

Ontario Native Literacy Coalition

The Ontario Native Literacy Coalition empowers holistic growth of Native People, their families and communities by providing culturally sensitive learning environments.

"Empowering the Spirit, Ensuring Survival"

Phase II Field Development Moving Towards Action
2003

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

Empowered People Are....

Reflective decision-makers.
Have both a feeling of perceived control and the critical awareness of knowing when to confront powerful others and when to avoid them.
Socially critical (can critically analyse the social and political environment).
Not self-centred (show a concern for the common good and a sense of connectedness to others).
Have high expectations.
Skilled workers.
Know they have the right to earn a good wage.
Thinking citizens.
Change agents.
See themselves as "meaningful".
Respectable.
Involved and committed to their activities.
Proud.
Have a sense of accomplishment.
Feel responsible for the acquisition of the competencies necessary to solve problems, meet needs,
and realize personal goals.
Display positive emotions (cooperative, curious, humorous, hopeful, responsible, respectful, attentive, open to new ideas, and show a concern about society).

Treaty 7 Here Be The Dragons

Acknowledgements

Miigwech, dedicated kinoomaagenyag (teachers) of our people. In the world of education, yours is the healing work for many who have not had the same opportunities as most. Without your work they will continue to fill the ranks of the uneducated, unemployed citizens of this land. Your work lifts our learners' spirits and gives them confidence to reach for a higher place. Miigwech for sharing time, teachings and wisdom. You have supported your learners, selves, communities and the Native Literacy Field once again. Gchi-miigwech!

Miigwech to the Ministry of Training, Colleges and Universities and the National Literacy Secretariat for the funding to make this project possible. Without your continued funding support the field of Native Literacy could not continue to advance. Gchi-miigwech!

The Ontario Native Literacy Coalition says, "Gchi-miigwech to the two people who made this project physically, mentally, emotionally and spiritually possible:

Anne-Logan Elliott
Karen McClain

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Preface

Trickster asks: What does it take to keep us going? How do we stay motivated to want to continue to make change? How do we sustain that struggling force in the midst of all the things that happen to us and in our lives to exhaust, to keep us down, to keep our minds off our activist work? Keeping our focus on the politics behind the personal attacks is one strategy for survival. (Graveline 1998:275).¹

Visioning strategies for change gives us direction and hope. It is also a creative outlet for the anger, which is always present once the many forms of oppression and injustice, become more visible (Graveline 1998:284). Our visions reflect our past histories, our current struggles, our life visions (Graveline 1998:287). The movement in Native literacy to change the impact of the school system, through "acknowledgement of the strength of the interconnectedness of the Circle is truly a revolutionary position" (Graveline 1998:288). The Ontario Native Literacy Coalition (ONLC), Ministry of Training, Colleges and Universities (MTCU), National Literacy Secretariat (NLS) and Native literacy practitioners all work towards that change. What has not been clear up to this date, is how to affect that change.

According to Cardinal-Shubert,(as cited in Graveline 1998:288.) "You have to realize and believe that one person can make a difference" It is a weighty undertaking to comprehend the awesome dedication that motivates the approximately 38 individuals in the Native literacy field. The determination to continue the daily struggle of dealing with the "multi-generational effect of colonial trauma and the larger socio-political realities"(Hart 2002: 31) is a credit to their humanity.

In the 26 programs, isolated as they are from one another, practitioners have accepted a responsibility to help in the education! healing of individuals and communities. Each project that ONLC has commissioned has voiced the belief that holistic pedagogy is a required tool. "Holistic involves the individual, the family and the community"(Morrisseau 1998 as sited in Hart 2002:44). The teaching of "holistic" is that one aspect of individual and community life cannot be separated from all others. Learning, sharing, growth, working for survival, living and loving are inseparable. "Native cultures emphasize cooperation, harmony, interdependence, the achievement of socially oriented group goals and collective responsibility. Thus the goal [of self-actualization] is more akin to family and tribal self-actualization (Hart 2002)." Our learners and our practitioners always have their minds crowded with thoughts, dreams, and concerns about the big picture. This is a good thing. It is considered Aboriginal, holistic and humanist. This world-view is not going to go away. Assistance is needed to put it into action.

"Aboriginal people have their own theories, approaches and practices of helping...they distinguish the relationship between individuals, families, communities and nations"(Hart 2002:23). The Native literacy field has avowed this holistic approach throughout its 15 year existence.

"From a holistic perspective, it could be said that intervention will need to restore physical well-being to the body and harmony to the damaged social and spiritual self" (Ellison Williams and F. Ellison 1996 as cited in Hart 2002:54). The Native literacy practitioners have acknowledged that as individuals they are in need of significant levels of support and training. They have obviously accepted that "healing is also about people taking responsibility for their own learning and growth (Ross 1996 as cited in Hart 2002:56). 2In the reality that Native literacy programs operate in, education is the road to healing individuals and communities. Native literacy practitioners are asking for assistance and opportunity for growth in their chosen profession.

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Acknowledging that learning is a lifetime process and that because society and politics are in constant states of change, Native literacy practitioners realize that the skills, the expectations and responsibilities of their positions are in constant flux. Practitioners have provided ONLC with heart-felt direction in terms of Field Development. In recognition of previously expressed requests and after 6 months of contact with 26 programs this project documents the enormity, albeit simplicity, of the task of field development in the Native stream. It brings the inescapable realization that the ONLC which is in fact the field, requires support in the form of a full-time field development worker. One of the key factors is the isolation of the programs from one another. It is not economically possible to address continuous development in a large group setting. In addition, this same isolation prevents access to educational and literacy resources, ideas, and face to face sharing, equipment maintenance and services for many of the programs.

ONLC is now respectfully advocating for an opening, to move the literacy field on to the next level. The Ontario Native Literacy Coalition will put forth a proposal for a third, full-time position. The duties and responsibilities of this position will concentrate exclusively on Field Development/ Capacity Building.

Explanatory Notes to The Native Literacy Field

1. Work, action, movement towards change is activism. It doesn't immediately mean negative, violent, disruptive action. "Care must be taken to hear rather than to silence, to honour rather than to appropriate First Voice or the Circle method itself (Graveline 1998:235). In fact, "guiding students to undertake 'en-act-ed' forms of expressing their learnings...to show their learning through doing...encouraging them to 'get in there and help'(Graveline 1998:198) provides the demonstrations required by Literacy and Basic Skills(LBS).
2. Trickster is a figure in Ojibway lives and literature. Trickster through his experiences and antics, teaches resilience and survival. Like traditional trickster figures, contemporary Native characters are frequently tricked, beaten up, robbed, deserted, wounded and ridiculed, but, unlike the historical and contemporary Native characters in white fiction, these characters survive and persevere and, in many cases prosper. Putting the Trickster back among Indigenous peoples reestablishes harmony and balance to Indigenous peoples' way of being, seeing, and doing (Armstrong 1993:37)". Lenore Keeshig Tobias explains that Trickster "help[s] us see our own mistakes, helps us laugh at ourselves, and each other, a necessary strategy to keep us strong and sane (Armstrong 1998:215)."
3. Research (Milloy 1999; Bird, Land, Macadam eds.2002; Barman, Hebert, McCaskill eds 1994, 1999; Hart 2002; Chrisjohn 1997) describes the enormous negative impact of the education system on Aboriginal peoples. The inter-generational impact of residential schools alone, is part of the current extra-ordinarily high illiteracy issue in Aboriginal communities. This negative impact, exacerbated by the Indian Act, encompasses the whole of the lives of Aboriginal people and this is what Native literacy practitioners are heroically attempting to accommodate.
4. "Walk your talk, heal [educate] the healer [practitioner]: We cannot begin to help other people deal with their imbalances unless we first begin to heal [educate] ourselves and deal with our own imbalances... (Graveline, 1998:79)."

