

Developing Person-centred Learning Environments

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The Education Challenge

“Students have the need and the right to be released from oppressive forms of education and should be encouraged to participate in educational decision-making. But they are conditioned and disempowered by these forms, and may not have the motivation, or the personal, interpersonal and self-directing skills required, to break out of them.” (*Heron 2002; 11*)



“The final year was a time when we, as senior students, were meant to flourish in a supportive environment. However, it did not feel like our achievements were being celebrated or our hopes and dreams for the future encouraged. I am passionate about nursing but I felt we ended on an anti-climax. I left university strangely deflated ... I did not feel a sense of emerging confidence or empowerment to take on the responsibility of a newly qualified staff nurse.”
(Graduated Nurse, 2014)



Who or What are the Oppressors?

- Government policy
- Regulatory authorities
- University Leaders
- Service providers/healthcare systems
- Academics – lack of ‘courage’
- The media
- Students themselves - socialisation

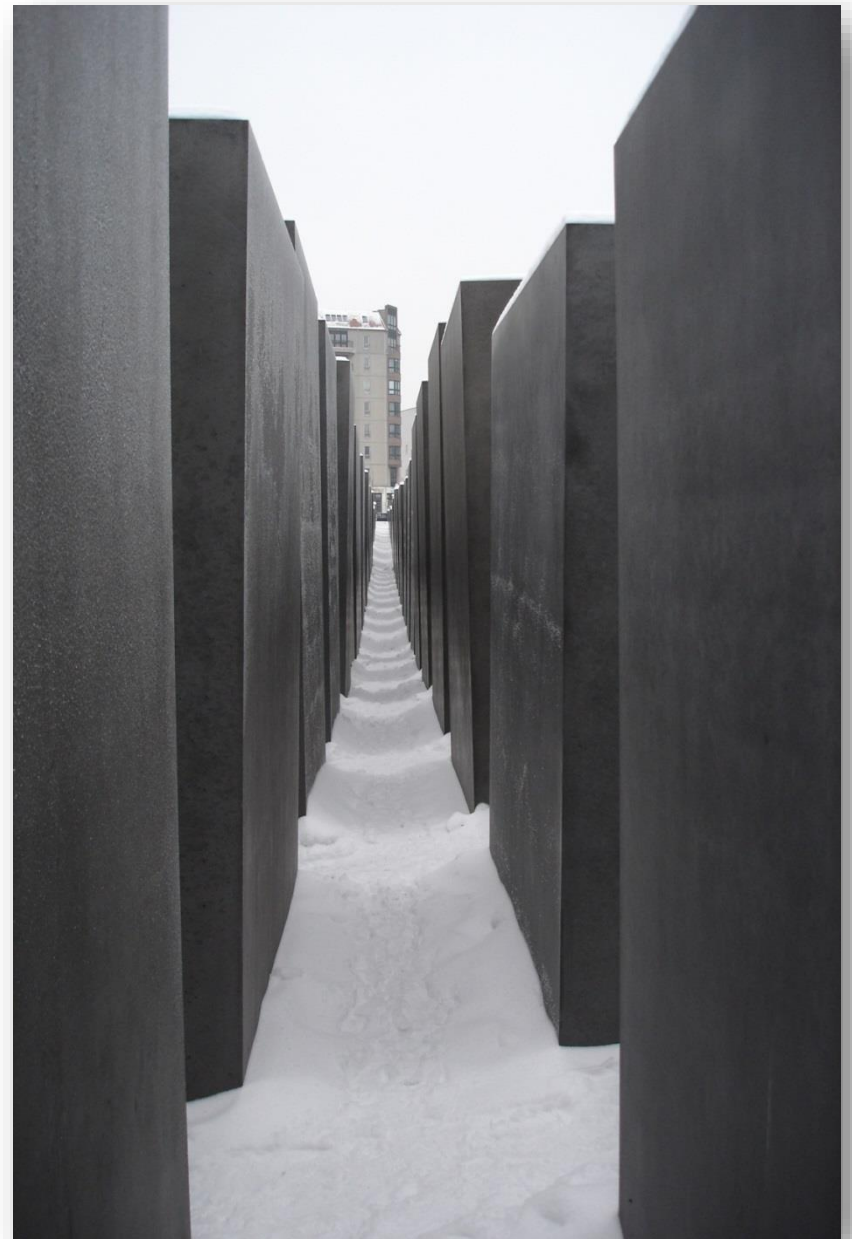


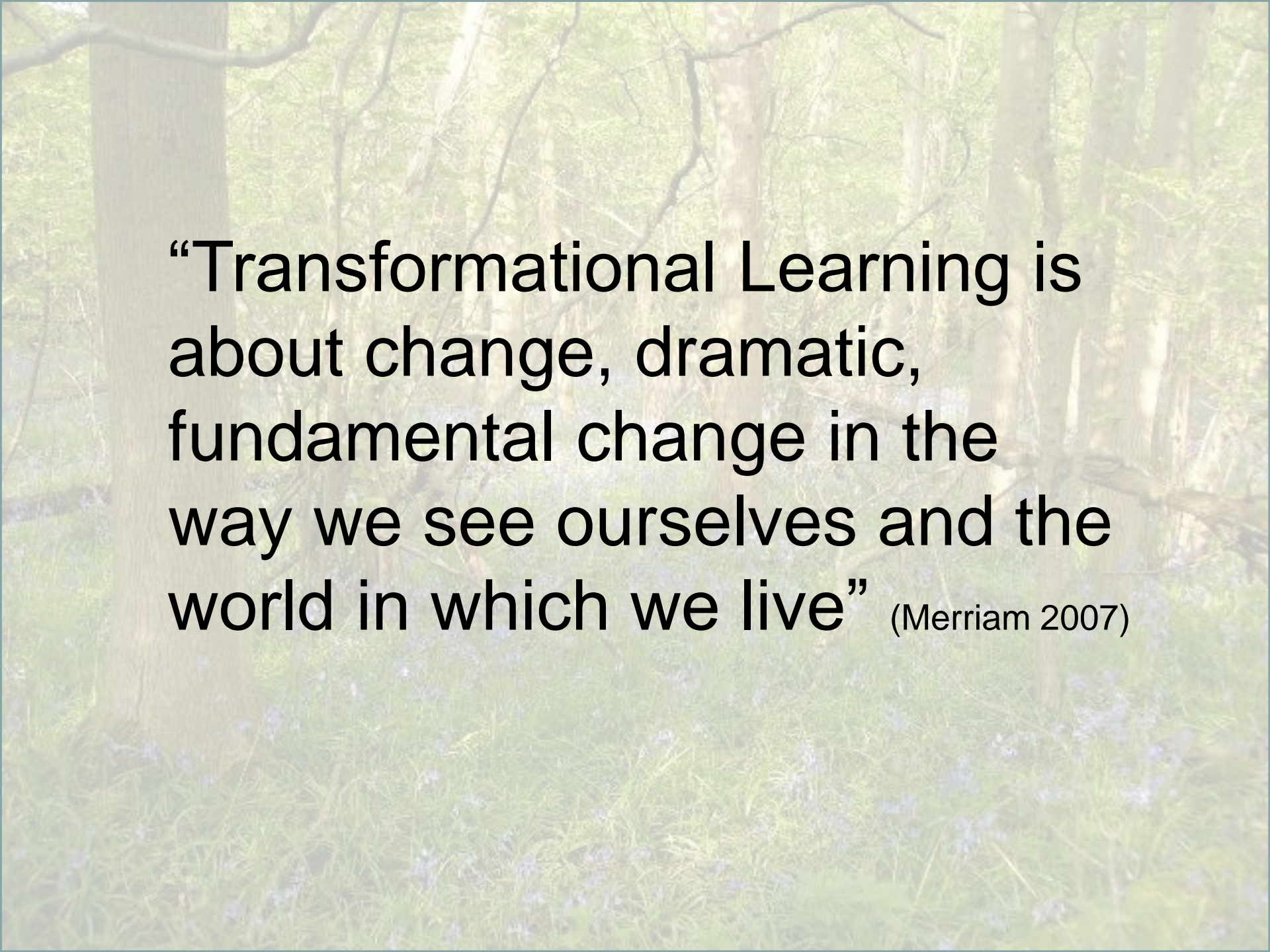
Is nursing education fit for purpose?



