

***Practitioner Standards Model Development  
Project***

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**All external links within this document were valid at the time of publication.**

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The ONLC wishes to thank the Ministry of Training, Colleges and Universities and the National Literacy Secretariat for making this project possible. Within the field of literacy, the caring, commitment and dedication are very similar in all programs, yet it is the "shape" of the presentation and delivery, the cultural symbols and language, which make delivery effective and empowering for learners, staff and communities. The National Literacy Secretariat and the Ministry of Training, Colleges and Universities show their recognition of this truth through funding and field support for all streams and sectors of the Ontario literacy field.

To many other colleagues and friends within and beyond the ONLC, the consultant offers thanks for your support and thought-filled assistance.

Chi Miigwetch



This beautiful Medicine Wheel was created by Roxane Corbiere to illustrate the model of professional standards in Native literacy. Roxane is an artist from M'Chigeeng First Nation and a former student of the M'Chigeeng Adult Education Program. Roxane had creative and technical input from Samantha Sweeney, Janice Ense and Lynn Corbiere, all from M'Chigeeng.

Chi Miigwetch, Roxane, Janice, Samantha and Lynn

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**The circle illustrates the spirit of Native literacy programs and all who touch or are touched by them.**

"The circle has no beginning and no end.

It is complete and whole. It represents equality. It represents balance.

When we sit in a circle, no one is ahead or behind, no one is above or below. The circle symbolizes unity. In unity there is strength...

The circle is alive and comes from somewhere.

The circle moves or is stationary, so too are the people in the circle...

The four cardinal points of east, south, west and north are in the circle.

The circle is the universe.

It is the world.

It is the earth.

The circle of life is the universe...

The four directions - east, south, west and north - are important and symbolic in the tribal spirituality of most Indian Nations in North America. The four directions act as spirits or guardians to protect everything within the sacred circle.

On the surface of the earth, all is given the Four Sacred Directions. Each of these directions contributes a vital part to the wholeness of mother earth. Each direction has its physical power as well as spiritual power and gifts to each of us and to each other."

- from Nishnaabe Bimaadziwin Kinoomaadwinan -- Teachings of the Medicine Wheel

A project jointly sponsored by the  
Ojibwe Cultural Foundation, M'Chigeeng, Ontario and  
N'da Gkenjge Gamig, Wikwemikong, Ontario

## Definitions

The following terms are defined to clarify their use and meaning within this document:

<b>Certification</b>	The granting of a certificate by the ONLC, which indicates fulfillment of the requirements for various stages of professional practice within the stream
<b>Co-assessment</b>	A proposed method of evaluating a practitioner's training or existing skills, which combines the practitioner's self- assessment with feedback from learners and colleagues.
<b>Medicine Wheel</b>	The Medicine Wheel has been used by the original peoples of North and South America for thousands of years. It is used by the Elders to pass on the Teachings of the Grandfathers and the Grandmothers. It is also referred to as the Circle of Life, the Sacred Circle, the Cycle of Life and the Sacred Hoop. <sup>1</sup>
<b>Mentoring circle</b>	This is a voluntary system of mutual support among Native literacy colleagues, to aid their work and their professional development.
<b>Native literacy practitioner</b>	In the interests of simplicity and in recognition of many practitioners' multiple responsibilities, the terms "Native literacy practitioner" or, simply, "practitioner" are used to I include teachers, tutors, volunteers, placements, coordinators and administrators.
<b>Professional Plan</b>	A practitioner's "career map", which might include a portfolio, resume, and/or goals for professional development.
<b>Skill Clusters</b>	A system devised to organize the skills, abilities and knowledge of a Native literacy practitioner.
<b>Stages of proficiency</b>	These describe increasing knowledge, skills and confidence, as a practitioner moves around the circle of life, work and growth.
<b>Teachings</b>	These are lessons about life that were originally given by the Creator and are now handed down by Elders to the people. Teachings explain and illustrate how to live a good life as an individual and as a member of the community.

<sup>1</sup> *Medicine Wheel*, a handout developed by The Ojibwe Cultural Foundation, M'Chigeeng, Ontario 2001.

## **A - INTRODUCTION**

### **A.1 Background of the Project**

The National Literacy Secretariat (NLS) and the Ministry of Training, Colleges and Universities (MTCU) launched the Practitioner Training Strategy in October 1999. This four-phase initiative involves all literacy streams and sectors and is being carried out in seven projects across the province.

The Ontario Native Literacy Coalition (ONLC) completed its Phase 1 project in October 2001. Its purpose was to answer three questions:

1. What are the core skills needed by a practitioner in the Native literacy field?
2. How are these skills acquired by individuals seeking to work in the Native literacy field?
3. How is the acquisition of these skills recognized by the Native literacy field?

The work done in Phase 1 resulted in much useful information and several recommendations. These have helped shape the ONLC's Phase 2 project, called the "Practitioner Standards Model Development Project". The Phase 2 objectives are:

1. Clearly identify the training requirements of a Native literacy practitioner.
2. Produce a manual by which to measure skills, abilities and knowledge required to be an effective Native literacy practitioner funded by Literacy and Basic Skills (LBS).
3. Produce a job description for a Native literacy practitioner.
4. Investigate training opportunities for the Native literacy practitioner.

The project objectives will be discussed in sections B, C, D and E below.

### **A.2 Project Overview**

The model for professional standards and training is comprised of the following components:

<u>Four stages of proficiency</u>	- to describe increasing knowledge, skills and confidence as a practitioner moves around the circle of life, work and growth
<u>Six Skill Clusters</u>	- to organize the skills, abilities and knowledge required to do the job
<u>Orientation Manual</u>	- contains the introductory information a Native literacy practitioner needs to understand and do the job, guiding new practitioners through the stage of Awareness
<u>Professional Plan</u>	- a practitioner's "career map", which might include a portfolio, co-assessment, a resume, and/or goals for professional development
<u>Credit Hours</u>	- a system that may be used to measure skills, knowledge and training

The following means of support for Native literacy practitioners and programs are outlined:

Mentoring circles - a voluntary system of mutual support among Native literacy practitioners, to aid their work and their professional development

InfoBits© - a system of brief, straightforward reference materials for everyday use

Two resources have been developed in Phase 2:

Job description checklist - a practical tool for writing job descriptions and job advertisements (included in this document)

Native Literacy Practitioner's Guide to Training 002-2003 - a resource containing basic information about various training opportunities (published separately)

Note:

In order to avoid confusion and cumbersome use of gender pronouns, female and male pronouns have been alternated in this document.

## **B - FIRST OBJECTIVE**

### ***Clearly identify the training requirements of a Native literacy practitioner.***

The first body of data for this objective was obtained from the Phase 1 survey, to which 40 practitioners responded. They were asked several questions about training, forms of delivery and teaching qualifications. (See Appendix A for Phase 1 survey results.)

Their responses provide a clear focus for developing training materials. Practitioners requested training primarily in the fundamental aspects of the job - working with adult learners, teaching and administrative skills, training plans and assessment. A variety of specific skills was also mentioned, echoing many anecdotal statements of need within the field.

