



University of Victoria School of Nursing Guidelines for Teaching and Learning

The teaching and learning guidelines, listed 1 to 6 below, frame values for enacting the curriculum and fostering life-long learning for students, teachers and practitioners. The guidelines listed below emerge from our curriculum framework and are grounded in the values of the School of Nursing. These guidelines outline a vision for nursing and health care in the future as well as beliefs about registered nurse practice. Holistic beliefs about people, health and health promotion, and registered nurse practice and a vision to prepare nurses to practice in an ever-changing health care system and fast paced world are addressed by the guidelines below.

These guidelines are used by School of Nursing (SON) committees when making curriculum decisions and can be used by faculty when developing curriculum, course outlines, assignments etc. Each guideline assumes need for:

- ongoing discussion and negotiation between student, teacher, and practitioner
- transparency of all processes in teaching and learning
- modeling of knowing, being and doing that reflect curriculum meta and foundational concepts and philosophies
- consideration of the teaching/learning context and available resources
- mediation of tensions in the changing environments in which we teach and learn
- understanding teaching and learning as transformative processes
- understanding that teaching and learning is an inquiry process

How will our decisions and work reflect these guiding principles?

1. **Engagement:** Being knowledgeable, actively engaged and attentive to responsibilities in all phases of the teaching/learning process is essential.
2. **Interaction:** Being in relation supports learning through opportunities for dialogue, questioning and critical reflection.
3. **Inquiry:** Encouraging curiosity, questioning, awareness of context and critical thinking as a way of being.
4. **Diversity:** Respecting different realities necessitates an exploration and understanding of the diverse ways in which people inhabit the world and how this informs relational practice.
5. **Capacity Building:** Utilizing previous experiences is integral to facilitating the development of knowledge, attitudes, skills and abilities within and amongst students, teachers and practitioners.
6. **Praxis:** Learning comes from understanding self/others in relation to practice, theory, research, education and administration. These components inform and influence each other.