

Culture Matters
Exploring pedagogical approaches to outdoor
environments in London and Helsinki

Riina Seinelä

Master's Thesis in Early Childhood Education
Autumn term 2019
Department of Education
University of Jyväskylä

TIIVISTELMÄ

Seinelä, Riina. 2019. Kulttuurin merkitys pedagogisissa lähestymistavoissa ulkoympäristöissä Helsingissä ja Lontoossa. Varhaiskasvatustieteen pro gradu -tutkielma. Kasvatustieteiden laitos. Jyväskylän yliopisto. 87 sivua + liitteet.

Tässä tutkimuksessa tarkastellaan ulkoympäristöissä tapahtuvaa varhaiskasvatuksen opettajien lapsille järjestämää pedagogista toimintaa Helsingissä ja Lontoossa. Samalla selvitetään opettajien ajatuksia ja työkäytäntöjä liittyen ulkoympäristöjen hyödyntämiseen ja pohditaan kulttuurin merkitystä näihin opettajien ajatuksiin koskien ulkoympäristöjen käyttömahdollisuuksia. Yhteiskunnan toimintaperiaatteet, opettajan tehtävänkuva ja käytännön työn tarkastelu loivat puitteet holistiselle lähestymistavalle opettajana havainnoidessani näiden kahden kaupungin ulkona tapahtuvan toiminnan yhtäläisyyksiä ja eroavaisuuksia. Tutkimukseni keskittyy erityisesti rakennetun ympäristön ja luonnonympäristön tarkasteluun.

Laadullinen kulttuurien välinen tutkimukseni on toteutettu etnografisia lähtökohtia noudattaen vuosien 2018–2019 aikana. Aineistonkeruumenetelminä toimivat kysely, haastattelu sekä havainnointijaksot osassa päiväkodeista. Kaikkiaan kuusi päiväkotia osallistuivat kyselyyn sekä haastatteluun. Havainnointia toteutettiin kahdessa päiväkodissa Lontoossa ja yhdessä päiväkodissa Helsingissä, yhteensä kahden vuoden ajan. Aineisto analysoitiin temaattista analyysia hyödyntäen.

Tutkimuksessani kulttuuriset ympäristöt erosivat toisistaan ulkona järjestettävän pedagogiikan suhteen, sillä Lontoossa opettajat hyödynsivät lasten kanssa kaupunkiympäristöjä. Helsingissä opettajat taas suosivat luonnonympäristöjä. Kuitenkaan kumpaakaan näistä ympäristöistä ei tulisi suosia ylitse toisen vaan tiedostaa edut, joita molemmilla ympäristöillä on tarjota lapselle. Tässä tutkimuksessa tärkeänä pedagogisena lähestymistapana ilmeni lasten osallistumisen mahdollistaminen ulkona tapahtuvan pedagogisen toiminnan suunnitteluun ja toteuttamiseen. Yhdessä tekeminen tarjoaa opettajille ja lapsille mahdollisuuksia luoda merkityksellisiä oppimiskokemuksia ulkopedagogiikkaa hyödyntäen.

Avainsanat: Pedagogiset ulkoympäristöt, turvallisuus, lasten osallisuus, varhaiskasvatus, luonnonympäristö, rakennettu ympäristö, poikkikulttuurinen tutkimus,

ABSTRACT

Seinelä, Riina. 2019. Culture matters when exploring pedagogical approaches in outdoor environments in Helsinki and London. Master's Thesis of Early Childhood Education. University of Jyväskylä. Department of Education. 87 pages + appendices.

This study investigates the pedagogical activities that teachers in day-care centres arrange for children in the outdoor environments in Helsinki and London. While exploring teachers' practices when utilizing the outdoor environments, I consider the role of culture when shaping teachers' approach and thinking towards opportunities they offer children in outdoor environments. My work experience as educator in these two cities and my personal observations on these two societies and cultures enabled a holistic perspective to compare the cultural differences and similarities of outdoor pedagogy in these two cities. One of the main themes in this research, is exploring the built and natural environments children experience during the day-care day.

To research this area, this qualitative cross-cultural research was implemented – alongside a series of insights drawn from an ethnographic study – during the years 2018–2019. Data from this research is gathered through survey, interview and observation periods in the day-care centres. In total, six day-care centres participated in this research through surveys and interviews. The observation period was implemented in two nurseries in London and one in Helsinki, taking altogether two years. The data was brought to life through a thematic analysis.

In my research, the cultural environments differed from each other regarding the pedagogy arranged in the cities. In early childhood education in London, teachers utilized the urban environments when in Helsinki, teachers preferred the natural ones. Neither of these environments or approaches outweighs the other - given that both outdoor environments offer important learning opportunities for children. A particularly important outcome of the study that emerged was the pedagogical approach where children were integrated for the planning of the activities and trip destinations taking place in outdoor environments as co-creators with the teachers. This form of co-creation provides opportunities for teachers and children to create meaningful learning experiences in outdoor pedagogy.

Keywords: Pedagogical outdoor environments, safety, children's participation, Early childhood education, natural environments, built environments, cross-cultural study, co-creation

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1 INTRODUCTION



On a typically overcast summer day in London, we organised a trip with the children of the nursery. This trip had been instigated by an incident from earlier in the day at the nursery's kitchen. The toaster had 'signed out'. So, with the children, we collectively decided to replace this toaster with a new one, by visiting the local supermarket. In preparation, our outing forms were signed by the leading manager, with a copy left at the nursery. Bags were organised to equip children with water, tissues, and a change of clothes. Once we arrived at the supermarket, we found it to be closed, so we created our plan B, informing the nursery about a change in destination and then made the purchase finally at a new, different supermarket. The trip took just over an hour in total, and the children returned triumphant.

This chain of events involved the children throughout – from identifying the problem of the broken toaster and setting the mission of replacing it, to navigating the city and visiting the supermarkets for the final purchase. This process is significant in developing children's understanding of the city, and problem solving. How the shopping process works, traffic flows operate and how the rules and patterns of day-to-day city life apply to them. Importantly, they also learnt through spontaneity that plans can fail, and people need to adapt by creating new, contingency plans.



Fast forward a few months later, on a breezy autumn morning in Helsinki, we planned an outing with the children from the kindergarten. We visited the forest, adjacent to the nursery, a short 500 metres stroll away. No major preparation was in order. The children walked hand-in-hand, and once arrived were given a loose set of rules. To play within certain natural boundaries set by the surrounding rocks and dyke, always in the line of vision of an adult. One important rule quipped by a teacher was 'fighting with sticks [a trait commonly shared between children in play-fights] is strictly limited to imaginary friends'. After an hour and a half of climbing up trees, rocks, mounds, and resting, horizontal tree-trunks, the out of breath children returned for a cool-down back at the kindergarten.

This simple trip out in the forest, enabled the children to learn a variety of important skills. The value of risk, by interacting relatively freely in nature, the children learnt their own personal and communal boundaries and limits. They also built on their physical agility, and strength, social intelligence to interact with others within a set of rules. And finally, they investigated nature on their own terms, engaging with the systems it has in place. The hour and a half in the forest, importantly helped children grapple with their independence and ability to intuitively problem solve.

These two similar — yet simultaneously contrasting — stories from my experiences in both Helsinki and London demonstrate the parallel benefits of the built and natural environment. In nature, children can discover who they are

in relation to the natural world (Dowdell, Gray & Malone 2011, 25–26) and in the built environment, developing a sense of agency (Derr, Chawla & Pevec 2016; Raittila 2008, 153). These two stories also show the striking contrasts in approach to childcare systems between the two contexts. The UK and Finland are both welfare states, yet they have entirely different Early Childhood Education cultures and environments, which makes them interesting to compare together. In London a simple outing required a large amount of planning, bureaucracy and safety measures. In Helsinki, the outing was a more simple affair to orchestrate, requiring little resource or organisation from the staff. Both outline the value of spontaneity, and co-creation between teachers and children.

This thesis will explore these two contexts in more depth, by looking at research in the field, and different teachers' perspectives from both contexts. Day-care centres are called nurseries in London and kindergartens in Helsinki because these are the culturally normalised terms used in these contexts. What will emerge is important insight into different approaches to safety measures, how pedagogy is implemented, and the opportunities and limitations of planning processes. Ultimately, I will argue a hybrid approach that recognises the importance of the autonomy experienced interacting in a natural space, as well as the negotiation of more complex experiences connected to the city. By connecting with both natural and built dimensions, children can benefit from a more holistic understanding of themselves and their relationship with the environment.

As the title of this thesis alludes to, culture is the thread that connects all my findings and explains different outcomes across geography. As a wide concept, culture can mean anything from language and semiotics to art-form and food (see Jenks 2004). To define the culture, Raittila (2013) introduces the term 'pedagogical environment', including three dimensions – physical places, interpretations made by these places and the culture linking all the dimensions together. In my research I am outlining the environment to include only the outdoor environments and interpretations made from it. As the culture plays an important role, it is introduced as its own unit. Culture is shaping the interaction

between the people, systems and environments in two different geographical locations. Decisions teachers make are part of the wider cultural interplay and connected to the culture of the city they live in. All these local legislations, value systems and socioeconomic dynamics are being explored in this research. Culture is constantly shaping teacher's behaviour consciously, sub-consciously and unconsciously. (Metsämuuronen 2011, 226.) Culture matters because it shapes society on a macro level, but it also trickles down to shape much more tangibly the experiences of early childhood through everyday practice.

2 OUTDOOR ENVIRONMENTS IN DAY-CARE SETTINGS

'If you don't know where you are, you don't know who you are.' - Wendell Berry in Wattchow and Brown (2011).

Our environments defines our identity. This concept has been explored rigorously by academics (see Kronqvist & Kumpulainen 2011, 47; Wattchow & Brown 2011, ix) and prominent philosophers from Alain de Botton to Harold M. Proshansky. What emerges is the relationship between physical settings with tangible and intangible ideas, beliefs and values. This is evident in Finland, for example, with the advent of the sauna as a bedrock of 'Finnish' cultural identity, which is intrinsically tied to the tough outdoor environment and extreme winter conditions every citizen across the country experiences.

This section explores the impact and symbiosis between the environment and pedagogy to establish cultural understandings. Focusing specifically on outdoor contexts, as this is where children demonstrate especially high levels of involvement as a signal of deep learning. (Moyes 2012, 109; Reunamo & Kyhälä 2016; Soini 2015; Waite 2011.) This section focuses on the themes, understandings and outcomes created when pedagogy is applied to both natural and urban environments to explore the diverse dimensions of change that take place. As mentioned in introduction chapter, culture is the thread connecting all these chapter together.

2.1 Pedagogical outdoor environments

Teachers everyday life choices, such as choosing right teaching methods and strategies, is the base of the pedagogy (Hatakka & Nyberg 2009, 10; Raittila & Siippainen 2017, 287–288). In this study, pedagogy also includes all the structural solutions such as group sizes, adult-child ratios, teachers' education, autonomy and support to educators and physical spaces (Rosenthal, 2003, 102). Bento and Dias (2016, 157) describe the outdoor environments as open and constantly changing spaces, where children can experience the freedom, gross and boisterous movements, and contact with natural elements. These outdoor contexts where individuals learn and create new information, can be described as pedagogical outdoor environments (Piispanen 2008, 16). Pedagogical environments provide opportunities for children of any age or gender to reach their full potential (Woods 2013, 51).

Outdoor environment has many positive impacts for children development. Interacting with the local environment by moving independently, is considered to be vital to health growth and development for a child (Lester & Maudsley 2006, 30). Outdoor environment increases physical development among the social interaction, emotional and cognitive abilities and well-being. (Bento & Dias 2016, 157; Tannock 2014, 2–3.) By being physically active, children learn to identify and understand the environment and perceive their own body and motor skills. These skills help children to create a positive self-image of their own body, which is a base for good self-esteem. (Pediatrics 2009, 123: 1592; Soini & Sääkslahti 2017, 129.)

In outdoor environments, children have more space for large muscle and full body movement. Full body movement develop muscle and bone strength and help with balancing and coordination. These skills assist with gaining a sense of mastery over the environment. (Moyles 2012, 108; Tannock 2014, 2–3.) The American Academy of Pediatrics recommends that children should do physically active movement for at least 60 minutes in a day (Pediatrics 2009, 123: 1592). In Finland, the ministry of Education recommends that under 8-years old children should move at least three hours in a day. These three hours should include light

movement, outdoor activities and fast physical activities. (Opetus- ja kulttuuri-ministeriö 2016.) Three hours is also a recommendation in the United Kingdom (UK) until the age five (Department of Health and Social Care 2011).

Outdoor settings offer a wide range of social interactions for a child with adults, peers, younger children and older children. This study focuses for the relationship and interaction between the teachers' and the children, but also the peer cultures that teacher observes in outdoor environments. Environments like day-care centres, parks and playgrounds offer for peers a field where they can have social interaction with children at similar age. Social interaction is fundamentally essential for children's social and emotional learning. (Piispanen 2008 & Raittila 2008, 15; Pyle & Danniels 2016, 275; Tannock 2014, 3.) Social interaction requires children to have communicational abilities, emotional knowledge, self-regulation, social strategies and a sense of self-efficacy in social situations (Rose-Krasnor & Denham 2009, 162). Peers engaged of social play, learn from each other's life and social expectations, such as conflicts, collaboration, competition and aggression. These skills develop effectively with peer group in children's typical outdoor environments like playgrounds. (Tannock 2014, 3.)

Cognitive abilities develop at the social elements of play, when children interact with objects and individuals (Nurmi etc. 2014, 23; Tannock 2014, 3). The manipulation of objects and growing understanding of others enhance children's cognitive skills. These skills increase in social circumstances when children take turns and play by rules. (Tannock 2014, 3.) Parks, playgrounds and gardens offers wider space to meet other children and play in groups. By playing with each other, children learn problem solving skills, memory and language skills (Laakso 2011, 63). Nurmi (2014) refers Piaget (1953) who is emphasizing that children have abilities to react for the environment, but they do not have any inherited skills after birth. (Nurmi etc. 2014, 23.)

Play in outdoor environment gives children an opportunity to express themselves in a wider scale, enjoy the sunlight, natural elements and open air. These elements contribute to bone development, stronger immune system and physical activity. (Bento & Dias 2016, 157.) Play has characterized to be freer,

less controlling and restricted in outdoor environment and children are more open to changes and variations of the play (Kernan 2014, 2; Moyles 2012, 108). Through freely chosen outdoor play activities children can learn some of the skills necessary for adult life. These skills include social competence, problem solving, creative thinking, and safety skills. When children are playing in outdoors, they grow emotionally and academically by developing an appreciation for the environment, participation in imaginative play, developing initiative, and acquiring an understanding of basic academic concepts such as investigating the property of objects and of how to use simple tools to accomplish a task. (Clements 2004, 68.) Outdoor play activities increase the growth and development of the fundamental nervous centres in the brain for clearer thought and increased learning abilities (Clements 2004, 69).

Earlier study about the outdoor play and pedagogy has been investigated by Davy (2015) with a survey made in the UK. It has been initiated by the national charity Learning through Landscape (LTL) working with the national Early Childhood Forum (ECF). Altogether, the survey got four hundred responses from the Early Childhood sector in the June 2015 to October 2015. A wide variation was found of children daily outdoor experiences as part of day-care core early education provision. Results highlighted how many providers being unsure of what is required, or they are struggling with inadequate space, or some cases, no outside space at all. The survey was made to show the importance of the outdoor space as a key learning and development recourse. (Davy, 2016.)

Respondents (325) working directly with the children, were asked whether their school or setting had a dedicated outdoor space to play and learn. From the respondents, 97 percent had a dedicated space and 3 percent of respondents did not have an outdoor space, and had to use only local parks etc. to provide children their daily outdoor experience. Respondents with a dedicated outdoor space (85 percent) confirmed that the space is adequate for the number of children but 15 percent (46) of respondents said it is not. There were two reasons for this, which were a mixture of limited space or shared space used. 'It does not have a sufficient grass area or trees and is not big enough to create this space.

It is part of a church hall. '(Davy 2016, 8). Only nine respondents did not have a dedicated outdoor space. Regardless of that, 66 percent of them were able to take all children out every day and 22 percent were not. From those 22 percent, one cited the weather as a reason for not going out and the other cited health and safety: 'no safe place to take them'. (Davy, 2016, 9.)

All respondents were asked: 'What gets in the way of spending as much time outside as possible learning outdoors?' All together seven reasons were cited. The first one being health and safety concerns 33 percent. 'Not enough staff once accident happen.' The second reason was the inadequate quality of resources of use outdoors, which 31 percent of the respondents mentioned. The third reason, which 26 percent of respondents answered, was the negative parental attitude to outdoor play and learning. As a fourth problem, the lack of sufficient outdoor space was answered by 18 percent. The fifth reason was the lack of appropriate training and development of the staff members, as 31 percent answered. Sixth reason (26 percent) was the education and care policies and regulation that takes a focus away from outdoors. The last reason was the weather, as parents send their children to the day-care with unsuitable clothing. (Davy, 2016.)

The respondents were asked what kind of policy changes would help to see the outdoor play as more important part of the day. Many respondents noted the lack of outdoor play in Statutory Framework (EYFS) and they hoped the outdoor play to be statutory in the curriculum. ECF and LTL wish the government to develop statutory guidance and standards for the public funded Early Years and Care provisions. (Davy, 2016.)

2.2 Dimensions of the outdoor environment

What is a good pedagogical environment and how can it be defined? To be able to develop the environment, we need to have a deeper understanding of the criteria of a good environment. Environment gets the personal shape through individuals experiences and understandings. Good environment supports children's growing and learning. It must be physically and mentally safe and enjoy-

able and support children's health (Nuikkinen 2009, 80). Resources the environment offers defines the opportunities of actions that educators are able to implement with children (Piispanen 2008, 15).

