

Green House Educators

Objective:

At the core of the Green House model is a robust educational plan. In order to ensure sustainability of the Green House model and ongoing education of staff, Green House Educators will be identified and selected to teach Core Team Education, Coaching for Partnership, The Roles of the Nurse, and other related Green House educational programs. Using clear criteria and a good process for selecting Educators ensures the highest level of success and the least amount of turnover of Educators. The Green House Project will work with you to determine the number and selection of Educators.

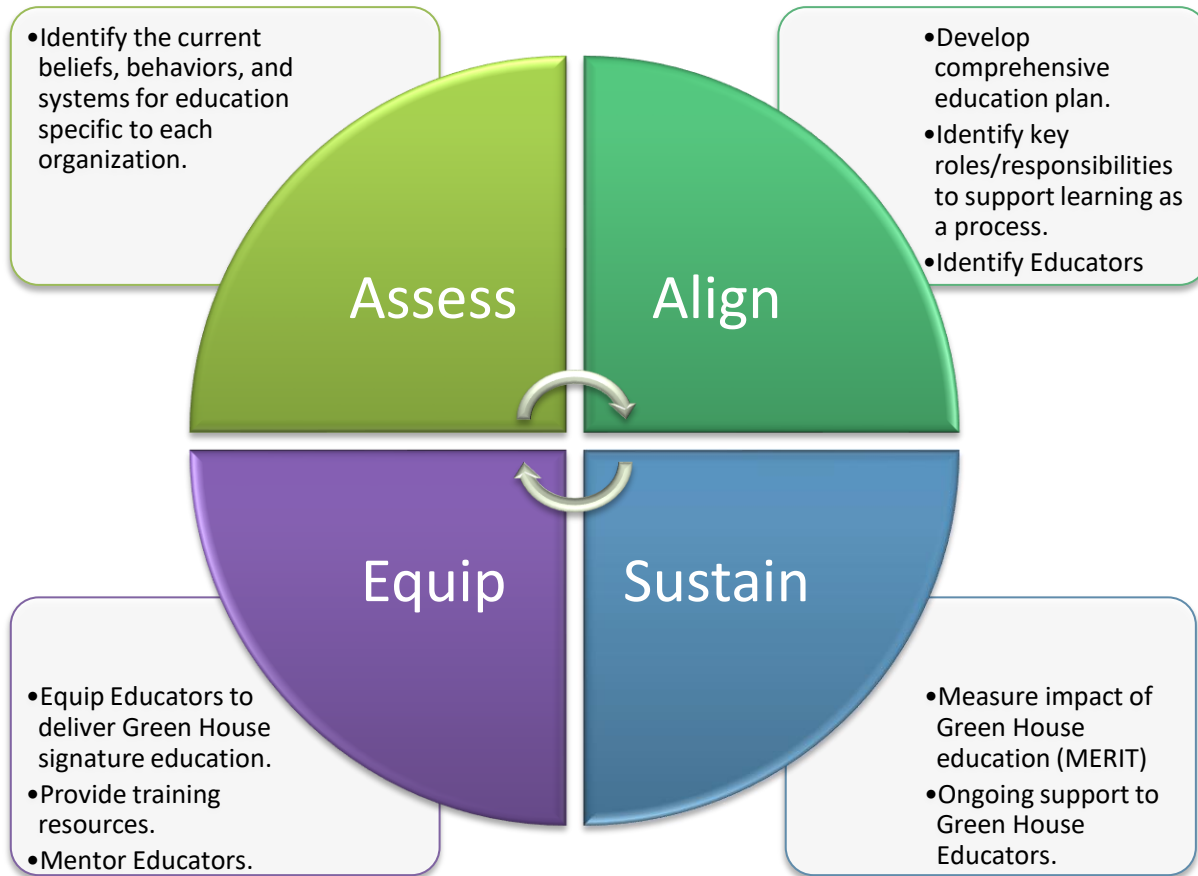
The Green House Project Approach to Learning:

Fifteen years of Green House education and project management support yields great lessons learned impacting The Green House Project's approach to education. The following items have been culled through the lived experience of GHP, Educator feedback, and learning retention research.

