

Educators: The key to innovation and learning in, for and from healthcare practice

National Association of Educators in Practice
October 2023

Dr Deborah Harding

dharding@sgul.ac.uk

Professor of Learning and Innovation for Practice

St George's, University of London

Supervision Subject Matter Expert

Centre for Advancing Practice NHS England

 **@HardingDebs**

<https://thepermeablepractitioner.com/>



Thank You

Healthcare and the constant evolution



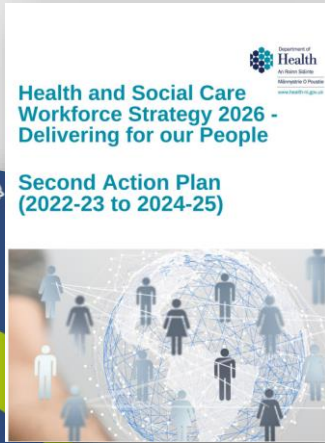
Photo by [Eugene Zhyvchik](#) on [Unsplash](#)



Photo by [National Cancer Institute](#) on [Unsplash](#)

learning in, for and from
practice a career-long
endeavour

Growing the healthcare workforce to meet growing demand



healthcare and practice-
based educators have
never been more
valuable or essential





Mysterious

In the shadows

Unnoticed

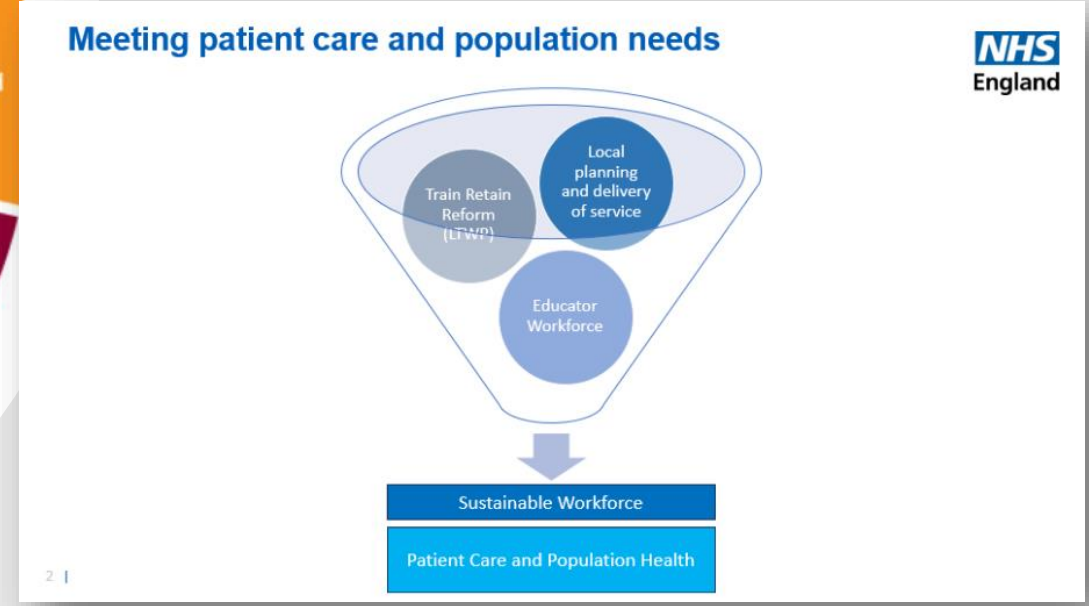
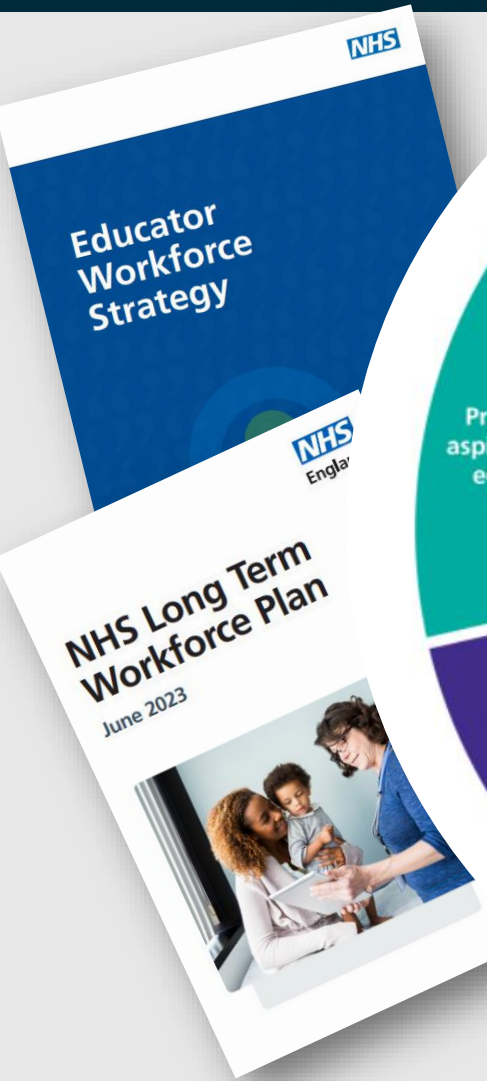
Under-valued

Beginning to be on the radar



Photo by [D. Benj.](#) on [Unsplash](#)