According to Piispanen (2008, 18–23) the environment is a multidimensional concept and because of that, hard to define. Environments can be pictured through smaller sections, dimensions, which has also been used in this research. All these dimensions are tightly communicating with each other and educator need to be capable to support children in all these sections. Well designed and planned physical environment loses its purpose if the communication between people is not working and child's emotional wellbeing is suffering (Alila & Parrila 2011, 164–165).

Environmental dimensions can be categorized in multiple ways. According to Raittila (2013), environments are built by three dimensions tight together creating a comprehensive pedagogical environment. The first dimension, physical, includes the spaces, elements and materials used. Physical environment creates the resources for the action. The second dimension includes the interpretations made from the environment. All the interpretations people make, are individual and unique, formed in the interaction with the physical and social environment. (Raittila 2013, 72–73.) The outdoor environments are outlined differently for everyone through information, experiences and human interpretation of the person (Raittila & Siippainen 2017, 287). For example, the garden of the nursery can be seen very differently from the perspective of the teacher or the child. Sharing the personal experience with others, enrich the relationship with the environment, as it can define the opportunities and limits of the space. (Raittila & Siippainen 2017, 216.)

These two dimensions create the foundation of the persons environmental relationship (Raittila 2013, 72–73). Cosco, Moore and Islam (2010) have made a study, which focuses on the garden design and how children experience's create interpretations from the garden. They search how children interact with different aspects of their physical environment, by focusing for playground surfaces and pathways. Results showed that children found looped pathways more

interesting than linear ones. Children were also more active on hard and curvy pathways, which afford speed and circular motion. (Cosco, Moore & Islam 2010.) As the study showed, the interpretations and experiences children have from the garden can be really different from adults one. However, in this research I concentrate only for teachers' perspective of the environments utilized.

As a third dimensions, Raittila (2013, 73) introduces the cultural space including both, physical environment and interpretations of people. Cultural dimension shapes the macro levels of societal and communal environments, such as symbols, politics, ideologies, rules and values. Early childhood environments have public and private rules and plans to follow in different countries, and inside the countries. For example, child- adult ratios are decided by the law and there are different variations of that inside countries. The societies and communities define the results of the early childhood settings based on the pedagogical, economic and ethics principles. (Raittila 2013, 72-73.) In my research, term 'cultural dimensions' is used to describe these societal aspects including principles, laws, regulations and curriculums defining the action. Culture explains and affects for the interaction between the people and the day-care institutions.

Cultural dimension trickles-down to daycare centres everyday life as defining the rules and principles of the action. By implementing the socially valued teaching methods and following current Early Year curriculums, educator implement the cultural norms. (Raittila 2013, 72-73.) Karila (2017, 9) highlight the impact of public educational institutions and communities' cultural aspects as a reflector to early childhood pedagogy arranged in the field. In trips and walks arranged to the outdoor environments, children face different 'problems of living' depending of the cultural context they are based. In spite of the rules and laws defining functions of the early year settings, educators implement their own pedagogical solutions and these processes define the early year pedagogical environments.

Developing the early childhood environment requires daily processing. Educator plans the action for a long and short time period. This involves problem solving and evaluation of the environment and the action. Children

need to participate to the planned action, but they should also be included to planning and decision-making. Children should introduce their own ideas, plan the environment and get involved to decision-making, implement the planned ideas and be part of the evaluation project. (Turja 2017, 48.) The pedagogical environment changes all the time and by evaluating and analysing the situational environments we can find out hidden principles and values. Analysing this might help to realise how environment can bring the un-wanted educational circumstances. (Raittila & Siippainen 2017, 289.)

2.3 Natural and built environment

The physical dimension introduced earlier, includes natural and built settings (Raittila 2013, 70–73). Hirst and Woolley (1982, 160) explain the nature and built environments as being cultural categories, as they are also seen in this research. Lester and Maudsley (2006) describe nature to be a natural physical world containing plants, animals and landscapes. It comprises all living and non-living things that occur naturally. These environments are not the results of human activity or intervention (Lester & Maudsley 2006, 7). Borge, Nordhagen and Lie (2003) adds the natural settings being wild areas outside the residential populations. Built environments are contrast for the natural settings. These environments usually occur in urban areas and can be buildings and streets that are deliberately constructed as well as outdoor spaces, being altered in some way by human activity (Pediatrics 2009, 123: 1591). Built characteristics and facilities of the environment affects for child's activity. Facilities can be transportation infrastructure, elements of land use, community design, parks and trails. (Pediatrics 2009, 123: 1591; Sallis & Glanz 2006, 90-91.)

All the cities offer unique environments for learning by involving people from different backgrounds and cultures, buildings and public spaces that reflect human history, and political systems that regulate environmental behaviour and decision-making (Derr, Chawla & Pevac 2016). These different urban environments can be understood, when physical, social, cultural and society's

resources alongside the action and interpretations of children using for example the city block they, are tied together (Raittila 2008, 153). Through playgrounds, garden spaces or public parks, children develop a sense of agency and competence and increase their understanding of the processes that shape a city (Derr, Chawla & Pevec 2016).

Playgrounds, parks and gardens are important build environments for children to play and they are being used the prime development years of their life, while providing opportunities for physical activity (Pediatrics 2009;123: 1595; Soini & Sääkslahti 2017, 136). Garden of the day-care centre should inspire children for active play. Dowdell, Gray and Malone (2011) mentions the green schoolyard and garden enriching the quality of the play as encouraging more active, imaginative and constructive play (Dowdell, Gray & Malone 2011, 26). Garden design needs to ensure that children age 2-5-year-old have ability to practice muscular skills of running, walking, jumping, pushing, pulling and rolling. Older children must be able to rehearse more complex skills like throwing, hanging, balancing, skipping, hopping, vertical climbing, descending, spinning and balancing because all these skills are being needed for developing physical control of legs, back and upper torso. At the garden, the suitable play platform can encourage large variety of group play and sustain use for long periods. (Walsh 2016, 78–80.)

In Finland, Raittila (2008) explored how children and urban environment encounter with each other. She is questioning the Finnish traditional way of seeing the nature as the centre of early years learning environment. Children participating (n=36) the research were 4-6-year old and they had a freedom to explore small areas in a town environment during 20 tours to a city quarter. The data was produced by children while researcher observed them during the tours. These lived places children explored, emerges when the actors and the physical, social and cultural environment meet each other in relational process.

All the tours happened on children's terms, they decided where to go, stop or continue. The main results of the study pointed four lived places of children being explorative walking, focusing on self-generated action, social walking and

enjoying freedom. According to Raittila (2008), adults often value the tours and trips to be educational and end up to a great destination. However, the finding showed that children were excited to investigate the city quarter over and over again. Children should be let actively use their neighbourhood. This requires sensibility from the teacher to find out the situations to talk about aesthetic, society, natural and ethic perspectives with children. Teaching the environmental subjects should include equally investigating the urban environments as the natural ones. (Raittila 2008.)

Natural settings have proved to have many positive impacts for children's development and health, while offering also many educational opportunities. Natural based learning provides children the opportunity to learn about nature and discover who they are in relation to natural world. (Dowdell, Gray & Malone 2011, 25–26.) Fjørtoft (2001) highlight the development of physically creative activities, cognitive learning, motor activity and better physical health, which take place in natural settings. (Fjørtoft 2001; 111–112; Kernan 2014, 7.) Woods (2013, 52) adds the enjoyment, development of creativity, imaginary, linguistic and sensory skills that develop in natural outdoor environments. Contact with the nature develop child's cognitive skills by improving awareness, reasoning, observation skills, creativity, concentration and imagination (Dowdell, Gray & Malone 2011, 24).

Natural environment gives opportunities for physically creative play by implementing ideas being closer to the real thing (Fjørtoft 2001, 112). Providing water, rain and fire for children and experiencing the wind in the trees or mud in a ground, is much easier in the outdoor environments (Clements 2004, 68; Woods 2013, 52). Through field trips and gardening, children learn about the natural cycles and systems (Derr, Chawla & Pevac 2016).

Play in outdoors develop children's cognitive learning and helps them to understand how variations in one element of their play affect to another element. Cognitive skills usually acquire through trial and error during intense periods of play, which usually demands muscular skills that children are identifying. These

actions could be shovelling, digging, channelling, hauling, carting, pulling, lifting and pushing as well as smoothing, patting shaping and moulding. All these heighten children's awareness of feel, touch and smell of the earth and water, and gives ability to play with raw play materials. (Fjørtoft 2001, 112.)

Fjørtoft (2001, 111) mentions natural environments to challenge child's motor activity. Slopes and rocks afford natural obstacles for children to cope with. The vegetation provides shelter, trees climbing and the meadows running and tumbling. Not only the physical play enhance the muscle grow but also support the growth of the child's heart and lungs (Clements 2004, 69). Lee (2012) mentions that many findings of the health research are recommending that children should play with dirt and mud because, it boosts their immune system by naturally occurring microbes in soil. (Walsh 2016, 40–42.) Childhood without contact to nature includes diminished senses, attention difficulties and a disassociation from nature (Dowdell, Gray & Malone 2011, 25).

Derr, Chawla and Pevec (2016) recommend bringing the children out of their childcare centres into the built and natural spaces of the cities. Raittila (2016) also highlight the importance of having an equal opportunity of investigating the urban and natural environments.

2.4 Safety concerns towards the changing outdoor cultures

Growing culture of fear about the possible accident affect parents and professional's attitude towards the outdoor play. The fear of possible hazard, interaction with strangers and car traffic are the most frequent factors for not letting children play outside. (Bento & Dias 2016, 158.) Teachers are struggling with keeping children as safe as possible but on the other hand, learning to take risks is a normal part of childhood and a child development. (Sandseter & Sandro 2016, 192.)

Sandseter and Sandro's (2016) study about children's safety in Norway deals with teacher's attitudes towards the children's risk-taking in play situations. Teachers' answers depended on the cultural influences and society,

which pressure the institutions to restrict physically active play. At one example, children were climbing on trees and teacher's gave examples why they do not let them to do that anymore: 'Fear of accident from falling leads to no organizing or permission for climbing'. The other attendant said: 'Several parents were concerned that their children could climb our apple trees. After a chat with the local authority, we were advised to prohibit climbing; this was an activity for the children to do outside the institution with their parents. Today, children are not allowed to climb these trees.' (Sandseter & Sandro 2016, 178-186.)

Sandseter and Sandro (2016, 192) are concerned that the pressure to see safety as the main focus at children's play appearance as a restrictions and limitations in children's play. Tannock (2014) mentions that educators are concerned about injuries and they have difficulties determining children's enjoyment of physical play. Teachers are afraid it might often reflect aggressive action. Tannock (2014) refers Sutterby and Frost (2002) when he mentions that the United States educational settings are concerned of children's injuries, which make educators careful to provide any physical play opportunities for children. (Tannock 2014, 5.)

Presence of the teacher is very important for safety. Walsh (2016) highlight that when observing children's play, teacher may seem invisible, but actually let children know that they approve the play. If teacher find out that children are putting themselves at some kind of danger or unnecessary risk, they will need to mediate, handle with care and briefly explain the use of equipment. These risk situations must be deal with a considered and clear manner often gently, sometimes firmly and reasoning for the intervention when children get older. (Walsh 2016, 8.) Balancing between the children's enjoyment and safety is a challenge for adults supporting and providing a harmonious outside play environment. (Woods 2013, 64.)

3 SOCIETIES OF HELSINKI AND LONDON

Helsinki is the capital city of Finland and London is the capital city of United Kingdom. Despite of that common factor, the gap between the population living in these cities is massive. In Helsinki, there are currently living around 630 000 people and in London there are over eight million people. The whole Finland has only a bit over five million people living. London is a metropolitan and its surface is 1 572 km² when surface of the Helsinki is 214 km². These factors effect a lot for the environments and spaces there are in cities to use.

Both cities in two different countries have their own documentations, laws and curriculums they follow. Variation of structural differences between the cities is huge in the school and nursery systems in Helsinki and London. In Finland, the child participates in the kindergarten until she or he is 5-year-old and at 6-year-old they start the preschool. School starts at age seven. In Britain, preschool starts at age three and reception class at age four. After this a child can start a primary school at age 5. Because of the different structural and cultural systems, children have different curriculums and principles towards educational settings. In Helsinki, children from 0-7-years-old follow the Early Childhood Education and Care- plan. In London the Early Years Foundation Stage – plan is for children age 0-5-years-old.

3.1 Finnish framework for outdoor environment

Finnish Early Childhood Education system has a long background starting from 1970s, when the Ministry of Education and Culture (2015) set a law called Childhood Education and Care Act (36/1973). The law included the key elements of the implementation of the Early childhood- settings and all the children had the equal rights to participate for the day-care services. (Ministry of Education and Culture 2015).

The Early Childhood Education in Finland is based for the United Nations Convention on the Rights of the Child (UNCRC), The constitution of Finland for Early Childhood sections and the law and statute of children's day-care. The international UNCRC (SopS 59-60/1991) was approved in the year 1991 in Finland and the key elements were prohibition of discrimination, the best interest of the child, the right for life and development, and child's opinions must be taken to account. The constitutions of Finland was set in the year 2000 and for Early Years Education, the important basic rights were equality, social and cultural rights and right for legal protection. As part of the law and statute, The Ministry of Education and Culture (2015) set a law called Childhood Education and Care Act (36/1973), which included the key points of the implementation of the day care- settings. (Alila, Eskelinen, Estola, Kahiluoto, Kinos, Pekuri, Polvinen, Laaksonen & Lamberg 2014, 22-25; Ministry of Education and Culture 2015.)

Early Childhood Education and Care-plan (ECEC) was set in the year 2003. It included all the key principles and developmental priority areas. The goal was to develop the equality of the Early Childhood settings in nationwide, guide the development of the contents and create the conditions for developing the quality. It was renovated in the year 2005. The latest renovation happened in the year 2018, and ECEC curriculum became a binding document at the year 2016. Most cities in Finland have also their own curriculums and in Helsinki, it is called Helsinki Early Childhood Education and Care- plan. This municipality curriculum of Helsinki regenerated recently at the year 2017. (Alila etc. 2014, 10-13.)

The goal of the nationwide curriculum (ECEC) is to ensure environment, which is developmental, promotes learning, health and safety. ECEC defines this environment as a learning environment. It provides and involves spaces, communities, behaviour, equipment and material, which supports children's development, learning and communication skills. Learning environments need to support children healthy self-esteem, social and learning skills improvement. Learning environment is separated in three dimensions, which are physical, mental and social environment. (ECEC 2016, 64.) This exam uses the word pedagogical environment instead of learning environment. As Alila and Parrila (2011, 165–166) mention, pedagogical environment is thought to include all the dimensions ECEC-plan introduces.

ECEC-plan explains learning environments being planned and built together with the children. Environments need to support children's natural curiosity and learning desire and guide children to play, physical activity, searching, artistic expression and experience. Children's ideas and plays need to be visible and seen in the learning environment. (ECEC 2016, 64.) Nature, garden, playgrounds and other built environments are also learning environments in the field of early childhood education. They offer experiences, materials and multiple options for play and searching. They can be utilized as a sport- and nature experiences and as a learning environment. Children also need to have multiple diversity of safe toys for the play and children's individual support needs must be considered. Co-operating with other operators have seen very important. Co-operation should happen with libraries, museums, theatres and visits for the parents working places. Utilizing the environment children gets enriching experiences from different operational environments. (ECEC 2016, 65.)

Helsinki's own municipality curriculum explains very specifically about the learning environments. It has a big part in the curriculum, since most of the learning happens when child feels well and safe. When developing the play with the children, it is important to observe children's play and make documents of it. All act and play should be joyful for child. (Helsinki ECEC 2017, 14.)

Children are included to the community with parties, trips and different traditions and their own culture has shown in the neighborhood. The diversity of views and cultures, equality and parity have made visible. Employers must take advantage of the outdoor spaces and the opportunities of the neighborhood. In Helsinki, there usually are forest, beach or playground near, by offering many play opportunities. Public transports, museums, libraries, forests, playgrounds and theaters are also learning environments that should be use. (Helsinki ECEC 2017, 16.)

Early childhood education values healthy, safety and sporty life manners. In the community of early childhood education, the outdoor and indoor movement has emphasized and sitting down for long-term has avoided. By everyday life choices, the responsible attitude is being made visible towards the nature and environment. (Helsinki ECEC 2017, 16.)

3.2 British framework for outdoor environment

The UN Convention on the Rights of the Child was adopted by the United Nations to Britain at year 1989, two years earlier than in Finland. The aim of spelling out the basic human rights, which all children were entitled. In the year 1990, the lack of the quality nursery curriculum to promote early learning was recognised. Until this, commentators admitted children to start school earlier rather than offering nursery schooling. (Moss & Penn 1996.) In 1990s, schools were still inspected by Her Majesty's Inspectors (HMIs), until it changed to Ofsted (Office for Standards in Education) at year 1992, because of the concerns about the scale and potential bias of inspectors. Ofsted was inspecting only schools until the year 2007, when it expanded to include also children's services. Ofsted rates the quality of the Early Years settings as outstanding, good, satisfactory and inadequate. At year 2010, the overall results for early years registered provisions was 12 per cent outstanding, 62 per cent good, 23 per cent satisfactory and 3 per cent inadequate. (Gove 2011.)

At year 2006 the Childcare Act 2006 introduced the Early Years Foundation Stage (EYFS) in England. Department of Education and Skills (DfES) agreed the nationwide curriculum and it was set at year 2007. The function of the curriculum was to set the standards for learning, development and care for children from birth to five. In the year 2010 the Equality Act was made to aim to end the discrimination. The Early Years Stage (EYFS) has been updated at years 2017 and 2019. These refers for the Childcare Act 2006 to an order made under section 39(1)(a) and regulations made under section 39(1)(b). (Department of Education.) The revised Early Years Foundation Stage (EYFS) is expected to be implemented at year 2021.

