

Actua's Future Skills Project :

Shaping a National, Post-secondary Work Integrated Learning Experience

For CANNEXUS 2020

January 27, 11:40 - 12:30

Room 207, Shaw Centre, Ottawa



actüa™

Youth · STEM · Innovation
Jeunesse · STIM · Innovation



**ACTUA SUPPORTS,
DELIVERS AND
ADVOCATES FOR STEM
SKILLS FOR
ALL YOUTH IN CANADA**

Actua's national focus is on the
engagement of **UNDERSERVED** and
UNDERREPRESENTED youth

40 Network Members + Outreach Team

British Columbia

Coast Mountain College, Digi Camps
Simon Fraser University, Science ALIVE
Thompson Rivers University, EUREKA! Science Program
University of British Columbia, Geering Up
University of Victoria, Science Venture

Yukon, Northwest Territories, Nunavut

Yukon College, Science Adventures
Aurora Research Institute STEM Outreach Program,
Aurora College
Nunavut Research Institute, Simply Science

Alberta

Red Deer College, Red Hot Science
University of Calgary, Minds in Motion
University of Lethbridge, Destination Exploration

Saskatchewan

First Nations University of Canada, FNU Science
Outreach Programs
University of Regina, EYES
University of Saskatchewan, SCI-FI Science Camps

Manitoba

Brandon University, MiniU
University of Manitoba, WISE Kid-Netic Energy
University of Winnipeg, Wii Chiiwaakanak

Ontario

Canadore College, First People's Centre
Carleton University, Virtual Ventures
Lakehead University, Superior Science
McMaster University, Venture Academy
Nipissing University, NUScience Explorations
Ontario Tech University, OT Engineering Outreach
Queen's University, ASUS Camps
Queen's University, Queen's Engineering Outreach
SNP STEAM Academy, Six Nations Polytechnic
Trent University, TRACKS Youth Program
University of Ottawa, uOttawa Engineering Outreach
University of Guelph, Creative Encounters
University of Toronto, Engineering Outreach
University of Waterloo, Waterloo Engineering Outreach
Western University, Western Engineering Outreach
York University, Science Explorations

Québec

École Polytechnique de Montréal, Folie Technique
Centre d'interprétation des Biosciences, Musée
Armand Frappier
Université du Québec à Trois-Rivières, Génitruks

New Brunswick

University of New Brunswick, Worlds UNBound

Nova Scotia

Dalhousie University, SuperNOVA
St. Francis Xavier University, X-Chem Outreach
Program

Newfoundland and Labrador

Memorial University, Memorial Engineering
Outreach

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Actua values:

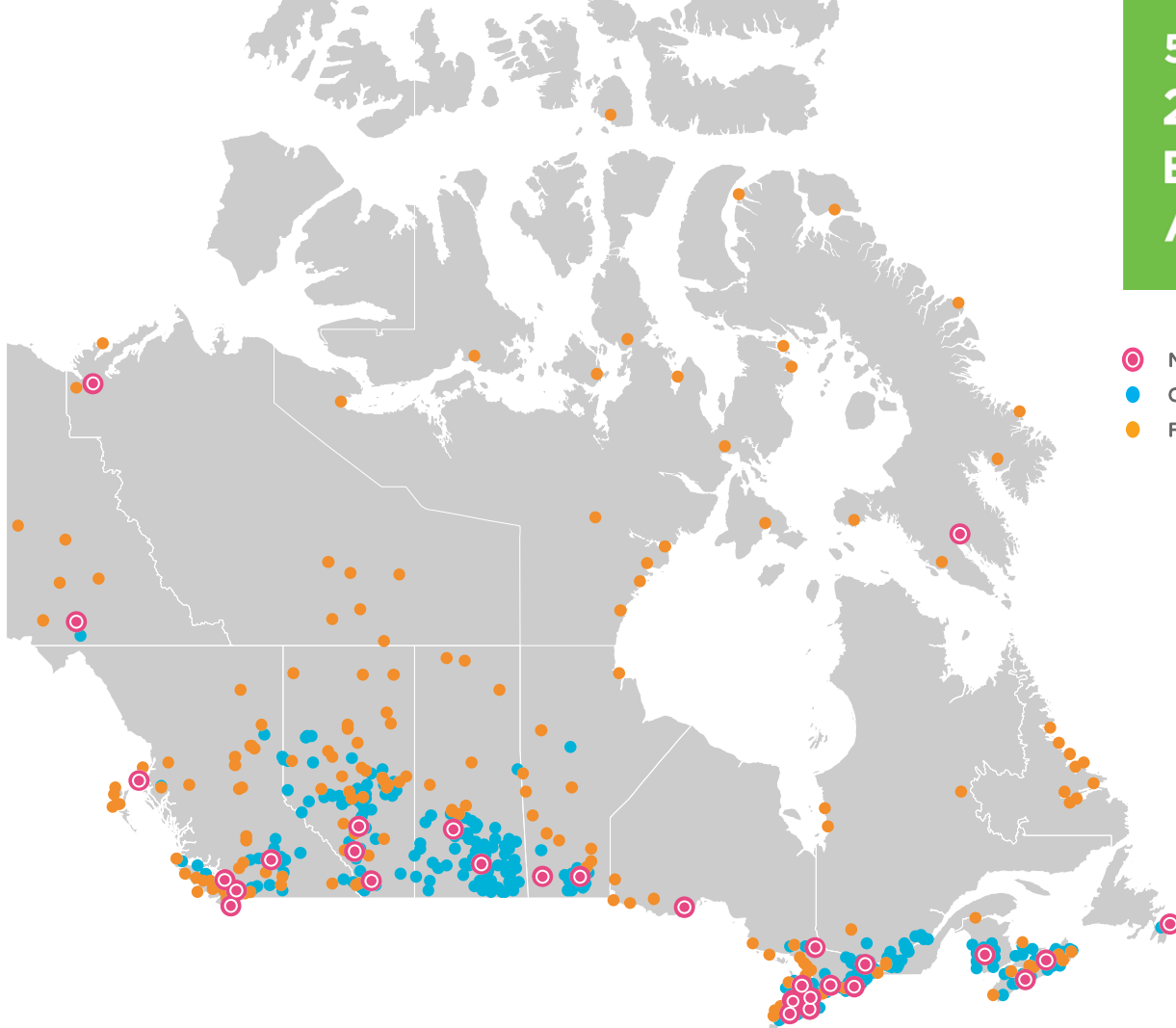
- Barrier-breaking
- Early and often
- Multidisciplinary STEM
- Hands-on, Dynamic and Fun
- For Youth By Youth