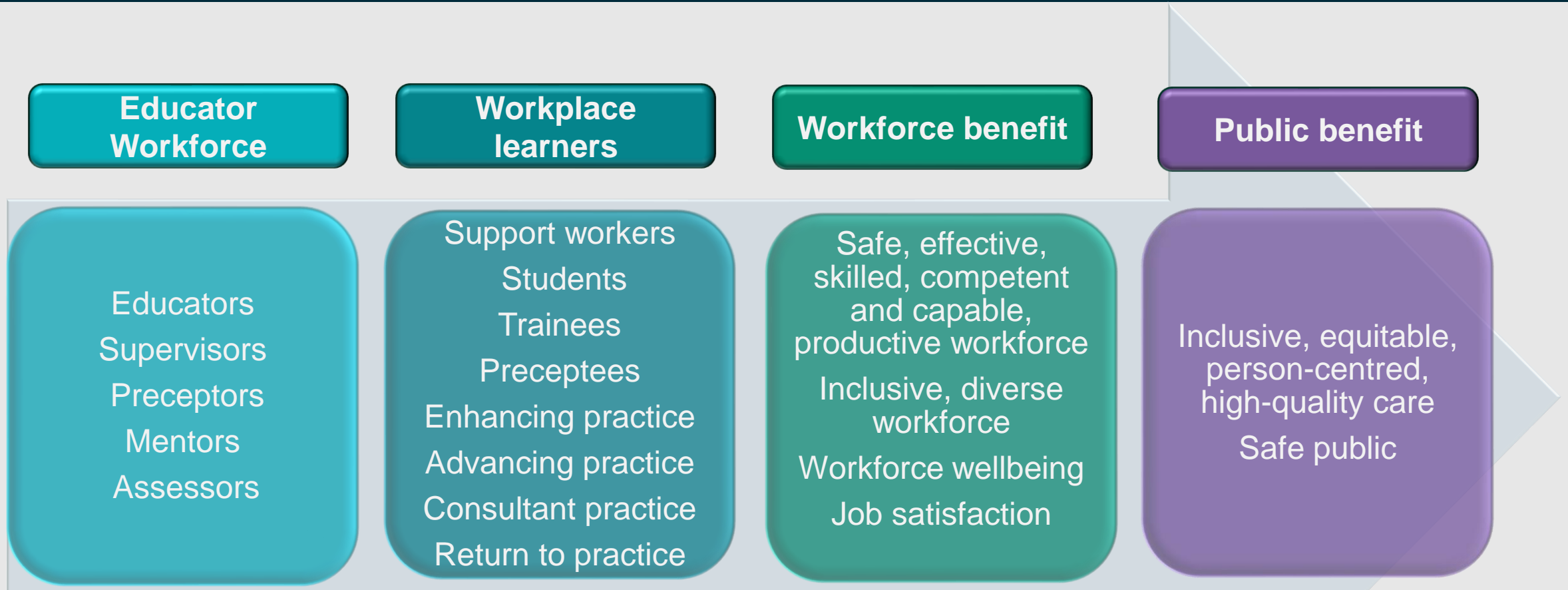
Educators as Workforce Plan Enablers



[Educator Workforce Strategy \(hee.nhs.uk\)](https://www.hee.nhs.uk)

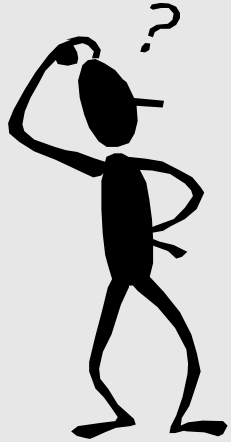
[NHS Long Term Workforce Plan \(england.nhs.uk\)](https://www.england.nhs.uk)

Train – Retain - Reform



Integrating educator workforce capacity in healthcare workforce planning

Prompting a lot of questions



What educator capacity do we currently have?

Who are these educators?

Where are they?

What are their job titles; how can we find them?

How did they become healthcare educators?

What is similar and different across professions and systems?

How can we establish a baseline and what would be a meaningful baseline?

How can we demonstrate educators are worth investing in?

Themes that apply across nations and health systems



Educators: join the conversation and influence

Defining
healthcare
educator/s



Pathway to
healthcare
educator



Establishing
baseline/s



Return on
investment in
educators



Growing and
sustaining the
educator
workforce



Healthcare educators: what we mean and what to count?

University academics



Learning and development leads

Uni or Multi-professional

Supervisors



Clinical academics



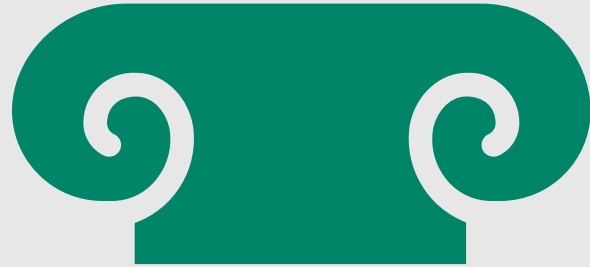
Colleagues with PG Certs in clinical education

Preceptors

Practice educators

Everyone?

Healthcare workforce: all educators to greater or lesser extent



Word cloud for Clinical & Practice featuring terms such as: Nurse, Orthoptist, Music therapist, Physiotherapist, Paramedic, Dentist, Speech and language therapist, Midwife, Radiographer, Occupational therapist, Pharmacist, Surgeon, Anaesthetist, Prosthetist, Dietitian, Psychologist, and Art therapist.

**Clinical &
Practice**



Word cloud for Leadership & Management featuring terms such as: Prosthetist, Nurse, Physiotherapist, Orthoptist, Paramedic, Dentist, Occupational therapist, Dietitian, Pharmacist, Surgeon, Anaesthetist, Midwife, Radiographer, and Art therapist.

**Leadership
Management**



Word cloud for Research featuring terms such as: Prosthetist, Nurse, Physiotherapist, Orthoptist, Paramedic, Dentist, Occupational therapist, Dietitian, Pharmacist, Surgeon, Anaesthetist, Midwife, Radiographer, and Art therapist.

Research



Word cloud for Education featuring terms such as: Prosthetist, Nurse, Physiotherapist, Orthoptist, Paramedic, Dentist, Occupational therapist, Dietitian, Pharmacist, Surgeon, Anaesthetist, Midwife, Radiographer, and Art therapist.