The EYFS (2019) do not mention the outdoor pedagogy or outdoor environment. EYFS 2017 highlights the outdoor environment in three paragraphs and the first paragraph (3.25) deals with safety: 'Person with a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children present and must accompany children on outings.' Second paragraph (3.58) ensure that providers must ensure access to an outdoor play area, of it is not possible, make sure that outdoor activities are planned and taken on daily basis. The third paragraph (3.65) reminds that children need to be safe while on outings. Providers must assess the risks or hazards which may arise for the children, and they must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge. (Department of Education 2017.)

There has been critics about the pedagogical side in the EYFS. Waite (2011) raises the question: 'Who arranges and make sure that pedagogy and learning happens also outdoors?'. Beckley, Elvidge and Hendry (2009, 107) notes the connection of outdoor learning for children in the EYFS being the same as opportunity to provide physical development. Outdoor environment clearly offers room for children to move more freely than inside. However, they argue the outdoor learning to be beneficial for all the learning areas: 'The benefits are far

greater than simply offering a chance to burn calories.’ Soler and Miller (2003) argues the EYFS to centralize a child as a future pupil which is why the play has been marginalized and it promotes narrow instrumental pedagogy (Soler & Miller 2003, 66).

3.3 Cultural – Historical context to daycare systems

Daycare system has longer background in Finland and at the beginning, the universal ideology was focused to guarantee the services for everyone without looking for socio-economical background. It has formed from the idea of care, education and teaching strongly tied together. (Alila et al. 2014, 22–25.) In England, the focus of daycare settings started as to nurturing children from low socio-economic backgrounds and to compensate for the shortcomings of slums and of parents and families. (Blanden, Del Bono, McNally & Rabe 2016.)

Children of working-class backgrounds were commonly looked after by their families, older siblings or grandparents, when their mothers went to work. Until the late 1990s there were not any consistent and nationally funded early years educational experiences. In 20th century, the field of ECEC was established based on agenda of ‘school effectiveness’ in UK. Childcare markets became more common between 1997 and 2010, (Robertson & Hill 2014, 168–172; Vincent, Braun & Ball 2007, 4.) when the New Labour Government took office in 1997 extending universal education down the age range and focused for the welfare of young children and their families. (Blanden, Del Bono, McNally & Rabe 2016.)

The childcare markets in UK are one of the most expensive in the developed world. Chung (2016) mentions a week in the full-time care to cost more than 300 pounds in London. Current UK government has recently decided to give 30 free hours of childcare for working parents with children aged three and four years old (Simon, Owen & Hollingworth 2016). The Government opted to fund private and voluntary settings to provide these free yearly education places, because of the insufficient expansion in the public sector. All these settings receiving public funds, were required to follow a standardised curriculum, the Foundation Stage.

(Blanden, Del Bono, McNally & Rabe 2016.) However, Blanden et al (2016) argue the quality of private and public sector varying significantly. Private settings offer care over more restricted hours, mostly during a school day. The biggest difference between public and private sectors are in the staff qualification requirements and adult- child ratios. (Blanden, Del Bono, McNally & Rabe 2016.) When private sector requires that a teacher with a degree level qualification must be always present, and the adult child ratio being 1:13, the public sector does not have requirements of the qualified teacher. (Blanden, Hansen & McNally 2017.)

In Helsinki, the subjective day-care right has recently outlined in the year 2016 to cover 20 free hours per week. Early education must be arranged at full time if parents or care givers work full time or are studying. The amount of the payment depends of the monthly salary of the parents, from 0- 290 euros monthly. The full-time day-care must be arranged for a child in case it is needed for a child's development or support. (Karila, Kosonen & Järvenkallas 2017, 17-18.)

The cultural values and environments are varying widely between the cities. Typical Finnish culture values nature and a good relationship build with it. Natural environments cover a big part of Finland and everyone has access on it. Good example of this is the Everyman's Right, meaning the possibility to move and use the nature area which the landlord has not taken as a personal garden area. Everyone has right to walk, ski or cycle in the forests, nature fields and waterways without owning the land. It includes the right to pick berries and plants, do fishing and use the boat and swim in the lakes and sea. (Ympäristöministeriö 2016) Whereas UK is a small densely populated island having a very little land area untouched by human activity. Nearly all environments in the UK have been directly or indirectly influenced by humans. Many natural environments are the product of interaction between nature and humans, for example suburban gardens and highly cultivated farmlands. (Lester & Maudsley 2006, 7.) In London, the culture is highly appreciated in build environments such as museums, zoos and theatres.

4 CHILDREN'S PARTICIPATION, PLANNING TOGETHER AND OUTDOOR PEDAGOGIES

This chapter provides an understanding of the benefits of including children to decision-making processes, co-creation. This can be understood as co-creation, as well recognized method in higher educational settings – especially in the UK (Cook-Sather et al 2014; Taylor & Bovill 2017), but less integrated in early-childhood education. Opportunities children have to participation depends of the teachers' sensitivity of integrating them as a part of decision-making processes, where they are planning together. (Lee & Nah 2016.) Teachers role is considered as supporter of children's motivation, active engagement and valuing the interest of being outdoors (Walsh 2016, 7-8), as this research focuses on teacher's perspectives of the subject.

Different strategies and methods teacher can utilize when planning the outdoor environments are introduced, such as adult guided, child lead and free play situations, where children's role as an active or passive participant of the action is considered. (Pyle & Danniels 2016, 274-276.) New challenges for children's participation have occurred when the culture of outdoor being has changed through the safety concerns, (Sandseter & Sandro 2016, 192) which are discussed in the end of this section.

4.1 Children's participation

Children's rights have recently become a more known theme around the world (Shier 2001). The United Nations Convention on the Rights of the Child highlights how children must have a right to be active participant in all matters affecting their lives. (UN 1989, 8) This agency is described as being able to make choices and decisions to influence events and have an impact on one's world. (National Quality Standard 2018.) Article 12.1 of the Convention informs: 'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.' (UN 1989, 5).

Being an active participant offers a significant role when building a child's identity and self-image. By trusting the children to be competent decision-makers, can support children's agency. (National Quality Standard 2018.) This activity is shown as an initiative skill, capability of express opinions and ask for help, create new ideas and thoughts. Children have a feeling that they can affect for their own environment and learning. (Kronqvist & Kumpulainen 2011, 43.) They receive influences from social, physical and cultural environments and effects for it by their action (Turja 2017, 40).

Pyle and Danniels (2016, 274–276) mention the teacher-directed play when children usually take more passive role and as a result, the length of time that children spend in play is decreasing. Play-based learning has seen as an active way to learn through its engaging nature for learner. It has been described through its playful and child-directed elements along with adult guidance and the learning objectives. Moyles (2012, 109) introduces the word ownership as an important aspect of the play. Ownership is related to deep involvement and intense concentration when play allowed children deep involvement and the need to carry on with the play for as long as deemed necessary. Learning- teaching environment where children play and learn together in creative, investigative and problem-solving ways, where they can take ownership of and responsibility for their own learning and where their emotional and imaginative needs are met.

4.1.1 Decision-making with the children

Participating children with decision-making process in early years of childhood has proven to develop multiple skill. Children who learn to participate are more likely to become capable and involved citizen with respect for the principles and practices of democratic society. Involving children leads to better choices about the services arranged for them, when the quality of life and well-being enhances. Thus, the right to participate contributes not only to their survival and quality of life but also to their community. (Lee & Nah 2016.)

Coyne and Harder (2011) argues for a situational perspective of children's participation to act in the child's best interest and to balance with shared decision-making. As in this research, teacher's perspectives is taken into account and the abilities, how they can balance the children's participation to decision-making processes. Adults best interest for a child and children's best interest for themselves are not necessarily equivalent. By acting a child's best interest, should mean enabling their views to be heard alongside with the adult's view. (Coyne & Harder 2011.) Children need opportunities to learn how to participate in decision-making by promoting their self-determination. Shared decision-making gives opportunity for children to participate in they want, and researchers suggest that children can influence their own involvement by being engaged or disengaged in the decision-making process. Children do have a right to have a say, without having a full control over the decision. As all the situations are different, adults have to use their power and agency wisely and evaluate all the situations as a new one, while being sensitive towards a child's ways of expressing their needs. (Coyne & Harder 2011.)

4.1.2 Co-creation between the adults and children

Co-creation, as a formal framework, is predominantly recognized in marketing business and in higher educational settings. Sanders and Stappers (2008) refer co-creation to be any act of collative creativity shared by two or more people. In this research it is understood as a collaborative approach as including children in

pedagogical planning processes. Collaboration impacts for the institutional cultures and enhance the learning experiences by creating a sense of a learning community. (Amckie 2018.)

Co-created initiatives enable active, experiential and problem-based learning which facilitates children's learning. (Amckie 2018.) Taylor and Bovill (2017) highlight how teachers and students are related to one another by moving away from directional teaching practices to greater student agency and engagement. As in this research the students are replaced by children. Von Hippel (2005) mentions the 'lead users' in co-creative activities as they are people, who have already explored innovative ways to get things done, and who are willing to share their approaches with others. (Sanders & Stappers 2008; von Hippel 2005.) Teachers in early years settings could be seen at a leading position in the study. Co-creation is the joint, collaborative process of producing new value materially and symbolically.

4.2 Teachers' role in co-creative outdoor pedagogy

Planning, observation and evaluation are important tools for teachers when implementing effective outdoor environment and outdoor action with the children. Planning shows an important role when ensuring the viable, sustainable and effective meeting with children's needs and teaching requirements. Everyone participating effective planning must have greater depth of understanding children's play, development and the facilities needed. (Walsh 2016, 12.) Teacher's should ask from the children, what they want and use their insights to help to create inclusive friendly space (Woods 2013, 64). Talented educator can benefit the earlier knowledge of the child and create the environment interesting and challenging enough to motivate the child by using proper learning methods and strategies. (Hatakka & Nyberg 2009, 10; Raittila & Siippainen 2017, 287-288.) Well-planned outdoor activities should challenge children at their own level. (Woods 2013, 56.) In Finland, activities arranged in smaller groups have become more common way to implement pedagogy (Raittila 2013, 69), as it gives more

time for the teacher to acknowledge the individual child. This requires time from the teacher to plan these child groups and routines it requires to work.

When observing children's play teacher should ask: 'Does the play matter to children and why?' (Moyles 2012, 110). By understanding the meaning and idea of the play, teacher understands the values and goals the play or activity is providing for children. In the future, teacher is more capable to offer the right kind of equipment to help to maximize the play options available for children. (Walsh 2016, 78-80; Woods 2013, 57; Yelland 2005, 116.) By observing, evaluating and assessing children's play and needs, teachers are available to provide support and encouragement if need is indicated (Walsh 2016, 7-8).

According to Rutanen (2013, 103), teachers position in a play situation affects for children's play structure. When children are far from the teacher, they often come to show tricks, toys or play ideas for the teacher to make sure the teacher is available for them. If young children have an eyesight for the teacher, children are more intensively with each other than when missing the eyesight for the teacher. By being in the middle of the children, able to see everyone, the educator shows that she or he is present and if needed, ready to respond to child's need.

Teacher's own attitudes towards the outdoor environment is important. Temperature, wetness, wildness, insects and open boundaries might challenge educator for going outdoors. (Moyles 2012, 108; Woods 2013, 50.) By promoting positive attitudes for outdoor play, educator creates a culture of inclusivity (Woods 2013, 51). Expressing a negative thought such as outdoors being too hazardous and requires too much from filling and paperwork, educator creates pessimistic atmosphere for outdoor culture (Woods 2013, 52). Rainy, snowy or windy weather is not a problem with a boots, waterproof clothes, fleeces, hats and gloves, ready for action, work and play (Moyles 2012, 108; Woods 2013, 57).

Play has emphasized to be a necessary for children's development and learning. Play happening outdoor environments creates multiple opportunities for educator to implement pedagogical solutions. In spite of this, outdoor environments are typically seen as a free play time, (Woods 2013, 62) when it should

require adults being with children, to have an understanding and shared philosophy regarding the nature of play. Sharing interpretation when attempting to provide adventurous, exploratory and experiential inclusive outdoor play for children, is important. Successful inclusive outdoor play is concerned everyone to have a role and every child recognized as truly unique. (Woods 2013, 64.)

In Kernan's (2014, 5) study, the adults participating in the children's outdoor play in ECEC settings was discussed in Ireland at year 2010. Her findings showed that the outdoor environments which young children enjoyed the most were also the places, where adults enjoyed being with children. These were the places, where both adult and children, were sharing the delight of change outdoors, with joint wonderment and discovery of the 'real' world. Kernan brought the idea of the different way of seeing the land, children are on their hands and knees engaging what is immediately there for them. Adults are scanning the land for higher as a panorama. (Kernan 2014, 7.) Most of the learning and discovering of the environment happens, when parents and practitioners puts themselves in the shoes of children and perceive affordance of environment from children's point of view (Kernan 2014, 9).

5 RESEARCH QUESTION

The aim of this research is to compare the pedagogical outdoor cultures of ECEC and EYFS settings in Helsinki and London, and to find out how outdoor pedagogy is arranged in these cities. Exploring what kind of outdoor cultures, curriculums and environments are valued and used in these cities and pulling out any remarkable differences or similarities between them, help me to structure the characteristics of the cities. Teachers have been interviewed with the aim of understanding their own perspective towards the pedagogical outdoor environment and how they are able to utilize them.

My research question is:

How do teachers describe outdoor pedagogics in ECEC and EYFS in two diverse cultural environments in early year settings in London and Helsinki?

The research question aims to emphasize the subjective experiences and the meanings that teachers attach to their experiences. The fact of it being an open question helps that it does not pre-empt findings or reflect the researcher's beliefs about the object of inquiry. (Serafini & Reid 2019.)

6 RESEARCH DESIGN

This cross-cultural study has been implemented between 2017-2019 as a form of field research by utilizing multiple data collection methods, which will be explained in due course. Adopting a qualitative research approach is particularly important, to get a deep and comprehensive understanding about the everyday outdoor cultures in Helsinki and London by capturing teacher's own experiences of the pedagogical aspects.

There were many reasons for choosing London and Helsinki as cities to focus on my research but below I have distilled a few of these. The United Kingdom and Finland are both welfare states, yet, interestingly, they have entirely different environments when it comes to Early Years education. London is a huge metropolis and the history of day-care system is relatively short-lived. Another important factor, is that Helsinki and London have their own respective Early Year curriculums, highlighting different values and obliging different age groups. When it comes to the employment and training of teachers in early year education, in Finland the system operates through a network of highly esteemed teachers, and teachers require a University degree, including three years of studying. In the UK, there are different paths to be Early Year- qualified. Level three is the

lowest qualification, taking a maximum of two years college training, usually arranged as an apprenticeship. This diversity in teacher qualification is particularly interesting to see the differences in teaching styles.

The culture in the field of Early Years Education is vastly different between the cities. Culture plays a massive role in London and Helsinki when implementing the Early year education. In London, the culture of dense, city life offers multiple options for exploring the urban environments, from visiting zoos and supermarkets to museums and large-scale parks. But in order to access these different locations, there is major measures put in place for safety beforehand. In Finland, Raittila (2008) mentions the nature being valued highly, even in the curriculum of Pre-primary education, nature exploring is the main educational aspect for outdoor environments. (Esiopetuksen opetussuunnitelman perusteet 2000, 13-14.) Another systemic difference between the cities is Ofsted in the UK, which controls the quality of Early Year settings (Gove 2011). While in Finland, the quality control is loose and outsourced to local administration and Valvira, which are not visiting the settings regularly. (Aluehallintavirasto 2019.)

6.1.1 Participants of the study

This qualitative cross-cultural study explores two different Early Year Education cultures, London and Helsinki, through the lens of the teacher's perspective as in many ways the teachers have the most in depth and articulate form of knowledge when grappling with these themes (Graneheim & Lundman 2004, 109). Because of this, the teachers working in ECEC settings were the obvious choice for my research. I sent the research introduction letter (Appendix 1) to the managers of the day-care centres by asking whether they had a teacher fitting the description and willing to volunteer for the study. At first, I sent emails to the day-care settings, I had worked with and formed mental notes of how the outdoor habits were implemented with the children. In Helsinki, I applied for the research permission (Appendix 2) from the city of Helsinki and in London I asked the permission from the relevant managers. My aim was to find participants from both genders and from a wide age range. As an outcome, all the participants are in an

age limit between 25-years-old to 55-years-old and a mix of genders. All together there were six participants in this study, three from London and three from Helsinki.

