Early Years Twilight Seminar

14 August 2019 video transcript

Video 11: Child and adult co-learning

SUSANNE GARVIS: When the 2018 Swedish updated curriculum came in, there was the curriculum areas that appeared for the first time, so science, maths, digital technology. And initially the thinking from the profession was, ‘We're not doing these things. How can we actually integrate these learning areas effectively?’ And it was really interesting because the preschool teachers were actually doing these areas already. There was a lot of science that was happening through engagement with the outdoor environment around the seasons and nature. There was a lot of mathematics that was happening through spatial awareness and patterning and other skills that were being developed.

So it's about recognising as well that – that learning can be achieved in different ways. But also one of the daily struggles with a Swedish preschool teacher, and I think this is for many preschool teachers around the world, is the balance between intentional teaching and just being in the moment. And this is – this is something that I think is a tension that is not easily solved but it comes from just going with the flow of the child as well and working from their cues of when – when it is time but also knowing their interests. And so this idea as well of adult centred or child centred, it's very much focused on looking and observing and really knowing the child and the group and also when is the best time for this – these two to actually be implemented.