examples covered all settings. Teachers in other subjects described infrequent OL activities. These took place in natural and urban settings. The timetable and an exam-orientated nature of secondary schools created challenges for teachers and new initiatives were difficult to sustain. A shift towards local contexts was evident in 2019, and partnership-working was more prevalent. As with OL-as-Physical-Activity and OL-as-Pupil-Support, relational benefits for pupils were identified linked to communication, teamwork and group-cohesion. Enhanced staff and pupil relations were recognised. New associations with place and cultural understandings were developed through overseas-travel.

This chapter will consider the findings under each of the three PA 'arrangements': OL-as-Curriculum Teacher Sayings (6.3), OL-as-Curriculum Teacher Doings (6.4) and OL-as-Curriculum Teacher Relatings (6.5). Sub-headings highlight emergent themes from 2011 and 2019. The discussion concludes the chapter, drawing on wider literature to explore key themes. Residual, dominant and emergent characteristics of this type are revealed.

6.3. OL-as-Curriculum Teacher Sayings

This section discusses the sayings teachers employed and their associated thinking and meaning from an analysis of language used in interviews. The peripheral nature of OL, within the various school subjects are initially explored, before considering the teachers' uncertainty around the term OL. Teachers' perceptions of OL approaches as risky are then outlined. This contrasts with the penultimate section that recognises a range of possible positive educational outcomes for pupils. A consideration of OLs diminished position between 2011 and 2019 concludes this segment.

6.3.1 Peripherality

The language subject specialist teachers employed in 2011 and 2019 suggested that OL occupied a peripheral position within the curriculum. OL curricular experiences were described as serendipitous and localised. Holly, a maths teacher and DoE leader (Lowtown),

had chaired an OL working-group. She felt it had been a tokenistic exercise (partly reflecting a lack of confidence in leadership in 2011) that was unlikely to result in changes, '*There is uncertainty around OL in the curriculum' (HollyLT2011).* Archie, PT Maths at Lowtown, was concerned that the policy document CfEtOL (LTS, 2010) was a top-down initiative, which was unlikely to result in long-term change:

> *Certain things come out and people think we must do this to tick a box and to me that's the totally wrong reason to be doing it (OL) and it will never ever work, the sustainability won't be there…(ArchieLT2011)*

A lack of planning and coordination was also evident in teachers' descriptions of outdoor activities within everyday lessons. The term '*adhoc*' used by Lily, PT Business Studies in Lowtown reflected the irregular nature of pupils' experiences in the outdoors:

> *OL might be perceived as an adhoc approach at the moment…so we need to write those activities into our courses (LilyLT2011)*

Similarly, in 2019 Sara, a PE teacher at Hillview Academy, indicated that *'an OL lesson would be more piecemeal than planned',* stating that key individuals often drive the agenda, *'There are small pockets of freedom fighters' (SaraHV2019).*

The 2019 data suggested that OL had become more peripheral within a subject context than in 2011. The sayings employed by teachers indicated that OL was perceived as different, unusual and infrequent. Nathan, the outdoor instructor in Rivercity Academy, indicated that OL was '*Never part of pupils' entitlement it's always an extra, a jolly' (NathanRC2019).* Sharon, a chemistry teacher, with a background in OL, highlighted OL's peripheral position at Hillview stating it is *'not part of everyday learning. It is an extra' (Sharon HV2019).* She explained how she had decided not to *'offer an OL session for colleagues…because I felt my colleagues were up to here'* with workload. Donald, a maths teacher, indicated the absence of a coordinated approach to OL in Ferrytown, '*Nobody is prioritising a joined-up approach to OL' (DonaldHV2019).* A disconnect was thus evident between OL and these secondary subjects. Alison, PT RMPS at Hillview, reflected this uncertainty - '*I'm not sure what OL is in relation to*

my subject and how it can impact on that…' (AlisonHV2011). She also questioned whether OL was suited to a secondary context delineated by subjects:

> *The other problem is as well it maybe sits more easily with primary school where you can do a whole topic and work towards OL. (AlisonHV2011)*

Kevin, a geography teacher at Hillview, suggested OL was better suited to pupils pursuing a less-academic route, a theme discussed in Chapter 5. He indicated that there was no time for OL in the upper-school as teachers were focussed on assessment-driven priorities:

> *OL is more suited to small groups that are not so tied to the academic curriculum and the pressures of meeting NABs (internal assessments). There are more opportunities there (KevinHV2011)*

Sharon confirmed that OL remained a low-priority issue across the school in 2019, *'I don't think OL was pushed as a school agenda. There are always more important things' (Sharon HV2019)*. A low-status position was also indicated by Donald, a maths teacher in Ferrytown, *'OL is at the back of the queue' (DonaldFT2019)*. Victoria, PT Geography, explained that OL was part of her remit when she took up her post in 2016, but despite her enthusiasm for OL, it had been '*quite far down my list'* as subject-based priorities had taken precedence.

6.3.2 Terminology

As well as questioning the place of OL within the subject-curriculum, uncertainty was expressed in relation to how the term was understood. For some subject specialist teachers the title OL was confusing and there was ambiguity around the activities that were classed as OL. Some teachers considered trips to indoor venues and international exchange trips to be OL. Alison, PT RMPS at Hillview, called for examples of what OL '*might look like in your subject' (AlisonHV2019)* in both 2011 and 2019. This was echoed by teachers in Lowtown too. She raised questions around whether OL had to take place outdoors and highlighted that OL tended to be associated with particular subjects. A wider definition permitted many established activities to be classified as OL:

From my point of view, I think that's where OL doesn't seem to encompass theatre trips or school trips, it's almost like you are learning in the outdoors and I think for a lot of staff it is the title. If you get an e-mail in as a teacher and see OL in the title then your immediate thought is oh I'm going to have to take them out on a walk or something, whereas if it is encompassing theatre trips and whatever well there is a huge amount of that going on. I think it is maybe to do with your perception of what OL is. A lot of people think OL oh that's geography and I think that is where I have come unstuck because I have just perceived it as that instead of everything else. (AlisonHV2019)

The idea that OL might be interpreted in different ways was also illustrated by Julie, PT Art, at Lowtown. She discussed how officially OE may appear absent within the curriculum but if it were to be interpreted more widely to include trips, many examples would be found within departments. Teachers frequently used the terms OE and OL interchangeably:

Although we might not be formally doing OE when you actually look at what we are doing in our departmental bases there is a lot of very strong links. (JulieLT2011)

Archie, PT Maths, in Lowtown, suggested that OL is somehow different to school trips:

I always think it's slightly different to OL but one of the biggest memories I have is…the school trips (ArchieLT2011)

Donald, a maths teacher from Ferrytown saw OL as something that was outwith the subject curriculum*, 'OL is often extracurricular, like sailing, but not core' (DonaldFT2019).* A degree of uncertainty and variety of interpretations continued to be evident within teachers' conversations in 2019, as illustrated with an example from Hillview. A modern studies teacher Paula, with reference to LfS stated that '*Many staff don't know what it is and look to the SMT to tell them' (PaulaHV2019).* Alison, PT RMPS, who had expressed uncertainty in 2011 recognised OL as a context which offered specific learning opportunities, describing OL as '*getting people out and about and learning about and in the environment' (AlisonHV2019).* Sara, a PE teacher in Hillview, distinguished between OL and learning in the outdoors. She

connected OL to a 'LfS' agenda. In contrast, learning in the outdoors represented activities, such as hockey, which took place outside:

> *We don't do a lot of OL but do a lot of learning in the outdoors. Teaching about the outdoors or sustainability, I wouldn't say we have an obvious or curriculum led element to it. (SaraHV2019)*

6.3.3 A Risky Activity

The fact that teachers perceived the inclusion of OL within the curriculum as 'risky' may explain why for some teachers it was infrequently practiced. Archie, PT Maths at Lowtown, recounted how the inclusion of OL activities was risky in relation to pupil academic performance. As indicated in Lowtown's vignette (3.2.3) teachers were under particular pressure to raise performance. The language used by him 'fear' and 'repercussions' indicate the dominance of the attainment agenda and the pressure subject teachers feel:

> *maybe we should take a chance and try this ... it takes a brave person to do it and you have to be given you almost have to be given the opportunity to do that with no fear of any repercussions to it and that is not going to happen. (ArchieLT2011)*

Ella, an ASN teacher at Hillview also reflected the assessment driven nature of the formal curriculum, *'Subject teachers struggle to focus on OL because their priority is attainment' (EllaRC2011).* Donald, a maths teacher at Ferrytown and proponent of OL, employed the same adjective as Archie to reflect the perceived risk of diverting from traditional exam-focussed teaching methods:

> *I think there is an element of having to have a wee bit of bravery to do that (OL) as a classroom teacher. (DonaldFT2019)*

6.3.4 Positive Outcomes for Learning

Despite OL's uncertain position within the curriculum and lack of clarity around its meaning, teachers' statements across 2011 and 2019 acknowledged a wide range of potential pupil

benefits. Many teachers recognised that OL may promote greater pupil engagement within their subject. Julie, PT Art at Lowtown, indicated how she would take pupils outside if she *'wanted to inspire the pupils with ideas from outside' (JulieLT2011).* At Hillview, PT Geography, Victoria saw *'OL as enrichment…it helps to keep kids interested and engaged' (VictoriaHV2019).* Similarly, Carol recognised greater enthusiasm and improved skills within her Shoreside English class, following a day-trip to local islands, which *'helped to improve pupils' creative writing skills. They were much more enthusiastic about the task and had loads of ideas after our visit' (CarolSS2019).*

There was a strong recognition in the statements made by teachers across all school settings of the positive-correlation between OL and pupil understanding in a range of subjects. The experiential element seemed to make learning more memorable and relevant. Teachers recognised that pupils' ability to retain and recall information was enhanced. Archie, PT Maths at Lowtown, indicated that *'hands-on doing things being involved in it will help to embed it more...' (ArchieLT2011).* The benefit of first-hand experience was also reflected in the sayings of Alison, PT RMPS in Hillview, who recognised that for some pupils an outdoor context promoted links to real-world learning which may aid understanding:

> *I think that's the huge benefit of OE on a wide scale is that they need to experience it for themselves and they need to almost hear it from somebody else's viewpoint or have that added sort of impetus because you've got to think that in a classroom most of them are shut off you are maybe only going to get through to half the kids when you are doing your normal traditional indoor lesson, but you might make that impact with somebody when you are outdoors and suddenly it just clicks...it's practical. (AlisonHV2011)*

As well as improving understanding, some teachers spoke about the measurable improvements they had witnessed in relation to examination performance.   PT Geography, Alan, felt that fieldwork had a number of learning and assessment related benefits, helping Ferrytown pupils to make *'links between the classroom and world around them. They can think back to the event and this helps them write better exam answers' (AlanFT2019).*

Archie acknowledged that, for some Lowtown pupils, practical OL may result in greater engagement and relevance within his maths lessons:

For some kids it works, for some it doesn't, same as anything. Some kids will then engage a bit more because they have collected data themselves rather than copying data out of a book. (ArchieLT2011)

Teachers in Lowtown discussed OL's potential to encourage pupils to think beyond the confines of the classroom and to extend their experiences and life skills. Alison, PT RMPS at Hillview, felt that OL was beneficial in expanding pupils' horizons linked to their understanding of lifestyles and cultures that contrasted to their own:

I do think we need to broaden pupils' horizons and OL offers opportunities to broaden pupils' horizons. (AlisonHV2011)

Kevin, a geography teacher at Hillview acknowledged subject dividends, but also recognised wider benefits linked to life skills as an important facet of fieldtrips and ORE:

Our pupils can be quite insular so trips are valuable for developing subject knowledge but there are also wider life skills that pupils gain. (KevinHV2011)

In 2019, Victoria, PT Geography at Hillview, described the experience of foreign fieldtrips for pupils as *'such a powerful experience. It is life changing. It gives them the confidence to travel'* (VictoriaHV2019).

6.3.5 A Diminished Position

Despite talking about these benefits to pupils, in 2019 classroom teachers indicated a reduced focus on OL both in policy and practical terms. Nathan, OL Instructor at Rivercity, recalled how post-2011 *'Teachers had ideas but they weren't supported top down...'* (NathanRC2019). A diminished position was also described by Alison, PT RMPS in Hillview. She referred to the

reduction of outdoor staff posts from two to one, '*OL is not part of the curriculum. It has dropped off' (AlisonHV2019)*. Victoria, PT Geography at Hillview, suggested that *'OL is there but not top' (VictoriaHV2019)*. Hillview's new HT had requested an action plan for OL. Victoria indicated that the *'challenge was to increase awareness and synergy'* across the school. An audit of OL practices was deemed a useful starting point. A reduced focus was recognised by Donald, a maths teacher, in Ferrytown who contrasted the emerging interest in OL linked to the publication of 'CfEtOL' (LTS, 2010) during their Postgraduate year at Jordanhill compared to current levels of awareness:

> *I think OL is less on people's radar. Even in the eleven years since I came into teaching. This was the next big thing. At Jordanhill they said be mindful of the fact that you might want to get involved in this through your probation year. (DonaldFT2019)*

6.4 OL-as-Curriculum Teacher Doings

This section will discuss the range of practices, or doings, associated with the PA of OL-as-Curriculum. Geography and biology fieldwork activities were dominant and I explore these first, before considering OL practices within other subject areas. Timetabled classes, such as DoE, are then discussed before concluding with a consideration of a focused activity-week approach.

Before discussing doings in various subjects, it is worth noting that there was a strong similarity across the activities of all participating schools in both 2011 and 2019. Places spanned local, national and international settings. OL was perceived as more feasible within the earlier years of the secondary school. Alison, PT RMPS in Hillview reflected the view that junior classes offered greater flexibility for OL, as the impact of being out of school was of less concern than in exam-focussed classes. There was more time to include fieldtrips and outdoor experiences as pressures relating to content coverage and assessment were reduced. *'If you want to do OL S1 and S2 are your best bets.'* Kevin, a geography teacher also indicated that, for senior pupils, spending time out of school *'impacts negatively upon their progress.' (KevinHV2011)*. Despite this, opportunities for senior pupils were evident.

6.4.1 Geography and Biology

In secondary schools in Scotland, OL is traditionally associated with subjects such as geography and biology where fieldtrips are often '*integral to their exam' (ArchieLT2011)*. In 2011 and 2019 teachers recognised that these subjects, especially geography, had a '*natural fit' (KevinHV2011)* and '*strong affinity with OL' (ScottFT2019)*. Similarly, Alison PT RMPS at Hillview recognised that OL was '*a huge part of the curriculum (*in Geography*) but not in other subjects' (AlisonHV2019).* The inclusion of whole-school responsibility for OL within the PT of Geography's remit at Hillview reflected this strong association. Alan, a geography teacher at Ferrytown saw OL as essential and '*targeted to skill development' (AlanFT2019)*.

A range of practical activities linked with biology and geography were described in all school settings. Many of these activities took place in the school grounds or locally. Hillview first year pupils completed '*field sketches'* in geography *(VictoriaHV2019)*, while third year geography pupils at Lowtown undertook '*traffic and pedestrian counts'* and '*weather measurements' (RayLT2011).* Sharon, a chemistry teacher, indicated that '*quadrats'* and '*pitfall traps'* were an annual practice with biology classes at Hillview *(SharonHV2019)*. As well as fieldwork, a '*gardening plot' (RayLT2011)* was utilised by fourth year biology pupils at Lowtown.

Local settings, within close-proximity to schools, continued to be a feature within 2019 as described by Victoria, PT Geography at Hillview:

> *Every year group is out once in the year at least as part of geography. We try to use the local area for a range of physical and human fieldwork opportunities…river studies, field sketching, land use mapping, soil profiles' (VictoriaHV2019)*

She emphasised that there was a greater focus on developing local opportunities that were accessible on foot, as their new HT was seeking to streamline trips and reduce time out of school.

Keeping things small-scale and local is what I'm going to be suggesting. We need to think about local places we can walk to. That's more sustainable. (VictoriaHV2019)

Scott, FH of social studies in Ferrytown, recognised the range of opportunities that might be accessed within the surrounding rural landscape, reiterating that fieldwork needed to take place *'within a 3 mile radius' (ScottFT2019).*

Fieldwork days at more distant locations were also evident. The skills developed were closely linked to course assessment requirements. Rivercity conducted a *'sand-dune investigation' (PamRC2011)* with Higher geography pupils.   Third and fourth year geography pupils at Hillview completed four physical and human focussed fieldwork days:

We cover physical geography - rivers and glaciation - and human - urban and industry and farming. We visit Loch Lomond National Park and look at land-use conflicts (KevinHV2011)

Alan, a geography teacher in Ferrytown took *'the National class to Xtown and the Higher class to Loch Lomond.' (AlanFT2019).*   This enabled pupils to gather data for their written assignment.

Courses, with a vocational element, connected with geography and biology. Managing Environmental Resources [MER] and Travel and Tourism [TT] were offered at Hillview and Rivercity in 2011. Kevin provided examples of field visits which explored *'waste awareness, ecology ecosystems and forestry' (KevinHV2011).*   Travel and Tourism featured in the curriculum at Hillview, Rivercity and Shoreside in 2019. At the same time, Victoria indicated that small classes meant that course viability was often a perennial constraint. She illustrated this with reference to a Rural Skills course that had been proposed at Hillview in 2019:

We offered a Skills for Work rural course this year on the option form but only eight signed up so it didn't run. (VictoriaHV2019)

Examples of residential opportunities were discussed in 2011 and 2019. Rivercity Higher pupils travelled to the '*Yorkshire Dales and the Lake District*' *(PamRC2011)* and Ferrytown Advanced-Higher pupils attended a residential at a FSC centre. The course equipped students with essential exam-related practical skills and field data:

> *Advanced Higher pupils attended a residential in Arran. Important skills like sampling, identification, analysis and evaluation are gained through this. It will really help them with their project. (AlanFT2019)*

However Kevin, PT Geography at Hillview, had opted for a series of one-day events as '*costs are far lower*' and '*uptake is 95-100%' (KevinHV2011)*.   Reflecting the constant tension over time to carry out OL activities, Victoria stated that any Higher fieldwork at Hillview now took place within '*walking distance*' of the school, taking time out of school for pupils sitting senior exams was no longer possible and deemed detrimental to other subjects.

A new and distinctive ORE which was not exam-driven was described in Ferrytown. A group of third year geography pupils were to participate in the 'Junior Park Ranger Scheme'. This was a four-day course offered by National Park staff and partners which targeted geography, science, and health and wellbeing. OL was central to the programme which explored '*conservation, biodiversity, habitat management, tourism, vocational and skill-based activities' (AlanFT2019)*. Through these activities pupils completed their John Muir Discovery award. A sharing-day would be held in the school to mark the culmination of the course and certificates presented. The course was closely aligned with wider educational priorities: 'LfS', 'DYW' and health and wellbeing.

Opportunities for pupils to travel overseas to develop geographical knowledge and skills were discussed. Both Lowtown and Hillview geography departments had conducted trips to Italy which explored physical, cultural and environmental themes '*where kids learn about volcanoes and earthquakes*' (*RayLH2011*) '*and get to experience physical and human geography first-hand' (VictoriaHV2019)*. Victoria had a personal passion in providing such opportunities for pupils and felt that the '*enthusiasm that is generated makes all the hard work and paperwork worthwhile.' (VictoriaHV2019)*.

6.4.2 Other Subject Areas

PE made extensive use of outdoor spaces in 2011 and 2019 as a context for developing knowledge and skills linked to particular activities. Aaron, Lowtown's AHT, outlined some of the activities that took place on their new well-equipped campus *'We are lucky to have great outdoor pitches for football, rugby, hockey and athletics' (AaronLH2011).* Rivercity was distinctive in that their recently completed climbing-wall offered a unique resource for timetabled PE classes. DHT, Angus, described it as '*the best thing that has happened in the school resource wise' (AngusRC2011).* In 2019 he also made reference to a mountain-biking course which *'was developed on campus...introduced as part of PE' (AngusRC2019).* As noted previously (6.1.2), Sara a PE teacher in Hillview, distinguished between activities *'in'* the outdoors and activities which were *'about'* the outdoors. The latter was recognised as OL, where pupils developed knowledge, skills and attitudes about the outdoor setting.

Although less prevalent, teachers described OL lessons within other curricular areas. Examples of outdoor maths activities such as measuring *'time, distance, speed' (DonaldFT2019)* were discussed in all settings. Sharon, a Hillview chemistry teacher with an OL interest and remit, suggested that these initiatives were infrequent, happening from *'time to time'.* Tim, a physics teacher at Rivercity stated that '*Launching rockets in the playground always goes down well'.* He had also used the climbing-wall to '*teach Forces'.* Examples of school grounds-based activities across schools included *'orienteering' (NathanRC2011), and 'mindful walking' (AlisonHV2019)* as part of a Buddhism unit in RMPS. History examples included a visit to *'local-graves' (KevinHV2011)* and Bill recognised the *'enrichment'* possibilities simple-regular OL opportunities offered within social studies linked to WW1 topics such as *'a trench warfare'* simulation and *'a wander round* (the town) *to explore devolved and reserved powers' (BillHV2019).*

Rivercity appeared to have given greatest thought to their outdoor space. In 2019, Angus reflected on developments that had taken place in Rivercity to promote use of the school grounds, particularly linked to practical skill-based courses, which could be accredited through the wider achievement framework. Angus and Nathan had initiated the

development of an outdoor classroom space in a school quadrangle where activities like joinery, drystane dyking and outdoor cooking could be applied:

> *We began to set up a covered-area with an open wall with workbenches for woodwork, panels for art and stones for building. Nathan built a fire pit and pizza oven. We had a workshop about how to use the grounds imaginatively. (AngusRC2019)*

He went on to explain that although there was initial enthusiasm *'It got so far but when I left it stopped.'*

Some of the activities described by teachers were passive and simply involved transferring indoor activities to an outdoor setting. Alison, PT RMPS at Hillview described how good weather was often a driver of such activities, *'If the weather is nice we might go outside and read' (AlisonHV2019)*. Taking work outdoors was described as a *'treat'* by Lowtown maths teacher Holly, *'The amphitheatre-area is sometimes used when it is sunny. Alison echoed this sentiment *'We let pupils take their work outside for a treat' (AlisonHV2019)*.

Examples of day-trips spanning a variety of subject areas were provided in all schools. For some of the activities being outdoors was an integral element, for others the connection was less central. A *'trip to the Highland Show.' (LilyLT2011)* took place in Home Economics at Lowtown. At Rivercity a Business Studies class *'visited the beach to take photographs' (JohnRC2011)* which were used in an advertising campaign. Examples of English Department activities at Shoreside Grammar included a trip to *'local islands' (CarolSS2019)* as part of a creative writing task. Hillview science pupils visited the *'Queensferry Crossing' (SharonHV2019)*. Examples of historically focussed battlefield trips to Belgium and France were described in 2011 at Hillview and 2019 at Shoreside.

6.4.3 Timetabled Courses

DoE was timetabled within the formal curriculum at Lowtown in 2011 (4.2.1). Opportunities for pupils to study outdoor orientated courses and gain accreditation were also discussed in 2019 at Shoreside and Ferrytown where the John Muir Award and DoE had been respectively

timetabled as curricular options for third year pupils. These courses only ran for one year. Brian, HT at Shoreside, described plans to offer a National Progression Award in bee-keeping from August 2019:

> *We are continuously looking for new opportunities. Bee-keeping will be offered next year in the timetable. It's likely to be a significant eco-career along with a whole host of jobs not previously thought of until recently. (BrianSS2019)*

6.4.4 Activity Weeks

Activity weeks only appeared in the 2011 data, linked with Lowtown High and Hillview. Staff were encouraged to organise a range of educational-trips during this week, many had an outdoor focus. Archie, PT Maths, described an activity that all Lowtown first years undertook. The events described seemed similar to classroom-based approaches:

> *So it is an OE trip, kids enjoy it but they are also learning. When they go to … they have to fill out a booklet. It's mainly science based but other subjects input too. One of the challenges from the maths department from last year was they were given a list of animals to see and they used tally marks and frequencies … and then they came back and transferred that information into suitable diagrams pie charts, bar charts… (ArchieLT2011)*

A more ambitious and creative weeklong event connected to the Drover's expedition (4.2.2) took place in Hillview. This had been conceived by the HT who had a keen personal interest in Scotland as a tourist destination and was a qualified Blue Badge guide. Several staff indicated that this was a top-down initiative '… came up with ideas and we made it happen' *(VictoriaHV2019).* Departmental planning resulted in a range of events, which connected the expedition to the subject curriculum. Loch Tay provided a dramatic setting for a performance that the music and drama department had been working on, as recounted by HT Mary:

> *Our music and drama students performed a show they'd created on the banks of Loch… it was a romantic tale of drovers in verse and music. (MaryHV2011)*

Learning opportunities exploring the heritage and culture of droving ran alongside the expedition for the wider school. Mary conceptualised the subject activities which took place in a range of departments as a 'classroom without walls':

> *Getting pupils out and about in classrooms without walls featured strongly in our programme. We had groups who went out on a geology themed walk to the …, pupils travelled to Loch Lomond to look at the drovers road and watch a sheepdog demonstration. A group of artists went to Glen… and worked with two outreach officers from the National Galleries of Scotland. (MaryHV2011)*

6.5 OL-as-Curriculum Teacher Relatings

In this section I consider the relations and networks evident within this PA. Pupil then staff relations are considered, prior to discussing pupil relations with place. Partnership-working concludes this section. As noted in the previous two chapters, parallels are evident across all three PAs within this category.