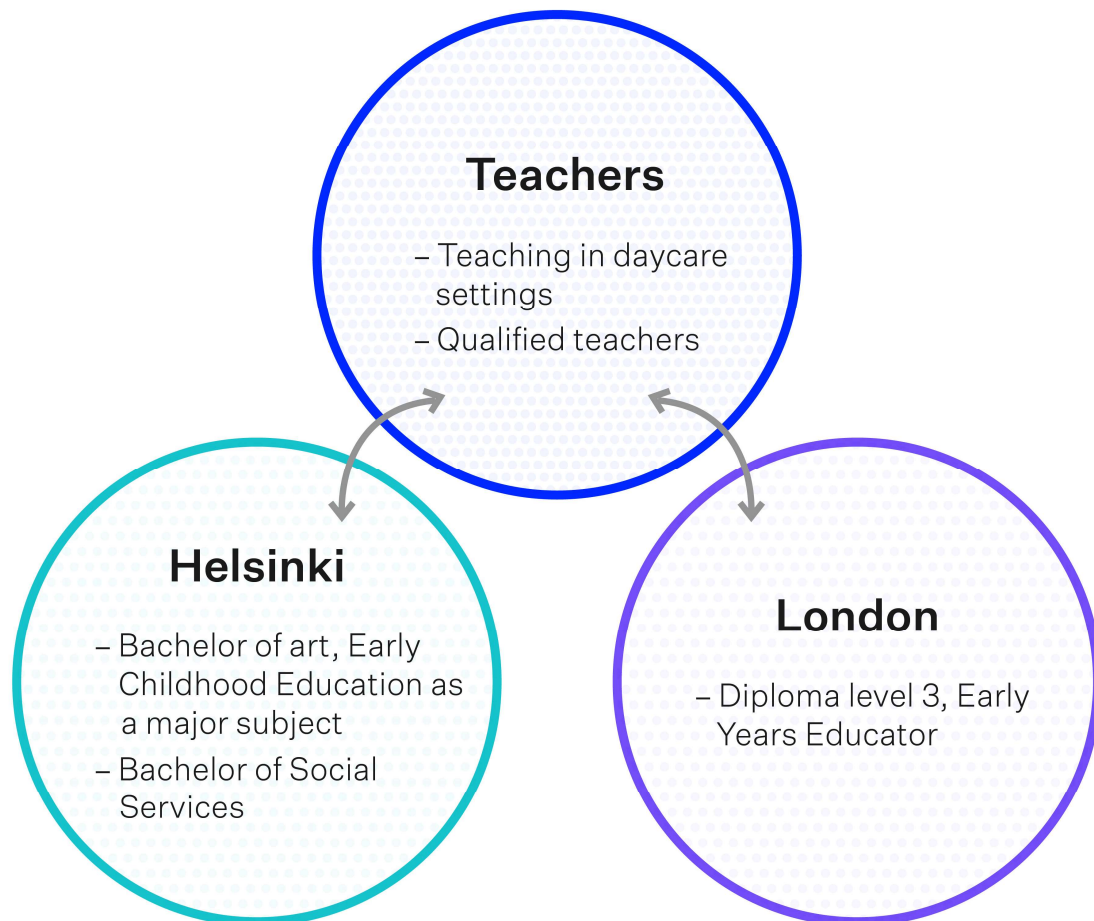


Figure 1. Requirements of the teachers participating for the research in Helsinki and London.

All the teachers participating needed to be teaching children in daycare settings. In Finland it meant children from nine months to 6- years-old and Britain from birth to 5-years old. It would have been hard to compare the similarities and differences if the structure of the day would have been totally different between the children's days. Teachers needed to be also qualified for their teaching work. All participants were able to remove themselves from the research project at any time they saw fit and they were aware of the possibility.

Everyone signed the research permission letter (Appendix 2) and the data protection letter (Appendix 3). The data protection letter included the information where the data was kept, anonymity details and how the data was destroyed after the research. I knew all the participants beforehand mostly by working with them during the observation period. The challenge was to see the kindergarten culture with fresh perspective without any presupposition of the results.

All the participants were aware of their right to discontinue the research and if that were the case, all the information that includes them could not be used. Throughout the research, I ensured all participants had my email address as a contact point in case they felt participating was too hard or time consuming. One of the day-cares cancelled at the beginning of the participation for personal reasons of one of the teachers. The data protection letter was also sent to everyone to ensure they were aware of their rights and how the data was kept safe. It included the information where the personal information data was kept, as in this case, researcher had it in USB key protected by the password. Data protection letter ensured that all the interviews and the written versions of them will be destroyed after the completion of the thesis. And all the collected data is being handled confidentially as required by the data protection law.

6.2 Insights of Qualitative Kindergarten Ethnography

I chose to approach the subject through a qualitative research approach, to get more specific knowledge and understanding of the teachers experiences on outdoor culture and the pedagogy arranged outdoors. (Tuomi & Sarajärvi 2009, 66; Stake 2010, 88.) Newby (2014, 96) highlights the experience of life being the central of the qualitative research. Given my personal and professional life experiences in both cities, this subject was particularly suitable for me. As being a kindergarten teacher myself, I have a common understanding of day-care settings which helps me to relate and understand the culture. I worked 1,5 years as a kindergarten teacher in Helsinki at two different kindergartens and one of these two kindergartens participated in my research. After this, I moved to London and

started to work there as a nursery teacher in day-care settings. Altogether, I worked in two different nurseries over a year in London.

As working in the field and making mental notes about the contrasts between the outdoor environments, I started to gain a deeper understanding of these cultural contexts. In this research, I utilized insights derived from ethnographic methods to get a comprehensive understanding of the cultural contexts of the cities. (Rantala 2006, 217.) The purpose of ethnographic research is to describe the examinee's community, culture and environment (Kramer & Adams 2017; Metsämuuronen 2011, 226), as in this research the examinee's are the teachers in ECEC settings in Helsinki and London. Including these, insights of the ethnography are also used across data gathering methods, basing the research on diverse, in-depth and profound understandings of the subject rather than a surface level grasp of a broad number of examinees (Ranta 2006, 251).

According to Rantala (2006, 226), the word ethnography can be named and defined by the context in which it operates. Kindergarten ethnography takes place at the outdoor environments which the kindergarten and nursery teachers uses with the aim of expressing outdoor pedagogy and its implementations. The ethnographic approach highlights the learning from people: in this case the research subjects being teachers and their everyday life practices. This examination happens in natural settings for example by utilizing the observer-as-participant method (Rantala 2006, 221). Stake (2010, 97) mentions observing, interviewing and surveys as the main tools of the qualitative research. This hybrid approach is something I am adopting and implementing for my research.

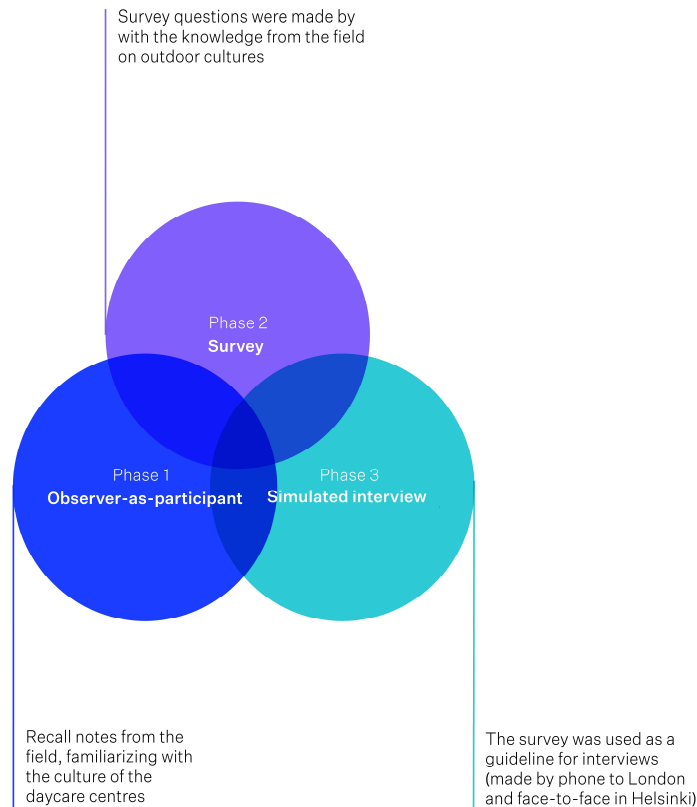


Figure 2. Methods of the data gathering used in this research.

6.2.1 Phase 1: Observer-as-participant

While working in the kindergarten in Helsinki, I learned about the structures, environments and pedagogical implementations of the outdoor culture in Helsinki. After moving to London and working in the local nursery, I started to be very sensitive towards the similarities and differences of everyday-life's outdoor cultures, principles and opportunities between cities. Different subjects came up in London than in Helsinki and the other way-round. I kept an open-mind for all these ideas for the subject of my thesis while observing, without limiting myself to any pre-emptive ideas at the beginning (Kramer & Adams 2017). I started to make mental notes and finally write them down as a recall- notes. The permission for this was asked from the managers afterwards. The recall-notes included information about the laws, curriculums and structural solutions the day-care settings had made. The aim of the observation-period was to be able to create my

research theme and prepare the questions for the survey dealing the specific issues from the field.

The length of the observation period can last from weeks to months, while the researcher strives to understand the meanings from the participants perspective (Metsämuuronen 2011, 226). My own observation in day-care centres differs from basic objective observation, since most of the day-care settings participating, have also been my workplaces. While observing and getting familiar with the communities, it was important to see the environment impartially without any prejudice. Metsämuuronen (2011) introduces four different ways of observation - observation without participation, observer-as-participant, participant-as-observer and the complete participant (Metsämuuronen 2011, 248). As being a working teacher, my role as an observer was mostly observer-as-participant and complete participant.

The observer-as-participant method appears in the field as an active role with the research informants. Because of the employee role I had, I felt able to get very deep into the community and my opportunities to participate for action were equal with the informants. (Musante & DeWalt 2011, 1; Tuomi & Sarajärvi 2018.) Metsämuuronen (2011, 249) highlights that researcher must know the research subject, language and actions so well, that they be able to describe the situations by its own cultural aspects. By fully participating I learned the vocabulary used and learned to recognize the body language of the participants. (Williams 2015).

I made decision at the inception of this study to catalogue my experiences through recall notes, not in the moment they happened. The permission for this was asked from the managers of the day-care settings by email. While the granular accuracy of these notes may be put into question, I felt it was important to engage with the subject as a teacher primarily, to ensure the authenticity of the experience, and avoid creating disruption through the signalling of my role as a 'researcher'. While this approach helped me engage more proactively in these

environments at the time, I recognise that there may be some of the more granular details which may have been overlooked – having not proceeded with the rigour of real-time note taking. From the six day-cares participating the study, I worked in three of them. Observing and working in all these six settings would have been too time consuming and hard processes.

6.2.2 Phase 2: Survey exploring outdoor cultures

At the second phase, I formulated the online survey which based on my own observations arising and gathered from the field during the observation period. (Appendix). I sent an online survey (Appendix 3) for three nursery teachers in London and three kindergarten teachers in Helsinki. The survey questions based on the pedagogical environments and practices I observed in the field and wanted to learn more about them. The first section on the survey was about the time spend outdoor environments. I wanted to know how teachers prioritizes the outdoor time and what effects for the decisions not to go outside with the children. The second section was about the places where children usually spend their time in outdoor environments. Are these places similar or different between the cities and what kind of opportunities teacher's can utilize with the children. The last section was about the activities' children did outdoors. I wanted to know, how much teachers' were influencing the action arranged and on charge of it.

Research surveys usually includes a set of questions, statements or scales. They can be online, paper or telephone versions but usually asked in the same way to all the responders. (Stake 2010, 99) In this study, the survey included questions about outdoor cultures. I send the research to the teachers participating for the research. Everyone had the same questions on a same order dealing with the time spent outside, the activities done in outdoors and places where these activities took place. Teachers have three-weeks time to choose five average days and fill them in the form. After filling the form, they were asked to send it back to the researcher before the interview was arranged. Sending the survey back before the interview had two benefits. First, the researcher had

time to assimilate the new information and think about the right questions. Secondly, teachers orientated for the subject and paid more attention to their daily habits of outdoor culture. The survey instructed teachers to choose five average days, because the nature of the research was to understand everyday life happening in day-care settings. There was one question, which was the exception: 'In this three-week time, where there a day when you did not go out at all? If yes, why?'

6.2.3 Phase 3: Stimulated recall interview

Kvale (1998) defines the qualitative research interviews as attempts to understand the world from the subjects' point of view as in this study, the attempt was to learn about the outdoor culture from the teacher's point of view. This process shares the meaning of people's experiences and uncovers their lived world. For Stake (2010, 95) the main purpose of the interviews is obtaining the unique information and the interpretation of the interviewed person. Sometimes the interviewed person might even help the researcher find 'a thing' that they were unable to observe themselves.

In interviews the researcher must consider between the more open-ended questions to more structured questions by the nature of the issue (Stake 2010, 98). Fontana and Frey (2000, 645–672) are presenting the various types of qualitative interviews. The three main formats introduced are structured interview, semi-structured interview and unstructured interview. In this study, six day-care teachers were interviewed with the semi-structured interview method. As semi-structured interview relies on a guide and gives room to clarify the questions. Interview questions in this research formed after the survey was sent back, and researcher had time to reflect for the themes emerging. The survey also worked as a guideline during the interview. Half of the questions were formed based on the researcher own experience from the field, theory and earlier studies about the subject. (Appendix..) All the themes and questions were planned beforehand, only the structure of the interview and the orders of the questions was

unspecified and formed depending on the themes that emerged from the interview. (Metsämuuronen 2011, 247.)

All together there were ten interview questions (Appendix 4) asked from every respondent. The benefit of the interview method was the flexibility of being able to repeat the question, correct misunderstandings, re-wording of the phrases and be able to have fluid conversations with the interview respondents (Tuomi & Sarajärvi 2018). This was important because of the interview implemented in the English language at London. As being a researcher, I was able to repeat the questions and ask more in case I misunderstood anything. The interviews in Helsinki were implemented in Finnish to get more complex and comprehensive answers.

The survey teachers filled earlier, worked as a guide structure for the interview to stimulate memories from the field. The interview started with utilizing the questions of the survey. This method is called a stimulated recall interview. (Rantala 2006, 244.) It was essential since the interview was made afterwards, the danger being, that participant are not able to remember the action sequences and the original situations from the field anymore (Rantala 2006, 244). In addition to an email sent before the study, the survey was also orientating teacher's for the themes of the interview. Tuomi and Sarajärvi (2018) mention the criteria of the successful interview being an opportunity for interviewees to get familiar with the interview questions, themes, or the subject of the interview beforehand, to be able to get more information from the subjects. The researcher should encourage the interviewee to describe precisely their experiences, feelings and behaviour (Kvale 2007). It is also ethically correct thing to do by telling the participants what the interview is about (Tuomi & Sarajärvi 2018).

Interviews can be arranged with different variations. Mann mentions (2016) online, telephone and face-to-face interviews. Skype is one example of the online interviews and it has become a common way to process long distance interviews. (Mann 2016, 87.) Hammond & Wellington (2012, 91–93) argue why the qualitative research interview should necessitate face-to-face. They see

the online interviews as a growing opportunity to get interviewees from the long distance and save the time in that.

In my research the participants are from two different countries which makes the data gathering more challenging. Because of that fact, the interviews are being made by phone to London and face-to-face in Helsinki. As an interviewer, I recognize the challenge of using different methods between the cities. Missing the non-verbal communication from the interview respondents from London is a challenge and it requires extra sensitivity from the researcher. All the interviews were recorded for a retrospective transcription and every participant was asked permission for that. Transcription made from the interviews were fifty pages altogether.

6.3 Inductive thematic analysis

The most common analysis in qualitative research are thematic (TA) and content (CA) analysis, which differ from the process of analysing (Serafini & Reid 2019). Thematic analysis used in this thesis, is a typical method when organising, analysing, describing and reporting the themes found from a data set (Crowe, Inder & Porte 2015; Nowell, Norris, White & Moules 2017; Payne & Payne, 2004, 52), as it allows the researcher to examine a large amounts of data. It provides wider theoretical freedom as being more flexible approach, examining the perspectives of different research participant –teachers in day-care settings, highlighting similarities and differences. Researcher must be careful not to let the flexibility lead into inconsistency and a lack of coherent, when developing themes from the research data. (Nowell, Norris, White & Moules 2017.)

Thematic analysis helps with identifying and clarifying the uprising themes and evaluate comparisons of material with established standards or goals (Drisko & Maschi 2015). By recognizing the area of my interest and creating the initial research question, I was able to construct the data corpus (Serafini & Reid 2019). The data of my study is gathered by using the survey and the interview questions asked from the teachers in day-care centres. Recorded data from the

interviews were written down as a transcription. I decided to use code-names when writing the respondents answers to protect their anonymity. To make the codes as most logical and gender free, I decided to use the word 'T' as a teacher and the last letter was neither 'H' as Helsinki or 'L' as London.



Table 1. Codes used to ensure the anonymity of the participants.

In this study, the thematic analysis is executed by following the six phased method presented by Nowell, Norris, White and Moules (2017). The analysis is introduced as an iterative and reflective process, developing over time by involving a constant moving back and forwards between phases. The first phase of the method – familiarizing yourself with your data description, was easy because I collected the data of the study by myself. Once the data was read multiple times and familiarized, came the second phase, generating initial codes. Coding process is a reflection and a way of interacting with the data (Savage, 2000), while it also gives a focus on specific characteristics of the data. Good code captures the qualitative richness of the phenomena (Boyatzis 1998, 1.) According to Creswell (2014) the systematic data coding process is specifying statements analysed and categorizes them into themes representing the phenomena of interest.

Data based thematic analyse started by reducing the data and categorizing collections of similar codes into the same place as this helped to identifying and describing the characteristics of the category (Serafini & Reid 2019). I coloured all the emerging categories and codes with different colours to clarify them. When analysing the answers of the research question, I realised how similar subjects were mentioned in Helsinki and London. However, the viewpoint of these subjects were different between the cities. Also some categories were only mentioned in London and some in Helsinki. In London, children went once a week for physical development lesson at the school near them. They sometimes also visited the local library. This information was left out, because these places are not outdoor environments. In Helsinki, teachers mentioned the children in

different ages playing in the garden together. Teachers also mentioned how children were more engaged of the play when they participated in it. However, in this research I choose categories emerging in both cities as comparing them is easier. The constructing categories occurring in both cities were environment, pedagogy, safety, time, routines, co-creation and children's participation.

Third phase – searching for themes, involves sorting and collating potentially relevant coded data extracts into themes. The theme can be initially generated inductively from the raw data or generally deductively from the theory and prior research. In my inductive research the themes identified are strongly linked to the raw data and bear a relationship with the interview questions asked from the participants. Initial codes can form main themes and other may form subthemes. At this point, there can appear codes which do not fit anywhere. (Nowell, Norris, White & Moules 2017.)

