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| **ECWA** |
| **Early Childhood Woodwork Association** |

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The Big Bang Research Project

**Researching the Impact of Woodwork Provision in Early Years Education**

Purpose: To evaluate the impact of woodwork on young children in order to gain evidence for the promotion of woodwork to enable more children to have this opportunity. All data will be held in accordance to GDPR (2018) and all information is strictly confidential. No judgement will made in any way about your provision. All setting names will be removed from published research papers. Research adheres to BERA’s Ethical Guidelines for Educational Research

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| Name:  |
| Setting:Region (county/country): |
| State maintained nursery[ ]  Reception[ ]  PVI preschool/nursery [ ]  Childminder[ ]  KS1[ ]   |
| Email: [ ] Check box if you would like to receive a copy of the resulting research paper |

What age ranges access your woodwork provision?

2-3 years [ ]
3-4 years [ ]
4-5 years [ ]
5-6 years [ ]
6-7 years [ ]

Please estimate the number of children per year that experience woodwork in your setting: ………….

**Provision:**

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| How many years has your setting been offering woodwork? |
| Is woodwork available as continuous provision? [ ]  |
| Is woodwork provided as a session activity? [ ]  |
| Combination of the above? [ ]  |
| How many children do you generally have working at a time? |
| Curriculum followed: EYFS[ ]  Foundation Phase(Wales)[ ]  Curriculum for Excellence(Scotland)[ ]  Pre-school NI[ ]  Foundation stage NI[ ]  Other[ ]  please specify:  |

**Impact on children:** What do you consider to be the 2 key aspects of woodwork on children’s development?

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| 1. |
| 2. |

What areas of learning and development to you observe woodwork provision embracing?

[ ] Personal, social and emotional development
[ ] Well-being, contentment
[ ] Self-esteem
[ ] Confidence
[ ] Collaboration
[ ] Self-regulation

[ ] Playing and exploring
[ ] Active learning – intrinsic motivation
[ ] Resilience
[ ] Perseverance
[ ] Creative thinking
[ ] Critical (analytic) thinking

[ ] Physical development
[ ] Communication and language
[ ] Literacy ( research, creating design plans, related books about woodwork)
[ ] Mathematical thinking
[ ] Understanding the world
[ ] Scientific knowledge and understanding
[ ] Expressive arts and design

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| Any comments on above areas:  |
| Do you observe the learning and development occurring at the woodwork bench impacting on other areas of learning? |

**Involvement and enjoyment**

What are the childrens general levels of involvement, engagement and concentration?
(refer to The Leuven scale for involvement for more detail of categories if needed)

[ ] 1 Extremely low (The child seems absent and displays no energy)
[ ] 2 Low (Frequently interrupted activity, distracted by what is going on around them)
[ ] 3 Moderate (Mainly continuous activity but little concentration and can be easily distracted)
[ ] 4 High (Activity has intense moments and at all times they seem involved and not distracted)
[ ] 5 Extremely high (Continuous and intense activity, concentrated, creative and persistent)

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| What would you consider to be an average length of involvement?Less than 30mins[ ]  30-60mins[ ]  1-2 hrs[ ]  2hrs plus[ ]  |
| What is the longest time some children remain engaged in your woodwork area?1hour[ ]  2 hours[ ]  2 hours plus[ ]  until has to be put away[ ]  |
| Do you regularly observe children using creative thinking skills? Yes[ ]  No[ ]  |
| Do you regularly observe children using critical (analytical) thinking skills? Yes[ ]  No[ ]  |
| Do you observe perseverance with problem solving? High[ ]  Average[ ]  Low[ ]  |
| Do you observe high levels of enjoyment? Yes[ ]  No[ ]  |
| Do you observe children feeling proud of their achievements? Yes[ ]  No[ ]  |
| Do you regularly observe children becoming frustrated and leaving the woodwork area?Yes[ ]  No[ ]  |
| How popular is woodwork? Please estimate a percentage uptake.10%[ ]  25%[ ]  50%[ ]  75%[ ]  90%[ ]  100%[ ]  |
| Do you notice a gender difference? In uptake, ability, persistence…. Yes[ ]  No[ ] In what way? |
| Do you manage to include children with SEND? Yes[ ]  No[ ] What adjustments do you make? |
| How do children with little use of language respond to woodwork? |
| How do children with EAL respond to woodwork? |

**Children experiencing significant disadvantage**

(Encompassing many situations but essentially children with less adult interaction, some negative life experiences and fewer positive experiences at home, hence lower level of language and communication, poorer concentration, low self-esteem, confidence, poorer self-regulation etc.)