With this list of training needs as a foundation for the first objective of Phase 2, several other questions also needed to be asked, namely:

- What obstacles to professional development do practitioners encounter?
- How should training be delivered?
- Where does training need to take place?
- When should it occur?
- Who should deliver the training?

A two-question survey was developed to gather this information.

Question 1 -> Which of these factors limit or block your access to professional development?

1. Cost of tuition
2. Cost of books, supplies
3. Cost of travel, accommodations, childcare
4. Lack of time in my personal life
5. Lack of time in my work life
6. Not enough support from family/friends
7. Not enough support from my literacy workplace
8. Not enough support from my non-literacy workplace (for those who also have another job)
9. Lack of relevant/useful training
10. Location of training
11. Schedule of training
12. Lack of confidence in myself
13. Need to acquire study or other skills first
14. Do not want to pursue professional development

Question 2 -> Which forms of study/training are you most likely to do and benefit from?

1. Elders' teachings
2. Conversations with colleagues
3. Correspondence course
4. Long distance education
5. On-line study on personal time
6. On-line study on work time
7. Study and reading on personal time
8. Study and reading on work time

9. Workshops in my area
10. On-the-job training
11. On-line chats/discussions
12. Literacy workers' "Hotline" for support & information
13. *InfoBits*<sup>2</sup>
14. Courses at a facility in my area
15. Courses at a facility outside my area
16. Workshops outside my area

During Phase 2, three gatherings were held across the province. At each one, an update on the Practitioner Standards Model Development Project was provided, and there was time for discussion, both formal and informal. Practitioners were then asked to complete the survey. In total, 22 practitioners did so, representing 18 of the 27 Native literacy programs in Ontario (66%). (See [Appendix C](#) for information about the gatherings and the Phase 2 survey results.)

## **B.1 Findings of the Phase 2 Survey**

The results of the Phase 2 survey confirm what many in the field have said for the past several years - that the primary obstacles to training that Native literacy practitioners encounter are: lack of time, having to be away from home and work, and the costs that accompany being away. Generally speaking, practitioners seem to have enough support at work and at home, and they are clearly willing and able to pursue further training.

The survey results also confirm anecdotal evidence regarding how, when and where training would be most useful, and who should give it. Native literacy practitioners prefer to depend on Elders and one another (best practices) for the information they need. Because of practitioners' connection to their communities and programs, they are looking for relevant, time-efficient training that is in their area or nearby. However, an on-line learning format was not a popular choice. In verbal comments made at the gatherings, practitioners stated that they expect to do some studying on their own, but many already work more hours than they get paid for and feel this would add to their stress. Practitioners also want help with orienting new staff/being oriented, and then ongoing support as they learn the tasks and responsibilities of their positions.

This information, combined with that from Phase 1, suggests that Native literacy practitioners derive the most benefit from training that is:

- culturally relevant and holistic;
- practical and specific;
- delivered by experienced and knowledgeable Native literacy practitioners;
- on-the-job or close to home - personal and face-to-face;
- time-efficient and ongoing.

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<sup>2</sup> Devised for this project, "*InfoBits*" is the name for a system of brief, straightforward reference materials for everyday use in Native literacy programs. (See [Appendix B](#) for further information.)

## **C - SECOND OBJECTIVE**

### ***Produce a manual by which to measure skills, abilities and knowledge required to be an effective Native literacy practitioner funded by Literacy and Basic Skills (LBS).***

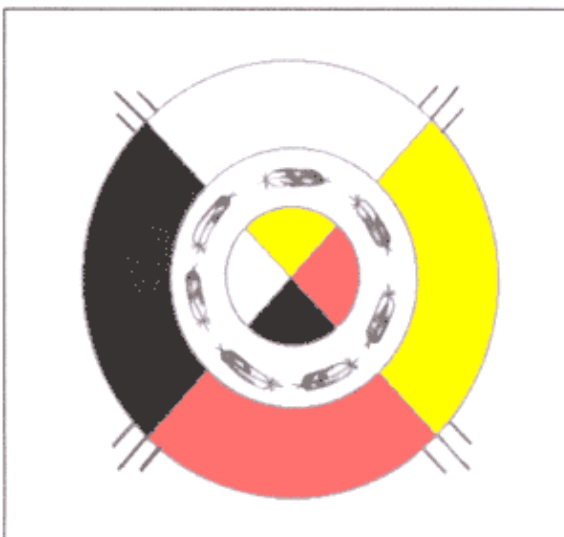
Native literacy practitioners working in LBS programs do so within the confines of a multi-tiered environment. In their daily work with Native learners, often in Native communities, practitioners do everything possible to provide meaningful support. At the same time, they do this work within the often very different mainstream construct of funding guidelines, expectations and other cross-cultural realities. And, this sometimes occurs within an administrative structure that may not understand or be invested in Native literacy.

Therefore, it is with great respect for the dedication and expertise of Native literacy practitioners that this model is offered. Every effort has been made to shape it according to the realities of Native literacy programs and practitioners. It is not a copy of other models and worldviews, but has grown in its own right. Its present shape is based on conversations with Native practitioners, learners and other resource people; secondary research; and the consultant's own work as a practitioner in Native and mainstream literacy programs.

The intent has been to design a holistic model that will not add to the pressures Native literacy practitioners already experience, yet will meet their needs regarding standards, training and certification. It is hoped that this model effectively draws various "pieces" of the work together in a way that works for Native literacy practitioners, the learners, and their communities.

This model has been shaped according to the preferences and needs Native literacy practitioners have expressed, and they will be encouraged to participate in its ongoing development. Once it has been piloted and adjusted, some components may be recommended as required training for Native literacy practitioners.

### **C.1 The Model for Professional Standards and Training**



The model for Native literacy practitioners' professional standards and training is represented by three concentric circles. They illustrate the interconnectedness of learners, practitioners, programs and communities. This connection forms the framework in which practitioners evaluate their work and seek to improve it.

The seven feathers dancing around the middle circle celebrate the many teachings given to help people live in a good way. The variation in colours from the inner circle to the outer circle represents the diversity of beliefs and practices that enrich and strengthen individuals and communities.

**The large outer circle represents the community**, because this is the environment within which practitioners and learners do their work. Perceptions of community could involve any or all of

the four aspects of self: spiritual, physical, mental and emotional, such as:

- Spiritual - the Creator, those who have passed, the Grandmothers and Grandfathers, shared I spiritual traditions and practices
- Emotional - family, clan, Aboriginal Nation, ancestors, the next seven generations
- Physical - nature, program, community, geographic region, province, country
- Mental - colleagues, the Native literacy community, the wider literacy community

However it is perceived, the community is the framework for many Native people's concept of self. As a result, Native literacy practitioners who work and seek training do so within this rich and dynamic context of history and relationships. It is essential that training opportunities be developed, offered and evaluated with respect for this context.

**The middle circle represents the Native literacy program**, which operates for the benefit of the wider community as well as the individuals who learn and teach within its walls. Therefore, all training need to acknowledge and foster the connections within and beyond the program.

**The smallest, innermost circle represents the learners** and the Circle of Literacy Learning. Like practitioners, many Native learners see themselves as part of a larger community, so they must be met and helped in ways that are useful, dynamic and respectful to them within their own contexts. To help Native literacy practitioners do this, training must be offered that encourages their gifts, strengthens their existing skills, and satisfies their desire to grow professionally.

