Layer One: Framing the context

Fixed video

Observed engagement with the classroom environment
Painting easel
Mark making table
Art and craft table

Socio-gram mapping
Hierarchical coding system
0=Not present in area
1=Present in area, but not engaged in activity
2=Engaged in activity alone
3=Engaged in activity with peers

Notes and reflections

Charting progress
Flow of movement diagrams per session
Pie chart engagement diagrams, collation % of time (per data collection phase 1 to 7, every three weeks)
Layer Two: Inductive modes of inquiry

- Detailed data transcriptions
- Identifying episodes: Critical incidents (see CI Framework)
  - Open coding: Line by line
  - Axial coding: Clustering relationships, links, associations
  - Key coding: Collapsing into categories
  - Selective coding: Key codes and core variables
- Memo writing: Conceptualising components, exploring theoretical ideas

Video: Action & Dialogue

Photographs & Creative Journals

Interviews & Journal/Field Notes
Layer Three: Deductive modes of inquiry

Identifying Episodes
Activity
Immersive
Sustained
Focused
Playful

Identifying Episodes
Creativity
Individual
Collaborative
Communal

Question posing
Leading
Service
Follow through

Innovation
Risk taking
Being imaginative
Self determination
Intentionality

Question responding
Testing
Rejecting
Accepting
Completing
Evaluating
Repeating
Predicting
Undoing
Compensating

Final Theory Construction

Year One Transition
September 2012

Reception
September 2011

Layer Four
Theory Construction

Layer Three
Data Analysis

Layer Two
Data Analysis

Layer One
Data Analysis

Nursery
September 2010

Key