Thinking specifically about disadvantaged children:

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| Do you observe woodwork as an activity that draws in children’s natural curiosity and fascination? Yes[ ]  No[ ]  |
| Do you observe significant engagement from children from disadvantaged backgrounds compared to their engagement in other activities? Lower[ ]  Same[ ]  Higher[ ]  |
| Do you observe significant engagement from children that are often distracted and unfocussed?Yes[ ]  No[ ]  |
| Do you observe significant impact on self-esteem and confidence with children from disadvantaged backgrounds? Yes[ ]  No[ ]  |
| What is your experience of children’s behaviour at the woodwork bench? Is disruptive antisocial behaviour…Increased[ ]  same[ ]  decreased[ ]  |
| Do you observe any increase in communication and language? Yes[ ]  No[ ]  |
| Do you observe an increase in social skills: collaborative working, sharing tools, assisting each other, sharing problem solving ideas? Yes[ ]  No[ ]  |

**Training/ Resources**

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| Why did you decide to introduce woodwork? |
| Have you had specific Woodwork CPD training? Yes[ ]  No[ ]  |
| If so delivered by? |
| Have you attended woodwork conference presentations/ workshops? Yes[ ]  No[ ]  |
| If so delivered by? |
| Have you accessed other training material: books[ ]  handouts[ ]  websites[ ]  |
| Details:  |
| Do all your staff feel confident with woodwork provision? Yes[ ]  No[ ]  |
| Do you have a woodwork coordinator – lead person with overview of provision and resources?Yes[ ]  No[ ]  |

**What tools do you provide?**

[ ] Workbench with vice
[ ] Hammers
[ ] Do you use short stubby hammers?
[ ] Saw
[ ] Do you use a saw that cuts on ‘pull’ stroke?
[ ] Hand drill
[ ] Screwdrivers
[ ] Brace and bit style drill
Other equipment regularly used?

**Health and Safety**

(please remember no judgement is made in any way about your answers!)

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| Do all children get instruction on how to use tools safely? Yes[ ]  No[ ]  |
| Is instruction only for those who decide to choose woodwork? Yes[ ]  No[ ]  |
| Do you use a workbench with a vice? Yes[ ]  No[ ]  |
| Is wood always held in a vice when sawn? Yes[ ]  No[ ]  |
| Is sawing monitored closely? Yes[ ]  No[ ]  |
| Do your children wear safety glasses? Yes[ ]  No[ ]  |
| Do you have a specific risk assessment for your woodwork provision? Yes[ ]  No[ ]  |
| Are all staff familiar with your safety rules? Yes[ ]  No[ ]  |
| Have you had any significant accidents? Yes[ ]  No[ ] Details: |
| Do you initially start with a soft materials to gain confidence such as balsa wood or cardboard/ insulation/cork board etc. before going on to work with wood such as pine? Yes[ ]  No[ ]  |

**Budget**

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| How have you financed your equipment? School budget[ ]  Pupil premium[ ]  Parents Association[ ]  Other funding[ ] Other funding details: |
| Are ongoing costs an issue? (such as budget for nails screws, balsa wood) |
| Have you asked parents for a voluntary contribution to costs? Yes[ ]  No[ ]  |

**Challenges**

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| Have you had issues with parents concerns? Or parents not wanting their children to do woodwork? Yes[ ]  No[ ] Details: |
| Have you been able to source enough materials – scrap wood and accessories – (corks, buttons, bottle tops etc) Yes[ ]  No[ ]  |
| Do you have support from SLT/ manager? Yes[ ]  No[ ]  |
| Have you had any opposition for OFSTED inspectors or LA advisors? Yes[ ]  No[ ] Details: |
| Other challenges: |

**The future**

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| Would any resources be helpful in developing your woodwork provision further?[ ]  Online training videos[ ]  Books/ Manuals [ ]  Profession development training[ ]  Visiting other settingsOther:  |
| For settings new to woodwork – what do feel would be the best way to gain confidence around woodwork?[ ]  Woodwork incorporated as part of teacher training[ ]  Professional development training[ ]  In house training[ ]  Training materials – books and videos[ ]  Visiting other setting with woodwork provisionOther comments: |

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| **Any additional comments:** (especially with those new to woodwork in mind) |

**If you were able to also attach a photo of your woodwork area it would be great. We’ll create an online gallery to inspire others. Please ensure you have permissions if children are in the image otherwise use an image without children or backs of children - thanks**

**Thank you so much!**

 **To return:**

**Fill, save and email to:****studio@petemoorhouse.co.uk**Subject: The Big Bang Research Project

**or**

**Print and post:**

Pete Moorhouse, The Big Bang Research Project,

18 Bedford Crescent, BRISTOL, BS79PP, England

Thank you for being part of the bigger picture and supporting
The Big Bang Research Project

Your help is very much appreciated and the results will have a direct impact on more children experiencing woodwork

If you checked the email box at the beginning of the survey I will be back in touch with the resulting research paper

Pete Moorhouse February 2019 irresistible-learning.co.uk