



<b>Learner Assessment</b> .....	<b>245</b>
CARA.....	247
Oral Assessments.....	249
<b>Respect &amp; Support for Learners</b> .....	<b>251</b>
Counselling Services.....	253
Learners and Family.....	256
Ice Breakers: Creating a Sense of Community .....	257
Time Capsule.....	261
Valentine’s Day Self-esteem Envelopes .....	263
Celebrating Learner Success.....	267
Integrating Family Literacy into Adult Programs.....	270
Learner of the Month.....	271
<b>Transferability of Learning</b> .....	<b>273</b>
Personal Career Portfolio .....	275
<b>Culture</b> .....	<b>279</b>
Northern Foods Activity .....	281
Seize the Day Field Trips.....	286
Field Trips to Chipewyan Language and Culture Workshops.....	288
Lessons from the Land: The Idaa Trail.....	290
The Idaa Trail Study Guide.....	292
Building on Culture: Reclaiming Our Sinew.....	295
<b>Community</b> .....	<b>297</b>
Training Advisory Committee .....	299
Community Volunteers.....	301
Reading Buddies .....	302
Connections in Learning .....	303
Community Writing Contest.....	305
Mother’s Day Newsletter.....	310
Completion Ceremony.....	311
Your Community.....	312
<b>Outreach</b> .....	<b>315</b>
Promoting Literacy in the Community.....	317
<b>Organizational Linkages and Partnerships</b> .....	<b>319</b>
Educating Learner Sponsors .....	321
Regional Training Partnership .....	322
Inuvik Literacy Committee.....	324
Career Fair .....	327
Community Partnerships.....	334
<b>Staff Development and Support</b> .....	<b>335</b>
Bi-weekly Conference Calls.....	337
Professional Development.....	339
Building Tutor and Community Capacity .....	340



# Culture

A quality adult literacy and basic education program appreciates and respects the diverse cultures of the learners and incorporates them into the program.



Best Practices in Action



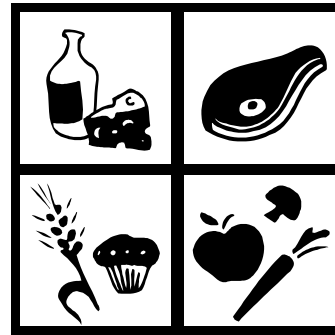
# Northern Foods Activity

## Submitted By

- Susan Devins, Adult Educator, BHP Ekati Workplace Learning Program, Yellowknife
- Elke Heinemann, Adult Educator, BHP Ekati Workplace Learning Program, Yellowknife

## Best Practices Supported

- Instruction
- Culture
- Learning materials



## Curriculum Links

- ALBE English 110

## How It Works

This activity encourages learners to discuss familiar topics and learn vocabulary. Through prompts and questions from the instructor, workers were able to write about their knowledge of traditional food. Visual aids helped workers articulate specific food names and ways of preparing food. The key literacy words and reading strategies were reinforced as learners used supplemental resources such as the NWT map, laminated food models from the Northern Food Kit (Check with your health centre or borrow it from the NWT Public Library), Ekati menu, newspaper article and Northern Food Group chart.



## Best Practices in Action

The Workplace Learning Program focuses on work content, personal interest and Aboriginal content. The program recognizes and supports traditional knowledge and lifestyle of its participants and strives to create a link to enhance literacy skills. The Northern Foods Activity began as a general discussion about traditional foods. Many workers hunt, trap, and fish on their two weeks away from work. Workers talked about their favourite foods, how they prepare food and places they hunt for caribou and other game. The discussion led to developing a formal reading and writing lesson using appropriate resources.

*Learners were interested in taking this activity further and writing up recipes for specialty dishes. Learners who had time created a festive dinner menu.*



## Northern Foods Activity Lesson Plan

<p><b>Introduction</b></p>	<ol style="list-style-type: none"> <li>1. This activity will give workers practice in writing about food that is specific to northern climates or Aboriginal culture. Workers can develop a sight vocabulary list, and work with spelling and phonics</li> </ol>
<p><b>Instructions (Prompt Questions)</b></p>	<ol style="list-style-type: none"> <li>2. Have a general discussion about Northern traditional foods.</li> <li>3. Ask workers what some of their favourite foods are, how they prepare them and where they go hunting.</li> <li>4. Introduce vocabulary to describe flavour, texture, colour and method of preparation.</li> <li>5. Talk about the advantages and disadvantages to preparing foods certain ways.</li> <li>6. Look at the Northern Food Kit and have workers choose laminated food models to write about.</li> <li>7. Have workers physically rearrange the food models that they are going to write about. Look on the back of the models for food names, method of preparation and food group they belong to.</li> <li>8. Ask workers to list 8 names of foods and fill in the worksheet that follows. Write the first one as an example.</li> <li>9. After workers have filled in the worksheet have them read out their writing aloud.</li> <li>10. Talk about the Northern Food Guide and what they eat from each of the four food groups.</li> <li>11. Talk about how long foods last depending on how we prepare them.</li> <li>12. Reference the WOW article and discuss what kind of northern food space astronauts could take with them on an expedition.</li> <li>13. Discuss food that will help fight disease and illness.</li> <li>14. Reference the Sodexho Ekati menu and have workers locate the symbols for Northern Foods on the five-week menu.</li> <li>15. Reference the NWT map and have workers show locations of places they go hunting and fishing.</li> <li>16. As a group, build vocabulary lists of words to describe ways of preparing food (boil, broil, bake, fry, eat raw, cook over open fire, dry) where it comes from</li> </ol>



## Best Practices in Action

	<p>(barrenlands, bush, lakes, areas of NWT, stores, friends) and comments to describe taste (salty, sweet, bitter), texture (tough, tender, stringy) and other words such as juicy, oily, specialty food, delicacy.</p> <ol style="list-style-type: none"><li>17. Teach a lesson on first letters of vocabulary, root words, prefix and suffix.</li><li>18. Introduce rules for spelling with examples such as dry and dried, fry and fried.</li><li>19. Teach a lesson on short and long vowel sounds.</li></ol>
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<b>Northern Foods Worksheet</b>			
<b>Name of Food</b>	<b>How it is prepared</b>	<b>Where it is from</b>	<b>Comments</b>





# Seize the Day Field Trips

## Submitted By

- Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College
- Rosy Bjornson, Learner, Fort Resolution CLC, Aurora College

## Best Practices Supported

- Culture
- Organizational Linkages and Partnerships
- Community
- Transferability of Learning

## Curriculum Links

- ALBE English
- ALBE Science

## What You Need

- Information about international cultural events

## How It Works

In September 2003, the Akaitcho Territory Government and the First Nation Forestry Program sponsored one of the learners at the Fort Resolution community learning centre, Rosy Bjornson, to attend the 12<sup>th</sup> World Forestry Congress in Quebec City. Four thousand delegates from all over the world came together in these discussions to come up with solutions on sustainable development in the world's eco-systems. Prior to the Congress, the Heron-Wendat tribe hosted the Indigenous Peoples'



Forum on Forestry to develop an action plan to be presented to the Congress. Three hundred delegates attended this forum. Together, they developed and documented what is now known as the Wendeke Action Plan.

Rosy met many indigenous people and environmentalists from around the world, who were all concerned about sustainable development. She was given a voice on issues that concerned her. When she returned, she wrote a report, “Forests: A Source of Life,” for her sponsors and an ABE English 140 essay entitled “Indigenous People and the Land They Own.” She was also interviewed on the radio about her experiences. This was an incredible learning experience for Rosy, who plans to go into environmental studies.

*We as people need to have a strong voice on environmental impacts, and any type of development going on in this world. For years indigenous peoples did not have a strong voice on issues and concerns of the forest.*

*Rosy Bjornson  
Fort Resolution*



# Field Trips to Chipewyan Language and Culture Workshops

## Submitted By

- Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College
- Catherine Boucher, Literacy Facilitator, Fort Resolution CLC, Aurora College

## Best Practices Supported

- Culture
- Community
- Transferability of Learning

## Curriculum Links

- ALBE English
- ALBE Career/College



## How It Works

The local Chipewyan Working Group often sponsors workshops in the community and invites learners from the learning centre to participate.

Learners have taken part in:

- Medical, government and justice terminology workshops.
- Chipewyan writing workshops.
- Work on the Chipewyan alphabet.
- Chipewyan handicrafts.
- Collecting elders' stories.



- Designing Chipewyan instructional materials.
- Collaborating with elders on pronunciation lessons.
- Planning for a fall culture camp.
- Planning for a mini cultural carnival.
- Planning for evening classes in the Chipewyan language.

A future workshop on syllabics is planned.

Cultural events can be linked to ABE curriculum instruction. Catherine's career goal is to be an aboriginal language and culture instructor, so cultural workshops reinforce her professional development. Catherine drew from her experiences at the Chipewyan workshop to write an English 140 expository essay.

Encouraging learners to attend such events demonstrates that the program values the learners' culture and language. It also enables learners to maintain their language and use it in the community.

*At the cultural camp, both youth and elders learned traditional skills . . . including how to prepare foods, rabbit snaring and fishing. The elders share history stories, their beliefs, and values of the Dene people.*

*Catherine Boucher*



# Lessons from the Land: The Idaa Trail

## Submitted By

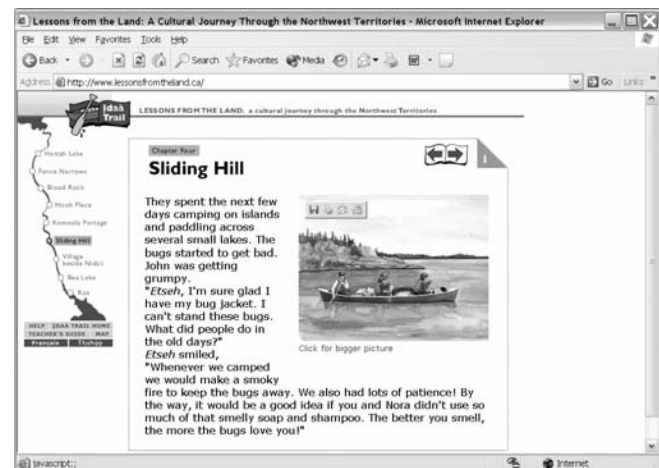
Donna Mulders, NWT Literacy Council, Yellowknife, NT

## Best Practices Supported

- Culture
- Learning Materials

## Curriculum Links

- ALBE English
- ALBE Science
- ALBE Social Studies



## How It Works

Northern and culturally relevant resources can be difficult to find in the north. The Prince of Wales Northern Heritage Centre developed an online learning resource called *Lessons from the Land* that definitely meets that need. *Lessons from the Land* is a series of virtual trails used by Aboriginal people. The first virtual trail is *The Idaa Trail*, a traditional route Dogrib people travelled from Great Slave Lake to Great Bear Lake. The interactive site allows you to travel the Idaa Trail and learn more about the traditions and culture of the Dogrib people.

There are two ways you can travel the Idaa Trail. You can click on the “Online Story” button at the right to travel the Idaa Trail with a Dogrib



family in an illustrated online story. You will travel with Dogrib elders as they take their three grandchildren on a summer canoe trip up the Idaa Trail. You will stop at important cultural and historic sites along the Idaa Trail and learn about such things as making birch bark canoes, the fur trade, legends, customs, and traditional medicine. The story is available in English, French and Dogrib.

For a more in-depth experience, at the “Idaa Trail Home” you can browse archival photos, video and audio about the Idaa Trail as you explore the historical and cultural significance of eight sites on the Idaa Trail.

This is an excellent way to incorporate local culture and history into an ALBE program.

## Web Link

Lessons from the Land website: [www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca)





# The Idaa Trail Study Guide

## Submitted By

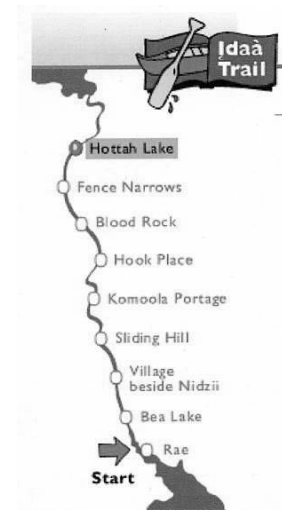
Donna Mulders, NWT Literacy Council, Yellowknife, NT

## Best Practices Supported

- Culture
- Learning Materials

## Curriculum Links

- ALBE English
- ALBE Science
- ALBE Social Studies



## How It Works

*The Idaa Trail Study Guide* is a resource for adult learners and educators in the NWT. The study guide was produced by the NWT Literacy Council to accompany the first trail on the *Lessons from the Land* website, a northern and culturally relevant resource for NWT learners, developed by the Prince of Wales Northern Heritage Centre. On the website you can take a virtual journey up the Idaa Trail. The study guide has learning activities, comprehension questions, word searches, suggestions for journal writing and in-depth research, learner handouts and lots more. All the activities are linked with the 110 and 120 Adult Literacy and Basic Education (ALBE) science, social studies, and English curricula.

## Web Link

Idaa Trail Study Guide—[www.nwt.literacy.ca/resource/resource.htm](http://www.nwt.literacy.ca/resource/resource.htm)

Or—[www.lessonsfromtheland.ca](http://www.lessonsfromtheland.ca)



# Genealogy: Your Family Tree

## Submitted By

Liz Pope, Adult Educator, Hay River CLC, Aurora College

## Best Practices Supported

- Culture
- Learning Materials

## Curriculum Links

- ALBE Social Studies
- ALBE English

## How It Works

This activity involves the participants investigating themselves. Learners are to ask themselves the following questions:

- Who am I?
- Where do my people come from?
- How did they/How did I become a part of my community?
- What historical trends or events are embodied in my family's locations and/or movements?

Have the learners draw a family tree that goes back at least three generations. For each relative, answer the following questions:

- What is their name, date, and place of birth?
- What are their indigenous or cultural roots?
- How did they come to be part of the band or community?





## Best Practices in Action

This activity involves community and family participation, thus the results can vary depending on individual learners' situations. The learners present their research to the class in a poster and/or essay.



# Building on Culture: Reclaiming Our Sinew

## Submitted By

Bob Spensley, Adult Educator, Nunavut Arctic College, Rankin Inlet, Nunavut

## Best Practices Supported

- Culture
- Transferability of Learning
- Organizational Linkages and Partnerships

## Curriculum Links

- ALBE English
- ALBE Social Studies



## How It Works

“Reclaiming Our Sinew” is a 24-week full-time program, with six core courses. One part of the program prepared learners for further upgrading programs, towards entering the workforce and enhancing their employability. In the other side, learners gained skills in traditional sewing, which allowed them to outfit their families.

Mornings were spent teaching and learning traditional sewing techniques in a large room at Maani Ulujuk School. A large group of elders guided the learners as they learned the art of preparing, tanning, cutting and sewing



## Best Practices in Action

skins. By the end of the program, learners had made caribou parkas, pants, mitts, and seal skin pants and kamiks.

Learners spent the afternoons at the Community Learning Centre where they focused on academic upgrading. They received language instruction in English and Inuktitut, as well as math, computers and typing. One of the objectives of this program was to assist in preparing participants to enter the job market and/or develop the skills to enable them to pursue sewing as a means of self-employment.

This holistic program tries to integrate these two parts so that learners will develop practical skills, self-esteem and cultural pride.

The idea for “Reclaiming Our Sinew” came from the Kivalliq Inuit Association and is an excellent example of putting Inuit traditional knowledge into practice. It is also a strong example of partnership between territorial and federal government departments, Inuit organizations, hamlets, schools and Nunavut Arctic College.

*Since I started the course, I've made caribou pants, parka, mitts, socks, seal skin mitts and three pair of kamiks. I'm proud of my sewing and what I have learned from the elders.*

*Shauna Ussak  
Student*



# Community

A quality adult literacy and basic education program ensures a strong community focus by being engaged in the community and actively engaging the community in the program.



Best Practices in Action



# Training Advisory Committee

## Submitted By

Bruce Green, Adult Educator, Katl'odeeche (Hay River Reserve)

## Best Practices Supported

- Organizational Linkages and Partnerships
- Community

## What You Need

- Community members with an interest in adult learning

## How It Works



A number of years ago, the Katl'odeeche (Hay River Reserve) Dene Band set up the Aboriginal Training Fund Committee. Committee members must have an interest in serving on the committee and an interest in

adult learning. The Band selects the members who will sit on it.

*I'm very impressed with the committee. The members are thoughtful and provide me with good advice. I value their input.*

*Bruce Green  
Adult Educator*



## Best Practices in Action

Any training money that goes to the adult education program flows through the committee, which has developed guidelines for distributing the funds. The committee provides direction on the kinds of programs that the community needs. As a result, the centre offers a life skills program, a Slavey language program and a cultural component. The committee meets four or five times a year—usually twice before programs start, and once when programs end to review what has happened. The adult educator works closely with the committee and finds the committee extremely helpful. Since the decisions have been made collaboratively with the Band, as a non-Band member, this gives him increased authority.



# Community Volunteers

## Submitted By

Bruce Green, Adult Educator, Katl'odeeche (Hay River Reserve)

## Best Practices Supported

- Community
- Outreach



## How It Works

The learners in the Katl'odeeche (Hay River Reserve) program are encouraged to play an active role in community events. Some of the activities they are involved in include:

- Helping set up at community feasts
- Attending planning meetings for the Kamba Carnival, and organizing and running some of the events
- Visiting the Chief Sunrise Education Centre (the local school) once a week to read stories to the children, either one-on-one or in small groups.

A recent innovation involves elders' visits. In groups of two or three, learners first prepare a small gift for each elder—tea, sugar, milk, etc.—then go to visit the elder in his/her home.





# Reading Buddies

## Submitted By

Margaret Field, Adult Educator, Fort Providence CLC, Aurora College

## Best Practices Supported

- Community

## Curriculum Links

- ALBE English

## How It Works

Every day, learners team up with children in the local elementary school. Half the learners go to the school every second day, and the other half on alternate days. They read a children's story to a small group of children. This activity helps both adults and children to improve their literacy skills.





# Connections in Learning

## Submitted By

Dianne Dentrey, Adult Educator, Wekweti CLC, Aurora College

## Best Practices Supported

- Organizational Linkages and Partnerships
- Community

## How It Works

“Connections in Learning” is a community-based program where the adult educator works with the coordinators of other programs being offered in the community. The programs in Wekweti include:

- Wekweti Prenatal Nutrition Program
- After-school Fun Time Reading Program
- Kids on Computers
- Elder Literacy
- Dogrib Literacy
- Women’s Craft Night
- Family Activity Nights.

The adult educator also works with coordinators of community events such as Take Back the Night, the Winter Carnival, community meetings and workshops.

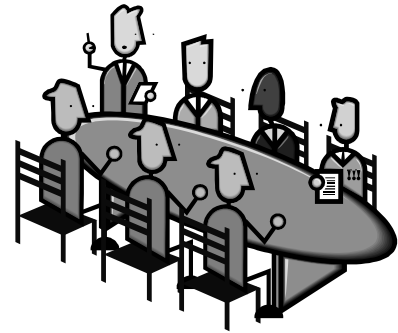
The adult educator and the coordinator work together to deliver the session and to have the necessary resources, materials and supplies available. The



## Best Practices in Action

adult educator also attends each session with the coordinator as a support person and provides assistance to the coordinator when required.

The coordinator-adult educator team work on various components of programs: brainstorming, organization, time management, long term and short term goals for their programs and themselves, communication skills, and delivery methods. In the future they plan to work on proposal writing, budgeting, report writing, and public relations.



*Connections in Learning* was very successful in the community of Wekweti. The people who attended the programs were comfortable because the coordinator was born and raised in the community. The coordinator is successful and comfortable delivering the program with the support and assistance of the adult educator. The adult educator has successes because people are coming into the learning centre for the programs, getting to know them and feeling comfortable asking for help with other needs.



# Community Writing Contest

## Submitted By

Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College

## Best Practices Supported

- Community
- Instruction
- Learning Materials

## Curriculum Links

- ALBE English

## How It Works

A community writing contest was held for different age groups in the community. It involved the learners from the adult learning centre, the school, and other community members. The contests had a profound impact on both the K-12 and the adult education learners in the community. Winning entries were published into booklets, illustrated by local artists. Contest winners also received award certificates and the honour of having their work published as well as the monetary reward of the gift certificate prizes. Contest winners received additional reinforcement when *News North* and CBC Radio ran stories on the writing contests.

*After brainstorming the items needed to survive in the bush for a month, I then explained that there is another kind of survival, and writing skills were one of the most important things that they would need in their survival kits as they grew up and took their places in the world.*

*Barb Miron  
Adult Educator*



### Here is how to do it:

- The writing contest was advertised in the community for 4 – 6 weeks before the submission deadline. Posters were made up, which specified the length requirements and explicitly stated that contest entries would be judged on the basis of grammar and structure as well as content and creativity.
- To increase the incentive to participate, gift certificate prizes were awarded.
- A judging panel of community educators read the contest entries individually and scored them with a rubric that we agreed upon in advance. The members of the judging panel then met to arrive at a consensus about the winning entries. The process of advertising, organizing and judging the contest entries helped facilitate community partnerships.

### Seeing the Importance of Writing

The winners of the youth writing contest were announced during an assembly at the Deninu School in Fort Resolution. As a way of introducing the winner, a

brainstorming session was done with the learners about what types of equipment they would need to survive in the bush for a month. The learners were quite enthusiastic and came up with a more thorough survival kit than I ever could have devised. I

then explained that there is another kind of survival, and writing skills were one of the most important things that they would need in their survival kits as they grew up and took their places in the world. After this group



*Winners of the Fort Resolution Community Writing Contest*



brainstorming session, I announced the winners of the writing contest. It was a very powerful moment.

### Creating New Learning Material

The booklets of the winning writing submissions serve as examples of and incentives to the development of writing skills. Since the contest winners in Fort Resolution wrote from their own experience, the booklets are fine examples of excellence in writing within a northern cultural context. These booklets will make good reading material for literacy programs in northern communities, and we are more than willing to send out copies free of charge.

### Web Link

Visit the NWT Literacy Council website at [www.nwt.literacy.ca](http://www.nwt.literacy.ca) to find copies of the writing contest booklets.



## Writing Contest Scoring Criteria

### Organization and Structure – 10 points

- Introduction, body and conclusion for essays.
- Adequate paragraph breaks.
- Introduction, rising action, climax, falling action for stories.
- Conflict and resolution at the end. Extra points for use of suspense.
- Extra points for creative narratives that depart from straight chronological structure.

### Grammar, Punctuation and Mechanics – 10 points

- Check subject-verb agreement, pronoun agreement and references and run-on sentences.
- Make sure sentence fragments are deliberate for creative expression.
- Check for correct punctuation of quotations in dialogue.
- Check use of commas, semicolons.
- All sentences start with capital letter and end with period.
- Check capitalization, numbers and abbreviations.
- Check the use of apostrophes in possessives and contractions.

### Writing Style – 10 points

- Extent of vocabulary.
- Creative and skillful use of words.
- Extra points for use of figurative language.
- Extra points for skillful description.

### Creativity: Originality – 10 points

- Fresh imaginative story ideas.
- New angles on familiar stories.
- Original approaches



### Creativity: Depth of Insight ~ 10 points

- Insightful themes and messages conveyed.
- Well thought out stories written for a purpose.
- Knowledge of human character.
- Wisdom, story that touches the reader.





# Mother's Day Newsletter

## Submitted By

Margaret Field, Adult Educator, Fort Providence CLC, Aurora College

## Best Practices Supported

- Community
- Instruction

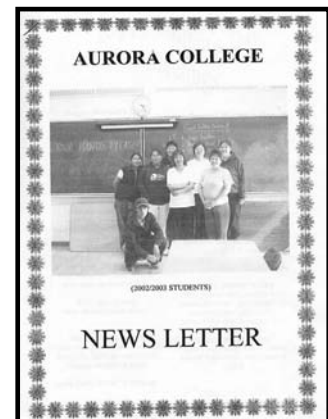
## Curriculum Links

- ALBE English
- ALBE Introduction to Computers

## How It Works

The Mother's Day Newsletter was a class project created by the learners of the Fort Providence Community Learning Centre. The learners wrote special greeting to their mothers as a way to recognize their mothers on Mother's Day. This project allowed the learners to create something that would be shared in the community with mothers, grandmothers, aunts and sisters.

The learners wrote the stories and did the word processing and layout of the newsletter. Once completed, they distributed the newsletters in the community.





# Completion Ceremony

## Submitted By

Barb Tsetso, Adult Educator, , Fort Simpson CLC, Aurora College

## Best Practices Supported

- Community
- Instruction

## What You Need

- Flowers
- Graduation gowns
- Certificates

## How It Works

Many adults that return to adult literacy and basic education programs have never had a graduation from high school or any other program to celebrate their successes. In Fort Simpson, the program staff goes all out and plans a wonderful celebration to mark their graduation.

The participants use graduation gowns, are given flowers, and are served a wonderful meal. They are also given certificates. This is truly a community celebration of the successes of these participants as family, community members and college staff take part in the event.





# Your Community

## Submitted By

Liz Pope, Adult Educator, Hay River CLC, Aurora College

## Best Practices Supported

- Community
- Instruction
- Respect and Support for Learners

## Curriculum Links

- ALBE Social Studies
- ALBE English

## How It Works

### Introducing Community Members

This activity involves learners identifying a community member to introduce to the class. Learners prepare a questionnaire, interview the community member, and introduce the community member to the class. The introduction can be a written introduction (writing assignment) and/or an oral introduction (presentation skills). Group lessons on preparing a questionnaire and interview etiquette are necessary to provide guidance to the learners.



*When I was new to the community, I wanted to learn about the community – about its resources, employment opportunities, and community members.*

*This assignment allows students to introduce their community and plan a community event while giving the instructor an opportunity to teach and/or assess research skills.*

*Liz Pope  
Adult Educator*

To involve the community, this activity includes having the learners organize an open house. As a group, learners and instructor prepare a “to do” list with learners volunteering to take on various responsibilities. The open house becomes what the learners put into it.

### Identifying Community Resources

After preparing the open house and introducing different community members, learners then identify and describe community resources. The activity begins as a brainstorming session of resources/organizations in my community. Each learner chooses one resource/organization and writes about it, with the intended audience being someone new to the community.

Mini-lessons may include preparing research questions; locating sources (brainstorming sources, webbing); using the library and Internet to locate information; taking notes, using quotations, preparing a bibliography; and the writing process (outline, first draft, revising, final copy, title page, bibliography). On the other hand, the assignment can be used to assess research skills. In this case, mini-lessons may not be necessary.





Best Practices in Action



# Outreach

A quality adult literacy and basic education program reaches out to the community to attract potential learners and gain the support of the community.





# Promoting Literacy in the Community

## Submitted By

Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College

## Best Practices Supported

- Outreach

## How It Works

The Fort Resolution Community Literacy program has built literacy awareness and promotional activities into its work in the community. The program keeps people informed about literacy and literacy issues, and about what the program offers. Staff:

- Hold information sessions at bingos.
- Give away books at community events.
- Produce community booklets.
- Develop literacy posters with photos of children in the community.
- Sponsor special community events for children, families and elders.

The program develops promotional materials and does activities to promote literacy in the community. Posters with photographs of local children and parents are posted around the community, conveying the importance of exposing children to print-rich environments. As well, photo collages of family literacy activities are put up in the learning centre and distributed to stakeholders.







# Organizational Linkages and Partnerships

A quality adult literacy and basic education program works collaboratively with other organizations and agencies to support the program, the learners and the program staff.



Best Practices in Action



# Educating Learner Sponsors

## Submitted By

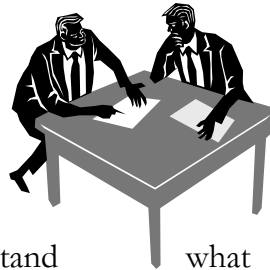
Liz Pope, Adult Educator, Hay River CLC, Aurora College

## Best Practices Supported

- Organizational Linkages and Partnerships

## How It Works

For learner sponsors to be supportive of a variety of programs and services offered by an adult basic education program, it is important for them to understand the program is all about.



what

The adult educator in Hay River spends time talking with learner sponsors to discuss the program and the various components. Answering questions and explaining the rationale for community-based projects is an excellent way to build relationships with learner sponsors and for them to understand your program.

In Hay River, this is done informally by phoning or meeting with learner sponsors individually. This is an informal approach but it could be much more structured. If you deal with the same sponsors all the time, you know what issues will come up and what information they are looking for. This is also a good approach if you are new to a community because it is a good way to get to know the sponsors and the partners in the community.



# Regional Training Partnership

## Submitted By

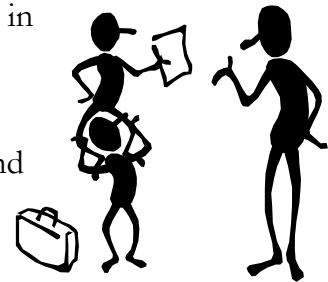
Karla Carter, Chair, Community Programs, Aurora Campus, Aurora College, Inuvik

## Best Practices Supported

- Organizational Linkages and Partnerships
- Funding

## How It Works

The Regional Training Committee was formed in the Beaufort Delta among various groups and organizations involved in funding and providing training opportunities for northerners. Its purpose is to make it easier for northerners to participate in training, education and employment opportunities, and for the partners to more effectively fulfill their mandates.



The committee started out very informally by meeting for coffee on Friday afternoons and then became a more formal association. In the process of formalizing the committee, the group discussed partnerships – what they are, what they aren't, and the advantages and disadvantages of partnering. From these discussions a draft partnership agreement, strategic partnership plan and the beginnings of an operational plan and implementation strategies evolved.



The Regional Training Partnership has six main goals:

- Goal #1: To coordinate and facilitate quality opportunities (in all Beaufort Delta regional communities) to meet the identified training, education, and employment needs of northerners.
- Goal #2: To use and manage information effectively, through a communication strategy and information strategy.
- Goal #3: To increase influence and leverage resources.
- Goal #4: To work with others to increase access, appeal and participation in education, training and employment.
- Goal #5: To increase the partnership's recognition and visibility.
- Goal #6: To increase the partnership's organizational effectiveness.

*The partnership's purpose is to make it easier for northerners to participate in training, education and employment opportunities and for the partners to more effectively fulfill their mandates.*

The committee measures its successes using the following:

- Training, education and employment opportunities are created
- Resources are well utilized
- Participation and completion rates are increased
- Cultural values are reflected in all that we do
- Unemployment rate is reduced
- Increased range of learning opportunities is created (from traditional to conventional)
- More training and learning opportunities at the community level
- Appropriate and well managed information
- Increased resource base/influence for the partners
- Barriers are reduced (to education, employment and training opportunities)
- The partners are well organized, recognized, and self-sustaining.



# Inuvik Literacy Committee

## Submitted By

Debra English, Career Development Officer, Education, Culture and Employment, Inuvik

## Best Practices Supported

- Organizational Linkages and Partnerships
- Funding

## How It Works

The Inuvik Literacy Committee started out as the NWT Literacy Week Committee made up of representatives from the community, regional and territorial organizations. The committee started as an informal group of representatives from a variety of organizations that came together in September 2001 and 2002 to organize and deliver in-class, community, family and workplace activities for NWT Literacy Week.

In September 2002, the NWT Literacy Council held a Family Literacy Training Institute in Inuvik, which involved different organizations, businesses, institutions and agencies from Inuvik and other Beaufort Delta communities. As part of this training, the NWT Literacy Council encouraged community groups to explore the literacy activities they would like to have in their community.

The workshop introduced three family literacy programs: *1-2-3 Rhyme with Me*, *Families First* and *Books in the Home*, all excellent resources for starting literacy projects in the communities. The NWT Literacy Council then



offered each community \$3,000 to plan and deliver literacy projects in their communities.

The main initiative that encouraged the forming of the Committee was the NWT Literacy Council Family Learning Kit Backpack project. This initiative provided backpacks to children born in 1997/98/99. This project could financially benefit an individual or group. Delivering the backpacks to the children and parents in Inuvik generated \$4,000. The participants discussed the idea and set forth to form a committee and distribute the backpacks on a volunteer basis and the funds generated by the volunteer work would go back into the community for purchasing more books, snacks or prizes for literacy projects in Inuvik.

#### Who is involved in the Inuvik Literacy Committee?

- Inuvik Centennial Library
- Health and Social Service Board
- Human Resources, Inuvialuit Regional Corporation
- Human Resources, Gwich'in Tribal Council
- Beaufort Delta Self Government Office
- Ingamo Hall Friendship Centre
- Town of Inuvik
- Inuvik Representative, NWT Literacy Council
- Aurora College, Adult Education Instructors
- Inuvik Child Development Center
- Community/Parent Volunteers

Here are some suggestions on how to start your own community literacy committee:

- Contact all organizations in your community that could support and assist with the committee
  - Schools





## Best Practices in Action

- Library
  - First Nation councils/bands
  - Non-government boards/organizations
  - Non-profit and other private sector groups
  - Government departments – ECE, Health and Social Services
  - Interested individuals
  - NWT Literacy Council.
- Come together and talk about the need for the committee and possible projects the committee could take on.
  - Establish a Chairperson, Vice-Chairperson, Secretary, Treasurer and 2 Members at large. Also include the Regional Representative from the NWT Literacy Council, if they live in your community.
  - Plan and organize literacy events in your community.



# Career Fair

## Submitted By:

Carolyn Coey Simpson, Adult Educator, Wha Ti CLC, Aurora College

## Best Practices Supported

- Organizational Linkages and Partnerships

## Curriculum Links

- ALBE Career/Life Work

## How It Works

The adult educator, along with key people in the community, organizes a career fair for learners in the community. First they establish a committee to organize the event and then contact organizations in the community such as government departments, private businesses, local government agencies, non-profit and volunteer organizations. Along with local organizations, territorial organizations are invited to attend the career fair. The organizations are invited to set up a display at the career fair and provide information to learners.

A career scavenger hunt is developed and learners have to find the “worker” based on the descriptions provided and get a stamp on their Career Fair Stamp Sheet (sample included) by someone who does that job.

Prizes for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> most interesting, informative and enthusiastic display table are presented at the Career Fair.



## Wha Ti Career Fair 2004

These jobs will all be listed at the Career Fair as “real time work” opportunities for future generations! A display table will be reserved for your community job upon your confirmation – our future depends on your generous support!

- Adult Educator – Aurora College
- Literacy Worker – Aurora College or Wha Ti First Nation
- Elementary Teacher – Mezi Community School
- High School Teacher – Mezi Community School
- Janitor –
- Kindergarten Teacher – Mezi Community School
- School Principal – Mezi Community School
- Secretary
- Receptionist
- Education Assistant – Mezi Community School
- Community School Counsellor – Mezi Community School
- Reading Specialist – Mezi Community School
- Manager – LLMDC
- Carpenter – LLMDC
- Boiler Mechanic – LLMDC
- Laborer – LLMDC or WCC
- Dogrib Language Teacher – Mezi Community School
- Loader Operator – LLMDC or WCC
- Carpenters Helper and/or 4<sup>th</sup> Yr Apprentice – LLMDC
- Gas Attendant
- Band Manager – WFN
- Finance Officer - WFN
- Career Development Outreach Worker – WFN
- Income Support Worker – WFN
- Social Programs Coordinator – WFN
- Community Justice Committee Coordinator – WFN
- Computer Lab Supervisor – WFN
- Sustainable Energy Project Coordinator
- Power Plant Operator
- RCMP
- Outpost Northern Nurse
- Community Health Representative



- Child Protection Worker
- Social Intake Worker
- Store Manager – WFN
- B&B Owner/Operator – AC Store
- Cashier – AC or WCS
- Stocker – AC or WCS
- Air Tindi Agent
- Air Tindi freight handler
- Senior Administrative Officer – WCC
- Recreation Coordinator – WCC
- Administrative Assistant - WCC or WFN or LLMDC
- Hamlet Foreman – WCC
- Water Delivery Driver – WCC
- Water Treatment Plant Operator – WCC
- Fire Chief – WCC
- Volunteer Firefighter – WCC
- Grader Operator – WCC
- Airport Manager and/or Designate - WCC
- Dump Truck Operator – WCC or LLMDC
- CAT Dozer Operator – WCC
- Wildlife/Renewable Resources Officer
- Economic Development Officer – WFN
- Priest
- Missionary
- Jail Guard – RCMP
- Dogcatcher – WCC
- Homecare Worker – Health Centre
- Daycare Supervisor – WFN
- Childcare Worker – WFN
- Cook
- Chief – WFN
- Sub-Chief – WFN
- Councilor – WFN
- Volunteer – WFN (Boys & Girls Club, Men’s Group, Women’s Sewing Group, Youth Matter Youth Group); WCC (Coach, Hockey/Skating Instructor), Saint Bruno’s Church (First Communion Teachers, Parish Councillors, Church Services, Core Couples, Spiritual Leaders)
- Justice of the Peace
- Coroner
- Canadian Rangers
- Community Recreation Hall Supervisor – WCC
- Arena Supervisor/Ice Maintainer – WCC
- Legal Aid Worker
- Community Corrections & Parole Officer



## Best Practices in Action

- NWT Disabilities Outreach Worker
- Housing Coordinator – WFN
- Beach Life Guard – WCC
- A&D Worker – WFN
- Interpreter – WCC or WFN
- Translator – WCC or WFN
- Artist – (painter, carver, Dene drummer)
- Craftsperson – (tanner, beadwork, hidework, seamstress/sewing, drum maker)



## 2004 Wha Ti Career Fair



**Find the worker and get all the  
Wha Ti careers on your paper!**



## Best Practices in Action

Helps to get you back into college by organizing classes and many other adult programs in your community. (Answer: Adult Educator)	Stamp 1
Has to know the laws and protects people. I will help you when there is trouble in your community. (Answer: RCMP)	Stamp 2
Helps to get you and your family involved in many social programs in your community. (Answer: WFN Social Programs Coordinator)	Stamp 3
Helps people start their own jobs. (Answer: RWED)	Stamp 4
Works on projects to make our community a safe and well community to live in. (Answer: Community Justice Coordinator)	Stamp 5
Works at getting you and your parcels safely on and off the scheduled plane services. (Answer: Air Tindi Agent)	Stamp 6
Works with people from our community at Diavik Diamond Mine and helps others to explore mining careers. (Answer: Diavik Community Affairs Superintendent)	Stamp 7
Has to know the laws and protects children. I will help you when there is trouble in your family. (Answer: Social Worker/Intake Worker)	Stamp 8



<p>Helps to teach us all about saving energy and respecting the gifts of the land in your community. (Answer: Energy Project)</p>	<p>Stamp 9</p>
<p>Helps people with challenges to find the right job in your community. (Answer: NWTCPD)</p>	<p>Stamp 10</p>
<p>Helps people to find out about how to get a new home in your community. (Answer: Housing Coordinator)</p>	<p>Stamp 11</p>
<p>Helps people find jobs and work on improving job skills (Answer: WFN Career Outreach)</p>	<p>Stamp 12</p>
<p>Works on building and fixing buildings and other jobs in the community (Answer: LLMDC Tradesperson)</p>	<p>Stamp 13</p>
<p>Promotes various construction and maintenance work for local and government customers (Answer: LLMDC Administration)</p>	<p>Stamp 14</p>
<p>Talks to families and other community agencies after a death and makes a report to the NWT Chief Coroner (Answer: Coroner)</p>	<p>Stamp 15</p>
<p>Has to know _____ Answer: _____)</p>	<p>Stamp 16</p>





# Community Partnerships

## Submitted By

Liz Pope, Adult Educator, Hay River CLC, Aurora College

## Best Practices Supported

- Organizational Linkages and Partnerships
- Funding

## How It Works

In the community of Hay River, the Soaring Eagle Friendship Centre delivered a literacy level Pre-Employment/Life Skills Program and Aurora College concentrated on the middle-to-upper level adult basic education levels. However, after governmental changes and subsequent funding changes, securing funding for the continuation of the literacy program became a challenge for the Friendship Centre.



After a lot of thought and discussion, the Friendship Centre executive director and the Aurora College adult educator collaborated and submitted separate and different funding proposals to various funding agencies. The end result was a full-time literacy program. The program was situated at Aurora College and the instructor worked part-time for Aurora College and part-time for the Friendship Centre.