

Contents

Citation Information	viii
Notes on Contributors	xi
Preface	xiv
Mark Brundrett	
Introduction: Outdoor Learning: exploring possibilities for educational enrichment	1
Sue Waite	
1 Teaching and learning outside the classroom: personal values, alternative pedagogies and standards	8
Sue Waite	
2 ‘Memories are made of this’: some reflections on outdoor learning and recall	27
Sue Waite	
PART I	
International perspectives about outdoor learning	43
3 Towards an understanding of <i>udeskole</i> : education outside the classroom in a Danish context	44
Peter Bentsen, Erik Mygind and Thomas B. Randrup	
4 ‘Let’s go outside’: Icelandic teachers’ views of using the outdoors	60
Kristín Norðdahl and Ingólfur Ásgeir Jóhannesson	
5 The outdoor environment as a site for children’s participation, meaning-making and democratic learning: examples from Norwegian kindergartens	76
Wenche Aasen, Liv Torunn Grindheim and Jane Waters	
6 The ‘outdoor school’ as a school improvement process: empirical results from the perspective of teachers in Germany	85
Sarah Sahrakhiz	

CONTENTS

7	The reconceptualisation of outdoor education in the primary school classroom in Aotearoa New Zealand: how might we do it? <i>Marg Cosgriff</i>	98
PART II		
	Embedding outdoor learning in education for children aged 3–13	113
8	Everyday teaching and outdoor learning: developing an integrated approach to support school-based provision <i>Sarah MacQuarrie</i>	114
9	Falling into LINE: school strategies for overcoming challenges associated with learning in natural environments (LINE) <i>Andrew Edwards-Jones, Sue Waite and Rowena Passy</i>	132
10	Improving and encouraging teacher confidence in out-of-classroom learning: the impact of the Hampshire Trailblazer project on 3–13 curriculum practitioners <i>Stuart Nundy, Justin Dillon and Patrick Dowd</i>	148
11	Assessing learning in the early years' outdoor classroom: examining challenges in practice <i>Ruth Davies and Paula Hamilton</i>	161
12	Diverse aims, challenges and opportunities for assessing outdoor learning: a critical examination of three cases from practice <i>Sue Waite, Orlando Rutter, Adrian Fowle and Andrew Edwards-Jones</i>	175
PART III		
	Purposes and pedagogies of outdoor learning	193
13	Can the integration of field and classroom-based learning enhance writing? The life on our shore case study <i>Graham Scott, Helen Churchill, Matthew Grassam and Lisa Scott</i>	195
14	Outdoor mathematics trails: an evaluation of one training partnership <i>Pamela Valerie Moffett</i>	210
15	School gardens: teaching and learning outside the front door <i>Rowena Passy</i>	221
16	Learning outdoors: the Forest School approach <i>Liz O'Brien</i>	238
17	The nature of learning at forest school: practitioners' perspectives <i>Frances Harris</i>	255

CONTENTS

18	Fostering children's relationship with nature: exploring the potential of Forest School <i>Michelle A. Smith, Ally Dunhill and Graham W. Scott</i>	275
19	Footprints in the woods: 'tracking' a nursery child through a Forest School session <i>Melanie Mackinder</i>	286
20	Forest School in an inner city? Making the impossible possible <i>Heather Elliott</i>	302
21	Does engagement in Forest School influence perceptions of risk, held by children, their parents, and their school staff? <i>Alice Savery, Tim Cain, Jo Garner, Tracy Jones, Emily Kynaston, Kirsten Mould, Laura Nicholson, Sophie Proctor, Rosanne Pugh, Emma Rickard and Deborah Wilson</i>	312
22	Encounters with Forest School and Foucault: a risky business? <i>Trisha Maynard</i>	325
	<i>References</i>	339
	<i>Summary Table</i>	343
	<i>Index</i>	353