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Staff Development & Support

A quality adult literacy and basic education program values its staff and places a priority on staff development.



Best Practices in Action



Bi-weekly Conference Calls

Submitted By

Lin Maus, Coordinator, Academic Studies, Yellowknife Campus, Aurora College

Best Practices Supported

- Staff Development and Support
- Instruction

What You Need

- Speaker phones if more than one participant at a location
- List of participants with phone numbers (including area code)
- Operated assisted conference call set up through telephone company
- Inform participants of time and agenda of the meeting

How It Works

Community programs at Aurora College are delivered at five community locations (Wha Ti, Wekweti, Gameti, Dettah and N'Dilo). Since three of these sites are outside of Yellowknife, a bi-weekly conference call has been set up so that community program staff have a chance to interact. The conference call starts with an update from the various communities (including Yellowknife). Adult educators have a chance to discuss their programs, concerns and new initiatives. There is a portion of the meeting which is agenda driven so that staff can





Best Practices in Action

be updated on college information and recommendations and requests from community programs can be discussed with the supervisor. This conference call has promoted a sense of teamwork and allows the supervisor to have a broader view of programs presented when input is received from all areas at the same time.

The community adult educators are working in isolation. They are often the only college employee in the community. It is necessary to ensure that these individuals feel supported as a valuable part of the college environment. The conference call is a step toward providing the support that is a necessary part of these positions.



Professional Development

Submitted By

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

Best Practices Supported

- Staff Development and Support
- Instruction



How It Works

Many of the staff at the literacy program are local people who work part-time. Providing training for them has been a program priority for the Fort Resolution Community Learning Centre. When possible, professional development is provided to both full-time and part-time staff. In the last three years, staff have had the opportunity to participate in a broad range of training, including:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Tutor training • STAPLE (Supplemental Training for Adult Practitioners of Literacy Education) • Lesson Planning • Program Planning • Screening for Success • Proposal Writing • Publisher/Graphic Design • PowerPoint • Academy of Reading | <ul style="list-style-type: none"> • Eye of the Storm: Teaching Adults with FASD • Families First: A Northern Parenting Program • Non-Violence Crisis Intervention • Family Literacy Training • Inclusive Early Childhood Education • Assistive Technology • Canadian Adult Reading Assessment (CARA) |
|--|--|



Building Tutor and Community Capacity

Submitted By

Ken Latour, Instructor, Hay River CLC, Aurora College

Best Practices Supported

- Community
- Staff Development and Support

How It Works

While working as the adult educator in the Fort Resolution Community Learning Centre, Ken Latour worked to develop local tutors and literacy workers. The guiding philosophy was to involve as many people as possible in order to build community support for the literacy program and to ensure that it would not collapse with the removal of any one participant. To support the project, an overall literacy program coordinator, two tutors, and three family literacy program facilitators were hired. All were part-time, with the exception of the coordinator who was nearly full-time. This strategy worked well as it allowed the program to see who was effective in what capacity, and widened the community network in that every additional person hired had an existing network of support and contacts within the community.

The training software STAPLE (Supplemental Training for Adult Practitioners of Literacy Education) was used to train the community tutors and instructors. This software package was easy to use and was extremely thorough. It was important not to underestimate the amount of training



that people needed to be effective tutors. It was important to make time in the schedule at the beginning of the program to ensure that tutors were not confused or floundering. It may be a completely new field of work for some and they will need guidance. Under-supporting a tutor will harm both the tutor and the learner. The best learning comes through doing. It was important to provide support to the tutors when they were having hard times and accept that this was a natural part of their learning experience.





Peer Appreciation Certificate

Submitted By

Lin Maus, Coordinator, Academic Studies, Yellowknife Campus, Aurora College

Best Practices Supported

- Staff Development and Support
- Community

What You Need

- Microsoft Publisher, Printer, Copier

How It Works

At the end of the year a fellow employee printed Peer Appreciation Certificates and handed them out at the last staff meeting. These were certificates of appreciation that recognized the support staff members had provided during the academic year.

