Teaching

Key Message

Teaching is about supporting others to develop their knowledge and competence. A good teacher will use a range of techniques to ensure that what and how they teach recognises the needs of others and meets defined learning and teaching goals. Best practice teaching techniques include planning for a teaching session, finding out prior knowledge and skills and using relevant case studies and scenarios that resonate with the learner. An important part of teaching is also supporting the learner as they practice and apply their knowledge and skills in the workplace.

What does this mean for the Effective Practitioner?

As an Effective Practitioner you may be asked to, or choose to deliver a pre-planned teaching session or be presented with opportunistic learning opportunities where you can seize the teachable moment to support others to learn during the working day. In order to ensure that you continue to develop as a practitioner it’s important to recognise the teachable moment and continue to evaluate your teaching practice so that you can continually improve what and how you teach.

Find more work-based learning activities on the effective practitioner website at [www.effectivepractitioner.nes.scot.nhs.uk](http://www.effectivepractitioner.nes.scot.nhs.uk)
Teaching Others

An Effective Practitioner needs to be a lifelong learner and able and willing to support others to develop their knowledge and competence. We define the term teacher as someone who facilitates learning of others. We also use the term ‘learner’ in its broadest sense which can mean colleague, student or service user.

- With a colleague or friend or in your reflective diary, think back to the best and worst teachers you have ever had, what in your opinion made them good/bad?
- With a colleague, describe your ideal teacher (we suggest you draw a visual picture or use a mind map to articulate the key features you identify).
- Reflect on your own abilities as a teacher who supports the development of knowledge and competence in others. Download a simple Self-assessment Tool and assess yourself against the criteria using the scale Yes, No, Room for Improvement. ([http://www.effectivepractitioner.nes.scot.nhs.uk/media/275218/resource-self-assessment-form.docx](http://www.effectivepractitioner.nes.scot.nhs.uk/media/275218/resource-self-assessment-form.docx))
- Draw up an action plan to build on your strengths and address any development needs.

Record your learning in your professional portfolio.

KSF Core Dimensions: Personal and People Development.

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Planning a Teaching Session

It is good practice to plan out a teaching session (whether pre-planned or opportunistic) to ensure that learners get maximum benefit from the encounter.

Consider a teaching session that you plan to deliver in the coming weeks.

- Do you need to develop your own knowledge of the topic you are going to teach?

- Find out what the learner(s) already knows about the topic and at what level they need to know the topic. This will influence your teaching plan.

- Draw up the aim and objectives of your teaching session. The aim should be 1 or 2 sentences only and should define the overall teaching/learning goal of the session. The objectives should be specific and should outline what you expect the learner to be able to do after the teaching session. Typically a one hour session might have 3-4 objectives.

- Draw up a plan for your teaching session. A plan would typically have the following structure.
  - Introduction: the title, the objectives, the format of the session, including overall timing and timing for individual elements and activities.
  - Main body: the core teaching content, delivered through the selected teaching methods. Select the most appropriate teaching method or methods for the topic and the group. For example, instruction, demonstration, facilitated peer-based seminar, discussion group, simulated exercise, or role-play. Be aware that time limits will have an influence on the method or methods you choose.

- Summary: recap of the main points of the session, examples of how learners can apply the learning in practice and questions and answers.

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Download a sample Teaching Plan that you can refine to meet your needs. 
(http://www.effectivepractitioner.nes.scot.nhs.uk/media/275227/resource-teaching-plan.docx)

- Consider the physical environment where you will be delivering the session. What resources are available, for example is a dedicated room required, and are there any privacy issues to be considered?

- Do you need to get patient consent before delivering the teaching session?

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KSF Core Dimensions: Personal and People Development, Quality.
Recognising the Teachable Moment

Learning in the workplace includes formal, pre-planned sessions and opportunistic learning sessions. Opportunistic learning can only happen when there is a positive learning culture when learning facilitators can recognise and seize the ‘teachable moment’.

A teachable moment is an instance when you, as a facilitator of learning, can recognise and seize a learning opportunity in daily practice. The learner might be a colleague, student or service user.

- Raise your awareness of the learning needs of others.
- During the working day, keep your eyes and ears open for teaching and learning opportunities.
  - What services are being provided in your area?
  - Are there situations particularly relevant to the learner?
  - Is this an opportunity for reinforcement, or allowing a learner to practice a newly acquired skill?
  - Is it a new type of activity for the learner which they should be exposed to?
  - Is the timing and the environment suitable?
  - Are you clear on what you want to achieve during the teachable moment?
  - Are you communicating effectively?
  - Are you giving the learner appropriate opportunities to engage?
  - How are you following up on opportunistic teaching and learning?

Follow-up and evaluate (Evaluation Document) your opportunistic learning activities in the same way you would for pre-planned and formal learning. (http://www.effectivepractitioner.nes.scot.nhs.uk/media/275224/resource-teaching-evaluation-form.docx)

Record your learning in your professional portfolio.

KSF Core Dimensions: Personal and People Development, Communication.
Evaluating your Teaching Session

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Reflection

It is good practice to reflect and record the learning you undertake in the workplace. Gibbs (http://distributedresearch.net/wiki/index.php/Gibbs_reflective_Cycle) provides a useful model for reflection that you can refer to when recording your learning. You may also access a Reflective Account form and other reflection tools on the Effective Practitioner website.

Gibbs Model for Reflection

- **Description**: What happened?
- **Action Plan**: If it arose again what would you do?
- **Feelings**: What were you thinking and feeling?
- **Evaluation**: What was good and bad about the experience?
- **Conclusion**: What else could you have done?
- **Analysis**: What sense can you make of the situation?

Notes

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