6.5.1 Pupil-Relations

Teachers from all 2011 and 2019 schools highlighted a range of social and relational benefits connected to curriculum focussed OL-residential trips. It was notable that teachers omitted to discuss pupil-relations linked to local and one-day trips. This perhaps reflects the shorter nature of these interactions or a greater focus on subject-related outcomes. Skills such as communication and teamwork were recognised as beneficial outcomes from participation in school trips and excursions. The social-benefits of a trip to Italy were highlighted by Ray, a Geography teacher, at Lowtown '*So many social-skills are gained from mixing with different year groups. Pupils need to be considerate of other group-members*' (RayLT2011). Victoria, PT Geography echoed these sentiments, stating that for senior Hillview pupils the benefits were '*immeasurable*' (VictoriaHV2019).   Residential experiences intensified group-connections. Julie, PT Art in Lowtown had supported a Geography trip to Italy. Spending time collectively with a group and experiencing a range of activities and emotions brought the group together:

Shared experiences like being away from home, travelling, trying new food, visiting famous landmarks together and all the things that happen in between definitely bond a group. (JulieLT2011)

Reflecting an increased bond, Brian, the HT at Shoreside, noted '*trust and respect'* and working '*together for the good of the group' (BrianSS2019)* as important relational outcomes of OL-experiences. Although the contexts are different, the skills and interactions reported reflected those discussed in OL-as-Physical-Activity (4.5.1) and OL-as-Pupil-Support (5.5.1).

6.5.2 Staff-Pupil Relations

As with the preceding OL types, the 2011 and 2019 data identified enhanced-relations between staff and pupils through spending time in less-formal settings. Teachers gained new-perspectives and student insights within this context. Kevin, PT Geography at Hillview, referred to an enhanced relationship - 'the *relationship you develop with pupils through trips and school visits is richer for it' (KevinHV2011).* The stronger relationships that were developed outside were attributed to a more relaxed informal-context. John, PT Biology at Rivercity, indicated that these relationships were enhanced *'mostly due to a more relaxed teaching atmosphere.' (JohnRC2011).* Spending time out-with the confines of the classroom altered the persona of some teachers, as described by Bill, a Hillview history teacher, '*When you are outside you can be a very different person from inside.' (BillHV2019).* A changed relationship was identified by Carol, an English teacher at Shoreside. She described how a creative writing trip to a local-island presented opportunities for pupils and staff to gain new-perspectives and understandings of each other:

... the dynamic between teachers and pupils is definitely enhanced. When you return to school it sticks. I feel like I have more in common with them and know more about their interests. (CarolSS2019)

Pam, a geography teacher at Rivercity, felt that a more-relaxed setting created more-opportunities for pupils to ask questions and interact with staff than indoor-settings, '*There are subject benefits. I find pupils are keener to ask questions on a school trip than in the*

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classroom' (PamRC2011). At Ferrytown, geography teacher Alan anticipated that a residential trip to Loch Lomond would '*provide opportunities to talk about issues like land-use conflict in situ' (AlanFTS2019).*

Residential experiences were described as 'powerful'. Kevin, PT Geography at Hillview recognised greater unity within the group based on shared-experiences during a history trip to Belgium:

> *The battlefield trip is a wonderful and powerful experience for pupils and teachers. There is a closeness that develops throughout the week between the group. (KevinHV2011)*

These data once again reveal strong synergy across the types of OL. Teachers also describe enhanced-connections and opportunities to forge different relations with their pupils in more relaxed settings in OL-as-Physical-Activity (4.5.2) and OL-as-Pupil-Support (5.5.2).

6.5.3 A Relationship with Place

Through participation in subject-related trips and excursions, pupils encountered new places, some of which contrasted with their own context and experience. Staff recognised the social and cultural gains afforded to pupils. Aaron HT of Lowtown, outlined the benefits for pupils in broadening their worldview through foreign travel:

> *Foreign trips are about pursuit of the unknown, curiosity and cultures. Pupils gain new perspectives. It helps our pupils to see the possibilities that lie beyond their home and setting. (AaronLT2011)*

National settings were also recognised as valuable in broadening pupils understanding of their own country's diverse culture and heritage as outlined by PT Geography Kevin when contrasting Hillview pupils' rural-experiences to an urban-fieldtrip to Glasgow.

…is cosy. It is good to get them out and look at other places that are different from their experience, to see and experience the diversity that their country has to offer not just in terms of landscape but culture and history too (KevinHV2011)

Carol, an English teacher, described how through participation in curricular-activities Shoreside pupils '*broaden their understanding of their local area and community*' and are inspired '*to find out about the wider world*' (CarolSS2019).

Different dimensions of place are evident across each PA. Place featured within OL-as-Physical-Activity linked to the Drover's expedition where particular memorable-events, historical and cultural-stories forged new associations (4.5.3). Repeat visits appeared to promote an ethic of care within OL-as-Pupil-Support (5.5.5). However, place is discussed more broadly here linked to extending pupils' horizons through contrasting experiences.

6.5.4 Partnerships

Mary, HT of Hillview, acknowledged the importance of forging subject-specific learning relationships with external staff across a range of settings in 2011 linked to the drover's-event:

staff from Edinburgh University took pupils on a geology walk and the National Gallery ran an art workshop. It opened up new possibilities for staff and pupils. (Mary HV2011)

Alan, a geography teacher at Ferrytown was enthusiastic about the departments new-venture with the 'National Park Junior Rangers Scheme' discussed previously. He recognised this as an '*amazing resource*' (AlanFT2019). The five-day National Park initiative was identified as offering '*tremendous potential for developing pupil knowledge, skills and understanding.*' (AlanFT2019).

When thinking about her whole school OL remit Victoria, PT Geography, felt that local partnership-working and community-links were essential elements if OL activity was to increase across subject areas within Hillview:

> *We definitely need lots of partnership-working and support from community links to support staff. (VictoriaHV2019)*

Local-partnerships were particularly valued within an OL-as-Pupil-Support context (5.5.3).

6.5.5 PA Summary

In summary, the findings section of this chapter has outlined the PA of OL-as-Curriculum. Teachers referred to OL as peripheral in both 2011 and 2019 and it might be argued that OL's status within the subject curriculum may have declined, in some schools, over the last decade. Ambiguity linked to the term, activities and contexts is evident.

Risk is a recurring and evolving theme within the OL literature as outlined in section 2. However, within this type we see the term used quite differently. In this case subject teachers perceive the decision to divert from indoor curricular exam centred pedagogical approaches and incorporate OL into the curriculum as 'risky'. Despite this view, teachers recognise a wide-range of benefits. Practical experiential-learning enhances subject-knowledge and understanding, as well as pupil motivation and enjoyment. Pupils' horizons are broadened through OL-opportunities. Geography dominated the doings of this PA, however, a diversity of activities spanning a range of contexts, from school to overseas, were evidenced. Other subject areas were less regular features covering local and one-day trips. The constraints of curriculum-structures and an exam-dominated system are evident, with new courses and approaches often proving difficult to sustain. Emerging activities seem to favour local settings and recognise partnership-working as enabling factors. Relational benefits between pupils linked to overseas-visits are explicitly discussed. Outdoor-settings are seen to impact favourably on pupil-staff relations. These benefits are often transferred to the classroom. Travel abroad forges new-associations with place and develops cultural-

understandings. Residual, dominant and emergent themes relating to OL-as-Curriculum will now be explored.

6.6 Discussion

Key features linked to the PA of OL-as-Curriculum were identified in this chapter. An insight into OL's status within a subject context is also provided. This section first explores residual influences and dominant features of this type. OL-as-Curriculum's peripheral position and the uncertainty surrounding the term and its practices are discussed, before illustrating how local and cultural factors may shape particular schools' interpretations and enactments of OL within the subject-orientated curriculum. Despite little evidence of changes to practice between 2011 and 2019, teachers identified a range of positive educational outcomes for pupils. Geography's prominence within this type is then explored. Finally, in common with the first two OL types, relational benefits for pupils and staff are considered.

As established in section 2.4 of the literature review and highlighted in section 4.4.1, despite Scotland's favourable policy context, OL continues to occupy a peripheral position within the subject-configured curriculum of secondary schools (Christie et al., 2016; Thorburn, and Allison, 2013). Christie et al's (2014a) findings, based on data gathered in 2011, presented a hopeful picture of an enhanced role for OL, speculating that CfEtOL had enabled teachers to gain a greater understanding of the benefits OL presented. Thorburn and Allison (2013) suggested that teacher engagement with the document may be low and practice-level changes minimal. Timetabling structures and limited flexibility between and within subject areas were identified as barriers at this time.   Mannion et al's (2015) survey, discussed in section 2.2, recorded a 3-minute increase in OL per-pupil-per-week and concluded that a doubling of outdoor time was a realistic target. Significant variations were noted across schools and barriers such as examinations reiterated. The sayings of teachers in both 2011 and 2019 resonate with the literature and concur with the dominant ideas expressed by teachers in Chapter 4 linked to OL's low-status and minimal curriculum presence (4.3.3). OL-as-Curriculum appears to have retained a peripheral status. Frequency and duration of provision were not considered within this study, this said, the language employed by teachers 'adhoc', 'fallen off the radar' may even suggest a decrease. OL appeared to be planned in

isolation by teachers and there was little indication of a coherent approach. Beames et al's (2011) statement captures this ethos:

> there is an unquestioned assumption that schools operate indoors rather than outdoors…So, the onus is almost always on the teacher to justify the decision to take students outdoors. (p.5).

Victoria, PT Geography at Hillview, had responsibility for OL connected to her remit but had struggled to make time for this against subject-related pressures. Tasked with producing an annual improvement plan for OL in 2019. She recognised that an audit of current activities was an important first-step in gaining an overview of practices across subject areas. While auditing can be a valuable exercise, it may also be indicative of limited progress during the last decade.

The peripheral position and lack of coherence within this type remains a dominant feature, this may be partially linked to uncertainty surrounding the term OL, as evidenced within the 2011 and 2019 data (6.3.2). Kirk's perception of LfS understanding amongst teachers within her school context (2017 cited in Christie et al., 2019) support this view (2.5). As outlined in Chapter 2, definitions such as OE, OL are LfS are fluid and evolving. The raft of OL policy publications, outlined in sections 2.3-2.5, may add to the confusion around the term (e.g. LTS, 2010; SG, 2013). Teachers often used OE and OL interchangeably and little reference was made to LfS. Teachers in 2019 made no reference to CfEtOL (LTS, 2010). Although exemplification of OL practices had been produced (ES, 2012), teachers in 2011 and 2019 expressed uncertainty around the practices that constituted OL. Some teachers questioned whether indoor settings such as museums and public buildings were legitimately classed as OL. Examples of OL linked to foreign-language excursions and subject-based trips to cities were discussed under this banner. As outlined within the literature OL is conceived in a range of different ways which are shaped by cultural settings. '*Udeskole'* encompasses both natural and cultural settings including urban and rural indoor and outdoor spaces, (Bentsen et al., 2009), however, it is important to note, that this is set within the Danish cultural context of regular days spent in nature where journeys are often made on foot, as opposed to stand-alone school trips where time spend outdoors is minimal.

The views expressed by teachers in 2011 and 2019 indicated different perspectives on whether activities such as games and sporting activities might be included within OL activities (6.3.2). Chapter 2 refers to Zink and Burrows (2008) work, set within a PE and OE context, highlights that the term 'outdoors' is interpreted in multiple ways and that the boundaries between indoor and outdoor settings can be blurred, 'slippery and complex' (p. 252). They indicate that prominent policy discourse and literature can shape teachers' understandings, there was minimal evidence of OL policy influence in my study. A minority of teachers within the 2019 data (6.3.2) recognised OL as encompassing more than a school trip, where *'learning about and in the environment'* were an important focus. This may reflect some awareness of the policy positioning of OL under LfS and raised awareness among a small number of teachers (SG, 2012; SG, 2013).

As Christie et al., (2016) indicate, a range of complex factors combine within particular settings to shape practices. School context, subject affiliation, teacher biographies, beliefs and personal experiences are all contributing factors. My findings illustrated the dominance of local influences shaping teachers' interpretations of OL. For example, a modern studies teacher indicated that some teachers did not know what OL entailed and looked to the SMT for guidance. In 2011, the HT at Hillview conceptualised a more experience-based curriculum as *'a classroom without walls'*. McLuhan (Kuskis, 2012) introduced this term in the 1950s to express concerns about the prominence of traditional classrooms as the principal approach to learning calling for wider engagement with mass media. More recently, the term has been employed in a range of different settings linked to outdoor classrooms, school excursions, residential and fieldtrips in international school settings, and flexible inclusive curriculum provision (International School of London, 2020; Largo-White Guardino, Wludyka, et al., 2018). As previously outlined, Hillview HT Mary, had a personal interest in tourism and was keen to develop a form of OL that had a strong Scottish curricular focus and prepared pupils for the world of work. Her influence shaped how OL was interpreted. Brookes (1992 cited in Bentsen et al 2009) highlighted that 'Any particular form of OE can be understood as an expression of the ideas and assumptions of its protagonists and as a response to a particular set of conditions' (p. 30).

The SMT, in a number of schools, may be seen to exert influence upon the enactment of OL activities positioning them as 'risky' in relation to wider exam-driven priorities rather than more traditional understandings of risk discussed within Chapter 2. The 2011 and 2019 data evidence this as a dominant view (6.3.3). OL diverted time and attention from exam preparation and more traditional-pedagogies. Pressures to complete courses and meet attainment targets frequently arose in teachers' conversations and were perceived as central to their success. This may indicate a narrowing of the curriculum despite CfE's claim to broadening pupil opportunities (SE, 2004). Miller, Edwards and Priestley (2010) examined curriculum-making practices across three subject areas in one secondary school, they recognised that too great a focus on outcomes was promoting a teach to the test mentality which consequently narrowed the enacted curriculum. This will be discussed further in section 7.6.

Conversely, positive educational outcomes for pupils such as engagement and enthusiasm were dominant within teachers' sayings in 2011 and 2019 (6.3.4). Although literature in this field is limited, there was an alignment between the data and available sources. Cognitive benefits were particularly emphasised within this type of OL. Teachers indicated that outdoor-settings may help to improve pupils' knowledge of facts and promote a deeper understanding of subject-related concepts, resulting in improvements in the quality of work (Birkin, Hughes and Brennan, 2014; DeWitt and Storksdieck, 2008; Fägerstam, 2014).

As well as cognitive benefits, OL was seen to impact positively in other ways. A strong correlation across all OL types was noted (4.3.2 and 5.3.3). The 2011 and 2019 data indicated that some teachers perceived learning in the outdoors to be stimulating, fun and enjoyable for pupils. Christie et al., (2016) and Fägerstam and Blom, (2013) report similar findings within Scottish and Swedish contexts. The potential of OL to motivate and engage pupils was prevalent in teachers' accounts within 2011 and 2019 (6.3.4). Fägerstam's (2014) project compared and contrasted the perceived and realised benefits of a local OL project spanning one-year. The 12 lower-secondary school teachers reported increased student motivation and enjoyment, however, this had not been anticipated. Before commencing the project, Fägerstam (2014) noted concerns linked to disciplinary problems and the novelty of an outdoor setting. Perhaps surprisingly, these concerns were not expressed by Scottish

teachers in 2011 or 2019. Instead, teachers recognised outdoor settings as relevant contexts which connected school subjects to the everyday world and enabled the development of life skills. Similarly, as recounted in section 2.4, maths and geography teachers recognised the real-world relevance of an OJ's teaching approach offered (Christie et al., 2016). In accordance with Birkin et al. (2014) findings, overseas geography fieldtrips developed important life skills and widened pupil experience and awareness of other cultures through travel. As previously indicated, claims relating to outcomes encompass a range of activities and understandings. Variables such as length of activity, group composition and outcomes highlight the need for caution and critical engagement in the interpretation of such results (Fiennes et al., 2015).

The data from this study suggests that while subject-specific teachers may recognise the value of OL, enacting it as a regular embedded element of the secondary school curriculum remains challenging. Geography was an exception. Field studies study retained its dominance within the data. Biology examples were discussed but less prevalent than geography. Mannion et al's (2015) study recognised that social studies and science were addressed in over 35% of residential and non-residential outdoor events. Beames et al (2011) refer to the benefits of direct experiences in nature linked to biology, ecology and geography. They describe the advantages of exploring habitats and ecosystems first-hand. Alongside traditional geography fieldwork, opportunities to visit urban and rural areas enable a better understanding of planning, food production, decision-making and community roles. My data indicates that traditional fieldwork practices, particularly in geography, are commonplace. Courses such as MER and TT also incorporated fieldwork approaches. The purpose of such activities was frequently linked to exam-related skills. This appears to legitimise OL within this area of the curriculum (Beames et al, 2011) but may narrow the type of experiences offered. Winks (2018), for example, highlights the untapped potential that fieldwork experiences hold in moving beyond instrumental assessment focussed knowledge towards increasing pupil sensitivity to the world. He argues that experiences of OL in residential settings can increase sensitivity to the natural world and lead to new understandings of this context and our relationship to it.

Biology examples were less regular, a decline in biology-related fieldwork concurs with research findings. Tilling (2018) identifies a reduction in biology fieldwork practices and shortening of residential experiences, compared to increases in geography, within an English secondary school context. Scott, Boyd, Scott et al. (2014) link this decline to teacher's predispositions to the outdoors, school culture and teacher confidence. They also recognise fieldwork as less prescribed within the biology syllabus. Practices within subject areas less traditionally associated with OL are now considered.

My 2019 data indicates that despite an increased focus on OL within policy and standards it has struggled to gain ground, particularly in less traditional subject areas. There was evidence that teachers felt that OL's status had stagnated or even diminished (6.3.5) and that the impetus of policies such as CfEtOL (LTS, 2010) had waned. This view might be juxtaposed with the policy-vision and optimism outlined in Chapter 2. Beames et al. (2011) argue that outdoor settings can complement subject concepts and theory across *all* areas and this argument is supported with a range of examples. Mannion et al's (2015) study indicated that after health and wellbeing and social studies, maths and languages featured in 30% of outdoor events in Scottish secondary schools. Fägerstam (2014) refers to Swedish examples of secondary OL practices but little has been reported linked to Scotland (Christie et al., 2016). The 2011 and 2019 data (6.4.2) described a range of occasional activities such as mindful walking in RMPS, rocket launching in physics and more passive weather-related activities such as reading outside. Mannion et al (2015) reported that greener spaces such as parks and woodland areas accounted for 79% of non-residential OL time, and urban or civic spaces 22%. While the 2011 and 2019 data reflected a similar range of contexts these events tended to be adhoc. Beames and Ross (2010) stated that teachers found it challenging to link OL experiences to CfE requirements. Beames et al. (2011) highlight that if OL is to be credible it must be seen to link to the curriculum and subject requirements, the adhoc nature of these activities reinforce the peripheral position discussed earlier. Christie et al (2019) recognise the belief that some subjects are more-suited to LfS delivery than others as a particular challenge within secondary settings. My data suggests that some subjects are better placed to enact an OL and 'LfS' agenda. As indicated, teachers' requests in 2011 and 2019 for subject-specific OL professional-development, and practical examples, reflect a desire for clarification

and direction (6.3.2). Beames et al. (2011) identify a gap in resource provision and ideas to support secondary teachers, beyond key areas such as science and geography.

National and international residential geography fieldtrip examples were a dominant feature across schools (6.4.1). These opportunities were perceived to deepen subject knowledge and skills (Birkin et al., 2014; Rickinson et al., 2004). Events were likely to span 3-7 days and account for significant periods of OL time as reflected by Mannion et al's (2015) outdoor provision findings. However, the frequency of such events is likely to be low. The literature acknowledges that this form of OL can be exclusionary, based on factors such as cost, socio-economic background, ethnicity and behaviour (Mannion et al, 2015; Power et al., 2009).

In common with the first two types, OL-as-Physical-Activity (4.6) and OL-as-Pupil-Support (5.6), teachers recognised enhanced relational-links in both 2011 and 2019. Twelve teachers involved in Fägerstam's (2014) OL-project reported a change in social relations in outdoor settings which impacted positively on pupil–pupil relations as well as teacher–pupil relations. An outdoor setting was viewed as a supportive context that enhanced participation and extended collaboration; shy pupils appeared more relaxed. In my study, teachers made little mention of enhanced pupil-relations linked to school ground events, this may reflect the short duration and adhoc-nature of these activities. Nevertheless, in common with other studies, they did recognise the benefits of a more relaxed setting where power-relations were more equal. This enhanced teacher-pupil relations and enabled teachers to assist students with subject related difficulties. Christie et al's (2016) OJs initiative echoed these benefits, a secondary maths teacher recognised enhanced opportunities for collaboration and talk between themselves and pupils. Rickinson et al. (2004) indicated that fieldwork and visits 'can lead to individual growth and improvements in social-skills…' (p.5) while school grounds and community projects can foster students' sense of belonging, relationships and community involvement. However, the results of a small-scale perception questionnaire study involving seven UK secondary teachers reported positive and negative relational perceptions (Williams and Scott, 2019). Positive findings identified a more relaxed setting and enhanced pupil and staff-relations but there was also evidence that for some pupils the outdoors may represent a more stressful, less structured and distracting setting (Williams and Scott, 2019). It is important to acknowledge that a range of views exist, shaped by factors

such as teacher biographies, school contexts and the nature of the pupil group (Christie et al., 2016).

Residual forms of outdoor expeditions (Cook, 1999) were visible in overseas trips which although less regular in nature were deemed significant, particularly linked to pupil-staff relations. CfEtOL (LTS, 2010) briefly mentions overseas contexts as one of range of settings which comprise OL. The practical guidance document (ES, 2012) acknowledges the value of such experiences but highlights cost as a barrier, emphasising that such initiatives must add value and make a unique contribution to pupil experience that could not be replicated within the UK.   My data revealed examples of geography and history overseas trips, which were described as '*powerful*', expanding students' cultural and social horizons. Such experiences offered the potential to develop communication skills, behavioural flexibility, responsibility, and foster an awareness of cultural and social diversity. Although it is common for secondary schools to offer a variety of international trips, this area is often overlooked within research (Birkin et al., 2014; Campbell-Price, 2015). Birkin et al's (2014) literature review considered evidence on the provision, scale and benefits of different types of international experiences; OL was not a particular focus of this study. Case studies identified enhanced communication, interpersonal skills, cultural sensitivity, community building, and social-cohesion as possible relational outcomes. The review identified a gap in evidence within this sector and indicates that a lack of agreement on key terms such as 'international education', makes data comparisons difficult. Bourn and Hunt's (2011) report on the global dimension in schools describes powerful experiences linked to place as life-changing, while recognising that the impact to such initiatives, may be attributed to a number of approaches in school.

Having discussed residual and dominant features of the PA of OL-as-Curriculum and its relationship with secondary subjects, I will now consider emergent ideas that link to cognitive benefits, new curricular approaches, an increased focus on local contexts, school grounds and partnership-working.

In accordance with Fägerstam and Blom (2013) and Rickinson et al., (2004), several teachers in my study suggested a higher degree of long-term knowledge retention linked to the memorable nature of activities. Geography teachers in 2011 and 2019 indicated that pupil

exam answers were enhanced through outdoor initiatives (Bentsen and Jensen, 2012). Higgins and Christie, (2016) and Farrington, Roderick, Allensworth et al. (2012) suggest a positive correlation between OL and attainment. This may garner greater attention from HTs and key stakeholders, nevertheless, Rea (2008) critiques the influence of dominant policy discourse in narrowing research to a focus on observable and measurable outcomes over individuals' experience. Haxwell, O'Shaughnessy, Russell et al. (2019) acknowledge that the purposes of education cannot be encapsulated within quantitative attainment measurements, but highlight that OL's contribution to core academic skills and pupil attainment is worthy of greater focus in positioning OL as an integral curricular element rather than a dispensable extra or reward. This might be thought of as a potential emergent area that requires further research. Teachers within my study recognised that the aesthetic, active, participatory and hands-on nature of activities could positively enhance students' understanding of theory and practice. Links with OL-as-Pupil-Support are evident here, where teachers recognised OL as an essential and meaningful context through which their pupils could explore the curriculum (5.3.4).