**Phase II Field Development
Moving Towards Action
Executive Summary**

Phase II Moving Towards Action

Executive Summary

Dedicated to developing and supporting Native literacy services and resources which are culturally relevant to the current realities of Native peoples in Ontario, the Ontario Native Literacy Coalition through previous studies, projects and its Phase I and current Phase U Field Development undertakings, continues to strive towards the best practices in Native literacy.

Incorporated since 1988 and operating under the guidance of a volunteer Board of Directors, the Ontario Native Literacy Coalition (ONLC), one of four umbrella literacy groups funded by the Ministry of Training, Colleges and Universities (MTCU) provides provincial networking and supports field development. The ONLC currently serves twenty-six (26) Native literacy programs throughout Ontario.

ONLC engaged in a survey process during the Field Development Phase I Project (2001 -2002). The objective was to find out from practitioners what could be done to support them in their jobs and then begin to address the issues in the field. In that survey, practitioners clearly identified the need for a Field Development Worker to assist them in meeting the increasing demands of their positions. Unfortunately, the scope of Field Development Phase I was too narrow in focus and a foundation for Phase II was not laid. Phase I didn't offer sufficient data or a practical framework to allow the ONLC to move to the action planning stage as quickly and efficiently as hoped. At the weekend Strategic Planning meeting of May 2002, the ONLC and planning facilitator Jamie Hill assembled a working document to facilitate the Strategic Planning component with the field at the June 2002 AGM in Sudbury. It became abundantly clear at the AGM that to move the field along in its development, required an approach that the field had not fully appreciated. The field clearly stated the need for practical not philosophical strategies. Clearly, the ONLC had to change the priorities for Phase II. The question that needed to be answered became obvious to ONLC, Jamie Hill and the field: What is the capacity of the ONLC to serve this field? Three areas of work were identified as priorities for the ONLC: 1. Internal Governance 2. Language and Culture 3. Relationship with the MTCU. The field realized that the impetus to make changes had to come from them. (The ONLC has 2 full-time staff) Three subcommittees were formed and Alphacom discussion groups were set up to get the work started. The only active group is Internal Governance.

The process of Phase II had to start with further contact with practitioners to clarify the understanding of issues raised at the AGM. Two 6 month projects ran simultaneously to facilitate speedy collection of data. The following, in order of priority, have been sincerely and accurately collected and recorded as the current needs of the Native literacy field.

Current Needs of the Native Literacy Field

1. Provide ongoing support through site visits to programs.
2. Provide orientation for new practitioners
3. Assist Practitioners with administrative issues including contracts, funding proposals, program delivery.
4. Identify ongoing training needs of Practitioners and ways in which these needs can be met
5. Advocate on behalf of Practitioners with host organizations, ONLC, MTCU etc.
6. Develop ways to improve communication between ONLC and Practitioners
7. Assist Practitioners with ongoing strategies to retain learners, recruit learners and enhance program delivery
8. Work with Practitioners to develop "Best Practices" for Program Delivery
9. Set up and maintain regional networks and/or mentoring circles.
10. Develop ways in which ONLC can enhance recognition of their Practitioners

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The additional collection of data in Phase II supports and justifies the field's request for a full time field development worker. Although the focus on data collection seemed like a backward step it was a necessary one to take, to be truly responsive to field development. At the same time, the ONLC has addressed the original proposal objectives for Phase II. The five recommendations resulting from Phase II have been tied to the original proposal objectives. These 5 are also related to the field's priorities and have been numbered according to where the field places them.

Phase II Field Development: Moving Towards Action
Record of achievement of objectives

Objective 1

To re-examine and continue to support the development of mutual objectives for the ONLC, MTCU and NLS.

ONLC carried out several initiatives during 2002 -2003 two of the most outstanding being the Phase II Practitioner Standards Model Development Project and the Strengthening Partnerships Project. In addition, meetings to discuss issues and development strategies with MTCU officials and all other streams have twice been attended. Participation in the MTCU Continuous Improvement Performance Management Strategy on Alphacom has been promoted with several members of the field responding. Three discussion groups were initiated at the June Strategic Planning; Internal Governance, Relationship with MTCU, and Language and Culture. Further, 5 proposals to NLS/MTCU have been submitted. Four of these (Family Literacy, Workforce Literacy, Professional Development, Approaches to Coaching and Mentoring) were identified by the field and one was MTCU generated (Strengthening Partnerships II).

Phase II Field Development: Moving Towards Action Recommendation 5

That ONLC make every effort to effect the requirement that MTCU consultants receive the same cultural, orientation training as the practitioners. An annual symposium with the ONLC Board of Directors and Staff and MTCU consultants who evaluate Native literacy programs should be made a requirement.

Objective 2

To improve the capacity of the ONLC to support its constituents

Face to face contact, surveys, email and phone calls have been utilized to collect, solidify and prioritize the issues that present as barriers to good service, in the 26 Native Literacy programs. Written responses were received from 2 1/26 programs. The ONLC now has a program profile for 21 of the 26, placing it in a much improved position of support and advocacy.

Phase II Field Development: Moving Towards Action Recommendation 1

That the Ontario Native Literacy Coalition in concert with Ministry of Training, Colleges and Universities, create and employ a full time position of Native Literacy Field Development Worker.

Phase II Field Development: Moving Towards Action Recommendation 3

That Practitioners be provided with an opportunity to participate in proposal writing workshops to develop their abilities to pursue other funding sources as their individual programs require.

Phase II Field Development: Moving Towards Action Recommendation 4.

That the Ontario Native Literacy Coalition set up as direct link from the website, an independent

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online discussion group specifically for programs to provide feedback, evaluation of the Field development Worker impact, and New Practitioner/New Board Member Orientation needs.

Objective 3

To support processes toward the articulation of the Holistic Approach to Native Literacy.

Although this was a recommendation that emerged from Phase I, during the course of Phase II Working Towards Action, articulation of the Holistic Approach did not present as a priority with the field. The field was surveyed to determine how they incorporate the holistic approach. A wheel (see [drawing](#)) has been created to represent the variety of strategies that practitioners use to maintain a holistic approach within their programs. In addition, practitioners meet the needs of their learners through their attention to Native Learning styles. This information has been presented in table form (see [Table](#)).

Objective 4

To develop an action plan that enables the ONLC to implement the findings from Phase I of the Field Development Project.

As stated earlier, due to the limited scope of Phase I, Phase II work involved further data collection. This project contains clear directions for further training and supports for the Native literacy field. Tables and charts present priorities and recommendations which have been prioritized according to direct practitioner input. Several of the recommendations will require further funding pursuits outside of MTCU. To that end a comprehensive collection of funding possibilities, relevant to Native literacy are included in this report. However, the field will need training in proposal writing, as previously stated.

Objective 5

To support the development of learners and practitioners in Native literacy

During the course of data gathering (Phase II Practitioner Standards Model, Phase II Field Development Moving Towards Action and Strengthening Partnerships projects) practitioners not only expressed the urgent need for face to face support, they also expressed their need for personal cultural awareness and training in adult learning principles.

Phase II Field Development: Moving Towards Action Recommendation 2

- i) That a relevant, cultural orientation training, designed by a credible, Aboriginal facilitator be acquired and delivered to the Native literacy field.
- ii) That on-going relevant, cultural training and refresher courses in teaching adult learners, become annual training events.

Conclusion

If the ONLC and the Native literacy field are to enjoy healthy development and make progress towards their vision the next step is to honour the consistent request for face to face, field support. ONLC with its staff of two cannot address the variety and multitude of needs expressed by the field since 2000. A third staff position must be created to address the realities of the field. Further, the third staff member must have special understanding and skills to meet the responsibilities of a Native literacy field development worker.

