

TaLE Teaching and Learning Essentials



Do you supervise/precept learners in a busy work environment?

TaLE is a practical tool of three essential teaching and learning practices with actions to incorporate into your daily teaching practice whether in person or online. These essentials enable you to integrate care and teaching, improve the teaching and learning experience and promote the learner's development.

Teaching and Learning Essential 1

Focus on the learning partnership



Create a safe learning environment

Learn about each other

Model professionalism and teamwork

Teaching and Learning Essential 2

Create shared learning expectations



Establish mutual expectations

Determine learning needs and set goals

Develop and regularly review the learning plan

Teaching and Learning Essential 3

Facilitate active learning



Engage the learner

Foster critical thinking

Giving and receiving feedback



Teaching and Learning Essential 1

Focus on the learning partnership



Create a safe learning environment

Create an environment where learners feel supported and **psychologically safe to develop professionally**:

- **Orient the learner to the workplace** (e.g., equipment, processes, procedures) and introduce them to team members and clients.
- **Take a learner-centred approach**: Work towards the learner's goals and their professional development.
- **Discuss what makes a good learning experience**: What motivates you? How do you like to learn? What makes you feel safe asking questions? Who else might be involved (clients, team members)?

Learn about each other

Learn about each other to develop respect, rapport and trust:

- **Share what brings you joy and meaning inside and outside of work**: reasons for entering the profession, areas of expertise, hobbies, self-care and resiliency practices.
- **Get to know their past learning experiences**: What went well? What do they hope to do differently this time? What are their strengths and areas for development? Consider emailing ahead of time.
- **Openly discuss different perspectives**: Be receptive to feedback, ask questions and learn from each other.

Model professionalism and teamwork

Model professionalism and teamwork which influences learners' values, attitudes and behaviours:

- **Show respect, compassion and integrity** in your actions and communication with team members, clients/patients, self and other learners.
- **Demonstrate lifelong learning and professional growth**: willingness to learn from others; acknowledging limitations; asking questions to further develop and learn from own mistakes.
- **Be aware of the impact of your assumptions, biases and stereotypes** on the learner.

Teaching and Learning Essential 2

Create shared learning expectations



Establish mutual expectations

- **Discuss each other's roles and responsibilities**: The teacher is accessible; provides orientation; supports the learning; observes practice and provides feedback. The learner behaves professionally, prepares daily, and takes responsibility for developing their skills.
- **Plan logistics**: How do we contact each other? What do we do if unexpectedly called away/sick/late? How do we best use downtime?
- **Plan for the day**: Prioritize work activities; include time for eating, breaks, giving and receiving feedback.

Determine learning needs and set goals

- **Establish the learning needs**: Ask learners what they would like to learn (perceived needs) and discuss learning needs that you identified (unperceived needs). Agree on needs that are reasonable to achieve within the learning experience.
- **Set goals to achieve the learning needs**: Ensure goals are Specific, Measurable, Achievable, Realistic and Time-limited (SMART goals).
- **Share own development goals** (e.g., teaching, professional, research).

Develop and regularly review the learning plan

- **Determine learning activities and resources to achieve the goals**: Specific projects, practice skills, simulations, best practice guidelines, readings, e-learning.
- **Document the plan**: What is the goal? What are the learning activities to meet the goal? How will we know the goal has been achieved?
- **Revise the plan as needed**: Is the goal being met? Are the learning strategies effective? Are there new learning needs?

**Engage
the learner**

- **Provide relevant learning opportunities** based on the learner's goals and experience, and modify as learning progresses (e.g. supervision, complexity, and independence).
- **Promote curiosity:** Reflect on experiences, share real-life stories and ask each other insightful questions.
- **Acknowledge the learner's contributions:** Voice your appreciation for what learners bring to the workplace (e.g. current knowledge, fresh viewpoints; reflection on practice).

**Foster
critical thinking**

- **Think out loud**
 - During tasks (e.g., creating a plan, doing a procedure) say out loud, step-by-step, what you are doing and why.
 - Encourage the learner to ask clarifying questions.
- **Ask open-ended questions**
 - Use who, what, when, where, why and how to stimulate reasoning. For example:
What do you think is going on? How did you decide this?
 - Pause 10 seconds after a question for thinking and responding.

Structure the thinking...

(Adapted 1 Minute Preceptor - Neher, Gordon, Meyer, and Stevens, 1992)

- Ask the learner for a commitment about what is going on and for the rationale in making that decision.
- Reinforce what went well and address omissions
- Share take-home points based on your knowledge and experience
- Together discuss opportunities for further development.

**Giving and
receiving
feedback**

- **Ensure a two-way conversation** that promotes the learner's development.
- **Enhance learner receptiveness** by normalizing feedback (e.g. voice we all have areas for development, ask for feedback on your teaching).
- **Provide timely, specific, non-judgmental feedback** which is labeled as "feedback".

Structure the feedback...

(Adapted - Brown, Hodges & Wakefield, 1995; Lefroy, Watling & Teunissen, 2015)

- Observe the learner's behaviour.
- Ask learner to reflect on strengths and areas for development.
- Reinforce strengths and discuss gap between current and optimal behaviour.
- Create plans for development with a time for follow-up.

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