While recognising subject-related attainment benefits, OL's broader curricular contribution was also identified within other initiatives. A geography teacher at Ferrytown discussed a new less exam-driven fieldwork approach to be delivered in partnership with Loch Lomond National Park. The course incorporated subject dimensions and cross cutting themes, explored through fieldwork, physical activity and vocational opportunities. Activities such as hillwalking and canoeing connect to OL-as-Physical-Activity and highlight their potential to enhance learning. This example was unique within this PA, Williams and Wainwright (2020) identify a lack of alignment between adventure activities, curricular-based learning, and pupils' wider experiences. Conversely, such approaches were common practice in OL-as-Pupil-Support (5.4). Casinader and Kidman (2018), with reference to the Australian secondary curriculum, contend that geography is well suited to exploring environmental, social and economic dimensions of sustainability, through fieldwork and enquiry learning approaches. CfEtOL (LTS, 2010) encourages teachers and schools to recognise achievement more widely incorporating awards such as DoE and John Muir alongside National qualifications. As outlined in section 5.6, this is likely to appeal to school leaders and may represent a potential growth area. This may open up new possibilities for subject areas like geography, to combine

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traditional exam-focused pursuits, with opportunities for active, enquiry-orientated engagement with real-world issues.

New courses such as DoE were offered as subject options in three schools, however, they struggled to retain timetable space and status. As discussed in section 4.4.1 they tended to be targeted at pupils pursuing vocational routes. Thorburn and Allison (2013) recognise limited guidance and variable LA support as attributing factors. The CfEtOL practical guidance documentation (ES, 2012) advocated an embedded planned holistic approach to OL over standalone weeks or one-day events. Nevertheless, OL focus-weeks were described in 2011. Relaxing the timetable may allow more opportunities for creative approaches, as illustrated in Hillview (6.4.4), and address the structural challenges identified. Conversely, it positions OL as occasional and one-off. The data suggested that activity weeks were difficult to sustain, and dependent on key individuals.

In accordance with the Scottish policy literature on outdoor settings discussed in section 2.4, a wide-range of contexts were represented within my data, spanning school-based, local, residential and international. Particular emphasis was placed on local sites and repeat visits. Mannion et al's (2013) study, discussed in Section 2.5, highlights the value of return visits enabling pupils to develop a greater connection with place and deeper understanding. In line with the literature referred to in section 2.4 (Beames et al, 2011; Beames and Ross, 2010) teachers interviewed in 2019 seemed to demonstrate a greater recognition that school grounds and local contexts offered a more favourable and sustainable approach for OL in secondary schools. Christie et al. (2014a) and Mannion et al. (2015) also recognised local settings as underutilised within a secondary context.

One example of an attempt to promote the use of school grounds was seen at Rivercity where an outdoor classroom facility had been developed as a space for subjects to use practically and creatively. Despite initial staff enthusiasm, the initiative lost momentum when the DHT retired, demonstrating how school cultures and individual biographies shape practice in complex ways (Christie et al., 2016; Priestley and Minty, 2013). Higgins and Nicol (2018) stated that, local OL initiatives in secondary schools might be regarded as still in their infancy. Although frequency and duration were beyond the scope of my study, this may indicate a

shift in thinking from that reported in Mannion et al's (2015) findings, which identified a decline in the use of school grounds and local settings. The benefits of OL spaces linked to pupil wellbeing are frequently discussed (Hughes, Franz and Willis et al, 2019; Largo-Wight et al, 2018), however, the learning value is often overlooked. Robinson (2014) called for greater attention to outdoor spaces in secondary schools describing them as:

> often of the bleak tarmac variety. They feature large open spaces with wind whistling through, with a few seats scattered around, laid out to look good on an architect's plan… (p.2).

There is a need for diverse outdoor spaces that offer valuable learning contexts to be built into the design and planning of new schools. Rivercity's climbing-wall, is an emergent initiative that illustrates how new spaces can create novel opportunities for learning (6.4.2).

PE activities were often associated with school grounds usage and may represent a potential growth area. As discussed, teachers in my study expressed some uncertainty as to whether PE sports and games represented OL. CfEtOL (ES, 2012) suggests that constructing a fitness trail using natural materials in the playground or local area might constitute OL within PE. Mannion et al (2015) identified health and wellbeing as the dominant curricular area addressed in over 75% of residential and non-residential outdoor events in secondary schools. The nature of these activities were not defined and might be classed as a blurred area. Rivercity had introduced some adventure activities into their PE curriculum, indoor climbing in 2011 and mountain-biking within the school grounds in 2019. Williams' and Wainwright's (2020) OAE within PE pedagogical model, discussed in section 4.6, offers a pragmatic way forward that 'seeks to bring adventurous activities into the school grounds and surrounding area as part of the normal experience of PE that is the entitlement of all pupils' (p. 218) as part of the normal school timetable.

Partnership-working has been identified as central in OL-as-Pupil-Support (5.5.3) and emerged as a focus within the OL-as-Curriculum 2019 data.   OL policy recognises a range of benefits gained through working with experts beyond the school linked to opportunities; to apply knowledge and skills across a broader context, extend and consolidate knowledge and

forge positive-relations (LTS, 2010; ES, 2012). Teachers in 2019 identified a number of benefits gained through working with local businesses and outside organisations to develop pupils' knowledge and skills and to connect their learning to the real-world (6.5.4). DeFelice, Adams and Branco et al. (2014) describe enhanced interest and motivation among 22 American urban high school science pupils linked to a weeklong STEM community-partnership supported by local college and park staff.

6.6.1 Chapter Summary

In summary, this chapter has identified distinctive characteristics of this PA. OL-as-Curriculum's status appeared to have remained peripheral, or perhaps even reduced, within various school subjects between 2011 and 2019. Confusion and uncertainty surrounding the notion of OL was evident. A wide range of contexts and practices were identified by teachers in this study, though geography was frequently cited, other subject areas demonstrated a more adhoc relationship with OL. Structural and cultural constraints linked to timetabling and performativity pervaded teachers' conversations and highlighted new interpretations of risk linked to teachers' pedagogical decision making practices. Local initiatives and partnership-working were recognised as enabling factors and examples of new avenues were revealed, however, the sustainability of initiatives was a recurrent challenge. In common with OL-as-Physical-Activity and OL-as-Pupil-Support, teachers appeared to value OL. A range of educational benefits linked to pupil engagement, life skills and a broadening of horizons were identified. Enhanced pupil understanding of subject concepts were of particular significance to teachers in this category and linked well with the 'wider attainment' agenda. Relational dimensions also resonated with other types, reflecting greater connections between pupils and staff. Overseas experiences were seen as particularly powerful. Cultural and context-specific issues, are recognised as important factors in shaping OL and the different forms it takes.

Having considered each OL type in detail, Chapter 7 will explore four broad cross-cutting themes that span all three. The impact of school contexts and individuals is first considered, OL might be thought of as malleable. OL's peripheral position is then reflected-upon. Next

OL's strong association with affective outcomes and a particular group of pupils is appraised. Finally, the Scottish curriculum is viewed through an OL lens.

Chapter 7: Themes that cut across the Typology

7.1 Introduction

Chapter 2 revealed OE's diffuse roots (Cook, 1999; Higgins, 2002) and a range of definitions illustrated a diversity of understandings. Peaks and troughs, and the temporal nature of OE and OL, have been recognised within the curriculum (Nicol, 2002a; 2002b; 2003). Brookes (2002) stated that OE could be perceived as a 'confusing tangle of influences and associations' (p. 420). More recently, Christie et al. (2019) and Higgins (in Quay et al., 2020, p. 101) described LfS's and OL's respective contributions and place within the Scottish secondary curriculum as questionable and part of the 'null' curriculum. Responding to an identified research gap in secondary OL contexts (Neary and Chapman, 2020; Christie et al., 2016), a picture of OL in five Scottish secondary schools over an eight-year period has been provided. A typology comprising five types was identified. Having identified the PA of each type, overarching trends are discussed in this chapter. Chapter 2 indicates that PAs are enmeshed with the cultural-discursive, material-economic, and social-political arrangements within school settings. As well as revealing distinctive practices, PA theory can enable an understanding of how contrasting 'sites' and PAs form 'practice ecologies' that enable and constrain the enactment of different kinds of OL (Kemmis et al., 2014). Revealing an understanding of 'practice landscapes' and 'traditions' aids our understanding of the lived-experience of OL within individual schools at particular times.

This chapter considers four themes that cut across these OL types. Section 7.2 conceives OL as malleable, key individuals and school contexts combine to determine OL's nature and significance. The second theme explored in section 7.3 considers OL's peripheral position within the curriculum, linked to ambiguities around its nature, purpose and position. OL's contribution to learning in the affective domain is discussed in section 7.4. OL might be conceived as a context through which to deliver pedagogies of affect. This idea is developed within section 7.5 which recognises OL as an essential alternative to traditional academic subjects for particular pupils. Section 7.6 concludes with a consideration of wider curriculum implications revealed through an OL perspective. Dominant structures and cultural norms

which enable and constrain practice are outlined. Teachers' capacities to enact change are considered and possible spaces for manoeuvre identified. Precarity and austerity have emerged as significant factors shaping many pupils' school experiences and life chances over the last decade, and I argue that OL may contribute positively to this rising challenge. OL's contribution is valued in several schools for some pupils, however, if OL is to occupy a more embedded role, I conclude that substantial social and cultural barriers require to be addressed.

7.2 Outdoor Learning is Malleable: key individuals and school contexts shape practices

Sections 2.2, 2.4 and 2.5, illustrate considerable variation in the amount and quality of out-of-school learning opportunities across secondary schools (Higgins and Nicol, 2018; Mannion et al., 2015). The culture, context and relational influences within these settings shape how OL is understood, the types enacted and sustainability of practices (Waite et al., 2016). School catchment and socio-economic demographic, staff, curriculum approaches and exam systems shape teacher practices and priorities. Christie et al's. (2016) OJs research, (2.4 and 6.6) illustrated how contextual factors, such as school ethos and leadership priorities, influenced the success and sustainability of OJs within three secondary schools. The cultural climate at school and LA support are recognised as significant factors shaping the enactment and sustenance of OL practices (Taylor, Power and Rees, 2009).

The 2011 and 2019 data revealed key individuals as central to shaping OL practices. Barfod (2018) considered the views of ten Danish teachers who appeared intrinsically motivated to deliver *udeskole* despite facing challenges. Personal motivational factors linked to a recognition that teaching encompassed far more than performativity measures was evident within this study. Glackin's (2016) explored the relationship between six secondary science teachers' beliefs and their pedagogical practice during a two-year PD outdoor programme. Teachers who were predisposed to outdoor settings held social constructivist beliefs about learning and valued 'authentic' science opportunities. OL may allow teachers to realise broader social and cultural values linked to affective, experiential and environmental dimensions (Thorburn and Allison, 2013). Teachers within my study frequently referred to

the affective benefits, as will be discussed in section 7.4, however, this did not always correlate with enactment. Gael, an ASN teacher at Hillview, described how she had planned and enacted an OL approach to learning which developed life-skills (5.4.1) and met the needs of pupils in a way that the mainstream curriculum overlooked.

Pockets of passionate teachers were noted within schools in both 2011 and 2019. Wistoft (2013) identifies passion as an important characteristic often conveyed by staff when working outdoors. Some teachers were keen outdoor enthusiasts recognising the physical and affective benefits of their pursuit (4.3.1, 4.3.2) others identified the importance of cultural experiences in broadening pupil horizons (6.3.4). The outdoor posts at Hillview were filled by teachers with a background in OL (4.4.6). Rivercity DHT, Angus's, personal interest in hillwalking and experience of the relational benefits of OL through DoE were key drivers in shaping his approach to OL (4.3.2). A strong belief that OL was central in supporting pupils, particularly vulnerable pupils, was illustrated in section 5.3.1. Kisiel's (2014) study of school museum interactions identified some teachers as 'avid users'. These teachers generated opportunities by altering their practice, successfully navigating challenges presented by structures of authority and promoting the benefits of these initiatives to colleagues. Bandura (1997) identified mastery experiences, setting a goal and working hard to ensure it succeeds, as powerful drivers in developing self-efficacy. This was highlighted in Rivercity where the DHT worked tirelessly to advance the cause of OL (5.4.2).

Barfod (2018) identified intrinsic and personal motivational factors as important influences shaping *udeskole* teachers' commitment. Rokeach (1968) discussed core and peripheral beliefs. Core beliefs are shaped by early life encounters and are difficult to alter, peripheral beliefs are formed later by education and experience and more open to external influences. Waite (2010) and Chawla (2006) recognise that practitioners' personal experiences of OL in their own childhood may shape the value they place on OL. Day and Kington (2013) acknowledge the range of factors that shape teacher identity linked to social contexts, personal and professional elements of teachers' lives, beliefs and practices. Inevitably, tensions exist between these elements which influence teachers' sense of self or identity.

The potential offered by a less-prescribed and unpredictable experience allowed greater teacher autonomy in terms of pedagogy, which was embraced by many ASN departments. Davina, PT Pupil-Support at Ferrytown, acknowledged the 'chaotic' nature of a more emergent approach to learning and teaching but valued the freedom and creativity that resulted (5.4.1). However, for other teachers OL presented insurmountable challenges. As we saw in section 6.3.3 Archie, PT Maths at Lowtown, viewed experimenting and engaging in new less-prescribed and predefined OL approaches as 'risky'. Alison, PT RMPS at Hillview, requested more guidance and illustrations of practice that fitted within the confines of the secondary timetable (6.3.2). While an OL context may offer opportunities for greater teacher autonomy and professional judgement (Barfod, 2018; Biesta, 2015), Glackin (2016) recognised that science teachers who viewed the outdoors as novel and a treat tended to adopt a more traditional approach to science education and focused on barriers and problems. Waite et al (2016) identified a lack of teacher confidence in teaching outside as a key challenge.

In the case of Rivercity, DHT Angus's passion and enthusiasm for OL influenced other members of staff. Hargreaves (2008) recognised that personal passionate leaders, committed to causes such as LfS, enable more embedded approaches. Opportunities for staff to experience OL benefits first-hand were recognised as powerful motivators (5.5.2). The absence of role models, within secondary schools, who can mentor and support novice teachers was identified in section 2.5 and 5.6 linked with OL and LfS (Christie et al., 2019). Prince (2017) drew on social learning theory to illustrate that social modelling of new practices by like-minded teachers increases teacher's self-efficacy. Barfod and Bentsen (2018) highlight the importance of teacher PD opportunities which allow them to experience working outdoors.

As described in Rivercity's vignette, section 3.2.3, an evangelical drive to advance OL, particularly within pupil-support, was associated with DHT Angus. Sharing the positive outcomes with staff, the SMT (5.3.3) and building a supportive internal and external staff-network (5.5.2, 5.5.3, 5.5.4) was central. Creating time and resources for a range of staff, not just 'outdoorsy people', to experience OL first-hand was identified as crucial in building a

horizontal network of committed staff and developing trust in OL as a valuable initiative. Developing teacher awareness of what is possible is essential. Waite et al. (2016) emphasise the importance of creating collaborative and practice sharing opportunities for teachers. First-hand experience of OL has been identified as central in challenging and shaping teachers learning and teaching approaches. Mannion et al (2011) describe how PD opportunities can create supportive collaborative networks that allow sharing of ideas and develop teacher confidence. Rivercity had considerable staff involvement in OL-as-Physical-Activity and OL-as-Pupil-Support activities across the school in 2011 (5.5.2). However, Angus appeared essential in ensuring support structures were maintained (4.4.1, 5.4.2). Internal partnerships were evident within Hillview linked to teachers' personal interests in OAE (4.4.2). Holly and Donald described feeling 'isolated' in Lowtown and Ferrytown (4.4.1). Barfod (2018) noted that teachers who regularly enacted OL often felt isolated. There was little evidence within my data of cross-subject exchanges of ideas at a curriculum level. Nathan, the OL instructor at Rivercity, created positive partnerships linked to DoE and bespoke programmes, but struggled to make inroads with curricular practices (6.3.1). Sharon, a Hillview chemistry teacher with an OL remit, recognised that teachers were too busy with day-to-day teaching to engage with OL (6.3.1).

Therefore despite enthusiasm, there was evidence of tensions between pursuing OL approaches and subject and attainment priorities. Angus, DHT at Rivercity, described important broader elements of schooling in section 4.3.2. OL was often relegated to an extracurricular position. Hillview chemistry teacher and keen walker and climber, Sharon, described OL-as-Curriculum as an 'extra' (6.3.1). Similarly Neil, PT Craft Design and Technology and enthusiastic DoE leader, viewed OL as extracurricular (4.4.1). Wallace and Priestley (2011) discuss the obvious tension that exists between teachers' personal agency, linked to OL in this case, and the central sub-cultures evident within subject departments and the wider school. ASN departments operate outwith such constraints. Gray and Colucci-Gray (2019) consider the impact of an experiential practical OL course on 30 undergraduate Bachelor of Education primary students. A greater understanding of their connection with, and awareness of, the natural world was reported. Exposure to experiential approaches that

challenge dominant ways of viewing the world and introduce new pedagogies is recognised as important for student teachers.

Teachers in 2011 and 2019 reflected the idea that OL was 'risky' in that it diverted attention away from assessment outcomes (6.3.3). Waite (2011) states that although the personal values associated with OL reported by teachers appear to support the development of alternative pedagogies, enacting them present's challenges as dominant discourses relating to outcomes, performativity and standards limit teacher agency and override personal and moral facets of pedagogical decision-making. Christie et al (2016) identify school leadership and culture as influential factors.

Spillane, Halverson and Diamond (2004), state that all actions are situated within a context highlighting the role that leadership plays. Edwards-Jones, Waite and Passy's (2018) analysis of 12 case studies identified the importance of a supportive school environment and the influence leadership exerted in building staff confidence to teach outdoors through opportunities to engage in PD. Waite et al. (2016) identified strong leadership and an open-minded approach to trying new things as characteristics of schools who embraced OL practices. Angus, DHT at Rivercity, was effectively positioned within the SMT to ensure that OL remained high on the school's agenda (5.3.3, 5.3.5). He was well-placed to identify funding or development opportunities linked to local and national priorities e.g. the recruitment of like-minded OL staff (5.3.1) and the development of an indoor climbing-wall (4.4.2). The 2019 data reflected priority shifts, linked to staff DoE support (4.4.1), a change in focus from a nurturing to behavioural focus within the bespoke courses (5.3.1) and discontinuation of the first-year residential (4.4.4). This may reflect changes at SMT level and Angus's retirement. The 'NCDP', discussed briefly in section 5.6, highlights the importance of building sustainable networks across schools as a way of avoiding the rise and fall of initiatives driven by key individuals (Waite et al., 2016).

The 'NCDP' devised a 'distributed model of responsibility' which offered a networked approach to supporting and sustaining OL practices (Waite et al., 2016). It is worth noting that of the 125 schools recruited from disadvantaged areas in SW England only nine were secondary. This reflects the particular challenges associated with this context linked to time and curriculum pressures, and the difficulties of working across a larger staff population. The model first identifies local networks in which 'hub leaders' would initially recruit and develop the work of 'beacon schools' (schools that already offer OL opportunities). Beacon schools then support 'cluster schools' (other schools) in developing their practice. Hub leader selection was critical. Their remit required them to maintain a regional and local overview, coordinate support and enable networking opportunities. Mannion et al. (2013) also identified the benefits of collaborative PD opportunities within a 'Teaching in Nature' project where experienced and novice teachers worked, shared and reflected collegiately in an outdoor setting to address challenges and develop expertise.

A second example of the key role that leadership can play in influencing OL practices was seen at Hillview. HT Mary's personal and professional interest in tourism (3.2.3, 6.4.4), was manifest in a desire to develop opportunities for pupils to explore and experience Scotland's rich history, landscape and culture, as in the Drover's initiative (4.4.5, 6.4.4). Two members of staff had been appointed to coordinate and support OL opportunities for one day a week (3.2.3). Positive leadership support was recognised as important in granting permission to experiment, as illustrated by Gael in relation to the 'Fit for Life' course she had developed (6.2.1). Following the arrival of a new HT in 2019, changes were evident, linked to tighter controls on school trips and the associated staff cover cost implications (3.2.3). A move towards more local activities was favoured (6.4.1). One of the outdoor staffing posts was cut as the staff member was required within their subject-department (6.3.5).

In Lowtown, Holly spoke negatively about their timetabled DoE programme (4.4.1). She indicated that a lack of SMT support linked to expedition staffing and resources had influenced her decision not to repeat this model. Donald had also been enthusiastic to get involved in delivering a timetabled DoE course in Ferrytown but had struggled due to a lack

of internal and external support, and funding (4.4.1). These examples illustrate how local factors combine to impede and support initiatives.

Challenges identified within the data suggest an over-reliance on key individuals, a lack of confidence amongst teachers and a need for greater PD opportunities. Context-specific challenges linked to leadership priorities and support are also evident. The 'LfS: Connecting Classrooms' programme developed by University of Edinburgh and LfS Scotland, funded by the British Council, (Christie et al., 2019) illustrates how PD opportunities may help to support teachers within their particular contexts. The project which ran between 2015 and 2018 sought to provide time and space for teachers to address issues relating to uncertainty around the term LfS and to consider what it meant for them professionally and personally. The ten-week programme, and follow-up online support, encouraged teachers to embed their thinking within their current contexts and build capacity, through reflection, discussion and emergent understandings within their own settings.

The findings' chapters suggest that greater use of external links were being made in 2019, partly as a response to staffing and timetabling issues. As discussed in section 2.4, OL policy (LTS, 2010) recognises local partnership working and community involvement as desirable. Section 2.5 indicated that local, regular OL activities forged strong intergenerational and community connections. In line with Gruenewald's (2008a) observations many of these partnerships were local, and had been developed through key individuals, for example, Fit for life (5.4.1, 5.5.3) at Hillview, wider achievement initiatives at Rivercity (4.3.5, 5.3.5, 5.4.6). Community links regularly featured in ASN programmes at Ferrytown and Shoreside (5.5.3). Locally-based initiatives reduce costs and create opportunities to forge community connections. Edwards-Jones et al., (2018) described beneficial local partnerships that assisted in project development on a voluntary or reduced cost basis. These connections developed staff skills, knowledge, experience and internal staff capacity. The 2019 data illustrated these opportunities. Schools had forged connections with individuals beyond the school setting such as University specialists, landowners and National Parks rangers (6.5.4). Local community volunteers, parent/ guardians, landowners and businesses provided sustainable-partnerships supporting regular OL initiatives within schools in 2011 and 2019. There is evidence to suggest that where volunteer and local partnerships are cultivated OL initiatives

are more likely to be sustained. Place-based Danish *udeskole* practices are orientated towards local, regular experiences that draw heavily on community and volunteer partnerships (Bentsen, Jensen, Mygind et al., 2010). However, it is worth noting that if volunteers are used as a replacement for teachers the relational and curricular gains, outlined in sections 4.5.2 and 6.5.2, may be lost.

As discussed in Chapter 2, LA OL support and residential provision in Scotland has been in decline since the 1990s (Nicol, 2002b). This was evidenced through limited reference to LA support across the data, some schools discussed cuts in services and diminished support (4.3.1,). Shoreside reflected on key LA staff who had provided valuable backing linked to OL accreditation and PD, again reduced provision was noted (5.4.3). Thorburn and Allison (2013) identified the uneven nature of support nationally and locally as a barrier to the enactment of OL in schools. The OECD (2015) emphasised the importance of the meso-level as a means to system transformation. Horizontal networks may have been overlooked within CfE developments.

Echoing Christie et al's (2014a; 2019) and Thorburn and Allison's (2013) findings discussed in Chapter 2, there was minimal indication within the data that OL policy was influencing OL provision. A minority of teachers referred to CfEtOL (6.3.1, 6.3.5) but it was perceived as having little impact. Similarly, awareness of LfS was low (6.3.2). Christie et al (2019) state that policy can feel irrelevant if those enacting it cannot connect it to their particular context. Priestley and Phillipou's (2018) ideas, discussed in section 2.5, resonate with my data. A disjuncture between policy vision and practice, resulting in a lack of synergy between contexts, and an allegiance to familiar practices are evident. Wallace and Priestley (2017) recognise that teachers can exert agency in the form of resistance to 'top-down' initiatives while Christie et al, (2019) highlight that if meaningful engagement is to take place a consideration of enabling and constraining factors linked to the 'wider socio-cultural ecology' is required (p. 53). The Learning Centre at Ferrytown serves to illustrate this, LfS was described as 'woven in to everything we do' (5.3.4). Here socio-cultural practices linked to a key individual, PD opportunities and role models are evident as discussed in section 5.6.