“Too much linear thinking and ‘thinking inside the box’ create an academic coffin of lethal security, respectability, and tenure. Yet trying to think outside the box also means having to disassociate oneself from the comforting approval of one’s theories by respected predecessors and colleagues ..”

(van Renterghem 2008 ‘*The Authentic Dissertation*’)





“Transformational Learning is about change, dramatic, fundamental change in the way we see ourselves and the world in which we live” (Merriam 2007)

Need for Creative Educators

“If the ultimate outcome is to produce a practitioner who can creatively solve a problem or plan an innovative care intervention for the people in their care then it follows that as educators we have a responsibility to nurture students’ creative capacity by first of all developing our own creative skills in teaching and learning” (McCormack et al, 2015)



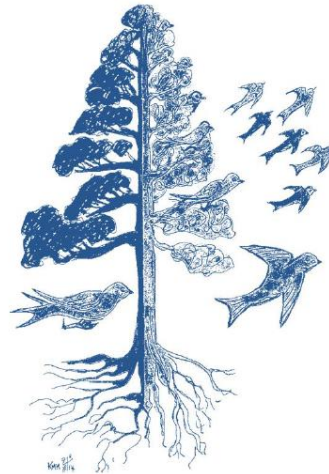


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DIVISION OF NURSING STRATEGIC FRAMEWORK 2015 – 2018

INSPIRING NURSES

Flourishing People, Spaces and Places



Engage and belong,

Be part of the tree growing;

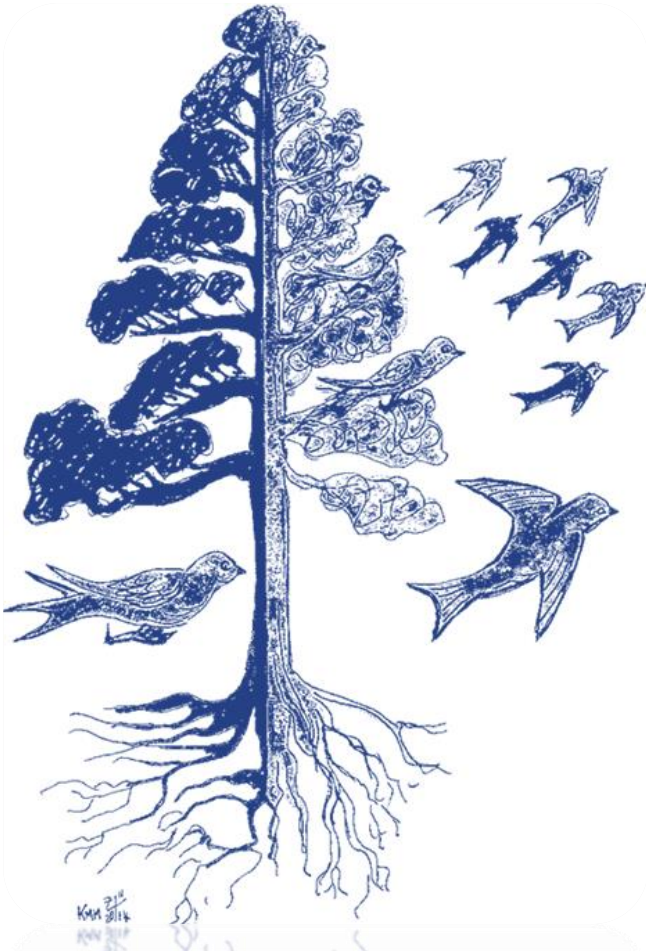
Branching out, rooted.

