



**PRACTITIONER  
DEVELOPMENT  
STRATEGY  
PHASE ONE**

**REPORT**

**prepared by:  
Florence Gray**

**For:  
Ontario Native Literacy Coalition**

**October 2000**

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

## Table of Contents

1

### **Part One**

Introduction  
Methodology  
Distribution of Surveys  
Reporting Survey Results

2

### **Project Results**

1. What are the Core Skills needed?
2. How are these Skills acquired?
3. How are these Skills recognized?
4. How are the Administration Skills needed?

3

### **Recommendations for the Future**

4

### **Survey Results**

1. Core Skills Survey
2. Qualifications/Experience Survey 2000
3. Section 3 and 4, Staff (LBS Funded)
4. Section 3, Volunteer/Work Placement
5. Administrator Core Skills Survey

5

### **Appendix**

- A. Resource Group Members
- B. List of Practitioner Training Strategy Projects
- C. Definitions
- D. List of Native Literacy Programs
- E. Bibliography
- F. Blank Copies of Survey

# Native Literacy Practitioner Development Strategy

## Introduction

The Ontario Native Literacy Coalition (ONLC) with funds from the Ministry of Training, Colleges and Universities (MTCU) sponsored the project "Native Literacy Practitioner Development Strategy - Phase One".

The purpose of the project was to answer the following:

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

The strategy focused on the person or persons delivering literacy instruction to the learners in a literacy program.

## Methodology:

The process began with the hiring of a literacy consultant by the Ontario Native Literacy Coalition. The consultant assembled a resource group which advise her on matters arising throughout the project. This resource group was composed of persons who were knowledgeable in literacy and/or education. The group consisted of two existing practitioners, one past practitioner and a member of a sponsoring organization. This mix promised to give a more rounded perspective to the report. Also the consultant brought a vast amount of literacy knowledge gained actual work experience and relevant training. The group kept in touch using faxes, e-mails and phone calls as needed.

The members of the Resource group were **Mary O'Donnell**, Dean School of Arts, Liberal Studies and Native Education Sault College, Sault Ste. Marie; **Michael Johnny**, Project Manager Alpha Plus Centre, Toronto; **Joanne Boyer**, Coordinator Enjikendaasang Learning Centre, Mississauga First Nation #8 and **Sharon George** Coordinator S.C.R.O.L.L. Literacy Program, Saugeen First Nation. (*More information on Resource group in Part Five, Appendix A.*)

The consultant attended the initial meeting sponsored by the Ministry of Training, Colleges and Universities on October 13, 1999 in Toronto. The purpose of the meeting was to discuss the Practitioner Training Strategy projects. There were seven projects throughout the province from every literacy stream and sector. The workers from the other projects were also present. (*A complete listing of organizations and workers doing these Strategy projects can be found in Part Five, Appendix B.*)

The work that had already been done in the field was reviewed. An example is the Ontario Native Literacy Communications Training Program which was developed in 1990 by the ONLC in conjunction with the First Nation Technical Institute (FNTI). The consultant then developed a preliminary set of survey questions and presented them at a meeting with a literacy program which had four active literacy instructors. At this meeting, the sample questions were considered and new ones were added.

These questions were then listed under skill categories which closely followed the ones as described in the "Adult Literacy Educator Skills List" by the Ontario Literacy Coalition (OLC). A new category of 'personal management' was added.

The completed **categories of skills** were:

- approaches to adult learning and learners,
- general teaching methods and strategies,
- teaching literacy and numeracy,
- assessment and evaluation,
- communicating and working in a learning context,
- professional issues, activities and development, and
- personal management.

It was decided that a survey with a point system would be used to get the practitioners to identify the core skills needed in the literacy field. Descriptions of skills would be listed under the appropriate categories and respondents would be asked to prioritize each skill using a point range of **1 being 'least important' to 5 being 'very important'**. A column entitled **N/A for non-applicable** was also included to give the respondents the option to indicate that they did not think a certain skill was applicable as a core skill.

Since the listing of possible core skills was quite large, (seven pages) and a demographic portion had to be added yet, the survey was becoming an unwieldy package. The survey was then subdivided in two parts.

- The first part was the core **skills survey** which would be completed by every literacy instructor in the Native programs.
- The second part was the **demographic portion** which would give a snap shot of the experiences and training that are held by the instructors that are currently in the field.

Doing a test survey with a nearby literacy program, it became apparent that there were two categories of instructors in the Native field. The following definitions were used to determine into which category an instructor fell.

<b>Definitions used for categories of instructors in the Native Literacy Field</b>
A <b>staff person</b> is considered to be any person with either all or part of his/her salary dollars coming from the LBS funds.
A <b>Volunteer/work placement</b> is any other person who is providing literacy instruction to clients of the literacy program, but is not receiving a wage, or if they are getting a wage, these dollars are not coming from the program's LBS funds.

*(More definitions used for survey - Part Five, Appendix C.)*

The demographic portion of the survey was then subdivided into two to reflect the staff and the volunteers/work placements of a program. Therefore persons would get that portion of the survey which was pertinent to their situations, hopefully cutting down completion time and resistance to the process of "... doing a survey...again".

Recognizing that the project focus was the person who was doing literacy instruction, and that many of our literacy practitioners wear two hats in their work, administrator and instructor, the consultant was advised to simultaneously develop an Administrative Core Skills list. This list would reflect the administration side of the coordinator's position. Since the Native literacy field has never been extensively surveyed on any concerns, this was now an excellent time to do some fact finding. This Administration survey would only be completed by the coordinator of a literacy program. A fourth question was then added to the project.

#### **4. What are the Administrative Core Skills needed by a practitioner in the Native Literacy Field?**

After several reviews by the resource committee for input, the surveys were administered to the field. *(Copies of surveys - Part Five, Appendix F.)* To facilitate the completion of the surveys, the consultant would contact the coordinators and instructors of the 29 Native literacy programs across the program. *(List of programs - Part Five, Appendix D.)* Contact would be either a visit, phone call or mail, depending on time and funds. Upon contacting a program, the practitioner would be asked how many literacy instructors there was in the program, under both categories (Staff or Volunteer/Work Placement). This number would determine how many surveys would be given to that program. If the consultant was unable to reach a program coordinator, the program was sent one Core Skills survey, one Staff survey and one Administration Skills survey.

**Distribution of Surveys:**

	Core Skills Survey	Instructor Qualifications /Experience Survey		Administrator Skill Survey
		Staff (LBS Funded)	Volunteer/Work Placement	
# out	99	46	53	29
# back	64	40	25	22
<b>% back</b>	<b>65%</b>	<b>87%</b>	<b>47%</b>	<b>76%</b>

**Reporting Survey Results:**

Core Skill Survey 2000:

On the completed surveys, many respondents indicated that all the skills listed were "important". Some went through the survey just checking off the fifth column. In order to bring the skills list down into something manageable, the list was reviewed and the skills in each category to which 48 or more respondents (75%) gave a 5, were short listed. Then similar skills were put together under one. At this point, the categories of skills became redundant because using the 75% cutoff, two categories were removed. The remaining categories and their corresponding skills were then listed and connections were made to the objectives of the LBS program pertaining to the registered client. These were then put into a circle analogy for reporting purposes.

Qualifications/Experience: Staff (LBS Funded). Volunteer/Work Placement:

For the purpose of this report, Sections 1 and 2 of both surveys are calculated together since the information asked from both staff and volunteer/work placement is the same. Staff Survey, Sections 3 and 4 are reported separately as is the Volunteer/Work Placement Section 3.

Administration Core Skill Survey 2000:

The same process was used for reporting purposes as described in Core Skill Survey 2000. However instead of using the circle, a list is given.

**QUESTION # 1**

**WHAT ARE THE CORE SKILLS  
NEEDED BY A PRACTITIONER  
IN THE  
NATIVE LITERACY FIELD?**

**Answer:**

**The Core Skills are those skills which would facilitate the learner's movement through the four stages of the Circle of Literacy Learning.**

**By using the circle, (an important concept within Aboriginal cultures,) as an analogy for a literacy program, the four stages can be associated with those objectives of the LBS program for Service Delivery. These objectives pertain directly to the registered literacy client.**

**These stages are:**

- 1. Literacy Assessment,**
- 2. Training Plan Development,**
- 3. Training, and**
- 4. Follow-up.**

**Each stage requires the practitioner to have certain skills that would facilitate the learner's progress.**

**The Core Skills List is presented in this context.**

## **Practitioner Development Strategy CORE SKILLS LIST 2000**

### **1. Literacy Assessment**

Works together with learners throughout the assessment process

Interacts with learners with respect and dignity

Uses effective interviewing techniques.

Identifies unique needs of learners.

Is sensitive to diversity of learners.

Maintains confidentiality.

### **2. Training Plan Development**

Modifies curriculum to suit changing needs, interests and circumstances.

Prepares written reports using clear language.

Present information clearly and appropriately.

Builds on and uses learner's knowledge and experience.

Encourages active participation of learners in all aspects of the learning process.

Incorporates traditional knowledge system of Aboriginal communities.

### **3. Training**

Uses a variety of teaching methods to match learner's needs, learning styles and reasons for learning.

Introduces a range of reading skills and strategies.

Builds a strong, positive learning relationship between program staff and learner.

Encourages the learner to share ideas, ask questions, make comments and cooperate with each other and the instructor.

### **4. Follow-up**

Modifies learning plan and program as necessary.

Promotes and models effective interpersonal communication.

Promotes independent and lifelong learning.

Help learners explore options for learning.

Help learners apply their learning in other contexts.

## **The Circle of Literacy Learning**

**QUESTION # 2**

**HOW ARE THESE SKILLS ACQUIRED  
BY INDIVIDUALS  
SEEKING TO WORK  
IN THE  
NATIVE LITERACY FIELD?**

**Answer:**

**The core skills that are identified in the Core Skills List 2000 as being important are acquired through:**

- 1. formal academic courses, (college diplomas, university degrees). *Formal education is not necessarily geared to acquisition of these essential skills, but rather certain skills from one profession are transferable for use in another.***
- 2. specialized training, (*Life skills, Adult Education, Teacher of Adults*)**
- 3. workshops which are sponsored by the umbrella group and/or networks,**
- 4. Ministry sponsored training (topic specific),**
- 5. and/or life experiences.**

**QUESTION # 3**

**HOW IS THE ACQUISITION  
OF THESE SKILLS  
RECOGNIZED BY THE  
NATIVE LITERACY FIELD?**

**Answer:**

**There is no formal recognition given by the Native literacy field to the practitioners who acquire these skills, often at their own time and expense.**

**The practitioners recognize that acquisition of these skills is very important, both in terms of job and personal satisfaction. It has been estimated that it takes a new practitioner who has no background in general teaching methods and strategies, a year to acquire and sharpen the needed skills on their own. This time of trial and error impacts negatively on the learner and the program, as well as the practitioner.**

**While formal recognition of having acquired these skills is not a high priority for existing practitioners, they want the opportunities to learn these general skills within the context of Native realities.**

**QUESTION**  
(Supplemental)

**WHAT ARE THE  
ADMINISTRATIVE CORE SKILLS  
NEEDED BY A  
PRACTITIONER IN THE  
NATIVE LITERACY FIELD?**

**Answer:**

**The Administrative Core Skills are those skills which would enable the practitioner to deliver a Native literacy program effectively. They are:**

**Organization**

**Documentation**

**Record keeping**

**Strategic planning**

**Written and verbal communication**

**Policy analysis**

**Facilitation**

**Human Resources management**

**Marketing**

**Public Relations**

**Recruitment**

## Native Literacy Practitioner Development Strategy Recommendations for the Future

In the Native literacy field, the programs which demonstrate good practice are those programs where the **Teachings of the Seven Grandfathers, [Humility, Love, Wisdom, Respect, Honesty, Courage and Truth]** provide the foundation for the instructor's relationship with the learners, their families and the community. These teachings which are ingrained in the skills listed on the Circle of Literacy Learning, make these skills the ones that the practitioners consider to be 'most important' and essential. A debate began as to whether or not these core skills were actually skills (that which can be learned) or abilities (that which are inherent in a person), but after many discussions, it did become clear that the **demonstration of 'respect for', 'knowing how to keep matters confidential' and 'listening'** was really more important for the purposes of this report than the debate of skills versus abilities.

- The practitioner must know how to treat the learner and the learner's issues with **respect and confidentiality**.
- The practitioner must know how to **"listen"**. In the Native community, we are taught from a young age to "listen" using more than our ears. We absorb information through a combination of factors. The spoken word is deciphered in conjunction with non-verbal cues and impressions.

In discussions, practitioners stressed this over and over - the learner is the centre of the program. Therefore it is essential that the practitioner has those skills which facilitate the learner's movement through the Circle of Literacy Learning.

The Core Skills list from the survey was very comprehensive, but since there had never been research in the Native field to discover exactly what skills are necessary for the Native practitioners, this was a beginning. The discussions that were generated hopefully will continue and lead to the necessary opportunities to acquire these skills by existing and future practitioners.

In addition to the above, other matters rose from the information gathered and should be noted for consideration in the future. They are common qualifications, salary, the issue of time, and training/orientation.

### 1. Common Qualifications:

When asked if there should be common qualifications, the majority responded that there should be minimum teaching qualifications required for all literacy practitioners and that these should be based on a form of Specialized Adult Literacy training which is "Aboriginal specific" and certified by an accredited educational institution.

Certification would enable the Native Literacy field to have a means of recognizing that an applicant possesses these essential skills when being recruited for a position in the literacy program. However, **caution is expressed that these qualifications do not overshadow the humanitarianism of the literacy instructor**, when sponsoring agencies are hiring for this position.

**Recommendation: ONLC should join in dialogues with educational institutions which are already offering Literacy Educator programs to ensure that program contents take into consideration the Native literacy experience.**

For existing practitioners, Prior Learning Assessment Recognition (PLAR) should be used as the process to certify those core skills the practitioners already possess. Prior Learning Assessment is based on the concepts that learning a skill can happen outside the parameters of formal studies and that a skill is transferable. This process takes into consideration those skills learned from life experiences and gives credit for what the person can do. In order to accommodate the limitations that the lack of 'time' (as noted below) imposes on a practitioner, the portfolio-assisted prior learning assessment model should be used.

**Recommendation: ONLC in conjunction with the Ministry of Training, Colleges and Universities and in partnership with an accredited learning institution should develop a portfolio-assisted prior learning assessment model to certify the knowledge and skills of a Native literacy practitioner.**

## **2. Salary dollars coming exclusively from LBS funding:**

70% of the staff of the literacy programs have their salary coming directly from LBS funds in amounts ranging from \$25,001 - \$30,000. For programs that are receiving minimal funding, this can create problems. Salary and benefits would be the highest line item in the budget and the rising costs in rent and administration fees would take a considerable chunk out of the remaining dollars, leaving little for direct use in literacy instruction. More dollars received from the present funding source or funds gotten elsewhere could possibly alleviate this situation, but ***hiring less qualified persons for less salary dollars is not an option, if the Native literacy field wants to continue to provide a good community service.***

**Recommendation: The ONLC must take a leading role in searching for more funds for the literacy programs, whether through advocating with the current funder or seeking out new partnerships to provide needed services within a literacy program.**

## **3. Time:**

"Time" and the "lack of time" were topics that arose constantly in discussions with the practitioners and were repeatedly added to the survey after certain skills. The practitioners mentioned that there was much that they wanted to do with the program but with the demands of literacy instruction, other program areas suffered; most often, it was the administrative duties. With most programs having only one staff person doing both instruction and administration duties, this is a problem.

**Recommendation: A more in-depth analysis should be done to examine the "time" problem as expressed by Native practitioners and to offer solutions.**

#### **4. Training /Orientation:**

On a positive note, volunteers and work placement persons are getting the required training/orientation to the program. This is a salute to those practitioners who despite the other constant demands on their time make the effort to recruit and train people.

This demonstration of good practice should be recognized by the field and local community. This would accomplish two things: it would raise the profiles of the literacy programs within the Native community and it provide encouragement to the practitioners by recognizing their achievements.

**Recommendation: There should be an initiation of an Achievement Award which would be presented to those literacy programs which demonstrate good practices in the delivery of literacy.**

For staff, the responses were split almost evenly as to whether or not training and orientation was provided, and whether or not it was beneficial. For new staff, who has no knowledge of general teaching strategies and methods, this lack of previous training impacts directly on the learner. It has been estimated that it takes a year for a new staff person who does not have teaching experience to learn the necessary skills and to implement them. These skills are usually taught in one-day workshops tacked on to other events across the province. There is no definite schedule of events like these, and so learning opportunities lack continuity. This fact extends the period of training for the new staff.

The ONLC could play a major role in providing a solution for this problem since the ONLC has already developed an orientation manual and training incorporating components of this manual could be developed for delivery. This would ensure that all new staff are receiving training that is consistent, relevant and immediate.

**Recommendation: ONLC should develop training modules which would orientate new staff, and which would be delivered on site by an ONLC facilitator.**

## ONLC NATIVE LITERACY PRACTITIONER Core Skill Survey 2000

*There were 99 Core Skills surveys distributed among the 29 Native literacy programs and 64 (65%) were returned.*

### Answer Key:

(not answered - all categories left blank),  
(1 -least important); (5 - most important); (N/A - skill is non-applicable)

Description of Skill	not answered	1	2	3	4	5	N/A
----------------------	--------------	---	---	---	---	---	-----

In reporting the survey results, the skill in each category receiving the most 5's was listed first, then followed by the rest in descending order.

### Example:

interacts with learners with respect and dignity through non-biased, non-discriminatory practices				2	4	58	
considers issues that affect learning (e.g. trauma, abuse, health, housing, disabilities)			1	3	10	50	

In cases of 2 or more skills having the same number of 5's, the skill having the most 4's was listed first, then followed by the others in descending order.

### Example:

considers issues that affect learning (e.g. trauma, abuse, health, housing, disabilities)			1	3	10	50	
shows sensitivity to diverse learner groups in their social/economic/cultural contexts				6	8	50	

Following the Survey Results is the Comment Sheet which lists the expressions written on certain skills of the survey by the respondents. These comments are reported along with their corresponding skill.

## Core Skill Survey 2000 Survey Results:

(64 Respondents)

### Answer Key:

(not answered - all categories left blank),  
(1 -least important); (5 - most important); (N/A - skill is non-applicable)

Description of Skill	not answered	1	2	3	4	5	N/A
----------------------	--------------	---	---	---	---	---	-----

### Approaches to Adult Learning and Learners

<b>A. creates a positives learning environment</b>	/	/	/	/	/	/	/
interacts with learners with respect and dignity through non-biased, non-discriminatory practices				2	4	58	
considers issues that affect learning (e.g. trauma, abuse, health, housing, disabilities)			1	3	10	50	
shows sensitivity to diverse learner groups in their social/economic/cultural contexts				6	8	50	
recognizes, accepts and accommodates diversity in individuals, their motivations, goals, learning styles and behaviour			1	2	12	49	
uses strategies to promote respect in cross-cultural situations and with learners with special needs	1			1	11	48	3
recognizes, accepts and accommodates traditional knowledge system of Aboriginal communities	1		1	4	10	48	
makes adaptations to resources, activities and strategies to appeal to different learning styles	1		1	3	14	45	
recognizes, accepts and accommodates the influences of cultural values and benefits from different cultural backgrounds			1	2	18	43	
recognizes the role of First Nation language in the traditional knowledge system	3	1	1	7	8	43	1
uses strategies to foster understanding among diverse groups	1			6	13	42	2
recognizes, accepts and accommodates the parallels between knowledge derived from oral tradition and that derived from books	1		1	7	15	40	
recognizes the relationship of ideas and concepts from one knowledge system to another	2	1	1	4	19	37	
works with different social groups in their settings	4	1		10	20	28	1

<b>B. practices collaborative learner-centered teaching</b>	/	/	/	/	/	/	/
promotes independent and lifelong learning				3	5	56	
encourages and plans for active participation of learners in all aspects of the learning process				3	8	53	
accommodates and motivates learners who have difficulty communicating needs and setting goals	1			1	11	51	
builds on and uses learner's knowledge and experience throughout the learning process				2	10	51	
recognizes, accepts and accommodates the impact of "ethnostress" on an individual	2	1		5	13	43	
facilitates independent and self-directed learning through structured activities	1			5	18	40	
learners participate in assessment, curriculum development and evaluation			1	5	27	31	

### General Teaching Methods and Strategies

<b>A. develops curriculum with learning objectives and outcomes based on learner's goal</b>	/	/	/	/	/	/	/
helps learners apply their learning in other contexts	2			1	13	48	
modifies curriculum to suit changing needs, interests and circumstances	1			6	9	48	
collaborates with learners in defining objectives and outcomes for individual and/or group	1			7	15	41	
integrates local cultural tradition into learning activities	1		1	7	15	39	1
identifies themes with learners based on: overall goals, learning objectives and outcomes, resources available	1		4	5	15	39	
develops culturally responsive curriculum	1		2	9	13	38	1
designs learning activities within units that demonstrate content and skills related to goals, objectives and outcomes, variety of activities which allow for different experiences, inputs and perspectives on a theme	2			7	21	34	
identifies themes that provide opportunities for developing a variety of activities to learn and demonstrate literacy and numeracy skills	2		2	4	25	31	
<b>B. facilitates the learning process in a group setting or one -to-one</b>	/	/	/	/	/	/	/
maintains confidentiality	1				4	59	
treats personal matters and information about the learner as confidential	1			1	3	59	

helps learners recognize their accomplishments	1				7	59	
creates trust by: acting as equal partners, acknowledging the feelings of the learner, listening actively, drawing people out through sensitive questioning	1				9	54	
builds a strong, positive learning relationship between program staff and learner	1				9	53	1
encourages the learner(s) to share ideas, ask questions, make comments and cooperate with each other/with instructor	1		1	1	8	53	
offers direction and responds to learner(s) in an appropriate and timely manner	1			2	9	52	
shows sensitivity to different ways of participants based on individual and cultural factors	1			3	16	44	
asks for feedback on the learning process and modifies procedures as necessary	1		1	6	13	43	
accepts and gives constructive criticism	1			5	16	42	
encourages cooperative decision-making and planning	1		1	5	15	42	
deals with a variety of behaviour and resolves conflict	2			7	13	42	
continues to encourage learning in formal and informal ways				5	18	41	
designs activities to meet a variety of learning styles, experiences and skill levels	1		1	5	15	41	1
provides for individual attention/work in any group setting	1		1	5	12	40	5
makes a commitment to tutor a learner for a specified time period	1			8	15	39	1
maintains good communication with and connection to the literacy organization	1	1		7	17	38	
integrates suitable ideas and activities suggested by the group into the program	1		1	6	13	38	5
completes reporting forms for funders, host organizations as required	2		1	9	10	37	5
enlarges the learning options until suitable goals and methods of learning are found	1		1	8	18	36	
distinguishes between individual goals and overall group goals	3		1	4	16	36	4
plans activities for varied skill levels in multi-level groups	2	1		4	14	35	8
facilitates individualized/ self paced learning in a group setting	2		1	5	16	34	6
designs activities for special needs learners (e.g., physically or mentally challenged, behaviour disorders, learning disabled, persons with Fetal Alcohol Syndrome)	2	1		5	20	32	4
C. develops and uses learning materials and resources	/	/	/	/	/	/	/
uses clear language and design in adapting/creating materials	1	1		1	12	50	

provides an variety of inputs: written texts, audio, visual, people, places, life experience, computer-generated				6	16	41	1
follows criteria for choosing and developing materials - adult oriented, relevant, appropriate level, meets goals, develop skills through real life activities	2	1		4	17	40	
selects, adapts and creates learning materials and resources from published and unpublished sources		1		7	16	40	
identifies types and sources of materials useful in teaching themes and skills	1			6	19	37	1
introduces computer technology and software as tools	1	2		6	17	37	1
critically examines tools and resources	1			6	21	36	
recognizes a role for information technology in developing literacy and numeracy skills. Uses information technology if it positively supports the development of literacy/numeracy			2	7	19	36	

## Teaching Literacy and Numeracy

<b>A. develops and uses learning activities relevant to the learners</b>	/	/	/	/	/	/	/
uses a variety of teaching methods to match learner's needs, learning styles and reasons for learning				2	12	50	
assesses and chooses teaching methods for effectiveness and adapts or changes as necessary to maximize learning				2	14	48	
considers the learner's daily use of literacy numeracy, alternative coping strategies and reasons for wanting to improve skills	1		1		16	46	
incorporates relevant technology to meet needs and desires of learners				2	22	39	1
incorporates teaching models that are associated with the cultural knowledge system of the community	1		2	8	14	38	1
begins with learners' views and cultural traditions of literacy and numeracy	1		3	7	17	36	
<b>B. develops and uses reading activities</b>	/	/	/	/	/	/	/
introduces a range of reading skills and strategies	2			2	10	48	2
introduces the process of reading - how to start reading	2			6	6	48	2
chooses, adapts or creates relevant and appropriate texts for reading levels of learners	1		1	3	15	42	2
helps learners develop various skills - skim, scan, comprehension and interpretation	1		1	4	14	42	2
introduces learners to levels of meaning in reading	1			6	13	42	2
helps learners select and use appropriate strategies: context cueing, sound/symbol, structure of words, prediction	2		1	4	16	39	2

teaches skills and strategies related to the type of text and purpose for reading	3			2	20	37	2
uses authentic texts, published materials for the classroom, or texts written by teachers and learners	1		2	10	20	29	2
<b>C. develops and uses writing activities</b>	/	/	/	/	/	/	/
introduces helpful resources (e.g. dictionaries, spell check) and techniques (e.g. identify, classify and keep own list of spelling mistakes)	2			2	11	46	3
matches methods with learner's readiness, purpose and types of writing required	2	1		2	11	45	3
identifies common spelling difficulties and introduces strategies / resources to help learners overcome them	2			3	15	41	3
uses a variety of methods to help learners develop writing skills	2	1		2	15	41	3
distinguishes between technical aspects: sentence variety, sentence formation, syntax, spelling, grammar, mechanics	3	1		5	14	38	3
introduces learners to various types of writing in different contexts	4		1	4	18	35	3
distinguishes between structural aspects: focus, development, organization, point of view, vocabulary	4	1		5	15	35	3
distinguishes between composition and transcription	3	1	1	16	15	26	3
<b>D. develops and uses numeracy activities</b>	/	/	/	/	/	/	/
breaks down numeracy concepts and skills to be learned into manageable and achievable units			1	3	14	45	1
demonstrates a variety of strategies for solving math problems				2	17	44	1
helps learners see math patterns and relationships in daily life	1			4	14	44	1
applies math skills in relevant learning situations				3	17	43	1
identifies literacy or language barriers which can affect math learning	2			1	17	43	1
explains and modifies the language of math for clarity of concepts and for problem solving strategies	2			3	15	43	1
uses a variety of methods and chooses or creates content appropriate to the learners' needs in context	1			6	18	38	1
encourages estimation , approximation, use of steps or procedures	2		1	5	17	38	1
shows how to apply math concepts and skills to solve related but unforeseen problems	1	1	1	7	22	31	1

## Assessment and Evaluation

<b>A. uses methods, tools and procedures appropriate to the purposes of the assessment and evaluation</b>	/	/	/	/	/	/	/
works collaboratively with learners throughout the assessment process				2	12	49	1
establishes trust and respect in interviews and communicates effectively to obtain information in a collaborative manner				1	16	47	
provides information, and resources to help learners assess their own strengths and needs	1			6	16	40	1
uses a variety of methods, tools and techniques in assessing literacy and numeracy skills and evaluating courses and programs	1			4	20	39	
records and reports results of assessments and evaluations accurately with appropriate evidence by meeting requirements for documentation in programs	1			9	17	36	1
includes performance of tasks, tests, portfolio, projects in assessments			1	11	17	34	1
includes interviews, group discussions, written feedback, statistics in evaluations	1		1	11	17	33	1
uses a variety of methods for assessing experiential learning	2			3	27	32	
meets criteria for valid assessments	5			9	17	32	1
<b>B. uses a goal directed assessment process for initial assessment</b>	/	/	/	/	/	/	/
identifies unique needs of learners and seeks help if necessary for special needs	1			2	10	49	2
follows consistent steps for goal directed initial assessment	2		1	6	18	35	2
<b>C. monitors learning with regular assessment of progress</b>	/	/	/	/	/	/	/
gives appropriate and relevant feedback in ways which encourage learners to continue learning and progressing	1			2	9	52	
encourages learner to explore other options/directions if necessary				4	10	50	
modifies learning plan and program as necessary				4	12	48	
involves learner in making changes to learning plan	1			6	9	48	
continues to help learner clarify goals and explore options			1	4	14	45	
assesses and reports progress and needs based on meaningful tasks integrated into learning program	2			6	22	33	1
<b>D. Evaluates courses and programs for on-going improvements and final reporting</b>	/	/	/	/	/	/	/
uses evaluation results to revise current courses, plan and develop other courses, or improve overall program	2		1	3	12	42	4
chooses methods and tools to match the purpose of the evaluation	2		1	4	15	39	3
uses or develops a variety of tools and procedures for obtaining information (e.g.	3			4	16	38	3

group discussions, interviews, questionnaires)							
evaluates all relevant elements of a course or a program (e.g. learning, materials, methods and staff performance)	2		1	3	19	35	4
involves all participants and interested groups (e.g. funders, community representatives, key workplace contracts)	2		4	6	22	26	4

## Communicating and Working in a Learning Context

<b>A. communicates effectively in a learning environment</b>	/	/	/	/	/	/	/
uses effective interviewing techniques to create a positive, trusting environment			1	3	7	53	
promotes and models effective interpersonal communication through empathy, respect, active listening and sensitivity to cultural differences in communication				3	10	51	
questions carefully, probes sensitively, avoids personal bias by asking open-ended questions as appropriate	1		1	4	9	49	
present information clearly and appropriately; accurate, concise, clear presentation, appropriate tone, style, pace and suitable medium	1	1		4	9	49	
provides opportunities for feedback on all aspects of the learning process				3	17	44	
checks for understanding, asks for clarification, summarizes information collected and suggests next steps			1	6	13	44	
monitors for cultural differences in communication styles	1		2	4	14	43	
outlines purpose, process and results of the interview			2	5	13	43	1
models constructive criticism regarding learning achievements, completion of work, group process				4	18	42	
offers a variety of ways of giving feedback at regular intervals - oral, written, group discussion or private conversation			2	4	16	42	
deals effectively with criticism by reviewing and modifying plans or behaviours				6	17	41	
gives learners a role in determining type of feedback, on what topics and how often	1		1	2	20	40	
asks for feedback on learning activities, teacher facilitation skills, groups and dynamics	1			5	20	37	
<b>B. provides support to learners</b>	/	/	/	/	/	/	/
help learners explore options for learning				2	13	49	
deals with immediate issues of the learner as necessary			1	3	10	49	
refers learners to other support services for personal assistance beyond literacy needs			1	3	12	46	2
deals with a special needs learner by making appropriate placements within the organization or referral to other programs as necessary			2	2	12	46	2

informs learners of various types of resources available locally, provincially or nationally			2	5	10	45	2
develops strategies to provide support to learners e.g. talking circle			1	8	12	39	2
introduces learners to strategies for building and maintaining their own personal support group	1	2	2	5	15	36	3
<b>C. writes clearly and effectively</b>	/	/	/	/	/	/	/
prepares written reports, forms and other documents as required using appropriate clear language <sup>1</sup>	1		1	2	13	45	2

## Professional Issues, Activities and Development

<b>A. stays informed and acts on current issues in the field</b>	/	/	/	/	/	/	/
uses knowledge of current issues, policies and literacy theory/practice to make suggestions for improvements in teaching, programs and professional development			1	5	18	37	3
<b>B. participates in program development</b>	/	/	/	/	/	/	/
takes part in regular reviews of literacy programs to discuss its relevance, impact and accessibility to learners, and make recommendations for improvement				6	14	42	2
uses research as necessary	1		1	4	18	38	2
identifies special needs in the community, barriers for certain groups and ways to include them in programming	1	1		5	17	35	5
participates in meetings and committee work when possible within the program and/or with outside groups, agencies			1	7	23	30	3
<b>C. contributes to the development of the field</b>	/	/	/	/	/	/	/
takes opportunities to promote discussion about topics of professional interest (e.g. theory/practice, policy, issues)	1	2	1	10	23	24	3
takes part in peer or mentor support programs, curriculum development projects, research projects	1	2	1	3	13	20	3
guides and works with volunteers in large group instruction	7		3	15	19	12	8
<b>D. assesses professional strengths/needs and improves knowledge and skills</b>	/	/	/	/	/	/	/
sets realistic and achievable goals	1			4	13	46	
engages in on-going professional development activities - documents learning and achievements	1		2	2	22	37	

reflects critically on own strengths and needs by judging current knowledge and skills against standards	2	1	1	6	20	34	
--	---	---	---	---	----	----	--

## Personal Management

<b>A. assesses personal strengths/needs and improves knowledge and skills</b>	/	/	/	/	/	/	/
reflects critically on own strengths and needs to keep self in balance				5	15	44	
recognizes, accepts and accommodates the 'role of spirituality' in literacy instruction	1	2		5	12	43	1
recognizes, accepts and accommodates the concept of "cycles of performance" as it relates to personal and professional life	2	1	1	9	12	39	
builds and maintains personal support group		1	2	9	15	35	2

## Core Skills Survey 2000 Comment Sheet

### Approaches to Adult Learning and Learners

A. creates a positive learning environment	Comments
recognizes the role of First Nation language in the traditional knowledge system	<ul style="list-style-type: none"> <li>• 'recognizes' underlined</li> </ul>
recognizes the relationship of ideas and concepts from one knowledge system to another	<ul style="list-style-type: none"> <li>• I am just learning to recognize many things and the role they play in their learning but yes, very important</li> </ul>
works with different social groups in their settings	<ul style="list-style-type: none"> <li>• 'in their settings'?</li> <li>• 'in their settings'? 'Very important' written in under the phrase 'works with different social groups'</li> <li>• 'different social groups' circled</li> <li>• 'their' circled followed by?, all kinds of people come here</li> <li>• most positive environment</li> </ul>
B. practices collaborative learner-centered teaching	Comments
promotes independent and lifelong learning	<ul style="list-style-type: none"> <li>• 'lifelong' idea, but up to the learner</li> </ul>
accommodates and motivates learners who have difficulty communicating needs and setting goals	<ul style="list-style-type: none"> <li>• encourage self-direction, responsibility</li> </ul>
facilitates independent and self-directed learning through structured activities	<ul style="list-style-type: none"> <li>• 'structured' circled, one type of many</li> </ul>
learners participate in assessment, curriculum development and evaluation	<ul style="list-style-type: none"> <li>• always</li> <li>• as per their interest and confidence</li> </ul>

### General Teaching Methods and Strategies

A. develops curriculum with learning objectives and outcomes based on learners' goals	Comments
collaborates with learners in defining objectives and outcomes for the individual and/or group	<ul style="list-style-type: none"> <li>• encourage ownership of program</li> </ul>
integrates local cultural tradition into learning activities	<ul style="list-style-type: none"> <li>• as per appropriateness</li> </ul>
identifies themes with learners based on: overall goals, learning objectives and outcomes; resources available	<ul style="list-style-type: none"> <li>• "workshops"</li> </ul>
develops culturally responsive curriculum	<ul style="list-style-type: none"> <li>• Ojibwe language classes</li> </ul>
designs learning activities within units that demonstrate content and skills related to goals, objectives and outcomes, ...	<ul style="list-style-type: none"> <li>• 'outcomes' circled</li> </ul>

<b>B. facilitates the learning process in a group setting or one-to-one</b>	
maintains confidentiality	<ul style="list-style-type: none"> <li>• we have a form!</li> </ul>
helps learners recognize their accomplishments	<ul style="list-style-type: none"> <li>• YES checked #5 4X</li> </ul>
offers direction and responds to learner(s) in an appropriate and timely	<ul style="list-style-type: none"> <li>• This is of utmost importance. Timing is manner everything in some cases.</li> </ul>
accepts and gives constructive criticism	<ul style="list-style-type: none"> <li>• "accepts" for the instructor as well. Cannot always be correct for learner - a 2 way street</li> </ul>
deals with a variety of behaviour and resolves conflict	<ul style="list-style-type: none"> <li>• teaches I supports learners in their own conflict resolution</li> <li>• to best of ability and where safe</li> </ul>
provides for individual attention/work in any group setting	<ul style="list-style-type: none"> <li>• where possible</li> </ul>
integrates suitable ideas and activities suggested by the group into the program	<ul style="list-style-type: none"> <li>• workshop format</li> </ul>
completes reporting forms for funders, host organizations as required	<ul style="list-style-type: none"> <li>• ? As an instructor, I don't think it would be my business to work directly with funders but answerable to my coordinator</li> </ul>
distinguishes between individual goals and overall group goals	<ul style="list-style-type: none"> <li>• often the same</li> </ul>
plans activities for varied skill levels in multi-level groups	<ul style="list-style-type: none"> <li>• we don't have one group working on 1 thing very often</li> </ul>
designs activities for special needs learners (e.g., physically or mentally challenged, behaviour disorders, learning disabled, persons with Fetal Alcohol Syndrome)	<ul style="list-style-type: none"> <li>• will need to seek assistance</li> <li>• This is very important, but I haven't been put in this situation</li> <li>• have difficulty</li> </ul>
<b>C. develops and uses learning materials and resources</b>	
uses clear language and design in adapting/creating materials	<ul style="list-style-type: none"> <li>• <u>so important!!!</u></li> </ul>
follows criteria for choosing and developing materials - adult oriented, relevant, appropriate level, meets goals, develop skills through real life activities	<ul style="list-style-type: none"> <li>• 'adult oriented' circled, comment was 'hard to find high interest stuff'</li> </ul>
selects, adapts and creates learning materials and resources from published and unpublished sources	<ul style="list-style-type: none"> <li>• own</li> <li>• 'adapts and creates' circled</li> </ul>
identifies types and sources of materials useful in teaching themes and skills	<ul style="list-style-type: none"> <li>• perhaps a guideline of text to use for certain levels would be useful</li> </ul>
critically examines tools and resources	<ul style="list-style-type: none"> <li>• YES!</li> <li>• feedback forms at workshops</li> </ul>
introduces computer technology and software as tools	<ul style="list-style-type: none"> <li>• high demand</li> </ul>

## Teaching and Numeracy

<b>A. develops and uses learning activities relevant to the learners</b>	
incorporates teaching models that are associated with the cultural knowledge system of the community	<ul style="list-style-type: none"> <li>• Ojibwe language classes in particular</li> <li>• urban Aboriginals from many places; we do our best</li> </ul>
<b>B. develops and uses reading activities</b>	
introduces the process of reading - how to start reading	<ul style="list-style-type: none"> <li>• it is not a straight line, it's "fill in the blanks"</li> <li>• applicable to Levels 1 -3</li> </ul>
chooses, adapts or creates relevant and appropriate texts for reading levels of learners	<ul style="list-style-type: none"> <li>• 'creates' circled</li> </ul>
uses authentic texts, published materials for the classroom, or texts written by teachers and learners	<ul style="list-style-type: none"> <li>• we use whatever we can get that works!</li> </ul>
<b>C. develops and uses writing activities</b>	
distinguishes between technical aspects: sentence variety, sentence formation, syntax, spelling, grammar, mechanics	<ul style="list-style-type: none"> <li>• as per need</li> </ul>
distinguishes between structural aspects: focus, development, organization, point of view, vocabulary	<ul style="list-style-type: none"> <li>• as per student's need</li> </ul>
distinguishes between composition and transcription	<ul style="list-style-type: none"> <li>• as per need</li> </ul>
<b>D. develops and uses numeracy activities</b>	
helps learners see math patterns and relationships in daily life	<ul style="list-style-type: none"> <li>• life skills</li> </ul>
encourages estimation, approximation, use of steps or procedures	<ul style="list-style-type: none"> <li>• 'estimation, approximation' marked with a 1, 'steps or procedures' marked with a 5</li> </ul>

## Assessment and Evaluation

<b>A. uses methods, tools and procedures appropriate to the purposes of the assessment and evaluation</b>	<b>Comments</b>
establishes trust and respect in interviews and communicates effectively to obtain information in a collaborative manner	<ul style="list-style-type: none"> <li>• 'interviews' underlined</li> </ul>
provides information, and resources to help learners assess their own strengths and needs	<ul style="list-style-type: none"> <li>• important if they have a poor self image. I think most people know own weaknesses and some if not most of their strengths.</li> </ul>
uses a variety of methods, tools and techniques in assessing literacy and numeracy skills and evaluating courses and programs	<ul style="list-style-type: none"> <li>• watch for "voting with the feet"</li> </ul>
includes performance of tasks, tests, portfolio, projects in assessments	<ul style="list-style-type: none"> <li>• No time to do all this.</li> </ul>
includes interviews, group discussions, written feedback, statistics in evaluations	<ul style="list-style-type: none"> <li>• No time to do all this.</li> </ul>
meets criteria for valid assessments	<ul style="list-style-type: none"> <li>• criteria circled - What is criteria?</li> </ul>

<b>C. monitors learning with regular assessment of progress</b>	
involves learner in making changes to learning plan assesses and reports progress and needs based on meaningful tasks integrated into learning program	<ul style="list-style-type: none"> <li>• Also <u>very</u> important</li> <li>• ?</li> </ul>
<b>D. Evaluates courses and programs for on-going improvements and final reporting</b>	should be an "outside" assessor
uses evaluation results to revise current courses, plan and develop other courses, or improve overall program	<ul style="list-style-type: none"> <li>• as time permits</li> </ul>
chooses methods and tools to match the purpose of the evaluation	<ul style="list-style-type: none"> <li>• as time permits</li> </ul>
uses or develops a variety of tools and procedures for obtaining information (e.g. group discussions, interviews, questionnaires)	<ul style="list-style-type: none"> <li>• as time permits</li> </ul>
evaluates all relevant elements of a course or a program (e.g. learning, materials, methods and staff performance)	<ul style="list-style-type: none"> <li>• all' time factor</li> <li>• as time permits</li> </ul>
involves all participants and interested groups (e.g. funders, community representatives, key workplace contracts)	<ul style="list-style-type: none"> <li>• as time permits</li> </ul>

## Communicating and Working in a Learning Context

<b>A. communicates effectively in a learning environment</b>	<b>Comments</b>
uses effective interviewing techniques to create a positive, trusting environment	<ul style="list-style-type: none"> <li>• so important!</li> </ul>
promotes and models effective interpersonal communication through empathy, respect, active listening and sensitivity to cultural differences in communication	<ul style="list-style-type: none"> <li>• 'empathy' and 'respect' double underlined; 'active' circled</li> </ul>
monitors for cultural differences in communication styles	<ul style="list-style-type: none"> <li>• recognizing (this)</li> </ul>
offers a variety of ways of giving feedback at regular intervals - oral, written, group discussion or private conversations	<ul style="list-style-type: none"> <li>• tactfulness</li> </ul>
deals effectively with criticism by reviewing and modifying plans or behaviors	<ul style="list-style-type: none"> <li>• 'or' added to 'and' to produce 'and / or'</li> </ul>
<b>B. provides support to learners</b>	
refers learners to support services for personal assistance beyond literacy needs	<ul style="list-style-type: none"> <li>• where available</li> </ul>

## Professional Issues Activities and Development

<b>A. stays informed and acts on current issues in the field</b>	
uses knowledge of current issues, policies and literacy theory/practice to make suggestions for improvements in teaching, programs and professional development	<ul style="list-style-type: none"> <li>• stay current!</li> </ul>
<b>B. participates in program development</b>	

uses research as necessary	<ul style="list-style-type: none"> <li>• when time permits</li> <li>• where time permits</li> <li>• when time permits</li> </ul>
participates in meetings and committee work when possible within the program and/or with outside groups, agencies	<ul style="list-style-type: none"> <li>• as time allows</li> <li>• hard to find time to!</li> <li>• LCPP</li> </ul>
<b>C. contributes to the development of the field</b>	
takes opportunities to promote discussion about topics of professional interest (e.g. theory/practice, policy, issues)	<ul style="list-style-type: none"> <li>• when time permits</li> <li>• when permitted to</li> </ul>
takes part in peer or mentor support programs, curriculum development projects, research projects	<ul style="list-style-type: none"> <li>• where time permits</li> </ul>
<b>D. assessment professional strengths/needs and improves knowledge and skills</b>	
engages in on-going professional development activities - documents learning and achievements.	<ul style="list-style-type: none"> <li>• 'documents learning and achievements' only participates in professional development when permitted by host organization</li> <li>• as time and ___ allows</li> <li>• only participates in professional development - when permitted by host organization</li> </ul>
reflects critically on own strengths and needs by judging current knowledge and skills against standards	<ul style="list-style-type: none"> <li>• ?</li> </ul>

### Other Comments:

- person added a rating of 5+ to further stress the importance of some skills
- You're welcome!
- Done over the telephone! Won't do this again
- Done over the telephone! Very time consuming
- I rated the above skills with 5's, but some skills can be learned on the job but I'm concerned the job description can become too stringent.
- Survey too long-winded, suggest more thought less words: results would be clearer and easier to correlate.
- All skills mentioned in preceding pages are important, but almost impossible to find in one literacy practitioner.
- Many of the questions were repetitious. I felt like I was giving myself a report card. Of course I would answer 4 or 5 on everything.
- I believe all above are very important. This survey is toooooo long. To the point & short & sweet. Meegwitch.

## **Qualifications/Experience Survey 2000 Staff (LBS Funded) Volunteer / Work Placement**

*There were 46 staff surveys distributed among the 29 Native literacy programs and 40 (86%) were returned.  
There were 53 volunteer/work placement surveys distributed and 25 (47%) returned.*

[Sections 1 and 2 of the above surveys are reported together since the same questions are asked in both surveys.]

A brief summary of the survey results in the following:

### **Snapshot of a "typical" STAFF PERSON:**

- female.
- 41 to 55 years of age.
- high school
- college diploma received 1980 - 89
- Bachelor's degree received 1990 - 99
- teaching training
- taught literacy for 0 - 5 years
- taught 0 - 10 years
- additional training dealt with education and/or helping professions

### **Snapshot of a "typical" VOLUNTEER! WORK PLACEMENT PERSON:**

- female
- between 26 - 55 years of age
- high school graduate
- college diploma received 1990 - 99
- Bachelor's degree received 1990 - 99
- no teacher training
- taught literacy for 0 - 5 years
- additional training dealt with education and/or helping professions

## Qualifications/Experience Survey 2000: Staff (LBS Funded) and Volunteer/Work Placement

### Survey Results - Section 1 and 2

#### 1. DEMOGRAPHICS

##### 1A. Age:

	<b>under 25</b>	<b>26 - 40 years</b>	<b>41 - 55 years</b>	<b>56 plus</b>
staff (LBS Funded)	2	12	21	5
volunteer/work placement	5	10	10	0
<b>TOTAL</b>	<b>7</b>	<b>22</b>	<b>31</b>	<b>5</b>

##### 1B. Gender:

	<b>male</b>	<b>female</b>	<b>not answered</b>
staff (LBS Funded)	6	31	3
volunteer/work placement	8	17	0
<b>TOTAL</b>	<b>14</b>	<b>48</b>	<b>3</b>

#### 2. EDUCATION

##### 2A. Secondary Education

##### 2A.1 Years completed

	<b>1 year</b>	<b>2 year</b>	<b>3 year</b>	<b>4 year</b>	<b>5 year</b>	<b>not answered</b>
staff (LBS Funded)	1	1	2	9	8	19
volunteer/work placement		1		3	7	14
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>12</b>	<b>15</b>	<b>33</b>

## 2A.2 diploma

	grade 12	grade 13	other	not answered
staff (LBS Funded)	15	11	5	9
volunteer/work placement	9	6	2	8
<b>TOTAL</b>	<b>24</b>	<b>17</b>	<b>7</b>	<b>17</b>
<b>Comments</b>	<b>other - U.S. diploma finished (high school)</b>			

## 2B. Post Secondary: College

### 2B.1 How many years of college completed?

	1 year	2 year	3 year	4 year	5 year	not answered
staff (LBS Funded)	4	4	6	1		25
volunteer/work placement		1		3	7	14
<b>Total</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>17</b>	<b>39</b>

### 2B.2 Year completed?

	1960-69	1970-79	1980-89	1990-99	2000
staff (LBS Funded)	1	1	5	4	1
volunteer/work placement		1	3	6	
<b>Total</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>1</b>

### 2B.3 Certificate(s) / Diploma(s) Received?

Staff	Volunteer / Work Placement
<ul style="list-style-type: none"> <li>• Management Certificate, Office Administration Certificate</li> <li>• Upgrading Grade 12 diploma, Graphic, 2 year of 3 year course</li> <li>• Teacher's certificate</li> <li>• Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Advertising Broadcasting, Office Administration 2000</li> <li>• RNA</li> <li>• Human Resources Management certificate</li> <li>• Architectural Technology Paraprofessional Instructor certificate, Counselor certificate, Early Childhood</li> </ul>

### 2B.3 Certificate(s) / Diploma(s) Received?

Staff	Volunteer/Work Placement
<ul style="list-style-type: none"> <li>• Social Services, General Arts</li> <li>• Complex Behaviour Management certificate, S.S.W. Diploma, Teacher/Trainer of Adults (in progress)</li> <li>• MCSE / certified computer instructor</li> <li>• Social Work</li> <li>• N.L.T. certification</li> <li>• Social Work, Personal Attendant Literacy Educator certificate</li> <li>• Native Literacy Communication Worker, Teacher of Adults - not complete</li> <li>• Life skills Coach / Native Community Worker</li> <li>• Heavy Construction certificate</li> <li>• Grade 12 diploma</li> <li>• Forest Technician</li> <li>• Developmental Services Worker diploma</li> </ul>	Education diploma <ul style="list-style-type: none"> <li>• Cabinet making certificate</li> </ul>

## 2B. Post Secondary: University

### 2B.4 How many years of university completed?

	1 year	2 year	3 year	4 year	5 year	not answered
staff (LBS Funded)	5	1	5	7	6	16
volunteer/work placement	1	3	3	3	3	11
<b>Total</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>28</b>

### 2B.5 Year completed?

	1970-79	1980-89	1990-99	2000
staff (LBS Funded)	5	8	5	1
volunteer/work placement	5	1	8	0
<b>Total</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>1</b>

### 2B.6 Certificate(s) / Diploma(s) Received?

<b>Staff</b>	<b>Volunteer/Work Placement</b>
<ul style="list-style-type: none"> <li>• Business Marketing</li> <li>• 5 summers; 1 summer = 1 year Teacher's diploma</li> <li>• B. A. (2 listed B.A. 's but did not say what discipline)</li> <li>• B. A. (biology, history), B. Ed.</li> </ul> (Intermediate, senior. Concurrent programs at Queen's university) <ul style="list-style-type: none"> <li>• Masters, B.A.</li> <li>• B.A. Human Geography, minor Environmental Studies, Masters</li> <li>• B. Sc. Human Service, assoc. degree Early Childhood Education</li> <li>• B. Ed.</li> <li>• Masters in Canadian Heritage and Development Studies</li> <li>• Human Services</li> <li>• B.A. plus B. Ed.</li> <li>• Bachelor of Science - Early Childhood Education</li> <li>• B.A. Sociology</li> <li>• B. Sc</li> <li>• Native Teachers Diploma</li> <li>• B.A. (French), B.ED</li> </ul>	<ul style="list-style-type: none"> <li>• B. Sc. with MBA, MSc, ( PHD. - currently enrolled)</li> <li>• enrolled in B. Ed program fall 2000</li> <li>• B.A. Geography, B. Ed., Masters Psychology 1996</li> <li>• Honors. B.A. - English, minor Indigenous Studies, B. Ed.</li> <li>• Business</li> <li>• Finance and Economics, Business Administrator</li> <li>• B.A. English, B. Ed.</li> <li>• Honors B.A . B.A., B. Ed.</li> <li>• B.A. Liberal Arts, minor journalism</li> </ul>

## 2C. TEACHER TRAINING

### 2C.1 Have you had teacher training?

	<b>yes</b>	<b>no</b>	<b>not answered</b>
staff (LBS Funded)	20	18	2
volunteer/work placement	6	19	0
<b>TOTAL</b>	<b>26</b>	<b>37</b>	<b>2</b>

### 2C.1a. If yes, what level achieved:

	<b>primary</b>	<b>junior</b>	<b>intermediate</b>	<b>senior</b>
staff (LBS Funded)	9	8	7	3
volunteer/work	4	4	2	

**2C.1a. If yes, what level achieved:**

	primary	junior	intermediate	senior
placement				
<b>TOTAL</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>3</b>

**2C.1b What certification achieved?**

	Ontario Teachers Certificate (OTC)
staff (LBS Funded)	8
volunteer/work placement	12
<b>TOTAL</b>	<b>20</b>

**2B.6 Certificate(s) / Diploma(s) Received?**

Staff (LBS Funded)	Volunteer/Work Placement
<ul style="list-style-type: none"> <li>• Lakehead University Teachers diploma</li> <li>• ESL (English as a second language), 2. Special Education</li> <li>• I am taking the Teacher/Trainer of Adults college certificate program</li> <li>• N.L.T.C</li> <li>• Teacher's aide.</li> <li>• Teacher of Adults</li> <li>• State Teaching Certificate</li> <li>• Native language teacher's certification (NLTC), Native as a Second Language (NASL) diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Training Development Instructor Certification</li> <li>• Bachelor of Education</li> <li>• Teacher training for English as a Second Language</li> </ul>

**2D. TEACHING EXPERIENCE IN YEARS**

**2D.1 Literacy?**

	0 - 5 years	6 - 10 years	11 or more years	not answered
staff (LBS Funded)	20	10	5	5
volunteer/work	16	2	1	6

### 2D.1 Literacy?

	0 - 5 years	6 - 10 years	11 or more years	not answered
placement				
<b>TOTAL</b>	<b>36</b>	<b>12</b>	<b>6</b>	<b>11</b>

### 2D.2 Non-Literacy?

	0 - 5 years	6 - 10 years	11 or more years	not answered
staff (LBS Funded)	8	8	4	20
volunteer/work placement	9		2	14
<b>TOTAL</b>	<b>17</b>	<b>8</b>	<b>6</b>	<b>34</b>

## 2E. ADDITIONAL TRAINING

Staff (LBS Funded)	Volunteer/Work Placement
<ul style="list-style-type: none"> <li>• Proposal Development, Grief Recovering Specialist Certificate, Learning Assessments and Portfolio Development, First Aid - CPR level 3</li> <li>• instructor training</li> <li>• Ontario Literacy Certificate primary methods Pts. 1 &amp; 2</li> <li>• first aid, sign language, Class F driver's license</li> <li>• certificate in crisis intervention training, training in AIDS/HIV awareness, Mediation training, investigation training</li> <li>• gardening certificate</li> <li>• environmental science Part 1, additional qualification</li> <li>• chef apprenticeship, brain injury diploma</li> <li>• literacy practitioner certificate program</li> <li>• Special Ed - part 1, English as a Second</li> <li>• Language - Part 1, Lifeskills - Part 1 and 2, coaching certificate, one year Native studies degree</li> <li>• social service worker diploma, complex behaviour management, several computer courses,</li> <li>• conflict resolution/3rd party neutral, lifeskills coach, desktop publishing</li> <li>• small business management, life skills, reality therapy/choice theory</li> </ul>	<ul style="list-style-type: none"> <li>• tutor certificate from literacy program</li> <li>• tutor certificate from literacy agency</li> <li>• Crisis Intervention, Learning Outcomes, Interview Skills certificate, Peer Counseling and Parent</li> <li>• CPR, First Laubach Tutor Training, B.Ed. (Additional course education of Native Canadians)</li> <li>• Special Education (part 1)</li> <li>• First Aid, WHMIS, CPR drug</li> <li>• Trade schools, welder fitter, High Pressure welding</li> <li>• ESL / P .E. Special Ed. Specialist certificates</li> <li>• Special Ed. Specialist, computer training, religion</li> <li>• computers</li> </ul>

<ul style="list-style-type: none"><li>• ONLC workshops, Laubach tutor certification, literacy link meetings, manager training</li><li>• FAS/ FAE, First Aid/ CPR</li><li>• Crisis counseling, curriculum writing</li><li>• presently studying in gerontology</li><li>• Aboriginal Legal Certificate</li><li>• Life skills Coach, First Aid/CPR</li><li>• Basic First Aid and CPR</li><li>• Life skills Coach certificate</li><li>• Life skills Coach certificate, First Aid, Counseling, Play Therapy</li><li>• Adult Education certificate, Phase 1 &amp; 2 Life Skills Coaches Training, Native Literacy Communications, Social Work, Classroom Assistant, Canada Business College</li><li>• Native Literacy Communications, Learning and Reading Partners, Laubach Literacy of Canada</li><li>• Native Literacy Communications</li><li>• Secretarial Diploma ( correspondence)</li><li>• Life skills Coaching certificate</li><li>• Aboriginal Languages, Adult Education</li></ul>	
--	--

## **ONLC NATIVE LITERACY INSTRUCTOR**

### **Qualifications/Experience Survey 2000 Staff (LBS Funded)**

*There were 46 staff surveys distributed among the 29 Native literacy programs and 40 (86%) were returned*

Incorporating the survey results from Sections I and 2, with the results from Section 3 and 4, we now have a more complete version of a **"typical"** STAFF PERSON.

#### **Snapshot of a "typical" STAFF PERSON:**

- female.
- 41 to 55 years of age.
- high school
- college diploma received 1980 - 89
- Bachelor's degree received 1990 - 99
- has teaching training
- taught literacy for 0 - 5 years
- taught 0 - 10 years
- additional training dealt with education and/or helping professions

#### **more characteristics of a "typical" STAFF PERSON:**

- coordinator of literacy program
- full-time employee
- salary range from \$25,001 to \$30,000
- receives 100% of salary from LBS funding dollars
- spends 100% of time doing literacy instruction
- orientated to job by employer
- participates in Professional Development workshops with employer
- participates in literacy committees/projects

In addition, she believes that all literacy practitioners in Ontario should have common minimum teaching qualifications.

# Qualifications/Experience Survey 2000: Staff (LBS Funded)

## Survey Results - Section 3 and 4

### 3. WORK EXPERIENCE

#### **3A.1 What is your present job title?**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Literacy Program Coordinator</li> <li>• Administration Assistant - instructor- bookkeeper</li> <li>• Literacy coordinator, language and literacy</li> <li>• Literacy Instructor</li> <li>• Volunteer Literacy Tutor</li> <li>• Literacy Coordinator/Instructor, public relations</li> <li>• Executive Director</li> <li>• Assistant Coordinator</li> <li>• Native Literacy Coordinator/Academic Instructor</li> <li>• Coordinator</li> <li>• Literacy Assistant Coordinator</li> <li>• Program Coordinator</li> <li>• Literacy Coordinator</li> <li>• Coordinator</li> <li>• Literacy Coordinator</li> <li>• Literacy Coordinator</li> <li>• Native Education Center Coordinator</li> <li>• Computer instructor</li> <li>• Literacy Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Program Coordinator</li> <li>• LBS. Instructor</li> <li>• Literacy Assistant</li> <li>• Literacy and Basic Skills Instructor</li> <li>• Literacy and Basic Skills Instructor</li> <li>• Instructor</li> <li>• Coordinator</li> <li>• Tutor/Resource Worker</li> <li>• Native Life skills Coach / Tutor</li> <li>• Native Literacy Coordinator</li> <li>• Adult Education Instructor</li> <li>• Native Language Teacher</li> <li>• Program Coordinator</li> <li>• Librarian/Literacy coordinator</li> <li>• Literacy Worker</li> <li>• Educator</li> <li>• Program Coordinator</li> <li>• Instructor</li> <li>• Native Literacy Coordinator</li> </ul> |
|---|--|

#### **3A.2 Do you have a current job description?**

yes	no	not answered
33	5	2
Comments	• yes - but it doesn't describe everything I do	

#### **3A.3 Are you considered to be a full-time employee? (Full-time - 25 or more hours per week)**

yes	no
27	13

**3A.4 What is your yearly salary?**

under \$20,000	\$20,000 to \$25,000	\$25,001 to \$30,000	\$30,001 to \$35,000	\$35,001 plus
10	6	10	8	6

**3A.5 What percentage of your yearly salary comes from LDS grant dollars?**

under 50%	50%	50 - 75%	75 - 99%	100%
3	1	0	6	28
Comments	2 respondents did not answer.			

**3A.6 How much of your average work week is spent in literacy instruction?**

<50%	50%	>50%<100%	100%
9	2	10	17
Comments	2 respondents did not answer.		

**3B. TRAINING / ORIENTATION****3B.1 When you were hired, was training/orientation provided to you?**

yes	no
21	19
Comments	<ul style="list-style-type: none"> <li>• informal instruction to the class environment by the instructor who shares classroom</li> <li>• no - I started the program</li> <li>• yes - some training and orientation</li> </ul>

**3B.1a If yes, by your employer 12**  
**by an outside agency? 6**

**3B.1b please name (outside agency):**

- community college
- sponsoring agency
- some training from MET
- administrative duties
- previous program coordinator
- program coordinator
- previous program coordinator
- L.B.C.D. modules
- previous workers in literacy program
- MTCU Native rep.
- ONLC
- Literacy program coordinator

**3B.2 Do you feel that this training was beneficial to you as a literacy instructor?**

yes	no	not answered
19	7	13
Comments	<ul style="list-style-type: none"> <li>• yes - no, I was taught how to do the paperwork to keep the funding, I already knew how to teach</li> <li>• basic info</li> <li>• It was good to be thrown into the job. Previous experience with program not enough</li> <li>• somewhat, not enough</li> <li>• it has been improved yes and no, training was for 1 day- rushed</li> <li>• N/A</li> </ul>	

**3B.2a If no, how could the training be improved?**

- 10 fold
- check and see what other programs are doing, share your ideas where is working for you, it many work for others, visa versa
- most of the coordinators seem to need teaching skills, curriculum development management, special needs techniques
- orientation provided by someone in the field, Native specific training is hard to find and explain

sometimes, so it should be provided by a Native literacy service deliverer who can provide ongoing support.

- more hands on training, learning difficulties
- more concentrated and on an on-going basis. Focus on assessment, training plans and stats report
- more time for reading pertinent information and guidance for that process, ex. important to literacy, to MTCU, to admin.
- training such as that provided by FNTI was more relevant. Native classroom Assistant training is also beneficial.
- Teaching as Educator, curriculum development
- orientation package

**3B.3 Please rate the usefulness of these forms of delivery for training in literacy instruction.**

	not useful	useful	very useful
on the job training		4	29
workshops	2	10	24
conferences	6	10	21
courses	1	19	23
Comments	<ul style="list-style-type: none"> <li>• depends on quality, anywhere from 1 - 3, workshops most useful</li> <li>• all useful, when I am allowed to by host agency</li> </ul>		

**3C. PROFESSIONAL DEVELOPMENT**

**3C.1 Do you participate in Professional Development opportunities provided by your employer?**

yes	no	not answered	not applicable
31	6	2	1
Comments	<ul style="list-style-type: none"> <li>• yes - if they are of benefit to me</li> <li>• N/A - P.D. is not provided by employer but by affiliated organizations</li> <li>• yes - whenever they are offered</li> <li>• no - not allowed to by host agency</li> </ul>		

**If yes, what are the types of Professional Development opportunities provided?**

	yes
on the job training	11
workshops	28
conferences	23
courses	15

**3C.2 other (please specify)**

- where community has a big meeting each department does display, pamphlets, seems to be very good
- LOCS
- YWCA life skills, SSEC Adult Education Course
- annual general meetings
- network sponsored gatherings
- 'conferences' 1 in 2 years
- Native studies
- retreat
- computer courses available, proposal writing workshops, etc.

**3C.3**

**Are the Professional Development opportunities geared to gaining work skills (ie. proposal writing, etc) or to personal development (ie. stress management etc.)?**

**-gaining work skills?**

yes	no	not answered	not applicable
29	5	5	1

**-personal development?**

yes	no	not answered	not applicable
25	8	6	1

**3C.4 Is financial support provided by your employer for Professional Development?**

yes	no	not answered
19	17	4
Comments	<ul style="list-style-type: none"> <li>• no - money comes from LBS</li> <li>• no - unless there is enough money in our budget</li> <li>• no - I never asked</li> <li>• sometimes</li> </ul>	

**3C.5 Have you ever participated in professional development related to literacy independently from your employer?**

yes	no	not answered
27	11	2

**3C.5a If yes, how often?**

- twice since 1995
- once a year
- 5 times
- ongoing
- once
- school board P A days over 10 years
- weekly
- in the past, 2 times per year with Lit.
- Northwest, but no \$\$\$ and ONLC
- annually
- 2 - 3X yearly
- 3 times a year
- 1 or 2 times per year
- whenever possible
- 1 day in service training once a year
- 2 per year
- once or twice a year
- 1 time per year
- 2 -3 times per year
- 2 to 3 times per year
- job fairs
- once
- 1-2 X per year

**3C.6 Please rate the usefulness of the following types of Professional Development.**

	not useful	useful	very useful
on the job training	2	3	29
workshops	2	10	25
conferences	6	9	24
courses	2	8	25
Comments	• depends on quality		

**3D. VOLUNTEER COMMITMENTS**

**3D.1 Do you participate in literacy committees/ projects or work groups?**

yes	no	not answered
29	8	3
Comments	• no - other years yes, (but) not lately. No other department wants to help or participate. (It's a I help you, you help me situation	

	<ul style="list-style-type: none"> <li>• no - only through my son's school</li> <li>• when I am permitted / at discretion of host agency</li> </ul>
--	---

**If yes, what are the purposes of the committees?**

	<b>yes</b>
student placement/assessment	10
curriculum development	13
staff training	10
program planning	17
materials development	12
communication (ie. newsletter)	8

**other (please specify)**

- networking with community agencies
- we share this info at LCPP mtgs. our main focus is PR
- conference planning
- mayor' special initiative community
- tutor training
- regional literacy board
- tutor mentoring
- strategic planning
- local network - LCP
- coordination of program activities

**3D.2**

**Do you represent your employer on committees/work groups other than literacy?**

<b>yes</b>	<b>no</b>	<b>not answered</b>
13	17	10

**3D.2a If yes, what are they**

- Diabetics, Seniors home, community meetings, Native groups (meetings at least IX), library member (meeting at least IX per month)
- SEAC - Special Education Advisory Committee
- community volunteer network, sexual assault centre
- fund-raising
- aboriginal community based organizations
- race relations committee, special focus meetings re
- development task force, advisory and training initiatives
- literacy network
- Native Aboriginal language initiatives
- Aboriginal Peoples councils
- as requested e.g. Aboriginal Solidarity day, Aboriginal Education councils
- women's entrepreneurship

- development of training in our community
- I sit on the board of directors as a member

- cultural committee
- education representative
- Education Management circles, at college and university

#### **4. ISSUE**

##### **4.A**

**Do you believe that all literacy practitioners in Ontario should have common minimum teaching qualifications?**

<b>yes</b>	<b>no</b>	<b>not answered</b>
28	11	1
Comment	• "No", Perhaps someone may have the qualifications but lack in personal skills required to deal with learners.	

**If yes, what do you believe these minimum qualifications should be?**

Teaching certificate	11
University degree	4
College diploma	5
Specialized Adult Literacy Training	26
Comment	Other - your knowledge Yes and no - may eliminate some great coordinators

##### **4A.a**

**If 'specialized adult literacy training', describe what you think this training should consist of?**

I have been teaching for 25 years, but I have found working in the literacy area need a lot of understanding and 'how to' in working with these types of adult learners.
identifying problem situations with clients so that clients do not shy away from pursuing goals. Paper work training, procedures for Stats and reports. Train plans, assessment strategies
teaching basic literacy skills geared toward adult learning principles
(how to teach) English, math, science, literature social studies - basic upgrading skills (to assist learning).

Computer training, managerial training, - proposal writing
geared to teaching adult learners. Methodologies. What makes adults unique to teach. Also sensitive to past educational issues and concerns
teachers of Adults program. Lifeskills
human relations skills, curriculum development, training plans
my area - teaching Ojibwe. If man or woman are knowledgeable with the language. Let them teach the language with natural setting, not classroom setting. Comfortable with natural setting. Language teaching orally.
on the job, some course work
I am enrolled in this course at the present time.
similar to E.C.E (Early Childhood Education), but at the other end of the spectrum
general academic course
need to respect and pay instructors appropriately. Courses and on the job training for people with good communication and literacy skills
teaching adults - goals - learning styles, etc.
life skills, proficient in basic grammar and math, computer basics
computer training is a must for a well rounded adult literacy trainer but a closer look at what exactly they need to obtain their dream job or goal
comprehensive intro to all required "tools" for learner development - i.e. assessment forms, training plans, skills matrix, - some budgeting, some proposal writing - also learning styles, identification and methodologies to apply appropriate lesson plans
Aboriginal specific - learning styles, assessments, personal management/direction, learning disabilities, curriculum development, lesson planning, evaluation methods.
introduction to the adult learner (Adult Learning Principles), evaluation methods-demonstrations of learning. Assessment, giving credit for prior learning, strategies for instruction, motivational techniques, learning disabilities and strategies that work using technology
a tool box that would help to address different styles of learning
practitioners should have a good knowledge and understanding of the community, i.e. lifestyles, traditions, cultures and people
curriculum development, assessments, resources to access, public relations
what they need to know as based on the needs of learners -learning styles, etc.; teaching methods, instructional strategies; some counseling techniques
culture based training - Native programs; training that is specific for programs, How to set up files, collect data,

perform learning outcomes, do training plans, etc. etc. etc.
certified course - Native Literacy Communications, and ongoing training through the Ontario Native Literacy Coalition Field Development Strategy; provide funding/resources
not sure
minimum high school and life experience

**4B.**

**Should each agency employing literacy instructors adopt compulsory teaching qualifications requirements?**

yes	no
13	20
Comment	<ul style="list-style-type: none"> <li>• some ( qualifications)</li> <li>• 7 respondents did not answer.</li> </ul>

**4B.a Comments:**

I'm not sure, because I am confident I can do a good job, I have 25 years experience in the education .. I do not hold an OTC. A large part of my life I was an educational consultant in curriculum writing and measurement evaluation.
I think that instructors or practitioners should have some kind of special adult literacy training or teaching certificate.
yes and no
This is very * because if you don't have qualified people its very difficult to supervise and also for adults to learn. This should be mandatory. Otherwise a lot of the terminology is not understood. It takes a lot longer if unqualified people are trying to teach. Miss the boat a lot and therefore bum out.
If this is possible - location, - costs.
Some of the communities are quite isolated and if compulsory teaching qualifications are implemented, you may exclude the most appropriate person to do the best job.
Anyone who has teaching qualifications would work for more money at a school board level!
Teaching Ojibway orally, some writing. ONLC don't recognize the language (Ojibway) teaching
If they did, then they should be paid accordingly to the Teachers' salary grid for Boards of Education
Then the Ministry could pay appropriately. They want high standards.
I feel they would lose many areas that a formal training sometimes lacks. Many learners have experience

negative experiences in the formal education.
There will be a shortage of literacy instructors if agencies expect qualified teachers to work for the pay provided by LBS/MTCU, under the conditions of an Instructor/Coordinator/Administrator.
could say: with these qualifications or equivalent experience
maybe a suggested guideline, not mandatory
I have found that people skills count more than anything, along with a good business /admin skills and a real connection with and respect for where people have come from and would like to be. Encouragement and support over the long haul are necessary qualities. You can learn how to teach, you can't learn how to feel for your students.
I think there is an importance in the wisdom of the elders that could be lost if compulsory teaching qualifications
not saying that they have to have actual qualifications but a good general knowledge of working with small and large groups and good communication skills
not every community is the same and not all learners are the same: some may benefit from a literacy instructor who can teach them more about life skills.
to ensure that the learner is getting qualified and quality instruction.
new coordinators would have a tool to work with
again the level of education in Native communities tends to be lower than main stream society therefore high qualifications may eliminate some good people.
the overall results of this survey could and I'm sure will provide direction to initiate positive direction/action within the field of Native literacy.
I say yes so that teaching methods and strategies are a basic "tool kit" for all instructors. Also instructors need to feel confident and competent - a basic minimum and ongoing training as needed.
I know many very good instructors who do not have specific teacher training, or whose teacher training was not in adult education. They bring many skills, life experiences, much dedication and resourcefulness to their students. To eliminate "non-teachers" from the field would deprive adult learners of the opportunity to work with other adults who have learned the values of flexibility, adaptability and hard work. We all know that certification does not guarantee qualifications. I think that certain aspects of adult learning need to be understood by instructors, such as the way adults learn progression of learning certain types of information (adding before multiplying, nouns before adjectives, etc.) And stumbling blocks for adult learners. However useful a teaching degree can be for these concepts, they can certainly be learned by intelligent, interested people through previous experiences, reading, on the job training and workshops. Having been in this field for about twelve years, I feel strongly that the benefits of adult literacy and upgrading/enrichment go <u>far</u> beyond the 3R's. Since adult students gain so very much in terms of confidence, self-knowledge, belonging, commitment, community awareness and involvement, personal and family health, respect, fun and so forth, it stands to reason that instructors who can build these factors through the important <b>medium</b> of education are the ones we need I feel that the point of

education, at all times, is to enable people to build their lives and communities. It is not an end in its own right. Education, whether academic or organic or whatever, is a process and a part of the great process of life. The hiring and training and continued support of educators needs to reflect this reality. No piece of paper alone can do this. Miigwetch for asking the questions!

