



Developing a Workplace Curriculum 'The Nurse Maude Experience'

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Emily Sibylla Maude, OBE

Born:11 August 1862

Died:12 July 1935



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DISTRICT NURSING OFFICE.
HOURS 9 TO 10 AM 2 TO 3 P.M.
Available any time.

Accountability

Kawengata

Innovation

Auahatanga

Charity

Whakatakoto Koha

Respect

Whakaute

Integrity

Ngakau Tapatahi

Dignity

Whaimana

Compassion

Aroha

Honesty

Whaipono



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Situated Learning

- Jean Lave and Etienne Wenger (1991)
- Stephen Billett (1994, 1995, 1999, 2000, 2001, 2004)



Workplace or 'Situated Learning'

This presentation focuses on how **everyday activities** in the workplace contributes to the **development** of the **knowledge** required for **workplace performance**



- **Workplaces** have the potential to be a rich source of **vocational practice**
- Without a **formalised learning** environment, the workplace will continue to be underrated and workplaces will not become a **legitimised learning** environment

Understanding is crucial to the process of caring and develops because those involved in the caring process operate in a meaningful context



The way in which workplaces afford opportunities for learning and how individuals elect to engage in activities and with support and guidance provided by the workplace, is central to understanding workplaces as learning environments' (Billett, 2001, p.209)





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How we learn

‘Activity structures cognition’

(Rogoff and Lave 1984)



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Goals for Learning

- Propositional knowledge
- Procedural Knowledge
- Dispositions

(Stephen Billett's 'Competency Based Model of Assessment')



A professional service

Values

Skills



Knowledge

Accountability



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The Learning Curriculum

- Access to direct and indirect guidance
 - practice skills in a controlled environment
 - competency check list benchmarking standards
- Supervision
 - each other
 - overseen by a skilled practitioner





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Improving learning through everyday activities

Direct Guidance

- Guiding individuals participation to engage them in sequenced combinations of routine and non routine workplace activities





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Direct Guidance



Workplace Training and Development
2006

Assessment for Support Workers

Name: _____

Area: _____




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Workplace Assessment of Training/Supervision
Reviewed June 2006

Community Supervisors Visit
Visit Two

Name: _____ Date: _____

COMPETENCY	Community Visit Two	
	☑ Tick or ☒ Cross	
Demonstrates knowledge of client's and Support Worker's rights in the community support setting:		
• Demonstrates knowledge in delivery of care of professional boundaries in service delivery and how to seek assistance when required		
• Shows an awareness in practice and communication with the client of the importance of cultural awareness when delivering care		
• Is aware of behaviours that demonstrate confusion and can discuss actions required to support clients with confusion		
• Describes the different types of abuse and NMA's procedures for reporting abuse and neglect		
• Verbalises NMA's procedures for dealing with confidential information		
• Understands the procedures for reporting relevant information to support appropriate service delivery		
• Verbalises the process followed if the client wishes to make a complaint or compliment regarding service delivery		
• Verbalises the required process for a Support Worker to lodge a concern / complaint in relation to a client		

Continued.....

Workplace Assessment of Training/Supervision
Reviewed June 2006

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Strategies to support learning

- Modeling
- Coaching
- Role playing 'the lived experience'
- Scaffolding/br
- Fading