## **C.1a Stages or Proficiency**

The four stages of proficiency are based on the Medicine Wheel. An individual enters and moves around the circle, growing and learning at his or her own pace. The path around the circle brings strength, and there is a sense of movement and increasing understanding. This path may lead in either direction around the circle, depending on the traditions of those who walk it.

In this model, each of the four directions roughly corresponds to a timeframe that reflects the reality of many Native literacy practitioners. This will be useful for some purposes, such as accountability and some forms of training, but it is important not to tie any aspect of a holistic approach too tightly to a timeline. The model is designed to support and reflect increasing professional proficiency and confidence - the timeframes are guidelines, not deadlines.

### **Awareness - East**

A new Native literacy practitioner begins in the East, the place of Awareness, where new skills and knowledge are gained. It is a place where natural abilities and confidence are nurtured and encouraged. Times of reflection deepen the experience of learning. The time spent in this part of the circle roughly corresponds to the first year or so of employment in a Native literacy program.

### **Relating - North / South**

By the beginning of this stage, the practitioner understands how the program operates and knows the learners and other staff. He is fairly comfortable with finding information and knows the kinds of help learners need. The practitioner can more confidently relate natural abilities and previous experiences to the work at hand. A greater understanding of the relationship between the program and the rest of the literacy field may be growing.

Comfort level and expertise at this stage are obviously dependent on the practitioner's previous training and experience. In any case, by the end of this stage the practitioner is usually very comfortable with the job. By this time, too, the practitioner can take on more responsibilities,

whether by choice or not. This can be a very creative time, as confidence increases. It can also be a time when burnout begins, as confidence and commitment, perhaps coupled with necessity, lead the practitioner to take on extra work and projects. The Relating stage of proficiency is approximately equivalent to the second and third years of employment.

### ***Building - West***

Building on a solid foundation, practitioners experience a broadening and deepening of skills and knowledge in the fourth and fifth years. Now that the job is well understood and a great deal is known about how adults learn, the practitioner may have a clearer plan of action for further professional development. He might want or need to change roles in the program or become involved in the wider field of Native literacy.

### ***Doing - South / North***

By the fourth stage of proficiency, the Doing stage, the practitioner is able to take on virtually any duties required and may have special interest in some particular areas of the work. Practitioners in this stage often enjoy sharing their knowledge with colleagues.

## **C.1b Skill Clusters**

The six Skill Clusters provide a structure for knowledge and training opportunities in all stages of proficiency. They also provide a consistent format and terminology across the Native literacy stream, so that practitioners in all programs can follow similar, yet individualized, paths to professional development.

The Skill Clusters are based on previous work done by the ONLC, on direct comments and requests by practitioners during Phase 2, as well as the consultant's experience as a practitioner. They cover all aspects of Native literacy delivery and are designed to accommodate the great variety and combinations of duties that Native literacy practitioners perform. The six Skill Clusters are:

1. *Aboriginal People and Communities*
2. *Personal Support*
3. *Professional Topics*
4. *Computers and Technology*
5. *Native Literacy Teaching - Theory and Practice*
6. *Program Management*

Categorizing practitioners' duties and knowledge in this way is not intended to imply that such clear divisions exist in the day-to-day work. They do serve, however, to group skills and duties in a way that acknowledges current realities—that in one program the practitioner is responsible for administration or teaching, while somewhere else, one practitioner manages the program, teaches classes, and washes the floors.

## **C.1c Training, Evaluation and Recognition**

Traditionally in Aboriginal cultures, acquisition of skills and knowledge was demonstrated by the ability to perform a newly-learned task. Until the last few years, Native literacy practitioners' newly acquired skills were often demonstrated in much the same way. "Proof" of learning was evident in a practitioner's growing skill and in the learners' progress. Colleagues helped one

another, practitioners attended workshops - learners continued to grow and learn. Holistic learning environments were holistic work environments.

Today, Native literacy practitioners are experiencing a changing professional climate. This is evidenced by a movement toward more formalized standards and increasing talk of accreditation in the wider field of literacy. According to much anecdotal evidence from the Phase 2 gatherings, such changes exert increasing pressure on Native programs, staff and learners. Many practitioners expressed weary frustration regarding the constricting affect of too much linear measurement and evaluation. They remain willing to make some adaptations, if doing so will keep their doors open or enhance service to learners. However, the personal toll from responding to so many changes and pressures was evident at all three gatherings.

The challenge before the ONLC has been to devise a system of professional recognition that meets both traditional and modern requirements. Such a system is possible as long as it encourages balance and supports dedicated Native literacy practitioners in their work.

The proposed system of certification is laid out in general terms, because it must be developed further, and then tested. The framework is adjustable to suit both experienced and new practitioners. It is explained first for new practitioners, beginning with Awareness, in the East.

### ***Awareness - The Orientation Manual***

In Phase 1 of the Practitioner Development Strategy Project, many practitioners stated that they favoured at least a minimum standard for the profession. Therefore, new practitioners will now achieve this by:

- 1) completing an Orientation Manual that offers general introductory training, and
- 2) using the newly acquired skills and knowledge in supervised/supported on-the-job training.

The Orientation Manual will contain information, readings and practice exercises organized into the six Skill Clusters. All new full-time practitioners with little or no experience in literacy will be asked to complete the whole Orientation Manual, no matter what position they hold. This overview will give all practitioners basic information about the field of Native literacy, program operation, Native culture, adult education, technology and interpersonal skills.

Special arrangements can be made for experienced new staff, part-time staff and volunteers or work placements. Together with a supervisor or ONLC staff, new but experienced practitioners will decide how much of the Manual will be useful to them. Part-time staff may be given a longer time to complete the Manual, while volunteers/placements could be asked only to read relevant parts of the Manual, without doing the exercises.

The Orientation Manual should be completed within the first six months of paid, full-time employment. During this time, the new practitioner's very early and basic questions will be addressed. Orientation will involve reading, studying and using the information in the Manual. This time frame also coincides with many organizations' six-month probationary period. Upon completion of the orientation process, the full-time practitioner will be granted a *Foundation Certificate in Native Literacy Delivery*.

Practitioners whose orientation does not require them to complete the whole Manual could be granted a "short version" of the *Foundation Certificate in Native Literacy Delivery*, which would list the aspects of orientation they completed.

After the first six months, the practitioner can expect to understand how the program operates and will know the learners and other staff (where applicable). She is fairly comfortable finding information and is aware of the kinds of help learners need. By this time, expectations and roles are clearer, and the practitioner can at least begin to see where she fits in the program and in the field of Native literacy. Growth in the coming stages is continuous and circular throughout the practitioner's career. Again, the time frames are guidelines only.

### ***Relating, Building and Doing - The Professional Plan***

The Professional Plan is a way for practitioners in the Southern, Western and Northern stages of proficiency to assess their knowledge and to make plans for further professional development. It can be started at any point in a practitioner's career and can be added to as training opportunities are completed successfully.

The cornerstone of the Professional Plan is "co-assessment." This method of evaluation combines self-assessment with feedback from learners and supervisors or other colleagues. Using the Skill Clusters as a framework, a practitioner can build a Plan that combines past experience and current knowledge with a vision for professional growth.