**500+ COMMUNITIES
250,000 YOUTH
EVERY PROVINCE
AND TERRITORY**



-  Network Members
-  Communities hosting programs
-  First Nations, Inuit and Metis communities hosting programs

We are part of
the national
conversation
about the
Future of Work.



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THE COMING SKILLS REVOLUTION Humans Wanted

How Canadian youth can thrive in the age of AI

LOCAL CANADA POLITICS WORLD OPINION LIFE SPORTS ENTERTAINMENT BUSINESS STAR INVESTIGATIONS Newsletter

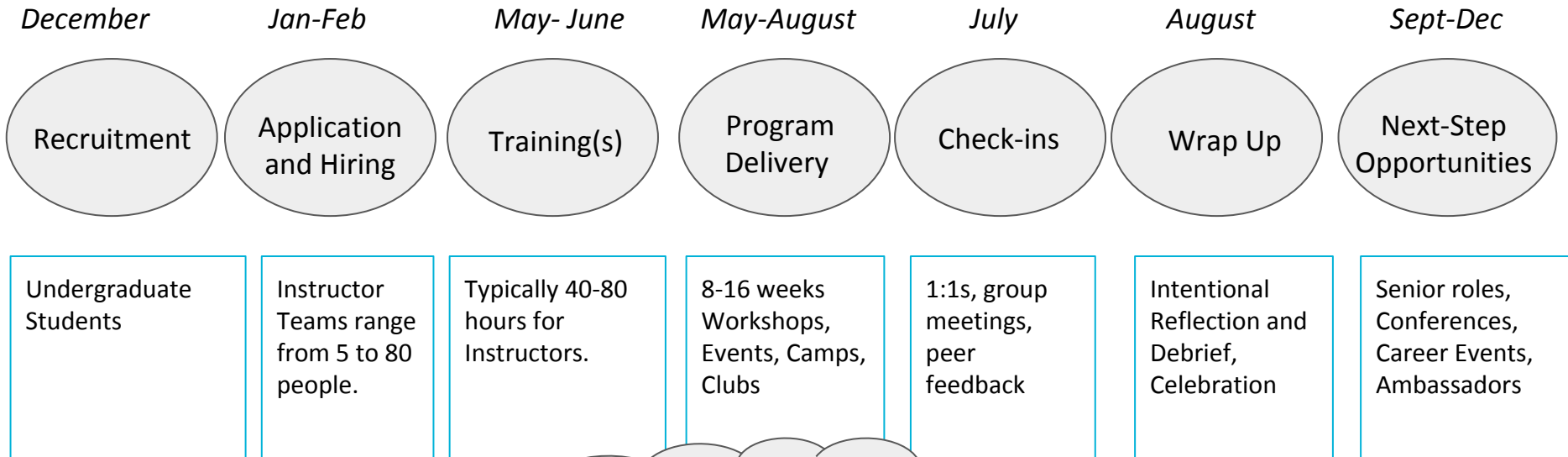
Canadian universities lead the OECD in delivering a skilled workforce

