

EDUCATION IS MORE EFFECTIVE WHEN DONE TOGETHER

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Group work, peer learning, and projects are some of the ways through which the MATATAG Curriculum encourages student collaboration. Collaborative learning encourages the growth of empathy, facilitates the sharing of ideas, and improves listening comprehension. Moreover, effective group working students are likely to be more confident, as they know the importance of their contribution to group work. To redefine the term "educational community," institutional networks of interagency collaboration between schools and other interdisciplinary organizations, including families, hospitals, community associations, and communities, are being established in an attempt to transcend traditional school boundaries. Collaborative inquiry and networking have been the focus of considerable interest as a basis for professional development and school reform, responding to the interwoven characteristics in school settings. Evidence that collaborative working can be critical to good clinical outcomes underpins the genuine need to discover how best to develop a workforce that can work together effectively. We need to ensure that our education strategies enable students to recognize, value, and work with the differences resulting from the practice of a variety of health professionals. This involves reacting to some long-held assumptions regarding education and finding where it promotes norms and attitudes that discourage collaborative working or obstruct interdisciplinary working, knowledge, and skills. We must collaborate to create education strategies that promote collaborative working in addition to profession specific skills, creating a highly skilled, proactive, and respectful workforce committed to providing safe and effective healthcare for patients and communities.

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