## **ONLC NATIVE LITERACY INSTRUCTOR**

### **Qualifications/Experience Survey 2000 Volunteer / Work Placement**

*There were 53 volunteer/work placement surveys distributed and 25 (47%) returned.*

Putting the survey results from Sections 1 and 2, with the results from Section 3, the following is a more complete version of a "typical" Volunteer/Work Placement Person.

#### **Snapshot of a "typical" VOLUNTEER! WORK PLACEMENT PERSON:**

- female
- between 26 - 55 years of age
- high school graduate
- college diploma received 1990 - 99
- Bachelor's degree received 1990 - 99
- no teacher training
- taught literacy for 0 - 5 years
- additional training dealt with education and/or helping professions

#### **more characteristics of a "typical" Volunteer/Work Placement Person**

- volunteer
- recruited by 'word of mouth' from learners and staff
- orientation/training provided by program
- has done literacy related work for 0 - 5 years
- does not volunteer outside of literacy

## Qualifications/Experience Survey 2000: Volunteer/Work Placement

### Survey Results - Section 3

#### 3. PLACEMENT

##### **3A. What is your status within the literacy program?**

volunteer instructor	19
work/school placement	6

##### **3A.1 How were you recruited as a volunteer for the literacy program?**

advertisements, brochures	3
presentation from literacy coordinator	3
'word of mouth' from learners/staff	6
other (please specify)	<ul style="list-style-type: none"> <li>• knowledge of program</li> <li>• another literacy agency</li> <li>• referred from public library literacy department</li> <li>• friends did it</li> <li>• I came in and I asked to be a volunteer.</li> <li>• saw information on web site</li> </ul>

##### **3A.2 For what agency/program are you doing placement?**

college program	2
HRDC / LDM'S training**	4
high school credit	0
*other	<ul style="list-style-type: none"> <li>• different project within sponsoring agency</li> </ul>

\*\*HRDC / LDM - Human Resources Development Canada / Local Delivery Mechanism

#### **3B. TRAINING / ORIENTATION**

##### **3B.1 Was training / orientation provided to you by the literacy program?**

yes	no	not answered
21	3	1

**3B.2 Do you feel that this training was beneficial to you as a literacy instructor?**

yes	no	not answered
20	1	4
Comments	<ul style="list-style-type: none"> <li>• yes - initially in 1983</li> <li>• yes - only recently when Literacy Structure changed</li> </ul>	

**3B.2a If no, how could the training be improved?**

- training would have made me a bit more comfortable with what was expected and how the program works.
- Native approaches and styles for interacting with our community referral procedures would be beneficial.  
Some type of stress management for instructor.

**3B.3**

**Please rate the usefulness of these forms of delivery for training in literacy instruction.**

	not useful	useful	very useful
on the job training		2	17
workshops		9	11
conferences	1	8	9
courses	1	4	15

**3C. OTHER VOLUNTEER EXPERIENCE**

**3C.1 Do you participate in other committees/ projects or groups for literacy?**

yes	no	not answered
9	14	2

**3C.2 If yes, please indicate what type:**

student placement/assessment	8
curriculum development	9
staff training	6

program planning	8
materials development	7
staffing decisions	4
communications (ie. newsletter)	6
research	6
other (please specify)	• literacy coordination planning group for community

### 3D. OTHER WORK EXPERIENCE

#### 3D.1 and 3D.2

	0 - 5 years	6 - 10 years	11 plus	not answered
<b>Literacy -related?</b>	10	2	4	9
<b>Non-literacy related?</b>	8	1	7	9

## ONLC NATIVE LITERACY PRACTITIONER Administrator Core Skill Survey 2000

*There were 29 Administrator Core Skill surveys distributed among the 29 Native literacy programs and 22 (76%) were returned.*

### Answer Key:

(not answered - all categories left blank),  
(1 -least important); (5 - most important); (N/A - skill is non-applicable)

Description of Skill	not answered	1	2	3	4	5	N/A
----------------------	--------------	---	---	---	---	---	-----

In reporting the survey results, the skill in each category receiving the most 5's was listed first, then followed by the rest in descending order.

### Example:

schedules programs, assigns and manages staff	2			2	18	
prepares written documentation for development and administration of program	2		1	1	18	

In cases of 2 or more skills having the same number of 5's, the skill having the most 4's was listed first, then followed by the others in descending order.

### Example:

keeps records of programs, attendance	1			4	17	
identifies trends and changes in services that are required: develops and adapts programs as necessary	2			3	17	

Following the Survey Results is the Comment Sheet which lists the expressions written on certain skills of the survey by the respondents. These comments are reported along with their corresponding skill.

## Administrator Core Skill Survey 2000 Survey Results:

(22 Respondents)

### Answer Key:

(not answered - all categories left blank),  
(1 -least important); (5 - most important); (N/A - skill is non-applicable)

Description of Skill	not answered	1	2	3	4	5	N/A
----------------------	--------------	---	---	---	---	---	-----

### Administration

<b>A. Develop, administer and evaluate programs</b>	/	/	/	/	/	/	/
schedules programs, assigns and manages staff	2				2	18	
prepares written documentation for development and administration of program	2			1	1	18	
keeps records of programs, attendance	1				4	17	
identifies trends and changes in services that are required: develops and adapts programs as necessary	2				3	17	
writes grant proposals, reports, responds to research requests for information	2			2	2	16	
works with board/employer to establish and implement policies and procedures for staff/volunteers/work placements	2				5	15	
consults with ministry personnel to ensure conformance to provincial standards	1		1	2	4	14	
involves community/workplace/learners in the development of the program and curriculum	2				7	13	
provides and maintains materials, resources and technology for program and curriculum development	2			1	6	13	
prepares budgets and financial accounts	2			2	3	13	2
performs a variety of clerical duties such as word processing, filing, faxing, arranging schedules and responding to enquiries	1			6	2	13	
assesses overall needs of community (college, boards, workplace) and develops appropriate programs	2			4	4	12	
manage finances and is accountable for financial matters	2		1	2	4	12	1
carries out program evaluations collaboratively with staff and learners	2				9	11	

works with Board/Advisory Committee for planning and development of programs in community and workplace settings, transfers policies into action	2		1	1	8	9	1
manages special projects (federal, provincial, local)	2			5	5	9	1

## Staff Management

<b>A. Hire and train staff</b>	/	/	/	/	/	/	/
provides orientation and initial training for new staff as required, (paid staff, volunteers, tutors, instructors)	1	1			5	15	
orients staff to the field, the community, program and learners	1	1		1	5	14	
delegates responsibilities to staff where appropriate	1				5	13	3
uses effective interviewing skills for recruitment and hiring	1			2	7	12	
does outreach and recruitment for volunteers/work placements and staff	1			1	9	11	
offers training in methods and materials for teaching as needed	1			3	7	11	
provides ongoing training opportunities and support for staff development	1	1		6	3	11	
publicizes other regional and provincial opportunities for staff development	1		1	4	5	9	2
offers a variety of professional development possibilities within the context of the program	1		1	6	6	6	2
<b>B. supervise and motivate staff</b>	/	/	/	/	/	/	/
recognizes the achievements of staff	3				2	17	
recognizes teaching achievements of staff as well as contributions to the field	3				5	14	
gives feedback regularly using appropriate style, constructive suggestions	3			1	4	14	
is sensitive to workload and stress levels of staff	3			1	4	14	
uses appropriate methods of conflict resolution when necessary	2			2	4	13	1
develops and carries out procedures to monitor and support staff performance	2			1	6	12	1
recognizes the support of boards, advisory committees and sponsoring organizations	3		1		6	12	
evaluates staff performance	1			2	7	10	

## Outreach

<b>A. Promote literacy in community</b>	/	/	/	/	/	/	/
promotes services of program	1				5	16	
increases public awareness of the program's activities and goals	1			1	5	15	
recruits learners and volunteers/staff	1			2	4	15	
is an active community partner	2			2	4	14	
communicates effectively (e.g. public presentations, running meetings, working with employers)	1				8	13	
raises awareness of literacy issues in general community through networking	1			1	7	13	
works with various stakeholders to develop the literacy field	1			4	4	13	
creates and participates in networking opportunities with both literacy stakeholders and general public to promote literacy	1				10	11	
fund raises for the program as need arises	1		2	5	6	8	

## Administrator Core Skills Survey 2000 Comment Sheet

### Administration

<b>A. Develop, administer and evaluate programs</b>	
schedules programs, assigns and manages staff	• I am the staff.
writes grant proposals, reports, responds to research requests for information	• 'grant proposals' circled and starred.
works with board/employer to establish and implement policies and procedures for staff/volunteers/work placements	• adopted (host organization's) policies
carries out program evaluations collaboratively with staff and learners	• 'staff' scratched out
manage finances and is accountable for financial matters	• Admin office manages finance. I set up accounts • in cooperative with (host's) bookkeeper /E.D. / board.

### Staff Management

<b>A. hire and train staff</b>	
provides orientation and initial training for new staff as required, (paid staff, volunteers, tutors, instructors)	• 'paid staff', instructors' scratched out
delegates responsibilities to staff where appropriate	• 'staff' scratched out, 'volunteers' added
does outreach and recruitment for volunteers/work placements and staff	• 'staff' scratched out
offers a variety of professional development possibilities within the context of the program	• No \$.
<b>B. supervise and motivate staff</b>	
recognizes the achievements of staff	• 'staff' scratched out, 'volunteers' added

### Outreach

<b>A. Promote literacy in community</b>	
communicates effectively (e.g. public presentations, running meetings, working with employers)	• another job for me: PR
fund raises for the program as need arises	• we did a concert to raise funds!

# **Native Literacy Practitioner Development Strategy**

The following persons donated their time and expertise to help fulfill the goals and objectives of this project. "Miigwetch" (Thank you)

## **RESOURCE GROUP MEMBERS**

### **Mary O'Donnell**

Dean

School of Arts, Liberal Studies and Native Education

Sault College, Sault Ste. Marie

*(sponsoring agency)*

### **Michael Johnny**

Project Manager

Alpha Plus Centre, Toronto

*(past literacy coordinator)*

### **Joanne Boyer**

Coordinator

Enjikendaasang Learning Centre

Mississauga First Nation #8

*(present facilitator)*

### **Sharon George**

Coordinator

S.C.R.O.L.L. Literacy Program

Saugeen First Nation

*(present facilitator)*

**Crystal Kingston**, coordinator

**Shirley Syrette**, literacy assistant

Niin Sakaan Literacy Program

Sault Ste. Marie

A special "Chi-Miigwetch" goes to the following person for her tolerance and guidance.

**Genny Boyer**

Aboriginal Healing and Wellness Coordinator  
Indian Friendship Centre  
Sault Ste. Marie  
(past literacy worker)

**DEFINITIONS:**

<b>LBS:</b>	Literacy and Basic Skills program, the system under which the Ministry of Training, Colleges and Universities, fund agencies to provide literacy delivery in Ontario
<b>Sponsoring Agency:</b>	that agency which receives monies from LBS to deliver literacy services to Aboriginal community members through a literacy program. This agency is either located in an urban area or on a First Nation territory.
<b>Learner:</b>	that Aboriginal community member who receives literacy services through a literacy program.
<b>Staff Person:</b>	that person who is employed by the sponsoring agency using LBS dollars to deliver literacy services through the literacy program.
<b>Volunteer:</b>	that person who receives no wage from the sponsoring agency while providing literacy instruction to clients of the literacy program.
<b>Work Placement:</b>	that person who receives a wage from sources other than LBS funds for providing literacy instruction to literacy clients. This would also include those persons who are doing placement in the literacy program to gain work experience while attending college courses.

## Practitioner Training Strategy List of Projects and Project Workers

The following lists the organizations who are also doing projects for the Practitioner Training Strategy. The organizations come from every sector and stream of the literacy field.

<p><b><u>ACAATO</u></b> Association of Colleges of Applied Arts and Technology in Ontario, 655 Bay Street, Suite 1010, Toronto, ON M5G 2K4</p> <p><a href="http://www.acaato.on.ca">http://www.acaato.on.ca</a> Project worker: Tom Ryan</p>	<p><b><u>CESBA</u></b> Ontario Association for Continuing Education School Board Administrators, c/o 2 Robert Speck Parkway, Suite 300, Mississauga, ON. L4Z 1H8 (905) 949-0049 ext. 2373</p> <p>Project worker: Mel Macleod</p>
<p><b><u>CLO</u></b> Community Literacy Ontario 80 Bradford Street, Suite 508, Barrie, ON L4N 6S7 (705) 733-2312</p> <p>Project workers: Fiona Huebner. Lindsay Kenneday</p>	<p><b><u>LLO</u></b> Laubach Literacy Ontario 591 Lancaster St. W. Unit#4, Kitchener, ON N2K 1M5 (519) 743-3309</p> <p>email: <a href="mailto:llo@golden.net">llo@golden.net</a> Project worker: Maia Shapley</p>
<p><b><u>ONLC</u></b> Ontario Native Literacy Coalition 1161 Second Avenue East Owen Sound, ON. N4K 2J1 1-800-971-2255</p> <p>email: <a href="mailto:onlc@bmts.com">onlc@bmts.com</a> Project worker: Florence Gray</p>	<p><b><u>GOLD</u></b> Goal: Ontario Literacy for Deaf People 150 Central Park Drive, Suite 106 Brampton, ON. L8T 2T9 (905) 458-0499</p> <p><a href="http://www.deafliteracy.org">http://www.deafliteracy.org</a> Project worker: Cheryl Wilson-Lum</p>

**La coalition francophone**

La coalition francophone pour l' alphabétisation et la formation de base en Ontario  
#301, 150 Eglinton Avenue,  
Toronto, ON M4P 1E8  
(416)952-1317

email: [coalition@sympatico.ca](mailto:coalition@sympatico.ca)  
Project worker: Marc Bissonnette

## ONTARIO NATIVE LITERACY COALITION PROGRAMS

<b>Divisions</b>	<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Fax Number</b>
Central	Council Fire Native Cultural Centre	439 Dundas St. East Toronto, ON M5A 2B1	(416) 360-4350	(416) 360-5978
Central	Fort Erie Native Friendship Centre	796 Buffalo Road Fort Erie, ON L2A 2B1	(905) 871-8931	(905) 871-9655
Central	Hamilton Regional Indian Friendship Centre	712 Main Street East Hamilton, ON L8M 1K8	(905) 548-9593	(905) 545-4077
Central	Native Women's Resource Centre	191 Gerrard Street East Toronto, ON M5A 2E5	(416) 963-9963	(416) 963-9573
Central	Niagara Regional Native Centre	R.R. #4 Queenston & Taylor Roads Niagara-on-the-Lake, ON L0S 1J0	(905) 641-4498	(905) 688-4033
Eastern	Mnjikaning First Nation Literacy Program	Box 35 Rama, ON L0K 1T0	(705) 329-1545 ext 1436	(705) 329-3067
Eastern	Chippewas of Georgina Island	R.R.#2 Sutton West, ON L0E 1R0	(705) 437-4327	(705) 437-4597
Eastern	Lovesick Lake Native Learning Centre	1346 Lakefield Road Lakefield, ON K0L 2H0	(705) 652-7029	(705) 652-0239
Eastern	Iohahi:io Adult Education Centre	P.O. Box 579 Cornwall, ON K6H 5T3	(613) 575-2754	(613) 575-1478
Eastern	Wasauksing Learning Centre	Wausauksing First Nation P.O. Box 253 Parry Sound, ON P2A 2X4	(705) 746-1052 1-800-267-2531	(705) 746-5984
Eastern	Peterborough Native Learning Program	344 Rubidge Street, Peterborough, ON K9H 4C7	(705) 741-0798	(705) 741-4172
Northeastern	Moosonee Native Friendship Centre	P.O. Box 478 Moosonee, ON P0L 1Y0	(705) 336-2808	(705) 336-2929
Northeastern	Timmins Native Friendship Centre	316 Spruce Street South Timmins, ON P4N 2M9	(705) 268-6262	(705) 268-6266