Socio-economic factors did not appear to be significant within the 2011 or 2019 data. However, my data suggested that many OL initiatives were targeted at pupils residing within SIMD 1 or 2, or within the ASN category. The average percentage of pupils in the ASN category rose from 17.5% to 35% between 2012 and 2019 in Scottish schools. Ferrytown had the highest number of pupils in SIMD 1 and 2 and Shoreside had the largest percentage of ASN pupils and lowest numbers of pupils entering HFE. All schools were pursuing vocational opportunities and OL was seen to offer a range of possibilities (4.3.5, 5.3.5, 5.4.6). Shapira and Priestley's (2018) longitudinal quantitative study examined senior-phase subject choice and enrolment data across Scottish schools. Postcode and SIMD decile were seen to influence vocational subject entries. Schools in the most deprived areas had a higher proportion, while schools in the least deprived areas had the lowest proportion. However, quantitative data on frequency and number of events would be required in order to comment on connections between higher socio-economic deprivation and a lower prevalence of OL as indicated by Mannion et al. (2015). My study revealed groups of pupils in all schools who might be described as disadvantaged. This will be the focus of section 7.4

Scotland offers a diversity of landscapes for OL (Higgins and Nicol, 2018) and all of the schools were within easy reach of varied outdoor spaces. The rugged landscape surrounding Shoreside was popular for adventure and outdoor pursuits and this was reflected in range of OAEs employed within the behavioural support and ASN programme (6.5.2). As discussed, LA support had been integral in equipping staff with outdoor qualifications (6.5.2). Urban Rivercity had the most comprehensive outdoor programme, although access to remote landscapes was nearby. In line with Mannion et al's (2015) findings Rivercity's more advantaged catchment may result in greater OL opportunities.

Four out of the five participant schools were new-builds but outdoor landscapes appeared quite sterile. Playing fields and astroturf were the predominant land use. An outdoor amphitheatre and painted world playground map created spaces for outdoor performances and learning opportunities at Hillview. Shoreside had plans to develop bee-keeping on the school grounds. School gardens were common features in all secondary schools but there

seemed considerable potential for more creative thought about how outdoor spaces might be utilised, as discussed in section 2.5 and 6.6. The influence of passionate individuals and supportive leadership appeared to be greater than policy, socio-economic and geographical factors. Internal and external networks were recognised as enabling influences.

7.3 Outdoor Learning occupies a Peripheral Position within the Curriculum

As demonstrated within Chapters 4-6 and discussed above OL is malleable and can take different forms. This flexibility may be one of a range of factors that contributes to OL's peripherality within the strongly subject-centred Scottish secondary school curriculum. Section 6.3.2 illustrated uncertainty across 2011 and 2019 linked to the term OL, and associated activities. Questions linked to the nature, focus and location of activities were raised. This confusion is unsurprising and mirrors OE's diverse roots. A range of understandings and debates were evident within sections 2.3 and 2.5. Baker (2016) and Hay (2002) both acknowledge confusion around the terms, while Rickinson et al. (2012) identified a diversity of interpretations. The morphing of OE into OL as the favoured term, and most recently the grouping of OL under LfS, adds to this confusion. A lack of clarity has been identified linked to LfS (SG, 2016) and a gap between policy rhetoric and reality is similarly evident (Christie et al., 2019). Nicol (2002b) recognises that the absence of an agreed philosophical core has been problematic for OE. Wallace and Priestley's (2017) research investigated seven Scottish science teachers' experiences of curriculum development and mapping within the context of reform. The creation of teacher opportunities for shared sense-making of core concepts linked to policy was deemed essential. International network 'Play Learn and Teach Outdoors' (2021) acknowledges ambiguities and tensions apparent within this field as a barrier to progress. The network seeks to work towards universal agreement linked to how this field is understood through consideration of the terminology, taxonomy, and ontology related to playing, teaching and learning.

The structural dominance of subjects within the Scottish secondary curriculum resonates with Bernstein's 'collection-type' curriculum (Bernstein, 1975, p.87) and serve to reinforce OL's peripheral status. The clearer a subject's boundaries are, the more potential it has for power and control over its curricular position. Equally, subjects with less distinct boundaries exert

little power and control. A collection-type curriculum is characterised by strong classification and framing of knowledge. Bernstein articulated 'classification' as the way in which boundaries around forms of knowledge are socially constructed and maintained (Bernstein, 1975, p. 88). Discrete timetabled subjects, strong teacher identity, specialist knowledge and high stakes exams characterise this. Framing refers to the relationship between teachers and learners and the degree of control the teacher has over pedagogic relations such as the sequence, pacing and nature of interactions within the curriculum (Bernstein, 1975, p. 88-89). Strong framing consists of distinct boundaries which set clear parameters for what can and cannot be transmitted, with the curriculum prescribed and the teacher in control. Weak framing is pupil-centred and characterised by blurred relationships. These concepts of classification and framing highlight the challenges peripheral curriculum areas like OL face. Timetabled initiatives like DoE struggle to retain a position in the timetabled curriculum as was the case in Lowtown, Ferrytown and Shoreside (4.4.1). Goodson (2011) refers to environmental education's attempt to gain recognition within the English curriculum in the early seventies to illustrate the ongoing and evolving process of struggle and contestation that takes place between subject areas, as they establish and defend their curricular boundaries.

OL has been seen to take on a variety of forms as evidenced by my typology. Not only might OL be described as a 'shape-shifter', but it is most often led by its relatings and affective characteristics of its PA. Finding space in a strongly classified curriculum is challenging. Shapira and Priestley (2019) illustrate that opportunities for greater breadth have not been realised within the secondary BGE phase. Curricular narrowing, and reduction of choice in the early part of the BGE phase limits, innovation. The findings' chapters illustrate OL's struggle to retain a position within the curriculum. One HT indicated that DoE was removed from the third year timetable as it placed pupils under too much pressure and grades in other subjects may suffer (5.5.1). As discussed in Chapter 5, pupil-support departments have greater freedom than subject departments.

The challenges presented by narrow traditional curriculum structures are recurrent themes, see sections 6.3.1 and 6.3.3. These challenges are not new (Hirst, 1974) and inhibit opportunities to meet individual pupil needs and integrate practical, experiential and

affective experiences (Dewey, 1956). This said, affective outcomes appeared to be valued across all schools and will now be considered.

7.4 Secondary Teachers Value the Affective Dimension of Outdoor Learning

Chapter 2 recognised learning in the affective domain as a significant and enduring component of OE (Higgins and Loynes, 1997, Hopkins and Putnam, 1993). Tension and debates within the field linked to the emphasis, evidence and impact of different elements have been identified (Beames, 2006). Lynch and Moore (2004) called for a greater acknowledgment of outdoor adventure's contribution to the affective domain in a range of different ways such as 'a source of continuity and stability' during periods of change, 'an ideological tool that is promoted to foster acceptance of rapid change' and 'a tool of personal agency' (p. 10). There was some evidence of these tensions within schools, often linked with individual beliefs.

A range of literature (Gray, 2018; Rickinson et al. 2004; Takano, 2010; Williams and Wainwright, 2016a; 2016b; 2020), discussed within section 2.4 and 2.6, connects OL activities to positive affective outcomes. Birdwall, Scott and Koninckx (2015) research survey of 1,009 14–18 year olds and 800 teachers in Scotland, England and Wales suggest that significant numbers of young people in the UK, often from disadvantaged backgrounds, do not have adequate chances to participate in non-formal learning opportunities and to develop key skills important for success in the workplace and later life. Teachers in this study viewed non-formal learning as essential, calling for a more embedded role within the education system. Attributes developed through such activities, which were primarily delivered out of doors, were deemed to embed academic learning, shape future life chances, and health and wellbeing. A range of complex learning interactions were discussed within my data, connected to pupil active engagement outside, cognitive (4.3.2, 5.4.1, 6.3.4), health and wellbeing (5.3.1, 5.3.3) and to a lesser extent environmental gains (4.3.2, 5.4.1, 5.5.5). There was evidence of inter-connectivity between these different outcomes. Improvements were seen in other areas linked to attendance and pupil performance (4.3.2, 5.3.3).   Affective learning appeared to be a unifying outcome across all schools in 2011 and 2019.

Malone and Waite's (2016) international study explores the long-term impacts that OL projects can have on children's quality of life. Impacts relating to 'physical health and wellbeing' and 'character capabilities' such as application, self-regulation, empathy, creativity, and innovation, and their capacity to be 'successful learners' are discussed (p. 4). OL has been recognised as effective in supporting pupils navigating key transition points. Slee and Allan's comparative study (2019) sought to evaluate the efficacy of a bespoke adventure programme aimed at developing pupils' psychological wellbeing and self-determination during their transition to secondary school. Results were compared against the experience of twenty pupils who completed a school-based residential programme and twenty who attended a generic ORE. The quantitative results indicated that the bespoke ORE programme achieved the strongest scale of change in psychological wellbeing and self-determination. Pupils' accounts reflected greater autonomy, competency in completing tasks and relational skills linked to group cohesion.

Teachers in 2011 and 2019 contrasted OL with indoor approaches, and suggested that this was something that was 'missing' and 'different' in the school curriculum that 'nobody else was doing' (4.3.3, 5.3.2). Teachers in all schools recognised OL as holistic, pupil-centred and expansive. It positively shaped young peoples' personal, social and emotional development. This was most explicit in OL-as-Physical-Activity (4.3.2) and OL-as-Pupil-Support (5.3.3). Rickinson et al (2004) reviewed 150 UK based OL studies, the positive impact of activities upon pupils' affective learning was strongly supported. Outcomes discussed included attitudes, beliefs and self-perceptions as well as interpersonal and social-skills. The 2011 and 2019 date also recognised benefits linked to pupil and teachers' emotional health and wellbeing (4.3.2) and opportunities for greater pupil and teacher autonomy.

A range of affective characteristics were further demonstrated through the relatings described within each type of OL. Shared experiences developed individual qualities such as greater confidence linked to communication, group cohesion and attributes such as empathy (4.5.1, 5.5.1, 6.5.1). Waite, Rogers and Evans (2013) found that schoolchildren more actively negotiated between peers to manage their social and learning intentions in outdoor spaces.

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OL in natural environments may encompass many vital social qualities that underpin success in learning and interpersonal relationships. Community links developed through OL projects provided further evidence linked to intergenerational connections forged within OL-as-Pupil-Support (5.5.3). Block, Gibbs, Steiger et al's (2012) work on a structured primary school garden and food-intervention programme echoed many of the affective benefits discussed linked to garden and allotment-based initiatives. Increased student engagement, confidence, experiential and integrated learning, teamwork, social-skills, and enhanced relationships between schools and their communities were described.

Cultural experiences and expeditions broadened pupil horizons and promoted reflection upon core values linked to citizenship and social justice issues (4.3.2, 5.3.2, 6.3.4, 6.5.3). In Takano's (2010) study, referred to in section 2.4, participants reflecting on an overseas expedition 20 years previously recognised it as significant in their lives, shaping them as individuals. Research into affective dimensions and softer measures of OL is not without its critics, some of their critiques have already been explored (2.4, 5.6). Fiennes et al (2015) draw on 57 UK-based studies and 15 international reviews to provide extensive evidence of the positive effects of OL. However, the study indicates that interventions, contexts and outcomes should be more clearly specified in order to build a stronger evidence base. Gutman and Schoon (2013) conducted a literature review into the impact of non-cognitive skills on outcomes for young people. While recognising the value and role of non-cognitive factors in positively shaping pupil outcomes, they stipulate that research evidence can be oversimplified and misleading, suggesting causal links between isolated factors such as resilience and positive futures.

Williams and Wainwright (2016b), within the context of PE, call for more formal recognition of affective skills through the deployment of formal and informal assessment measurement tools linked to pupil progress and achievement. The longer-term impacts of such programmes linked to pupils' broader 'physical literacy journey' is acknowledged by Williams and Wainwright (2016b). Measurement can invariably raise the status of OL initiatives, however, caution is required. As discussed in Chapters 5 and 6, the 'Wider Achievement' agenda offers a way of formally recognising affective learning outcomes. Ross et al. (2006) questioned the

impact of a more formalised, prescribed approach to previously voluntary outdoor initiatives in undermining the very thing they seek to value. This sentiment is encapsulated within the CfE broader-achievement framework:

> One of the most important aspects of A Curriculum for Excellence is the need to be able, for each child and young person, to give recognition to a broader range of their achievements than we do at present. We need to develop straightforward and simple ways of doing this, especially so that processes of assessment do not distort the intrinsic value and satisfaction of achievement. (SE, 2006, p. 17)

The 2019 data reflects a growing demand for alternative experiences (4.3.4, 5.3.1, 5.3.2). The wider-context of austerity and precarity introduced in section 2.6, within which this study is set, suggests that this need is growing and likely to be increasingly manifest within schools. In response to these challenges, Kirk (2020) has strongly argued, within a PE context, for a pedagogy that places social change and students' needs at its heart. He terms this 'critical pedagogies of affect' (p.151). His research builds on Friere's work on critical pedagogies which emphasised the political and moral dimension of practice, enabling pupils to develop the knowledge and skills to explore and engage with real-world issues relating to citizenship and social justice. Continuity and interaction are identified as key characteristics of this approach. Kirk (2020) states that pedagogies of affect involve a positioning of curriculum, teaching, learning, and assessment that prioritise learning in the affective domain. Psychological and emotional dimensions of learning connected to feelings, beliefs, ambitions, and attitudes come to the fore, developing young peoples' sense of self, concern for others and their wider community. Such initiatives strive to empower pupils and embrace inclusivity, fairness, and equity.

Although affective outcomes were evident across all OL types and recognised as valuable, it might be as Kirk (2020) observed, that many of these outcomes were a desired by-product rather than an explicit focus, particularly within OL-as-Curriculum in both 2011 and 2019. In line with Christie et al's (2019) findings, this may indicate first-order superficial engagement where lip service is paid to such initiatives but fails to translate to practice.

Projects that might be classed as pedagogies of affect were evident within OL-as-Physical-Activity and OL-as-Pupil-Support in 2011 and 2019.   Examples included a feminist approach to climbing at Rivercity, targeted adventure based behavioural support programmes at Shoreside and timetabled DoE courses described in Lowtown and Ferrytown (4.3.4). The affective dimension appeared more explicit and embedded across all pupil-support approaches (5.3.3, 5.4).

Rivercity's approach to pupil-support, led by the DHT, had a clear social justice agenda (5.3.1). OL provided a vehicle to empower pupils who found that the academic aspects of school had little to offer them and faced particular challenges linked to socio-economic, individual and developmental factors.   Within this setting, teachers deployed bespoke courses and vocational projects (5.4.2, 5.4.6) to target groups of pupils and used OL to address the challenges they faced. A focus on building strengths and life-skills was evident (6.1.3, 6.4.3). Pupils were empowered through physical, practical, social and nurturing activities (6.2.2, 6.4.3, 6.5.6) to develop practical and problem-solving abilities which opened up opportunities and equipped them with skills to manage the challenges they faced. As Kirk (2020) notes, these programmes involve teacher activism, passionate staff were seen to work alongside young people to address issues related to pupil life-chances. Outdoor instructor, Nathan, and DHT, Angus, highlight the importance of providing alternative experiences and removing barriers for particular groups of pupils (5.3.1, 5.3.2). A 'small wins' approach was evident where local grassroots initiatives contribute to wider challenges (Kirk, 2020, p. 4). In line with Kirk's (2020) work, the critical role of teachers is noted in creating an atmosphere that allowed pupil voices to be heard and trusting relationships to be established between and across the group (5.5.1, 5.5.2). Commitment, resilience, and persistence from teachers was required (4.3.4). At Rivercity, Nathan's pastoral role was deemed as important as his qualification credentials (5.3.1). It is important to acknowledge that Nathan had greater freedom from exam and subject constraints than other subject-specialist teachers.

Opportunities to recognise individual achievements were built into the courses (5.3.2, 5.4.2) and had been strengthened through the wider achievement agenda (5.3.5). Pupil voice and

experience were central to these programmes and negotiation was key. Successful outcomes were recognised within the wider school (5.3.3, 5.3.4) and home-settings (5.5.4). Through this initiative, pupils were being given access to cultural and social capital that may not otherwise be available (5.3.2).

Quinn (2013) raises critical points for reflection and cautions against formalised blanket programmes that employ OL to address social inequalities. In exploring the experiences of 114 marginalised 16-21 year olds, characterised as a 'problem group with few positive attributes and low prospects' (p. 720), she states that programmes can fail to acknowledge young peoples' previous encounters with nature and overlook prior experiences. These initiatives can be in danger of losing the very thing that young people value and are often based around surveillance, conformity and creating a particular type of citizen.   The article indicates that nature is often presented as free of social inequalities, overlooking the transient nature of such experiences for particular groups.   This perhaps emphasises the importance of a 'small win' and context-specific approach (Kirk, 2020).

Section 7.5 will discuss the 2011 and 2019 data in relation to the benefits OL may afford particular groups of pupils. The 2019 data reflects literature trends, which suggest that the traditional school curriculum is not working for a growing number of pupils (Mowat, 2019, Pitchford et al., 2019, SG, 2017).

7.5 Outdoor Learning is Beneficial for Particular Groups of Pupils

OL's historical associations with character-reform and delinquency within an educational context have been discussed (Cook, 1999).   Specific groups classed as 'disadvantaged' and exhibiting challenging-behaviour have been linked with this approach (Halls, 1997). This purpose is less explicit within recent policy documentation, although OLs role in creating a nurturing and inclusive environment linked with GIRFEC are evident within 'OL: Practical guidance, ideas and support for teachers and practitioners in Scotland' (ES, 2011). Christie and Higgins (2020) acknowledge that OL has 'specific significance' for pupils who were 'underachieving' and those with 'learning difficulties', calling for a targeted review of

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literature that considers the unique benefits OL affords for 'health and wellbeing, stress reduction, improved mental health and confidence of young people' (p. ix).

The 2011 and 2019 school data indicated that OL plays a significant part within ASN and SEBD contexts, as evidenced within OL-as-Physical-Activity and OL-as-Pupil-Support. OL was seen to provide an important or 'essential' alternative for a group whose needs were not met by the traditional subject-based curriculum. This group were often described as socially, emotionally and behaviourally challenged, terms such as 'lost', 'lonely' 'needy' and 'chancers' were employed. Although these groups were of both sexes, boys were more frequently singled-out linked to behaviour needs. OL may be perceived to be more suited to males due to traditional associations with action, risk and challenge (Kennedy and Russell, 2020). These assumptions were evident within school cultures, see sections 4.3.4, 5.3.1, and may shape teachers' views about groups who are most likely to benefit. It is worth noting that a 2011 climbing project targeted girls in Rivercity (4.3.4) and girls only mountain-biking sessions operated in Hillview in 2019 (4.4.5). OL was recognised as well-suited to addressing the particular personal, social and emotional needs of this group, and an effective strategy in re-engaging pupils with the formal school context.

A range of physical activities such as Munro days at Hillview were described as appealing to boys within the pupil-support department with behavioural-difficulties (5.3.1), bespoke courses targeted pupils at the 'extreme end of the scale' at Rivercity (5.3.1), a timetabled DoE initiative at Ferrytown attracted behaviourally-challenging pupils (4.3.4). A programme of outdoor adventure based pursuits at Shoreside was integral to their behavioural-support approach (5.4.3). The language that teachers employed suggested that these OL elements provided a reprieve from school-based practices (5.3.1). OL was seen as an integral curricular element in four of the five participant schools (5.3.4). Section 5.6 identified the holistic and practical nature of OL experiences, as particularly suited to pupils with SEBDs (e.g. Blakesley et al. 2013).

While recognising benefits, Davies and Hamilton (2018) highlight the danger of 'homogenous assumptions' (p. 121) whereby OL is perceived as suited to particular groups of 'less academic'

pupils, on the one hand, and conventional indoor learning spaces such as classrooms for 'more academic' pupils, on the other. This was illustrated within the timetabled DoE options at Lowtown and Ferrytown which were matched to students for whom an academic route was deemed unsuitable (4.4.1). This positions outdoor curricular elements as less academically-challenging and narrows curricular choices for all learners. Conversely, Neil in Hillview selected high-achieving DoE Gold pupils to complete the Drover's expedition and previous research links DoE with more affluent and academically-able pupils (Beames, Mackie and Scrutton, 2020; Campbell et al, 2009).

Mannion et al's (2015) research reported a mixed picture of OL provision, SIMD areas of lowest deprivation received fewest opportunities. My data suggested that ASN and SEBD pupils have greater opportunities to access locally-based OL within the curriculum. ASN teachers placed considerable value on the life-skills (5.3.3, 5.3.5), cognitive gains (5.3.4), community, home and environmental relational benefits (5.5.3, 5.5.4. 5.5.5). Fägerstam and Samuelsson (2014) note that secondary teachers in Sweden may undervalue the role that outdoor settings play in developing pupils' cognitive understanding. Bleazby (2015) juxtaposes the positive physical and mental contribution 'low-status subjects' may make to pupil wellbeing in comparison to literacy, numeracy and scientific knowledge.   He further notes that this confirms the view that higher-status subjects are perceived to be of greater economic and social value, despite the fact that vocational subjects prepare students to fulfil essential jobs in comparison to a more abstract curriculum that can be remote from everyday experiences. This view reinforces OL's low-status within the curriculum as discussed in section 7.3.

A link between subject status and the perpetuation of social inequality within secondary schools is evident (Goodson, 1992; Whitty, 2010) where pupils from lower socioeconomic backgrounds represent a minority in high-status subjects and a majority in low-status subjects (Teese and Walstab, 2009). Llannelli, Smyth and Klein (2017) identify a link between subject choice, employment prospects and access to higher-status employment in Scotland. Thus, we see evidence of a divergent curriculum based on ability (Constantinou, 2019). Young (2011) acknowledges the value-laden and debated nature of disciplinary knowledge but also

highlights the important role schools play in providing disadvantaged students access to traditional disciplinary knowledge. Young states that this group of students are often best placed to critique such knowledge and provide alternative possibilities. Bleazby (2015) calls for the development of 'powerful' knowledge for all that is concrete and 'transformational in developing skills and judgements' (p. 685).

Power relations are evident within this equation, which promote a particular set of values such as obedience, routine and conformity deemed important by the ruling class (Halls, 1997). There was some evidence of this within the data. Nathan in Rivercity and Ben in Shoreside described how OL was a vehicle for re-engaging pupils with the school curriculum and ultimately raising exam-performance (4.3.2, 4.3.4). Phrases such as 'fix them' and 'fitting in' (5.3.1, 5.4.2) illustrate this.

There was also some indication of OL fulfilling a leadership function where pupils who had an allotted prefect or ambassador role within schools had the opportunity to participate in Outward-Bound style teambuilding experiences. For example, all senior prefects at Rivercity completed a one-day teambuilding course, see sections 4.4.4 for further examples. Again, parallels with OL's traditional roots are evident where specific individuals are selected and prepared for particular roles. Nicol (2002a) refers to this as 'social engineering' (p. 34). Price's (2015) study discussed in section 5.6 illustrates OE's role in addressing wider-school issues. We can therefore see that while OL may offer many benefits, unquestioned curriculum traditions, hierarchies and hegemonies retain the dominance of particular subjects and define pupils' pathways. Questions around equity, expectations and exclusion have been discussed.

A variety of OL approaches were evident within the 2011 and 2019 data some with roots in more traditional Outward-Bound approaches (4.4.4, 4.4.6). Davis-Berman and Davis (2002) emphasise the importance of emotional safety based on positive experiences and supportive communities over traditional approaches dominated by risk and challenge. Eddington (2007) suggested that the shared aspect of an experience may be more important than the activity itself and this was supported in my data. Examples of regular community-based activities often involving practical tasks were apparent across the data (5.4.1). A greater appreciation

of the value of OL's nurturing and therapeutic benefits for vulnerable groups was identified within the 2019 data (5.3.1).