By Suzanne Kresta Contributor
Mon., Jan. 13, 2020 | 2 min. read

BUSINESS/
HIGHER EDUCATION
ROUNDTABLE

TAKING THE PULSE OF
WORK-INTEGRATED LEARNING
IN CANADA

Overview: The Actua Instructor Experience



The Actua network seasonally hires ~800 Instructors, with another 200 for program delivery September through April.

What's Driving the Future Skills Project

- Instructors gain valuable, transferable, knowledge and skills in their roles.
- A strengthened Instructor program framework should result in:
 - Increased Quality and consistency in youth engagement.
 - Improved instructor recruitment, training, and retention.
 - Measurable evidence of impact +/-
 - Increased transferability of the Actua Instructor experience.

Actua Instructor Program

Institutional
Partnerships

Service Learning

Youth STEM
Engagement



Future Skills Project - Key Elements

- Skills and Competency framework development
- Experience Inventory & Skills Mapping
- Instructor-reported Skill development
- Instructor program training and support materials.
- High school student internship program model development (Indigenous and Non)

SKILLS FRAMEWORK DEVELOPMENT

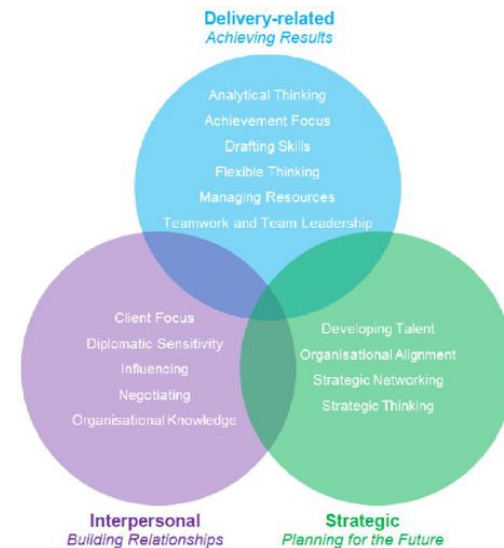
Exploratory Research

- Literature review of competency models
- Focus group and interviews with selection of Actua network members
- Interviews with corporate sector partner employers
- Round table discussion with corporate sector partners, Deans, Public sector

Competency Framework Examples

- Academic: e.g. Co-op, CCR, NSSE
- Professional, e.g. CEAB
- Organizational or industry-based

Theme	Leadership Competency	Rubric			
		Emerging	Developing		Maturing
		Level One	Level Two	Level Three	Level Four
Values	Students will identify and utilize leadership values as members of campus and community organizations	Identifies personal leadership values	Reflects upon personal leadership strengths and weaknesses	Critiques leadership models or style(s) within group contexts	Uses personal theories and values of leadership within campus or community organizations*
Teams	Students will identify roles within teams and utilize them within campus or community organizations.	Identifies various types of roles within group and team settings	Reflects upon roles within group and team settings	Practices group member skills and abilities to work together toward a common goal	Articulates a general leadership philosophy to guide future collaboration within groups*



Learnings from Network Members...

- There are high standards for hiring instructors; qualifications & attributes sought are similar across members.
- Challenges in attracting Indigenous candidates.
- Training is extensive, topics are similar, but delivery & specifics may differ. Members prefer localized content.
- No formal assessment of training outcomes is in place nationally.
- No single competency framework (e.g. CCR, NSSE) is used everywhere.

Learnings from Employers...

- Strong correlation between competencies sought and those we believe Actua instructors possess
- Candidates must clearly articulate how they have demonstrated the skill/competency ... some are too humble or ill prepared to provide strong examples.
 - **Golden rule: Situation, action & impact**
- Employers trying to understand what sets each candidate apart – what makes them tick?

Want “learn-it-alls” ... not “know-it-alls”

The Future of Work - Roundtable

Future of Work - essential skills, challenges, diversity, and what the federal government can do to help ensure Canadian youth are prepared to contribute to our increasingly innovation-based economy.