ONLC is currently in the process of forwarding a proposal to MTCU to accommodate this request as an integral part of its core funding.

**Phase H Field Development
Moving Towards Action
Findings**

Phase II Field Development: Moving Towards Action

Background

ONLC

Incorporated since 1988 and operating under the guidance of a volunteer Board of Directors, the Ontario Native Literacy Coalition (ONLC) is one of four provincial umbrella literacy groups funded by the Ministry of Training, Colleges and Universities to provide provincial networking and field development. The ONLC, a non-profit organization based in Owen Sound ON, serves Native literacy workers and learners in Ontario.

Vision

We want more Native People to be literate such that their spirit is empowered and we ensure survival.

Mission

The Ontario Native Literacy Coalition empowers holistic growth of Native People, their families and communities by providing culturally sensitive learning environments.

Further, the Native Literacy Field understands literacy to be

"... a tool which empowers the spirit of Native peoples. Native literacy services recognize and affirm the unique cultures of Native peoples and the interconnectedness of all aspects of creation. As part of a life-long path of learning, Native literacy contributes to the development of self-knowledge and critical thinking. It is a continuum of skills that encompasses reading, writing, numeracy, speaking, good study habits, and communicating in other forms of language as needed. Based on the experience, abilities and goals of learners, Native literacy fosters and promotes achievement and a sense of purpose, which are both central to self-determination."

The ONLC currently serves twenty-six (26) Native literacy programs (see [Native Literacy Programs in Ontario](#)) throughout Ontario. The Ministry of Training, Colleges and Universities (MTCU) funds the ONLC, with core funding and project funding through the National Literacy Secretariat - Human Resources Development Canada. (NLS-HRDC)

The Seven Core Functions of the ONLC for Government Funding

1.	Enhancing communication between a literacy stream or a sector and MTCU
2.	Providing informed advice to government
3.	Supporting government initiatives
4.	Coordinating and managing literacy development projects
5.	Educating the public and key stakeholders on the nature and extent of the literacy needs of adults in Ontario
6.	Coordinating and conducting research and analysis of key literacy issues as well as promoting best practices and disseminating research results
7.	Networking

Programs are mandated to provide the following delivery services:

- Information and referral
- Assessment
- Training plan development
- Training
- Follow-up

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1. Kenamatewin N.L.C.
2. Sioux Hudson L.C.
3. Moosonee Friendship Centre
4. United Native L.P.
5. Indian Youth Friendship Centre
6. Timmins Friendship Centre
7. Niin Sakaan L.P.
8. Enjikendaasang LC.
9. Nipissing First Nation LP.
10. M'chigeeng First Nation LP.
11. Iohahai:io
12. Wasauksing Aboriginal Ed. Ctr
13. Ken-Dass-Win
14. S.C.R.O.L.L.
15. Lovesick Lake N.L.C.
16. Peterborough Native L.C.
17. Georgian Island L.C.
18. Native Women's Resource Ctr
19. Council Fire
20. Hamilton Regional Indian Ctr
21. Polytechnic Achievement Ctr
22. Niagara Regional Native Ctr
23. Wadesk Aboriginal Ed. Ctr
24. Nokeekwe Native L.C.
25. Sarnia L.P.
26. B.E.S.T.Program



***Native Literacy Programs
 In Ontario***

Field Development Phase II Working Towards Action
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Basic Program Information

	Georgina Island Sutton West 220km from OS 180km from TO	Nokee Kwe - NLC London 210km From OS 185km From TO	Sarnia LP Sarnia 255km From OS 280km From TO	BEST Program Windsor 390km From OS 370km From TO	Ken-Daas-Win Cape Croker 65km From OS 255km From TO	S.C.R.O.L.L Saugeen 50km From OS 240km From TO
Practitioner	Lynn Mooney	Bernice Ireland	Terry Plain	Claire Bryne	Marlene Keeshig	Sharon George
MTCU consultant	Audrey Spence	Laura Hamilton	Laura Hamilton/ Dan Kay	Laura Hamilton	Laura Hamilton	Laura Hamilton
Contracted contact hours	2800 or 3200	10,000+ (must meet 90%)	3000 End of Nov 1500	4200	4000	3150
Actual Contact hours	2800 or 3200	Feels is going to hit target	End of Oct 1000; end of Nov 1300	will be very close to 4200		<3000
Learners contracted to serve	15	80	14	26		60
Learners in the program	20	47	going to hit target	25		60
Paid Staff Hours	37.5	35	26 Part-time	40	37.5	35
Actual hours	39.5	45-50	26+ but hours work out even	40-45		35
Months open	12	12	11	12	12	12
Paid staff	1	1.5	.5	1	1	1.5
Volunteers	2	12	1	3		0
Participation in LSP	Y	Y	Y	Y		Y
Reasons	Required - mostly does not pertain	Resources & updated info,, don't want to be out of the loop	Mandatory; I advocate for my program	Mandatory		Get what I need from them
Time spent on admin.	40%	50%				70%

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Basic Program Information

	Indian Youth Friendship Center Thunder Bay 1375km From OS 1375km From TO	Kenametewin NLC Kenora 1850km Fr OS 1855km Fr TO	United NLP Fort Francis 1710km From OS 1710km From TO	Niin Sakaan LP S. St. Marie 685km From OS 690km From TO	Sioux Hudson LC Sioux Lookout 1745km From OS 1745km From TO	Friendship Center Moosonee (fly in from Timmins or by train from Cochrane)	Friendship Center Timmins 680km From OS 680km From TO
Practitioner	Joyce Waswa	Margaret Savage	Dean McMahon	Crystal Kingston	Brenda Dovick	Pauline Alisappi	Ken Hill
MTCU consultant	Mary Zoccole	Mary Zoccole	Mary Zoccole	Mary Zoccole	Mary Zoccole	Audrey Anderson	Audrey Anderson
Contracted contact hours	15,000	7,000	9,000	10,000	7500		4,000
Actual Contact hours	15,000	6,900	9,000	7,000	6000	approx. 2080	6,000
Learners contracted to serve	100	100	100	200	100		25
Learners in the program	varies- approx. base 25	13+	63	54	100	6	8
Contracted paid staff hours	35	35	35	40	35	35	35
Actual hours	35	45+	40	15-20/wk.	35	40	60
Months open	12	12	12	12	closed 6 wks July/Aug.	12	10 Sept-June
Paid staff	1.5	2.75	1 full 2 part	2	2	1	1
Volunteers	3	2	6	6-10	0	0	0
Participation in LSP	Y	Y	Y	Y	Y	Y	Y
Reasons	mandatory	mandatory	mandatory	mandatory		mandatory	
Time Spent on Admin.	60%	85%	60-65%	50-60%	50%	50%	60%

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Basic Program Information

	Enjikendaasang LC Blind River 545km From OS 550km From TO	Wasauksing Aboriginal EC Parry Sound 220km From OS 225km From TO	M'chigeeng FNLP West Bay 450km From OS 455km From TO	Nipissing FNLP North Bay 370km From OS 345km From TO	Regional Indian Center Hamilton 190km From OS 70km From TO	Niagara Regional Native Center Niagara-on- the-Lake 260km From OS 130km From TO	Wadesk Aboriginal EC Fort Erie 285km From OS 155km From TO
Practitioner	Joanne Boyer	Shane Tabobondung	Christianna Jones	Karen Commands	Jim Tole	Donna Fines	Crystal La Forme
MTCU consultant					Sandra Miners	Sandy Minke	Sandy Minke
Contracted contact hours					4200	5500	4000
Actual Contact hours					4000	Approx. 4500	Approx. 2500
Learners contracted to serve					100		75
Learners in program					80-90		25
Paid staff hours					40	40	40
Actual hours					>40	50-60	40
Months open					12	12	12
Paid staff					1.5	1	1
Volunteers					0	12	4
LSP participation					Not too much	Y	Y
Reason					No time	Required	Required help with training, info sharing
Time Spent on Admin.							