Often in the course of the year we do not take the time to tell fellow staff members how much we appreciate their assistance. The certificate of appreciation is a way of saying thank you to your peers in a very visible way for their contributions.





Staff Orientation

Submitted By

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

Best Practices Supported

- Staff Development and Support

How It Works

Aurora College in the Beaufort Delta region provides staff orientation and professional development for its adult educators twice a year.

At the beginning of each academic year, all adult educators gather to meet one another and receive an orientation to Aurora College. At this time, they are provided with program information, like curriculum, program manuals, accepted practices, policies and guidelines. This is a wonderful opportunity for educators to network with others in their region.

In January the educators met again to do professional development. A wide range of professional development was provided – from FAS, family literacy, best practices project, curriculum subjects, traditional knowledge and many others. The highlight of the January training event was that it was mostly staff presenting on training or conferences they had attended and were now passing their knowledge onto their colleagues.



Fall Orientation Fall Launch Community Educator

September 3-6, 2002 Inuvik, NT





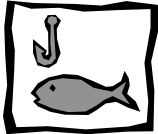




	AM	PM
Tuesday Sep 3	<p>9:00 - WELCOME NEW EDUCATORS -Documentation – FMBS -Campus Tour</p> <p>RETURNING EDUCATORS -Curriculum -Prepare presentations to new educators -Groups of 2/3</p>	<p>1:00 Intro to Aurora College Campus Director – Lloyd Hyatt Counsellor – Liz Dietrich</p> <p>2:00 Sahtu/B.Delta Group meeting/discussions</p> <ul style="list-style-type: none"> • plans • PD • report formats • communications <p><i>BD – IRC and Self-govt speakers at 2pm</i></p>
Wednesday, Sep 4	<p>9:00 -ARI Tour (Andrew Applejohn)</p> <p>10:00 -BREAK</p> <p>10:15 -ALBE Curriculum Introduction to each subject</p>	<p>1:00 - Proposals, funding, evening courses</p> <p>2:30 -Human Resources (Carol Villeneuve)</p> <p>3:00 -BREAK</p> <p>3:15-Student Records System -Placement tests -SRS (Anne Marie)</p>
Thurs. Sep 5	<p>Campus Wide Wellness Day</p> <p>6:00 - Supper at the Green Briar, Mackenzie Hotel</p>	
Friday, Sep 6	<p>9:00 -Computers (Doug McLeod)</p> <p>9:30 -Purchasing (Rory/Doug Robertson)</p> <p>9:45-BREAK</p> <p>10:00 -HCSWP (Susan Miller) -Distance Ed -Chinook College</p> <p>11:30 - Oil/Gas (Rick Clarke/Neil Flynn)</p>	<p>Sahtu - return to communities - supper meeting</p> <p>BeauDel – shopping or meetings</p>



Winter Adult Educators' Gathering in Deline



Professional Development For Aurora Campus Adult Educators
January 27 – 31, 2003

	Monday Jan 27	Tuesday Jan 28	Wednesday Jan 29	Thursday Jan 30	Friday Jan 31
9-12	 Travel morning	Traditional Knowledge – Maureen Social Studies – Suzanne Science – Karla	 English – Linda Math – David & John 	Team Building event – Facilitator from Winnipeg	Team Building event – Facilitator from Winnipeg
1-5	Best Practices in ALBE – Karla Access Programs – Linda 	See the sights of Deline -- cultural event 	Trades and Apprenticeships – Karla Family Literacy – Suzanne & Nancy	Team Building event – Facilitator from Winnipeg	 Travel afternoon
7-9	 Fetal Alcohol Spectrum Disorder (FASD) – Maureen, Karla, Nancy, Ron	Jam Session – Taig 	Team Building event – Facilitator from Winnipeg	 Distance Education - Karen & Bernie Sheehan	



SahBeau News

Submitted By

Karen Mercer, Adult Educator, Fort Good Hope CLC, Aurora College

Best Practices Supported

- Staff Development and Support

How it Works

SahBeau is a newsletter by and for Adult Educators in the Sahtu and Beaufort Delta Regions (Aurora Campus) in which adult educators share best practices, resources, anecdotes and other items of interest with their colleagues.