When analysing these five categories emerging from the data, I constructed interpretations by close reading of the characteristics of the data corpus (Serafini & Reid 2019). The irrelevant data towards the research questions was left out (Vilkka 2005, 140). I became more aware of the varying viewpoints teachers had towards the same subject between Helsinki and London. As an outcome, all the themes constructed and identified from the categories had two dimensions explaining the viewpoints in Helsinki and London. These three identified themes with two dimensions are 1) Natural – Urban environment 2) Pedagogical – Safety-thinking and, 3) Adult-led activities – Children's participation and co-creation between adults and children. All these linearly introduced themes overlap at times and are connected to each other, and therefore should be viewed as recursive processes that inform procedures. (Serafini & Reid 2019.)

The fourth part tells to reviewing the emerged themes as considering whether they appear to a coherent pattern. All the themes may not have enough data at this point, or the data is too diverse, so these themes may need to be removed. Categories – routines and time – did not include enough data as themselves, so they were not made as their own themes, but were included under the

bigger theme 'Adult-led activities - Children's participation and co-creation between adults and children'. All the data gathered under the same themes formed sub-themes, (Figure 2) which worked as sub-titles in the result chapter.

During the fifth phase - defining and naming themes, researcher determine the aspects of the data each theme captures and identify, what is of interest about them and why. Some sections of data can be included in multiple themes and some overlap between themes. Theme 'safety' is mentioned in all the emerging themes from the different perspectives. Because of this, I must be careful not to repeat the same information in several sections. As a researcher, I must consider how each theme fits in to the overall picture about the entire data set in relation to the research question. (Nowell, Norris, White & Moules 2017.)

Producing the report is the last phase occurring where the researcher has fully established the themes and starts the final analysis (Nowell, Norris, White & Moules 2017.) According to King (2004), the direct quotes from participants are an essential component of the final report. Quotes aid the understanding of specific points of interpretation and demonstrate the prevalence of the themes.

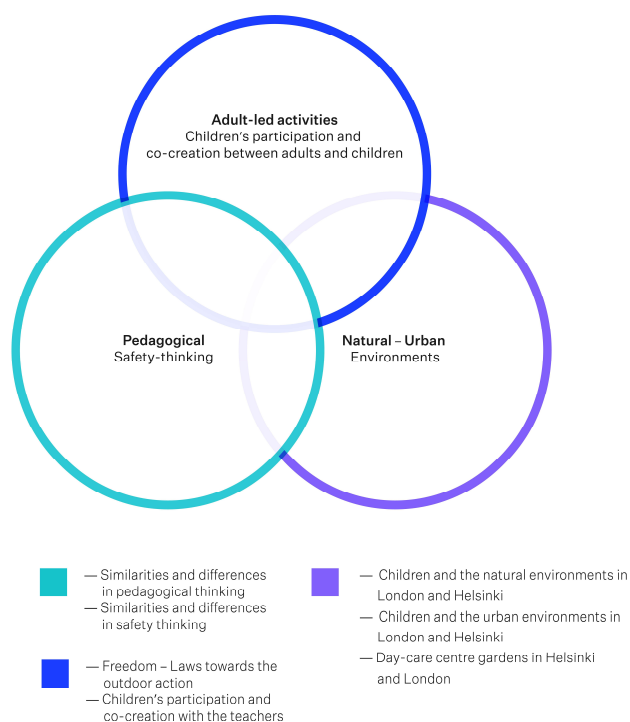


Figure 3. Categories emerged from the data sorted under the right themes.

CODES		CATEGORY	THEME
HELSINKI	LONDON		
<p><i>'No, we don't really include the children to decide. We sometimes ask from the children where they want to. But we mainly decide according to the time we have weather to go outside and where in there.'</i> TL2</p> <p><i>'We have rules with the children where the safety is shown.'</i> TH2</p> <p><i>'The action is planned always at the mornings. There's no much time for pedagogy because our planning time is not happening. I don't have time to put effort for it.'</i> TH2</p> <p><i>'Every morning we have a short adult-led group play when we go out. We aim to teach different group plays for children which they can play later together without an adult. After this, it is free play.'</i> (TH2)</p> <p><i>'We have few forests surrounding the day-care, or one big forest actually.'</i> TH2</p> <p><i>'Teaching and educating outdoors while supporting children's learning, growing and development.'</i> TH1</p>	<p><i>'Children need to be safe, meaning safe from other people, safe from objects and make sure they don't find anything dangerous or hide.'</i> TL2</p> <p><i>'There are only few places where we go which are risk assisted. It is not like we can go to where ever, we have like 4 or 5 choices.'</i> TL2</p> <p><i>'An hour outside is absolutely normal and that is actually a lot. Cause we have such straight routines that we follow. We don't have time to be outside more.'</i> TL2</p> <p><i>'It was a courtyard and the gardens. But there was basically no green.'</i> TL1</p> <p><i>'Sometimes we walk to the post offices, supermarket, local shops or playgrounds.'</i> TL3</p> <p><i>'Making the kids spend time outside, which gives them the chance to prove their physical skills, their moving skills.'</i> TL1</p>	<p>PEDAGOGY</p> <p>SAFETY</p> <p>TIME & ROUTINES</p> <p>CO-CREATION</p> <p>CHILDREN'S PARTICIPATION</p> <p>ENVIRONMENT</p>	<p>PEDAGOGY - SAFETY THINKING</p> <p>ADULT-LED ACTIVITIES VS CHILDREN'S PARTICIPATION AND CO-CREATION BETWEEN THE ADULTS AND CHILDREN</p> <p>NATURAL - URBAN ENVIRONMENT</p>

Table 1. Codes, categories and themes explaining the results.

6.4 Ethical consideration

When comparing these two cities – Helsinki and London – with each other, I am taking to account the different structures and environments they offer inside the cities for early year education. Especially the sizes of the cities are remarkably different. However, to make the comparing more equal, I have chosen the central locations from all day-care centres participating for the research. London has separated to different zones based on how far they are from the centre. Zone 1 being the centre and zone 6 farthest from the centre. Nurseries in this study are from the zones 1 and 2. Helsinki area has separated for zones ABCD, AB-being the centre. All the kindergartens in Helsinki are from zone AB.

As I have studied the Early Year Education in Finland, I am more familiar with the ECEC-curriculum and settings occurring there. I worked in two day-cares in Helsinki but just one of them became a formalised part of this study. I recognise the challenge of being too familiar with the subject which may lead to making assumptions and taking sides, so I was careful to avoid this and maintain my indifference. (Rantala 2006, 237.) In London, I was not familiar with the EYFS-curriculum beforehand, nor the settings or environments of the day-cares. Because of this, I worked in two of these day-care settings for several months to get a better understanding of the early childhood education culture, including the curriculums, British values and structures of the nursery days, in London.

The field investigation is an important part of the ethnographic method and the time spent in the field helped create an atmosphere of mutual trust, which was essential to this study. The longer time I spent in the field is regarded as a commitment, this is regarded by many in the field of ethnography as an essential ingredient for the researcher to get a deeper understanding of the culture and settings explored (Rantala 2006, 228–234). By spending over a year in both cities, not only did I feel like an engaged researcher and team member, I felt I was a part of the communities, which enabled me to break down any barriers between the team and myself.

When I familiarized myself with the early year teachers' life and their context at the day-care centres, where the phenomena occurred, this added to the credibility of my study. (Patton 2002, 546.) By building a relationship with the children, forming personal and professional bonds with the staff members, I was able to gain a wide understanding the characteristics of the culture – from understanding the processes and characters defining the kindergartens to the overarching learning environment. However, I ensured when examining these reports, I remained neutral. Understanding the environment in which subjects operate is one of the most key aspects of the ethnographic study. (Rantala 2006, 228–234.)

My role during the investigation period was an active one, as an observer-as-participant as well as complete observer. This gave me a series of valuable benefits for a more dynamic form of research, as I had equal opportunities to participate in action with the informants. (Musante & DeWalt 2011, 1; Tuomi & Sarajärvi 2018.) Some researchers say that trustworthy information can only be collected from the field if the researchers are exploring the people belonging to their own field, practice or angle of expertise. (Rantala 2006, 234.) These observation periods gave me a preunderstanding of the subject I want to make my research and helped to create the topics of the survey form. Afterwards I asked a permission from the managers of the day-care centres to use my recall-observations in my research. All the teachers' and managers participating for my research also got the information letter where the content of the research, the volunteering nature and confidentiality were explained. The letter explained about the opportunity to quit at any time in case they felt overwhelmed or any other unconvincing.

The challenge in this role can be 'over participation' when being too near the subject which can expose biases or dishonest interpretations of the experiences. Researchers can also be so familiar with some aspects that she or he is taking them for granted. So, during this process I ensured acknowledge my own attitudes towards the subject and recognised any preconceptions I carried into

the research. For example, I realised how I personally value the natural environment over the urban space at the start of this process. However, having recognised this bias, I became cautious to never let this affect my style of research or approach – ensuring a neutral attitude underpins the ethnography (Rantala 2006, 230–237). And during the course of this study, I learned to appreciate the importance of the urban environment.

From the ethnographic insight, six different nurseries and six participants is a suitable sample size to get the breadth of kindergartens outdoor cultures and pedagogical solutions. According to Rantala (2006), getting to know one community would be enough through ethnographic research (Rantala 2006, 251). I felt for this study, it was important to widen the pool of research beyond one, to enable a comprehensive comparison. However, given the small, local scale of my studies, comparative to the macro scale of nations, I am conscious that these can't be said to represent an entire context of a country. I compensated for this by integrating the large-scale research of made in other studies, that covered a much broader scope.

The data collection, survey and interview, were compiled in Finnish for Helsinki and in English for London, so it would not be too hard to participate for Finnish teachers. The English vocabulary of the day-care setting would have made it hard to fully and comprehensively express themselves. The challenge shown in this, was to translate the interviews to English without changing the meanings of them. When translating these quotations, I checked the context of the sentences to make sure the meaning did not change. Another challenge was to translate some words like 'liukuri' meaning the snow sled, as all the words did not have the exact same meaning in another language, or they did not exist. My own language being Finnish, I recognise that some excerpts from the phone interviews for teachers in London, may have risks of miss understanding some words or meanings. Because of this, I asked defining questions to make sure I always understood the meanings. This study is made in English because half of the participants are English and therefore cannot understand Finnish.

I was aware of the lack of non-verbal communication and how it might affect for miss understandings during the interviews. Graneheim and Lundman (2004) highlights the importance of settling down, noting sighs and other gestures when observing or interviewing. (Graneheim ja Lundman 2004, 111). The benefits of the interview were the sensitive and strong appearance of experiences and the shared everyday life. (Kvale 2007). The natural choice for interviews in Helsinki were face-to-face interview which gave the opportunity to read also the non-verbal communication.

Interviews were recorded and the permission for this was asked beforehand. When transcribing the recorded interviews, identities were kept anonymous to protect the privacy of participants. When I asked the teachers about the environments they visited with children, I discuss them as unidentified places and left the names out to ensure the confidentiality. This creates the challenge when explaining the course of the investigation and picturing the environments with enough specificity. (Metsämuuronen 2011, 228.) To protect the anonymity of participants, I used gender free codes to recognize the teacher's location and number. Teachers from Helsinki had the code 'TH' and the number from 1-3 behind, as telling the order of the interviews happened. Teachers in London had the code 'TL', and similarly they had the number from one to three to explain who they are.

Teachers answers towards the interview questions were in a line with each other, which made the categories easier to build in Helsinki. When in London, three day-care centres participating were extremely different, which made teachers answers more scattered. This affected when forming the categories as teachers mentioned different aspects in all questions. Two teachers formed more similar opinions and one contrasted with all answers, so I tried to highlight this fact in the result chapter. Direct quotes from the participants answers were reported in a chart, as this is essential to demonstrate the results and interpretations made by a researcher. Not all the data was used to illustrate in a chart, only those which capture the most direct aspects of the themes.

7 PERSPECTIVES TOWARDS PEDAGOGICAL OUTDOOR ENVIRONMENTS

The following chapter introduces the identified themes from the coded data to help respond to the research question. When exploring cultural factors affecting the pedagogy arranged in outdoors in Helsinki and London, teachers had the opportunity to openly discuss anything they desired to towards this subject. While all the subjects emerged from the coded data and introduced in this chapter, are not directly connected to my research question, it is relevant in terms of understanding some of the nuances around cultural context.

All three themes – Natural vs Urban environment, Pedagogical vs Safety -thinking and adult-led activities vs Children’s participation and co-creation between adults and children – are explained in their context at Helsinki and London. Through all these themes, I am comparing teachers answers between each other in Helsinki and London.

7.1 Urban – Natural environments

Urban and natural environments formed the children's outdoor environments in Helsinki and London. All these six day-care centres were based in the middle of the cities, which made access to urban environments easy. Natural environments as forest, fields and water areas were harder to explore in the middle of the centre. Natural elements such as grass, trees and flowers were accessible for all the children weekly in both cities.

In this chapter, the data about the natural environments is discussed between the cities. Secondly, the urban environments which teachers utilize with the children. After this, I explore the gardens of the day-care centres and the opportunities they offer for the children.

7.1.1 Children and the natural environments in London and Helsinki

A strand of research I was particularly curious about was the environments teachers use to implement the outdoor pedagogy and how these environments were used. I was keen to understand and learn, how teachers bring pedagogy in children's everyday life through the outdoors and what insights we can leverage from the data. Through this research lens, what can be observed is the possible similarities and differences between London and Helsinki at the intersection of pedagogy and the outdoor environments.

One of the key – and perhaps most explicit – differences that emerged between London and Helsinki, was the opportunities to access nature. In London, as a dense urban metropolis over ten times the size of Helsinki, natural environments are less accessible and different in typology. Green spaces are curated in most contexts, from the landscape design to designated areas for dogs, children's playgrounds, or special floral areas with paths. This also means local amenities for nurseries are entirely dependent on context, where they are situated in London determines the types of rural area they have access too, as well as the nursery set-up itself.

This can be observed through my study in London, where one nursery was located next to two vast green parks where children were able to experience the natural elements, with few restrictions. While the other two nurseries in London, were situated in much denser urban areas, with less access to green areas. This can be frustrating, as one teacher expressed;

'Children can only climb at the climbing frame, not at the trees.' (TL3)

Playtime becomes synonymous with non-natural spaces. So, with these less green-advantaged nurseries, exposure to natural environments for the children becomes especially limited. As one of the teachers reflected;

'Our rooftop garden has some flowers but no green areas. The other park had grass in it but children rarely use the natural elements in the park.' (TL1)

When you explore this phenomena over the year, the integration of natural space in children's everyday becomes strikingly small. And in many ways, the level of interaction is entirely dependent on location, so the experience for children can vary dramatically from one nursery to the other.

By contrast, in Helsinki, accessing nature is far easier for teachers. The forest plays an integral role in the childrens' lifestyle – visited in some instances weekly, or in others at least once a month. Unlike in London, access to a forest is fairly ubiquitous regardless of where the kindergarten is based. This is in part due to the scale of the city but also the design of it – the urban environment often interfaces with natural, forest areas. Unlike many natural spaces in London, these forests are less curated, without much human intervention – and therefore encourage a less encumbered and restrained relationship with the landscape.

Through the nursery I worked with, I observed how the forest played a central role for children's freedom: enabling them to move autonomously and investigate nature on their own terms. Every teacher had their own way to implement a set of rules and guidance to how children behaved in the

forest. But in all the teachers cases, they noted the time in forest mainly consisting of children's 'free play'. This play included climbing the tree trunks and rocks, exploring and understanding the plants and bugs and playing with sticks. Beyond play, the forest was also found as a good place to create a relationship with nature.

'There is a forest next to our kindergarten where we go few times in a month'. (TH1)

'We always take this toy called 'Mörri' to the forest and adults hide it beforehand and children love to search for it.' (TH3)

'After we had our guided moment in the forest, children were able to freely enjoy the forest. Only rule children had, was to be able to see the teacher, which is the limit of how far children can move in the forest.' (TH2)

When looking at the two cities side by side, the outdoor environments and resources used with the children had similarities but also some key differences. Teachers in both cities mentioned similar places (gardens, playgrounds, parks) but described them differently. For example, in Helsinki teachers described most of the outdoor time taking place in the garden of the day-care centre. Also in London, where two day-care centres out of three had a garden, teachers explained that some of the outings took place in the garden. When they described how the garden looks like, the answers were very different. In a chart below, I have listed the most typical places teachers mentioned for the day-cares to go outdoors in both cities to draw out some of these differences.

Helsinki	London
Garden of the kindergarten Forest Playground Gravel pitch Ice rink Rocks Pond	Playgrounds Garden of the nursery Parks Zoo Neighbourhood

Table 3. Most frequently visited outdoor environments by day-care centres.

7.1.2 Children exploring urban environments in London and Helsinki

So, turning the research gaze from the natural environment to the urban landscape, this chapter explores how the relationship with the city fabric works differently across London and Helsinki. In both cities, teachers mentioned visiting the public playgrounds and parks with the children every now and then. However, the urban environment emerged as a bigger theme in London than it did in Helsinki. In many ways, this is because of the limited size of the nursery garden. So, children went for daily walks outside of the nursery to visit the local playgrounds and parks in London. Teachers' in Helsinki visited public playgrounds beyond the nursery on average only once a week.