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Basic Program Information

	Polytechnic Achievement Center Six Nations 185km Fr OS 100km Fr TO	Native Women's Resource Center Toronto 190km Fr OS	Council Fire Toronto Cultural Center Toronto 190km Fr OS	PNLP Peterborough 275km Fr OS 135km Fr TO	Lovesick Lake NLC Lakefield 291km Fr OS 151km Fr TO	Iohahi:io AEC Akwasasne 605km Fr OS 435km Fr TO
Practitioner	Elva Lickers	Darlene King	Dawn Antone	Pat Powell	Gail Taylor	Jackie Mitchell
MTCU consultant		Tonya Beveridge	Tonya Beveridge	Lise Renaud	Lise Renaud	
Contracted Contact Hours	6000		3800 goal 4000	3570	5500	
Actual Contact Hours	9000	40	1900	@6 months - down 250	@6 months 2700	
Learners contracted to serve	60	50	25	35	30	
Learners in program	57	50	avg. 15	35+	<30	
Paid Staff Hours	35	35	35	35	35	
Actual hours	35	35	27 to 30 + 5 hr/wk to host	42	60	
Months open	12	12	12	12	12	
Paid staff	1.5	1	1	1.5	1.5	
Volunteers	5	7	1	4 BOD + 3	3	
Participation in LSP	Y	N	N	Y	Y	
Reason	Info sharing	Not aware mandatory	Not aware mandatory	Planning, resource sharing, support, OW	Mandatory	
Time spent on admin.	25%			75% (Stand alone program)	30% basics to get by	

Phase II Working Towards Action Project Objectives

Objective 1

To re-examine and continue to support the development of mutual objectives for the ONLC, MTCU and NLS.

Objective 2

To improve the capacity of the ONLC to support its constituents

Objective 3

To support processes toward the articulation of the Holistic Approach to Native Literacy.

Objective 4

To develop an action plan that enables the ONLC to implement the findings from Phase I of the Field Development Project.

Objective 5

To support the development of learners and practitioners in Native literacy

Preliminary Steps

ONLC engaged in a survey process during the Field Development Phase 1 Project (2001 -2002). The objective was to find out from practitioners what could be done to support them in their jobs and then begin to address the issues in the field. In that survey, practitioners clearly identified the need for a Field Development Worker to assist them in meeting the increasing demands of their positions. Unfortunately, the scope of Field Development Phase I was too narrow in focus and a foundation for Phase II was not laid. Phase I didn't offer sufficient data or a practical framework to allow the ONLC to move to the action planning stage as quickly and efficiently as hoped. At the weekend Strategic Planning meeting of May 2002, the ONLC and planning facilitator Jamie Hill assembled a working document to facilitate the Strategic Planning component with the field at the June 2002 AGM in Sudbury. It became abundantly clear at the AGM that to move the field along in its development, required an approach that the field had not fully appreciated. The question that needed to be answered became obvious to ONLC, Jamie Hill and the field: What is the capacity of the ONLC to serve this field? The realities of "time, money and talent" had to be considered. Three areas of work that the field was prepared to participate in and that were identified as priorities for the ONLC were: 1. Internal Governance 2. Language and Culture 3. Relationship with the MTCU. Having looked at the capacity of the ONLC (Board of 6, staff of 2) the field realized that the impetus to make changes had to come from them. Three subcommittees were formed and Alphacom discussion groups were set up to get the work started. The only active group is Internal Governance. It begs the question: Was the strategy workable and is this result a demonstration of capacity issues? The field clearly stated the need for practical not philosophical strategies. Unequivocally, the ONLC had to change the priorities for Phase II.

To reconcile some gaps from Phase I, it was necessary for Phase II work to identify and take 3 preliminary steps:

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Step 1 Identify training priorities

The short-term objective of planning, co-ordination, and on-going discussions to allow the main stakeholders (practitioners) direct input into an Action Plan was completed. Contact with 80% of the Native literacy practitioners was facilitated by the consultants and training needs and support were clarified and prioritized. (See [Table](#)).

Step 2 Identify best practices in the programs

Practitioners were invited to describe how they integrated the holistic approach in their programs. The information collected can be seen on the wheel ([see graphic](#)), and the charts (see [charts](#)). In addition, practitioner comments on the survey are recorded in the appendices (see [Comments](#)). Possible strategies for solution have also been identified and recorded on the chart.

Step 3 Enhance communication between programs, ONLC and MTCU

Through the contact process and the practitioner guided request for the collection of program demographics, the report includes information that will create better understanding and closer relationships between programs, ONLC and MTCU.

Addressing the Phase II Proposal Objectives Actions taken:

Objective 1

To re-examine and continue to support the development of mutual objectives for the ONLC, MTCU and NLS.

ONLC carried out several initiatives during 2002 -2003 two of the most outstanding being the Phase II Practitioner Standards Model Development Project and the Strengthening Partnerships Project. In addition, meetings to discuss issues and development strategies with MTCU officials and all other streams have twice been attended. Participation in the MTCU Continuous Improvement Performance Management Strategy on Alphacom has been promoted with several members of the field responding. Three discussion groups were initiated at the June Strategic Planning; Internal Governance, Relationship with MTCU, and Language and Culture. Further, 5 proposals to NLS/MTCU have been submitted. Four of these (Family Literacy, Workplace Literacy, Professional Development and Approaches to Coaching and Mentoring) were identified by the field. One, Strengthening Community Partnerships Part II, was MTCU generated.

Phase II Field Development: Moving Towards Action Recommendation 5

That ONLC make every effort to effect the requirement that MTCU consultants receive the same cultural, orientation training as the practitioners. An annual symposium with the ONLC Board of Directors and Staff and MTCU consultants who evaluate Native literacy programs should be made a requirement.

Objective 2

To improve the capacity of the ONLC to support its constituents

Face to face contact, surveys, email and phone calls have been utilized to collect, solidify and prioritize the issues that present as barriers to good service, in the 26 Native Literacy programs. Written responses were received from 21/26 programs. The ONLC now has a program profile for 21 of the 26, placing it in a much improved position of support and advocacy.

Phase II Field Development: Moving Towards Action Recommendation 1

That the Ontario Native Literacy Coalition in concert with Ministry of Training, Colleges and Universities, create and employ a full time position of Native Literacy Field Development Worker.

Phase II Field Development: Moving Towards Action Recommendation 3

That Practitioners be provided with an opportunity to participate in proposal writing workshops to develop their abilities to pursue other funding sources as their individual programs require.

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Phase II Field Development: Moving Towards Action Recommendation 4

That the Ontario Native Literacy Coalition set up as direct link from the website, an independent online discussion group specifically for programs to provide feedback, evaluation of the Field development Worker impact, and New Practitioner/New Board Member Orientation needs.

Objective 3

To support processes toward the articulation of the Holistic Approach to Native Literacy.

Although this was a recommendation that emerged from Phase I, during the course of Phase II Working Towards Action, articulation of the Holistic Approach did not present as a priority with the field. The field was surveyed to determine how they incorporate the holistic approach. A wheel (see page 26) has been created to represent the variety of strategies that practitioners use to maintain a holistic approach within their programs. In addition, practitioners meet the needs of their learners through their attention to Native Learning styles. This information has been presented in table form (see [Charts](#)).

Objective 4

To develop an action plan that enables the ONLC to implement the findings from Phase I of the Field Development Project.