As discussed in the previous section, the 'Wider Achievement' and 'DYW' agendas (SG, 2009; SG, 2014) have provided an impetus for OL particularly for pupils deemed as 'less academic.' OL aligns well with local and national policy agendas, contributing positively to a range of softer personal, social and emotional outcomes (SE, 2011). Angus, the DHT at Rivercity, highlighted the benefits of the 'Wider Achievement' agenda in validating their OL work and creation of a staffing post in 2017 (4.3.5, 5.3.5). Pupils classed as ASN were routinely accumulating a range of qualifications and gaining vocational experience linked to awards such as DoE, SALTIRE and John Muir. Teachers referred to the benefits that alternative qualifications afforded to pupils personally and in employability terms. There is evidence of a growing recognition of the valuable role OL might play linked to this agenda and potential for further expansion. 19,430 Scottish pupils gained John Muir awards during the 2018/19 academic year, a 10% increase on the previous year. Pupils facing barriers to their learning accounted for 22% (John Muir, 2020).   The OECD (2015) identified increased numbers of pupils completing DoE since CfE's inception. DoE have emphasised how schools might formally demonstrate the quality of their wider achievement provision within the inspection framework (DoE, 2020). Mann (2018) views OL as well-placed to deliver such skills, particularly for pupils who are less motivated by the traditional curriculum. However, as section 5.6 discussed, this can reinforce the low-status of vocational initiatives and raises questions around assessment rigour and credibility of qualifications (Ross et al, 2006).

In 2011 schools already recognised a need among their pupils for something beyond the conventional competitive academic curriculum and CfE seemed to provide scope to do this. OL-as-Physical-Activity and OL-as-Pupil-Support offers one response. The influence and impact of precarity and austerity (Kirk, 2020) within the wider social and secondary school context more specifically (e.g. Mowat, 2019) were discussed in Chapter 2. The global pandemic is likely to have exacerbated these issues (Singh, Roy, Sinha et al., 2020). The OL community recognises new opportunities for OL to exert its curricular position and contribution. Waite (in Quay et al., 2020, p. 108) highlights the societal inequities that have been accentuated by the pandemic and the need for a spectrum of approaches which may

contribute to a more socially just and sustainable future. Higgins recognises an opportunity for OL in Scotland to take stock and build on strong policy foundations to move beyond a 'null curriculum' (Quay et al., 2020, p.101). While one might argue that OL has a valuable role to play in supporting and equipping *all* pupils in navigating an increasingly uncertain and precarious context, spaces for manoeuvre continue to be limited.

Section 7.4 outlined powerful stories of transformational change linked to personal, social, emotional and attitudinal characteristics (4.3.2, 5.3.3). Research evidence supports these claims as beneficial for all pupils, but particularly those with ASN and SEBD (Blakesley et al., 2013). Rickinson et al. (2012) gathered data on the views of 39 teachers' perceptions of OL, its benefits, current provision and influential factors. The sample included 15 secondary teachers and six from special schools. Teachers identified improved engagement, motivation, behaviour and self-confidence among pupils with ASNs or some level of disaffection. The benefits of space, freedom to roam and slower pace are seen to have therapeutic benefits for pupils, reducing anxiety, providing an outlet for physical aggression and a relief from an indoor setting. Positive behaviours were seen to increase. My data indicates that OL continues to perform an important function for pupils who struggle to engage with or 'conform to' the academic, social and behavioural norms of the curriculum.

Recognising that complex factors are always at play within school settings, and advising caution when making direct claims for OL, has been acknowledged in sections 4.6 and 5.6 (Allison, 2000; Leather, 2013; North, 2015). Rea (2008) calls for a critical stance towards outcome-related claims, identifying parallels between a wider outcomes focussed discourse in schools and research. A gap in quantitative outcomes-based research studies within the UK and need for greater rigour is recognised. The short-term nature of such data and 'euphoria' effect (Price, 2019) may provide alternative interpretations. Although limited (Prince, 2020), examples of longitudinal studies are evident (see Takano's (2010) research in section 2.4). Gray and Piggott (2018) contacted 11 participants, thirty years after taking part in a two-year Australian school-based bespoke wilderness-studies class. Respondents claimed that outdoor experiences were more memorable than indoor encounters and had an enduring impact on their formative years, in some instances shaping career choices.

7.6 The Scottish Curriculum

An OL lens provides a particular view of the Scottish secondary school curriculum that draws attention to several key aspects of the current system; this provides the focus for this final section. As previously discussed within the literature review, CfE appeared to conceptualise a broader understanding of curriculum that reached beyond a narrow assessment-driven view of success (Priestley and Minty, 2013). The wider purposes of education were articulated and teachers' responsibilities recognised beyond their subjects, promoting integrated and interdisciplinary approaches (SE, 2004). Greater flexibility, pupil choice and teacher autonomy were important dimensions (Priestley et al., 2015). However, as Priestley and Minty (2013) report, many of these aspirations have struggled to gain traction at classroom level, conveying contradictory messages. They identify a tension between convergent notions of a mastery curriculum, where objectives are pre-determined and a progressive process-driven curriculum, which promotes a more open-ended conceptualisation. Priestley and Phillipou's (2018) editorial explores curriculum-making as a social practice. Parallels are seen between CfE and policy rhetoric within Western countries, where education policy is utilised to achieve ambitious and often conflicting social and economic goals. Sinnema and Aitken (2013) identify improvement, equity, future relevance and coherence as inherent across many countries' policies. They problematise the extent that these goals might be realised through a focus on 'competencies, pedagogy, values, student agency, partnerships and reduced prescription' (p. 156). OL can be seen to contribute to many of these agendas, and reflects challenges such as vague interpretation of terms, narrow definitions, teacher resistance and tensions linked to the place of subject-knowledge, prescription, assessment regimes and coherence across settings versus more open-ended fluid outcomes.

Policy makers need to acknowledge that tensions between and within policies constitute serious barriers to teachers' agency. For example, in Scotland, teachers have been offered autonomy via a reduction in curricular prescription of content or input regulation. However, as curriculum prescription has lessened, teacher autonomy has simultaneously been eroded through higher levels of accountability and output regulation, such as inspections and use of assessment data for accountability purposes. A dominant culture of performativity,

accountability and surveillance (Wallace and Priestley, 2017) has arguably limited teachers' curriculum-making capacity and agency in Scotland (Priestley et al., 2015). Both data sets illustrate the complex nature of curriculum-making practices. Teachers may be positioned as curriculum-makers and agents of change, however, my data illustrated that school structures and outcomes enabled some teachers to enact OL successfully, as was evident within a pupil-support capacity at Rivercity (5.4.2, 5.4.6), Ferrytown (5.4.1) and Shoreside (5.4.) and constrained other teachers (4.4.1, 6.3.1, 6.3.3, 6.3.5) – risk was used in a less traditional sense to reflect this tension. Examples were also evident across all schools where teachers described structural and cultural barriers.

Drawing on Archer's and other curriculum theorists work to explore the challenges teachers faced in realising a more integrative approach as called for within CfE, Fenwick, Priestley and Minty (2013), recognised that in order for change to be sustained the cultures and structures of schooling had to be addressed. Broadly speaking, culture relate to the norms, attitudes, beliefs and knowledge forms that represent schooling. Structures are the patterns of relationships and roles that form social organisations like schools, along with their emergent properties. They concurred, with Eisner, Tyack and Cuban (Fenwick et al. 2013, p. 457), that the prevalent structures and cultures of schooling reinforce existing patterns of practice. McGinley and Grieve (2011) recognised that weak communication networks imposed by hierarchical structures and limited opportunities for joint working within secondary schools, were problematic. Leat and Thomas (2019) position external partners as 'curriculum brokers' illustrating how partnership connections can develop new approaches to curriculum-making. Partnerships were recurrent features within the data, enabling authentic, participatory OL initiatives to be sustained (5.4.6, 6.5.4).

As we have already noted, secondary teachers' professional identities are often strongly grounded in a sense of subject specialism (Moore, 2011). This identity is closely affiliated to teacher's specialist subject knowledge, skills and status; it is also enmeshed with material interests such as pay, job security, promotion and conditions (Ball and Lacey, 1980). A policy shift towards a curriculum that recognises the broader purposes of education, as seen in CfE, presents challenges for such teachers. Little (1995) encapsulates these tensions within the

context of calls for a more interdisciplinary centred curriculum and parallels might be drawn with OLs curricular position:

> Teachers confront a daily choice between emphasizing subject content and subject mastery, or pursuing broader interdisciplinary topics and questions. Given pervasive rhetoric of curriculum coverage, the choice seems always coloured by threat of compromise – what must one give up to make room for the ideas, topics, and materials that bridge subjects? (p 198)

As discussed in section 7.3 OL might be perceived as weakly framed and classified. The strengthening of subject boundaries through the status afforded to particular subjects can impede cross-curricular collaboration and create obstacles to more expansive educational experiences. The 'dynamic' and 'artificial nature' of subject boundaries is evident (Tress, Tress, and Fry, 2006, p. 15), yet school curricula perpetuate such boundaries, even between subjects with significant overlap and strong interdependence (Darby, 2008). Boyle and Bragg (2006) recognised the consequences of this linked to the supremacy of subject-based knowledge to the detriment of cross-curricularity, devaluing of practical knowledge, prioritisation of written knowledge and the superiority of individual knowledge. This is compounded by the priority given to high-stakes examinations.

As explored in section 7.3, teachers appeared to particularly value affective dimensions of OL but saw little opportunity to deliver a more embedded approach in an attainment-driven system. Tensions were evident between teachers' personal beliefs and values and dominant cultural and structural practices of schools.   A new understanding of risk was discussed linked to teacher decision making within section 6.3.3. Academic outcomes retained supremacy within secondary schools.To divert from this cause was deemed 'risky', as opposed to more traditional exam-focussed approaches (Biesta, 2015). Even within Rivercity where the DHT's influence created a favourable context for teachers to experiment, exam attainment took precedence. A few examples were evident where teachers were compliant to the dominant attainment agenda, but simultaneously were able to create spaces for manoeuvre where they incorporated wider purposes of education.   For example, Bill a history teacher, with a background in OL, recognised opportunities to use the school grounds and local sites close to

incorporate an OL element into his social studies lessons (6.4.2). Fieldwork options that were linked to learning outcomes had tangible curriculum and assessment benefits and therefore greater validity. A narrowing of the curriculum may be evident as discussed by Wallace and Priestley (2017) in section 6.6.

Almost 30 years ago, Goodson (1993) contended that, despite radical changes in the structures of schooling, 'the underlying fabric of curriculum has remained surprisingly constant' (p. 22), with the academic curriculum dictating school practices. He also indicated that vocational practices, while growing, continued to be perceived as lower-status options. Livingstone and Doherty's (2020) research presents two case studies of British Council international initiatives in Scottish schools and reported similar constraints. They identify the need for marginal initiatives to adopt the language of an outcome driven system highlighting their contribution to national priorities such as the 'Attainment Challenge' (SG, 2017). OL's role in addressing the attainment gap through targeted interventions was discussed at Rivercity (4.3.5, 5.3.5). The 'DYW' agenda appeared to be gaining ground within many secondary schools in 2019. These initiatives tended to be associated with low-status groups for whom academic routes were judged inappropriate.

As illustrated in section 7.3 and 7.5, the marginal-status of OL often see it aligned with disadvantaged and ASN groups. The current context appears to offer a favourable setting for OL to play a more significant socially-inclusive role, which provides opportunities for all young people. If this is to be realised, OL requires to be positioned more equally alongside subjects, where it is not in direct competition for staffing, time and resources. A substantial cultural shift is required. Gaining status and recognition through more formal assessment regimes may be one way of raising OL's status, however as Teese and Polesel (2003) indicate this may be to the detriment of the experience and particular groups. It might be concluded that the choices teachers make are swayed in important ways by external forces that define the scope and organisation of school knowledge. Local influences are also evident.

My study further highlights the complexity of curriculum-making and questions the influence and unintended consequences that national policies like CfE (SG, 2004) exert. A curriculum-making model that is predicated on implementation from policy to practice, and positions

teachers as obstacles in the process, is ill-founded (Priestley and Phillipou, 2018). A more complex understanding which acknowledges curriculum as socially constructed and mediated by a range of social and cultural factors that combine in particular localities to create spaces for teachers to mediate the curriculum is supported by my study. Suppovitz (2008) refers to this as a process of 'iterative refraction' shaped by teachers' professional knowledge, characteristics and judgements. Reforms are adjusted repeatedly as they are introduced into schools and filtered through multiple layers from LA to classroom. In line with Goodson's (1997) social constructionist view, teachers are positioned as integral in this process. The fundamental influence of key individuals and leaders was evident within my study of OL within the Scottish curriculum. Thus, social, cultural and material contexts were seen to enable and constrain teacher agency. Priestley, Edwards, Miller et al. (2012) recognise that individuals are seen to create 'repertoires for manoeuvre' where 'different forms of action' are 'available to teachers at particular points in time' (p. 211). There was only limited evidence of a more ecological view of agency within my study of the Scottish curriculum, where teachers had capacity to be reflexive and innovative, and to act in opposition to social norms. These teachers often had a leadership role or operated in more flexible curricular spaces such as ASN (as illustrated in relation to Angus and Davina in section 7.1). Figure 7.1 (see page 200) provides a summary of key factors evident within my data, at a micro, meso and macro level, that were seen to shape teachers' enactments of OL practices.

Figure 7.1: Factors shaping teachers' enactments of OL practices

Levels	Emotional/ Affective Engagements Concerning OL	Personal Attributes Concerning OL	Practice...
Micro Level (School and practice level)	*Relational outcomes valued across all schools by teachers –* (4.5.1, 5.5.1, 6.5.1) *Emotional health and wellbeing teacher benefits recognised* (4.3.2) *Particular groups (SEBD, ASN) were affiliated with affective experiences* (4.3.2, 4.3.4, Chapter 5) *Affective skills and employability gains* (4.3.5, 5.3.5). *Intergenerational relations were forged through OL –* 5.4, 5.5.3 *Contribution to citizenship and social justice pupil attributes.* (4.3.2, 5.3.2, 6.3.4, 6.5.3)	*Teachers' passion*, (3.2.3, 4.3.4, 4.4.2, 5.3.2, 5.4.2, 6.4.1) *Positive outcomes shared with SMT and Staff* (5.3.3 and 5.3.4, 5.5.4) *Teachers biographies* (4.3.2, 4.4.6, 5.3.4) *Teachers valued affective outcomes* (4.3.2, 5.3.3) *Commitment, resilience and persistence* demonstrated (3.2.3, 4.4.2, 5.3.4) *Teachers created an ethos* that enabled *pupil voices* to be heard and *trust to be established* (4.5, 5.5)	*Uncertainty...* *practice (6...* *Peripheral ...* (5.3.1, 4.3.3...* *Targeted Gr...* *Local comm...* *partnership...* 5.4.6, 6.5.4)... *School lead...* 5.3.5, 6.2.1,... *Funding an...* *opportuniti...* *Lobbied SM...* *Positive con...* *attainment...*
Meso Level (Sits between micro and macro. Includes organisations such as Education Scotland, LAs, third sector)	*Professional Development* (5.4.1) *Partnerships* (5.4.1, 5.5.3, 6.5.4)) *LA Support* (4.3.1, 5.4.3)		
Macro Level (National, policy level)	*Tensions between and within CfE* (6.3.3) *Rigid timetable and exam structure* (4.4.1, 6.3.3) *Strong Subject Hierarchies* (6.3.1, 6.3.3) *Developing the Young Workforce* (4.3.5, 5.3.5) (5.4.2, 5.4.6) *Precarity and Austerity* (4.3.4, 5.3.1, 5.3.2)		

Section 2.6 identifies precarity and austerity (Standing, 2011; Kirk, 2020) as characterising features of the decade within which my study sits, and section 7.4 illustrates trends within my data which may support this view. A growing group of pupils described as 'needy', 'vulnerable' and 'disaffected' were evident in teachers' discussions (4.3.4, 5.3.1). Schools play a central role in supporting pupils with mental health needs, of which affective and relational dimensions are key components (Templeton and Pritchard, 2020). Apland, Lawrence, Messie et al's, (2017) literature review identifies the significant impact schools can play in the wellbeing of excluded pupils in school or alternative provision. García-Moya, Brooks, Morgan et al. (2014) report that children at risk, often identify particular teachers as significant in making a difference.

This raises significant questions relating to enacting wider educational purposes and the value that schools place on more affective outcomes within the Scottish curriculum. There is evidence that teachers juxtapose time spent on mental health initiatives against subject-based priorities (Edling and Frelin, 2013). A Norwegian study of 15 secondary school teachers recognised that time constraints inhibited teachers' ability to support more affective dimensions of their relationship with pupils (Ekornes, 2017). Whether all teachers have the desire or professional skills to fulfil such roles is significant (Mazzer and Rickwood, 2015). Berlant (2011) seeks to dispel the 'fantasy' which is alive and well in education based on a certain future. It might be concluded that many aspects of Scottish curriculum might be deemed out of step with the future that pupils will experience, linked to environmental, political, economic and social uncertainty. A structural and cultural shift is required.

7.6.1 Chapter Summary

Chapter 7 has considered four cross-cutting themes. Section 7.2 recognised the influence that key individuals, leadership and school contexts exert in shaping the forms OL takes. The role of internal and external support networks has been outlined. OL and LfS policies were not significant enablers, although the wider achievement agenda represented a growth area. Socio-economic and geographic differences appeared less influential across schools. The second-theme explored in section 7.3 considered OL's peripheral position linked to confusion around the term, which might be perceived as placeless and removed from school contexts.

Weak classification and framing served to retain OL's low status position. Conversely, section 7.4 highlighted OL's significant impact and strong association with the affective domain. OL's contribution as a pedagogy of affect is discussed. These benefits are recognised as fulfilling an increasingly important role for a growing group of secondary pupils who require alternative experiences. Section 7.5 critically considered OL as an essential alternative for particular pupils. The final section asked what might be revealed about the Scottish curriculum more widely through an OL lens. The opportunities and threats presented by prevailing curriculum structures and cultures have been recognised. OL draws attention to the wider purposes of education and increasing impacts of precarity and austerity within wider society and school. In conclusion I argue that there is a pressing need for schools to be enabled to re-evaluate and recognise the essential contribution that alternative forms of provision such as OL offer in preparing pupils for an uncertain future.

The final chapter returns to my research question and summarises key findings and implications for practice at policy and school level. An epilogue concludes this chapter.

Chapter 8: Conclusion and Epilogue

The following section considers key findings, as reported in Chapters 4-7, under my three research question. Implications for practice are briefly outlined. An epilogue provides some final reflexive thoughts.

8.1 Conclusion

Research Question 1: What forms does Outdoor Learning take in Scottish Secondary Schools and what is their practice architecture?

A typology of OL has been revealed within the data; 1. OL-as-Physical-Activity, 2. OL-as-Pupil-Support, 3. OL-as-Curriculum, 4. OL-as-Interdisciplinary, 5. OL-as-Experiences-in-Nature. These five types of OL respond to a research gap within the secondary school context, and provide a current picture of OL based on teachers' accounts of practices in five schools across 2011 and 2019. A PA lens was applied to reveal sayings, doings and relatings. The first three were discussed in detail. Practical questions are raised linked to how OL is deployed across different groups, the nature of practices, frequency, duration, location, age and stage and contribution. A brief summary of each and points for practice is provided.

OL-as-Physical-Activity

Strong links to traditional OAE featured in the sayings of teachers. A range of affective outcomes were discussed, many connected to character-building and pupil reform. Opportunities to engage in this type of OL in pupils' wider experiences are limited. Schools recognised particular physical, environmental, mental and social benefits for 'disengaged' pupils. Staff benefits were also recognised. The 'DYW' policy and a wider conceptualisation of achievement were positive drivers within this type. Doings included DoE, physical activities and Outward-Bound teambuilding approaches. Extreme forms of OL and place-based activities were limited and a 'softer' form of risk was evident. Most activities were extracurricular, reflecting a peripheral status. A declining trend in Outward-Bound residentials and greater use of local settings was revealed. Relatings identified trust and

respect as key elements between pupils and with staff. Engagement in this type of OL revealed new facets of teacher and pupils' character and skills.

Points for Practice:

- DoE is well established and is one way of recognising pupil wider achievement. There is evidence that some schools are increasingly looking for alternative qualifications that can be incorporated into current structures such as John Muir and SALTIRE. Schools need to invest in staff development and provide LA support networks in order to sustain and grow these activities.

- An increasing group of pupils require alternative curricular experiences. OL is well-placed to effectively meet this need.

- There is potential for PE to incorporate a more regular, but not exclusive, OAE element into the curriculum.

- Natural links between LfS and OAE offer potential but remain unrealised at present. Place-based and repeat visits may be one way of engendering environmental stewardship.

- Health and wellbeing benefits for staff are undervalued. This is a growing area of concern. OL may offer one strategy in addressing this issue.

OL-as-Pupil-Support

The PA of OL-as-Pupil-Support indicated OL's central curricular role in meeting the needs of marginalised pupils. Teachers sayings recognised the learning and affective benefits of a more experiential and practical approach. OL provided an effective vehicle to explore subjects and crosscutting themes, a synergy between the indoor and outdoor curriculum was noted. There appeared to be a growing recognition and demand for this approach linked to rising pupil mental health and wellbeing challenges. OL was well suited to recognising pupil 'wider achievement'. Doings often centred on school and local settings, incorporating gardening, conservation-work, and life skills. DoE and Outward-Bound approaches linked to OL-as-Physical-Activity. Relational benefits positively impacted upon pupil, teacher, community and home-school associations.

Points for Practice:

- OL finds a natural fit within pupil-support and exerts a positive influence linked to physical, cognitive, mental and affective outcomes. For some pupils it provides an essential alternative to the mainstream curriculum. Positive impacts were reported linked to pupil re-engagement and attendance. Greater awareness of the potential OL offers requires to be disseminated across secondary contexts.

- OL is seen to contribute positively to the 'wider achievement agenda' offering potential positive destinations. Schools should continue to develop vocational, community based opportunities.

- Investment in school grounds, repeat visits and community and home partnerships are key ingredients of successful initiatives. These relationships need to be cultivated and sustained.

- Opportunities for team-teaching and in-school partnership working would enable staff to experience the mental health and wellbeing benefits that OL offers for all pupils, but particularly disadvantaged pupils, first hand.

OL-as-Curriculum

Teachers stated that OL was peripheral, there was evidence that its position may have deteriorated across the decade. Uncertainty around the term OL, practices and location were raised.   In contrast to OL-as-Pupil-Support, teachers faced implementation challenges. A range of benefits (practical, cognitive and social) were articulated but nevertheless OL was viewed as a 'risky' approach diverting time and attention from exam outcomes. Geography fieldtrips featured prominently in the doings, spanning a range of contexts. Other subject examples of local and one day trips were evident but less frequent. Sustaining initiatives was a regular challenge. Teachers increasingly favoured local settings and partnership-working. Relational outcomes for pupils and dividends for pupil-staff classroom connections were highlighted. Overseas experiences resulted in changed understandings of place and culture.

Points for Practice:

- Curriculum approaches are dominated by exam outcomes. There is little time and space for OL within the curriculum at present. OL can contribute to pupil understanding and exam performance in many subjects. This may legitimise OL and is a powerful motivator for schools and teachers.

- Subject specific professional-development that enables teachers to collaborate and work within their local settings, may be more fruitful in sustaining and supporting practice – see Mannion et al's (2013) excursions in nature approach.

- Overseas trips have powerful impacts, however, ensuring equity of access linked to cost, socio-economic background and ability remain a challenge. The impact of Covid and Brexit is likely to constrain this area.

Research Question 2: What local and temporal conditions enable and constrain Outdoor Learning's place within the curriculum of Scottish secondary schools?

Context-related factors have been highlighted and key individuals play a significant role in driving and shaping OL agendas. However, the recurring challenge of sustaining practices is raised. School leaders play a central role in shaping how practices are conceived, and creating an ethos where teachers feel permitted to engage and experiment with 'new' approaches. Structural and cultural barriers linked to subject hierarchy, timetable, and attainment continue to limit more creative curriculum approaches. The 'Wider Achievement' agenda appears to have been a positive driver across this time period, promoting opportunities for alternative vocational courses that could be incorporated within current frameworks. OL and LfS policy discourse appear to have been less influential. In accordance with OECD (2015) findings, meso-level support structures were diminished or absent. This had a detrimental impact on professional-development activities and the sustainability of practices.

Points for Practice:

Scottish Education Level:

- Despite a favourable policy agenda, there is only evidence of 'first-order' policy engagement at teacher level. Blanket OL and LfS policy approaches fail to resonate

with schools. Schools and teachers need time and space to engage with such developments at a local level.