- Dr. Kirsty Duncan, Hon. Minister of Science
- Dr. Cristina Amon, Dean, Applied Science and Engineering, U of T
- Google Canada
- Lockheed Martin
- Shopify
- GE Canada

Pivot on Certification

- Less interest in formal certification or third-party documentation.
- More interest in supporting Actua's work in building a stronger pipeline of qualified candidates.
- Opportunities to connect these qualified candidates with prospective employers (Actua corporate sector partners)

Competency alignment

INSTRUCTOR SELF-REPORTED	ACTUA DIRECTOR OBSERVED	EMPLOYER SOUGHT
(in order of degree developed)		
Collaboration & Teamwork		
Decision-making & action		
Leadership		
Enthusiasm for learning		
Social intelligence		
Self-confidence		
Speaking clearly & effectively		
Self-awareness		
Understanding people of other backgrounds		
Being informed & active citizens		
Goal-setting & prioritization		
Advocacy		
Reflective thinking		
Solving complex real-world problems		

Competency alignment

INSTRUCTOR SELF-REPORTED	ACTUA DIRECTOR OBSERVED	EMPLOYER SOUGHT
(in order of degree developed)	(rough order of degree exhibited)	
Collaboration & Teamwork	Collaboration & Teamwork	
Decision-making & action	Leadership	
Leadership	Decision-making & action	
Enthusiasm for learning	Enthusiasm for learning	
Social intelligence	Fostering inclusivity & equity	
Self-confidence	Social intelligence	
Speaking clearly & effectively	Advocacy	
Self-awareness	Speaking clearly & effectively	
Understanding people of other backgrounds	Self-awareness	
Being informed & active citizens	Self-confidence	
Goal-setting & prioritization	Goal-setting & prioritization	
Advocacy	Understanding people of other backgrounds	
Reflective thinking	Reflective thinking	
Solving complex real-world problems		

Competency alignment

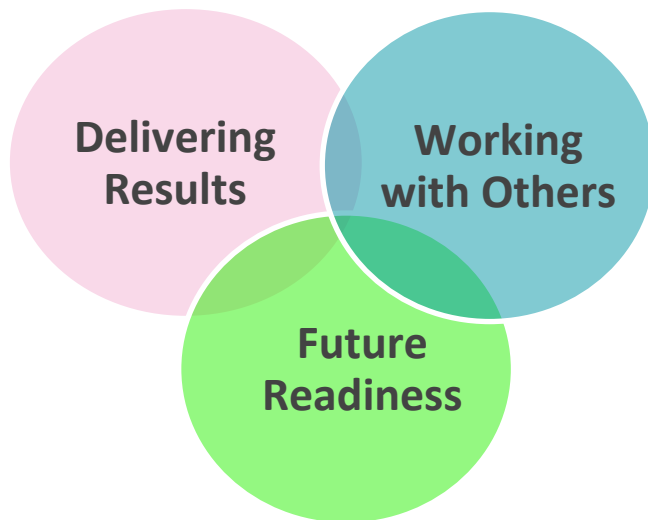
INSTRUCTOR SELF-REPORTED	ACTUA DIRECTOR OBSERVED	EMPLOYER SOUGHT
(in order of degree developed)	(rough order of degree exhibited)	(in rough order of importance/frequency)
Collaboration & Teamwork	Collaboration & Teamwork	Adaptability/flexibility
Decision-making & action	Leadership	Analytical skills & problem-solving
Leadership	Decision-making & action	Teamwork & collaboration
Enthusiasm for learning	Enthusiasm for learning	Initiative & positive impact
Social intelligence	Fostering inclusivity & equity	Self-awareness
Self-confidence	Social intelligence	Innovation & creativity
Speaking clearly & effectively	Advocacy	Leadership
Self-awareness	Speaking clearly & effectively	Ability to learn
Understanding people of other backgrounds	Self-awareness	Communication
Being informed & active citizens	Self-confidence	Customer focus
Goal-setting & prioritization	Goal-setting & prioritization	Commitment
Advocacy	Understanding people of other backgrounds	<u>RBC Future Launch:</u>
Reflective thinking	Reflective thinking	- Social perceptiveness
Solving complex real-world problems		- Critical thinking
		- Persistence

Competency alignment

INSTRUCTOR SELF-REPORTED	ACTUA DIRECTOR OBSERVED	EMPLOYER SOUGHT
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Solving complex real-world problems		- Critical thinking
		- Persistence

Proposed Instructor Transferable Skills Framework

- Problem-solving
- Critical thinking & analysis
- Initiative
- Commitment



- Teamwork & collaboration
- Communication
- Leadership
- Social intelligence

- Adaptability & flexibility
- Innovation & creativity
- Ability & eagerness to learn
- Self-awareness