Self-assessment might be done through Prior Learning Assessment and portfolio development. Another approach might be for co-assessors to talk and complete similar forms. (See Appendix D to see three sample forms.) It is important to keep in mind that any process that is too arduous will not be helpful or successful. Further research and development of self-assessment and co-assessment will be needed in Phase 3 of the ONLC's Practitioner Development Strategy.

In May 2002, at the ONLC Annual General Meeting, practitioners were asked questions about evaluation of their work. Learners' progress was cited most frequently as the best measure of practitioner success. The other common measure of success they cited was meeting the needs of the community and stakeholders. (See Appendix E to read the practitioners' comments.) Practitioners consistently cited qualitative success indicators, rather than quantitative ones.

Given this clear message, any system that attempts to quantify practitioner competency must be developed and used with caution. It is not only curriculum that needs to be holistic in a holistic system - evaluation must be as well.

### **ONLC Credit Hours**

If measuring practitioners' performance and competency becomes necessary, a straightforward system of credit hours may help the process. ONLC credit hours could be referenced to the Skill Clusters. One credit hour would equal one hour of supported training, such as orientation, time with an Elder, workshops, formal courses or programs, online and other distance education. Supported training could be defined as: 1) any successfully completed training that an instructor or facilitator can verify and document, or 2) co-assessed training or individual research/study.

A suggested minimum number of credit hours for each cluster would help guide training choices at each stage of proficiency. Credit hours would apply equally to half-day workshops and full-time post-secondary programs at a mainstream institution, because the content of each course would still be matched to the content of the appropriate Skill Cluster(s).

ONLC credit hours might also be granted through a portfolio-development process. Prior Learning Assessment Recognition (PLAR) is already widely available at many post-secondary institutions in Ontario. In addition, a PLA option may be developed for the Native literacy profession through future projects. This might be one way to "Grandfather" current practitioners and could also be

useful for new practitioners. Although PLA is time-consuming, it can also be energizing and empowering, so the benefits can outweigh the drawbacks. These possibilities can be explored as the model for standards and training is developed further.

## **Mentoring Circles**

A mentor is defined as "an experienced and trusted advisor".<sup>3</sup> In conversations with practitioners at all three gatherings, many requested or applauded the idea of a mentoring system in the Native literacy stream. In light of this, a suggested format is described below.

This traditionally "one-way" method of training has been adapted for use in the Native literacy stream. Instead of one-to-one relationships between pairs of practitioners, mentoring circles of several practitioners will be set up and supported. Such a voluntary system of mutual support will enable participating practitioners to help one another and to feel connected within the Native literacy community.

Three to five participating practitioners will be grouped into mentoring circles, either by ONLC staff or by the practitioners themselves. This number is suggested for two reasons. First, it will enable practitioners to step back from a helping role at times, so that no one person will feel the full load of supporting another. Second, where personalities, workload or other factors conflict, everyone in a circle would still have other people to call on for help.

When a new practitioner joins a mentoring circle, existing members will contact him, preferably within the first week of employment. This contact can give new practitioners a sense of belonging to a larger community, which is especially important in programs with only one staff person. Mentoring circles could also be part of co-assessment when a practitioner is developing her Professional Plan.

It is suggested that the members of each mentoring circle stay in regular contact with one another through AlphaCom, email and/or telephone. They might also meet at the AGM or other gatherings.

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<sup>3</sup> *The Oxford English Reference Dictionary*. Second Edition. 1996

## **D - THIRD OBJECTIVE**

### ***Produce a job description for a Native practitioner.***

Because working in the Native literacy field involves so many different skills, it would be nearly impossible to provide one template for all positions. Each program and each host organization is unique in its scope, size and structure. In addition, financial resources and physical space greatly influence the "shape" of each job in each program. Job titles differ, and responsibilities are combined in a variety of ways from program to program. In the Native literacy stream, these variations are often seen as positive, because they indicate that each program reflects the uniqueness of the community it serves.

Therefore, a practical and adaptable tool for writing job descriptions and job advertisements has been developed in the form of a checklist of suggestions. It is divided into three parts:

- Part 1. The core skills required by a Native literacy practitioner;
- Part 2. The core skills required by a Native literacy administrator;
- Part 3. Other ideas and phrases to consider when writing a job description or job advertisement.

The core skills in Parts 1 and 2 are compilations of the many specific skills required in Native literacy work and are based on Phase 1 research. They may be used to describe the general responsibilities and skills of the profession. Any or all of the suggestions can be combined in any way that is useful.

To develop new job advertisements and job descriptions, various items from the Checklist can be selected. They can then be arranged and worded as necessary, and relevant details can be added.

When existing policies or job descriptions are being reviewed, items that appear in the existing document are marked on the checklist. Decisions can be made about which items to keep. The remaining checklist items can be included or not, as the re-worked document requires.

## Job Description Checklist

### Part 1. Core skills of a Native literacy practitioner

As stated in the Phase 1 Final Report, "... Core Skills are those skills which would facilitate the learner's movement through the four stages of the Circle of Literacy Learning.... Each stage requires the practitioner to have certain skills that would facilitate the learner's progress."

#### **EAST -> Literacy Assessment**

- Work together with learners throughout the assessment process.
- Interact with learners with respect and dignity.
- Use effective interviewing techniques.
- Identify unique needs of learners.
- Be sensitive to diversity of learners.
- Maintain confidentiality.

#### **SOUTH -> Training Plan Development**

- Modify curriculum to suit changing needs, interests and circumstances.
- Prepare written reports using clear language.
- Present information clearly and appropriately.
- Build on and use learner's knowledge and experience.
- Encourage active participation of learners in all aspects of the learning process.
- Incorporate traditional knowledge systems of Aboriginal communities.

#### **WEST -> Training**

- Use a variety of teaching methods to match learner's needs, learning styles and reasons for learning.
- Introduce a range of reading and math skills and strategies.
- Build a strong, positive learning relationship between program staff and learner.
- Encourage the learner to share ideas, ask questions, make comments and cooperate with each other and the instructor.

#### **NORTH -> Follow-up**

- Modify learning plans and program as necessary.
- Promote and model effective interpersonal communication.
- Promote independent and lifelong learning.
- Help learners explore options for learning.
- Help learners apply their learning in other contexts.

## Part 2. Core skills of a Native literacy administrator

According to the Phase 1 Final Report, the administrator's "... core s kills are those skills which would enable the practitioner to deliver a Native literacy program effectively."