As stated earlier, due to the limited scope of Phase I, Phase II work involved further data collection. This project contains clear directions for further training and supports for the Native literacy field. Tables and charts present priorities and recommendations which have been prioritized according to direct practitioner input. Several of the recommendations will require further funding pursuits outside of MTCU. To that end a comprehensive collection of funding possibilities, relevant to Native literacy are included in this report. However, the field will need training in proposal writing, as previously stated.

Objective 5

To support the development of learners and practitioners in Native literacy

During the course of data gathering (Phase II Practitioner Standards Model, Phase II Field Development: Moving Towards Action and Strengthening Partnerships projects) practitioners not only expressed the urgent need for face to face support, they also expressed their need for personal cultural awareness and training in adult learning principles.

Phase H Moving Towards Action Recommendation 2

- i) That a relevant, cultural orientation training, designed by a creditable, Aboriginal facilitator be acquired and delivered to the Native literacy field.
- ii) That on-going relevant, cultural training and refresher courses in teaching adult learners, become annual training events.

The following is a list of the Field Development Priorities of Practitioners in the Native Literacy Field:

1	Provide ongoing support through site visits to programs.
2	Assist Practitioners with administrative issues including contracts, funding proposals, program delivery.
3	Advocate on behalf of Practitioners with host organizations, ONLC, MTCU etc.
4	Provide orientation for new practitioners
5	Identify ongoing training needs of Practitioners and ways hi which these needs can be met
6	Assist Practitioners with ongoing strategies to retain learners, recruit learners and enhance

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	program delivery
7	Develop ways to improve communication between ONLC and Practitioners
8	Work with Practitioners to develop "Best Practices" for Program Delivery
9	Set up and maintain regional networks and/or mentoring circles.
10	Develop ways in which ONLC can enhance recognition of their Practitioners

Note: The above list creates the basis for the job description for the Field Development Worker and as such defines the functions of the position.

Two 6 month projects ran simultaneously to facilitate speedy collection of data. Strengthening Partnerships and Practitioner Standards Phase 11, 2002 - 2003, have made progress towards addressing the recurring issues:

- High Practitioner Turnover
- High Rate of Program Closures
- Increasing Administrative Demands
- Host Organization Issues
- Lack of Field Support
- Little or No Orientation for Practitioners

According to ONLC's Phase II Practitioner Standards Model Development Project, Native Literacy Practitioners would benefit most 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.

Training needs tied to Preliminary Step 1: Identifying Training Priorities

The ONLC is committed to supporting effective literacy delivery and healthy field development. The challenge arises when the needs of the field and the requirements of MTCU appear to be in opposition and the ONLC is the broker, for example when making decisions with regard to MTCU/NLS projects. Sometimes because of the capacity issue at ONLC, the MTCU directives take precedent over the field's choices. The ONLC collects and prioritizes information from practitioners regarding desired projects. In late winter MTCU/NLS presents its annual priority list. Each year a particular area of concentration is chosen by MTCU/NLS and these priorities may or may not coincide with the field's requirements. In addition, MTCU often states that certain initiatives will be undertaken by ONLC, eg. common assessment and practitioner standards. ONLC applies for funding for projects that address their mandate and write proposals at minimum 30hours per proposal. If approved and funded these projects are then contracted out.

The field can apply for MTCU/NLS project funding that addresses their mandate if their ideas line up with the stated MTCU/NLS priorities. Programs are required to present their ideas for projects directly to their MTCU consultant for evaluation. Proposals must follow strict funding guidelines and having submitted a proposal is no guarantee that it will be accepted. Results of competition are announced in early to late July. The field may be missing out on these opportunities for growth. Few programs respond to the MTCU/ NLS call for proposals. Lack of proposal writing skills is seen as a development issue for the field.

Recommendation 3 of this project states..

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That Practitioners be provided with an opportunity to participate in proposal writing workshops to develop their abilities to pursue other funding sources as their individual programs require.

Realities tied to Preliminary Step 2 : Identifying best practices in the programs

The Native Literacy field embraces the following principles:

- A community based and learner centred approach to literacy skills development which allows the learner to set learning goals and ensures respect for, and empowerment of, the learner;
- A holistic approach to skills development ensures the individual is respected as a whole person who is part of a family, a community and a Nation;
- Program diversity allows for a variety of teaching methodology options reflecting the wide diversity of communities and Aboriginal Nations providing literacy services;
- A culturally based approach to literacy training that ensures respect for the learner and takes into account prior experiences and learning;
- Literacy training needs to incorporate skills development which recognize Aboriginal languages, traditions and the cross-cultural diversity within Native communities.

The Native Literacy field also shares the reflections of the ABC Canada Literacy Foundation on the Canadian public:

- Canadians with the lowest literacy skills have higher rates of unemployment (26 per cent) and those with the highest skills have lower rates of unemployment (4 per cent).
- Canadians with low literacy skills are more likely to have lower incomes than those with higher skills. Over 80 per cent of Canadians at the lowest literacy level and over 60 per cent in the second lowest literacy level have no income, or incomes of less than \$27,000.
- Twenty-two per cent of adult Canadians have serious problems dealing with any printed materials.
- An additional 24 per cent of Canadians can only deal with simple reading tasks.
www.abc-canada.org/literacy_facts

MTCU, the Native Literacy Field and its supporters must also acknowledge that the IALS survey did not include Aboriginal people and that the illiteracy rate amongst Aboriginal people, is very much higher than what shows for the average Canadian. In the current political atmosphere of Aboriginal Self-government the need to increase educational and occupational opportunities of the Aboriginal learner brings much more pressure on the field.

According to the 1991 Aboriginal Peoples Survey - Schooling, Work and Related Activities, Income, Expenses and Mobility, the reality of Native communities in Ontario is desperate. This is the environment that the majority of the program partners within the ONLC operate from. The Native literacy field and the Ontario Native Literacy Coalition incorporate these facts along with the cultural facts of delivery to persist in forwarding the understanding that Native literacy is different.

- 41.5% of the 8930 people aged 50-64 who identified with an Aboriginal group in Ontario, reported no formal schooling or less than Grade 9 as their highest level of education, as compared to 26% for the total Canadian population.
- 43% of people identifying with an Aboriginal people in Ontario aged 15 and older reported that they were employed in the week previous to the census as compared to 61% for the total Canadian population.
- The unemployment rate for people identifying with an Aboriginal people in Ontario aged 15 and older was 25% as compared to 10% for the total Canadian population.
- 54% of people identifying with an Aboriginal group in Ontario reported income of under \$9,999 in 1990 compared to 35% of the total Canadian population.

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- 29% of those who identified with an Aboriginal group in Ontario received social assistance.