Northeastern	Mchigeeng First Nation Literacy Program	Mchigeeng First Nation Box 296 West Bay, ON P0P 1B0	(705) 377-5611	(705) 377-5682
Northern	Enjikendaasang Learning Centre also for Mississauga First Nation #8 also for Sagamok First Nation also for Whitefish First Nation	Mississauga First Nation #8 P.O. Box 1299 Blind River, ON P0R 1B0	(705) 356-3197	(705) 356-1740
Northern	Iskatewizaagegan No. 39 First Nation	Kejick P.O. Shoal Lake, ON P0X 1E0	(807) 733-2560	(807) 733-3773
Northern	Kenamatewin Native Literacy Program	152 Main Street, South Kenora, ON P9N 1S9	(807) 468-4058	(807) 468-3995
Northern	Niin Sakaan Literacy Program	122 East Street Sault Ste. Marie, ON P6A 3C6	(705) 256-5634	(705) 942-3227
Northern	Sioux Hudson Literacy Council	Box 829, 62 Front Street Sioux Lookout, ON P8T 1B2	(807) 737-1886	(807) 737-1773
Northern	Thunder Bay Indian Youth Friendship Centre	401 N. Cumberland St Thunder Bay, ON P7A 4P7	(807) 345-5840	(807) 344-8945
Northern	United Native Literacy Program	P.O. Box 752 Fort Francis, ON P9A 3N1	(807) 274-8541	(807) 274-4110
Western	Walpole Island Educational Leadership Program	Walpole Island First Nation R.R. #3 Wallaceburg, ON N8A 4K9	(519) 627-3936	(519) 627-8596
Western	B.E.S.T. Program	2109 Ottawa St. Windsor, ON N8Y 1R8	(519) 258-8954	(519) 258-3795
Western	Chippewas of Sarnia Literacy Program	978 Tashmoo Avenue Sarnia, ON N7T 7H5	(519) 336-8410	(519) 336-0382
Western	Ken-Dass-Win Communications	Chippewas of Nawash First Nation R.R.#5 Wiarton, ON N0H 2T0	(519) 534-5092	(519) 534-5142
Western	Nokee Kwe Adult Education Centre	137 Dundas Street, 5th Floor London, ON N6A 1E9	(519) 667-7088	(519) 667-4872
Western	S.C.R.O.L.L.	Chippewas of Saugeen First Nation R.R. #1 Southampton, ON N0H 2L0	(519) 797-2392	(519) 797-2978
Western	Six Nations Literacy	P.O. Box 5000 Ohsweken, ON N0A 1M0	(519) 445-2512	519) 445-0406

## **BIBLIOGRAPHY**

Antone, Robert; Miller, Diane; Myers, Brian. 1986 "The Power Within People". Peace Tree Technologies

Belfiore, Mary Ellen. 1999. "Adult Literacy Educator Skills List". Ontario Literacy Coalition

First Nation Technical Institute; Loyalist College. "Aboriginal Access to Post-Secondary Education" Prior Learning Assessment and its use within Aboriginal Programs of Learning

Hill, Diane. 1999. "Holistic Learning: A Model of Education Based on Aboriginal Cultural Philosophy" Thesis submitted to Saint Francis Xavier University, Nova Scotia

"National Occupational Classifications", Human Resources and Development Canada

"Native Literacy Tutor Guide." Niagara Regional Native Centre

"Nishnaabe Bimaadziwin Kinoomaadwinan - Teachings of the Medicine Wheel" Ojibwe Cultural Foundation and Wikwemikong, Ontario

Owl, Catherine. 1989. "Life Skills for Natives". Manual designed for use by Life Skills Coaches delivering life skills to Native populations.

Restakis, John. 1988. "Native Literacy Training Report (Draft)". Ministry of Skill Development

1990. "National Literacy Survey". National Association of Friendship Centres

1995. Sault College Teacher of Adults - Educator Certificate Program. Study manual for each module.

1996. "Native Learning Styles - An Assessment Tool" Ningwakwe Clearing House

1996 - 2000, Newsletter. "Sharing Our Pathways". A newsletter of the Alaska Rural Systemic Initiative. Volume 1 - 4, Issues 1 - 5; Volume 5, Issues 1 - 4.

1998. "Literacy and Basic Skills (LBS) Program Guidelines." Literacy and Basic Skills Section. Ministry of Education and Training

1998. "The Alaska Standards for Culturally-Responsive Schools". Alaska Native Knowledge Network

## ONLC NATIVE LICERACY PRACTITIONER Core Skill Survey 2000

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

Description of SKILL	1	2	3	4	5	N/A
----------------------	---	---	---	---	---	-----

### Approaches to Adult Learning and Learners

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

Description of SKILL	1	2	3	4	5	N/A
<b>A. creates a positives learning environment</b>	/	/	/	/	/	/
shows sensitivity to diverse learner groups in their social/ economic/ cultural contexts						
works with different social groups in their settings						
considers issues that affect learning (e.g. trauma, abuse, health, housing disabilities)						
uses strategies to foster understanding among diverse learner groups						
recognizes, accepts and accommodates the influences of cultural values and benefits from different cultural backgrounds						
recognizes, accepts and accommodates the parallels between knowledge derived from oral tradition and that derived from books						
interacts with learners with respect and dignity through non-biased, non-discriminatory practices						
uses strategies to promote respect in cross-cultural situations and with learners with special needs						
recognizes, accepts and accommodates diversity in individuals, their motivations, goals, learning styles and behaviours						
makes adaptations to resources, activities and strategies to appeal to different learning styles						
recognizes, accepts and accommodates traditional knowledge system of Aboriginal communities						
recognizes the relationship of ideas and concepts from one knowledge system to another						
recognizes the role of First Nation language in the traditional knowledge system						
<b>B. practices collaborative learner-centered teaching</b>	/	/	/	/	/	/
encourages and plans for active participation of learners in all aspects of the learning process						
Learners participate in assessment curriculum development and evaluation						
accommodates and motivates learners who have difficulty communicating needs and setting goals						

builds on and uses learners knowledge and experience throughout the learning process						
facilitates independent and self-directed learning through structured activities						
promotes independent and lifelong learning						
recognizes, accepts and accommodates the impact of 'ethnostress'** on an individual						

\*\* "ethnostress - a concept that results from the disruption of cultural beliefs of a people. It results in negative feelings occurring in a person when interacting with members of different cultural groups and themselves. ("The Power Within People", Antone, Miller, Myers)

## General Teaching Methods and Strategies

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. develops curriculum with learning objectives and outcomes based on learner's goal</b>	/	/	/	/	/	/
collaborates with learners in defining objectives and outcomes for individual and/or group						
identifies themes with learners based on: overall goals, learning objectives and outcomes; resources available						
identifies themes that provide opportunities for developing a variety of activities to learn and demonstrate literacy and numeracy skills						
designs learning activities within units that demonstrate content and skills related to goals, objectives and outcomes; variety of activities which allow for different experiences, inputs and perspectives on a theme; ...						
integrates local cultural tradition into learning activities						
helps learners apply their learning in other contexts						
modifies curriculum to suit changing needs, interests and circumstances						
develops culturally responsive curriculum						
<b>B. facilitates the learning process in a group setting or one -to-one</b>	/	/	/	/	/	/
encourages the learner(s) to share ideas, ask questions, make comments and cooperate with each other/with instructor						
offers direction and responds to learner(s) in an appropriate and timely manner						
deals with a variety of behaviour and resolves conflict						
accepts and gives constructive criticism						
shows sensitivity to different ways of participants based on individual and cultural factors						
asks for feedback on the learning process and modifies procedures as necessary						
distinguishes between individual goals and overall group goals						
facilitates individualized/ self paced learning in a group setting						

provides for individual attention/work in any group setting						
plans activities for varied skill levels in multi-level groups						
designs activities to meet a variety of learning styles, experiences and skill levels						
designs activities for special needs learners (e.g., physically or mentally challenged, behaviour disorders, learning disabled, persons with Fetal Alcohol Syndrome)						
encourages cooperative decision-making and planning						
integrates suitable ideas and activities suggested by the group into the program						
makes a commitment to tutor a learner for a specified time period						
maintains confidentiality						
treats personal matters and information about the learner as confidential						
builds a strong, positive learning relationship between program staff and learner						
creates trust by: acting as equal partners, acknowledging the feelings of the learner, listening actively, drawing people out through sensitive questioning						
helps learners recognize their accomplishments						
enlarges the learning options until suitable goals and methods of learning are found						
continues to encourage learning in formal and informal ways						
maintains good communication with and connection to the literacy organization						
completes reporting forms for funders, host organizations as required						
<b>C. develops and uses learning materials and resources</b>	/	/	/	/	/	/
identifies types and sources of materials useful in teaching themes and skills						
provides an variety of inputs: written texts, audio, visual, people, places, life experience, computer-generated						
selects, adapts and creates learning materials and resources from published and unpublished sources						
follows criteria for choosing and developing materials - adult oriented, relevant, appropriate level, meets goals, develop skills through real life activities						
uses clear language and design in adapting/creating materials						
critically examines tools and resources						
recognizes a role for information technology in developing literacy and numeracy skills. Uses information technology if it positively supports the development of literacy/numeracy						
introduces computer technology and software as tools						

## Teaching Methods and Numeracy

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. develops and uses learning activities relevant to the learners</b>	/	/	/	/	/	/
begins with learners' views and cultural traditions of literacy and numeracy						
considers the learner's daily use of literacy/numeracy, alternative coping strategies and reasons for wanting to improve skills						
uses a variety of teaching methods to match learner's needs, learning styles and reasons for learning						
incorporates teaching models that are associated with the cultural knowledge system of the community						
assesses and chooses teaching methods for effectiveness and adapts or changes as necessary to maximize learning						
incorporates relevant technology to meet needs and desires of learners						
<b>B. develops and uses reading activities</b>	/	/	/	/	/	/
introduces learners to levels of meaning in reading						
introduces a range of reading skills and strategies						
introduces the process of reading - how to start reading						
helps learners develop various skills - skim, scan, comprehension and interpretation						
helps learners select and use appropriate strategies: context cueing, sound/symbol, structure of words, prediction						
uses authentic texts, published materials for the classroom, or texts written by teachers and learners						
chooses, adapts or creates relevant and appropriate texts for reading levels of learners						
teaches skills and strategies related to the type of text and purpose for reading						
<b>C. develops and uses existing activities</b>	/	/	/	/	/	/
introduces Learners to various types of writing in different contexts						
distinguishes between composition and transcription						
distinguishes between structural aspects: focus, development, organization, point of view, vocabulary						
distinguishes between technical aspects: sentence variety, sentence formation, syntax, spelling, grammar, mechanics						
uses a variety of methods to help learners develop writing skills						
matches methods with learner's readiness, purpose and types of writing required						
identifies common spelling difficulties and introduces strategies / resources to help learners						

overcome them						
introduces helpful resources (e.g. dictionaries, spell check) and techniques (e.g. identify, classify and keep own list of spelling mistakes)						
<b>D. develops and uses numeracy activities</b>	/	/	/	/	/	/
uses a variety of methods and chooses or creates content appropriate to the learners' needs in context						
breaks down numeracy concepts and skills to be learned into manageable and achievable units						
applies math skills in relevant learning situations						
helps learners see math patterns and relationships in daily life						
shows how to apply math concepts and skills to solve related but unforeseen problems						
demonstrates a variety of strategies for solving math problems						
encourages estimation, approximation, use of steps or procedures						
explains and modifies the language of math for clarity of concepts and for problem solving strategies						
identifies literacy or language barriers which can affect math learning						

## Assessment and Evaluation

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. uses methods, tools and procedures appropriate to the purposes of the assessment and evaluation</b>	/	/	/	/	/	/
uses a variety of methods, tools and techniques in assessing literacy and numeracy skills and evaluating courses and programs						
uses a variety of methods for assessing experiential learning						
meets criteria for valid assessments						
includes performance of tasks, tests, portfolio, projects in assessments						
includes interviews, group discussions, written feedback, statistics in evaluations						
Works collaboratively with learners throughout the assessment process						
provides information, and resources to help learners assess their own strengths and needs						
establishes trust and respect in interviews and communicates effectively to obtain information in a collaborative manner						
records and reports results of assessments and evaluations accurately with appropriate evidence by meeting requirements for documentation in programs						
<b>B. uses a goal directed assessment process for initial assessments</b>	/	/	/	/	/	/

follows consistent steps for goal directed initial assessment						
identifies unique needs of learners and seeks help if necessary for special needs						
<b>C. monitors learning with regular assessments of progress</b>	/	/	/	/	/	/
assesses and reports progress and needs based on meaningful tasks integrated into learning program						
gives appropriate and relevant feedback in ways which encourage learners to continue learning and progressing						
modifies learning plan and program as necessary						
involves learner in making changes to learning plan						
continues to help learner clarify goals and explore options						
encourages learner to explore other options/directions if necessary						
<b>D. Evaluates courses and programs for on-going improvements and final reporting</b>	/	/	/	/	/	/
evaluates all relevant elements of a course or a program (e.g. learning, materials, methods and staff performance)						
chooses methods and tools to match the purpose of the evaluation						
uses or develops a variety of tools and procedures for obtaining information (e.g. group discussions, interviews, questionnaires)						
involves all participants and interested groups (e.g. finders, community representatives, key workplace contracts)						
uses evaluation results to revise current courses, plan and develop other courses, or improve overall program						

## Communicating and Working in a Learning Context

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. communicates effectively in a learning environment</b>	/	/	/	/	/	/
present information clearly and appropriately; accurate, concise, clear presentation, appropriate tone, style, pace and suitable medium						
promotes and models effective interpersonal communication through empathy, respect, active listening and sensitivity to cultural differences in communication						
models constructive criticism regarding learning achievements, completion of work, group process						
deals effectively with criticism by reviewing and modifying plans or behaviours						
provides opportunities for feedback on all aspects of the learning process						
offers a variety of ways of giving feedback at regular intervals – oral, written, group						

discussion or private conversation						
asks for feedback on learning activities, teacher facilitation skills, groups and dynamics						
gives learners a role in determining type of feedback, on what topics and how often						
uses effective interviewing techniques to create a positive, trusting environment						
outlines purpose, process and results of the interview						
questions carefully, probes sensitively, avoids personal bias by asks open-ended questions as appropriate						
checks for understanding, asks for clarification, summarizes information collected and suggests next steps						
monitors for cultural differences in communication styles						
<b>B. provides support to learners</b>	/	/	/	/	/	/
help learners explore options for learning						
refers learners to other support services for personal assistance beyond literacy needs						
develops strategies to provide support to learners e.g. talking circle						
introduces learners to strategies for building and maintaining their own personal support group						
deals with immediate issues of the learner as necessary						
informs learners of various types of resources available locally, provincially or nationally						
deals with a special needs learner by making appropriate placements within the organization or referral to other programs as necessary						
<b>C writes clearly and effectively</b>	/	/	/	/	/	/
prepares written reports, forms and other documents as required using appropriate clear language						

## Professional Issues, Activities and Development

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. stays informed and acts on current issues in the field</b>	/	/	/	/	/	/
uses knowledge of current issues, policies and literacy theory/practice to make suggestions for improvements in teaching, programs and professional development						
<b>B. participates in program development</b>	/	/	/	/	/	/
takes part in regular reviews of literacy programs to discuss its relevance, impact and accessibility to learners, and make recommendations for improvement						
identifies special needs in the community, barriers for certain groups and ways to include them in programming						

uses research as necessary						
participates in meetings and committee work when possible within the program and/or with outside groups, agencies						
<b>C. contributes to the development of the field</b>	/	/	/	/	/	/
takes opportunities to promote discussion about topics of professional interest (e.g. theory/practice, policy, issues)						
takes part in peer or mentor support programs, curriculum development projects, research projects						
guides and works with volunteers in large group instruction						
<b>D. assesses professional strengths/needs and improves knowledge and skills</b>	/	/	/	/	/	/
reflects critically on own strengths and needs by judging current knowledge and skills against standards						
sets realistic and achievable goals						
engages in on-going professional development activities - documents learning and achievements.						