Philosophy

- ❑ Respect for the 'personhood' of self and others ('human valuing')
- ❑ Mutual respect and understanding
- ❑ Engagement and collaboration
- ❑ Self and collective right to self-determination
- ❑ Equity and equality



Person-Centred Culture



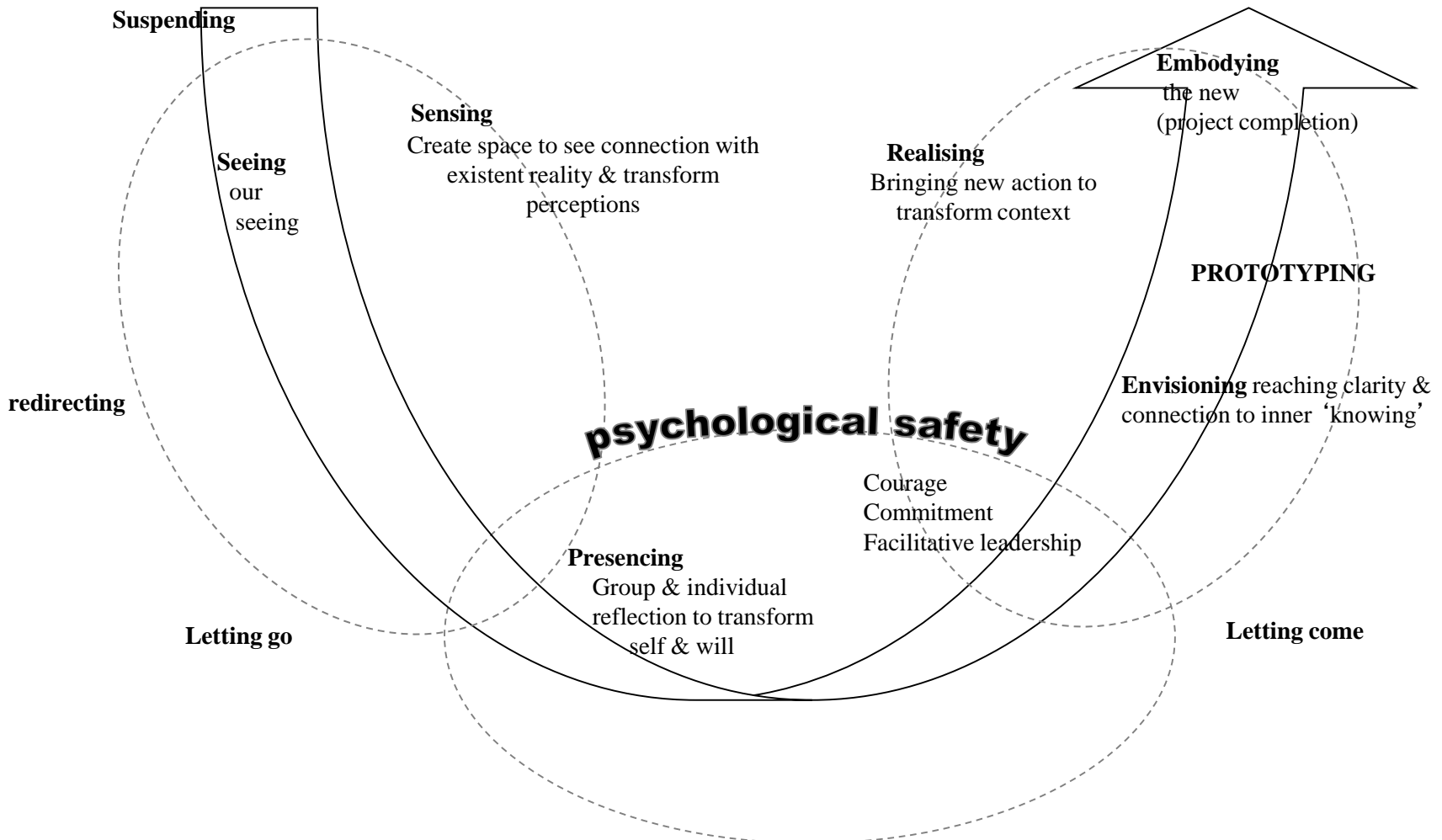
A person-centred culture enables effective practices based on the formation and fostering of **healthful** relationships between all team members and key stakeholders. It has explicit values of respect for persons self-determination, mutual respect and understanding. It empowers all staff to engage in continuous development and quality enhancement.