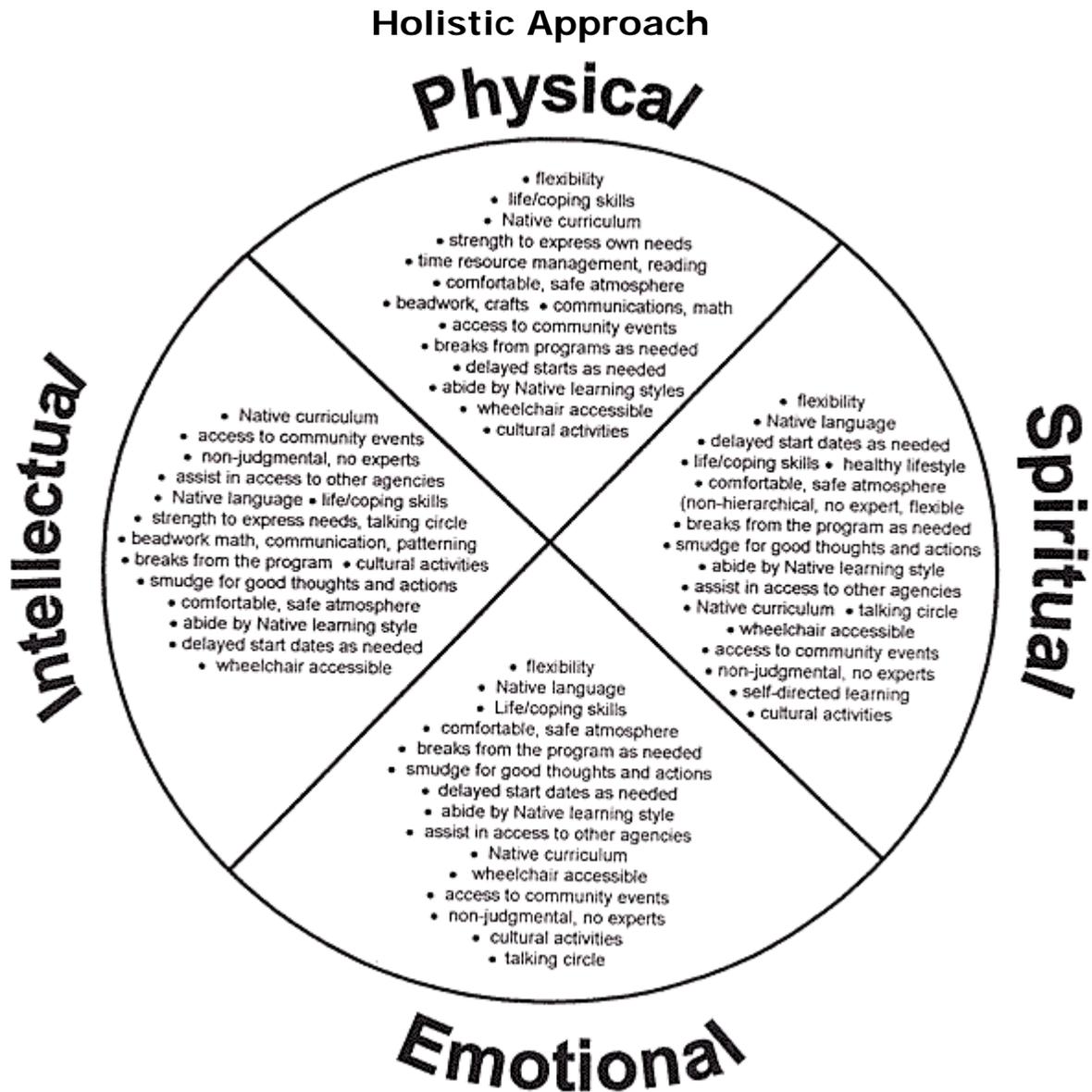
These statistics not only describe the enormity of the task in front of Native literacy practitioners it explains their issues of time, space, and funding. Research that uncovers the major cause of these statistics (Residential school impacts) also explains the emotional issues in the Native literacy field. In February 2003, Turtle Island Native Network posted the results of *First Nations People On-Reserve* survey. In that survey "Lack of education, drug and alcohol abuse, poverty and psychological issues are seen as the most important challenges facing Aboriginal children and youth". The communities, served by Native literacy programs require literate adults to begin the task of fixing the problem. Native adult learners and the practitioners have multiple levels of issues to contend with. The issues are not always seen to be adult only. Program directors, tutors and presenters voiced comments and concerns at the Symposium on Literacy and Aboriginal Peoples May 2002. (OISE 2002:69) Concerns with age guidelines, timing, exits, and available time for quality contact time with learners, as well as first language needs, were judged to be of the highest priority.

Canada's National Literacy Secretariat states:

- Literacy development is strongly influenced in the early years by a child's family environment and the educational background of parents.
- The higher a nation's literacy skills, the more likely its population is to have healthier habits and lifestyles. Those with higher literacy skills tend to be more involved citizens who participate in their communities and in society.
- Literacy is linked to economic success. Literacy levels determine the kind of jobs people find, the salaries they make and their ability to upgrade their work skills. Literacy also contributes to society's overall economic and social performance.
(www.nald.ca/nls/nlsilld/fact3.htm)

The Native literacy field fully agrees. It is their belief that holistic pedagogy is of paramount importance in the advancement of Canada's National Literacy Statements.

There are many ways to present, depict and explain holistic but basically it means that all of life experiences of all community members create the learning of an individual. Current practitioners, their tutors, and volunteers make every effort to provide literacy services within these parameters. Holistic pedagogy prevents the re-occurrence of past school experiences for their learners, creating more possibilities of furthering their education and workforce skills. From the information shared during the survey and face to face contact of this project it is clear that practitioners are incorporating holistic pedagogy to meet the unique needs of their learners. The following wheel attempts to sort the different practices into the Aboriginal understanding of holistic teaching/learning not so much to articulate holistic approach but to validate practitioners in their ongoing use of it. Activities are sorted into the four aspects of self in such a way as to show how open-ended the concept of wheel is and how it can be applied to a holistic approach.



In addition to the learning environment, it appears that practitioners are instinctively accommodating different learning styles. There are many books written on Native learning styles; they almost all make the statement that “learning and teaching activities be structured and delivered in a way which supports opportunities for growth of the fullest understanding, development, and maintenance of the whole person in the total environment” in an Aboriginal learning model (Hill 1995:46). Further, to understand the concept of the whole person Hill goes on to explain, “the whole person is defined as a human being who has a physical body endowed with mind, heart(emotions or feelings) and empowered by spirit (Hill 1995: 46). “Understanding how one learns is important information for a learner because it helps the learner to know that he/she is not ‘stupid’, ‘slow’, or ‘learning disabled’, especially if one can’t grasp the information as quickly as other learners or if the learner either does not derive the same conclusion or come to the same interpretation of the information as other people do (Hill 1995: 56).

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Many adult learners fail to access higher education for many reasons not the least of which is a mismatch of teaching and learning styles. This is important information for the adult literacy learner. It often serves to repair their self-concept enough to influence them into staying. The following charts are included to validate for the practitioners, their instinctive accommodation of Native learning styles. The following points have been taken from comments shared on the survey forms for this project. (see [Appendix - Comments](#))

Accommodating Native Learning Styles in Programs

1-1 tutoring	demonstration and practice	active listening to first voice (learner), oral histories, storytelling
side by side	storytelling	silence
face to face	practical hand-on lessons	observation
talking circle	whole body (5 senses) learning	opportunities to demonstrate skills, strengths and knowledge in meaningful activities
role play	modelling, sharing	
	leading to self-directed learning	

Native Teaching Styles

Culturally significant recognition, and award ceremonies
Respect student problems, place (perceived social status) and prior learning
Acknowledge strengths
Self-development that can be brought back to the learners
Setting boundaries - not enough time to continue support at exit

At the same time it is important to note that learning styles can and have been used to prohibit school learning for Aboriginal people. There are many interpretations of Native learning style and historically education systems have used them more than adapted them in the classroom to indicate many things but rarely has it been used to indicate equal capacity to learn. Some of the reason that Aboriginal people have not accessed higher education is because many educators mistook Native Learning styles to mean simple and much of the programming was held to such a simple level that students did not have the requirements when the time came to move on. This is another issue practitioners are having to work through with their learners.

Realities of hierarchy tied to Preliminary Step 3 : Enhancing Communications

Embedded in the practitioner requests for demographic information about programs and the literacy field in general, are issues of lines of authority, jurisdiction and protocol. Prior to this project ONLC had never had access to the business profiles of the 26 programs they are expected to represent and advocate for. Without essential information and authority, ONLC cannot be effective in advocacy. Having been denied the information by MTCU, ONLC was advised to get the information for itself As a result during this project information was collected from 21 programs. The ONLC is committed to maintain and share the most current program profile information. This information makes it possible for ONLC to advocate for and support

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practitioners and programs. When issues with the seven different consultants, hosts and MTCU initiatives come up the ONLC can respond from a more informed place. The new Continuous Improvement Performance Management system was announced to the literacy field in January 2003. The Coalition learned of this new MTCU initiative at the same time as the field, leaving no opportunity for the ONLC to support the field in terms of learning and using this new system. The ONLC was unable to fulfill two of its core functions because of the way this new system was announced, these two functions being 1) to provide informed advice to MTCU and 2) to support MTCU initiatives. When added to the issue of the MTCU's decision to not train ONLC staff on IMS, it brings to light the need for the field to articulate the role of ONLC and give the ONLC a clear mandate with the accompanying authority.

