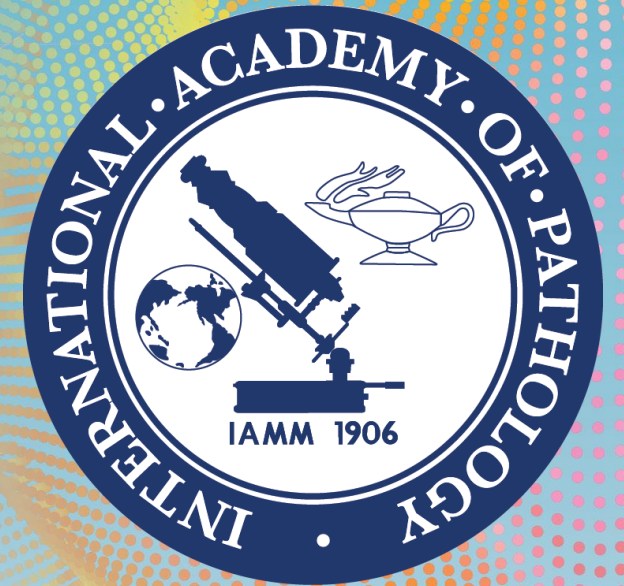


Quick Qualifications to sharpen your teaching techniques

A/P Diane Kenwright

University of Otago, Wellington
Awanui Labs, Wellington

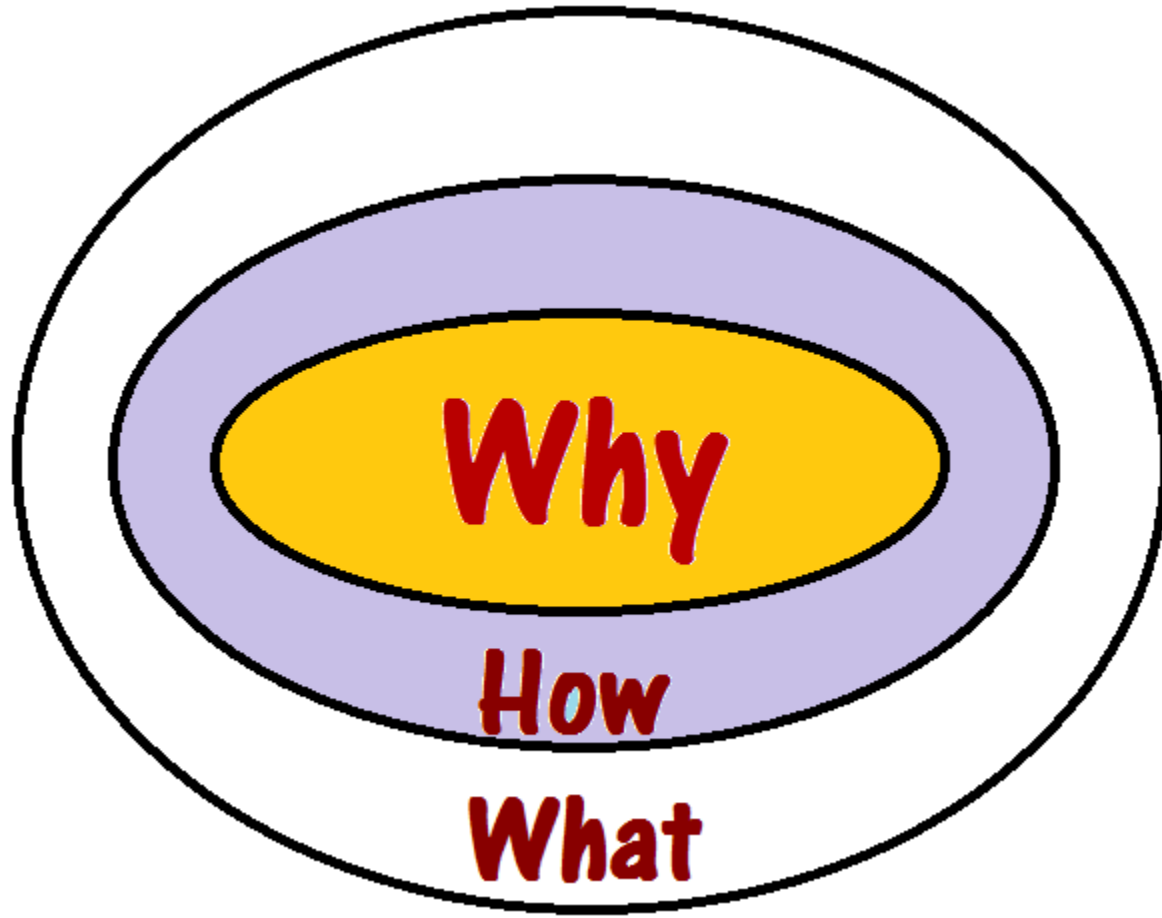


 The 48th Annual Scientific Meeting *of the*

Australasian Division of the
International Academy of Pathology

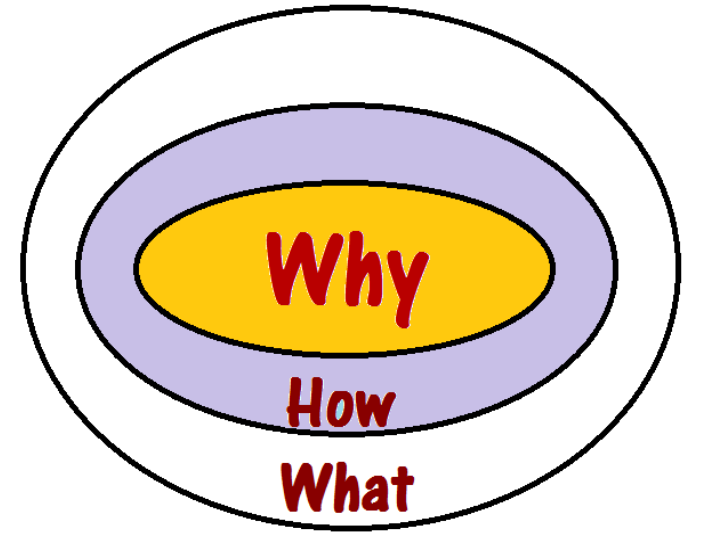
Disclosure of Relevant Financial Relationships

No relevant financial disclosures.

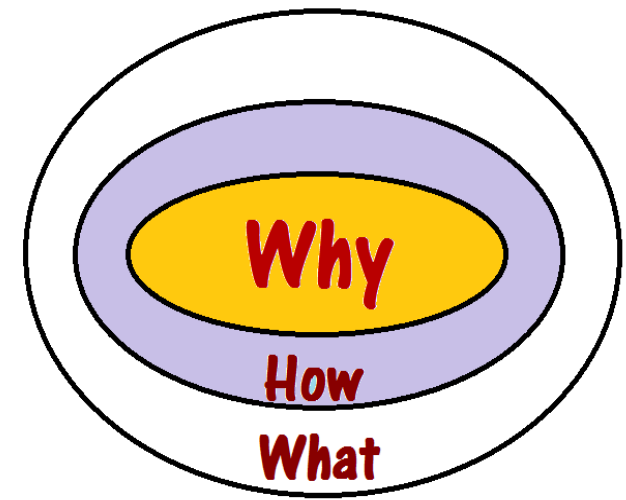


With thanks to Simon Sinek

Why become a great teacher?

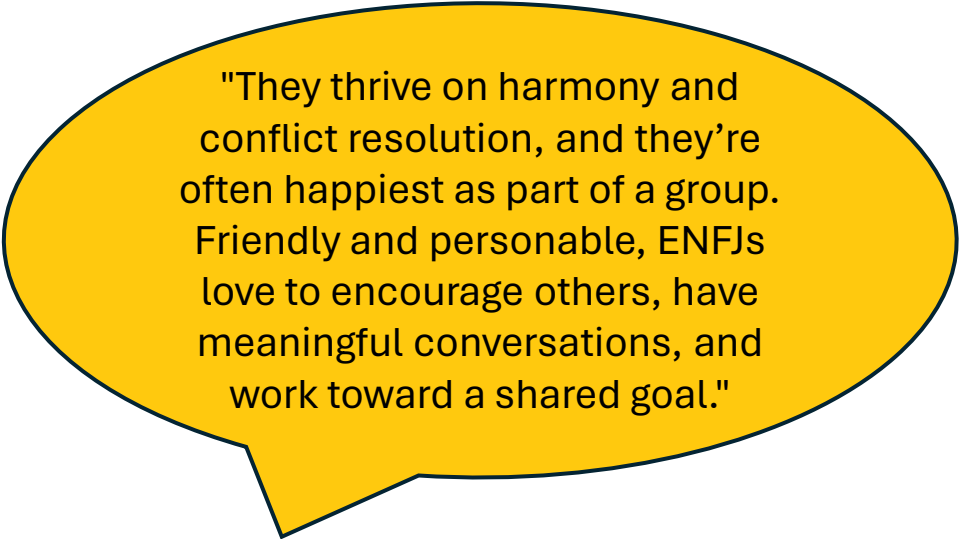


Why did I want to become a great teacher?



- The joy and satisfaction of building relationships, inspiring curiosity, and witnessing the personal growth of students and registrars.
- To give back to my profession and thank my own great teachers.
- Transmit my values and knowledge into the future.
- Because I love learning – I learn so much as a teacher.

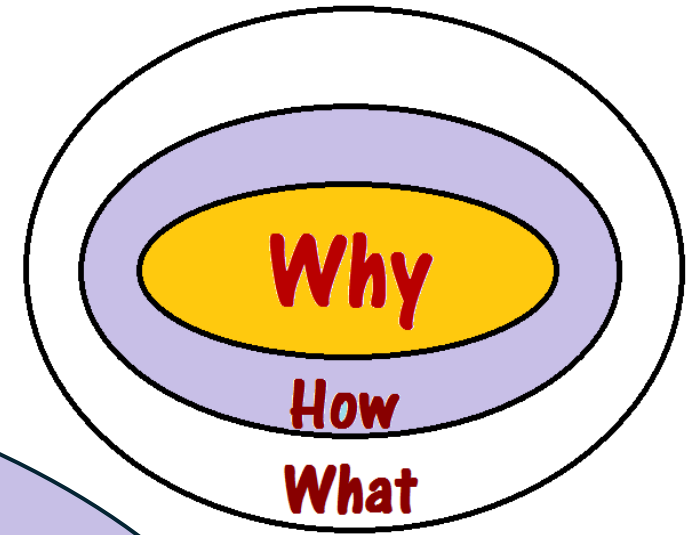
Understand your motivation



"They thrive on harmony and conflict resolution, and they're often happiest as part of a group. Friendly and personable, ENFJs love to encourage others, have meaningful conversations, and work toward a shared goal."

- It's part of my personality (ENFJ) and values
- I must teach as part of my work
- I want to be considered an expert

Think about the HOWs



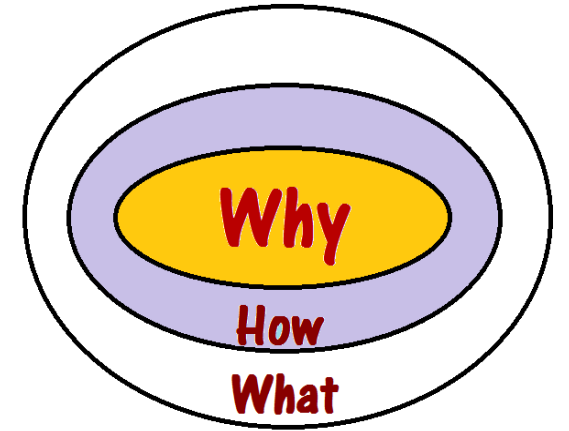
How do I like to learn?
How much time can I commit?
How deep do I want to get?

Hows: some advice

How do I like to learn?

At home, online?

In a group? Interactive and face to face?



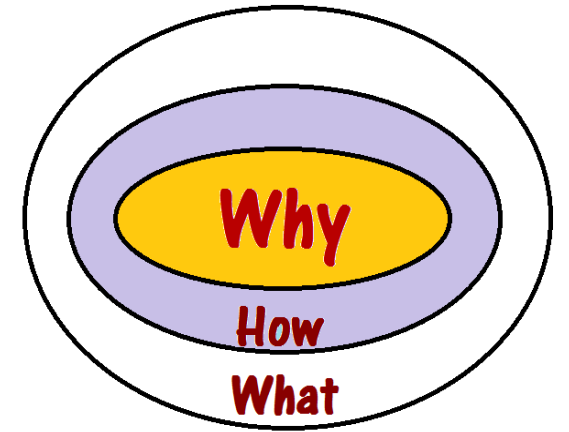
How have you
enjoyed learning in
the past

Hows: some advice

- How much time can I commit?

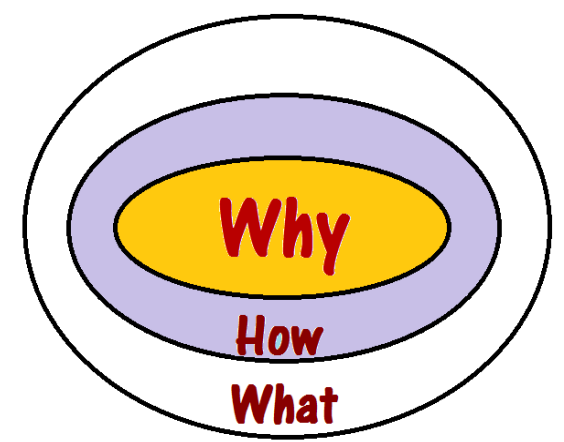
There are course lengths to suit everyone

- 1 hour
- 1 day
- 1 week
- 1 year



Start small.
Explore.

What is available?



Starting small online, at home in small chunks:

1. RCPA- mentoring trainees – 1 hour:

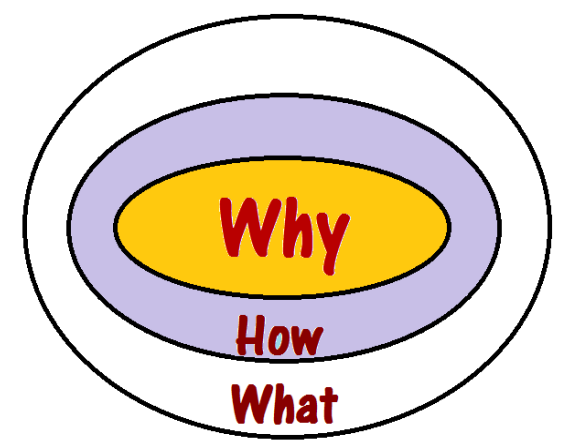
<https://www.rcpa.edu.au/Education/MT>

2. Barara Oakley – Uncommon Sense Teaching

<https://www.coursera.org/learn/uncommon-sense-teaching>

Do module 1 (3 hours), if you like it, carry on. Get the certificate.

What is available?



Starting small, in person face to face:

1. RCPA-Supervisors workshop Path Update - Thursday 2 hours
2. University one day courses: Every medical school and hospital will have a centre for teaching and learning.

For example:

<https://www.fmhs.auckland.ac.nz/en/som/cmhse/short-courses--workshops-and-teaching-support.html>

Talk to me after this session and I will find a course for you!

What are the next steps?

Medical education professional organisations

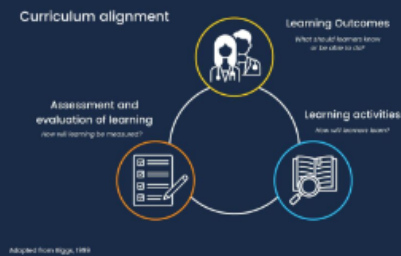


A framework for personal development



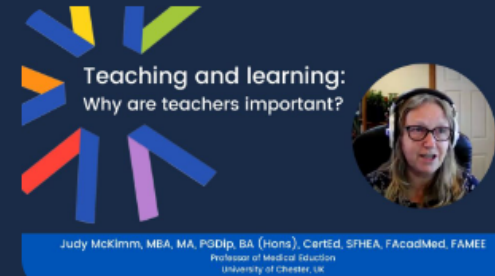
Connect

Cultivating inclusive environments where educators can connect and thrive.



Grow

Providing pathways for career progression and personal growth.



Inspire

Empowering educators to become catalysts for positive impact and change.

One of our first steps was to develop a framework to underpin course development. All of our modules are mapped to this framework to help educators choose the most appropriate combination for their development needs. Our ESME module 'Roles of the Teacher' explores this framework in more details and supports its use as a tool to plan your personal and professional development.

Buildable Modules:



Introduction to Teaching & Learning in the Health Professions



Teaching and Facilitating Learning

MODULE

✓ Online Module

✓ 3 Months

✓ 10 Hours Study Time

✓ Beginner Level

✓ Online & Self-Directed

[Find out more](#)



Designing and Planning Learning

MODULE

✓ Online Module

✓ 3 Months

✓ 10 Hours Study Time

✓ Beginner Level

✓ Online & Self Directed

[Find out more](#)

Face to face



ESME Essential Teaching Skills

Date: Saturday 24 August

Time: 0900-1230

Location: In-Person only

ESME Clinical Teaching

Date: Sunday 25 August

Time: 0900-1230

Location: In-Person only

Research ESME

Date: Sunday 25 August

Time: 1330-1700

Location: In-Person only

ESME Clinical Teaching

Date: Sunday 25 August

Time: 0900-1230

Location: In-Person only

<https://web-eur.cvent.com/event/12e4b1e4-0f01-4b00-b704-3386bc68b374/websitePage:423f0c79-b996-4ffd-b443-32b3dda6246c>

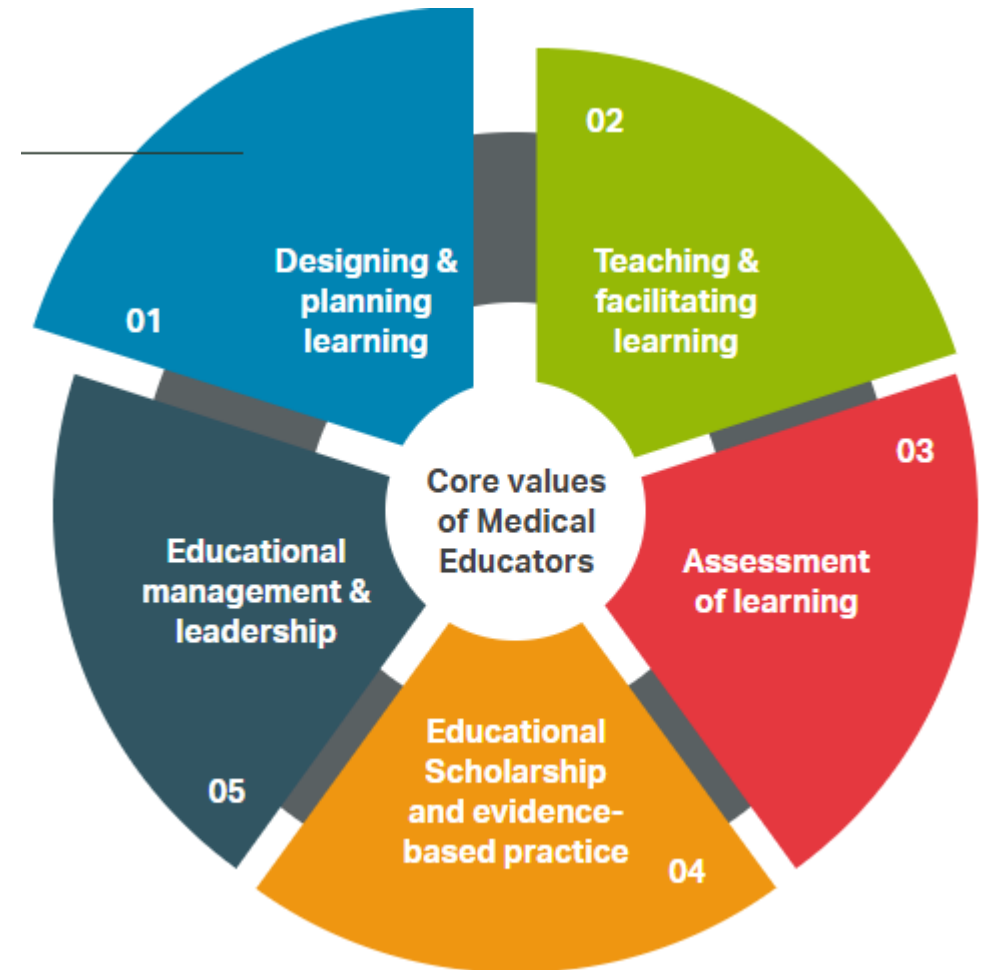


MAcadMEd and FAcadMEd

**ACADEMY OF MEDICAL EDUCATORS
ANNUAL ACADEMIC MEETING 2024**
*Science and Technology in Healthcare Practice:
Futures in Medical Education*