- Issues of subject hierarchy, inflexible timetabling and a measurement culture remain. A new understanding of risk emerged where teachers perceived incorporating OL pedagogy as a risky over more traditional exam focussed approaches. Significant structural and cultural changes are required. There is some evidence that Covid has disrupted some of these traditions and drawn further attention to mental health and wellbeing challenges. With the release of the OECD's (2021) second review of CfE, this might be perceived as a watershed moment for CfE.

- Greater thought needs to be given to school design to promote imaginative use of creative spaces beyond sport.

- ITE must provide opportunities for students to engage with the wider purposes of education and enable teachers to adopt a curriculum-making stance. Greater awareness of the multiple teacher identities and possible conflicts that arise should be explored. Initiatives that enable student teachers to experience OL first-hand, build skills and confidence - see Gray et al. (2019).

School Level

- School contexts matter; people in the form of key individuals, leaders and partners are central enabling factors. OL approaches require to be cognisant of local contextual factors relating to teacher biographies and skills.

- Creating networks within and across schools is essential if OL practice is to be embedded and sustained.

- LA support has declined, schools need to have local support networks and access to expertise.

- OL staff are a key benefit. Their remits should be clearly negotiated and agreed across the school, and supported at SMT level. Such a resource offers potential to build capacity and work alongside staff in situ.

- School, and leadership priorities should engender an ethos that permits teachers to experiment and move beyond traditional approaches.

Research Question 3: What residual, dominant and emergent influences are revealed by this study and what are the implications for Outdoor Learning's future curriculum role?

Residual, dominant and emergent features were evident within each type of OL. Through a consideration of these elements the temporal and evolving nature of OL was illustrated. These are briefly outlined for each type.

OL-as-Physical-Activity

Enduring residual features retained an influence within this type linked to OAE, Outward-Bound and reference to the character-building and reform elements of this type. Most activities were extracurricular which suggests that OL remains peripheral. However, a softer version of risk was added to this and OREs were less prevalent. Emergent ideas incorporated the appointment of OL staff, a growing appreciation of OL's contribution to the wider achievement agenda and more locally-based initiatives. An ambitious place-based journey reflected elements of traditional expeditions but also introduced the idea of place. Nurturing and mental health benefits were more prevalent. An environmental stewardship role saw residual environmental links re-interpreted through an LfS lens by some teachers.

OL-as-Pupil-Support

Residual connections to pupil delinquency, reform, character development and vocational provision remained within this type. OL was seen as an effective tool in (re)engaging pupils with school, improving attendance and attainment. OL's contribution to the wider attainment agenda appeared to be growing within this context. A central curriculum and interdisciplinary role was emphasised which appeared to validate this approach. Another dominant feature recognised strong local, community partnerships as central, enabling regular repeat visits. Projects were often conservation or practical in nature. Connections to OL environmental roots were prevalent and staff saw emergent opportunities to incorporate LfS principles. OL may have a significant role to play linked to health and wellbeing. Recognition of a potential restorative and nurturing function for OL was growing.

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OL-as-Curriculum

Field studies connections provided a residual link to this type which saw many references to geography related activities, and to a lesser extent biology. Historically OL has remained on the fringes of the curriculum and this continues to be the case. Dominant features provided an adhoc picture of OL and uncertainty around the term and forms it represented. Emergent areas favoured local contexts, school grounds and partnership-working. Activity weeks and timetabled courses illustrated different delivery models, although they invariably were one-off. Potentially fruitful initiatives linked to OAE and PE and less traditional geography approaches were recognised.

Points for Practice:

- OL effectively enables schools to recognise pupil achievement more widely. There is potential to grow this area across all types.

- Some subjects may incorporate OL with greater ease. Geography finds a natural synergy with OL but practices are largely driven by exam fieldwork requirements. There is scope for more creative and diverse OL opportunities to be incorporated that recognise wider achievement, and contribute to environmental and moral debates. Biology has significant potential that it unrealised at present, particularly linked with LfS. As discussed, PE conceived more broadly might deliver regular OAE.

- Local settings and community partnership working offer the best opportunities for sustained approaches to OL within the present constraints.

8.2 Epilogue

Completion of my EdD represents a personal and professional achievement and impacts on my identity in both contexts. As discussed, significant life events have shaped my priorities and work practices and lengthened this journey considerably. This has been a personal challenge that required endurance, stamina, resilience and perseverance. These are qualities that I recognise as important. Becoming a mother perhaps pushed me to model these attributes and to strive towards a successful outcome.

The transition from teacher to teacher educator is recognised as challenging and confusing (Izadinia, 2014; van Lankveld, Schoonenboom, Volman et al., 2017) and I can relate to this. Swennen, Jones and Volman (2010) describe four teacher educator sub-identities: schoolteacher, teacher in Higher Education, teacher of teachers (or second-order teacher) and researcher. ITE represents a blurred space between school teacher and academic. Within the context of REF, teaching-only roles can be perceived as 'second class' (Boyd and Harris, 2010). Research is integral to my teaching and scholarship role. Embarking on an EdD proved valuable in enabling me to develop my academic skills in a structured and supportive setting. My research skills have been enhanced and ability to critically engage and to question research has developed. I have learned to be more flexible and feel better-equipped to cope with challenges and setbacks. My ability to manage the multiple demands on my time improved. The iterative nature and messiness of the process is something that I became more comfortable with. I feel more equipped to employ academic writing skills to structure and present my arguments and contribute to debates within the OL field.

The mentoring process and supervisor-tutee relationship has provided a safe space to share my thoughts, ask questions, discuss and debate ideas. These are skills that I will take with me back to my work-place. Asking questions and contributing to academic debates is an important element in joining Higher Education 'communities of practice'. Completing an EdD has also enriched my teaching practice. I am more mindful of the student experience, understand the personal nature of writing, the challenges that academic writing can present and difficulties of working with contested concepts. This experience will enable me to authentically supervise from a position of experience. Sustained engagement with research

literature has usefully informed my own teaching, which incorporates geography, OL, LfS and curriculum development.

It is important to reflect on my Doctoral journey. A more seamless experience would have been desirable. I had a significant gap between the taught element of the course and thesis phase. Merging two stages of data collection created challenges. The inductive TA approach I employed in 2011 was more rigorous and less pressured than in 2019, however, a much clearer theoretical framework strengthened my deductive approach laterally. I was far more pragmatic about my role in this process in 2019.   Word count has been a challenge throughout this process, 'the agony of omission' Lofland and Lofland (1984, p. 138) often featured in discussions. The difficult decision to only present three OL types had to be taken. Gathering two sets of data and engaging in literature across an eight-year time period contributed to this challenge, however, learning to write in a more focussed way to word counts is a skill that requires further development.

All of this work took place pre-pandemic and the world is now a very different place. There is a greater awareness of physical and mental well-being and the outdoors has received increased attention. Schools have been disrupted and long-standing traditions, such as the end of year diet of exams, interrupted. The pandemic may provide a stimulus to consider new approaches. CfE is about to embark on another period of consultation, restructuring and reform, following the OECD's (2021) recent review. An opportunity to address the structural and cultural barriers highlighted now exits. The nature of these reforms will shape OLs role and place in secondary schools. It will be fascinating to see how OL's status evolves and the role it will play within the next decade.

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Appendix A: Summary of GIRFEC and Developing the Young Workforce

Getting it Right for Every Child

GIRFEC (SG, 2008b) is the national approach to improving outcomes for children and young people, bringing together and coordinating services. GIRFEC ensures children and their families are at the centre of all decision-making Based on the United Nations Convention on the Rights of the Child, a holistic understanding of pupils' wellbeing is viewed as central to supporting young peoples' development in their family and community and providing the right co-ordinated support at the required time. Support is based on an understanding the young person's overall wellbeing. Eight Wellbeing indicators compose this framework; Safe, Healthy Achieving, Nurtured, Active, Respected, Responsible and Included. The role that OL might play in supporting pupil wellbeing linked to these indicators has been recognised, particularly in an early years and primary context (Care Inspectorate, 2016; SG, 2017a). Evidence is sparse linked to secondary contexts (Nerney, 2019; South Lanarkshire, 2015).

Developing the Young Workforce

DYW, a seven year youth employment strategy, was launched by the SG in December 2014 (SG, 2014), supported by an initial £12million implementation investment. Its aim was to reduce youth unemployment by 40% by 2021. 39 recommendations and 11 key performance indicators underpinned this policy, which particularly targets the senior school phase. The programme aimed to offer an excellent, work relevant educational experience to young people, recognising the value that a rich blend of learning, including vocational experiences offers in skill provision for current and future jobs. Schools were encouraged to provide new vocational learning options in a range of settings. Opportunities to promote employer engagement were encouraged and recommendations were made to enhance the quality of career engagement. The SG have hailed this scheme as a great success, and view a 40% reduction in youth unemployment by 2017 as one indicator (SG, 2017b; SG, 2018).

Appendix B: Data Table 2011 and 2019 School Statistics

Statistics 2011-12	Scottish Av. where available 2012	Lowtown High School 2011	Rivercity Academy 2011	Hillview Academy 2011	Scottish Av. where available 2019	Rivercity Academy 2019	Hillview Academy 2019	Ferrytown High School 2019	Shoreside Grammar 2019
Catchment area		Semi-rural	Urban	Rural		Urban	Rural	Rural	Rural
School Roll		1100	1500	616		1456	581	689	910
Feeder primaries		7	6	7		6	7	10	19
Teaching Staff Roll		99	111	55		100.8	52.2	63.7	73
Subject organisation		Eight Faculties	Nineteen Departments	Two Faculties and twelve Departments		One Faculty and fifteen Departments	Three Faculties and nine Departments	Seven Faculties and four Departments	Seven Faculties and four Departments
% of pupils with additional support needs	17.5%				35%	30<40%	30<40%	20<30%	40<50%
SIMD * Q1	N/A	N/A	N/A	N/A	22%	0<10%	0<10%	10<20%	0<10%
SIMD Q2	N/A	N/A	N/A	N/A	19%	0<10%	0<10%	30<40%	10<20%
SIMD Q3	N/A	N/A	N/A	N/A	19%	10<20%	40<50%	40<50%	40<50%
SIMD Q4	N/A	N/A	N/A	N/A	20%	30<40%	30<40%	0<10%	30<40%
SIMD Q5	N/A	N/A	N/A	N/A	20%	30<40%	10<20%	0<10%	0<10%
Percentage of pupils receiving free school meals	12.3%	22.5%	3.9%	5.8%	10<20%	0<10%	10<20%	10<20%	10<20%
Authorised absences S1-S5	6.8%	6.5%	4.9%	5.8%	5.5%	4.6%	5.8%	5.6%	5.5%
Unauthorised absences S1-S5	2.1%	3.3%	3.2%	1.3%	3.7%	4.4%	2.9%	2.4%	3.7%

Percentage of the S4 year group gaining five or more awards at SCQF Level 5 or better	35%	19%	31%	40%	N/A	50%	47%	51%	45.86%
Percentage of the S4 year group gaining five or more awards at SCQF Level 4 or better	78%	70%	83%	85%	N/A	83%	79%	68%	83.44%
Percentage of the S4 year group gaining five or more awards at SCQF Level 3 or better	91%	93%	93%	96%	N/A	86%	91%	69%	90.45%
Higher passes Percentage of S5 year group gaining 5+ Highers in S5	11%	5%	22%	17%	N/A	17%	23%	16%	14.57%
Higher passes Percentage of the S5 year group gaining 3+ Highers in S5	23%	14%	41%	31%	N/A	28%	56%	30%	45.03%
Higher passes Percentage of pupils in S5 year group gaining 1+ Highers in S5	41%	26%	58%	56%	N/A	54%	70%	53%	69.54%
Percentage of school leavers entering Higher/ further education	62%	52%	65%	61%	75.69%	67%	77.8%	72.8%	50.3%

* The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation across 6,976 small areas (called data zones). If an area is identified as 'deprived', this can relate to people having a low income, but it can also mean fewer resources or opportunities. SIMD looks at the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime, and housing. Data zones are ranked for each domain from 1, being the most deprived area in Scotland, to 6,976, being the least deprived in Scotland. The impact of each domain to the overall ranking is weighted, based on how it contributes to deprivation, with employment and income weighted the most heavily. This provides a relative measure of deprivation at data zone level, and a ranking for each individual domain. Quintiles split the data zones into 5 groups, each containing 20% of Scotland's data zones.

References:

Education Scotland (2020)
Education Scotland (2021b)

Appendix C: Interview Schedules 2011

Thank participant. Refer to consent form and reassure confidentiality/ anonymity/ check OK with recording

I would like to establish a current picture of what outdoor learning looks like in the present curriculum. I would also like to focus on processes that enable and constrain change linked with OL in particular. The interview might be broken down into four sections.

1. **Introductory questions about yourself and school.**
2. **Curriculum change in the wider school context**
3. **OL interest and involvement**
4. **Curriculum change relating to outdoor learning**

1. Headteacher Introductory Questions/ Demographic Information/Role
How long have you been in post at …School?
What was your post prior to becoming HT?
How would you describe the characteristics, ethos and culture of …School?

(What are the schools goals/purposes?
Educational/moral-spiritual/general?)

How would you characterise yourself as Headteacher?
Priorities, purposes? Paradigmatic/pedagogic philosophies
Perceived purpose of schooling

1. Teacher Introductory Questions/ Demographic Information/ Role
What is your current post in …School and how long have you worked here?

What was your post prior to working here?

How would you characterise yourself as a teacher?
What are your priorities, purposes?
Concepts, values, practices.
Perceived purpose of schooling

2. Curriculum Change in the wider school context
What are the main curriculum change priorities at present in ….. school?

What factors influence/ shape these priorities – external and internal?

Who are the key influencers of curriculum in the school?
How has school x approached curriculum change? Anything else to add

3. OL Interest and Involvement
Outdoor learning encompasses many different approaches and activities. How do you understand OL?

What outdoor initiatives are you currently involved in?

Why did you decide it was important to develop this/ these area(s) of the curriculum?
What support have you received?

What challenges have you faced?

4. Curriculum Change and OL
Where does OL sit within the wider context of curriculum change discussed previously?
Does it link to any of the schools main priorities, separate, key area minor area?
In what ways is OL distinct?

What progress has been made?
Structures, key personnel, support – people, resources, building/ grounds,

What internal factors encourage/ hinder OL development?

What external factors encourage/ hinder OL development? Scottish Government – policy drivers, LEA, HMIe, SQA, Parents

What are the next steps for OL in your school?

What advice would you give to Mike Russell regarding the way forward for OL in secondary schools?

Thank participant. Ask if they would like to ask me any questions.

Appendix D: Interview Schedules 2019

Thank participant. Refer to consent form and reassure confidentiality/ anonymity/ check OK with recording

I collected data on OL in secondary schools in 2011 – how teachers understood the term and the kind of activities they were involved in. A considerable amount of time has passed since then, CfE was very new for example. I am now hoping to explore what is the same and what has changed. The interview might be broken down into four sections.

5. **Introductory questions about yourself and school.**
6. **Past**
7. **Present**
8. **Future**

1. Teacher Introductory Questions/ Demographic Information/ Role
What is your current post in …School and how long have you worked here?

What was your post prior to working here?

How would you characterise yourself as a teacher?
What are your priorities, purposes?
Concepts, values, practices.
Perceived purpose of schooling

2. Past

Where are schools/ teachers now in their understanding, implementation of outdoor

learning within the curriculum compared to 2011?

1. How do you understand outdoor learning?

2. Has your understanding of OL changed/ developed? (Diff school contexts)

3. Where does OL sit in the curriculum?

4. Has its place changed within the curriculum?

5. How did you get involved in delivering OL within the curriculum?

3. Present

6. What initiatives are you currently involved in?

7. Why did you decide it was important to develop this/ these area(s) of the curriculum?

8. What support have you received? Internal, external

9. What barriers have you faced?

10. How does this fit in with the wider policy/ school agenda/ improvement plan?

4. Future

11. What are the next steps for you in relation to OL?

12. How do you see OL developing in future in the curriculum?

13. What factors will enable/ challenge these initiatives?

Thank participant. Ask if they would like to ask me any questions.

2019 Rivercity Schedule used with Nathan and Angus

Thank participant. Refer to consent form and reassure confidentiality/ anonymity/ check OK with recording

I collected data on OL in secondary schools in 2011 – how teachers understood the term and the kind of activities they were involved in. A considerable amount of time has passed since then, CfE was very new for example. I am now hoping to explore what is the same and what has changed. The interview might be broken down into two sections.

1. **Past**
2. **Present**
3. **Future**

1. Past 2011-2018

Can you update me on some of the key events/ changes that took place in Rivercity

between 2011 and 2018 when you left last summer?

1. Has your understanding of OL changed/ developed during this time?

2. Where did OL sit in the curriculum? What new areas were developed? Why did they

   develop? Who was involved in these initiatives? Support? Were any areas phased out?

   Why?

3. How did your role change and develop over this time?

4. How did these changes fit in with the wider school agenda/ improvement plan?

5. Did wider policy changes e.g. LfS agenda shape OL decisions?

6. What were the next steps for OL at Rivercity in 2018?

7. Why did you decide to leave?

2. Future

8. How do you see outdoor learning developing in future in the curriculum?

9. What factors will enable/ challenge these initiatives?

Thank participant. Ask if they would like to ask me any questions.

Appendix E: Outdoor Learning as Curriculum Practice Architecture Literature Search

Overarching Key Words and Ideas/ Literature	Sayings	Doings	Relatings
	Implementation - Marginal position - uneven, under threat, confused, fragmented peripheral, sporadic, disparate, highly variable, matter of chance, under-developed and one off, treat Often contrasted with indoor environments and viewed as a novel context. Pedagogy/ approach – greater pupil autonomy, choice, more relaxed, less structured, more practical. Experiential, co-operative, team-based, progressive , enquiry based and holistic pedagogical Curricular value Subject knowledge and skills enhanced Connects with indoor learning. Enhance academic objectives, formal curriculum outcomes and competences Improved knowledge of facts and a deeper understanding of concepts Long-term knowledge retention Pride in their work, Improvements in pupil academic performance Understanding of theory and practice High order skills developed	Fieldwork, nature study – longstanding links. Geography, Biology most commonly linked with this type. Wide diversity of subjects Outdoor PE lessons/ sports activities Science Maths often mentioned as an example. English/ Language History Range of locations: School grounds, the local neighbourhood, day trips, residential international contexts, and expeditions that involve being away from home. Venues playing fields, local parks, forests, places of interest, museums day excursions, residential outdoor centres, cultural visits Often target lower school classes	Benefits for pupils Well-being Communication Interaction and participation Group benefits Opportunities for collaboration, negotiation, and co-operation Cohesion of the group increased Closer relationships Pupil-teacher benefits Less formal setting Improved subject specific communication Knowledge of students and their capacities were deepened New sides to pupils revealed Partnerships/ community – community links established. Place - New ways of relating to place and individuals through contrasting social and cultural experiences.

	Other benefits Positively received by most pupils – memorable, stimulating, motivating fun and enjoyable Enhanced motivation, Behaviour Physical and mental well-being Cross-curricular links Life skills/ Real-world application Shape attitudes towards environment, health and fitness, life choices. Enhanced motivation, behaviour and self-confidence, self-esteem were identified Barriers Crowded curriculum/ timetabling/, rigid assessment system, risk averse culture, cost,		
Literature Reviewed	Sayings	Doings	Relatings
Beames, S., Higgins, P. & Nicol, R. (2011) Learning Outside the Classroom: Theory and Guidelines for Practice. Routledge	Implementation - high schools less suited to outdoor learning – curriculum Curricular value Key way of integrating curricular content Can be directly linked to the 'formal' or 'official' curriculum Extension of, or indeed integral part of classroom activities Used to meet the curricular and other needs of student Bringing curricula alive	Traditional links - Field studies centres – environmental education Subjects Social studies - Visits to local town centres or agricultural areas, community gardens, municipal agencies, and public facilities Geography and geological past of the area, fieldwork measurements. Local history are enlivened by visits to a local landscape.	Individual Self-reliance Group Meaningful connections beyond their normal social group Community links Involves working across social divisions such as age, ethnicity, and race – often through partnerships with community-based organizations that exist to promote the well-being of people and the local environment.

	Aids students understanding of our environment, sustainable development, Integrates formal and informal schooling Other benefits Encourages physical activity Health and well-being benefits, Opportunities for children to learn how to evaluate and manage risks Relevance New perspectives Life skills - encourages critical reasoning and reflection on these experiences, they will help their students develop the skills to become self-reliant and successful in learning throughout life. Approach Experiential Student learning transformed into a more active enterprise More complex learning contexts Progressive learning Broad adventure Responsibility and choice Direct experience Child to contextualise learning	Sciences, biology and ecology - studying habitats and ecosystems food chains/webs, carbon cycle, adaptation, and competition, biodiversity through pond or stream sampling, or rock-pools, community gardening and conservation. Chemistry - pH measurements in rain, soil, and water, comparative studies of pesticides and organic gardening in garden beds in the school grounds. Material composition - effects of water, heat, and pressure in breaking them down. Physics observations of weather and climate, astronomy/cosmology, experiments can explore principles of matter and motion – mass and density of objects, gravity, balance, friction, momentum, collisions; energy flow, absorption, and reflection. Mathematics - measuring length, distance, height, area, mass, volume, and angles, and limitless circumstances to make basic through to advanced calculations Location Four 'zones' 1.school grounds 2. Beyond the school grounds/ local neighbourhood, 3. Day excursions ('field trips') often take place a little further away and usually require some kind of group transport. 4. Residential outdoor centres, cultural visits, and	Partnering with voluntary organizations, in particular, provides students with genuine opportunities to experience and learn about what it means to be an active citizen and contributor to democratic society, Access expert knowledge and skills, Take on the role of co-educator, along with the class teacher. Place New ways of seeing place – local and more distant places shape way young people see the world. Developing a sense of place and identity. Contrasting ecosystem or different culture- enable local settings to be seen with 'fresh eyes Deeper understandings of civics, citizenship, social roles and norms, employment, and social equity

		expeditions that involve being away from home overnight. Wildlife/ woodland, urban or civic area, school grounds, community settings public park, historical sites of interest, farms, field studies centres	
Beth Christie, Simon Beames and Peter Higgins (2016) Context, culture and critical thinking: Scottish secondary school teachers' and pupils' experiences of outdoor learning , BERJ 42 (3), 417-437.	Implementation - Secondary provision was 'more mixed and there were differences between subject areas.' Local contexts shape schools approach to OL. Curricular value Complexity of the range of tasks involved in the process, time management, co-ordinating and delegating tasks between peers, and presentation skills useful exam prep Opportunities for links within and between subjects Other benefits Pupils enjoyed the opportunity to guide their own learning experientially and beyond the familiar classroom context. New experiences' having 'great fun' and 'enjoying being outside'. Valued as different from the norm. Most staff enthusiastic about OJ approach. Approach Develops pupils' critical thinking skills	Subject Maths (what angle does a rugby ball travel when kicked over rugby posts?', how many blades of grass can be found on the rugby pitch?') Geography, '(why do some rivers freeze over in winter and some do not?', ''why does. snow melt on some parts of a house roof whilst others stay covered?), Location School and local area Outdoor Journeys programme, which is a school-based teaching approach that enables pupils to learn about the people and place in which they live local, curriculum-based outdoor learning programme Lower school favoured – free from exams.	Individual Interpersonal skills were also developed. think more broadly and to take responsibility, Group Interactive shared nature of outcome. Whole experience encouraged pupils and teachers to talk about the subject under study – subject focussed conversation looking, experiencing, discussing and interacting with the surrounding landscape Continual dialogue between the teachers and pupils as they worked together towards a final sharing session, where everyone participated and benefited from the range of information conveyed Place Place-responsive – opportunity to connect with local places in a new way. .