- Learning is a process not an event. Learning happens in the classroom, on the job, in team meetings, with peer mentors, and beyond. Organizations need to commit to an ongoing process of education and the growth and development of team members.
- Learning encompasses the three domains of learning: knowledge, skills, and attitudes. Education is based on adult learner-centered education principles, tapping into the experience of adults in the workplace.
- Sustaining learning is the responsibility of the whole organization. Green House Educators and those attending education sessions are responsible for understanding and applying concepts taught. In addition, Organization leadership and specifically, direct supervisors of education attendees, play a role in supporting the application of education in the daily lives of team members.
- Sustaining learning requires the development of a comprehensive education plan prior to opening Green House homes, a plan for new employee education after the homes are open, and ongoing education to sustain the Green House core values for all current employees.
- Delivering education is not a goal in and of itself. The purpose of education is to positively impact the organization: the daily life and wellbeing of elders,

organizational processes, staff retention and engagement, and therefore a positive bottom line impact.

- The Green House Project utilizes a support framework: Assess, Align, Equip, and Sustain. This approach outlines our approach to supporting the education process in Green House organizations.



Education Teams are most likely to achieve success in teaching the curriculum content with the benefit of the following organizational support and interpersonal qualities and skills:

Organizational Support:

- Commitment from the Guiding Leadership team and Organization leadership to teach the full Green House Education programs throughout the organization to prepare for sustainability of Green House homes.
- Grant the necessary time for selected Educators to attend the education sessions and to plan, prepare for, and conduct on-site training.

- Develop an education plan in collaboration with the Educators to support the initial education for all applicable employees as well as the ongoing education plan to sustain education.
- Create an *all-organization* commitment to and support of education.

Criteria for Successful Educators:

- ❑ Are committed to the organization and its goals.
- ❑ Will act as an ambassador to promote the Green House model and champion continued education to sustain the model and be the “keeper of the philosophy”.
- ❑ Role power to influence employees to attend and apply the Green House education. Educators must possess credibility with colleagues, including supervisors, direct-care workers and senior managers and are willing to train colleagues within the organization.
- ❑ Capacity to prepare for, deliver, and support the application of education in the daily lives of team members.
- ❑ Have experience and are comfortable leading or conducting formal group education (Formal group education experience is strongly recommended for at least one member of the training team.)
- ❑ Have developed teaching/presentation skills in work and/or non-work settings
- ❑ Have clinical knowledge and expertise (It is strongly recommended that at least one Green House Educator be a nurse and/or nurse educator.)
- ❑ Are interested in conducting the education with a partner and to commit time and effort required to function effectively as a member of the education team.
- ❑ Are flexible and adaptive and open to change.
- ❑ Show self-awareness and ability to be personally reflective.
- ❑ Are excited about the prospect of educating colleagues and improving their skills.
- ❑ Are open to receiving feedback as an Educator and willing to strive for self-improvement in the delivery of the content.
- ❑ Are open to giving feedback and supporting fellow Educators in their pursuit of growth.

- Willing to work in direct partnership with Green House Guides to support the ongoing learning and application of the Green House core values and philosophy among team members.
- Willing to commit to a five-day Education session to learn the *Core Education* content as well as on-going Educator meetings as determined by the Organization to equip Educators for success. If the Educator will also teach Coaching for Partnership, he/she must commit to a four-day Education session to learn the *Coaching for Partnership* content.

Education Requirements

Educators complete two programs: The Green House Educator Program, a five-day course at an open Green House organization, and Coaching for Partnership Train the Trainer, a four-day program incorporating adult learning principles and the Coaching for Partnership content. These programs prepare and support the educators to teach the curricula at their organizations.