

# LANDSCAPES OF PRACTICE

INTER - PROFESSIONAL WORKING

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# Introduction: Michael Reed

- A short an introduction to what we shall call ‘landscapes of practice’ .
- An activity within which we need your cooperation, your views, your thoughts and your ability to share with others
- Case study – showing how we have tried to support students in their landscape of practice.

# What do we mean by a landscape of practice?

- We all have substantial access to knowledge and understanding in our own field - and the ability to apply this to specific situations...

Which is a body of knowledge

Which forms our landscape of practice

Trouble is: do others share this body of knowledge ?

Trouble is: do others share our landscape of practice?


To some, our practice may look like this



To some like this



- *What does a professional landscape look like? Does it look the same if you are a student? Does it change? Do you change? Does training and experience matter? How is it formed? Is it....*
- Friendly, changing, responsive, supportive, complex?
- A desert, cold, warm, difficult to move through, empathic, distant, somewhere they speak a different language?
- How does the assessor, trainer, tutor fit into the landscape?
- Is there a shared understanding?



So how do we see our ourselves within a landscape of practice?

- Do we have a universal view of competence?
- What events and circumstances require intervention?
- Do we have different priorities at different times and places?

# Workshop task

- Draw, use notes, represent diagrammatically or just consider - what the landscape of practice looks like for someone who is involved in a WBL programme?
- Share your 'landscape' with others
- Are there shared understandings?
- Is there a common language?
- Is there a body of knowledge?

Carla Solvason. A case study which will look at...

- The context
- The landscape we started with
- The process we engaged in
- The landscape we now see

# The context

- The FdA and the need to support students
- The need to model collaborative working
- Working with others - Local Authorities, settings, students.

# The landscape we started with

- What this looked like
- To us
- To them
- To the student
- What was our body of knowledge?

# The process we engaged in

- What did we do?
- How did the people involved find reference points to find their way into a new landscape of practice?
- Titles
- Roles
- Responsibilities
- Relationships

# The landscape we now see

- It is still changing
- It is better defined
- It has more purpose
- It actually shares some features

# What we might recommend

- **Engagement in practice** –allows for discussion, engaging in debate, training and reflection. All provide a vehicle for learning.
- **Thinking outside the landscape** - constructing an image of a professional landscape based on experience. You locate and orientate yourself. Interpretation takes place. We imagine possibilities.
- **Alignment** - coordination, rules and procedures are followed. Not in a submissive way, a two way process is necessary. A common voice, idea or principle can emerge.

## But things get complex?

- What are the power dynamics in a landscape of practice?
- What are the political dynamics?
- Do we just colonise the landscape of practice?
- Who decides what is meant by being competent or demonstrating good practice?

# Complex identities and change

- Change. Some aspects of practice did not exist ten years ago?
- Change: What was a Foundation Degree eight years ago?
- Altering landscapes and working together mean we FORM and are FORMING new complex identities

# What have we learnt?

- Understanding how your own Landscape of Practice is perceived by others is important
- Understanding your own 'body of knowledge' and how it was formed and how others were formed is important
- Every professional group has a complex professional identity. Just saying we can 'work together' is not enough.
- Professional Landscapes of Practice move and change
- Everyone needs a professional identity

# References

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- Gasper, M (2010) *Multi-Agency Working in the Early Years* . London, Sage Publications.

## Web links

Professor Etienne Wenger –  
further information and links

<http://www.ewenger.com/>