	Three phases—Questioning, Researching and Sharing Experiential Autonomous learning experience Place-responsive, personally relevant Assimilating, evaluating, organising and interrogating information		
Christie, B., Beames, S., Higgins, P., Nicol, R. & Ross, H. (2014) Outdoor Learning Provision in Scottish Schools, Scottish Educational Review, 46, 48-64.	Implementation – variable. Lack of outdoor confidence among teachers. Positive statements but no change to practice. Curricular value Enhances pupil learning'- increases engagement encouraging a deeper understanding from pupils P Other benefits enjoyment' Teachers keen to develop outdoor learning Approach legitimate pedagogy relevant and authentic context for learning; Challenges crowded curriculum/ timetabling/, rigid assessment system, risk averse culture, cost, awareness of policy but no action, role models, CPD called for.	Secondary provision - only 13 mins per week Location Day-trips and residential adventurous and environmental outdoor experiences Local outdoor settings may offer opportunities and be an enabling factor. Lower secondary least constrained setting.	Community links Potential benefits of establishing links with local communities recognised.
Mannion, G., Mattu, L. & Wilson, M. 2015. Teaching,	Implementation Highly variable provision Curricular value	Increase in provision 16 minutes per week Subjects (order of prevalence) Health and well-being Social studies	Individual Opportunities for individual skills to be developed Group

learning, and play in the outdoors: a survey of school and pre-school provision in Scotland. Scottish Natural Heritage Commissioned Report No. 779. Secondary schools lagging behind – implementation gap - worthy of further research.	Taking provisions outdoors increased 'pupil engagement' in learning Practical skills valued Connects to themes across learning SD and citizenship Other benefits Enhanced engagement, Pupil challenge and enjoyment, Relevance', ' Approach Co-operative learning Active and collaborative Peer learning Teacher led Challenges Timetable, staffing, cost	Science Maths Language Location Residential provision account for 2/3 of activities. Decline in local and school ground events. Wildlife/ woodland, urban or civic area, school grounds, public park, farms 50% school grounds, 52% 5km and beyond.	Teamwork and development of group skills valued.
Rickinson, M., Hunt, A., Rogers, J., & Dillon, J. (2012). School leader and teacher insights into learning outside the classroom in natural environments. Natural England Commissioned Reports, Number 097	Curricular value Subject knowledge benefits Visual element enhances understanding Highlights relevance of subject matter Other benefits Broadening children"s world-view and career aspirations Reengaging disaffected groups Motivation, skills, confidence enhanced Managing stress Lifelong opportunities improved motivation, behaviour and self-confidence	Subjects PE - outdoor PE lessons and school sports Science Field work activities, gardening/horticulture, other topics occassional Geography fieldwork - measurements and observations in a variety of environments for example, rivers, beaches, urban, rural, woodland. History topics – occasional Location School grounds, local parks, walks to local canals and woodland, visits to museums,	Individual develop children as people; they can see the consequences of their actions nicer people, discover new things about themselves. Improved confidence. Group Develop team-work skills,

		Day trips residential trips to distant outdoor sites, field centres	
Emilia Fägerstam (2014) High school teachers' experience of the educational potential of outdoor teaching and learning, Journal of Adventure Education and Outdoor Learning, 14(1), 56-81	Curricular value Understanding scientific concepts and making links. Shared experiences in the outdoor environment could become a valuable starting point for subsequent indoor learning. Facilitates learning - recalled school-based outdoor learning events more easily Increased motivation toward learning Links subjects to everyday world. Other benefits Positive impact student enjoyment took time to understand that outdoor lessons were actually lessons, not recess Increased motivation, communication and participation among students. Approach Practical outdoor activities in collaboration with others they learn by doing and participating in a concrete 'real-life' context Problem-based learning Acknowledges the emotional dimension of learning Aesthetic and practical aspects of learning receive greater focus	Subjects English Maths Science Location Close to school on school grounds Natural or cultural Woodland environment Forest School Museum Gas station Local sites of interest e.g. a historical execution ground	Group benefits Greater opportunities to develop communication skills and participation among students Positive effect on student participation and social behaviour Extended collaboration with others Community Links Links with wider community and nearby places established

	Collaborative work; in particular, when making sense of scientific and mathematical concepts		
Emilia Fägerstam & Jonas Blom (2013) Learning biology and mathematics outdoors: effects and attitudes in a Swedish high school context, Journal of Adventure Education and Outdoor Learning, 13 (1), 56-75.	Contrasted to indoor learning Novelty dimension was a major theme emerging from the interview data. This was different to normal classroom work. OL occasional. Curricular value Higher degree of long-term knowledge retention. Remembered both activities and contents better pupils used more course-related words and could tell a story about themselves doing science Linked theory to practice Other benefits Exposure to fresh air – pupils more focused and alert. New experiences and feelings - stimulating and fun more focused, more alert Approach More authentic way of learning	Traditional approaches Outdoor field centres Fieldtrips Subjects Biology ecology focus 60 minute local based activities –evolution game, invertebrates and native trees classification and taxonomy, quadrat sampling, abiotic factors, flora and fauna. Food webs, competition and population dynamics. Mathematics lessons outdoors – games problem solving. Locations School grounds, nearby forest Walking distance school	Group benefits Greater opportunities for pupil collaboration Valued the higher degree of interaction among the pupils increased level of involvement/ participation
Emilia Fägerstam & Joakim Samuelsson (2014) Learning arithmetic outdoors in junior high school – influence on performance and	Infrequent approach. Curricular value OL may have a positive effects on learning outcomes Some positive changes in academic performance noted Learning contextualised	Subject Maths Teams solved mathematics problems using games. Natural objects, such as trees, stones and sticks.	Group benefits Greater opportunities for interaction and communication. Communication and collaboration students in each group needed to discuss and agree with each other

self-regulating skills, Education 3-13, 42(4), 419-431	Real-life situations - valued. Other benefits Children's enthusiasm and motivation positively impacted May have a positive effect on intrinsic motivation. Inconclusive results with regard to affective characteristics (intrinsic and extrinsic motivation, self-concept and anxiety Approaches Authentic tasks may encourage students to engage in critical thinking by requiring students to use different approaches to solve the task and a wide range of mathematical knowledge Active, participatory and hands-on mathematics learning appears to facilitate cooperative and communicative mathematics learning. Challenges Lack of time in the curriculum Disciplinary issues Crowded curriculum, Students' attitudes	Fieldwork in environmental education, biology or geography most commonly associated with OL in secondary schools. Location School grounds – one lesson a week over 10 weeks. Infrequent approach.	Competition was a key feature of this intervention - different groups competed against each other to find the right answers most quickly.
Bentsen, P. & Frank Søndergaard Jensen (2012) The nature of *udeskole*: outdoor learning theory and practice in Danish	Implementation variable – depends on individuals and contexts - Sporadic, adhoc, unplanned Curricular value Learning is set in an authentic context.	Subjects Mathematical concepts by measuring and calculating the volume of trees in mathematics Write poems in and about nature for language-related tasks	Individual Develops social competences communication, and social interaction. Less formal more relaxed setting.

schools, Journal of Adventure Education and Outdoor Learning, 12 (3), 199-219.	School-related and linked to the national curriculum. Connects to indoor learning. Work with an academic subject matter or concept in its real, concrete form to facilitate learning and understanding. Can improve pupil knowledge of their local environment Links to a range of subject and cross-curricular academic competences Other benefits Develops life skills Approach Progressive experiential education - add variation and focus to other forms of knowledge Less structured opportunities for spontaneity, play, curiosity and fantasy. Challenges Outdoor learning does not compete with examination subjects for time Theory-practice divide	History by visiting historically significant places or buildings. Physical education movement and coordination Biology exploring the natural world and scientific phenomena, Connects across subjects – health, recreation, environmental/ sustainability links identified. May include Forest school style approaches Location Local environment Outside the school buildings Natural and cultural settings Green spaces most commonly used - forests, parks. Local community venues, factories and farms. Regular Weekly or biweekly 'outdoor school' day Lower school favoured	
Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y.,	Implementation - substantial variation between school provision Curricular value (pupil individual factors influence impact)	Traditional links field studies, nature study, botany Subjects	Individual Can lead to individual growth and improvements in social skills. interpersonal growth

Sanders, D. and Benefield, P. (2004) A review of research on outdoor learning. Preston Montford, Shropshire: Field Studies Council.	Develop their knowledge Connect indoor and outdoor learning – add value Stronger motivation toward learning, Fieldwork can have a positive impact on long-term memory due to the memorable nature of the fieldwork setting Reinforcement between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning Positive gains in science process skills and improved understanding of design and technology-related issues. Cross curricular links to personal and social education, active citizenship, health/environmental them	Science, geography, environmental studies, earth sciences, biology - fieldwork and outdoor visits Projects – local area/ community	Group Students develop more positive relationships with each other, with their teachers
		Location school grounds, local area, further afield - field centres, abroad	Community links Social development and greater community involvement can result from engagement in school grounds projects. Greater confidence, renewed pride in community, and greater sense of belonging and responsibility
		gardens • wilderness areas • urban spaces • rural or city farms • parks and gardens • field study/nature centres, residential	
	Other benefits Affective outcomes Physical and health benefits – shape pupil attitudes and behaviour positively		
	Approaches Greater choice Experiential Less planned		
	Barriers Fear and concern about health and safety Lack of confidence in teaching outdoors Secondary schools present a more challenging context school curriculum requirements Shortages of time, resources and support;		

	wider changes within and beyond the education sector		
Hammond, L. (2018) The Place of Fieldwork in Geography Education in Jones, M. and Lambert, D., *Debates in Geography Education,* Routledge: Abingdon.	Implementation - Under developed, calls for greater time and space n the curriculum. Curricular value Real-world setting – first hand experience Application and evaluation of knowledge, Develops knowledge and skills – data gathering Develops critical thinking Unique experiences Develop identity as geographers Other benefits Real-world learning Stimulating curiosity, resourcefulness Approach Enquiry approach Discovery learning Problem solving and decision-making. Challenges Cost Curriculum time Risk	Entrenched in history and identity of geography Subject Geography Excursion Fieldtrips Haiku poetry of place Physical human features local area Sketch maps Plans Structured to more open ended pupil lead experiences Location school grounds, local area, further afield - field centres, abroad	Group Social benefits – cooperation, problem solving decision making Deepen teachers knowledge of students and their capacities Place Experiencing the uniqueness of place – seeing the unfamiliar in the familiar.

Appendix F: OL-as-Curriculum Summary

<u>Sayings</u>
Particular groups were identified as excluded from some forms of curricular outdoor learning based on factors such as cost, socio-economic background, ethnicity and behaviour (Mannion et al, 2015).

The literature acknowledges that OL can enrich the curriculum, however, it is still perceived as a treat and often viewed as a novelty rather than an entitlement (Christie et al, 2016; Fägerstam and Blom, 2013). Secondary schools are deemed less suited to outdoor learning (Beames et al., 2012; Christie et al., 2016, Mannion et al., 2015). Terms such as uneven, under threat, confused, fragmented peripheral, sporadic, disparate, highly variable, matter of chance, under-developed and one –off reflect the marginal position outdoor learning occupies within the formal curriculum (Bentsen and Jensen, 2012; DeWitt and Storksdieck, 2008; Hammond, 2017; Mannion et al., 2015). Although there is considerable enthusiasm towards curricular approaches to outdoor learning individual teachers often drive initiatives and implementation is variable (Mannion et al., 2015; Skaugen and Fiskum, 2015).
The outdoors is recognised as a beneficial context for developing subject knowledge and skills (Bentsen and Jensen, 2012; Christie et al., 2016; Fägerstam, 2014; Rickinson et al, 2004). For geography it is an integral part of subject identity (Hammond, 2017). There was a recognition that shared experiences in the outdoor environment could become a valuable starting point for subsequent indoor learning. Outdoor teaching could extend and strengthen indoor teaching (Fägerstam, 2014). Some curricular tasks could be directly linked to the formal curriculum outcomes and competences (Beames et al., 2011; Bentsen and Jensen, 2012; Christie et al., 2016).
There was also evidence that this typology enabled a more holistic curricular approach that identified connections and links between subjects (Fägerstam, 2014; Skaugen and Fiskum, 2015). Cross-curricular themes such as health and well-being, citizenship and sustainability were referred to.

Learning in the outdoors was described as stimulating, fun, enjoyable and novel by pupils (Christie et al., 2016; Christie et al., 2014; Fägerstam and Blom, 2013; Mannion et al., 2015; Rickinson et al., 2012). Most participants demonstrated enthusiasm and motivation (Fägerstam & Samuelsson, 2014; Fägerstam, 2014; Rickinson et al., 2004; Skaugen and Fiskum, 2015) although there was an acknowledgment that individual experience and characteristics shaped responses.
Outdoor settings were described as relevant, real-world learning contexts (Christie et al., 2016; Christie et al., 2014; Rickinson et al., 2012). This context was described as an authentic, concrete setting which linked school subjects to the everyday world (Bentsen and Jensen, 2012; Christie et al., 2014; Fägerstam, 2014; Fägerstam and Blom, 2013; Fägerstam and Samuelsson, 2014). The aesthetic, active, participatory, hands on nature of activities may aid student understanding of theory and practice (Beames et al., 2012; Christie et al., 2016; Fägerstam and Blom, 2013; Fägerstam, 2014; Fägerstam and Samuelsson, 2014; Mannion et al., 2015). Experiential, co-operative, progressive , enquiry based and holistic pedagogical approaches were common place (Beames et al., 2012; Bentsen and Jensen, 2012; Christie et al, 2016; Hammond, 2017; Mannion et al., 2015; Skaugen and Fiskum, 2015). High order skills such as assimilation, evaluation, organisation, reflection and critical thinking were

discussed (Beames et al., 2011; Christie et al., 2016; Fägerstam and Samuelsson, 2014). Greater pupil autonomy and choice was afforded through more open-ended tasks (Beames et al., 2012; Christie et al., 2016).

Outdoor learning based curricular opportunities can provide valuable experiences for pupils, broadening their world-views and career aspirations (Rickinson et al, 2012). Critical reasoning and reflection on these experiences may help students develop life skills such as self-reliance (Beames et al., 2012). New horizons and opportunities were opened up for some pupils linked to vocational or further education (Rickinson et al, 2012). International opportunities allowed pupils to experience contrasting environments and cultures which may shape their values (environmental. political) and perspectives when they return to their own settings (Beames et al, 2012).

A range of benefits were identified. Cognitive benefits linked to improved knowledge of facts and a deeper understanding of concepts are discussed Fägerstam, 2014; Rickinson et al., 2004). Improvements in evaluation and process skills were reported (Bentsen and Jensen, 2012; Rickinson et al., 2004; Skaugen and Fiskum, 2015). Some studies suggested a higher degree of long-term knowledge retention linked to the memorable nature of activities (Fägerstam and Blom, 2013; Rickinson et al., 2004). Improvements in learning outcomes and academic performance are discussed (Bentsen and Jensen, 2012; Fägerstam and Samuelsson, 2014).

Affective benefits included a greater sense of pupil pride in their work, enhanced motivation, behaviour and self-confidence (Fägerstam and Samuelsson, 2014; Rickinson et al., 2012; Rickinson et al., 2004; Skaugen and Fiskum, 2015). Improvements in pupil confidence and self-esteem were identified (Rickinson et al., 2012; Rickinson et al., 2004). There was some evidence that curriculum based outdoor learning activities may impact positively on pupil physical and mental well-being (Beames et al., 2012; Rickinson et al., 2004; Rickinson et al., 2012).

Challenges linked to school timetabling structures and assessment pressures were identified, this was particularly true within the upper school (Bentsen and Jensen, 2012; Christie et al. 2014). Cost and risk were also frequently identified as barriers within this context. (Hammond, 2018; Mannion et al., 2015).

Doings

This typology encapsulates a wide range of activities, contexts and locations. It integrates both formal and informal schooling (Beames et al, 2012). Historically outdoor learning in schools has been associated with fieldwork, nature study involvement in day-trips and residential excursions (Beames et al., 2012; Rickinson et al., 2004).

Beames et al. (2012) identified four outdoor learning context 'zones': School grounds, the local neighbourhood, day excursions ('field trips') and residential outdoor centres, cultural visits, and expeditions that involve being away from home. Distance travelled and duration increased from zone 1-4.

There was considerable variation in the length of activities (Beames et al., 2011; Mannion et al., 2015; Rickinson et al., 2012). In school grounds individual lessons may be taught as part of the timetabled day. Excursions involved a day out of school and residential activities or international programmes extended to a week or more (Beames et al., 2012; Christie et al.,

2014). Outdoor curricular learning activities tended to take place in the lower school although frequency was highly variable (Fägerstam & Samuelsson, 2014). Mannion et al's (2015) study indicated that Geography and Biology are exceptions. A Scottish study of 14 secondary schools indicated that provision of outdoor learning had increased from an average of 13 minutes per pupil per week in 2006 to nearly 16 minutes per pupil per week in 2014 – this was 50% less than in primary schools (Mannion et al., 2015). Residential provision accounted for nearly two thirds of the time outdoors, fewer events in school grounds and local areas were recorded (Mannion et al., 2015).

Outdoor learning within the curriculum is a more established concept, linked with *udeskole* and friluftsliv, within the Scandinavian cultural context (Bentsen and Jensen, 2012; Fägerstam, 2014; Fägerstam & Samuelsson, 2014; Skaugen and Fiskum, 2015). This setting described regular, compulsory curriculum related initiatives taking place on a weekly, biweekly basis in local settings (Bentsen and Jensen, 2012; Fägerstam, 2014; Fägerstam & Samuelsson, 2014; Skaugen and Fiskum, 2015).

A range of different learning contexts are described ranging from school grounds and playing fields to local parks, forests and places of interest (nature reserves, local land marks, historical sites) (Beames et al., 2011; Fägerstam, 2014; Mannion et al., 2015; Rickinson et al., 2012; Skaugen and Fiskum, 2015). Trips to museums are also classified as outdoor learning (Rickinson et al., 2012; Skaugen and Fiskum, 2015). Rural and urban settings are utilised e.g. industrial, residential areas and local farms (Bentsen and Jensen, 2012; Mannion et al., 2015; Rickinson et al., 2012; Rickinson et al., 2004).

Fieldwork was frequently associated with geography and science related subjects such as biology (Beames et al., 2011; Christie et al., 2016; Hammond, 2017; Rickinson et al, 2012). Examples of topics covered included habitats and ecosystems e.g. ponds, grassland, streams, rock-pools to gather data linked to biodiversity, and food chains (Beames et al., 2012). School grounds can provide opportunities to construct experiments and discuss principles of matter and motion – mass and density of objects, gravity, balance, friction, momentum, collisions; energy flow. Chemical processes and measurements can also take place in school grounds (Beames et al., 2012).

Social studies benefit considerably from direct experiences outside the school. Activities include fieldwork in both urban and rural settings which provide rich material for discussion and project development in class. Aspects of local history are enlivened by visits to a local landscape (Beames et al., 2012; Bentsen and Jensen, 2012; Hammond, 2017).
Several studies provided examples of maths related outdoors activities involving measuring length, distance, height, area, mass, volume, and angles at a range of levels. Outdoor maths games were also effectively employed (Beames et al., 2011; Bentsen and Jensen, 2012; Fägerstam & Blom, 2013; Fägerstam and Samuelsson, 2014).

Outdoor PE lessons and school sports activities made frequent use of school grounds and facilities (Rickinson et al., 2012).

Residential trips to distant outdoor sites and field centres were used for a variety of purposes. Gaining specific subject related field skills was one purpose but outward-bound, adventure

based experiences are more dominnat (Beames et al., 2012; Christie et al., 2014; Mannion et al., 2015; Rickinson et al., 2012).

Initiatives such as Forest Schools, Duke of Edinburgh and John Muir could sometimes be part of the formal timetabled curriculum or extra-curricular (Fägerstam, 2014; Mannion et al., 2015).

Relatings

The development of interpersonal skills such as enhanced communication, interaction and participation were discussed (Birkin et al., 2014; Christie et al., 2014; Fägerstam and Blom, 2013; Fägerstam, 2014; Rickinson et al., 2012). Group work required members to collaborate, negotiate, and co-operate in order to problem solve and make decisions (Beames et al, 2012; Fägerstam, 2014; Hammond, 2017; Skaugen and Fiskum, 2015). Students were enabled to think more broadly and to take greater responsibility for their actions (Christe et al., 2016; Rickinson et al., 2004).

Teamwork was a common element in all forms of curriculum based outdoor learning, providing opportunities for pupils to work collaboratively (Fägerstam and Samuelsson, 2014; Mannion et al., 2015; Rickinson et al., 2012). Social skills such as communication, co-operation and consideration for others were enhanced (Fägerstam, 2014; Rickinson et al., 2004; Skaugen and Fiskum, 2015; Zink and Boyes, 2006). Opportunities for pupils to forge new friendships were described (Beames et al., 2012; Rickinson et al., 2004; Skaugen and Fiskum, 2015). Teachers indicated that group cohesion increased resulting in closer relationships (Rickinson et al., 2004; Skaugen, R. & Fiskum, 2015).

Enhanced pupil-teacher relations were identified linked to the less formal setting. Improved subject specific communication between staff and pupils was noted linked to outdoor curricular experiences (Christie et al, 2016; Hammond, 2017; Rickinson et al., 2004; Skaugen and Fiskum, 2015). Teachers' knowledge of students and their capacities were deepened (Hammond, 2017). This setting allowed teachers to see pupils in a different light and to discover new things about them (Rickinson et al, 2012).

Opportunities to develop connections with individuals beyond the school setting were identified through community links (Beames et al., 2011; Fägerstam, 2014; Rickinson et al., 2011; Skaugen and Fiskum, 2015). Community partnerships provided opportunities for students to work with members of the local community with expertise and skills in a range of areas (Beames et al., 2011).

Local contexts can enable students to develop a greater connection with place, community and environment (Beames et al, 2011). Pupils may develop a better understanding of citizenship, social roles and norms, employment and social equity (Beames et al., 2011, Rickinson et al, 2012).