- |   |   |
|---|---|
| <input type="checkbox"/> Organization                     | <input type="checkbox"/> Facilitation               |
| <input type="checkbox"/> Documentation                    | <input type="checkbox"/> Human resources management |
| <input type="checkbox"/> Record keeping                   | <input type="checkbox"/> Marketing                  |
| <input type="checkbox"/> Strategic planning               | <input type="checkbox"/> Public relations           |
| <input type="checkbox"/> Written and verbal communication | <input type="checkbox"/> Recruitment                |
| <input type="checkbox"/> Policy analysis                  |   |

## Part 3. Other suggestions for job descriptions or job advertisements

### Job Summary:

- Job title, such as:
- |   |  |
|---|--|
| <input type="radio"/> Executive Director  | <input type="radio"/> Program Coordinator/Manager    |
| <input type="radio"/> Literacy Instructor | <input type="radio"/> Program Assistant              |
| <input type="radio"/> Literacy Tutor      | <input type="radio"/> Skills Development Coordinator |
| <input type="radio"/> Volunteer           | <input type="radio"/> Other                          |
| <input type="radio"/> Placement Student   |  |
- Purpose of the position  
 Brief overview of the position

**Duties and Responsibilities:** These are listed according to the six Skill Clusters. Listed below each Skill Cluster are the sub-topics a practitioner needs to understand or learn.

*Aboriginal People and Communities:*

- Languages
- Worldview
- Traditions
- History
- Current issues

*Personal Support:*

- Spirit and emotions
- Counselling & communication
- Learning barriers and supports
- Working with groups/individuals

*Professional Topics:*

- The field of literacy
- Learner-related information
- Accountability
- Professional matters
- Communication
- Health and safety

*Computers and Technology:*

- General knowledge
- Computer programs
- Internet
- Using computers with learners
- Other equipment and technology

*Native Literacy Teaching - Theory and Practice:*

- Adult learning principles
- Teaching methods
- Assessing and tracking learners
- Developing curriculum
- Job preparation and training for learners

*Program Management:*

- Program operation
- Administration
- Staff
- Finance
- Outreach

**Qualifications/Requirements:**

- Minimum of high school and several years of life experience
- Training and/or experience in a teaching or training situation
- Training and/or experience in administration, bookkeeping, program management
- Training and/or experience supervising staff and volunteers
- Training and/or experience supporting and/or counseling adults
- College diploma in Native adult literacy or a related field
- University degree in Native adult literacy or a related field
- An understanding and supportive view of people, their struggles and successes
- Personality traits: patient, flexible, compassionate, open-minded, creative, positive, etc.
- Energetic interest and involvement in the community
- Knowledge of Aboriginal people, communities and/or literacy programs
- Computer competence
- High level of computer proficiency:

- word processing
- databases
- information management systems (IMS)
- Internet and email
- spreadsheets

- Excellent written and oral communication skills
- Research experience
- Bilingualism an asset
- Strong leadership skills
- Strong facilitation/presentation skills
- Security and mobility issues:

- bondable
- driver's license
- Criminal Reference Check (CRC)
- own car

**Terms and Conditions of Employment:**

Type of position:

contract

permanent

full-time

part-time

casual/supply

Amount of salary or wage

Pay based on:

hourly wage

annual salary

other

Duration of position in weeks or months

Hours per week or month

Dismissal policy and appeal process

**Accountability:**

To learners

To supervisor, host organization and/or board of directors

To funders or sponsors

**Evaluation:**

When

How often

By whom

Where

Procedure

Based on what criteria

Appeal procedure

**Benefits Offered:**

- Types of training and professional development offered
- Available supports for professional development, such as:
  - tuition/registration fees
  - childcare costs
  - travel costs
  - time off with/without pay
- Paid time off for:
  - sick days
  - personal leave
  - vacation
  - parental leave
- Unpaid time off for:
  - sick days
  - personal leave
  - vacation
  - parental leave
- Overtime policy
- Insurance coverage :
  - vision
  - dental
  - medical specialist
  - short-term disability
  - long-term disability
  - life insurance
  - Employee Assistance Program
- RRSP or other retirement contributions
- Other:
  - free parking
  - locker
  - flexible hours
  - personal use of copier, fax, etc.
  - use of cell phone
  - pay in lieu of benefits
  - holiday in lieu of benefits

**Job Application information:**

- Job title and location
- Where to apply
- Address and other contact information
- Closing date and time
- References
  - how many required
  - include letters/letters not required
- Interview procedure

## **E - FOURTH OBJECTIVE**

### ***Investigate training opportunities for the Native literacy practitioner.***

The search for training opportunities for Native literacy practitioners was directed toward the most relevant formats and subject matter. Based on practitioners' preferences, as verified in the Phase 1 research (See [Appendix A](#)), priority was given to the following programs and courses:

- Native literacy educator;
- literacy educator;
- adult educator;
- other Native content that might be useful to Native literacy practitioners;
- other educator training

The purpose of the *Native Literacy Practitioner's Guide to Training (Draft) 2002-2003* (hereafter referred to as the *Guide*) is to provide basic information about various post-secondary training opportunities that may help practitioners in their development as professionals. Of course, the same information might also be useful to anyone who is considering a career in Native adult literacy or who wishes to understand the issues.

This first edition of the *Guide* is a starting point. Because certain types of training are commonly and widely available, they are usually not listed in the *Guide*, unless they are Native-specific. The following post-secondary programs are examples of this category:

- computer training
- business administration
- human resources management
- psychology
- sociology
- social work
- primary and secondary school teacher education
- counselling
- personal support worker
- developmental services worker

The Phase 2 research clearly indicates that Native literacy practitioners prefer face-to-face training. (See [Appendix C](#).) However, for those who are interested in distance education, a section of the *Guide* has been devoted to such courses. A number of adult literacy and adult educator courses are available online at various colleges in Ontario. Several other websites are also included because they offer a wide range of potentially useful courses.

It is hoped that the *Guide* will be helpful to Native literacy practitioners by providing relevant training information. It was not possible to find or list every course, but this first *Native Literacy Practitioner's Guide to Training* includes a useful sampling.

The *Guide* lists courses for the 2002-03 academic year. It is based on the most current information available as of the early fall of 2002. Changes at any given learning institution may occur. It is up to the practitioner to get current information about course offerings, schedules, fees, prerequisites, etc. The *Guide* provides contact information for the institutions listed. The inclusion of an institution, course or program in this *Guide* is not a statement about its quality or its relevance to a given individual. Practitioners must make these judgments for themselves.

Because of the nature of the *Guide*, it has been written and published as a separate resource. It is hoped that the first edition is helpful to Native literacy practitioners, as well as others. If this proves to be the case, it is recommended that updates be produced every two years and/or that the ONLC website be expanded to include the information. Doing so would be a cost-effective way to keep the *Guide* current.

As with all aspects of the Practitioner Standards Development Project, ongoing feedback and suggestions from the field will ensure that the *Guide* is a useful resource for Native literacy practitioners.

## **F - RECOMMENDATIONS**

As a result of the research carried out for this project, several recommendations are put forward. They are not placed in any particular order. Any or all of them would improve delivery in Native literacy programs - and thus the communities they serve.

### **It is recommended that-**

- ... funders make it possible for the ONLC to deliver regularly scheduled training twice a year, once as a group at the AGM and once in a different format later in the year. The suggested format for the second training session would be on-site visits by a Field Supporter/Developer. Other suggested forms of training are:
  - regional gatherings with one ONLC facilitator and/or local facilitators, and
  - distance training of some kind that is concrete and geared to specific needs.
- ... the ONLC members and Board of Directors examine ways to form a body that would help evaluate practitioners' training and grant certification.
- ... the funders and/or the ONLC staff investigate ways to provide funds for hiring supply staff. In this way, staff may find it more feasible to take training, or even to stay home when they are sick. Presently, many practitioners have no way to do this without feeling they are decreasing service to learners or are jeopardizing their contact hours.
- ... the funder and the ONLC make it possible to expand and update the *Native Literacy Practitioner's Guide to Training* and the Orientation Manual on a regular basis, probably every two years for the *Guide* and every three to five years for the Orientation Manual. Doing so fits with traditional Aboriginal ways of learning - suit the task to the need, as it is needed, in the way it is needed.

## **G - CONCLUSION**

A multi-layered initiative is proposed in this document. It is offered to funders, stakeholders and practitioners as part of the effort to strengthen and enrich the Native literacy steam. In summary, the components of the initiative are:

- a description of what Native literacy practitioners do, grouped into Skill Clusters, and of the professional progression of learning;
- several possible means of training, supporting and recognizing Native literacy practitioners;
- completed and outlined resources to assist practitioners in their work and professional development.

These ideas and resources will be further developed, piloted and evaluated in Phase 3 of the ONLC's Practitioner Development Strategy. Most of the components can be used independently of the others, depending on the needs of individual programs and practitioners. As practitioners use and shape these ideas, the circle will strengthen them.

"The circle... is complete and whole When we sit in a circle, no one is ahead or behind, no one is above or below. The circle symbolizes unity. In unity there is strength... On the surface of the earth, all is given the Four Sacred Directions. Each of these directions contributes a vital part to the wholeness of mother earth. Each direction has its physical power as well as spiritual power and gifts to each of us and to each other." <sup>5</sup>

"... The circle is alive and comes from somewhere.  
The circle moves or is stationary,  
so too are the people in the circle..."<sup>6</sup>

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<sup>5</sup> *Nishnaabe Bimaadziwin Kinoomaadwinan - Teachings of the Medicine Wheel*

<sup>6</sup> *Ibid*

## **H - APPENDICES**

Appendix A - Phase 1 Survey Results

Appendix B - *InfoBits*

Appendix C - Gatherings and Phase 2 Survey Results

Appendix D - Sample Forms for the Professional Plan

Appendix E - Practitioners' Comments Regarding Evaluation

## Appendix A Phase 1 Survey Results

Phase 1 survey results - The table indicates practitioners' responses, preceded by the number of times each option was chosen. Similar responses were grouped together.

<b>What types of training are needed?</b>	
11	How to work with adult literacy learners
10	Training plans and goal-setting
9	Assessment, evaluation and demonstrations
7	Teaching skills (of various subjects) and including writing lesson plans
6	Curriculum development
6	Administration and management, such as setting up files, budgets, accounting, paperwork, public relations
5	Statistics and statistical reports
5	Lifeskills, human resources, self-direction
4	Orientation
4	Computer and technology, including basics, educational software, Internet
4	Learning styles
3	Special needs information and teaching techniques, including LD, FAS, learning problems
3	Learning Outcomes and the Matrix
2	Proposal-writing
2	General academic course
2	Prior learning assessment
1	Assessing and teaching Native languages
1	Resources to access
Several practitioners also commented that training needs to be culture-based, relevant and useful.	

## **Appendix B**

### ***InfoBits***

**"InfoBits"** is the name for a system of basic, straightforward reference materials for everyday use in Native literacy programs. These one- or two-page instructions for carrying out specific tasks would be laminated for durability and indexed in a file box or binder. A list of relevant resources could be included in each section.

#### **Examples of possible topics are:**

Steps for Teaching Fractions

A Useful Progression for Teaching Basic Grammar

Cultural Symbols of the \_\_\_\_\_ People

Contents of a Learner's File

Quick Chart of Commands for Everyday Word Processing

What to Say & What Not to Say When Someone Tells You They Have Been Abused/Assaulted

Essentials of Fundraising & Promotion

Characteristics of Adults with FAS

Learning Disabilities - What to Look For & How to Help

Affects of Alcoholism on the Adult Learner

Acronyms in Literacy

MTCU Basics

Various Uses of the 5 W's and How

## **Appendix C**

### **Gatherings and Phase 2 Survey Results**

#### **Gathering 1    Thunder Bay Indian Youth Friendship Centre - March 17-19, 2002**

For Northern and new practitioners.

Practitioners were given an update on the Practitioner Standards Model Development Project, and discussions followed, both formally and informally. Then, in the interests of time, "dot voting" was used to get practitioners' choices or opinions on two questions. The choices were listed on Bristol board and put on the wall for easy access. The numbers "1, 2, 3, etc..." were written at the bottom to count the total number of participants voting. Small coloured sticky dots were distributed to each person.

Participants were asked to do two things as part of dot voting: 1) Cross off the first available number at the bottom, as a way of counting how many voted, and 2) Place one dot beside any choices that answered the question or expressed their opinion.

This was an effective way to gather people's responses, but its limitations were that it was not possible to 1) be certain how many voted (if some voted without counting themselves at the bottom of the Bristol board), and 2) to know if more than one person from the same program voted. However, the results are still useful and in line with those found on the surveys from the other two gatherings.

#### **Gathering 2    OISE Symposium, Toronto - May 2-3, 2002**

Attended by many of the practitioners who were not in Thunder Bay.

A short working session was added on to an already busy day. After a discussion time, practitioners were given handouts of the two questions and were asked to fill them out and return them before the end of the OISE Symposium.

#### **Gathering 3    ONLC Annual General Meeting, Sudbury - June 13-14, 2002**

Attended by many ONLC practitioners and other members.

At this session, after the project update and some discussion, all practitioners who had not already filled out the survey were asked to do so.

Of the 27 Native literacy programs in Ontario, an estimated 18 programs were represented in the survey, or 66%. It is not possible to determine the exact number, because practitioners were not asked to identify themselves in any way on the survey.

A total of 22 surveys were done, although two people did not respond to Question 1. This number represents 55% of the approximately 40 paid and volunteer Native literacy practitioners working at the time.

**Practitioner Standards Model Development Project  
Ontario Native Literacy Coalition  
Phase 2 Practitioner Survey**

**Question 1 -> Which of these factors limit or block your access to professional development?**

<input checked="" type="checkbox"/>	<b>Factors</b>	<b>Comments</b>
	Cost of tuition	
	Cost of books, supplies	
	Cost of travel, accommodations, childcare	
	Lack of time in my personal life	
	Lack of time in my work life	
	Not enough support from family/friends	
	Not enough support from m literacy workplace	
	Not enough support from my non-literacy workplace (if you work outside literacy, also)	
	Lack of relevant/useful training	
	Location of training	
	Schedule of training	
	Lack of confidence in myself	
	Need to acquire study or other skills first	
	Do not want to pursue professional development	

NOTE: In this question, practitioners were asked to respond in two ways. If they thought a form of training would be useful, they were asked to check it. (✓) If a form of training would be especially valuable to them, they were asked to place an exclamation mark beside it (!).

**Question 2 -> Which forms of study/training are you most likely to do and benefit from?**

✓ or !	Factors	Comments
	Elders' teachings	
	Conversations with colleagues	
	Correspondence course	
	Long distance ed.	
	Online study on personal time	
	Online study on work time	
	Study and reading on personal time	
	Study and reading on work time	
	Workshop in my area	
	On-the-job training	
	Online chats/discussions	
	Literacy workers' "Hotline" for support/info	
	InfoBits	
	Courses at a facility in my area	
	Courses at a facility outside my area	
	Workshops outside my area	

## Phase 2 survey questions - Combined results from all three gatherings

**Question 1** -> Which of these factors limit or block your access to professional development?

NOTE: For this question, each vote is worth one point.

<b>Q1 responses - in descending order, from the most limiting factor to the least</b>	<b>Number of votes/ points</b>	<b>Percentage (±) of total points (71)</b>
Lack of time in my personal life	12	17%
Lack of time in my work life	11	16%
Lack of relevant/useful training	9	13%
Cost of tuition	8	11%
Location of training	8	11%
Cost of travel, accommodations, childcare	7	10%
Cost of books, supplies	6	8%
Schedule of training	6	8%
Not enough support from my literacy workplace	2	3%
Need to acquire study or other skills first	2	3%
Not enough support from family/friends	0	0%
Not enough support from my non-literacy workplace (for those who have another job)	0	0%
Lack of confidence in myself	0	0%
Do not want to pursue professional development	0	0%
<b>Total</b>	<b>71 points</b>	<b>100%</b>

**Question 2** -> Which forms of study/training are you most likely to do and benefit from?

NOTE: When compiling the statistics for this question, check marks were given one point, and exclamation points were given two points. Therefore, the "Total number of points" is derived from adding the number of ✓ votes to twice the number of ! votes. For example, from the first row, "Elders' teachings": -> 7 votes + (2 x 10 votes) = 27 points, which is 12% of the total 221 possible points.

<b>Q2 responses - in descending order, from most referred to least</b>	<b>Number of ✓ votes</b>	<b>Number of ! votes</b>	<b>Total number of points</b>	<b>Percentage (±) of total points (221)</b>
Elders' teachings	7	10	27	12%
Conversations with colleagues	14	5	24	11%
Courses at a facility in my area	6	8	22	10%
On-the-job training	5	8	21	10%
Workshops in my area	6	6	18	8%
InfoBits	10	4	18	8%
Correspondence course	4	5	14	6%
Literacy workers' "Hotline" for support and information	8	3	14	6%
Online study on work time	3	3	9	4%
Online chats/discussions	5	2	9	4%
Long distance education	6	1	8	4%
Online study on personal time	4	2	8	4%
Study and reading on personal time	4	2	8	4%
Workshops outside my area	4	2	8	4%
Study and reading on work time	7	0	7	3%
Courses at a facility outside my area	4	1	6	3%
<b>Total</b>	<b>97 votes</b>	<b>62 votes</b>	<b>221 points</b>	<b>101%</b>

## Survey Notes and Summary

### Question 1:

- Practitioners' written comments in response to various choices:
  - Cost of travel, accommodations, childcare ? "lack of desire to travel"
  - Lack of relevant/useful training? lack of info on what training is available, location, cost, etc."
  - Lack of relevant/useful training ? "that I'm aware of"
  - Location of training ? "lack of info on what training is available, location, cost, etc."
  - Schedule of training ? "lack of info on what training is available, location, cost, etc."
- 20 practitioners voted on this question.
- They represented 50% of the approximately 40 Native literacy practitioners belonging to the ONLC.
- They represented 17 of the 27 ONLC literacy programs, or 63%.

### Question 2:

- Several practitioners put both a (✓) and an (!) for the most popular choices.
- Practitioners' written comments in response to various choices:
  - Need to acquire study or other skills first -> "Need computer skills first."
  - Online study on personal time -> "Recently took on-line course & found it the best way to go."
- 22 practitioners voted on this question.
- They represented 55% of the approximately 40 Native literacy practitioners belonging to the ONLC.
- They represented 18 of the 27 ONLC literacy programs, or 66%.
- The top six choices account for 59% of the total points possible (221 points).

## ***Appendix D***

### **Sample Forms for the Professional Plan**

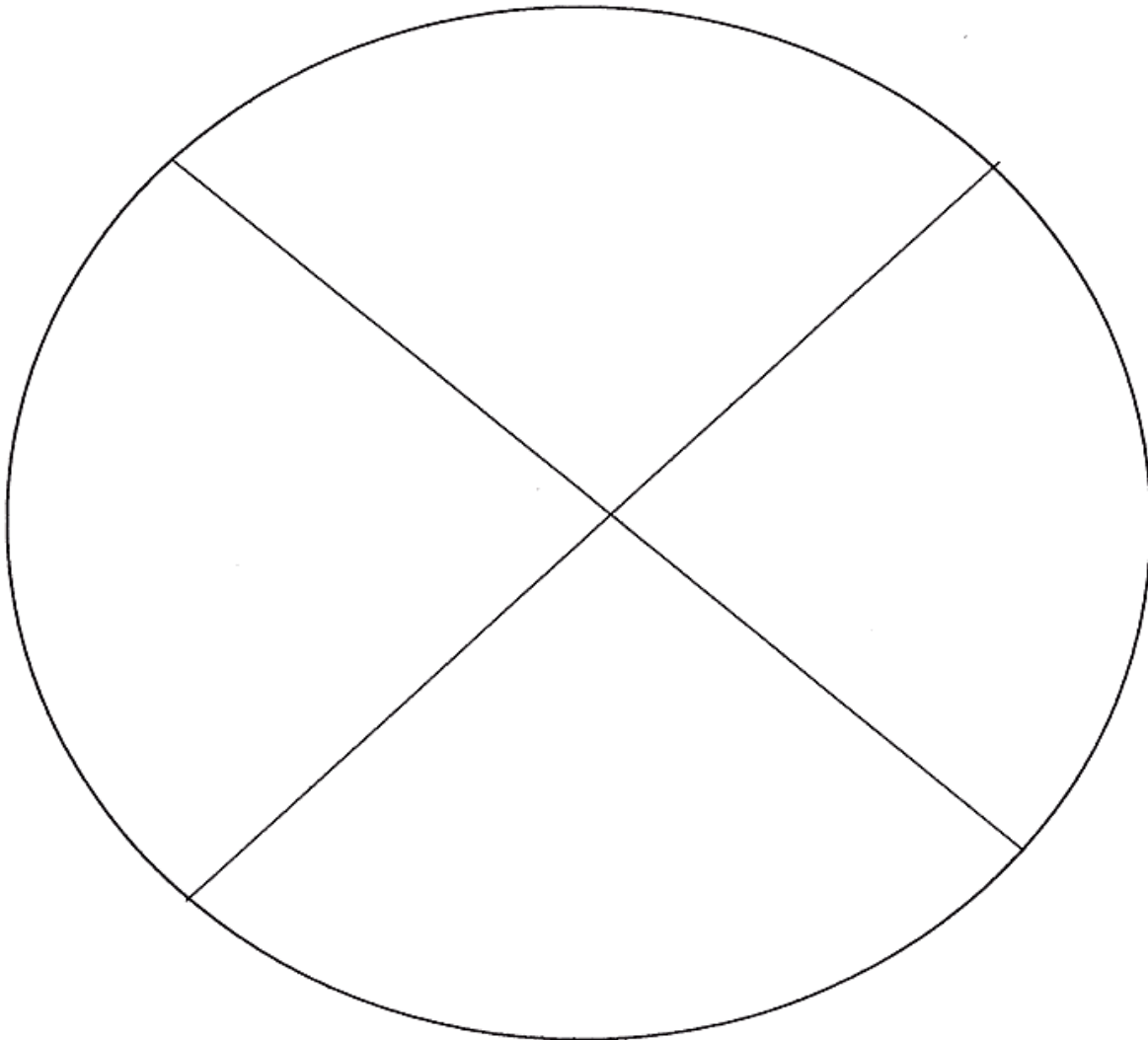
Three different formats are presented here for consideration. Co-assessors would each complete a form for every Skill Cluster that is being evaluated. The samples in this appendix use "*Aboriginal People and Communities*" and its sub-topics. The Medicine Wheel used in Sample #1 has been shrunk to fit on this page, but on the actual form it would be larger.

#### ***SAMPLE #1 Co-Assessment of Knowledge or Training Needs***

Date \_\_\_\_\_ Practitioner \_\_\_\_\_ Co-assessor \_\_\_\_\_

##### **1. *Aboriginal People and Communities***

Topics -> Languages, Worldview, Traditions, History, Current Issues



**SAMPLE #2 Co-Assessment of Knowledge or Training Needs**

Date\_\_\_\_\_ Practitioner\_\_\_\_\_ Co-assessor \_\_\_\_\_

**1. *Aboriginal People and Communities***

---

Languages

---

Worldview

---

Traditions

---

History

---

Current Issues

## SAMPLE #3 Co-Assessment of Knowledge or Training Needs

### Part 1 -> Practitioner's Self-assessment

Date \_\_\_\_\_ Practitioner \_\_\_\_\_ Co-assessor \_\_\_\_\_

#### 1. *Aboriginal People and Communities*

	Languages	Worldview	Traditions	History	Current Issues
Minimal or no skill/knowledge					
Basic skill/knowledge					
Competent					
Very competent					
I need to learn more to do my job.					
More skill/knowledge is not necessary, but I want to learn more to improve my work.					
This is not a priority at this time.					
I am open to opportunities to learn more about this topic.					
I will look for opportunities to learn more about this topic					
This topic is not within my area of responsibility.					
<b>Avenues for training</b>					
Elder					
Mentoring Circle, ONLC staff, or Field Support & Development Person					
Distance education					
College course					
University course					
Workshop					
Reading					
Other					
Questions or Needs					
Plan of Action					

## SAMPLE #3 Co-Assessment of Knowledge or Training Needs

### Part 2 -> Co-assessor's Assessment

Date \_\_\_\_\_ Practitioner \_\_\_\_\_ Co-assessor \_\_\_\_\_

#### 1. *Aboriginal People and Communities*

	<b>Languages</b>	<b>Worldview</b>	<b>Traditions</b>	<b>History</b>	<b>Current Issues</b>
Minimal or no skill/knowledge					
Basic skill or knowledge					
Competent					
Very Competent					
He/She needs to learn more to do his/her job					
More skill/knowledge is not necessary, but it would improve his/her work					
This is not a priority for him/her at this time.					
It is enough that she/he remains open to learn more about this topic					
She/He should look for opportunities to learn more about this topic.					
This topic is not within his/her area of responsibility.					
Questions or Needs					
Plan of Action					

## Appendix E

### Practitioners' Comments Regarding Evaluation Ontario Native Literacy Coalition 2002 AGM

Practitioners were asked to, "Discuss whether you think evaluation is necessary and/or desirable. How, when, where, why and by whom should you/your program be evaluated? How do you know when your work is successful?"

Ten practitioners responded, making a total of 86 comments. Their remarks are listed below. Similar responses are grouped together according to the type or source of evaluation their comments refer to. The number at the end of some comments indicates how many different practitioners stated the same thing.

#### **Community-related evaluation** (7 comments in total):

- Identify community needs and meet them.
- Community partners' feedback on program; i.e., O. W., Adult Ed., Seven Generations Institute, Correctional Services -> 2
- Program is being accessed by many community members. -> 2
- Holistic - whole community, age limits
- Reports to portfolio holder, then portfolio holder to Chief & Council, then Chief & Council to community

#### **Funder-related evaluation** (5 comments in total):

- Meeting funders' expectations; i.e., client numbers, contact hours -> 2
- Work plan
- MTCU visit our programs as allies, not enemies and talk to learners, community members.
- More support is needed by MTCU – if we're not doing our jobs, help us to learn to do them more efficiently.

#### **Learner-related evaluation** (47 comments in total):

- Measured by clients' progress, goal achievement -> 14
- Learners' improved self-confidence, willingness to take risks, etc. -> 9
- Measured by learners' moving on to higher education and training -> 5
- Client feedback on program
- Learner retention - They keep coming back!! -> 3
- Learners are referring people they know to the program. -> 2
- When the learner keeps you informed about their progress -> 6
- Ask the learners how they were feeling during the process (if possible).
- By learner evaluation - maybe interview each other with set of guidelines designed by coordinators, confidential, written, 5 good things and 5 bad things about teacher, or lists. Evaluate delivery, presentation, curriculum, materials, demeanour, approachability -> 3
- Interview learners anecdotally. Do the learners say they are growing, i.e., self-esteem, expanded notions of options for integration in community and other relationships?

**Practitioner-related evaluation** (7 comments in total):

- Staff morale and staff retention.
- I can sleep at night!!
- It is very hard to do an evaluation on a practitioner, as the job being done sometimes cannot be measured by mere statistics. The job a practitioner does is more than statistics.
- You feel good, better about yourself.
- Not just by my written work.
- Go through job description and look for how each area is being achieved
- By self-evaluation - list training, experience, successes, progressions, self-inventory

**Supervisor-related evaluation** (7 comments in total):

- Go through job description and look for how each area is being achieved.
- By supervisor evaluation - standard professional evaluation, same categories as above but from a different level, quality of instruction, upgrading own skills, administrative skills, observing interaction with learners, the practitioner's attitude towards learner, those things that can be evaluated - delivery, presentation, adherence to guidelines and time frames - > 3
- Regularity, consistency of attendance
- Measure a learner's stay and time in program.
- Document progress of learners in an internal qualitative report (success stories).

**General and other comments** (13 comments in total):

- We should be evaluated by the course of work and not the end result.
- We should be evaluated on an individual basis geared to our unique community, clients' needs and outcomes.
- Transformations in program
- We have been "trained" to gauge our success on achieving MTCU contact hours requirements - and I admit I fall into the trap - but this does not really tell me that I'm doing my job. I could be doing an excellent job or our instructor could be extraordinary and the community doesn't respond due to its own unwellness or priorities.
- Well, our program is still running!
- Word of mouth is a powerful thing! - > 4
- We have to blow our own horns - through newspaper columns, reports to stakeholders, funders.
- Goals are met, but don't know if I would like it to be a measurement. And, then again, a measurement can be assessed by others, (i.e.) government level.
- Evaluations are problematic!
- Qualitative evaluations rather than quantitative, much less emphasis on numbers - more emphasis on process

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