Habermas' Theory of Communicative Action (1987)

- Communicative action – interruption to the norm by asking: “What is going on here?”
- Communicative action is achieved when we achieve:
 - intersubjective agreement about our ideas and the language we use,
 - mutual understanding (recognition) of individual perspectives and views
 - unforced consensus about what to do in a situation in which we find ourselves.

Capacities of the U movement (Brown & McCormack 2010, adapted from Senge, Sharmer et al 2005).



Psychologically Unsafe Environments: characterised by ...

- Misuse of power and lack of autonomy
- Horizontal violence and oppressed behaviours
- Transactional leadership

(Brown & McCormack 2010)

Methodology

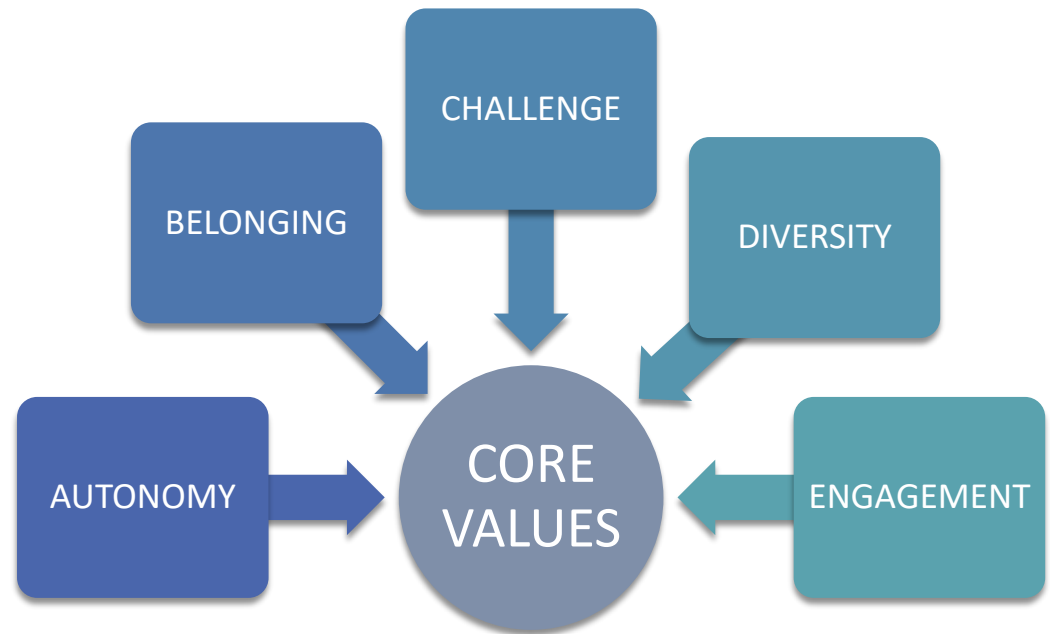
- Emancipatory Action Research/Co-operative Inquiry
 - Informed by critical theory
 - Practice development
 - Critical creativity



Nursing Vision & Values

Divisional Values:

To be a collaborative and inclusive team, valuing individual strengths and talents within a mutually respectful environment.