Instructor Skills - Common Lists

Actua's Future Skills*	RBC Future Skills	Cdn. Engineering Accreditation Board Graduate Attributes
Critical Thinking	Critical Thinking	Investigation
Problem Solving	Problem Solving	Problem analysis
Teamwork and Collaboration	Collaboration	Individual and team work
Communication	Communication	Communication skills
Innovation & Creativity	Creativity	Design
Commitment	Persistence/Grit	
Adaptability and Flexibility	Adaptability	
Initiative		
Social Intelligence	Social Perceptiveness	Ethics and Equity
Ability & eagerness to learn		Life-long learning
Self-awareness		Impact of engineering on society and the environment
Leadership		Professionalism
	Digital Literacy	
	Financial Literacy	
		Economics and Project Management
		Knowledge base for engineering

[LINK TO DEFINITIONS](#)

EXPERIENCE INVENTORY & SKILLS MAPPING

Instructor Training - Common Topics

The following table highlights the current frequency of occurrence of each of these key training modules, based on the responses to the Training Inventory Survey.

Training Topic	Network Frequency	How many reported delivering the training
Lab Safety & Emergency Procedures	High	17/18
Actua 101	High	16/18
Equity/Diversity/Inclusion	High	14/18
Managing Stress/Mental Health	Moderate	9/18
Social Media	Low	6/18
Indigenous World Views	High	16/18
Teaching Children with Special Needs	High	16/18
Conflict Resolution	Moderate	12/18
Classroom Management	High	15/18
Child Abuse Prevention	Low	6/18
Communicating with Parents*	Low	1/18
STEM Content/Curriculum	High	16/18

Training Material includes:

- Training materials
- Instructor manuals
- Training week schedules
- learning outcomes checklists
- list of minimum required training

Content is found in:

- Instructor Manuals
- Slide decks
- Resource sheets

Observations:

- Several best-in-class pieces.
- Mostly Written material (e.g. Manual).
- Depth of training content inconsistent.
- Few resources with stated learning outcomes.

Instructor Work Experience - Common Materials

Requested Material included:

- Job descriptions
- weekly check in questions
- exit interview questions
- resume/job preparedness support

Content received:

- Job descriptions
- Self Reflection questions

Observations:

- Few programs have set frameworks.
- Pattern of feedback inconsistent.
- Few resources provide documentation of progress towards skills gain.

Using the information included in the job descriptions and other resources submitted such as instructor manuals, we identified a master list of tasks that make up the core responsibilities or work activities for each of the main program roles:

- Instructor
- Team Leader
- Program Supervisor
- Program Coordinator
- Office Assistant
- Assistant Director
- Director
- Outreach Coordinator

Training + Skills : Map

The vast majority of the Future Skills have a very high frequency of occurrence, while only a small few of the training topics have a lower frequency, only appearing in a few of the recommended core training modules. The development of these particular Future Skills, namely Leadership, Innovation & Creativity, and Self-Awareness comes more from practical, on-the-job experience and the feedback/evaluation components of the role than they do from training.

Training	Count	Delivering Results				Working with Others				Future Readiness			
		Problem Solving	Critical Thinking & Analysis	Initiative	Commitment	Teamwork & Collaboration	Communication	Leadership	Social Intelligence	Adaptability & Flexibility	Innovation & Creativity	Ability & Eagerness to Learn	Self Awareness
Lab Safety & Emergency Procedures		x	x	x			x			x		x	
Actua 101							x					x	
Equity/Diversity/Inclusion				x	x	x	x		x	x		x	x
Managing Stress/Mental Health		x		x		x	x					x	
Social Media Training			x				x		x			x	
Indigenous World Views			x			x	x		x	x		x	x
Teaching Children with Special Needs		x	x	x	x		x		x	x		x	
Conflict Resolution		x	x	x	x	x	x		x	x		x	
Classroom Management		x	x	x	x	x	x	x	x	x	x	x	
Child Abuse Prevention				x			x					x	
Communicating with Parents		x	x	x		x	x	x	x			x	
STEM Content/Curriculum		x	x	x	x	x	x				x	x	

Work Experience + Skills : Map

We mapped the Instructor work activities against each of the Future Skills. This allows for a visual representation of how each future skill can be developed or acquired through the course of the student's execution of their role.

While not necessarily equally represented, there is ample opportunity for each of the thirteen defined Future Skills to be developed throughout the performance of the Instructor role during the course of the term.

