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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 settings  Other: |
| 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 provision  Other 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**](mailto: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