

Webbing a Professional Identity within a networked Community of Practice

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This poster illustrates a blended teaching and learning approach used in a professional programme to facilitate the development of professional identities within an interprofessional community of practice. Students ‘web’ their professional identity against the course competencies of ethical and reflective practice, culturally responsive practice, contextualised, evidence-based and interprofessional practice. Learning is supported through a ‘networked’ teaching environment using an inquiry approach and social networking tools. The metaphor of Māwhai is used which integrates the ‘web’ of learning with ‘networks’ of teaching. The Māwhai model is illustrated using an integrated postgraduate inclusive education course for teachers specialising in seven different endorsement areas.