	Delivering Results				Working with Others				Future Readiness				
	Problem Solving	Critical Thinking & Analysis	Initiative	Commitment	Teamwork & Collaboration	Communication	Leadership	Social Intelligence	Adaptability & Flexibility	Innovation & Creativity	Ability & Eagerness to Learn	Self Awareness	Building Networks
Program Delivery													
Work collaboratively to deliver programming/curriculum to a number of participants of varying ages in a fun and innovative manner by engaging participants in hands-on activities	x	x	x	x	x	x	x	x	x	x	x	x	x
Providing supervision for program participants and acting as a positive role model		x	x	x			x	x			x	x	
Develop and support positive relationships with campers, parents, teachers, media, community partners, staff and other stakeholder	x		x	x	x	x	x	x				x	x
Be responsible for the care and safety of participants during both camp and school programs both on- and off-campus	x	x	x	x	x	x	x	x					
Be responsible for the health and wellness of self and co-workers during programming (ie taking breaks, drinking water, eating lunch)				x	x	x							
Train, supervise, and provide guidance to volunteer personnel	x	x	x	x	x	x	x	x	x	x			x
Adhere to policies & procedures at all times and ensure policies are being followed by others				x	x	x	x						
Aid in maintaining a healthy relationship with the post-secondary institution, which includes ensuring that all instructors and participants are respectful of the property, staff and facilities				x	x	x		x					x
Collaborate with team members during programming	x	x	x	x	x	x	x	x	x		x	x	
Supervise students to/from and during classes and lunch				x		x	x		x				
Act as a substitute instructor in the event another instructor is unavailable			x	x	x	x	x	x	x	x	x		
Effectively manage the classroom, supporting meaningful student learning and managing camper behavioural issues as they arise	x	x	x	x	x	x	x	x	x			x	
Follow safety & risk management policies	x	x	x	x	x	x	x	x	x			x	
Assist in prep tasks at the end of each day			x	x			x		x				

^ Excerpt from the full skills mapping of the Instructor role found in the [report](#).

INSTRUCTOR REPORTED EVIDENCE OF SKILL DEVELOPMENT

Quantitative survey - RBC Future Launch Data

- 23 pre/post questions asking about confidence in various skill areas.
- Actua analyzed our **201 paired responses***- i.e., pre- and exit-surveys from the same participant (matched using birth month/day and other indicators).

Confidence in Skills - RBC Categories

- Critical Thinking
- Problem Solving
- Collaboration
- Communication
- Creativity
- Persistence/Grit
- Adaptability
- Digital Literacy
- Financial Literacy

Spotlight : Instructor Feedback Toolkit

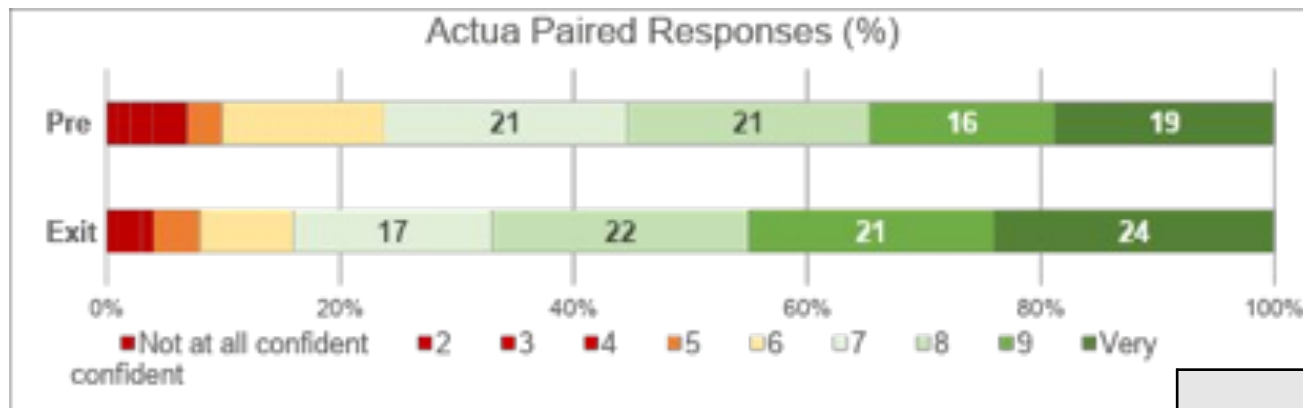
- Tool kit of Feedback & evaluation best practices
 - Beginning of year development planning template
 - Mid-term evaluation / reflection form
 - End of term evaluation / reflection form
 - 1:1 Discussion framework

Confidence in Skills - RBC Categories - Biggest increases:

- Critical Thinking
- Problem Solving
- Collaboration
- Communication
- Creativity
- Persistence/Grit
- Adaptability
- Digital Literacy
- Financial Literacy

Confidence in Skills - Communication

Thinking about your life in general, please indicate how confident you are
Speaking or presenting in front of groups. (Q12A)

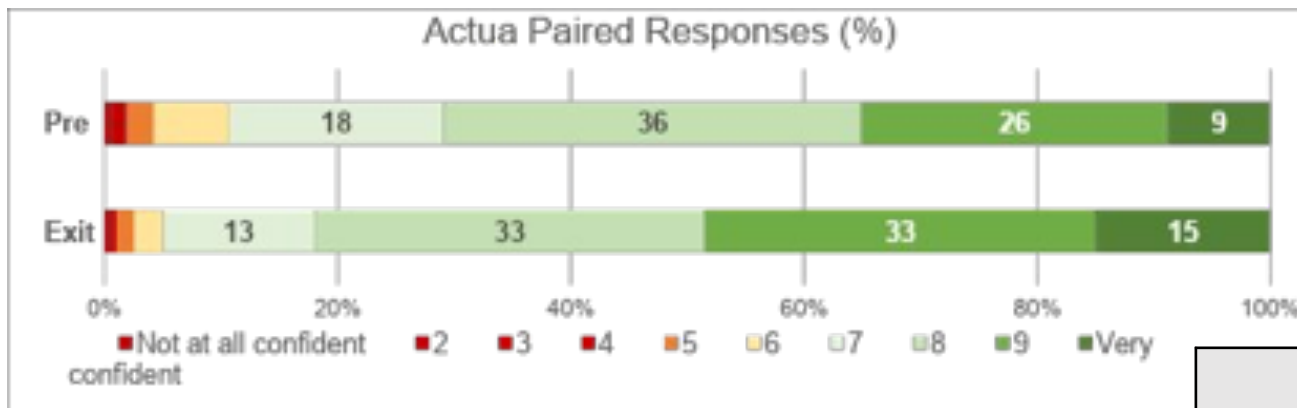


Cleaned and Paired Actua Data		
	Average Score	% answering 7 to 10
Pre	7.64	77
Exit	8.07	84

Confidence in Skills - Critical Thinking

Thinking about your life in general, please indicate how confident you are

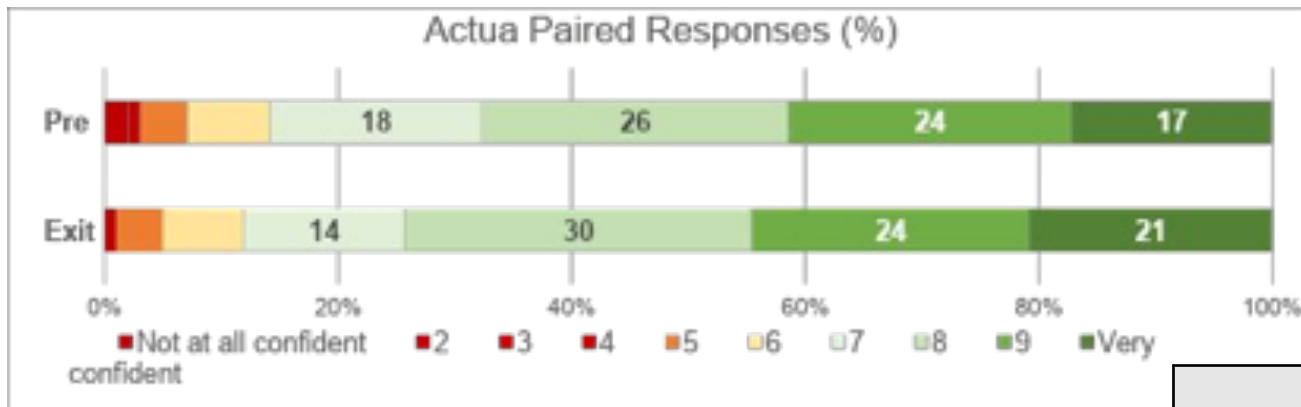
Thinking through and identifying causes of problems.



Cleaned and Paired Actua Data		
	Average Score	% answering 7 to 10
Pre	7.98	89
Exit	8.36	94