Methods

- ❑ Shared Governance model (Belonging & Challenge)
 - Teaching & Learning Development & Enhancement Group
 - Innovations & Partnerships Group
 - Research & Development Group
 - Divisional team meeting
- ❑ Monthly Communicative Spaces (Engagement, Belonging & Challenge)
- ❑ 3 Team Away Days annually (Engagement, Belonging & Challenge)
- ❑ Weekly 'open forum' (Autonomy & Diversity)
- ❑ Performance-review (Engagement & Challenge)
- ❑ 'Triads' evolving into peer performance-review (Engagement, Belonging & Challenge)
- ❑ Operational Plan (Engagement)
- ❑ Support for CPD (Diversity & Challenge)
- ❑ Celebration of achievements/'Champagne moments' (Belonging)

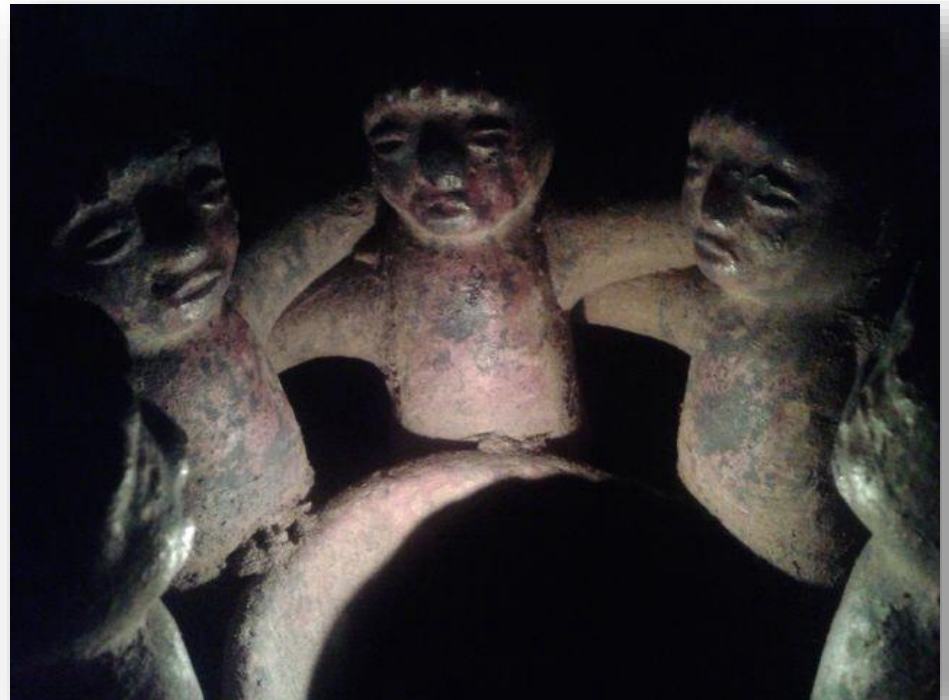
Achievements (32 months)

- Clinical Academy established
- NSS (1st in Scotland, joint 2nd in UK)
- NMC 'clean bill of health'
- Athena Swan Bronze Award
- Person-centred Masters Framework and Pathways (5)
- Significant rise in research/project income - £20k - £2.3 million
- Increase in doctoral students from 8 – 60
- Increase in range and type of international relationships and partnerships (TNEs; R&D; Erasmus)
- TEDx Events: 'Flourishing People & Places' & Transgenerational Culture
- Nursing 'lunches' and 'Awards Dinner'
- STTI Honor Society
- Established Centre for Person-centred Practice Research
- Visiting/Honorary Scholars and Associate Lecturers
- Raised profile of nursing internally and externally – QMU as place of choice!
- 10 (potential) REF returned nurses
- New Undergraduate curriculum development
- Prof Doctorate in Person-centredness
- More embedded 'self-managed teams'

Reinventing Organizations (Laloux 2014)

Deep inside, we long for soulful workplaces, for authenticity, community, passion, and purpose

- Trust
- Autonomy
- Soulful Practices



NEW UNDERGRADUATE CURRICULUM

(in progress)

- Co-designed curriculum
- Focusing on 'strengths' and creativity
- A teaching & learning model that promotes a sense of safety, openness, trust and resilience.
- Use of authentic methods that support a learner-centred approach.
- Facilitation of autonomy, participation, collaboration and confidence.
- Engagement with activities that encourage the exploration of alternative personal perspectives, problem-posing, and critical reflection
- Communicative spaces for democratic dialogue and experimentation