What distinguishes London from Helsinki in particular, is the role of the neighbourhood or surrounding urban environment. Teachers in London highlighted the neighbourhood of the nursery and the local public playgrounds as the most popular outdoor environments to spend time with the children. The outings were sometimes just general walks around the neighbourhood or other times with a specific destination in mind, depending on time and planning. The types of places children visited in the city spans various contexts: supermarkets, local post offices, underground stops, playgrounds and parks. All of these places had one common underlying trend, they were all urban environments. During these walks, children learned the shape of the local neighbourhood itself (i.e. roads, geography) and the character of the area surrounding the nursery (i.e. people, features). Most of the outings I personally witnessed, were walks to different playgrounds and parks. But every once in a while, when something was needed from the shop, children were part of the process of the shopping experience. Here is an example from my own experience, that sheds further light into this.

One of the girls from the nursery had a birthday coming. As a tradition, all the children participate for making the cake for the birthday girl. However, the ingredients had run out and we needed to buy new ones. So, eight children left with two teachers to the local shops with the money from nursery to buy the ingredients. The children came to the shop and saw the whole process from how the ingredients were identified and money exchanged with the shop-keeper. After this, children participated

in making the cake by using the ingredients, they bought from the shop. Children were very engaged for the whole process from buying the ingredients to baking the cake.

'All rooms go on an outing with the local area at 10 am every day.' (TL3)

'We have a playground near us where are fountains in it. There's also grass, plants and bushes in there but children are not interested of them.' (TL2)

From these observations, what emerged were some particularly profound insights. Children not only understood the mechanics of a typical urban experience: shopping to get ingredients to cook and consume. But also, what was particularly revealing was the high level of engagement children had, when involved through this process. One of the teachers reflected on this spike in engagement.

'It was quite impressive to see how much children were excited to be involved in baking and finding all the right stuff to bake. The children got so excited when it came to measuring all the ingredients for the dough...' (TL3)

When looking at Helsinki in comparison, teachers only mentioned the urban neighbourhood of the kindergarten being used a few times a month. These outings with the children were arranged to visit the local playgrounds, gravel pitches and parks near the kindergarten. All the kindergartens had at least one gravel pitch near where they went to play outdoor games in the summer. The most common games were football and dodgeball. In the wintertime, these gravel pitches were made for ice rinks where children go to practice skating and skiing skills. One teacher in Helsinki explains how they used the public transport to get to the sport hall once in every two week and to the culture house once occasionally.

'We have visited the culture house, where we travel by using the bus. Every other week we take the bus to the sport hall, where we do exercise with the children' (TH1)

As in both of these cities, the urban environment was present, but utilized more comprehensively in London. Teachers in Helsinki did not mention the walks around the neighbourhood without any specific destination, and this

usually being a natural outdoor environment. The amount of time spent in these city environments was substantially more significant in London than they were in Helsinki. When exploring these cities on a pedagogical level, it becomes clear that there is more emphasis placed on the urban environment by teachers. This in part is due to necessity, as London is a more urban area, with less access to natural spaces.

7.1.3 Day-care centre gardens in Helsinki and London

Having explored the natural and urban environments in London and Helsinki. I want to zoom in on the day-care centre gardens in both cities more specifically to understand how the space set-up in the nursery environments itself differs between contexts, helping paint a clearer picture of children's relationship with the outdoors overall.

In Helsinki, teachers valued the garden area as the most important outdoor environment for children to spend time. Grass, trees, rocks and hills formed the natural elements in the day-care garden, while swings, climbing frames, tarmac, sandbox, seesaws and slides represented the built side of the garden. Teachers described the size of the garden being quite large and two of the day-cares have a separate garden for over- and under three-years-old. These gardens were utilized in similar ways. The role of the hill in the kindergarten changes depending on the seasons – during the winter children slide down the hill with snow sleds while in the summer when the trees are accessible, children climb the trees, create dens and obstacle courses.

'At summertime we have made dens out of these branches and from long sticks in the garden. We build and repair them throughout the summer [...] We have a hill plot in the day-care. In the winter it is easy to slide down and it is kind of limited where children can do things. There are rocks, where our children have not yet been allowed to climb that much..' (TH2)

'We use the garden of course and the possibilities it offers. Children can climb, we have a climbing tree, climbing frame and swings. And there is a football field, where especially boys like to play football every day.' (TH3)

In Helsinki, it's clear that the garden area was comprehensive, offering a wide range of experiences for children – through natural and built interfaces. Interestingly, the role of the garden shifts with the seasons, helping children experience different elements like snow and ice, which helps them develop an understanding of the climatic dimensions of Finnish life.

In London, two teachers mentioned the garden as a central part of children's outdoor environment experience. However, often this experience was limited. In one case there was no private garden, so they always used public outdoor environments for outings with the children. Teachers' with the garden at the nursery, described it as a small outdoor area with no green in it. From these two gardens, one was made of artificial turf and the other from tarmac. Teachers described these gardens as quite tiny spaces as all the children were not able to be there at the same time. From these two gardens, one of them had a small natural element in the garden.

'Children from all rooms use the roof garden, either for a football lessons or outdoor play time but separate time. Roof top garden is a small place on the top of the nursery [...] We also have a garden connected to our room which is smaller than the rooftop garden and only eight children can fit in there at the same time. Children can't run or jump in there and we mainly just play group games in there.' (TL3)

'The garden is pretty small and again there is no green in there, except the soil where managers plants are planted. Children sometimes were digging the soil, but they were not allowed to do that.' (TL1)

'We do not have a garden' (TL2)

What emerges from my study in London day-care centre gardens is while they play a important part of childrens' lives, they are often not as fulfilling experiences as they could be due to constrained spaces or limited natural aspects.

In both cities, the garden offered very different opportunities for children to explore. In Finland, the size of the garden was bigger and children were more physically challenged in there with the natural and built elements. In London, because of the smaller size of the garden, the physical development was overshadowed by the social play. So there are different forms of interaction that emerge from the set-up of the garden. But beyond this, the constraints in garden space in London also open opportunities, as explored in the previous chapters, to experience the neighbourhood and city.

7.2 Pedagogical – Safety -thinking

The pedagogical outdoor environment carries multiple meanings, connotations and definitions, but beyond the theory itself I am keen to grapple with teacher's personal definitions. Given that this term is interpreted differently from teacher to teacher, by asking individual teachers their definition, this gives me a clearer entry point to understanding their approach. Enabling the analysis process to unfold easier. When reviewing the responses given between teachers in Helsinki and London flexed between practical and pragmatic application to broader, notional pedagogical views.

In Helsinki, there were three recurrent themes that emerged for teachers when defining the outdoor pedagogy. 1) Teaching and educating outdoors 2) supporting childrens' learning, growth and development 3) organized and guided action, free play and outdoor games. Pedagogical' thinking fed into all of the answers creating a comprehensive overall picture of the development of a child.

The results in London were more fragmented. This reflected the varying nature of outdoor access. The common theme that did tie teachers perceptions were more focused on the development of physical skills. But beyond the physical, the answers the three common themes identified were 1) make the kids

spend time outside, get rid of some energy and prove their physical skills 2) encourage greater independence, and 3) develop children's investigative skills. The most common was the first, while the second and the third were mentioned only in a few instances. What this reveals is a less comprehensive understanding of pedagogical practices and a less holistic view of children's development. Seeing physical exertion as the key benefit of outdoor environments.

7.2.1 Similarities and differences in pedagogical thinking

In Helsinki and London, the garden of the day-care was seen mostly as a free play area for children, where teachers' role was mainly seen as a supervisor and a problem solver where any situations of conflict arise. Most of the pedagogy arranged in the garden happened spontaneously by planning in a moment, when teachers created activities for children who did not know what to do by themselves. Supporting children's social skills was seen as an important task in both cities. This included supporting children with their play ideas and trying to find a friend to all who wanted one. Teachers from Helsinki mentioned, that they tried to make sure that all the children participate in a comprehensive range of activities. In London, one of the teachers' highlighted, how they always try to encourage children towards something new.

'It is free play in the garden. There are children with special needs in our group so we create things for them if they can't find out anything to do by themselves. Sometimes adults join for the play suggested and then other children usually also wants to come to play.' (TH1)

'We invite children to group plays if they don't know how to get a friend and I help them to find one.' (TH2)

'My role is setting up activities that leads the children towards something new.' (TL2)
'We plan the environment to develop children's skills.' (TL1)

'Some children would love to swing the whole outing, so my role is to guide these children towards something new and support them.' (TH2)

The outdoor environment was also perceived as a good place to learn and practice physical skills. The gardens in Helsinki included rocks and climbing trees which children with certain abilities were allowed to try. Teachers did not

help children to climb up but if they were able to do it by themselves, they had the permission to climb. Similarly in London, teachers also explained the use of climbing frames in public playgrounds, where children were allowed to practice these skills. However, they were not allowed to climb on trees in the playgrounds in London.

'I help them to learn the motor skills. When children are climbing, I am there to help, support and encourage.' (TH2)

'We place high priority on children developing skills to learn by themselves. We make an environment where there is balance of free play, and planned intervention.' (TL3)

'Steep parts of the rocks in the garden are allowed only for older children, and younger children can practice with the gently parts.' (TH2)

In London, the experience of the three nurseries participating in the study, differs vastly from each other. One of the nurseries had an entirely distinct approach. This was centred around free play, since the company's main mission was to ensure children are able to express themselves freely all time. The teacher's role was therefore mainly to arrange the environment, toys and equipment for the children.

One task all teachers in London agreed with was teaching something new for children every day. This would manifest itself in various ways, from how to hold a pen and new games introduced in play time to teaching social skills. Another commonality in pedagogical approaches was spontaneity. Two of the teachers mentioned that planning the destination of the outings always took place in the moment, based on how much time they had left for being outside, and how many children they have as sometimes outings were walks around the city block.

'No, we don't really include the children to decide. We sometimes ask from the children where they want to go. But we mainly decide according to the time we have weather to go outside and where in there.' (TL2)

'Pretty seldom we plan with the children beforehand what to do outside.' (TH2)

'All free play. Children needs to be free to express themselves at full time.' (TL2)

'The outings are planned to follow children's next step planning to support them to learn and evolve new skills' (TL3)

One of the teachers in London explained all their outings are based on children's individual next step plans, enabling a tailored approach that supports children's development. These outings happened in a small group, when teachers were able to support a child with his or her challenges and learning goals. Once a week, teachers took eight children to participate in the forest school, taking place in the zoo. The teachers job was to create tasks and a plan for two hours in the zoo to teach something new about nature for the children.

7.2.2 Similarities and differences in safety thinking

Safety was a prevalent theme across the two contexts when exploring outdoor environments with the children. Therefore in both cities, teachers described their role at the children's outdoor environments as supervisors, by ensuring that children did not hurt themselves and were safe. However, there were nuances that meant that safety aspects were taken into account differently in the two cities. In Helsinki, teachers discussed how the most important task was to ensure that all the children felt safe and the garden rules were being followed. Rules applied to the day-care garden, walks and trips and were always discussed beforehand with the children, and some rules changed through the seasons. The most common rules were based on the toys, safety, nature and social skills. Toys needed to be shared with other children, bikes were not allowed to be used in afternoons when children left home, snow sledges were not allowed in the garden when sliding down the hill in the winter, standing by the swings was forbidden, nature had to be respected, leaves must not be torn from the trees and snow balls had a specific wall to be thrown at. Nature and natural elements played a critical part of the rule making process in Helsinki. Part of the responsibility of teachers, was to educate children on nature, and teaching children ways to respect it.

'Separate wall for the snowballs, children are not allowed to through each other with them. All the violent behaviour is forbidden, and everyone needs to be treated respectfully.' (TH3)

'Nature needs to be respected. Leaves or sticks were not allowed to be torn from the trees.' (TH2)

When arranging trips outside of the day-care garden, teachers in Helsinki managed them by making children walk in line – more active children walked with an adult. Teachers decided which children were walking together as a pair. Depending on the childrens' group, the teacher needs to make decisions on how many adults are needed on the trip. When arriving to the destination, adults were responsible for the safety of the children. It was important to talk about the rules with the children, as it ensured safety during the outings.

'I must ensure that all the children feel safe to go for outings. If some children have troubles to stay in a line, then we make sure that there is an adult with him or her. To ensure the safety, we have discussed about the safety things such as how to move in the middle of the traffic and where are the bikes going and how we look where the cars are coming.' (TH2)

In London, the safety was dictated more from the societal institutional level and therefore not discussed with the children. Legislation and law defined a lot children's outdoor opportunities as explained later in the next chapter. In the private garden, children in London also had rules ensuring some safety aspects. These rules were more related to the physical features because of the size of the garden. Garden rules in one nursery included rules such as, no more than eight children went to the garden at the same time and children were not allowed to climb up the gates, run or yell. Yelling was forbidden because of the location of the nursery, which was in the indoor garden surrounded by multiple houses.

'Children need to be safe, meaning safe from other people, safe from objects and make sure they don't find anything dangerous or hide.' (TL2)

The trips outside of the garden area were carefully planned beforehand with the staff members and manager of the nursery. Teacher must take care of

the correct ratios, a qualified first aider must be on the trip, the outing-form is fully completed, checked and signed from the manager and teacher has a copy of it. The teacher must make sure everything is ready for the outing. If there come any changes at the outing, leader reports back to the nursery immediately. Children's attire must be suitable for the weather. Nappies, wipes, spare clothes and water for children must be taken on the trip if needed. Children must wear a west with nursery's name and number on it.

7.3 Adult-led activities vs Children's participation and co-creation between adults and children

Adult-led activities where teachers designed and arranged the activities made with the children, mainly took place in indoor environments and at the public outdoor environments, explained a teacher from Helsinki. Depending on the circumstances of the different settings, teachers tried to include children to plan the activities happening in outdoor environments and walk destinations. This process took place in both London and Helsinki.

'There are more adult led-activities in the indoor environments than outdoor environments, because of the smaller, more controlled space we have inside of the kindergarten.'
(TH2)

The opportunities to integrate the children to co-create the types of outdoor destinations and activities together with the teachers, was dependent on the legislations of the respective wider context and the rules of the day-care centres. Flexibility towards the pedagogical and safety implementation allows the children's voice to be heard more also across planning processes.

In this chapter, the laws and regulations reducing the freedom for the opportunities to co-create, are discussed by comparing the two cities of London and Helsinki. Children's participations and co-creation in the day-care centres is explored later and teacher's solutions to integrating the children into the outdoors is introduced.

7.3.1 Freedom – Laws towards the outdoor action

Laws and legislation regarding outdoor environments in relation to children, shift between and within the cities. Some companies have more firm structures and principles in place towards the children's outdoor interactions. As one of the teachers' in London mentions, they only have four risk assisted outdoor environments they can go with the children. However, private nurseries in London were free to explore multiple outdoor environments with the permission of the manager. In Helsinki, teachers were responsible for these decisions on the trip destinations explored with the children. Adult – child ratios in outdoor environments are also decided inside the day-care centres by managers in London. While in Helsinki teachers are responsible for making these decisions by themselves – by evaluating the proper amount of staff members assigned to a number of the children.

In Helsinki, the flexible and spontaneous planning with children is possible to arrange, in large part, because of the lack of legislation prohibiting it. Going outdoors does not require any paperwork for teacher or any other inconveniences. Trips and walks with the children do not need to be planned beforehand and can be formed on the way. The only things they are required to do, is to take the phone and first aid bag to the trips and walks. Unlike in London, where there are more structural legislations dealing with the outdoor culture with the children. Legislations, rules, routines and time were described in London as the main reasons why children did not go outdoors or had specific destinations for trips and walks. This made spontaneous planning and children's inclusion into the planning processes more complex to implement in London.

'I need to consider how many children there are, and if they need more support from the adult when we leave the garden of the day-care centre. Based on that knowledge, I decide how many adults we need for the trip.' (TH3)

'When we leave the garden of the kindergarten, we notice the traffic. For example, on the way for these our forest places we must consider the safety when crossing the roads. We have three rules for this: 'stop, look and listen'. We walk with the pairs in a line and wear the safety vest' (TH2)

'If we didn't go out, it was because of the ratio mainly. We did not have enough staff giving the number of children we had. Because to go out we have to have one adult to every two children. We did not have enough staff to go outside with all the children.' (TL1)

'We have four to five places which are risk assisted. These are the places which we can go [...] We decide if we go out based on the knowledge of how much time we have.' (TL2)

'We follow straight ritual and routines so we cannot be out at the walks over an hour.' (TL3)

7.3.2 Children's participation and co-creation with the teachers

Children's participation in planning activities and walk destinations in outdoor environments was limited. Usually time, routines and ratios formed the opportunities for how much children were able to participate in co-creating processes with teachers. Different aspects emerged between the cities, when teachers explained why they can't always include children to co-creation. In both cities, teachers were aware of the positive impacts of involving children in decision-making and planning together, but due to practical and logistical reasons, they were not able to effectively actuate co-creation where/when they would like to.

Teachers in Helsinki explained the normal outings in the kindergarten garden to include 10 per cent of adult-led activities and 90 per cent of children's free play. The purpose of the outings was mainly to get the children to play on their together without constant monitoring, but if any problems occur, teachers were there to help and respond. One reason for this huge amount of free play seemed to be, as one teacher explained, the lack of planning time. The

busy day-care life did not leave time for extra planning. Another kindergarten had a short adult-led activity at the mornings with the goal of getting children to play independently without adults helping them. Teacher explained this short adult-led activity to be spontaneously implemented in the moment or earliest at the same morning. This activity was decided by adults.

'Every morning we have a short adult-led group play when we go out. We aim to teach different group plays for children which they can play later together without an adult.

After this, it is free play.' (TH2)

'Normal outings, eh.. it is more like putting children out and that's it.' (TH1)

At one kindergarten in Helsinki, the teacher explained how they have a solution of how they can sometimes integrate children's ideas towards the outdoor being. Children's ideas were written down on the wall as a wish board. Teacher explained how children explained their wishes for activities they would like to do or destinations they wish to visit.

'We ask over the year children's wishes and collect those for children to see by using some craft such as hot air balloons on the wall and put children's wishes on them. Then we put a sticker on it when we have implemented it. These hot air balloons include also children's wishes towards the trip destinations such as specific forests or playgrounds and action arranged at the garden. Usually educators decide what to do but all the wishes children have made are striven to be done and of course we listen and take in to account if children have some spontaneous ideas or wishes. Usually morning and afternoon outings children decide by themselves what they want to do. Adults are there to find out everyone find a friend and something to do. Pretty seldom we plan with the children beforehand what to do outside.' (TH2)

In London, teacher's answers towards including children to co-creation and planning together, were more scattered. As one teacher told all the play being children's free play, adults were there to offer the materials and toys children needed. Another teacher mentioned 30 per cent being adult led and 70

per cent children's free play. The teacher explained adult-led activities to include circle times, outings and focused activities.

'Teachers make the decisions of the action and destination in outdoors. These decisions are based for the observation we have made from the children and they are supporting children's development. For example, if the child needs support with the physical development, we go to the playground and encourage a child with the monkey barn or climbing frame.' (TL3)

Integrating children for planning activities together with the teachers is also tricky, because of the strict regulations towards the outdoor. One teacher explained, they sometimes ask from the children that, which one of the four risk assisted destinations they would like to go. But, they were not always able to listen children's ideas or wishes because of the rules and principles the nursery and the society have.

'We don't include the children. We just ask them where they want to go but then we mainly decide according to the time we have to stay outside, the weather, the children that we have, so no.' (TL1)

Different problems occurred in both cities when it came to integrating children for planning the outdoor being together with the teachers. In Helsinki, teachers felt that the lack of planning time was the major factor for not being able to implement it. Rules and regulations were not mentioned in Helsinki when it came to outdoor planning. When in London, teachers had multiple aspects to consider before going to the outdoors. Many of the teachers did not mention the lack of planning time in London. The major issue seemed to come from the higher, macro level of society's principles – which trickles down to companies and managers forming very rigid structures for the children's outdoor environments.

8 CULTURE MATTERS

In this cross-cultural study, the role of culture is explored across different outdoor environment contexts in day-care centres based in both London and Helsinki. To understand these contexts, I explore a series of different lenses: environmental, pedagogical, safety, children's participation and co-creation habits in early childhood education. This discussion is presented by combining these diverse dimensions together and discussing them in relation to earlier studies and national curriculums towards the subjects. I loosely define culture, here, to encompass the interaction between people, systems and environments in these contexts.

Firstly, I will introduce the historical context around pedagogical aspects of early-childhood education and discuss how teachers' decisions towards the outdoors, form part of a wider cultural interplay. Secondly, I explore the co-creation between children and teachers, where the dynamism of everyday decision-making takes place. As a third strand, the cultural outdoor environments are explored by comparing them to earlier studies on the subject. Finally, I reflect on the trustworthiness and further study potential of the research.

8.1 Pedagogical thinking towards the outdoor environments in Helsinki and London

To unpack the cultural environments this thesis focuses on, it's important to start with the historical legacies of these contexts. In Finland, Early Childhood education has its roots in the 1970s and from this backdrop – the pedagogical thinking has developed, shaping a significant part of Finnish Early Childhood Education and Care-plan. One of the most important aspects of this, was the definition of pedagogical outdoor environments, which has become a staple of Finnish child-care today, reflected in both Helsinki's curriculum and the National curriculum. Another factor is the Early Years teacher training in Finland, which takes three years and is a University degree, emphasizing the pedagogical thinking. In particular, this helps cement pedagogy in the formation of professionals in this field. This is reflected through my research, when I asked teachers to describe the term 'outdoor pedagogy', teachers across the board showed a comprehensive understanding for outdoor pedagogy – highlighting the education, teaching and supporting of child development.

In London, Early Year education is developing fast, having been a more recent phenomena since the late 1990s. As a metropolitan city, London is widely defined by traffic and people, which is reflected in the contents of the nationwide curriculum, Early Year Foundation Stage. The term 'outdoor pedagogy' has not been mentioned in it, but safety regulations are brought up with outings dealing with the risk assessment and notes of hazards. The same theme was shown in the results of this study. If the outings happened outside the day-care settings, there were multiple safety factors to consider – a letter with managers signature, first aider must be present, and the trip must follow the instructions decided beforehand. Davy (2016) also mentions the first reason for not going outdoors in the survey being 'Health and Safety concerns' in United Kingdom.

When teachers in London were describing the meaning of the outdoor pedagogy, one theme was raised above others – physical development.

These results are similar to Beckley, Elvidge and Hendry (2009), who claim that the outdoor learning for children in EYFS is the equivalent of physical development (Beckley, Elvidge & Henry 2009, 107). Davy's (2016) earlier study about the children's outdoor culture in United Kingdom brought up the need of appropriate teacher's training on how to teach outdoors. The British requirement of level three qualification in early year practitioners is a college degree, taking a maximum of two years, which may or may not affect the development of pedagogical thinking. In Davy's (2016) research, respondents hoped outdoor play would be mentioned in statutory curriculum, so it would have been seen as a more important part of the day. (Davy, 2016.) But, given the short length of time, and lack of explicit emphasis on pedagogical thinking, in the UK this educational format is not as well integrated culturally, as in Finland. It is interesting to see how educational training and legislation plays a crucial part in defining the diverse experiences and opportunities for learning for children.

While approaches to natural outdoor environments are much more embedded in Finland, the implementation of the urban outdoor environments are less prevalent in Finland as opposed to the UK. In Helsinki, the Early Childhood Education and Care-plan challenges educators to utilize the outdoor environments and neighbourhood of the day-care settings to explore the forest, playgrounds and playfields outside the day-care settings. The collaboration with the cultural operators as libraries, theatres, museums and public transport has also mentioned in it. (Helsinki ECEC 2017, 16.) However, these requirements for exploring the urban environments, were not implemented as equally important values with the natural environment in Helsinki. As the results showed, over a three-week period, all trips were all made to forest. Generally, when working as a kindergarten teacher over my career, the destinations of the trips were usually to natural settings. In Finland, the personal relationship with the nature is highly valued and the Everyman's right guarantee the opportunity for everyone to enjoy nature. Raittila (2008) found similar results on her study, where urban environments were shadowed by natural ones. While the legislation is put in place to encourage cultural activities also within urban environments, there are cultural

norms that undervalue the importance of the urban experiences beneath the natural experience. (Raittila 2008.)

As discussed, what becomes clear is that both cultural backgrounds produce different experiences. In the UK, safety is valued over pedagogy in outdoor environments, whereas in Finland the values of outdoor learning are recognised and implemented. The national curriculums are shaping pedagogical thinking, and the way the outdoor environment is both valued and utilised. This in turn, determines the framework of opportunities for childrens' learning, therefore for real change to happen, it starts with macro-societal structures. Trickle down to everyday practices, so it's important to align the two, to achieve the best practice for children.

8.2 Co-creating between teachers and children

As I started this research, my aim was to explore the cultural environments and the pedagogy arranged in them. However, while investigating this field, I realised the importance of the children's participation as a form of co-creation. Co-creation, as a pedagogical tool, created opportunities for children to contribute their ideas. This kind of thinking and evaluating is crucial to the process of building their self-image and identity. (Kronqvist & Kumpulainen 2011; Pyle & Daniells 2016.)

Co-creation can be loosely understood as teachers and children creating together. This shared effort increases the value for planning processed for both parties involved. Important to note, when understanding co-creation in a teaching environment, this requires a good level of moderation and curation from the teachers, to derive through their own professional perspective what is appropriate to any given task or situation (see Bachman & Dierking 2011). As results from this research show, there is a general misconception among teachers – across both Helsinki and Finland – that the planning process is a practice that is done in isolation, separate from children. However, I argue that the planning

process for outdoor activities or trip destinations should be integrated with children, explicitly involving them. After all the planning as about them. On various different occasions from my experiences, when spontaneous co-decision-making takes place often unintentionally, the learning environment for children was much more beneficial. From organising a trip, to deciding what game to play, children participated more actively and for longer periods of time. This is reflected in the literature and research around this area of study. (Moyle 2012, 109.)

Coyne and Harder (2011) discuss in their research that all the situations towards children's participation, are unique and must be re-considered through changing circumstances. Therefore, there should be dynamic decision making, made dependent on the situation at hand. As part of this, considering children's perspectives is crucial. Sometimes different tools can be used to empower this form of co-creation. In my research, a teacher in Helsinki explained the 'wish board' on the wall, where children made wishes over the year for example about the destination of the trips, or the action they preferred. This format became a good example of co-creation. Here, children made the wishes, and adults curated these wishes and were in charge of when these wishes were implemented. The teacher explained how this mechanism was instrumental in keeping children engaged and interested throughout the year.

When comparing the two contexts in respect to co-creation, in Helsinki, teachers mentioned the lack of planning time as the major reason not to have pedagogical outdoor activities, especially in the garden. Because of this lack of time to plan, a lot of decision-making is made spontaneously in the garden, but this usually occurs with children who are struggling with ideas. In London, the safety regulations and company's rules towards adult led actions were the most urgent issues not to have planned outdoor activities. Teachers mentioned asking children opinions towards the destination, but the decision was based on time and results rather than children's wishes. Secondly, the safety regulations in London made it very tricky for teachers to implement a spontaneous child-

centred planning. As one teacher mentioned they could only visit the risk assisted places, leaving four to five opportunities to go with the children. It's clear to see the impact that a rigid set of safety processes have in constricting activities designed for children.

In London, much of this can be explained through the formal legislations. The outing-form signed before the walks and trips includes the information about the destination, which must be given. If the destination is changing while on the trip, the teacher must call back to the manager and let them know of any changes in the itinerary. Therefore, the flexibility and spontaneity of the destination is more complex to implement. Some nurseries have very strict rules about the destinations which must be risk assisted. In these cases, the teacher must adapt to the situation. This does not mean that children cannot be part of the planning, but it challenges the teachers' role more. Throughout my tenure as a teacher in London, I navigated the lack of flexibility in planning triggered by these firm rules. Journeys didn't leave room for children's input or suggestions, in some cases journeys were based on what teachers felt were the most suitable activities for the children, while other activities were based on the time limit available. This layer of formality ultimately inhibits the potential for more meaningful learning experiences and activities for children.

In stark contrast to the legislative barriers afore mentioned, Raittila's study (2008) made in Finland, enabled a flexibility of arranging tours and walks on children's terms. This flexibility was available as there is no legislation on the destination of the outings, which is the key to giving teachers the flexibility to implement child-centred decision-making in their day-to-day. When children were able to decide where to go, they were thrilled and excited to be in charge of the destinations. A stark contrast to when children are given more of a mandate from teachers.

In both contexts, a lack of resource — i.e. time, infrastructure, cashflow, process — creates a general malaise with teaching staff. Many teachers feel exhausted and inadequate when trying to create learning experiences for children.

Yet, placing all the burden on the teacher is unconstructive. As Wood's (2013) study shows, by asking children their hopes and desires, this creates a more inclusive, friendlier and healthier space for all – offloading the pressure from the teacher (Woods 2013, 64). Not only does this have an impact on the atmosphere of the workplace but also deeper implications on the psychology of the children. By giving children more responsibility and a more active role, this helps them develop their self-image and cultivate their identity. When involved in planning, children learn skills around taking initiative, developing the capability of expressing opinions and asking for help, as well as creating new ideas and thoughts. (Kronqvist & Kumpulainen 2011, 43.)

Having reviewed the literature and my experiences through both cultures, the role of co-creation needs to be recognised and implemented as a foundational framework in early-childhood practices. While there are various methods and particular application of co-creation, this thesis argues that the broad principles of co-creation – where children are a valued part of the conversation in decision-making processes – is integral to both teachers and children. As explored, when children form an active input on decisions, it gives them the feeling of being able to shape their own environment and learning, a key dimension to their emotional and cognitive development. (Kronqvist & Kumpulainen 2011, 43.) While also relieving the pressure from under-resourced staff, creating a healthier working environment (Woods 2013). These mutual benefits to children and staff should not be overlooked, and have great potential when implemented in planning processes before trips and during. Earlier studies (see Cosco 2010; Lee & Nah 2016) about integrating children as part of the decision making has included mainly structural issues of the garden, but it is important for this approach to be applied beyond the garden across activities and excursions.

8.3 Cultural outdoor environments

Approaches to the outdoor environment differed vastly between London and Helsinki. Cultural aspect is shown in this research as the interaction of people,

systems and environment between the different contexts and locations. In this chapter, the interaction between the environment is discussed closer. As alluded to previously, both cities have their own prioritised cultural values for children when it came to the outdoors, which have been sown by broader national legislation. In Helsinki, the natural environment was paramount, whereas in London, the urban environment was central. To some extent these are quite literally determined by the geography and geo-diversity make up of the two contexts – London is a large-scale metropolitan city, while Helsinki is a small scale city with more access to wild, natural environments. However, I argue that this determined as a result of more complex cultural processes. What emerges from my research into the benefits of these two value systems is the importance of both these environments, as many academics have pointed to in the past (see Derr, Chawla & Pevac 2016; Raittila 2008). These conditions combined, create a holistic approach to early childhood development and a broader series of benefits.

If we understand natural environments as wild areas outside of residential populations (Borge, Nordhagen & Lie 2003), then these natural environments do not exist in the centre of London. As Lester and Maudsley (2006, 7) explain, United Kingdom has a very little land area untouched by human activity. But, natural elements such as suburban garden, highly cultivated farmland or human made parks are most of the natural environments existing in London. Especially in zones one and two, where all these nurseries of my study were based.

When asked about the elements in the nurseries garden area, all the answers were similar in London. One teacher mentioned the managers plants growing on the side of the garden, but children were not allowed to touch them. Except from this, there were no green or natural elements in the gardens of the day-care centres that participated in my research in London. Similar results were discussed in Davy's (2016) study, where teachers mentioned the lack of any green areas in the garden. Natural elements became familiar for children in London during the walks, when children experienced the grass and trees – mostly in the

parks. This modest exposure to nature, means that children are not interacting with nature in a profound day-to-day way, only occasionally. As a consequence, children's lifestyles and view of the world are much more interlinked with the urban dimensions of life.

In London, teachers utilize urban environments by having walks in the neighbourhoods and visiting the local shops and playgrounds. Being familiar with the community, plays a major role for children's understanding of the city and how the society works. This means understanding where people, objects, and particular neighbourhoods are situated, which underlines important aspects of our co-existence with one and other. The urban environment is a very important and illuminating space for children to interact with, teaching many aspects that the natural environment is unable to. For example, children learn about recycling and what happens if trash is thrown on the ground, or continually learning how to cross-roads, and navigate busy networks of different city streets. Children are also faced with unexpected and spontaneous situations that often unfold in city life, which is helpful in nurturing problem-solving. These benefits from the urban environment cannot be replicated through natural environments, however they miss certain aspects of play that take place in nature.

In Helsinki, teachers discuss how gardens include natural elements such as rocks, trees, sand, sticks and hills. The neighbourhood of the nursery was also described as including rocks, forests and ponds. Every Mans Right ensured the opportunities for all the nature environments near the day-care. Teachers explained how children were allowed to climb trees and rocks by assuring the risks themselves. As many researchers have confirmed (see Fjørtoft 2001; Kernan 2014; Woods 2013), the natural settings have a wide range of positive effects on children's development such as developing physical skills, motor activity, cognitive learning, imagination and creativity. However, ignoring the urban environment entirely, would mean overlooking some key aspects for child development, such as city processes, understanding the role of community and developing dynamic problem-solving skills.

The complex interactions within and across cultural systems are what set the framework for teacher's decision making, although important to note that within this space, teachers have agency to adapt and personalise their approaches. In Sandseters and Sandro's (2016) study about the children's safety in Norway, cultural influences played a major role on the teacher's decision-making processes. Here legislation defined around children's safety play the most prominent part in teachers practices with children. The institutional pressures inhibit the potential of outdoor environments, due to stringent ruling. As one of the teachers in my research explained, they are confined to only a few risk assisted places to go with children, so the teachers own voice to implement the effective outdoor learning is limited to follow the regulations and rules of the institution. This makes you question how children could have more active relationship in decision-making given the scarcity of choice or possibilities in urban and natural environments. What is more, it is important to see how cultural forces create obstacles between teachers and children, and inhibit the incredibly potential of using the outdoor environments more dynamically for learning.

8.4 Trustworthiness of the research

The trustworthiness and transferability of the research happens when evaluating the whole research project. Transferability measures the possibilities to benefit from this research process and its results in different contexts (Lincoln & Guba 1985, 316). When evaluating the trustworthiness concerns the whole research process (Eskola & Suoranta, 2008, 210). To add the trustworthiness of the research, I have explained openly, honestly and carefully to the course of the study and considered the ethical decisions. (Kuula, 2006, 34–35.) I also have attempted to reflect a genuine picture of what happened on the ground, what I learned from the subject, and how the research has evolved (Lincoln & Guba 1985, 301-316). This research is a mapping of my experience and interpretations from the field, taking into consideration my role and understanding of the cultural approach.

Memoirs and gathered data lined with the earlier studies and experiences teachers has been telling from the field, which added the trustworthiness.

To get wider benefits from this research, one of the purposes was also to give the teachers opportunity to reflect on their outdoor habits. One of the interview questions asked, 'would you like to develop the outdoor pedagogy implemented?'. This question triggered a positive response from many teachers, who through this research were able to reflexively analyse their own approaches, sparking new ideas to outdoor pedagogy. Therefore, as well as producing thinking around the academic area of outdoor education, the research process itself had an impact on the practical dimensions of outdoor education in the nurseries this focused on. My hope is that these teachers I interacted with, will transfer the learnings around outdoor pedagogy elsewhere to some other teachers in different communities, creating a ripple effect.

