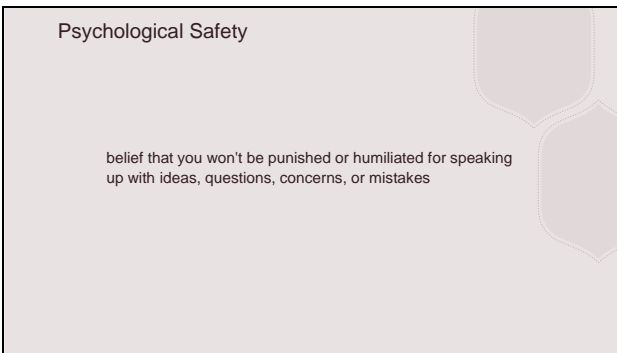


Slide 1



Pedagogical Emotional Literacy

Slide 2



Psychological safety describes people's perceptions of the consequences of taking interpersonal risks in a particular context such as a workplace.

org psych scholars – 1960s; renaissance in 1990s

critical factor in understanding phenomena such as voice, teamwork, team learning and organisational learning

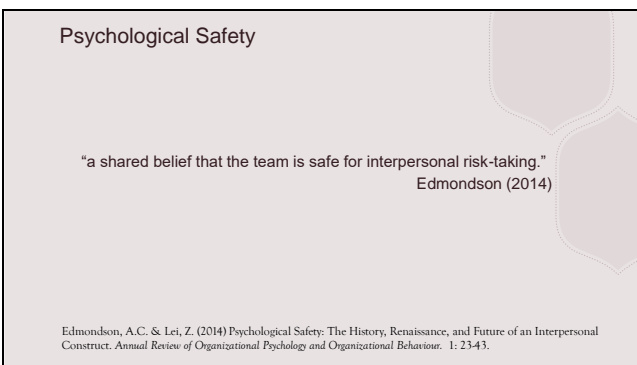
crucial for collaboration – enables teams and organisations to learn

facilitates willing contribution of ideas and actions to a shared enterprise

Psychological safety is associated with learning at all levels – individual, group and organisational.

However, phenomenon lives at group level

Slide 3



Psychological safety describes people's perceptions of the consequences of taking interpersonal risks in a particular context such as a workplace.

org psych scholars – 1960s; renaissance in 1990s

critical factor in understanding phenomena such as voice, teamwork, team learning and organisational learning

crucial for collaboration – enables teams and organisations to learn

facilitates willing contribution of ideas and actions to a shared enterprise

Psychological safety is associated with learning at all levels – individual, group and organisational.

However, phenomenon lives at group level

Edmondson, A.C. & Lei, Z. (2014) Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct. *Annual Review of Organizational Psychology and Organizational Behaviour*. 1: 23-43.

Slide 4

Psychological Safety

"Importantly, psychological safety may not completely mitigate feelings of interpersonal risk. Rather, it tends to create a setting where **learners feel safe enough to embrace being uncomfortable.**" (Rudolph, 2014)

Rudolph 2014

Slide 5

Educational Safety

"subjective state of feeling freed from a sense of judgement by others such that learners can authentically and wholeheartedly concentrate on engaging with a **learning task** without a perceived need to self-monitor their **projected image**" Tsuei (2019)

Hsiang-Te Tsuei S, Lee D, Ho C, et al. (2019) Exploring the construct of psychological safety in medical education. *Academic Medicine*. 94(11S): S28-S35.

Hsiang-Te Tsuei S, Lee D, Ho C, et al. (2019) Exploring the construct of psychological safety in medical education. *Academic Medicine*. 94(11S): S28-S35.

Slide 6

Educational Safety

- Ensure interactions with learners that are friendly, caring and non-judgemental
- Frame knowledge gaps as opportunities for growth rather than something that triggers shame - reinforce that learners' disclosed weaknesses or knowledge gaps are learning opportunities not deficits to hide
- Ask questions that stimulate critical thinking and curiosity (not simply facts)
- Ask questions to which they themselves do not know the answer modeling curiosity, self directed learning and humility
- Check in with learners to better understand if they have created educational safety

Kinnear (2022)

Kinnear, B., DeCoursey, B., Caya, T., Baez, J. & Warm, E.J. (2022) Things We Do for No Reason™: Toxic quizzing in medical education. *Journal of Hospital Medicine*, 1-4. doi: 10.1002/jhm.12846

Kinnear, B., DeCoursey, B., Caya, T., Baez, J. & Warm, E.J. (2022) Things We Do for No Reason™: Toxic quizzing in medical education. *Journal of Hospital Medicine*, 1-4. doi: 10.1002/jhm.12846

• **Educational safety**

- Ensure interactions with learners that are friendly, caring and non-judgmental
- Frame knowledge gaps as opportunities for growth rather than something that triggers shame - reinforce that learners' disclosed weaknesses or knowledge gaps are learning opportunities not deficits to hide
- Ask questions that stimulate critical thinking and curiosity (not simply facts)
- Ask questions to which they themselves do not know the answer modeling curiosity, self directed learning and humility
- Check in with learners to better understand if they have created educational safety

Kinnear (2022)