Another area of information sharing that the ONLC should pursue is in the area of budgets. There is no doubt room for advocacy in this area but once again without essential information, this is not possible.

The following protocol chart is designed to explain some of the perceived communication and action delays that beset the field. Included in the process is the needed understanding by parties at all levels, that ONLC, despite the label "coalition", in fact has only 2 paid staff who broker between 26 programs with their combination of 26 host organizations! local governments/Boards of Directors. In addition the ONLC E.D. provides the liaison between programs and MTCU directives. The 7 consultants who cover 2 different and separate parts of program delivery, and work to promote provincial and community awareness of literacy are not known to the E.D. **Recommendation 5** of this project states...

That ONLC make every effort to effect the requirement that MTCU consultants receive the same cultural, orientation training as the practitioners. An annual symposium with the ONLC Board of Directors and Staff and MTCU consultants who evaluate Native literacy programs should be made a requirement.

Field Development Phase II Recommendations

The following are the 5 recommendations in numerical order, resulting from this project. Together they form a plan for training and development of the Native literacy field.

Phase II Field Development: Moving Towards Action Recommendation 1

That the Ontario Native Literacy Coalition in concert with Ministry of Training, Colleges and Universities, create and employ a full time position of Native Literacy Field Development Worker.

Phase II Field Development: Moving Towards Action Recommendation 2

- i) That a relevant, cultural orientation training, designed by a creditable, Aboriginal facilitator be acquired and delivered to the Native literacy field.
- ii) That on-going relevant, cultural training and refresher courses in teaching adult learners, become annual training events.

Phase II Field Development: Moving Towards Action Recommendation 3

That Practitioners be provided with an opportunity to participate in proposal writing workshops to develop their abilities to pursue other funding sources as their individual programs require.

Phase II Field Development: Moving Towards Action Recommendation 4

That the Ontario Native Literacy Coalition set up as direct link from the website, an independent online discussion group specifically for programs to provide feedback, evaluation of the Field development Worker impact, and New Practitioner/New Board Member Orientation needs.

Phase II Field Development: Moving Towards Action Recommendation 5

That ONLC make every effort to effect the requirement that MTCU consultants receive the same cultural, orientation training as the practitioners. An annual symposium with the ONLC Board of Directors and Staff and MTCU consultants who evaluate Native literacy programs should be made a requirement.

**Ontario Native Literacy Protocol
LBS/MTCU Program Development & Delivery**

Managers of Development & Delivery

Development

Harold Alden

Delivery

Florence Guy Dan Kay

MTCU Consultants

Development	Delivery			
Literacy Development Coordinator	Mary Zoccole	Tonya Beveridge	Lise Renaud	Sandra Miners
Janet Pond-White	Sandy Minke	Laura Hamilton	Audrey Spence	

**Ontario Native Literacy Coalition
Board of Directors**

Legally responsible after signing agreements and contracts for ONLC

President - **Dawn Antone**

Vice-President - **Christianna Jones**

Secretary - **Brenda Dovick**

Treasurer - **Pat Powell**

Director - **Bernice Ireland**

Director - **Marlene Keeshig**

**Host Organization/ Local Gov't/ Board of
Directors**

Legally responsible after signing agreements with MTCU

Native Literacy Coalition Practitioners

Claire Byrne, Lynn Mooney, Terry Plain, **Dawn Antone**, Joanne Boyer, Jim Tole, Jackie Mitchell, Margaret Savage, **Marlene Keeshig**, Gail Taylor, **Christianna Jones**, Pauline Alisappi, Darlene King, Donna Fines, Crystal Kingston, Karen Commanda, **Bernice Ireland**, **Pat Powell**, Sharon George, **Brenda Dovick**, Elva Lickers, Joyce Waswa, Ken Hill, Dean McMahon, Crystal La Forme, Shane Tabobondung

ONLC Staff

Executive Director - Ellen Paterson

Office Administrator - Raye Barrow

Conclusion

If the ONLC and the Native literacy field are to enjoy healthy development and make progress towards their vision the next step is to honour the consistent request for face to face, support. ONLC with its staff of two cannot address the variety and multitude of needs expressed by the field since 2000. A third staff position must be created to address the realities of the field. Further, the third staff member must have special understanding and skills to meet the responsibilities of a Native literacy field development worker.

ONLC is currently in the process of forwarding a proposal to MTCU to accommodate this request as an integral part of its core funding.

Appendices

Summary of Contact Statistics

Date	Practitioners				ONLC			BOD				Others		
	Phone	Email	Face-to-Face	Fax	Phone	Email	Face-to-Face	Phone	Email	Face-to-Face	Other	Phone	Email	Face-to-Face
Sept		31	1		3	13	4			1		5	18	
Oct	6	26	5		8	39	6		5			5	2	
Nov	8	85	8		3	45	5	1				7	7	3
Dec	12	5	5		11	10	5							
Mar	3	12		3	2	2	10							
Total	29	161	19	3	27	109	30	1	5	1		17	27	3

Total Contacts 486

Practitioners 212 +7=219

Programs Represented on Paper 21/26 81%

BOD (Practitioners) 7

ONLC 166

Others 47

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Ranking of Field Training Needs and Support (precursor to Field Development Worker Job Description)
(5 most important; 1 least important)

Job Description Items																					T	
Develop ways to improve communication between ONLC and Practitioners	4			2	N	3		4	2	1			4	4		5	1		4	4	5	44
Work with Practitioners to develop "Best Practices" for Program Delivery	3				1			5	3			5		1	2	3				5		28
Identify ongoing training needs of Practitioners and ways in which these needs can be met	5	3	1		5		3	5	N	2			1	2	1	4	5		5	5	2	49
Develop ways in which ONLC can enhance recognition of their Practitioners	5		2		N			1	N					1	2					3	1	15
Set up and maintain regional networks and/or mentoring circles	4	5		5		2		5	N			2		N	N					3		26
Provide orientation for new practitioners	5	4		4		1	5	3	1	3	2		3	3			3	5		5		52
Provide ongoing support through site visits to programs, as required	4	1	3		3	3		3		4	5	4	2		5			4	3	3	4	55
Advocate on behalf of Practitioners with host organizations, ONLC, MTCU etc.	5	2	4	N			4	2	N	5	4	3	5		N	1	4	1	1	3	3	48
Assist Practitioners with administrative issues Including contracts, funding proposals, program delivery etc.	5		5	3	4	4	2	3	4		1	1		N	4		2	3		2	5	51
Assist Practitioners with ongoing strategies to retain learners, recruit learners and enhance program delivery	5				2	5	1		5		3	N	N	5	4	2		2		2	5	43
Are there any other items which you feel should be on this job description?	Profile of info of what is going on in the province - snapshot of other programs (demographics, all particulars, agency, profile) Technical support on site for computer and program maintenance as well as more efficient help from Alpha Plus																					

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Comments Collected from Surveys and Possible Strategies For Solution