Appendix G: OL-as-Physical Activity Example (2011 Hillview DoE and Skye walk)

OL as Physical Activity	Sayings	Doings	Relatings
2011 Hillview Duke of Edinburgh Skye Walk	Some of the challenges not just the walking but camping overnight is a huge challenge. Experiencing canoeing, high ropes challenges are great at providing an extra dimension in schooling – one you don't get by sitting at books NeilHV2011 Wading through peat bogs, clouds of midges and torrential rain isn't enjoyable, but what makes it worthwhile is when they conquer that mountain and are standing at the top eating their crumpled sandwiches and taking in the scenery. NeilHV2011 It needs something like the DoE in place so they gain the knowledge to allow you to have the confidence to take them out. NeilHV2011 You do need the skills and the qualifications in order to be safe. Experience is great but I think that these days the piece of paper provides the security that parents know. It's either that in education we have got to look at addressing a more suitable qualification rung that can be addressed or lead by	Some of the challenges not just the walking but camping overnight is a huge challenge. Experiencing canoeing, high ropes challenges NeilHV2011 DoE is something pupils do in their own time. I think this works well and the group dynamic is better too. We can do all the skills stuff like map reading, using the trangia, putting up tents and other fun activities too but it's a huge personal commitment and I'm looking for others to take over. DoE always relied on local volunteers. We should tap into that but the bottom line is that there is not enough people with the paper qualifications. NeilHV2011 Skye walk was your ideal project for OL AlisonHV2011 To get the route planned, I gave up many weekends and a lot of personal time. Permission had to be gained from the land owners, routes secured and signed off by countryside commission. It was a huge	Its good to be involved in things that take pupils outwith your subject area. There is time to talk to colleagues too in a less hurried way that just doesn't happen in a busy school day. NeilHV2011 The pragmatic answer is to take pupils out for a week and dunk them in to an outdoor centre and hand them over to qualified staff but the relationship between staff and pupils is such an important one that is gained by outdoor ed. Its difficult to quantify and write them down but it is a good relationship building exercise. You meet kids that you wouldn't normally necessarily talk to. It is a different relationship hugely important. Pupils learn something about themselves. NeilHV2011 DoE always relied on local volunteers. We should tap into that but the bottom line is that there is not enough people with the paper qualifications. NeilHV2011 Some of the funny things that happened and the memories shared throughout that week, the scenery, the weather, the blisters

teachers through some accredited but slightly different slightly more tailored training course that could be offered possibly. *NeilHV2011* A mountain leader qualification is 6 days at Glenmore lodge followed by a year's consolidation and 4-5 days assessment. The pass rate is 60%. ML is a tremendous commitment and it is very difficult to get staff to take the next step. *NeilHV2011* Extreme Outdoor Ed stuff is limited in Hillview. You need the skills and the qualifications in order to be safe. *NeilHV2011* The biggest thing we have done is the Skye Walk. It involved 7 pupils walking and 5 pupils mountain biking. I think doing certainly the extreme end of outdoor, the risk was minimised by taking our gold pupils. It was the eighth expedition I had been out on with them so I knew they would cope with it well. It takes time to build confidence and experience. *NeilHV2011* It inspired pupils and gave them the confidence to use these skills to go and	amount of time and man-hours for a very very small group of pupils. *NeilHV2011* The Skye walk was only focussed on a small group of pupils. *AlisonHV2011*	provided an even closer connection *NeilHV2011* Things like the Skye walk brings a large chunk of the school together, it's a bit like the school show. It involves people working together – staff, pupils, the community. *NeilHV2011* It's OK buying in outdoor people to come in and do it but they don't know the pupils and I think doing certainly the extreme end of outdoor ed I think the pupils and the teachers need a certain trust relationship between each other. They need to know that they have been out with them before, they know their characteristics, they know their personality. By the time you spend that amount of time with the pupils, with these pupils, you know them very well and I think that's essential and quite different from flying someone in who has been paid to do the job if you like. *NeilHV2011* Walking the Drovers Road made us all more aware of the history and heritage of the places we were passing through,

| | *take part, do more, go on a future trip. It was tough but many of them wanted to do more of that kind of thing. It was a great experience and they have carried on walking and climbing. NeilHV2011*

I'm passionately keen that OE is something that should be happening in schools – physical activity is missing from pupil's everyday lives. It is something that I think is important fewer and fewer of our pupils have the opportunity to do it in their own lives, NeilHV2011

Things like the Skye Walk are one off activities that are difficult to sustain.AlisonHV2011 | | *camping beside ruins connected you to those that had gone before. NeilHV2011*

When we reached Ben X we were rowed across Loch X. That was a memorable evening. I will always connect the walk and the performances that evening with Loch X. NeilHV2011. |

Appendix H: Examples of sub-category development within two PAs

OL-as-Curriculum Sayings: Peripherality Category

OL-as-Curriculum	Peripherality
<u>Lowtown 2011</u>	*I think the working group has been a bit of a waste of time. There is uncertainty around outdoor learning in the curriculum. I don't see big changes. I'll plod along as I always have. HollyLT2011* *Certain things come out and people think we must do this to tick a box and to me that's the totally wrong reason to be doing it (OL) and it will never ever work, the sustainability won't be there ArchieLT2011* *When I'm developing my Senior phase courses National 4 and 5 I'm not automatically thinking how am I going to fit in OL. I probably did to some extent with S1/2. Some scope with practical maths. ArchieLT2011* *Outdoor learning might be perceived as an adhoc approach at the moment in my faculty and across the school so we need to write those activities into our courses LilyLT2011.*
<u>Rivercity 2011</u>	*There are so many competing priorities in the curriculum. They want breadth and results. I think OL is always going to be difficult to embed. TimRC2011* *There are patches of OL in the curriculum. EllaRC2011* *The curriculum area has not been as productive as I would have hoped for OL. TMPHS2011*
<u>Rivercity 2019</u>	*It was often positioned as an end of year treat. Never part of pupils' entitlement it's always an extra, a jolly'* NathanRC2019
<u>Hillview 2011</u>	*If the weather is nice we might go outside and read but it is probably more about the weather than learning outdoors. AlisonHV2011* *I don't think OL should be an add on, it should be in the curriculum, but where it sits in the curriculum has to be looked at very, very carefully. AlisonHV2011* *I'm not sure what OL is in relation to my subject and how it can impact on that …'* AlisonHV2011. *The other problem is as well it maybe sits more easily with primary school where you can do a whole topic and work towards outdoor learning. AlisonHV2011.*
<u>Hillview 2019</u>	<u>Peripheral</u> *OL is more suited to small groups that are not so tied to the academic curriculum and the pressures of meeting NABs (internal assessments). There are more opportunities there KevinHV2011.*

	I don't think OL has permeated the curriculum in the way people thought it would. It is not part of everyday learning. It is an extra. SharonHV2019 *'I don't think outdoor learning was pushed as a school agenda. There are always more important things' Sharon HV2019.* *OL is not part of curriculum. It has dropped off the agenda. In Geography it is a big part of the curriculum but not in other subjects AlisonHV2019* *OLs been on my remit since I took up my post here but I had so many other subject-related priorities to deal with that it has been quite far down my list. VictoriaHV2019* *'I think that generally an OL lesson would be more piecemeal than planned, if the opportunity arises and the weathers good, great. There are small pockets of freedom fighters tho who maybe push that agenda' (SaraHV2019)*
Ferrytown 2019	Peripheral *It is all a bit bitty. We need a strategy to pull it together. Someone to come in and take a hold of OL. We have a new teacher arriving in August, I'm hoping they will take the lead in OL as their timetable will be light. There are bits and pieces but no coherent structure or overview within the department. AlanFT2019* *OL is piecemeal. Teachers are focussed on getting kids through their exams. KarenFT2019* *'Outdoor learning is often extracurricular, like sailing, but not core' DonaldFT2019.* *I think OL is less on people's radar. Even in the eleven years since I came into teaching. DonaldFT2019.* *As a maths teacher OL is at the back of the queue. Nobody is prioritising a joined up approach to outdoor learning' DonaldFT2019.*

OL as Physical Activity	Personal Outcomes
Lowtown 2011	*Pupils learn that they are capable of far more than they thought. Cooking a meal, following a route, setting up camp.'HollyLT2011* *The ski trip isn't just about skiing. It builds up their confidence because they get put on the spot and have got to work on their teambuilding…' JoeLT2011.* *As part of our peer mediation training pupils have to work together to complete a range of challenges and problems in the … Hills. It develops so many personal attributes – confidence, leadership, self-esteem. AaronLH2011*
Rivercity 2011	*I introduced DoE 10 years ago because I was a hillwalker but I began to see it was so much more than just taking kids hillwalking – all this other stuff was coming out of it – confidence, independence, problem solving, perseverance. AngusRC2011* *He actually sounded like a teacher almost it was incredible. The way he got the group to listen to him and he was doing map reading with them and leading this section, somebody was following behind them and he got them into the group and got them involved. He was actually showing a real high level of skill... AngusRC2011* *I don't think they would pay my wages if it was only PSE stuff – if you have happy productive confident learners they will pass more exams. NathanRC2011* *get staff to go out and get out… gives them a* boost *without a doubt. We discovered quite early on, for some staff it actually reenergises the staff. AngusRC2011.* *Our first years go for an overnight residential to X where they have the chance to do all sorts of team games like Jacob's Ladder and blind trust tasks. It helps forge friendships and highlights skills like communication and trust that we think are important. AngusHV2011*
Rivercity 2019	*The climbing wall provided a space where pupils developed confidence and self-esteem. They found a space where they could be good. Some of them have gone on to competition level. NathanRC2019* *DoE wasn't just important for our pupils it recharged staff. Schools and departments can be stressful places so spending time outdoors has benefits for staff and their department.' AngusRC2019.* *We abandoned the S1 residential 2 years ago but we still had team building stuff going on. Nathan ran things on the school grounds and at X for first years and prefects so the leadership development stuff was still there. AngusRC2019.*
Hillview 2011	*It inspired pupils and gave them the confidence to use these skills to go and take part, do more, go on a future trip. It was tough but many of them wanted to do more of that kind of thing. It was a great experience and they have carried on walking and climbing. NeilHV2011*

	Some of the challenges not just the walking but camping overnight is a huge challenge. Experiencing canoeing, high ropes challenges are great at providing an extra dimension in schooling – one you don't get by sitting at books NeilHV2011
Hillview 2019	*I think DoE encourages pupils to leave no trace and to have an awareness of the environment and to follow and respect outdoor rules. I think as a teacher I'm becoming more aware of the untapped potential here. SaraHV2019* *You see changes in some of the kids who are doing DoE. They become more confident and less shy. They realise they have skills that they didn't even know they had, practical skills and social skills. SaraHV2019* *The expedition teaches them perseverance. I think that's so important. SaraHV2019* *We targeted our new S2s and used it as a springboard for the John Muir Award. This was an opportunity to build problem solving and teamwork skills' SharonHV2019.* *The Rotary Youth Leadership Award Scheme sponsored two places for young people facing challenges to participate in the week-long scheme. These opportunities can be transformational and real turning points for some kids. Having confidence in your own abilities is a big thing' LenHV2019.*
Ferrytown 2019	*My experience of DoE was a bit of a baptism of fire but I do believe it can really make a difference in some kids lives. Getting outside and involved in something physical has mental health benefits and makes them feel better about themselves. DonaldFT2019.* *When I looked at the group I thought you have already put three of the biggest chancers in the year in with me. I am not sure how aware the guidance team were of what was involved and whether it was more a case of volunteering might be the making of the boy. DonaldFT2019* *Third year Junior Leaders from Ferrytown attended a resilience and leadership course at X where they camped, climbed abseiled, canoed and swam in the loch.' FTFebnewsletter, 2019.*
Shoreside 2019	*DoE is such a valuable life skill and gives pupils the chance to experience the outdoors for themselves. You see them thrive in a different setting and demonstrate skills like leadership and perseverance. CarolSS2019* *Gaining a background in the outdoors gives them a more rounded experience. I think they do appreciate the environment more through simple things like watching the sunset or seeing a deer. BenSS2019* *I think opportunities like Croatia build pupils' life skills. They develop skills like confidence, consideration for others and a greater awareness of future opportunities. BrianSS2019* *Having the opportunity to participate in something I love is a real bonus ...For me it is an essential part of who I am as a teacher and why I do the job. CarolSS2019*

Appendix I: PA Overview of OL-as-Interdisciplinary and OL-as-Experiences-in-Nature

<u>Sayings</u>
Teachers sayings in 2011 and 2019 recognised the potential role that OL could play in 'connecting', 'linking' and 'bridging' the curriculum through broad themes such as health and well-being and learning for sustainability. Pupil enjoyment was highlighted in both 2011 and 2019. A Physics teacher in 2011 recognised outdoor interdisciplinary learning opportunities as enjoyable because they were 'different.' The experiential nature of learning was valued in both sets of data and positive outcomes such as problem-solving and the life skills recognised. The importance of developing 21st Century transferable skills for life and work was a dominant theme. This may reflect, the strong policy discourse associated with skills-development. Interdisciplinary learning and OL are deemed well suited to delivering such an approach.
Although teachers recognised the benefits of outdoor-based interdisciplinary approaches the 2011 and 2019 data revealed tensions linked to enacting interdisciplinary learning. Teachers' sayings in 2019 conveyed that OL interdisciplinary practices were infrequent and difficult to sustain. The Outdoor-Instructor at Rivercity provided some interesting observations that highlight strong subject hierarchies and professional identities amongst Secondary teachers. Tensions between dominant cultural and structural norms and new ways of working, such as interdisciplinary approaches, may mediate against more holistic practices. Teacher's comments relating to the challenges faced during the integrated task planning phase at Rivercity Academy provide evidence of the strongly bounded nature of subject disciplines in schools. The Outdoor-instructor appeared to operate outwith these parameters and felt comfortable adopting a holistic role that involved learning alongside the pupils. The 2019 data provided further evidence of a power differential between OL and long established subjects.

<u>Doings</u>
The 2011 and 2019 data demonstrated that Interdisciplinary forms of OL took place in a variety of settings. Many examples utilised the school grounds such as Rivercity Academy's 2011 Rapid Response day and the Commonwealth Games day held at Hillview Academy. Local-sites were central to Hillview's Scottish Studies initiatives. Examples of international excursions, often funded by organisations such as the British Council (2010), were discussed in 2011 and 2019. These were recognised as valuable opportunities for small groups of pupils to experience life in another country. Policy echoes the benefits associated with international-education (HMIe, 2010; Scottish Education, 2008) which encompasses a range of broad interdisciplinary areas such as global citizenship, sustainable development and social justice. As with OL, such initiatives often occupy a marginal space within the school curriculum (Bourn and Hunt, 2011; Marshall, 2007). Questions around the sustainability and inclusiveness of such experiences are pertinent.

This PA was seen to provide a unifying subject context, linked to the themed weeks, that allowed ideas to be applied and connected to the practical problem-solving context. Although the data did not explicitly discuss wider themes in depth, there was evidence of links to health and wellbeing (fitness) – Hillview's Commonwealth Games week, LfS (natural disasters and their environmental impact) and global citizenship (the role of aid agencies in

the aftermath of a disaster) – Rivercity's Rapid Response. The extent to which these themes were explored in discrete subjects or in follow up sessions is unclear from the data.

It was evident that initiatives such as the Rapid Response and Commonwealth Games events were externally driven by one or two enthusiastic staff. The 2019 Scottish Studies course at Hillview Academy presented opportunities for a more place responsive pedagogy where pupils exercised greater autonomy in directing their enquiry.   Broad themes linked to; sustainability and travel, global citizenship and heritage, health and wellbeing, and culture were noted. OL appeared to occupy a more essential role within this approach which went beyond the 'acquisition of practical and physical skills and extended to learning about a range of issues, such as the environment and personal, social and health education.

Relatings

In accordance with the previous types discussed teachers in 2011 and 2019 recognised relational benefits linked to interdisciplinary outdoor experiences both between pupils and staff. Teachers in 2011 and 2019 highlighted the important role of partnership-working in enacting OL. Opportunities were evident for pupils to consider the culture, history, geography and stories found within local settings linked to the Scottish Studies course at Hillview Academy. This may encourage pupils to appreciate and care for their local area. International partnerships were recognised as powerful learning experiences shaping pupils value systems and worldviews within the 2011 data (Bourn, 2011; British Council, 2014).

Sub-categories within Sayings Doings and Relatings for each OL-type

PA/ OL Types	OL-as-Interdisciplinary
Sayings	• Curricular Connections • Beneficial outcomes • Subject-Identity • Peripheral (2019)
Doings	• Themed weeks • Interdisciplinary classes • International Travel (2011)
Relatings	• Pupil relations • Staff-Pupil relations • Staff relations • Partnerships • A Relationship with Place

Appendix I (continued) PA Overview: OL-as-Experiences-in-Nature

<u>Sayings</u>
Scott, the teacher responsible for delivery the John Muir course had spent ten years working as an instructor in a military survival and tracking school prior to entering the teaching profession. He adopted a particularly experiential, senses based approach to OL which sought to allow pupils freedom to explore and learn about their local-environment in a less structured way and to develop an ethic of care towards it. Scott employed techniques which adopted a mindfulness philosophy and he referred to the benefits of pupils relaxing in the outdoors and leaving the stresses associated with indoor environments behind.   He was familiar with Richard Louv's (2005) work and subscribed to the view that children were suffering from a form of 'nature deficit disorder'.   A lack of exposure to green space, limited time for free play and reduced contact with nature manifests itself in increased mental health issues, poorer physical health, reduced cognitive functioning and creativity.   This course attracted a group of pupils who were described as occupying a 'grey area within the curriculum' and were felt to be poorly catered for. The reference to GIRFEC indicates that policy can be used to justify or drive particular curricular decisions. As previously seen such initiatives are often based on serendipitous gaps in the timetable and staffing quotas. Sustainability can be difficult, the staff member accepted a promoted post and the course was discontinued. Interestingly Scott, saw OL as separate from his subject teaching role.

<u>Doings</u>
The John Muir course was presented as an option choice between 2013 and 2016 for Third Year pupils. It was timetabled for four periods per week. Timetabling of classes either side of lunchtime meant that time spent outdoors was maximised and impacted minimally on other classes. Pupils self-selected, although there was an indication from Scott that pupils were targeted, and numbers were capped at eight.   A range of less structured, sensory activities took place in local sites such as forests and beaches *e.g. putting their face in sphagnum moss, walking in bare feet, climbing trees, lying in leaves. T*he opportunity to return to the same place at different times of the year was deemed significant. There was a sense that it was important to allow pupils the opportunity to develop a connection with place. No reference was made explicitly to the LfS agenda but this might be seen as an important term to incorporate into the language of OL as an enabling factor when articulating purposes linked to social justice.

<u>Relatings</u>
In accordance with other types pupil and staff benefits were recognised. An outdoor-setting provides an opportunity to see children in a very different environment and acknowledge a different set of skills and talents. It was clear that this was something that the teacher found very rewarding. Scott felt that he fulfilled a mentoring role and could act as a bridge between pupils and the wider pastoral team. This suggests that pupils were willing to invest trust within the teacher

As well as providing a John Muir qualification it was hoped that spending time in nature may act as an 'antidote' and shape pupils' relationship with the outdoors in a positive way. Scott

drew on personal contexts to support initiatives, partnership working was viewed as essential. LA partnership support was described as diminished and the range of expertise reduced.

Sub-categories within Sayings Doings and Relatings for each OL-type

PA/ OL Types	OL-as-Experiences in Nature (2019)
Sayings	- Sanctuary and safety - Freedom - Peripheral - Aligned with a particular group
Doings	Timetabled John Muir Award
Relatings	- Pupil relations - Staff-Pupil relations - A Relationship with Place - Partnerships

Appendix J: Ethics Pro-formas

From: Ethics <ethics@strath.ac.uk>
Sent: 08 September 2020 09:36
To: Ashley Fenwick <ashley.fenwick@stir.ac.uk>
Cc: David Kirk <david.kirk@strath.ac.uk>; Ethics <ethics@strath.ac.uk>
Subject: Amendment Approval: UEC20/36 Fenwick: Outdoor Learning and the Formal Secondary Curriculum

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Dear Ashley

I can confirm that the University Ethics Committee has approved the amendment to this protocol and appropriate insurance cover and sponsorship are confirmed.

I remind you that the Committee must be informed of any changes that are made to the research project, so that it has the opportunity to consider them. The Committee also expects you to report back on the progress and outcome of your project, with an account of anything which may prompt ethical questions for any similar future project and with anything else that you feel the Committee should know.

The University agrees to act as sponsor of the above mentioned project subject to the following conditions:

1. That the project obtains/has and continues to have University/Departmental Ethics Committee approval.

2. That the project is carried out according to the project protocol.

3. That the project continues to be covered by the University's insurance cover.

4. That the Director of Research and Knowledge Exchange Services is immediately notified of any change to the project protocol or circumstances which may affect the University's risk assessment of the project.

As sponsor of the project the University has responsibilities under the Scottish Executive's Research Governance Framework for Health and Community Care. You should ensure you are aware of those responsibilities and that the project is carried out according to the Research Governance Framework.

On behalf of the Committee, I wish you success with this project.

Kind regards

Angelique

Participant Information Sheet for Outdoor Learning Interviews with Secondary Teachers

[FOR USE WITH STANDARD PRIVACY NOTICE FOR RESEARCH PARTICIPANTS]

Name of department: Humanities and Social Sciences: Education

Title of the study: Outdoor Learning and the Formal Secondary Curriculum

The study focuses on: A comparison of dominant forms of outdoor learning activities in Scottish secondary schools and curriculum-making processes which enable and constrain their position.

Introduction

My name is Ashley Fenwick and I am a part-time postgraduate student at University of Strathclyde where I am completing a Doctorate of Education. I have worked in Secondary school contexts as a Principal Teacher of Geography and currently work in Initial Teacher Education at the University of Stirling. My interest in outdoor learning has spanned both of these contexts.

What is the purpose of this research?

There has been limited research on outdoor learning within Scottish Secondary schools. The purpose of this research is to gain a better understanding of the kind of outdoor learning activities that take place within Secondary schools and the factors which have enabled and constrained their place within the curriculum.

 In 2011 I gathered valuable data relating to how outdoor learning was understood, where it appeared in the secondary school curriculum and contextual factors which shaped these occurrences in three schools. During the eight years that have passed the educational policy landscape has evolved. Learning for Sustainability (LfS) has emerged as an important aspect of education and wider policy development ensuring a sustained focus on outdoor learning, which is identified as one of three key components alongside global citizenship and sustainable development education. Vision 2030+ (Education Scotland, 2016) sets out Scotland's vision for LfS in educational settings through to 2030 and builds on the five strategic recommendations in the Learning for Sustainability report which were accepted by Ministers in 2013. LfS is now embedded in Scotland's Professional Standards (GTCS, 2012), How Good is Our School version 4 (Education Scotland, 2015) and the National Performance Framework (Scottish Government, 2018). It is important to take account of these changes in order to better understand how outdoor learning is currently enacted in Scottish secondary schools and to consider the contextual factors that shape priorities over time. The interviews that I conduct in 2019 with practicing secondary teachers will inform this study.

My research aims are:

• To identify types of outdoor learning practiced in secondary schools in 2011 and 2019.

• To consider processes that have shaped existing outdoor learning opportunities within the curricula of case study schools over time.

• To explore factors that enable and inhibit the ongoing process of educational change?

Three key questions would be central to discussions exploring past, present and possible future directions relating to outdoor learning in each school:

- · Where are schools/ teachers now in their understanding, implementation of outdoor learning within the curriculum?
- · How did they get here? (What opportunities and challenges were encountered?)
- · What future directions might outdoor learning take within their school?

This study hopes to provide a current picture of outdoor learning in Secondary schools and a better understanding of opportunities and challenges that exist when enacting outdoor learning within this context. It is hoped that through participation in this study opportunities to build on and develop outdoor learning within schools would be identified.

Do you have to take part?

Participation in this study is voluntary and teachers are free to withdraw at any time. If teachers decide that they do not wish to participate or withdraw there will be no detriment to the individual.

What will you do in the project?

Members of staff with a key outdoor learning role will be invited to participate. Semi structured interviews lasting approximately 40 minutes will be completed with teachers who have agreed to meet with me. Some schools participated in the 2011 round of interviews. If these teachers are willing to participate in the 2019 round they will be invited to do so. I fully appreciate how busy staff are and would be flexible in negotiating a suitable time to meet, either in person or by phone. Interviews will be conducted in participants' familiar school setting at times convenient to the participants or by telephone if preferred.

Key dates negotiated with schools and teachers:

13th May - I interviewed one teacher (Perth and Kinross)
14th May - I interviewed one teacher (Perth and Kinross)
16th May - I interviewed 5 teachers (Perth and Kinross)
19th June - I conducted one group interview (Argyll and Bute)
20th June - I interviewed 4 teachers (Argyll and Bute)

Why have you been invited to take part?

Secondary teachers who have been involved in school-based outdoor learning initiatives and have outdoor learning on their remit have been invited to participate. In this round of data collection teachers from across four Secondary schools will participate.

What information is being collected in the project?

Teachers will be invited to respond to several questions relating to their experiences of outdoor learning within their school context. Follow up e-mails to clarify any points may be sent. Data from school handbooks, policy documents and newsletters may also be utilised. The interview will be recorded and transcribed. Data will be anonymised and pseudonyms assigned to schools. No personal data relating to age, sex, ethnic origin etc will be recorded. References to subject areas may be included within the data but as stated data will be anonymised.

Who will have access to the information?

As the researcher I will have access to the data gathered.   Digital recording data will be stored in my own password protected space on Stirling University's network and any transcripts produced will be

anonymised. I am the only person that has access to this information, although, data will be shared with my Supervisor.

Where will the information be stored and how long will it be kept for?

As described above, data will be stored securely in a password protected area within Stirling University's network in an anonymised form. Upon completion of my EdD in 2021, data may continue to be used within journal article submissions.   Data will continue to be stored securely in an anonymous form. It will be deleted when all article submissions have been made. This is likely to be within a 5 year period.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

Please also read our Privacy Notice for Research Participants

What happens next?

If you would like to find out more about this study or to participate please contact:

Ashley Fenwick using the following e-mail address: Ashley.fenwick@stir.ac.uk

All participants will be required to sign a consent form which will be e-mailed prior to our interview. If you decide you do not want to be involved in the project thank you for taking the time to read about this study.

On completion of my thesis an electronic copy will be sent to all schools and LEA contacts. Academic journal publications may result from this research.

Researcher contact details:

Ashley Fenwick, Teaching Fellow, Room 3S18, Colin Bell Building, Faculty of Social Sciences, University of Stirling, Stirling, FK9 4LA   Tel. contact: 01786 466134 E-mail: ashley.fenwick@strath.ac.uk

Chief Investigator details:

This should include the name of the Chief Investigator and the University of Strathclyde contact details (address, phone number and email address– do not include personal contact details).

Professor David Kirk, School of Education, Lord Hope Building, 141 St James Road, Glasgow G4 OLT. Tel. contact: 0141 444 8038 E- mail contact: david.kirk@strath.ac.uk

This research was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the research, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee
Research & Knowledge Exchange Services
University of Strathclyde
Graham Hills Building
50 George Street
Glasgow
G1 1QE
Telephone: 0141 548 3707
Email: ethics@strath.ac.uk

Consent Form for Outdoor Learning Interviews with Secondary teachers

Name of department: Humanities and Social Sciences: Education

Title of the study: Outdoor Learning and the Formal Secondary Curriculum

- I confirm that I have read and understood the Participant Information Sheet for the above project and the researcher has answered any queries to my satisfaction.
- I confirm that I have read and understood the Privacy Notice for Participants in Research Projects and understand how my personal information will be used and what will happen to it (i.e. how it will be stored and for how long).
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences.
- I understand that I can request the withdrawal from the study of some personal information and that whenever possible researchers will comply with my request. This includes the following personal data:

    o audio recordings of interviews that identify me;
    o my personal information from transcripts.

- I understand that anonymised data (i.e. data that do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the research will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project.
- I consent to being audio recorded as part of the project

(PRINT NAME)	
Signature of Participant:	Date: