



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF SOCIAL SERVICES
LABRADOR REGIONAL OFFICE
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Happy Valley/Goose Bay, LB
AOP 1E0

ST. JOHN'S

*Leslie,
I am very impressed.
Please
review + lets discuss.
S
91.01.10.*

1991 01 02

Mrs. Sharron Callahan
Director of Youth Corrections
Department of Social Services

JAN 09 1991

RE: ASSESSMENT OF TRAINING NEEDS
INNUWASS GROUP HOME

Please find enclosed a copy of Mrs. Lyla Andrew's assessment of training needs for the Innuwass Group Home. Our Regional Office has reviewed this report and are quite satisfied.

In Mrs. Andrew's report she mentions the need for a co-ordinator to assist in this training. She feels that most of the resource people can come from within the village of Sheshatshiu.

I have taken the liberty of asking Mrs. Andrew, that should funding be approved, would she be interested in carrying out this suggested training. Mrs. Andrew informed me that she was interested and that she would be able to give me a definite answer in the early new year. I also asked Mrs. Andrew to provide me a with a specific cost for this training. I will notify the Division immediately regarding this.

At this time, I submit the assessment not only for review but to also inquire if funding will be available in this fiscal year to start this much-needed training for the staff at the Innuwass Group Home.

I look forward to your response on this matter. Thanking you for your time and consideration.

Yours truly,

Ethel Farrell
Ethel E. Farrell
Program Consultant
Youth Corrections

EF/ar

enclosure

cc Mr. Wayne Penney
Regional Director

KIV 1991 01 21

A MESSAGE FROM THE COMMANDER

Leslie,

Lyla is due to have a baby any day, but it seems she is pretty committed to doing this (can coordinate from her house) all we need now is the cost. Ethel is following up.

LTIM DAVIS

S 91.01.24



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In problem-posing education, men develop their power to perceive critically the way they exist in the world, with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation.

Paulo Freire

The development of a "comprehensive training package" for the staff of the Innuwass Group Home is a goal which both Innu and non-Innu associated with the Home identify as being of paramount importance as well as long overdue. Such a training package has the potential to be the educational process described by Freire. Hopefully it would be one which could provide the staff of the Innuwass Home with opportunities to problem-pose, to learn of their own ability to make significant changes in the life of the Home. The following is a report which will attempt to outline a means toward this goal.

This report has two distinct sections: the first section examines the present climate of the Innuwass Home in order to be clear about the foundation on which the educational process of staff training and development may be built; the second section outlines the specifics of a proposed training model for the Innuwass Home staff.

The research for this report was carried out through interviews with Innu and non-Innu staff associated with the Home as well as with residents of the Home. For the most part, where possible, individual staff opinions are presented as generalized opinion however the overall philosophy of staff training as an educational process is solely the responsibility of this writer.

In order to implement a training process for staff and hope for their enthusiastic creation, support and adoption of information, ideas and skills, the groundwork on which the process will be built needs critical attention.

The first step in this regard is to examine the purpose of staff training, to bring to light the assumptions underlying the stated need for staff training and development.

To this end it is absolutely necessary to view the Innuwass Home as being completely unique from any of the other Group Homes within the Provincial Social Services System. (An earlier report by this writer attempted to describe the uniqueness of the Innuwass Group Home and could be a useful reference). This is not to say that the needs of the Innuwass Home, its staff and residents are more pressing than those of any other Group Home, but that the needs are different. The staff and residents of the Home are Innu, of the Innu culture. Therefore it follows there will be very real differences in the training package proposed for the Innuwass Home than that of other Provincial Group Homes.

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One assumption made which underlies the stated need for staff training at the Innuwass Home is that staff take on their work in the home lacking any formal training as adolescent care givers. Several of the staff are themselves parents of adolescents and clearly they bring a real wealth of Innu family and parenting experience to their jobs. However, no staff has had any formal training or study in the areas of child and adolescent care, child and adolescent development and behavior. It seems to be a part of this assumption of need for staff training that staff has to have some familiarity with, some understanding of what is contained within this large body of knowledge about child and adolescent development and behavior. The Group Home staff seems to share in this assumption even though they don't know what's contained in this information.

There is however a flaw with adopting this assumption unquestioningly. The body of knowledge on child care and development to which reference would be made is written in English and has grown out of the experience of non-Innu within certain socio-economic situations with specific shared values and norms related to development and behavior. The corresponding body of knowledge related to Innu values, norms, socio-economic situations etc. is neither well researched nor documented. We cannot assume that this body of knowledge would be identical and readily transferrable from one culture to another, that information and experience with a non-Innu adolescent will "fit" onto the Innu adolescent.

However, it is difficult at present to readily identify the similarities and or differences which may exist between the documented experience of one culture with the undocumented experience of the Innu culture.

The Innu staff of the Home as well as the non-Innu who have associations with the Home know that there is much about Innu family, country and village life which is very unique and very dissimilar from the non-Innu cultural experience. This clearly is most significant when staff are asked to deal with young adolescents taken out of specific family and social contexts and when trying to determine reasons for specific behaviors and to develop means to deal with these behaviors.

For the benefit of Innu staff there is a need to share with them in their language, Innuaimun, information about child and adolescent development, but this must include what is known or can be inferred about the Innu child and adolescent experience. In order to make this information

available to the staff, further work and colation of materials will have to be undertaken. However this becomes especially important in light of the informed comment of one non-Innu associated with the Group Home that increasingly the residents of the Innuwass Home appear to exhibit disturbing behaviors.

This brings out another important aspect of the assumption underlying the need for staff training and development which was identified in the research of this report. While readily admitting to their lack of formal training and experience with adolescents, the Innu staff, as well as non-Innu staff associated with the Home said that the need to know more about Innu adolescents and their environment is not confined solely to Innu staff. In other words, the training process should not be viewed as simply a one way process in which some person or persons, Innu or non-Innu, passes on information to the Innu staff at the Home. Rather the staff feels there is much they and other Innu already know about their culture which has a direct bearing on the work of the Group Home and the involvement of the Department of Social Services with the Group Home. They feel this knowledge should be shared with the non-Innu who have any involvement with the Group Home.

The most often cited example of this came from Group Home staff. They related that they knew how important a cultural experience it was to go into the country with the residents of the Home but they didn't feel that non-Innu fully appreciated the significance of this. Group Home staff felt that decisions in this regard were not made based on a shared understanding between Innu and non-Innu of this significance but rather on who in the bureaucratic process had the most clout and the final say. Rather than continue to feel very disgruntled in this and other instances the staff, both Innu and non-Innu, felt if there were opportunities to share much more about the Innu culture with the non-Innu involved in the Home that in the end it would certainly benefit the residents of the Home and make everyone's job easier.

Because this seems a most reasonable idea the assumption behind the need for staff training suggests that means need to be found for training to be a two way process, sharing of information and experience based in the non-Innu culture with Innu as well as sharing information and experience based in the Innu culture with non-Innu. In this process neither group has the right information, rather the need to know and share relevant information for the benefit of the residents of the Home.

Another assumption which needs examination is that there is a clear and well defined idea of "ownership" of the Group Home in all its aspects and functions, including the need for ongoing staff training and development. Unfortunately at present there seems to be no specific group of individuals who can and will claim ownership of the Group Home. In order for the Group Home to provide the best care possible for the residents there is a very real need for one particular group of individuals to take responsibility for all aspects of Group Home life. There exists some real confusion about this at present and this confusion, which is leading to frustration, is expressed differently by Innu and non-Innu staff.

For the most part Innu staff view the Social Services' staff as having the final say, as imposing their vision of what should happen in the Home. Innu staff feel that certain expectations are held by Social Services staff, based on how other Group Homes function, for the way in which Innuwass Group Home staff should do their jobs. It seemed difficult for Group Home staff to articulate what these expectations are. They don't seem to be able to refer to clearly written guidelines for defining their staff roles. Several staff felt if they could read and write English better that they would be better able to meet the expectations of Social Services. This is very revealing because all the communication within the Home is in Innuaimun. No amount of English training will improve the quality of communication within the Home and if the quality of communication with residents should be the primary focus of staff concern then there seems to be too much emphasis placed by staff on their lack of skills in English. This would seem to point to the fact that the expectations for their roles as staff and the expectations held by staff for what constitutes "doing a good job" remain very unclear and work needs to be done to develop clear reasonable expectations for staff.

In this regard Social Services staff made corroborating observations. One said that Social Services makes altogether too many demands of the Group Home staff for reporting, knowing that likely these demands cannot be met as presently asked for. The comment was also made by a Social Services staff person that it may be that expectations exist for Group Home staff to act as "therapists" to some clearly disturbed adolescents and that this is a very unrealistic, unfair expectation to have.

For their part, non-Innu staff expressed clear strong feelings that the Group Home, because it is a Home for Innu children in an Innu village, should be the responsibility of Innu. But, they feel that in practice this is not the case. Social Services staff gave examples of two different kinds of situations which they feel "pulled into" by Group Home staff. One situation focuses on recurring problems of staffing within the Home. When these problems arise Social Services staff feel approached by the Group Home staff as the last resort - to resolve the situations and take the responsibility for the decision outcome. The other situation involves crisis, usually with disciplining of the residents when Social Services staff feel pushed into taking action and making decisions that should be made either within the Group Home or by a group of Innu responsible for the Home. Non-Innu staff described this as "being asked to do the dirty work".

It seems both Innu and non-Innu staff alike feel a sense of being unfairly "dumped upon". The redress for this seems to be with the establishment of a group of Innu outside of staff who would take the final responsibility for the Home in all its aspects, including defining the roles for both Group home and Social Services staff associated with the Home. *

This highlights another assumption of the staff training process which suggests that there is already in place a facilitating process of communication, both within the Group Home structure and between the Group Home and Social Services. However comments made throughout the interviews for this report repeatedly referred to significant problems of communication within the Group Home, between Group Home staff, between staff and residents, between Group home staff and Social Services staff and between the local Social Services staff and the larger department.

Numbers of suggestions were made by both Innu and non-Innu staff that communication itself should be a major subject for the staff training and development process. *

One other assumption made about the Group Home situation suggests that a level of confidence, of self-esteem on the part of the Group Home staff needs to be present in order for staff to do their jobs well.

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The interviews for this report with all of the staff, whether Innu or non-Innu, suggested that at present the staff of the Group Home collectively have very low levels of self-confidence and esteem with regard to how they do their jobs. This is said inspite of the fact that several Social Services staff commented that in their opinion several of the Group Home staff members are quite competent and very capable when working with residents of the Group Home but often the Group Home staff themselves act as if they don' know or are very unsure about their own abilities. It should also be noted that residents of the Home inadvertently gave complements to the Group Home staff when interviewed for this report by saying that in the future they would like to be able to work with young Innu as staff in the Group Home.

However, given that the work of the Group Home staff centers around trying to foster a relationship with the adolescents in their care which will build up their confidence and their self-esteem it is extremely germane that there is clear evidence that staff themselves lack confidence in their own knowledge and skills. One Innu staff expressed this lack of confidence by saying "I wish I knew what to say when the kids are talking about and acting out their anger." Another Innu staff person put it much more generally by saying "Innu need to learn more about themselves, about their own skills and history."

Group Home staff recognize the need to encourage in the residents of the Home an understanding of their cultural strengths and skills but the staff pointed out their own need for more information and training in this regard. This seemed to be a very honest, insightful self-evaluation on the part of the Group Home staff and it is critical that it be addressed in the process of staff training.

It is the opinion of this writer that the staff training and development process, which is inherently an educational process, must neither be perceived of nor presented in terms of the usually accepted educational process. All of the staff involved are competent adults, several with many years of experience in the Group Home.

Paulo Freire developed a philosophy of an educational process especially for adults who have had little or no formal education. This philosophy could offer much to the training and development process of Innu who work with other Innu. Freire makes a comparison between two kinds of education. In one, education is

"an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize and repeat. This is the "banking" concept of education in which the scope of action allowed to the students extends only as far as receiving, filing and storing the deposits." 1

The other kind of educational process is a problem-posing method which

"must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students ... In problem-posing education, men develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation." 2

As one non-Innu staff person said in interviews for this report "you can't just take prepared information packages for example on anger management, translate it into Innuaimun and hope that it will work." Hopefully the staff training process which will be set out in the next section of this report will build on what is the current situation in the Group Home taking into consideration both the present strengths and weaknesses of the staff.

There are two further considerations which should receive attention in the planning for a staff training process.

First, almost unanimously the persons interviewed for this report said that the training should be open to other interested Innu whether

as representatives of other Innu organizations, such as the Alcohol Program or Health Council or as interested individuals who might at some point in the future want to work in the Group Home. As the numbers of Group Home staff are small, involving others who show interest in the subjects would not be difficult and would probably be beneficial to the level of participation in discussion. Also a number of staff said that they felt Innu in the community with no involvement in the Home knew very little about the Home and if not critical of the Home itself were at least very distanced from its operation. Perhaps taking an open approach to the involvement of Innu other than staff in the training process would be a real opportunity to make the work of the Group Home more accessible and understandable to others in the village. Hopefully also the content of the staff training process would be as useful for Innu in Utshimasit as in Sheshatshit and could be shared in that village as well.

good suggestion

The second consideration in planning a staff training and development process is that someone needs to be specifically responsible for facilitating the training and development process in all its aspects from arranging for persons to prepare and present various materials, through to arranging the times and places for various sessions to take place. The individual given this responsibility should already be familiar with the village and the people and if they are not fluent in Innuaimun they must be prepared to work closely with a competent paid interpreter-translator, as all staff interviewed felt the training process must take place in Innuaimun.

It will take the concerted efforts of a "staff training and development facilitator" to get a training process off the page and into practice given that the Innuwass Home has been in operation for more than nine years and none of the staff involved in any way with the Home could point to any effective training which to date has taken place.

This brings us finally to the need to give consideration to how will those involved in the process be able to gauge some measure of effectiveness of the training process which may be offered. Several of the staff interviewed offered very practical, useful albeit long term means of trying to measure how successful the training might be.

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One person suggested that a measure of effectiveness might be a reduction in the number of flareups or crisis at the Home. Another suggestion was that it would not necessarily be a decrease in the number of crisis, because in working with troubled adolescents there will always be crisis, but rather how the crisis are handled, specifically how much of an increase is there in the sense of control felt by staff in dealing with these incidents. Either way one will likely measure effectiveness by qualitative changes in the life of the Innuwass Home and this will certainly involve the honest, ongoing co-operation of all staff involved with the Home.

All staff reported that training should begin as soon as possible and be offered on a very regular basis focusing on those issues which are of concern to staff.

The next section of this report outlines several proposed training courses which are based on perceived staffing needs and requests at this time. These courses are presented in an order of priority as part of a process in which the participation and acceptance of each course hopefully builds the groundwork for the success of each following course.

Course Number One

General Subject: Innu History

Rationale:

It is understood by both Innu and non-Innu that the present state of Innu culture could be described as at best, a culture undergoing rapid change or, at worst, as a culture on the verge of genocide. How one views the present state of Innu culture is extremely important.

For Innu, their view of the present state of their culture determines in large part their responses to present day life, towards the activities in which they engage, the way they view the institutions with which they deal as well as how they may look to the future. It is a given that how we view the present, and our place in the present is very dependent on what we know of our past cultural history as well as our own personal history.

For example, speaking very generally, Ukranian Canadians have a shared history as immigrant settlers particularly to Western Canada, who suffered real hardship while helping to build up the agricultural system in Canada. At the same time they integrated many of their traditions prior to immigration into their lives in their new home. There is a collective pride in this shared history which has been well documented and this pride is very present and influential in Ukranian - Canadian life today.

There does exist written and some visual material about the history of the Innu as a People. This material has never been made available to Innu and is not shared collectively by Innu nor known to non-Innu.

It can be rightfully concluded that when a People do not know of their collective history, when ignorance and misunderstanding exist as to how a People got to the present that there will be a great deal of confusion about the present, and the future, in turn, must seem totally out of control.

The corollary to this follows: when a People know their collective history, understand the strengths and skills and contributions of their forebearers and know the events and circumstances which directly link the past to the present they can then evaluate the effects of change and know what makes them feel pride and self-respect. They will

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also be equipped to try and plan with a view to the future as something to which they are directly connected.

Goals:

1. To present staff with a comprehensive overview of Innu history from prior to contact with Europeans through to the present.
2. To make staff aware of major periods of change in their culture and explain effects of these changes on the culture.
3. To have staff identify those aspects of culture which have passed through the generations to the present and remain intact and strong along with those aspects which may have been most damaged or lost.
4. To help staff identify and make choices as to further use of historical material especially with regard to its use with the residents of Innuwass Home.
5. To give staff opportunities to build up cultural knowledge and pride while fostering increased self-pride and esteem as members of the culture.

Methods:

The Resource Center in Sheshatshit could best act as the co-ordinator for this course. They would need to contract out work to the individuals best qualified to put together the materials for presentation. The material itself would be presented in Innuaimun and when not possible by interpreter-translator. A series of weekly workshops would be held, likely three hours in an afternoon during which information would be presented. Discussion, questions etc. would be an integral part of the workshops. The number of workshops which would need to be scheduled is not clear but a minimum of six seems likely.

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Course Number Two

General Subject: Innu Skills

Rationale:

Most adult Innu are aware that there are a number of skills unique to their history as a hunting People. However, increased time spent living in the village as well as attendance at school has reduced the opportunity and necessity for many of these skills to be learned and shared with younger Innu. As these skills are held in the knowledge and practice of older Innu it becomes increasingly important as these Innu age that this knowledge and practice be shared without further delay.

Goals:

1. To have staff meet with older Innu and identify a comprehensive list of cultural skills and practices.
2. To have staff identify those skills and practices from the list which they want to learn and incorporate into the programming of the Home.
3. To have staff report that the teaching and practicing of identified skills is an ongoing aspect of their work which is shared with the residents of the Home.
4. To have staff and residents both demonstrate an increased sense of self-worth and accomplishment through the practicing of these traditional skills.

Methods:

Staff unanimously reported that they wished skills training to be done along with the residents of the Home so that the relationship of staff with residents could be fostered. Once the skills to be learned were identified Innu would be chosen who would be willing to share their skill. Depending on the particular skill, the teaching and practicing would take place either in the Group Home itself or in the setting considered most appropriate, such as in a camp in the country. This would be negotiated between the staff and the skill giver.

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. Regular time would be arranged in programming for the Home for those skills to be learned in the Home such as tent sewing or stove making and the skills to be learned in the country setting would be incorporated into times when residents and staff would be living in the country.

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Course Number Three

General Subject: Communication

Rationale:

Within the Group home setting communication in all its facets is the means by which any interaction takes place, whether that interaction is considered constructive or destructive. Communication is partnered to behaviour and so a very clear understanding of what communication is needs to be shared by staff. All staff made reference to communication as something about which there needed to be training. This was said in reference to the expressed feeling that there were "problems" with communication. It was not clear however that there was a shared understanding of just what communication is. Communication needs to be understood by staff as the means to make their work exciting and challenging, and the quality of their communication will influence all other aspects of their work.

Goals:

1. To have staff identify and explore the parameters of the subject of communication, for example, communication as language, both written and spoken, as non-verbal body language, as silence and listening.
2. To have staff identify and explore the various levels of communication between staff, between staff and residents, between residents and their peers, between staff and the larger community.
3. To have staff identify, through practice, the differences between "good", useful, effective communication and "bad", ineffective, destructive communication, mixed messages, inconsistent communication etc.
4. To have staff identify problems and propose solutions to communication at all levels in the Group Home, example between staff and resident.
Problem: Angry verbal outburst by resident.
Solution: What communication can be used to deal with this?
5. To help staff demystify "counselling" as but one aspect of communication within the Group Home.

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Methods:

This subject will best be presented by an active facilitator who is himself or herself a good "communicator" and who would work closely with an interpretor-translator. The very nature of the subject requires the active participation of the staff so that the "work" of the workshop in itself demonstrates the subject. Role play based on specific incidents drawn from the life of the Group Home would be a most useful tool to illustrate and practice various aspects of communication. Once a general understanding of the subject has been established, separate workshops should be held to focus on the specific levels of communication. For example one workshop on between staff communication might have as a focus the nature of bureaucratic communication and look at staff meetings as the main example of this. One or more workshops should be held to deal with counselling so as to make staff familiar with counselling techniques but also to put counselling in its proper perspective as only one aspect of the communication process in the Group Home for which staff are accountable.

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Course Number Four

General Subject: Topics of Concern

Rationale:

Based on their work experience in the Home, staff identified a number of subjects of concern, specific topics, either raised by residents' behaviour or questions or, raised by staff in a desire to anticipate residents' needs and questions. Staff wish to be aimed with more knowledge in these topics so they will feel more capable of sharing with the residents.

Goals:

1. To have staff identify those subjects of concern about which they want to have more knowledge.
2. To share with and have staff evaluate resources such as films and written materials which will address each of these specific topics.
3. To have staff identify and acknowledge the skills and information they already possess in these subjects of concern.
4. To help staff identify and explore ways these subjects of concern may best be shared with residents of the Group Home.

Methods:

In the course of interviews for this report staff identified three specific topics of immediate concern which should be the subject of separate workshops. These concerns were

- 1) substance abuse - drugs, alcohol, gasoline.
- 2) sexuality - healthy sexuality, sexual abuse, incest and venereal disease.
- 3) birth control.
- 4) adolescent development.

In each case the staff training and development facilitator would find the most qualified presenter available locally for each area of concern. In the normal course of staff meetings other topics of concern should be identified and new or subsequent workshops planned to address these concerns.

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Course Number Five

General Subject: Programming

Rationale:

How residents spend their time while living in the Group Home is the responsibility of the Group Home staff. The interaction of residents with one another, with staff, with peers in the village, with their families, all this uses up time. This time should be planned with the needs of each individual resident in mind. Staff must evaluate individual needs as the main reason for doing programming.

To encourage and plan certain activities, events, etc. is to try and meet individual residents' needs. Staff also need to see the role or place of limitations on the use of time, to see how to get certain limits and rules on activities and events as in the best interest of the residents. It would be hoped to see that the confidence of staff increases in that they have control over programming.

Methods:

The Social Worker responsible for adolescents placed in the Home might be the best individual to plan workshops with staff focusing on programming.

The emphasis of workshops must constantly be focused on the needs of residents, not staff or agency needs.

It will be important, in advance, to have staff block out time that will be spent in the country. They must then be specific about those activities and events which they want to foster and encourage in the country setting - still keeping the focus on the individual needs of the residents.

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Course Number Six

General Subject: Household Maintenance

Rationale:

With the use of a new facility for the Group Home, staff anticipate there may be household "jobs" that will have to be done to keep the house in good repair. These jobs might involve new appliances and facilities not previously available in the old Group Home with which some of the staff may be familiar but not necessarily. Staff want to have some basic knowledge about these matters themselves so that they can have more control over the ongoing operation of the Home.

Goals:

1. To have staff identify specific household jobs with which they want to gain some familiarity and skill.
2. To give staff opportunity to see demonstrations of how these jobs should be done.
3. Provide staff with ample opportunities to practice these household jobs themselves.
4. To have staff report increased skill and confidence in dealing with ongoing household maintenance and repairs.

Methods:

During the interviews for this report staff immediately identified areas of knowledge related to many household maintenance and repair jobs. These were 1) plumbing 2) electrical 3) carpentry 4) small engines.

Workshops could be arranged in each of these by contracting with Innu in Sheshatshit who have demonstrated specific skills in each of these areas. Then staff could pose specific problems of the Home, for example a blocked toilet or blown fuses and these could be used as the focus for further workshops to be held in the Group Home itself. It could be that staff would want to include certain residents of the Home in some of the workshops, especially carpentry or small engine repair.

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Course Number Seven

General Subject: First Aid

Rationale:

Staff who have had the longest working experience in the Home indicated that they have had in the past some rudimentary first aid training. They feel all staff should have this training and want to see it reoffered.

Goals:

1. To provide staff with basic first aid information and techniques training.
2. To help staff identify and put into practice good safety and health plans with the emphasis on prevention.

Methods:

Through the local Innu Health Council and Clinic the most qualified first aid trainer should be contracted to provide a basic first aid course. Based on their work experience, staff could present particular emergency situations and plan the best course of action to deal with each. Written plans to deal with the most basic first aid situations should be drawn up and posted in the Home. These plans must be written and illustrated in a way that all staff can clearly follow the instructions.

The seven training courses which have been outlined are by no means all inclusive in meeting staff training and development needs. However, at this point in time, given the unique climate of the Innuwass Home, these courses, if well fleshed out and enthusiastically presented would likely capture the interest and involvement of the staff and go a long way towards meeting the present needs for training.

The scheduling of the courses themselves would likely have some overlap. A regular weekly time for staff training should be set aside and the participation by Group Home staff at these sessions should be mandatory. Likely the time from 1:00 pm. to 4:00 pm. one weekday afternoon each week could accomodate a training session or workshop. The following might illustrate the scheduling of the courses.

	January	February	March	Etc.
Week One	Tues. Jan. 8 1-4 Innu history	Tues. Feb. 5 1-4 Innu history	Tues. Mar. 5 1-4 Sexuality	
Week Two	Tues. Jan. 15 1-4 Innu history	Tues. Feb. 12 1-4 Communication	Tues. Mar. 12 1-4 Innu history	
Week Three	Tues. Jan. 22 1-4 Innu history	Tues. Feb. 19 1-4 Communication	Tues. Mar. 19 1-4 Communication	
Week Four	Tues. Jan. 29 1-4 Innu skills	Tues. Feb. 26 1-4 Communication	Tues. Mar. 26 1-4 Adolescent Development	
Week Five				

Certainly there would be interruptions in such a schedule but the point would be to establish a regular, consistent time for staff training and development. This would serve two purposes. First, it would indicate to staff that the development of their skills and knowledge for the purposes of carrying out their jobs in the Group was a priority. Second, it would reinforce and prove the point that training could be provided here in the community which could make a significant, positive difference in the work done by the staff and in their own job satisfaction.

Finally, there is no doubt that money will have to be spent on a staff training and development process. Salaries for a part time staff training and development facilitator as well as for an

interpreter-translator must be calculated. Also, except when a course or workshop can be provided by someone already in a salaried position to do so, such as the Group Home Social Worker or an Alcohol Program staff person, provision will have to be made for remuneration. This can be done either by agreeing to pay someone a fixed sum to prepare and present materials or to pay someone so much an hour for a maximum number of hours. The whole training process is very much a grass roots one, using local resources to the full so it is not anticipated that monies would be needed for travel or accomodation etc. It may well be that the facilitator will find other agencies in the village willing to share some of their resources in a co-operative staff training effort.

All of these aspects of the training process could be negotiated by the training facilitator with a budget in hand for the go ahead of such a training process as described. It seems that what is crucial now is to have a training process receive confirmation and to reassure Innuwass Group Home staff that the intention to provide them with much needed training and development support will soon be realized.

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References

1. Freire, Paulo Pedagogy of the Oppressed, New York
Seabury Press, 1970. p. 58
2. *ibid*, p. 70