## Personal Management

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. assesses personal strengths/needs and improves knowledge and skills</b>	/	/	/	/	/	/
reflects critically on own strengths and needs to keep self in balance						
recognizes, accepts and accommodates the 'role of spirituality' in literacy instruction						
builds and maintains personal support group						
recognizes, accepts and accommodates the concept of "cycles of performance" as it relates to personal and professional life						

**Thank you for taking the time to complete this survey!!**

## ONLC NATIVE LICERACY PRACTITIONER Administrator Core Skill Survey 2000

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

SKILL	1	2	3	4	5	N/A
-------	---	---	---	---	---	-----

### Administration

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. Develop, administer and evaluate programs</b>	/	/	/	/	/	/
assesses overall needs of community (college, boards, workplace) and develops appropriate programs						
works with Board/Advisory Committee for planning and development of programs in community and workplace settings, transfers policies into action						
involves community/workplace/learners in the development of the program and curriculum						
works with board/employer to establish and implement policies and procedures for staff/volunteers/work placements						
schedules programs, assigns and manages staff						
identifies trends and changes in services that are required: develops and adapts programs as necessary						
provides and maintains materials, resources and technology for program and curriculum development						
manages special projects (federal, provincial, local)						
carries out program evaluations collaboratively with staff and learners						
manage finances and is accountable for financial matters						
prepares budgets and financial accounts						
prepares written documentation for development and administration of program						
writes grant proposals, reports, responds to research requests for information						
keeps records of programs, attendance						
consults with ministry personnel to ensure conformance to provincial standards						
performs a variety of clerical duties such as word processing, filing, faxing, arranging schedules and responding to enquiries						

## Staff Management

<b>A. hire and train staff</b>	/	/	/	/	/	/
does outreach and recruitment for volunteers/work placements and staff						
uses effective interviewing skills for recruitment and hiring						
provides orientation and initial training for new staff as required, (paid staff volunteers, tutors, instructors)						
orients staff to the field, the community, program and learners						
offers training in methods and materials for teaching as needed						
provides ongoing training opportunities and support for staff development						
offers a variety of professional development possibilities within the context of the program						
publicizes other regional and provincial opportunities for staff development						
delegates responsibilities to staff where appropriate						
<b>B. supervise and motivate staff</b>	/	/	/	/	/	/
develops and carries out procedures to monitor and support staff performance						
uses appropriate methods of conflict resolution when necessary						
is sensitive to workload and stress levels of staff						
gives feedback regularly using appropriate style, constructive suggestions						
evaluates staff performance						
recognizes the achievements of staff						
recognizes teaching achievements of staff as well as contributions to the field						
recognizes the support of boards, advisory committees and sponsoring organizations						

## Outreach

Please prioritize the following skills: 1 = least important, 5 = very important. N/A not applicable

<b>A. Promote literacy in community</b>	/	/	/	/	/	/
increases public awareness of the program's activities and goals						
promotes services of program						
recruits learners and volunteers/staff						
creates and participates in networking opportunities with both literacy stakeholders and general public to promote literacy						
communicates effectively (e.g. public presentations, running meetings, working with employers)						
works with various stakeholders to develop the literacy field						
raises awareness of literacy issues in general community through networking						
is an active community partner						
fund raises for the program as need arises						

**Thank you for taking the time to complete this survey!!**

# ONLC NATIVE LITERACY INSTRUCTOR

## Qualifications/Experience Survey 2000 Staff (LBS Funded)

---

### 1. DEMOGRAPHICS:

---

1A. **AGE:** (under 25) (26 to 40) (41 to 55) (56 plus)

1B. **GENDER:** (male) (female)

---

### 2. EDUCATION:

---

#### 2A. Secondary Education

2A.1 years completed 1 2 3 4 5  
2A.2 diploma (grade 12) (grade 13) other

---

#### 2B. Post Secondary Education

2B.1 How many years of college completed? 1 2 3 4 5  
2B.2 year completed 19 \_\_\_\_\_  
2B.3 certificate(s) diploma(s) \_\_\_\_\_  
2B.4 How many years of university completed? 1 2 3 4  
2B.5 year completed 19 \_\_\_\_\_  
2B.6 graduate degree(s) \_\_\_\_\_

---

**2C. Teacher Training**

2c.1 Have you had teacher training?    yes    no

If yes:

2C.1a What level achieved?    primary    junior    intermediate    senior

2c.1b What certification achieved?

Ontario Teachers Certificate \_\_\_\_\_  
other, please specify \_\_\_\_\_

---

**2D. Teaching Experience in Years**

2D.1 literacy    (0 to 5)    (6 to 10)    (11 or more)

2D.2 non-literacy (0 to 5)    (6 to 10)    (11 or more)

---

**2E. Additional Training:**

2E.1 certificate(s) diploma(s) \_\_\_\_\_

**Qualifications/Experience Survey 2000 (staff)**

---

**3. WORK EXPERIENCE:**

---

**3A. Current Job**

3A.1 What is your present job title? \_\_\_\_\_

3A.2 Do you have a current job description?    yes    no

3A.3 Are you considered to be a full-time employee?  
(Full-time is considered 25 or more hours per week)    yes    no

3A.4 What is your yearly salary?

3A.4a    Under \$20,000    \_\_\_\_\_

3A.4b    \$20,001 to \$25,000    \_\_\_\_\_

3A.4c    \$25,001 to \$30,000    \_\_\_\_\_

3A.4d    \$30,001 to \$35,000    \_\_\_\_\_

3A.4e    \$35,001 plus    \_\_\_\_\_

3A.5 What percentage of your yearly salary comes from LBS grant dollars?

3A.5a    under 50%    \_\_\_\_\_

3A.5b    50%    \_\_\_\_\_

3A.5c    50- 75%    \_\_\_\_\_

3A.5d    75 - 99%    \_\_\_\_\_

3A.5e    100%    \_\_\_\_\_

3A.6 How much of your average work week is spent in literacy instruction?

3A.6a    <50%    \_\_\_\_\_

3A.6b    50%    \_\_\_\_\_

3A.6c    >50% <100%    \_\_\_\_\_

3A.6d    <100%    \_\_\_\_\_

---

### **3B. Training/Orientation**

3B.1 When you were hired, was training/orientation provided to you?    yes    no

3B.1a If yes, by your employer?    yes    no

3B.1b by an outside agency?    yes    no    please name \_\_\_\_\_

3B.2 Do you feel that this training was beneficial to you as a literacy instructor      yes    no

**Qualifications/Experience Survey 2000 (staff)**

3B.2a If no, how could the training be improved?

---

---

---

3B.3 Please rate the usefulness of these forms of delivery for training in literacy instruction.

3B.3a On the job training [not useful] 1 2 3 [very useful]  
3B.3b workshops 1 2 3  
3B.3c conferences 1 2 3  
3B.3d courses 1 2 3

---

**3C. Professional Development**

3c.1 Do you participate in Professional Development opportunities provided by your employer?    yes    no

If yes, what are the types of Professional Development opportunities provided?

3C.1a on the job training      yes    no  
3C.1b workshops              yes    no  
3C.1c conferences            yes    no  
3C.1d courses                yes    no  
3C.1e other (please specify) \_\_\_\_\_

3C.3 Are the Professional Development opportunities geared to gaining work skills (ie. proposal writing, etc) or      to personal development (ie. stress management etc.)?

3C.3a gaining work skills?      yes    no  
3C.3b personal development?    yes    no

3C.4 Is financial support provided by your employer for Professional Development?    yes    no

3C.5 Have you ever participated in professional development related to literacy independently from your employer?    yes  
no

3C.5a If yes, how often? \_\_\_\_\_

3c.6 Please rate the usefulness of the following types of Professional Development.

3C.6a On the job training [not useful]    1    2    3    [very useful]

3C.6b workshops    1    2    3

3C.6c conferences    1    2    3

3C.6d courses    1    2    3

---

### **3D. Volunteer Commitments**

3D.1 Do you participate in literacy committee/projects or work groups?    Yes    no

### **Qualifications/Experience Survey 2000 (staff)**

If yes, what are the purposes of the committees?

3D.1a student placement/assessment    yes    no

3D.1b curriculum development    yes    no

3D.1c staff training    yes    no

3D.1d program planning    yes    no

3D.1e materials development    yes    no

3D.1f communication (ie. newsletter)    yes    no

3D.1g other (please specify) \_\_\_\_\_

3D.2 Do you represent your employer on committees/work groups other than literacy?    yes    no

3D.2a If yes, what are they?

---

---

---

---

**4. ISSUE:**

---

***Core Quality Standard #12, "A quality literacy program has practitioners trained in adult education with a focus on basic education. They have initial and on-going training."***

4.A Do you believe that all literacy practitioners in Ontario should have common minimum teaching qualifications?      yes  
no

If yes, what do you believe these minimum qualifications should be?

- 4A.1 Teaching certificate \_\_\_\_\_
- 4A.2 University degree \_\_\_\_\_
- 4A.3 College diploma \_\_\_\_\_
- 4A.4 Specialized Adult Literacy Training \_\_\_\_\_

4A.4a If 'specialized adult literacy training', describe what you think this training should consist of?

---

---

---

4B. Should each agency employing literacy instructors adopt compulsory teaching qualifications requirements?      yes      no

4B.a Comments:

---

---

---

**Thank you for taking the time to complete this survey!**

# ONLC NATIVE LITERACY INSTRUCTOR

## Qualifications/Experience Survey 2000 Volunteer / Work Placement

---

### 1. DEMOGRAPHICS:

---

1A. **AGE:** (under 25) (26 to 40) (41 to 55) (56 plus)

1B. **GENDER:** (male) (female)

---

### 2. EDUCATION:

---

#### 2A. Secondary Education

2A.1 years completed 1 2 3 4 5  
2A.2 diploma (grade 12) (grade 13) other

---

#### 2B. Post Secondary Education

2B.1 How many years of college completed? 1 2 3 4 5  
2B.2 year completed 19 \_\_\_\_\_  
2B.3 certificate(s) diploma(s) \_\_\_\_\_  
2B.4 How many years of university completed? 1 2 3 4 5  
2B.5 year completed 19 \_\_\_\_\_  
2B.6 graduate degree(s) \_\_\_\_\_

---

**2C. Teacher Training**

2c.1 Have you had teacher training?    yes    no

If yes:

2C.1a What level achieved?    primary    junior    intermediate    senior

2c.1b What certification achieved? Ontario Teachers Certificate \_\_\_\_\_ other, please specify \_\_\_\_\_

---

**2D. Teaching Experience in Years**

2D.1 literacy        (0 to 5)    (6 to 10)    (11 or more)

2D.2 non-literacy    (0 to 5)    (6 to 10)    (11 or more)

---

**2E. Additional Training:**

2E.1 certificate(s) diploma(s)

---

---

---

**Qualifications/Experience Survey 2000 (volunteers/work placements)**

---

**3. PLACEMENT:**

---

**3A.** What is your status within the literacy program?

3A.1 volunteer instructor        yes    no

3A.2 work/school placement        yes    no

**NOTE: if volunteer instructor, please go to question 3A.1**

**NOTE: if work/schoolplacement, please go to 3A.2**

3A.1 How were you recruited as a volunteer for the literacy program?

- 3A.1a ads, brochures    yes    no
- 3A.1b presentation from literacy coordinator    yes    no
- 3A.1c 'word of mouth' from learners/staff    yes    no
- 3A.1d other (please specify) \_\_\_\_\_

3A.2 For what agency/program are you doing placement?

- 3A.2a college program    yes    no
- 3A.2b HRDC    yes    no
- 3A.2c LDM's training    yes    no
- 3A.2d high school credit    yes    no

---

**3B. Training/Orientation**

- 3B.1 Was training/orientation provided to you by the literacy program?    yes    no
- 3B.2 Do you feel that this training was beneficial to you as a literacy instructor?    yes    no
- 3B.2a If no, how could the training be improved?

---

---

---

---

---

---

3B.3 Please rate the usefulness of these forms of delivery for training in literacy instruction

3B.3a on the job training [not useful) 1 2 3 [very useful)

3B.3b workshops 1 2 3

3B.3c conferences 1 2 3

3B.34 courses 1 2 3

### **Qualifications/Experience Survey 2000 (volunteer/work placement)**

---

#### **3C. Other Volunteer Experience**

3C.1 Do you participate in other committees/projects or work groups for literacy? yes no

3C.2 If yes, please indicate what type:

3C.2a student placement/assessment yes no

3C.2b curriculum development yes no

3C.2c staff training yes no

3C.2d program planning yes no

3C.2e materials development yes no

3C.2f staffing decisions yes no

3C.2g communication (ie. newsletter) yes no

3C.2h research yes no

3C.2i other (please specify)

---

---

---

#### **3D. Other Work Experience**

3D.1 literacy related (0 to 5) (6 to 10) (11 plus)

3D.2 non-literacy related (0 to 5) (6 to 10) (11 plus)

**Thank you for taking the time to complete this survey!**