

**Keeping death out of the curriculum:
workbased learning through scenario methodology in emergency
services**

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In many previous papers, we have argued the legitimacy of work as the site of learning, and 'work as curriculum' (Childs, 1997). There are times however, when 'work' involves life and death situations where human error may have disastrous consequences for social systems, people and property. In occupational settings where death and destruction form part of everyday labour, educators committed to workbased learning need to develop learning approaches that allow learners to develop new, critical and creative capabilities on-the-job *without* causing harm.

This paper will explore the current use of simulation in the NSW Fire Brigades as part of an executive development program. It then proposes that simulations can be extended and deepened through scenario methodology through which learners can develop and refine new capabilities close to the 'real life' of work without causing real death. Whilst this paper uses fire services as a case study, the insights developed are applicable to educational contexts where more direct forms of workbased learning may not be practicable or safe.