Education

Encourage greater workforce-wide focus on education pillar

EDUCATION
LEADERSHIP **RESEARCH**
CLINICAL

Valuing those who foreground the education pillar



Prosthetist Nur
Paramedic Dentist
Orthoptist Paramedi
Midwife Surgeon Operating depar
Dietitian Mid
Occupationa
Music therapist Dietitian Psycl
Speech and lang
Physician Re
Podiatrist

**Leadership
Management**



Prosthetist Nur
Paramedic Dentist
Orthoptist Paramedi
Midwife Surgeon Operating depar
Dietitian Mid
Occupationa
Music therapist Dietitian Psycl
Speech and lang
Physician Re
Podiatrist

Education



Prosthetist Nur
Paramedic Dentist
Orthoptist Paramedi
Midwife Surgeon Operating depar
Dietitian Mid
Occupationa
Music therapist Dietitian Psycl
Speech and lang
Physician Re
Podiatrist

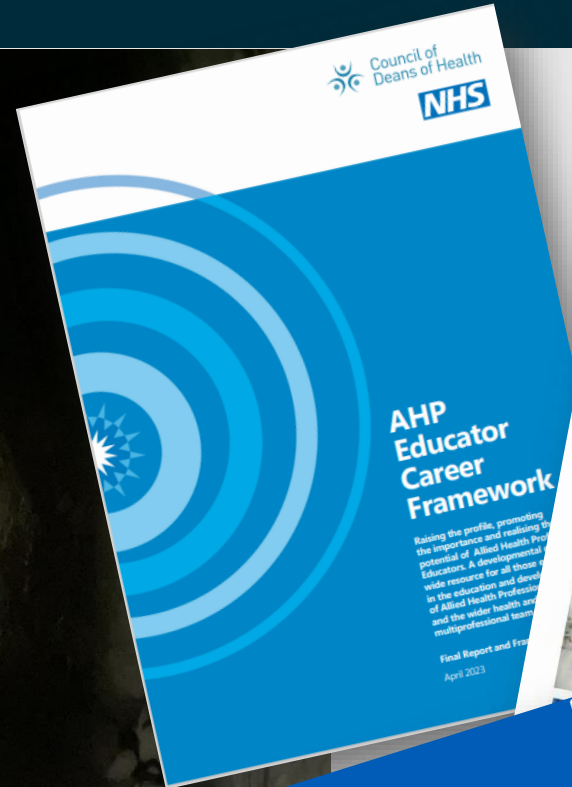
**Clinical &
Practice**



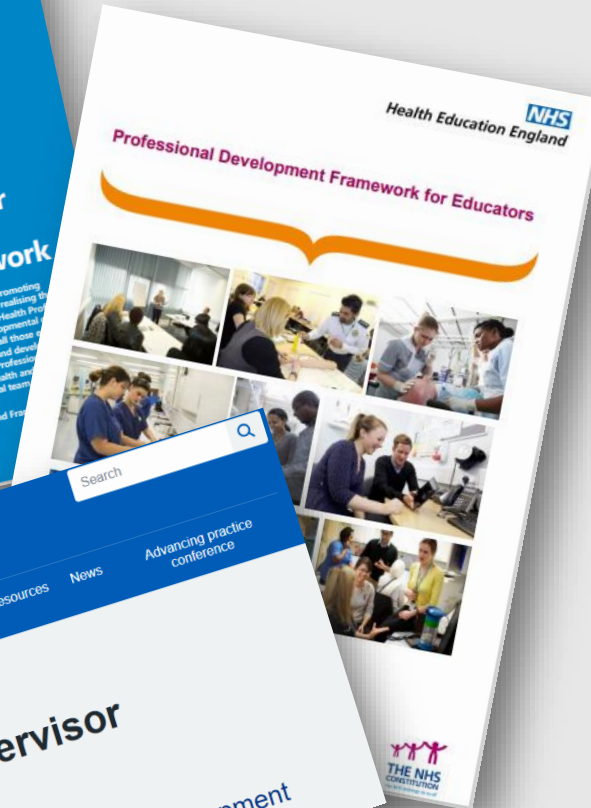
Prosthetist Nur
Paramedic Dentist
Orthoptist Paramedi
Midwife Surgeon Operating depar
Dietitian Mid
Occupationa
Music therapist Dietitian Psycl
Speech and lang
Physician Re
Podiatrist

Research

The mysterious route to healthcare educator



[Allied-Health-Professions-Educator-Framework.pdf
\(councilofdeans.org.uk\)](https://councilofdeans.org.uk/Allied-Health-Professions-Educator-Framework.pdf)



[professional development framework for educators 2022.pdf
\(hee.nhs.uk\)](https://hee.nhs.uk/professional-development-framework-for-educators-2022.pdf)



[Advanced Practice Supervisor Capabilities -
Advanced Practice \(hee.nhs.uk\)](https://hee.nhs.uk/advanced-practice-supervisor-capabilities-advanced-practice)

Current educator capacity: establishing a baseline



Which educators to count?

Inconsistent roles, job descriptions and titles

The value of educator frameworks

Currently a workforce at different stages of maturity across professions and systems

What value and challenges are there for multi-professional solutions?



Photo by [Raphael Wild](#) on [Unsplash](#)