12 – 13 November 2024
Aston University, Birmingham, UK
www.medicaleducators.org/AoME-2024

AoME
ACADEMY OF
MEDICAL EDUCATORS
IMPROVING CARE THROUGH TEACHING EXCELLENCE



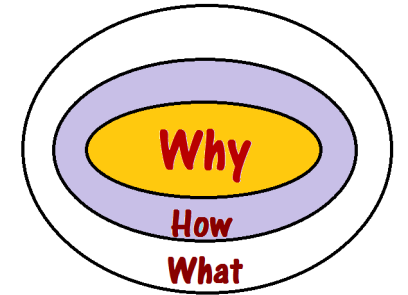


Masterclass 1: AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass

Masterclass 2: AMEE Essential Skills in Wellness - A Masterclass

ANZAHPE ONLINE Professional Development Program

What are the next steps – formal academic qualifications.



Why get a formal qualification in medical education?

- In-depth knowledge of educational theories, instructional methods, curriculum design, assessment strategies, and more.
- To gain faculty positions, program directorships, deanships, etc. Many institutions expect or require such qualifications for significant teaching responsibilities.
- To lead educational innovations and reforms.
- To transform self identity from .a clinician to an educational scholar, leader, and researcher

[Courses](#) / [Graduate Diploma of Health Professional Education](#)

Graduate Diploma of Health Professional Education



THE UNIVERSITY OF
MELBOURNE

—
Study

[Home](#) [Study](#) > [Find a course](#) > [Graduate Diploma in Clinical Education](#)



[Who we Are](#)

[Study with Us](#)

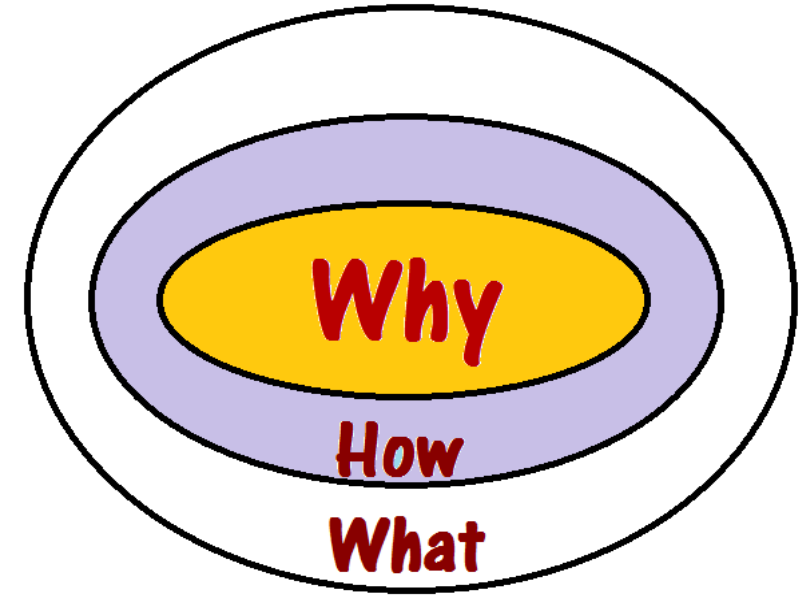
[Our Research](#)

POSTGRADUATE

Medical Education MMedEd, PGDip, PGCert



Postgraduate Certificate in Clinical Education PGCertClinEd



Simon Sinek

@simonsinek

Follow



The value of our learning multiplies when we share what we learn with others.

12:38 PM · Nov 29, 2021

Thank you to my
teachers, students
and colleagues who
continue to inspire
me to be a great
teacher.