	Program (Individual accesses)	Whole Group (26) Activity	Alpha Plus Discussion Group	Practitioner Independent Chat Room	Needs line at ONLC	Site visit	Paper ONLC	Comments
Meet with other Aboriginal programs. Buddy system for new practitioners. Sharing between programs (resources, ideas).	✓			✓				A moderator? Set up by which program?
Practitioner training and other needs.	✓				✓			Review every 3 months
Computer support on programs, functions, updates etc.	✓					✓		How to accomplish computer compatibility.
Culture based training		✓				✓		
Aboriginal history and culture training		✓				✓		
Information on - Program evaluation - Core Literacy Standards	✓		✓			✓		
Information on - Mother Tongue Literacy - Family Literacy	✓		✓					
Training on matrix	✓					✓		
Recognition of practitioners - Accreditation for enhanced training - Appreciation	✓						✓	ONLC needs to get update information from the practitioner.
Orientation package.	✓	✓				✓	✓	What should practitioner have known when they started?
Data Base of learning opportunities		✓		✓		✓		
Admin check list		✓		✓				
Decrease isolation, build community/team, debriefing	✓			✓		✓		
Community relevant materials	✓					✓		

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Integration of a holistic approach into the program. (responses Cultural awareness)

Beadwork - teaches math, socializing, patterning

Flexibility

Speak in Language

Teach them life-skills, coping skills so learners can deal with things that happen in their lives

Ask what learners need; native materials are optional

Comfortable atmosphere, safe atmosphere

Take breaks (from program) - mental health

Family like relationships - not hierarchical

Whole person is taken into account - integration of healthy lifestyles into programs

Meeting 4 needs of people - physical, emotional, intellectual, spiritual

Smudge - 9am and avail if needed

Native CD's/music/programs/speakers/Elders/Artists

Language programs

Cultural activities/crafts

Native curriculums

PLA - native perspective

Native Learning Styles

Delay start dates for people who are not "ready" to learn/start program

Write letters to other agencies - referral

Accessible - wheelchair

Anything that's free in the community - help them to attend

Balance between program and cultural; childcare; programming is flexible; life-skills; cultural programming;

individual; tutors; smudge/talking circle at start of day

Attend ceremonies to

Bring back to learners - songs, cultural teachings; healers; share stories/experiences; that they can make their own decisions; flexible; no reprimands- treat with respect; try not to judge; let them have a voice

1:1 tutoring

Self directed learning

Oral history through story telling; integrate cultural tradition into awards ceremonies/recognition;

Participate in cultural ceremonies for self & to bring back to learners; cultural materials

Using Native resources; referral to services in our multi-service agency to get help with readiness to learn and cultural teachings; Setting boundaries - give referrals but no time for concrete support

Take the whole learner into consideration when dealing with them - if they have problems to get those straight first. Being respectful of students.

Talk about all aspects of person life - strengths, where they are rooted, where is their solid ground - work with them from there (the place that they value).

Academics assessed - know where they are lacking, but where do they want to be.

Social opportunities - things they can be involved in community which program/practitioners attend - networking with other learners

- social events planned by the students association - craft circle.

Spend a lot of time looking at peoples strengths. Dealing with person in every part of their lives - talk about where person is at spiritually - open about our own spirituality.

Making lessons practical/hands-on; role plays; talking about things that happen to us - helping learners to understand self; encourage to find out what their good at (niche); make learners feel like they belong & develop a relationship with them; had a school/students council with president etc & have meetings of learners - address issues there; ignore the negative/focus on positive; building on what they know.

Use of AlphaChum, AlphaHelp, AlphaRoute, AlphaBooks, Alphachat (responses)

Planning to do Alpharoute

Started using Alphachum

Intend to use library

Internet is not hooked up yet

No time to learn to use it or to do it

Use all - love it!! Alphachat, Alpharoute, Alphabooks - mini-collection

Library - drop in; Nancy Cooper; helpline; LBS tech support

Alpharoute, walk-in library; Alphachat

Alphachat - LBS info; training; library - mini collection (some of material is old)

Alphachum; Alphahelp; Alphacat

Website - interactive, computer basics (www.gcflearnfree.org)

No don't use

Library; No time for discussions /not secure

Use discussions & email; use IMS & demonstrations training. Route is neat but time consuming (no time to use it).

Yes - use Alphacom, mini-library, Alphachat. Cannot do Alpharoute if cannot guarantee 10 people; Alphaplus books

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take a long time to come - they also throw in materials didn't ask for; a pain to set up Alphachats.
Yes - only use website resources (under the library); need to be taught how to use Alfaroute;
cartoons are insulting to an adult learner; Alpha is not user friendly.

Sources of Materials (responses)

Other programs

Books

NLP, make own, community, from GED program, donations

local school, make own

Alpha, grassroots, other literacy programs, anglophone, Nechi, NLP network

Everywhere

public library

NLP, grassroots press

Laubach - Canada

Goodminds.com

fundraising

Independent Learning Centre material - gov.on.ca

ONLC; NLP; MTCU; Lampton Kent

Donations

Internet, grassroots press, Steck-Vaughn, National Film Board

Internet

Native Resources (responses)

Workshops

NLP, software, own, community

Don't really use Native resources - 1 program only

Nechi, NLP

Saskatchewan, Four Worlds, other programs, FN11, internet, NLP, Scholastics book sale

Self created, host org, NLP

Myself; a lot more are needed and they need to be updated and clearer.

ONLC

Own library; Chippewa library; sharing with other Native literacy programs

NLP - but has mistakes.

NLP; school text books.

Gullivers Book Store (North Bay), Gabriel Dumont

NLP - useful.

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Field Development - Moving- Towards Actions

Field Development Job Description:

The following is a list of the items to be placed on the Job Description of the ONLC Field Development staff person. These items are taken directly from the needs identified, by ONLC practitioners, in the Field Development Strategy Report In order to determine which items Practitioners feel are most important, select the top5 items with 5 being the top priority and being the lowest priority. Please feel free to suggest any further items which are not on the list.

Job Description items	Top 5?	Notes - for surveyor's use
Develop ways to improve communication between ONLC and Practitioners		
Work with Practitioners to develop "Best Practices" for Program Delivery		
Identify ongoing training needs of Practitioners and ways in which these needs can be met		
Develop ways in which ONLC can enhance recognition of their Practitioners		
Set up and maintain regional networks and/or mentoring circles.		
Provide orientation for new practitioners		
Provide ongoing support through frequent site visits to programs.		
Advocate on behalf of Practitioners with host organizations, ONLC, MTCU etc.		
Assist Practitioners with administrative issues including contacts, funding proposals, program delivery etc.		
Assist Practitioners with ongoing strategies to retain learners and enhance program delivery		
Are there any other items which you feel should be on this job description?		

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Basic Program information:

This section is designed to obtain basic information on programs which is not provided to the ONLC through the MTCU.

#	Question	Answer	Notes - for surveyor's use
1	Who is your MTCU consultant?		
2	How many contact hours are in your contract?		
3	How many hours are you actually in contact with learners?		
4	How many learners are you contracted to serve?		
5	How many learners do you actually have in your program?		
6	How many hours are you paid to work under your contract?		
7	How many hours do you actually work?		
8	What months are you open?		
9	How many people are paid to work in your program?		
10	How many volunteers do you have?		
11	Are you participating in your local service plan committee (LSP)		
12	Why or why not?		
13	What is the percentage of your time that you spend working on administrative tasks in your program?		

Holistic Practice:

#	Question	Answer	Notes - for urveyor's use
1	Describe the things that you do to integrate a holistic approach into your program?		

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AlphaPlus and Other Resources

This purpose of this section is to determine what resources Practitioners are using and to determine if AlphaPlus is a good use of the limited financial resources.

#	Question	Answer	Notes - for surveyor's use
1	Do you use: AlphaChum AlphaHelp AlphaRoute AlphaBooks AlphaCat		
2	Where do you obtain materials for your program?		
3	Are you using Native Resources? If so, from where?		

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