The supply issue:
No educators – No workforce

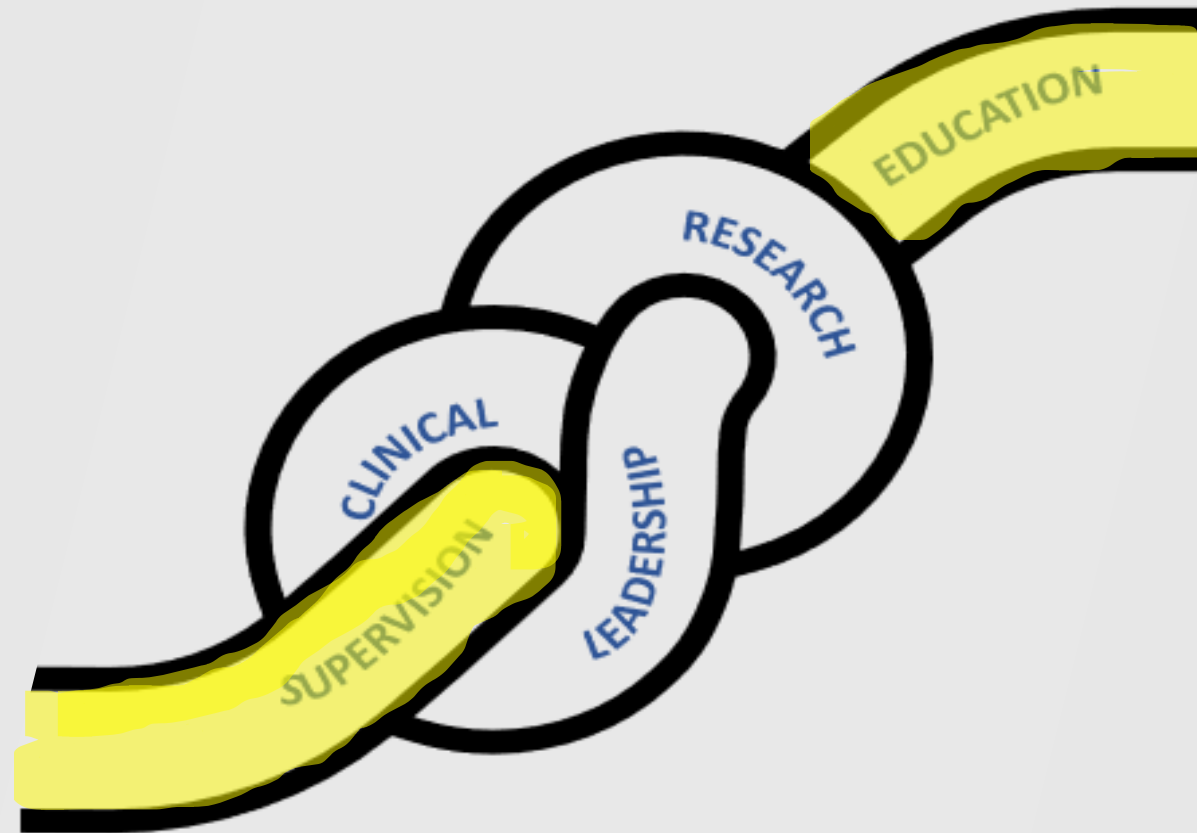


At points of transition:

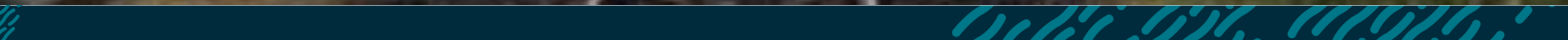
- from pre-reg to registered
- when supporting career progression
- prompting innovation in practice
- ensuring fair, equitable approaches and opportunities for workplace learning
- translating fair, equitable approaches and opportunities into practice
- fundamental for safe, fair, innovative and productive healthcare

Providing crucial role models

Educators: a golden thread sustaining the workforce



Educator and practice workforce & planning:

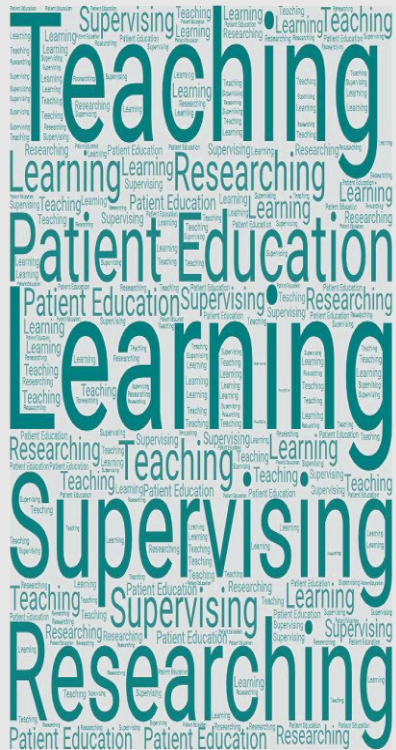




Recognising and
demonstrating impact and
return on investment

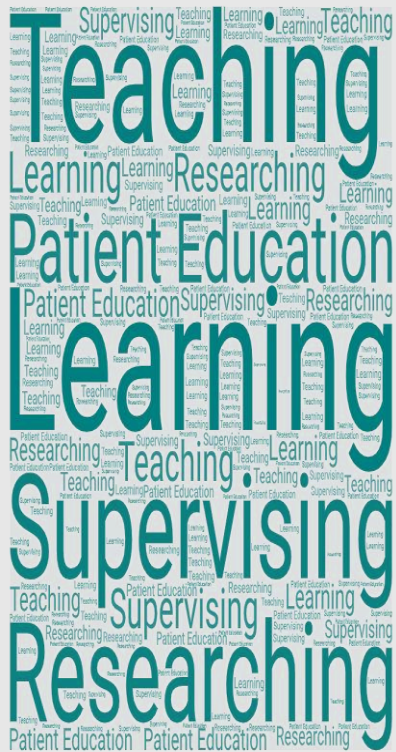
Joining the dots between
investment in educators and
the things that keep system
leaders awake at night

Investing in the education pillar grows capability which



- Identifies own and others learning needs and plans, across the pillars
- Supports and shapes self-directed learning
- Promotes learning from critical reflection
- Influences individual, service, organisational and interprofessional learning
- Empowers health literacy, equitable and inclusive decision making – patient and carer learning
- Embeds role models: educator, supervisor, coach – instilling confidence in others

Multiprofessional framework for advanced clinical practice
([NHS 2017, p10](#))



Navigating uncertainty

- Inevitable
(Fox, 1957)

Where uncertainty is a

- precursor to professional learning
- feature of situations where practitioners report that learning has taken place
- prompts conscious awareness to 'think to make sense of situations'
- results in **authentic professional learning**

(Webster-Wright, 2010 p117)

- **Identify own and others learning needs and plans, across the pillars** (*safety, innovation, retention*)
- **Self-direction** (*motivation, satisfaction*)
- **Critical reflection** (*safety, innovation, well-being*)
- **Individual, service, organisational and interprofessional learning** (*productivity, safety, innovation, workforce supply*)
- **Empowering health literacy and decision making** (*productivity, innovation, patient satisfaction, inclusion*)
- **Being a role model, educator, supervisor, coach – instilling confidence in others** (*safety, retention, well-being, recruitment, innovation, sustaining workforce supply, equality, inclusivity and succession*)

An unfamiliar way to think about ourselves as educators

Recognising that we might feel
uncertain about some of this educator
workforce strategy



Maximising opportunities will require educators who

Model a willingness to challenge taken-for-granted assumptions, go-to approaches and hegemonic practices





Open mind, not empty head
Dey (1993)

'one may be cognitively aware of a need to behave differently and yet remain determined not to do so in practice.'
(Revans, 2011 p5)

'a need for professionals to retain critical control over the more intuitive parts of expertise by regular reflection, self-evaluation and a disposition to learn from others'

(Eraut, 1994, 155)



Photo by [Lubomirkin](#) on [Unsplash](#)

Identify and challenge:

- taken-for-granted education practices
- taken-for-granted approaches to healthcare workforce supply and ongoing professional learning

