



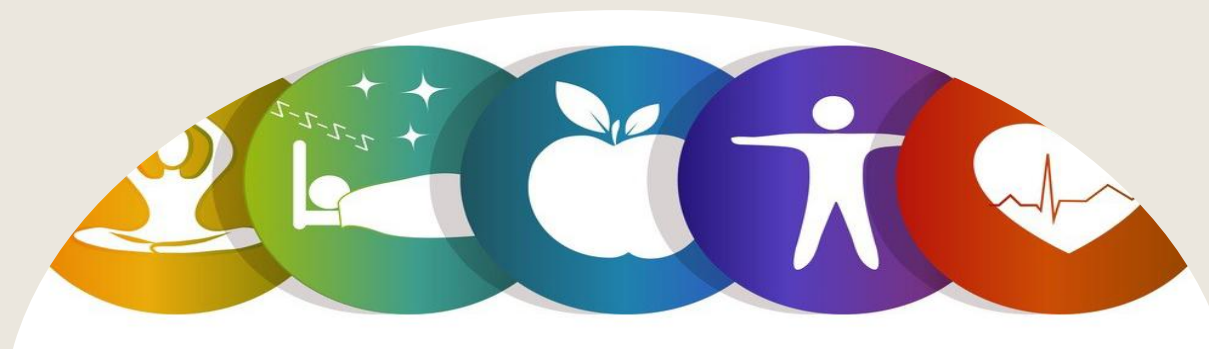
Interdisciplinary opportunities to embody health and wellbeing practice through literacy and numeracy related pedagogical content knowledge

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Overview

- Principles of Interdisciplinary Learning
- Spiral Curriculum
- Student Showcase event

Acknowledgements & Thanks

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Thank
You

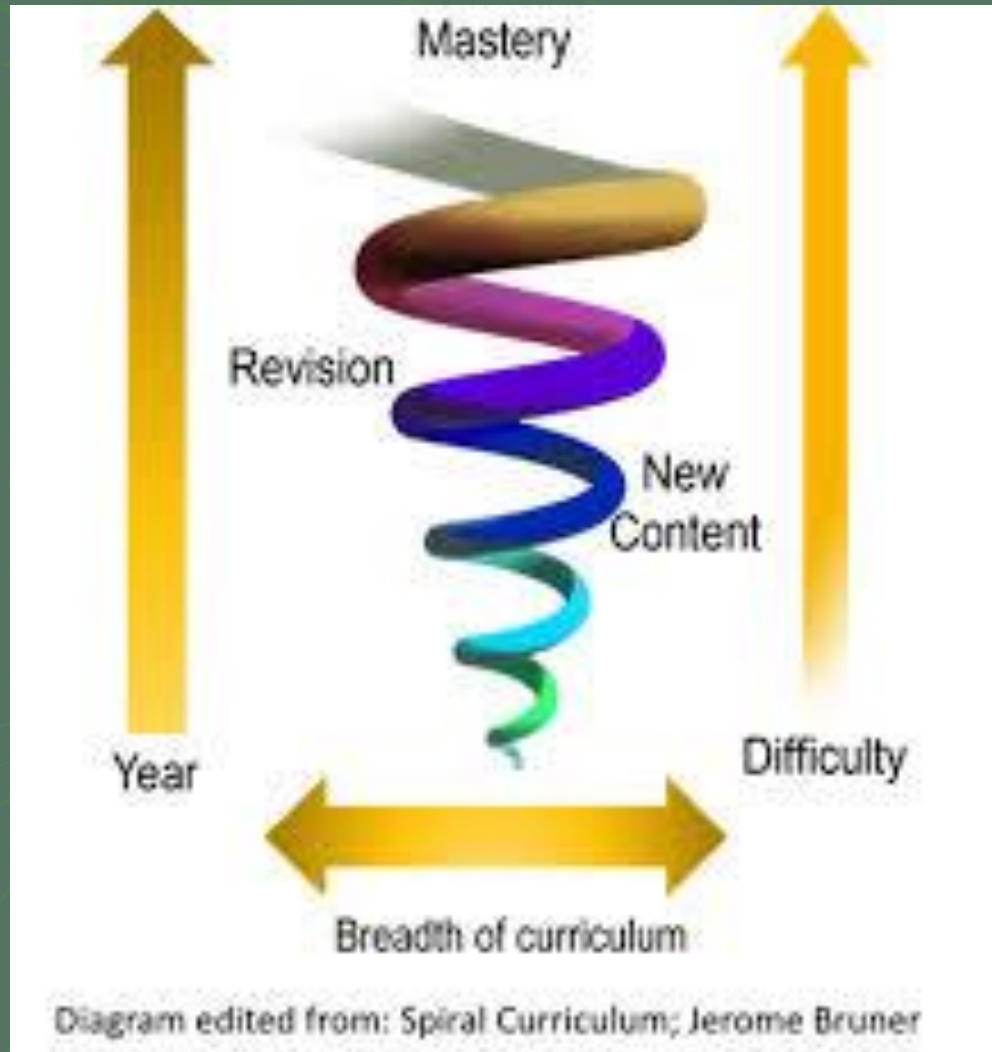


Why should IDL be implemented?

- Starts with a 'big question'.
- Requires inclusion of 2 or more disciplines to attain meaningful solution
- Can solve complex problems (Nikitina 2002), developing interdisciplinary thinking.
- To progress knowledge acquisition, student growth and collaboration among teachers (Cohen et al., 2024).
- When the process itself is inherently valuable, using combining knowledge to solve a problem, and arrive at something potentially transformative.
- Valuable way to produce a cognitive advancement via the integration of knowledge and modes of thinking (Boix Mansilla, 2005), that could not be achieved through just one discipline.

How do we enact ID?- Spiral Curriculum

- Integration HWB into Literacy and Numeracy pedagogies across second year and third year primary education students.
- We enter IDL through a pedagogical content knowledge (Shulman, 1987) within and across bodies of knowledge and understanding.





5 Sustainable holistic health and wellbeing upkeep and advocacy-using the Unifying Theory of Physical Activity (Matia & Piggin, 2022) as a trans-disciplinary lens. Fortifying your practice.

4 Complexity of eating well and making good choices- **food neutrality**

3 Social identity –explicit planning for the building of social identity (for all stakeholders from wider into school community of practice)

2 Using **affordances** to equitably move learning **beyond** your classroom practice-whole school and community exploring the notion of reciprocity

1 Embodying a social justice-orientation to **build racial literacy**

P5 Theoretical underpinning: Exploring and removing barriers using Intersectionality as a working framework (Crenshaw, 1989, 1991). Intersectional equality. P5 Educational notions: sustainability of social justice principles to continue building own practice and modelling for others-culturally aware leadership.

5 Resilience- multifaceted-building emotional through physical strength. Building your practice.

4 Wellness through nutrition-good moods and foods, creating our own blue zone

3 Wellbeing and belonging through **identity**-implementing opportunities to acknowledge, celebrate and represent personal identities across a learner’s school day (learner-educator)

2 Using **movement concepts** to embody **physically active learning** in your general classroom practice

1 Building your pedagogies to build **physical literacy** (a multifaceted concept conceived by Margaret Whitehead in 1993)

P3 Theoretical underpinning: human development through the Ecological model (Bronfenbrenner, 1979).

P3 Educational notions: Get comfortable and confident with you yourself to be ready to facilitate and model this journey for your pupils, other colleagues from inside your classroom to wider practice-developmental. The lifelong developmental continuum encourages the sharing of practice from early years, across primary and secondary phases out to leading healthy active lives.



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