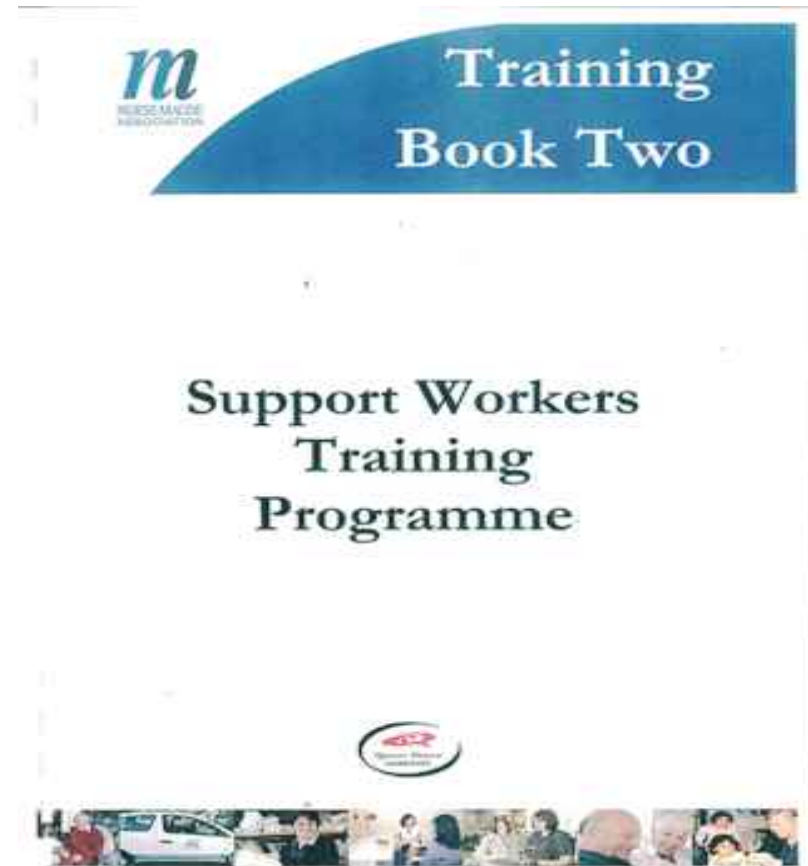
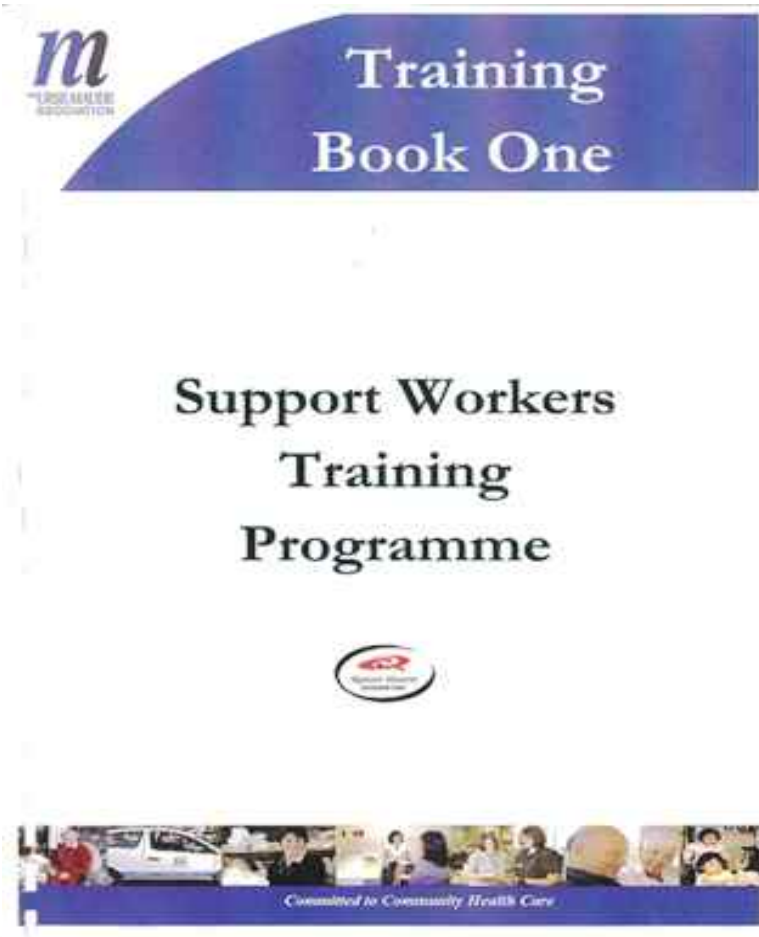


Indirect Guidance

Self directed activities, completion of workbooks, observing, listening, responding and reflecting on learning



Indirect Guidance



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A collaborative approach to learning:

‘Adults do not just bring their experience with them, they are their experience. To reject that experience is to reject them as people’

Malcolm Knowles



- Guided participation leads the learner to play an active role in problem solving
 - role play
 - simulated practice in our learning and resource centre



‘The facilitator does not have to sail and steer the ship they just need to be the lighthouse’

Malcolm Knowles



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The Learning Curriculum and the Supervisory Role

Philipa Calvin



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Aim of workplace assessment

- To build on tasks and skills the Support Worker already has experience of
- Guided participation is structured to incorporate every day activities into the supervisory process



Foundation skills for assessment and practice

Dispositions

- Honesty
- Punctuality
- Privacy
- Empathy
- Respect
- Advocacy
- Trust
- Reliability
- Consistency





Workplace Training and Development 2006

Assessment for Support Workers

Name: _____

Area: _____



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Workplace Assessment of Training/Support
Reviewed June 2006



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Community Supervisors Visit Visit Two

Name: _____ Date: _____

COMPETENCY	Community Visit Two	
Demonstrates knowledge of client's and Support Worker's rights in the community support setting:	☒ Tick or ☐ Cross	
• Demonstrates knowledge in delivery of care of professional boundaries in service delivery and how to seek assistance when required		
• Shows an awareness in practice and communication with the client of the importance of cultural awareness when delivering care		
• Is aware of behaviours that demonstrate confusion and can discuss actions required to support clients with confusion		
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Purpose of the Buddy Visit

- support and reinforcement of learning
- buddy acts as a resource
- helps make the workplace invitational



Community Visits

- First support Visit
- Second Community Supervisors Visit
- Third Community Supervisors Visit



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A Support Workers Perspective on NMA'S Learning Environment

Ann Kearns



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