Explore job roles and descriptions:

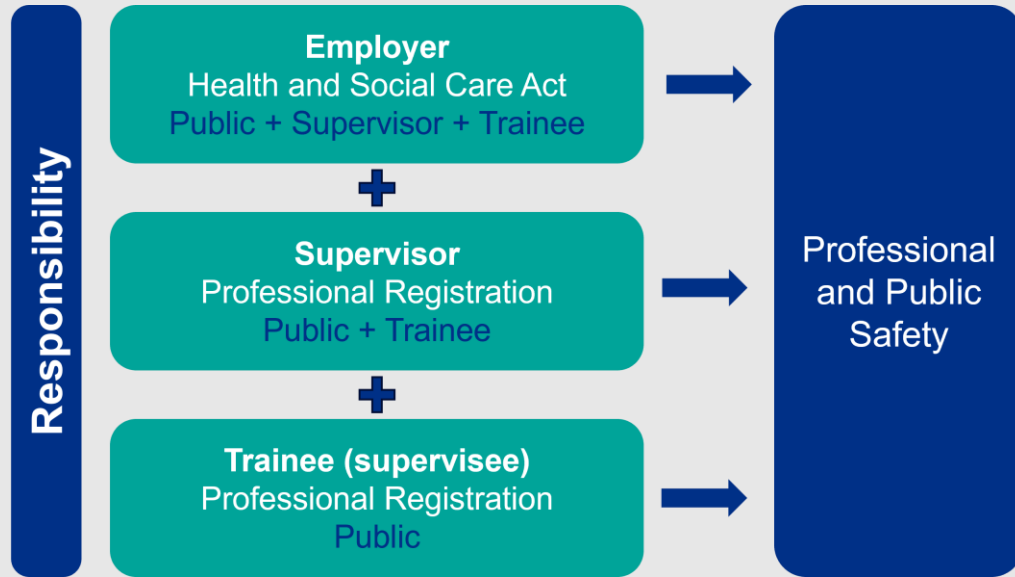
- multi-professional and cross-professional similarities and difference – greater consistency

Being crucial role models:

- How to be
- Person-centred
- Humility
- Owning up to not knowing

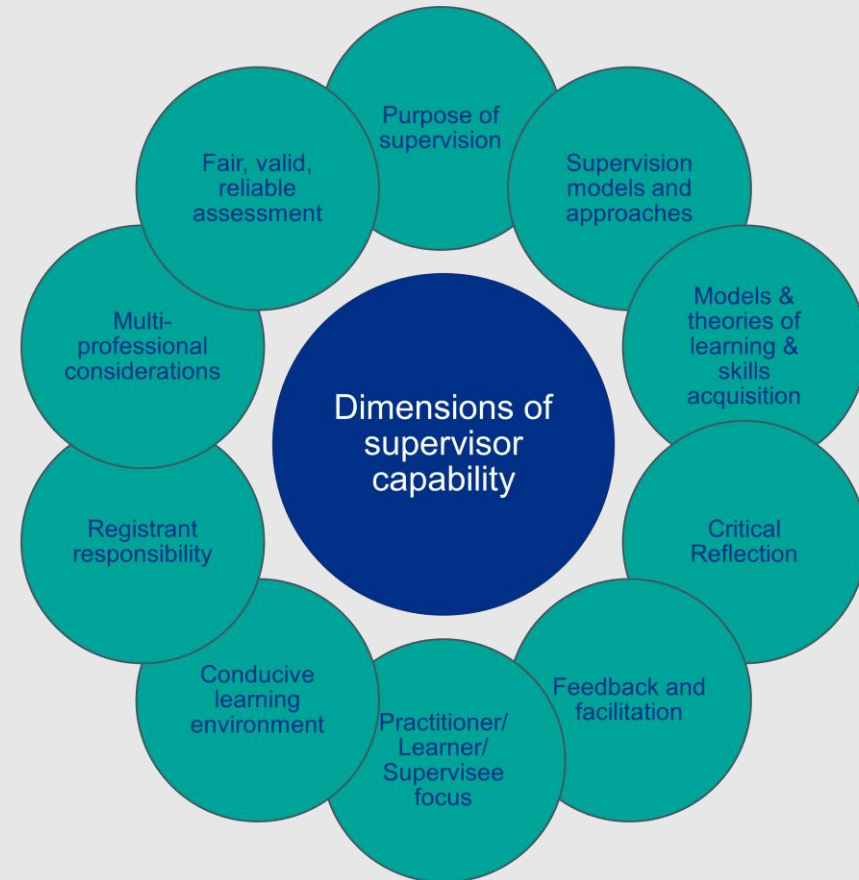
Sharing innovation and exemplars

Identifying the common ground

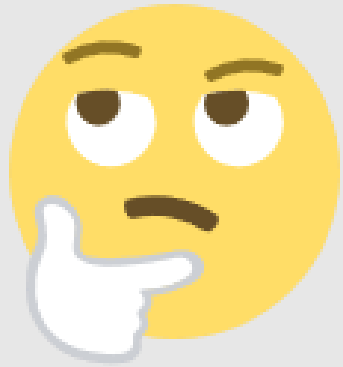


Employer, supervisor and trainee responsibilities in advanced practice

Advanced Practice Supervisor Capabilities - Advanced Practice



Dimensions of supervisor capability



Why effective and less effective taken-for-granted practices persist?

Evidence or Hegemony?

