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Early Childhood Foundation Degree and BA Early Childhood

Interdisciplinary Learning and Teaching Conference: 'Interdisciplinarity: Learning from Each Other'

Setting the Scene – The Centre for Lifelong Learning





Our expertise



Our students



Our Programmes







Key Layers

- Interdisciplinarity in the study of childhood
- Interdisciplinary working within education settings

 What are the impacts on the participants of interdisciplinary teaching and learning?



Capturing student voices

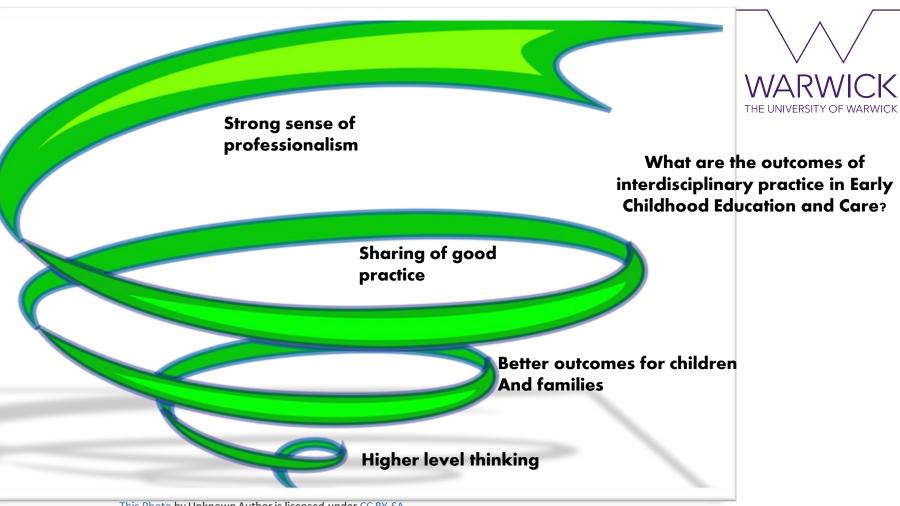
"For me personally, studying alongside peers that work with children from a variety of backgrounds within social care and education enabled discussions to take place using real scenarios...It also enabled me to reflect on my own practice and working relationships with the agencies I work alongside and helped change my attitudes towards them in a positive way as I could openly discuss challenges and barriers and resolve issues in a constructive way with the academic support of the lecture".

"Holley (2017) suggests that when knowledge is compartmentalised based on institutional decisions the ability to solve problems that may require more than one discipline is lost. Interdisciplinary learning therefore enables students and academics from a variety of backgrounds, to have conversations around shared interests and allows them to make connections between their knowledge and experience (Holley, 2017). I have found much of my learning to be strengthened in this way, developing respect and understanding for the services I work with, better understanding the policy and guidance they work from and the challenges they face which has given me a new perspective in my own role and a new way to improve how I work. Stentoft (2017) supports this notion when suggesting putting a problem to be solved before the tools to solve them opens up to transgressing disciplinary boundaries. This problem-based style of learning scaffolds students learning".





"early childhood interdisciplinary working gives these opportunities for students to explore and impact them as individuals and their practice, but more so by developing their personal and professional career. This forms the foundation of enhancing quality and practice in early childhood services by having the shared common goals, morals and ideas they develop over the course of the degree that enables them to view every situation holistically and to embrace ambiguity with confidence"



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Independent practice based research



Early Childhood in Global context

Why is an interdisciplinary
Collaborative learning and teaching
Experience valuable for staff and students
when studying Early Childhood?

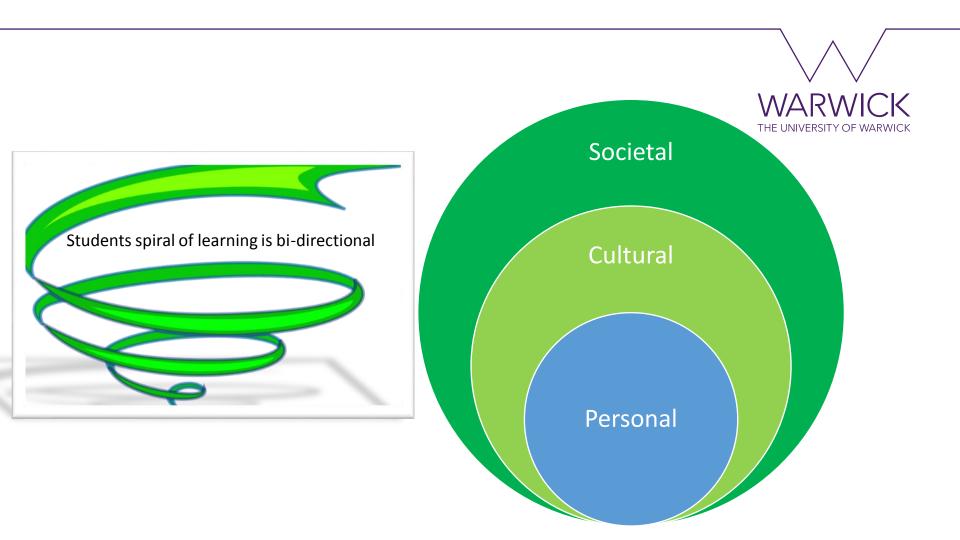
Inclusion and SEND in the Early years

Safety and Risk in the Early Years

Policy into practice in the Early Years

Our students are not empty vessels waiting be filled with knowledge!

How children learn and develop from birth

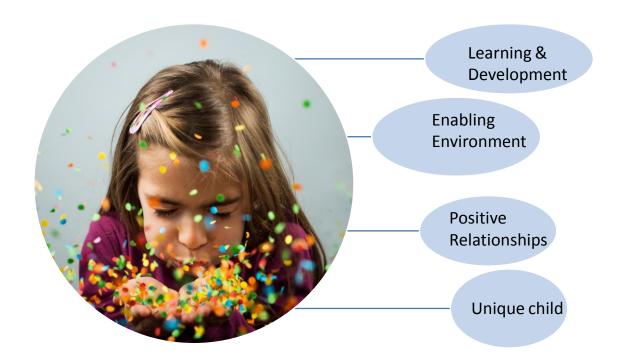






Community of Practice (Wenger, 1998)

Collaboratively, co-professionals are part of a social learning process which occurs when other inter-disciplines have a common interest – a child and their families.





The ultimate goal of students & staff working in early childhood care & education is for the unique child to thrive –

This can only be achieved through interdisciplinary working amongst professionals from ECEC, health, Education & social services.



Moving forward/next steps



- More collaborations across University (i.e our programmes reflect the interdisciplinary nature of early childhood services, by drawing upon expertise across the University in the academic study of childhood)
- Increased local community engagement i.e more collaborations with interdisciplinary teams supporting young children and their families within the local community
- Research exploring the perceived impact of interdisciplinary teaching and learning on the day-today practice with young children, their families and communities



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Thank you for time

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