The success of the newsletter is completely dependent on the commitment and willingness of the adult educators to share information. Submissions are solicited and/or requested by the acting editor who compiles them in a newsletter form and emails, faxes or mails them to interested parties. The section titles within the newsletter are kept light-hearted to encourage those people who may be reluctant to make submissions.

- Tricks of the Trade (Classroom teaching ideas)
- Making Einstein Proud (Science)
- I Reeds and Rites Good (English Language Arts)
- Add It Up (Mathematics)
- Making it Work (Career)
- High Society (Social Studies)
- Many Things to Many People (What is happening at the Learning Centres beside teaching)



- Have You Heard? (good old-fashioned gossip)
- I Won't Do That Again (Anecdotes of adventures in adult educationhood)
- Higher Education (Contributions from the administrators and coordinators)

Professional isolation, lack of collegial relationships, lack of on-going communication are issues that affect adult educators in the North, particularly those in the communities. During a team-building session at the annual Aurora College Adult Educator orientation in Inuvik in October 2003, a newsletter was a suggestion as a way for adult educators both in the communities and on campus to continue to share and stay in touch between meetings.





Best Practices in Action



Funding

A quality adult literacy and basic education program has adequate ongoing funding to run the program.



Best Practices in Action



Fort Resolution Literacy Program

Submitted By

Ken Latour, Instructor, Hay River CLC, Aurora College

Best Practices Supported

- Funding

How It Works

The Fort Resolution Community Learning Centre and its partners developed a community-based literacy program that has wide support and recognition in the community. The program, run under the title of the Fort Resolution Literacy Program, adopted a multi-faceted approach (literacy awareness and promotion, adult literacy tutoring, family literacy, and development of local tutors and literacy workers) that allowed them to offer something to almost everyone in the community while building resources and training local people in an effort to build capacity within the community.

In order to take on these new programs and develop local capacity, the adult educator accessed additional funding outside of the regular Aurora College funding for the community learning centre. A proposal to support the expanded, comprehensive program was submitted to the Department of Education, Culture and Employment (ECE). The strength of this proposal was that it addressed several areas of literacy programming at once and that each facet of the program built on the others.



From the Funder's Perspective

Submitted By

Debra English, Instructor ALBE/Access Inuvik CLC, Aurora College

Best Practices Supported

- Funding
- Organizational Linkages and Partnership

How It Works

As a funder, it is important to communicate and share information with all groups or individuals on government funding programs that support literacy and adult basic education as well as funding programs available from other agencies.

The Department of Education, Culture and Employment career development officer's goals are to:

- Assist in developing organizational linkages and partnerships with non-government, Aboriginal organizations and other GNWT departments.
- Provide up-to-date information to community agencies, organizations and businesses.

The career development officer did the following to support literacy programs and share funding opportunities:

1. Fax, phone and visit organizations, agencies and businesses to explain and discuss ECE programs.
2. Arrange visits with employers and other organizations to discuss funding programs and how to apply for them.



3. During community visits, make every effort to contact and visit employers or potential applicants at their worksite.
4. Make suggestions about co-funders (Inuvialuit Regional Corporation (IRC), Gwich'in Tribal Council (GTC) or Human Resources Development Canada (HRDC) and how to jointly fund the same proposals.
5. Provide up-to-date information about ECE programs and other non-government programs.
6. Keep in constant contact with partners in developing new ways to plan or organize joint ventures (Aurora College, GTC, IRC, HRDC) in the region.



Best Practices in Action



Program Administration

A quality adult literacy and basic education program is well-managed and well-run through appropriate policies and procedures.





Accountability

A quality adult literacy and basic education program is accountable to the funders, community and partners, who also share responsibility for the program's success.





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