Why things work? (or don't)

Our go-to ontology about the nature of learning and education

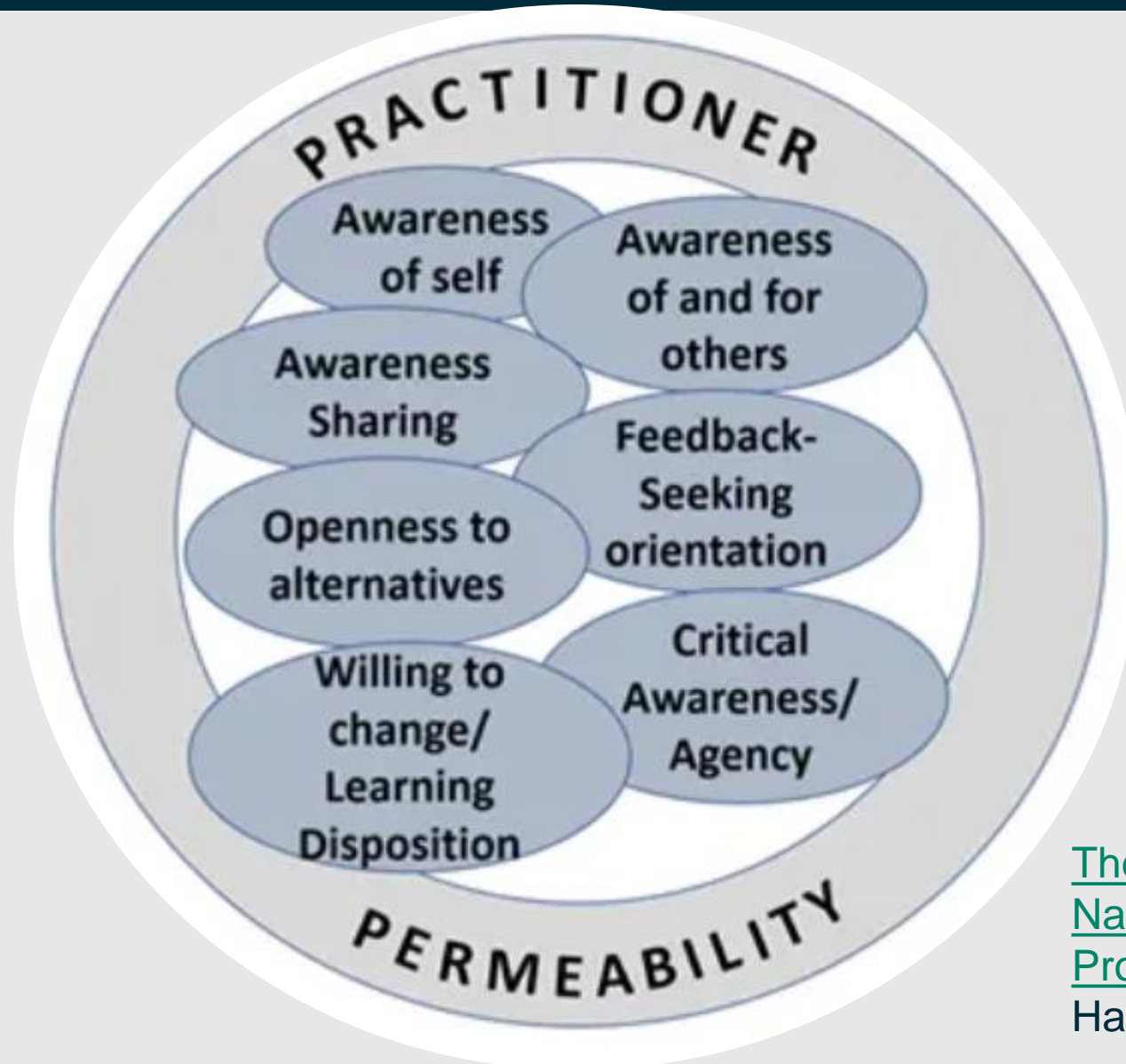
How to check if you are right?

Our go-to epistemologies – ways of knowing

What return on investment might look like?

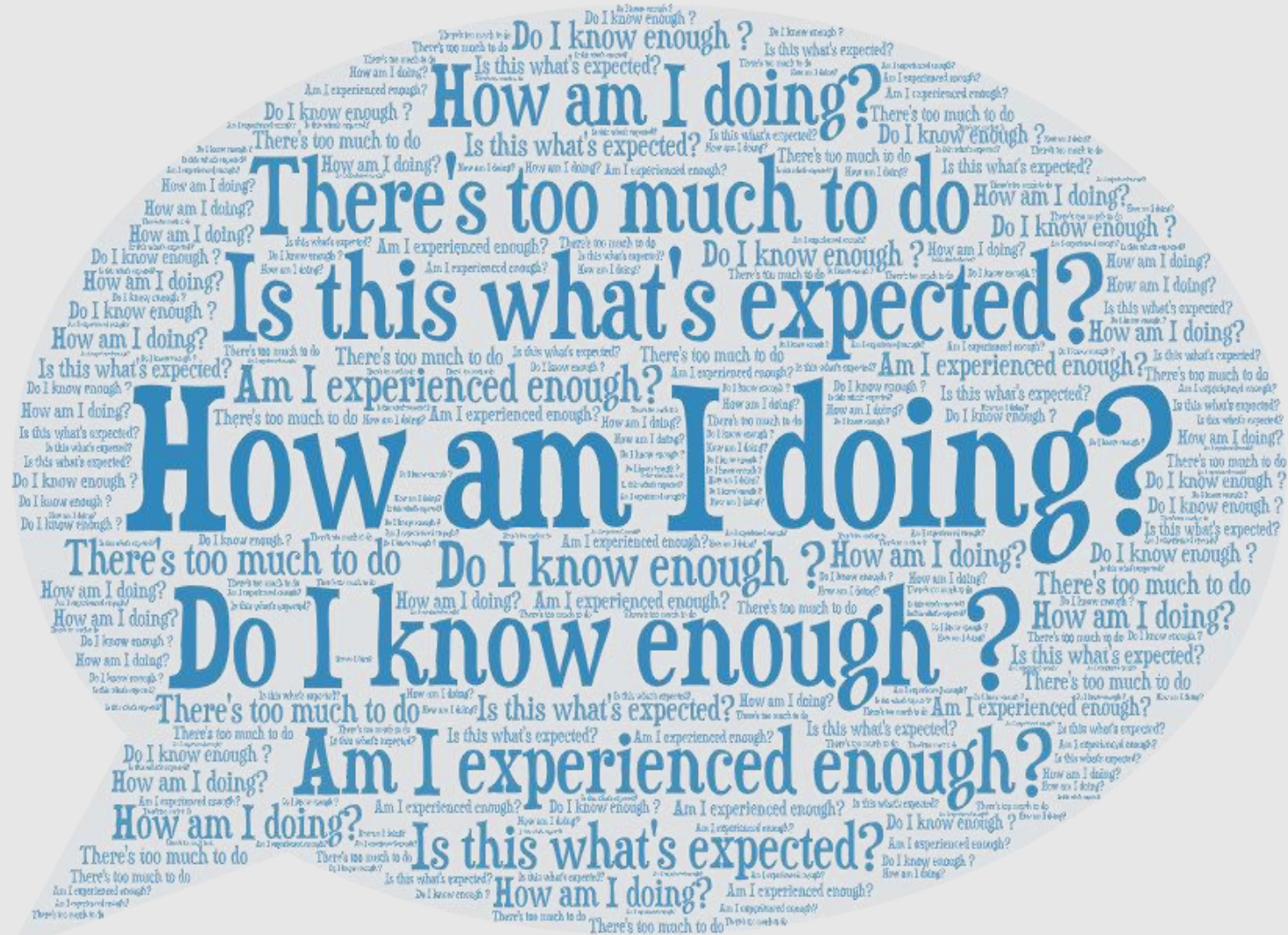
What matters to you, learners, employers, the system, commercial partners, politicians, patients and public ??