The findings on co-creation and spontaneous outdoor planning can be very illuminating, providing a fresh perspective on the subject. Especially the introduction of co-creation into the field of early childhood education. A frame that is predominantly recognized in marketing business and in higher educational settings. By bringing co-creation as a toolkit that can be used in nurseries and day-care centres, hopefully this can expand the field of thinking and practice in early childhood development. This form of collaboration can impact the institutional cultures and enhance the learning experiences by creating a sense of a learning community. (Amckie 2018.)

As well as the, transferability it is equally important to touch upon the dependability of the study i.e. the integrity and trust established through this research. Especially related to the thoughts of the external factors or internal factors which might affect the stability of the research. These factors can be tricky relationships between the researcher and the attendee's or the systematic issues of the data collecting. (Lincoln & Guba 1985, 316-318.) A few problems occurred during the data collection when the permission letter for the Helsinki city took over three months and the participants needed to wait a long time before starting

the process properly. But other than this small hiccup, I have tried to report every stage of the research very specifically so the meaning of the new information and its validity can be evaluated. (Alasuutari 2001, 69.)

8.5 From pre-structured to co-created

Earlier studies towards the outdoor environment have focused mainly on aspects of physical development or the structural planning of gardens. (See Cosco 2010; Lee & Nah 2016; Reunamo & Kyhälä 2016; Soini 2015.) While this is effective in many ways, it is still limiting in some ways as it fails to incorporate spontaneity and participation in a wider context – beyond physical and structural. Childrens' participation and decision-making has been increasing theme recently, but it has not been examined much in outdoor cultures, as the lack of earlier studies shows. The implementation of this child-centred participation is acknowledged as childrens' rights have become a more widely recognised theme. (Shier 2001.) I argue that in outdoor environments these rights are harder to implement in some cultures such as in London, where the safety restrictions have been prioritized over the learning experiences.

What makes this study unique, is the fresh approach towards the subject where co-creation has been discussed as a form of dynamic planning process between the children and adults in outdoor environments. While culture affects how pedagogy can be arranged in outdoors – i.e. safety regulations, principles, routines, time, ratios – co-creation can be adapted for day-care centres on their own flexible terms. This cross-cultural approach gave a deeper and wider perspective on this study while introducing two simultaneously different and similar cultural contexts. Both contexts creates' their own challenges and strengths for the childrens' participation, which are discussed and recognized in this thesis. By exploring these specific new contexts in parallel, this research brings to light new content, insights and learnings, that until now have been less covered in academia.

There were multiple ideas for further studies towards the subjects, but the co-creation between the teacher and children in outdoor environments, emerged as the most important one. This could be studied from the perspectives of the children and the teachers. The cross-cultural perspective gives variations and a lens to learn from other cultural environments. In implementation, I would challenge teachers to create a wider process with children, where children are a key part of the decision-making processes of the outdoor actions and trip destinations. Teachers would observe children's engagement towards the activity or action arranged, while children are part of the planning process. Teachers could have talks with the children to understand how they experience these situations. This research could benefit both teachers and children. Firstly, other teachers would benefit from these new teaching methods where children are integrated to co-create. Secondly, this would make improve the quality for children's day-care experiences, as the activities arranged resonate more with them.

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APPENDIXES

Appendix 1. Information letter sent to managers of the day-care centres in Helsinki and London.

Information letter

Research plan

I am implementing a Masters' Thesis for the University of Jyväskylä about the role of the day-care teacher when implementing the pedagogical outdoor environment for children in Helsinki and London. My study focus for teacher's perspectives about thoughts of their roles and results for implementing a pedagogical outdoor environment. My study is researching how teachers can use the outdoor environment and what kind of pedagogical aspects they utilize with children. My aim is to challenge teachers to reflect their pedagogical approach of being outdoors and think how they can add more pedagogical values for it. The aim of my study is to find out the different ways to implement and utilize the outdoor environment. I am interested to learn the cultural outdoor differences and similarities in Helsinki and London. Are there any differences how teacher's define outdoor pedagogy, what kind of elements does it involve and how important they find outdoor pedagogy. I will take into account the variations inside the cities and the structural differences and consider those at ethical comments.

Implementing the research

Teachers' participating the research should be graduated teachers in day-care settings and work with child group age of 3-5- years-old. In London, teacher's qualification needs to be level three or higher and in Finland BA of early childhood education or BA of social services. The permission of the research is asked from the managers and teachers of the day-care centres by email. Data will be collected from three day-care centres at Helsinki and London. All the participants needs to be from different day-care centres to get wider diverse of data.

Study will be written in English but the interview and survey are implemented by using the Finnish language in Finland and the researcher will translate it to English. In London, the survey and interview are made in English.

The research project includes two parts, the survey and an interview. First part, the survey, takes three weeks and in that time, teacher can choose five average days to fill into the survey about the outdoor culture.

The purpose of the survey is to have a deeper understanding of how long time children spent time outside, where were they and what kind of activities they did while outing. The survey will be sent back to the researcher after filling and the interview will be based on the survey teacher has filled.

The second part of the data collecting is the semi-structured interview, arranged soon after the survey. The interview will be recorded and it will take from 30 min to an hour. All the information collected from the interview will be deal anonymously and places and people are impossible to recognize.

The interview will be transcribed and kept in the memory stick for which only the researcher is entitled. Everything is anonymous and gender, places, names or people cannot be recognize. The study finishes during the year 2019 and after that, all the data will be deleted.

Appendix 2. Application for the Research Permit from the managers of the day-care centres (Helsinki).

JYVÄSKYLÄN YLIOPISTO

SUOSTUMUS TIETEELLISEEN TUTKIMUKSEEN

Minua on pyydetty osallistumaan tutkimukseen: “ Culture Matters, Approaches to pedagogical outdoor environments in Helsinki and London”. Olen perehtynyt tutkimusta koskevaan tiedotteeseen ja saanut riittävästi tietoa tutkimuksesta ja sen toteuttamisesta. Tutkimuksen sisältö on kerrottu minulle myös suullisesti ja olen saanut riittävän vastauksen kaikkiin tutkimusta koskeviin kysymyksiini. Selvitykset antoi Riina Seinelä. Minulla on ollut riittävästi aikaa harkita tutkimukseen osallistumista.

Ymmärrän, että tähän tutkimukseen osallistuminen on vapaaehtoista. Minulla on oikeus, milloin tahansa tutkimuksen aikana ja syytä ilmoittamatta keskeyttää tutkimukseen osallistuminen tai peruuttaa suostumukseni tutkimukseen. Tutkimuksen keskeyttämisestä tai suostumuksen peruuttamisesta ei aiheudu minulle kielteisiä seuraamuksia.

En osallistu mittauksiin flunssaisena, kuumeisena, toipilaana tai muuten huonovointisena.

Olen tutustunut tietosuojailmoituksessa kerrottuihin rekisteröidyn oikeuksiin ja rajoituksiin.

Allekirjoittamalla suostumuslomakkeen hyväksyn tietojeni käytön tietosuojailmoituksessa kuvattuun tutkimukseen.

Kyllä

Suostun siihen, että tutkimuksessa käsitellään erityisiin henkilötietoryhmiin kuuluvia tietoja, kuten koulutustaustaa.

Kyllä

Suostun siihen, että henkilötietojani siirretään EU/ETA-alueen ulkopuolisille tutkimusryhmän jäsenille, vaikka tiedän, että tällaiset siirrot voivat aiheuttaa minulle riskejä tietosuoja-tason riittävyttä koskevan päätöksen ja asianmukaisten suojatoimien puuttumisen vuoksi.

Kyllä

Allekirjoituksellani vahvistan, että osallistun tutkimukseen ja suostun vapaaehtoisesti tutkittavaksi sekä annan luvan edellä kerrottuihin asioihin.

Allekirjoitus

Päiväys

Nimen selvennys

Syntymäaika

Osoite

Suostumus vastaanotettu

Suostumuksen vastaanottajan allekirjoitus

Päiväys

Nimen selvennys

Alkuperäinen allekirjoitettu asiakirja jää tutkimuksen vastuullisen johtajan arkistoon ja kopio annetaan tutkittavalle. Suostumusta säilytetään tietoturvallisesti niin kauan kuin aineisto on tunnisteellisessa muodossa. Jos aineisto anonymisoidaan tai hävitetään suostumusta ei tarvitse enää säilyttää.

Appendix 3. Data protection letter send to the participants.

TIETOSUOJAILMOITUS TUTKIMUKSESTA TUTKIMUKSEEN OSALLISTUVALLE

18.2.2019

Tutkimukseen osallistuminen on vapaaehtoista, eikä tutkittavan ole pakko toimittaa mitään tietoja, tutkimukseen osallistumisen voi keskeyttää.

Tutkimuksen nimi, luonne ja kesto

Tutkimukseni käsittelee lastentarhanopettajan roolia pedagogisen ulkoympäristön toteuttajana. Tutkimuksen nimi on Culture matters – Exploring approaches to pedagogical outdoor environments in London and Helsinki. Ulkoympäristö määrittelee paljon lasten kanssa tehtävää toimintaa päiväkodissa ja olenkin kiinnostunut tutkimuksessani, kuinka opettajat pystyvät hyödyntämään juuri heidän päiväkotiympäristöään ja millaisia ajatuksia heillä on omasta roolistaan ulkopedagogiikan toteuttajina. Tässä tutkimuksessa aihe tulee esille opettajan perspektiivistä ja lasten mielipiteitä ja ajatuksia ei ole tutkittu.

Tutkimus toteutetaan vuoden 2019 aikana ja materiaali kerätään kevään 2019 aikana kyselyn ja haastattelun keinoin. Kyselyssä osallistujilla on kolme viikkoa aikaa valita viisi päivää, jotka he täyttävät kyselyyn. Tämän jälkeen järjestetään haastattelu, joka nauhoitetaan ja tiedostot siirretään tikulle ja litteroidaan anonyyminä. Materiaali hävitetään tutkimuksen valmistuttua.

mihin henkilötietojen käsittely perustuu

EU:n yleinen tietosuoja-asetus, artikla 6, kohta 1

Tutkittavan suostumus

Tutkimuksen tausta ja tarkoitus

Tämän tutkimuksen tavoitteena on selvittää lastentarhanopettajan näkemyksiä omasta roolistaan pedagogista ulkoympäristöä luodessa Helsingissä ja Lontoossa. Tutkimuksessa tarkastellaan maiden välisiä eroja ja yhtäläisyyksiä, sekä kaupunkien sisäisiä variaatioita.

Lisäksi on tarkoitus selvittää varhaiskasvatuksen ulkoilutottumuksia sekä ympäristöjen luomia mahdollisuuksia pedagogiikan toteutuksessa.

Tutkimukseen osallistuvat henkilöt, jotka ovat 2–6-vuotiaiden lasten ryhmässä töissä ja valmistuneita lastentarhanopettajiksi.

Tutkimuksessa kuvaillaan päiväkodin pihaa sekä varhaiskasvatuksen ulkoympäristöjä eli lähiympäristöä. Päiväkodin tarkkaa sijaintia ei kerrota, mutta tutkimus tulee sisältämään ympäristön kuvailua. Kysely lähetetään sähköpostin välityksellä ja haastattelu tallennetaan ääninauhurille, josta materiaali siirretään tikulle, jonka käyttöön vain tutkijalla on lupa. Haastattelulitterointeja säilytetään myös tikulla, josta ne tuhotaan tutkimuksen valmistuttua.

Tutkimuksen toteuttaminen käytännössä

Tutkimukseen osallistuessa ensimmäinen vaihe kestää kolme viikkoa, josta valitaan viisi päivää kirjattavaksi kyselyyn. Tämän jälkeen kysely lähetetään tutkijalle ja haastattelun päivämäärä sovitaan. Eli yhteensä tutkimus kestää noin 5 viikkoa.

Tutkimukseen sisältyy kysely sekä haastattelu. Haastattelu järjestetään johtajan luvalla työaikana työpaikalla.

Tutkimuksen mahdolliset hyödyt ja haitat tutkittaville

Tutkimus tuottaa tietoa pedagogisen ulkoympäristön mahdollisuuksista ja tarjoaa osallistujalle mahdollisuutta tarkastella omaa pedagogisuuttaan. Tutkimuksesta käy myös ilmi kansainvälisiä eroja ja yhtäläisyyksiä maiden välillä ja kaupunkien sisällä. Seuraamalla kyselyyn vastattaessa oman ryhmän ulkotoinnin pedagogisuutta, sitä on myös mahdollista kehittää ja löytää uusia ulottuvuuksia siihen.

Henkilötietojen suojaaminen

Tutkimuksessa kerättyjä tietoja ja tutkimustuloksia käsitellään luottamuksellisesti tietosuojalainsäädännön edellyttämällä tavalla. Tietojasi ei voida tunnistaa tutkimukseen liittyvistä tutkimustuloksista, selvityksistä tai julkaisuista.

Henkilötiedot säilytetään tutkimuksen aikana tikulla, johon vain tutkijalla on oikeus. Litteroitu aineisto on anonymi ja nauhoitetut tiedostot poistetaan litteroinnin jälkeen. Kyselylomake on tutkijalla tallessa ja se hävitetään tutkimustulosten valmistuttua.

Tutkimustuloksissa ja muissa asiakirjoissa sinuun viitataan vain tunnistekoodilla.

Tutkimusaineistoa säilytetään Jyväskylän yliopisto tutkimusaineiston käsittelyä koskevien tietoturvakäytänteiden mukaisesti.

Tutkimustulokset

Tutkimuksesta valmistuu pro-gradu tutkielma.

Tutkittavan oikeudet ja niistä poikkeaminen

Tutkittavalla on oikeus peruuttaa antamansa suostumus, kun henkilötietojen käsittely perustuu suostumukseen. Jos tutkittava peruuttaa suostumuksensa, hänen tietojaan ei käytetä enää tutkimuksessa.

Tutkittavalla on oikeus tehdä valitus Tietosuojavaltuutetun toimistoon, mikäli tutkittava katsoo, että häntä koskevien henkilötietojen käsittelyssä on rikottu voimassa olevaa tietosuojalainsäädäntöä. (lue lisää: <http://www.tietosuoja.fi>).

Tutkimuksessa ei poiketa muista tietosuojalainsäädännön mukaisista tutkittavan oikeuksista.

Henkilötietojen säilyttäminen ja arkistointi

Tutkimuksen rekisteriä säilytetään tikulla tutkijan kotona, jossa vain tutkijalla on oikeus tarkastella materiaalia, joka on tallennettu ilman tunnistetietoja ja anonymisoituna.

Rekisteröidyn oikeuksien toteuttaminen

Jos sinulla on kysyttävää rekisteröidyn oikeuksista voit olla yhteydessä tutkimuksen tekijään. Riina.s.seinela@student.jyu.fi

Appendix 4. Survey to fill before the interview arranged.

Survey

In three weeks teacher needs to choose 5 days, which will be written down for the survey. The most ideal would be to choose very average days for the form. First section of the survey is called 'time outside'. In this part, there should be the time period of being outside. *For example: 11pm-12pm and 3pm-4pm. All together 2 hours.* If children were not outside, also that should be written down. In that case, there can be also written down why they were not outside.

The second section is called 'where?'. In this part you should write the outdoor place you were. The third section is called 'activities'. For this part there should be written down the activities children did. Was it something they did by themselves or was it something that adults implemented, or maybe both.

After three weeks, the survey needs to be sent back to researcher by email or post. It will work as a guideline structure at the interview. (Riina Seinelä, riina.s.seinela@student.jyu.fi)

Interview

Interview will be after the survey has been filled and sent back by post. Recorded interview will last 30min to an hour.

Background information:

City:

Qualification:

Nursery or Preschool:

Age of the child group:

Day 1	TIME OUTSIDE?	WHERE ?	ACTIVITIES?
Day 2			
Day 3			
Day 4			
Day 5			

Appendix 5. Interview questions in English and Finnish.

HAASTATTELUKYSYMYKSET, INTERVIEW QUESTIONS

- 1) Miten määrittelet ulkopedagogiikan? How do you define outdoor pedagogy?
- 2) Mikä on mielestäsi ulkopedagogiikan merkitys lapselle? What you think, is the meaning of outdoor pedagogy for a child?
- 3) Miksi valitsit juuri nämä kyseiset viisi päivää? Why did you choose these particular 5 days?
- 4) Millaisia aktiviteetteja olette näiden viiden päivän aikana tehneet? What kind of activities have you done in these 5 days?

Miksi juuri nämä aktiviteetit?
Why these particular activities?

- 5) Millaisia pedagogisia ympäristöjä hyödynnätte päiväkodin ulkoilussa? What kind of pedagogical environments do you utilize for your outdoor pedagogy?

Onko päiväkodissanne piha? Jos kyllä, millainen? Is there a garden in your nursery / School? If yes, what kind of?

- 6) Oliko kolmen viikon aikana jokin päivä, kun ette menneet ulos? In these 3 weeks, were there a day you did not go out at all?
Miksi? Why?

- 7) Mitkä aktiviteeteista ovat olleet aikuisjohtoisia tai mitkä lapsilähtöisiä ja mikä vapaata leikkiä, oliko lapset mukana päätöksenteossa?

Which activities have been teacher-directed or child-lead activities and which has been free play? Where children included for the decision-making?

- 8) Millaisena näet oman roolisi toteuttaessa ulkopedagogiikkaa? How do you find your own role when implementing a outdoor pedagogy?

- 9) Millaisin keinoin voit tukea lapsen kehitystä ulkopedagogiikan avulla? What kind of methods do you have to support children's development by utilizing the outdoor pedagogy?

- 10) Näkyvätkö lasten turvallisuuteen vaikuttavat tekijät pedagogista ympäristöä suunnitellessa? Are safety issues affecting when planning the outdoor pedagogy for children?