Being a Permeable Educator?



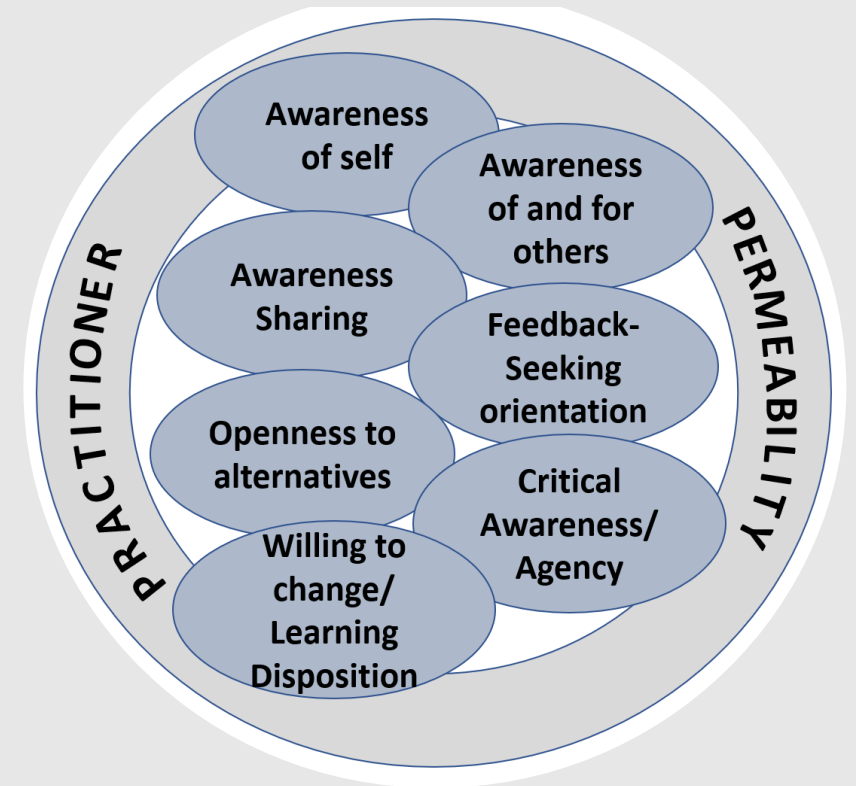
[The Permeable Practitioner – Navigating Uncertainty in Professional Practice](#)
Harding (2019)

A word about the origin of Practitioner Permeability

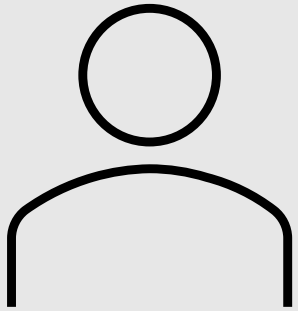


Expecting uncertainty and seek to resolve it

- Practitioners vary in the extent to which they recognise uncertainties
- vary in the extent to which they may be willing to address and resolve/learn from uncertainties
- those who expect, recognise and seek to resolve uncertainties demonstrate a **combination of behaviours and characteristics**
- these behaviours and characteristics are **important for both supervisors and supervisees**
- these behaviours and characteristics can be thought of as being a **‘Permeable Practitioner’**

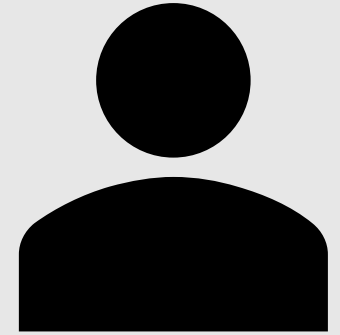


Harding, 2019



Highly permeable

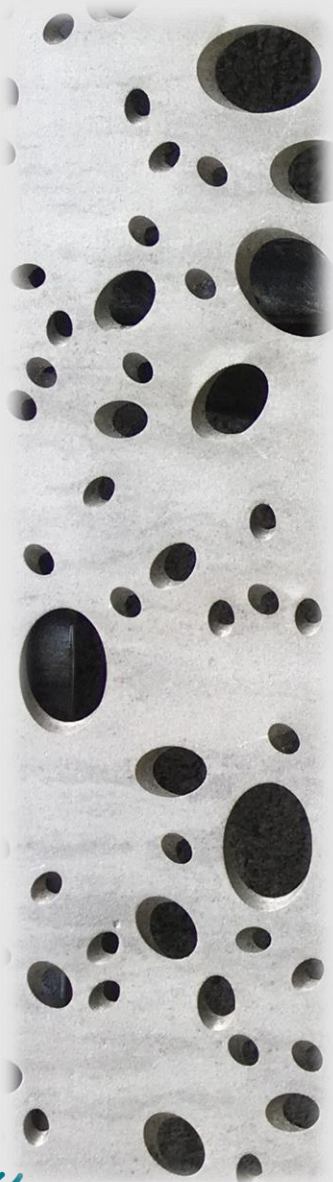
**Fragile
Dependent**



Highly impermeable

**Fragile
Avoidant**

Optimum permeability varies with context
Getting stuck at either extreme is unhelpful



Self-aware: Recognising own assumptions, preferences and uncertainties about education in and for practice

Aware of and for others: implications of your own position and assumptions for education, practice, safety, patients, colleagues, own learning and research ideas (return on investment)

Awareness sharing: engage actively in local and strategic dialogue, learner-focused discussions, public engagement

Feedback seeking: welcome feedback – as an educator - learning from that feedback

Open to alternatives: explore other ways of learning/doing – other ways of knowing, other places for learning

Critically aware: weighs up what works/is safe and furthers practice and understanding

Willing to change/learn: implement and land new stuff in practice – doing things differently, test new ideas and knowledge back in practice



Self-aware: Recognising own assumptions and uncertainties about who is and can be an educator

Aware of and for others: implications of your own position and assumptions for education, practice, safety, patients, colleagues, own learning


Awareness sharing: engage actively in dialogue, class discussions, supervision

Feedback seeking: welcome feedback – as a practitioner and as a learner, as an educator – learning from that feedback

Open to alternatives: explores other ways of learning/doing – other educators

Critically aware: weighs up what works/is safe and furthers practice and understanding

Willing to change/learn: implement and land new stuff in practice – doing things differently



Self-aware: Recognising their responsibilities – their taken-for-granted approaches and their blind spots

Aware of and for others: implications of that position for workforce supply, retention, wellbeing, professional and public safety

Awareness sharing: engage with educators, regulators, professional bodies and other workforce planners/employers

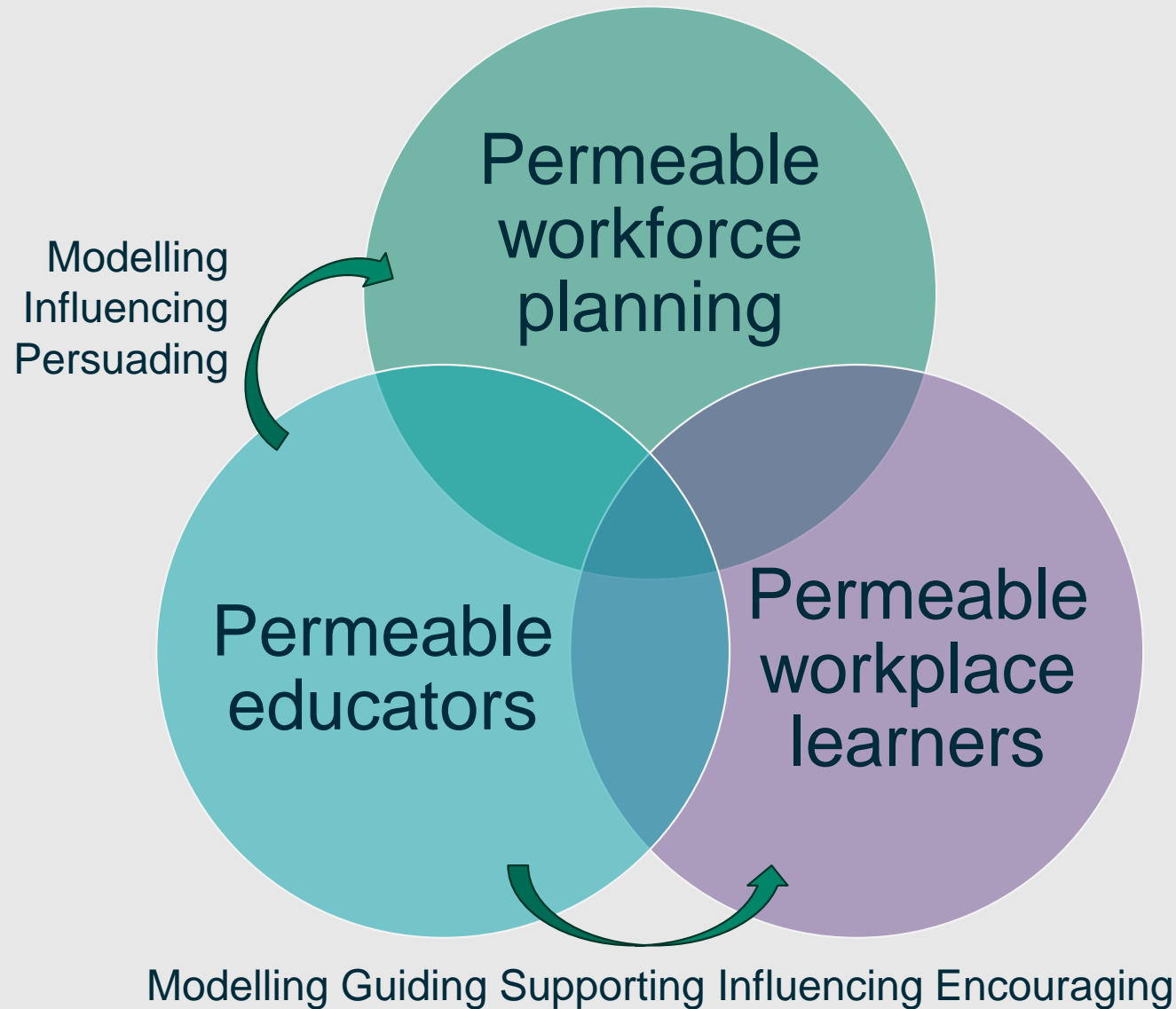
Feedback seeking: welcome feedback – from public and from educator and practice workforce – learning from that feedback

Open to alternatives: explore other ways of growing and sustaining the workforce

Critically aware: weighs up what works/is safe

Willing to change/learn: implement and land new stuff in practice – doing things differently

To deliver an integrated educator workforce



Keep innovating and supporting
learning for, from and in practice
and
learning for, from and with each
other

Thank You

References which are not on slides

Dey, I. (1993) *Qualitative Data Analysis: A user-friendly guide for social scientists*. London: Routledge

Eraut, M. (1994) *Developing Professional Knowledge and Competence*. London: Routledge

Fox, R. (1957) Training for uncertainty. In Merton R. K., Reader G. and Kendall, P. L. Eds *The Student Physician*. Cambridge: Harvard University Press

Revans, R. (2011) *ABC of Action Learning*. Farnham: Gower

Webster-Wright, A (2010) *Authentic Professional Learning: Making a Difference Through Learning at Work. Professional and Practice-based Learning Volume 2*. London: Springer



St George's
University of London

www.sgul.ac.uk

St George's, University of London
Cranmer Terrace
London SW17 0RE