Confidence in Skills - Collaboration

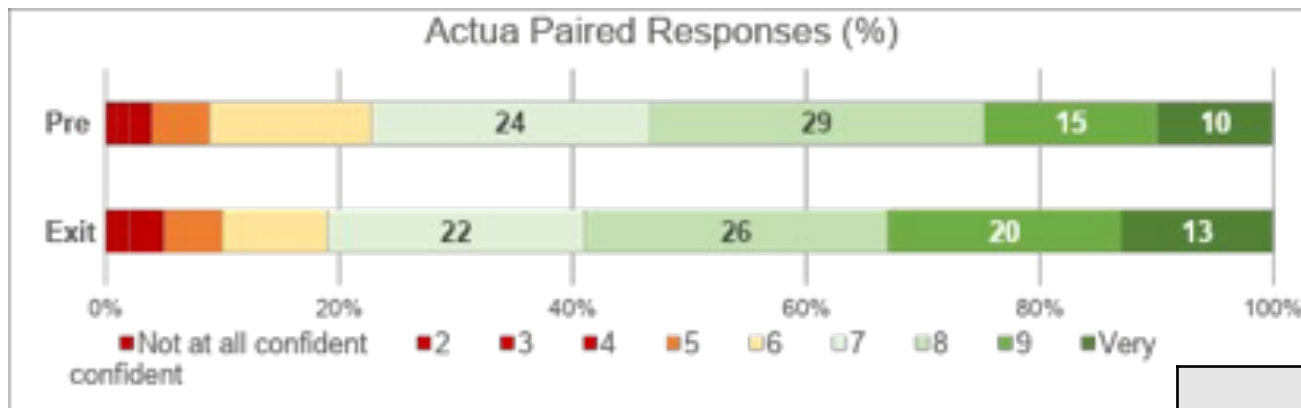
Thinking about your life in general, please indicate how confident you are
Considering your ideas and suggestions to a group. (Q10C)



Cleaned and Paired Actua Data		
	Average Score	% answering 7 to 10
Pre	8.01	85
Exit	8.27	89

Confidence in Skills - Creativity

Thinking about your life in general, please indicate how confident you are
Thinking “outside the box” and developing unique ideas. (Q14B)



Cleaned and Paired Actua Data		
	Average Score	% answering 7 to 10
Pre	7.55	78
Exit	7.75	81

Quantitative Findings: RBC Pre/Post Survey

- Actua network instructors, begin the experience with overall high confidence in skills
- In the RBC surveys, Actua network Instructors' confidence in skills improved on nearly all questions related to critical thinking, collaboration, communication, and creativity.
- Percent of Instructors who indicate feeling more prepared for the workforce after the program = Preparedness score. For Actua in 2019 it was 74% - higher than average, but is there room to improve?

Qualitative Instructor Interviews/Journaling

- Objective: To give us more narrative information to help fill out what the quantitative information from the RBC survey is telling us.
- 2019 was a “Qualitative Pilot” year, interviewing 13 instructors, pulled from Actua’s Outreach Team, Engineering Outreach, University of Toronto, and SuperNOVA, Dalhousie University.

Qualitative Protocol

Late June:
interview #1

Mid July:
Reflection #1

Early August:
Interview #2

Late August:
Reflection #2

Early Sep:
Interview #3

- Why did you pursue this opportunity?
- How does it link to your future plans/field of study?
- What training did you receive this summer? What additional training would you like to see?
- What have you used from past experiences/academic program/Actua training?
- Reflecting specifically on workshops, what future skills have you developed?

- How have you been using your training?
- Reflecting specifically on camp, what have you learned about yourself? What future skills have you developed?
- Has your Actua experience enhanced your interest in your field of study?
- Have you added to your professional network?

- How did you use your program training? What challenges required different training?
- What were the indicators of your success?
- How did you change over the summer? Have your future plans changed?
- What future skill did you develop that employers will value? That you value?
- All future skills
- Personalized Question

Teamwork & Collaboration

“As I have learned very recently, a lot of adult jobs and big people jobs require teamwork and team settings and group problem-solving, so I feel like working on a team and getting that experience is something that I'll definitely carry with me”

“Working at (Actua Program) has really improved my skills as a team member which include learning to draw on others' strengths and knowledge for projects that I may not have a lot of background on and sharing the knowledge I have with others so that they may also excel in the work environment.”

- Significant cooperative learning experience with a strong sense of positive interdependence
 - Balance strengths and weaknesses
- ‘Community’ is seen by most instructors as an integral part of the team
- Instructors provide each other with feedback and support
- Some room for improvement in conflict resolution

Communication

“As instructors we need to be able to quickly and effectively communicate with other instructors, but more importantly this job is teaching me how to communicate some relatively complex scientific principles in a way that children can understand.”

“(In) my previous work experiences, it was very much, almost scripted so it was like, "Hi, how are you today? What can I get you?" And this, it's like, "What do you know about this? Tell me what you know about this. I'm going to use what you know to incorporate it into this lesson. I'm going to cater this information to you so that you understand it. I'm going to perhaps present it differently than it's written down or find examples from your life to teach this to you.”

- The importance of communicating with both fellow instructors and students on an ongoing basis
- Tailoring communication to the audience and purpose
- Listening to the stories of others

Social Intelligence/Perceptiveness

“Working in an environment with children allows me... reminds me that there are people that learn in other ways, and reminds me that there are people that think differently, and kind of go about life with different cognitive processes than the academic people that I'm used to.”

- Communicating with children requires flexibility based on age, interests, specific needs, etc
- The skill of reading individuals and a situation both quickly and carefully
- All participants demonstrated an understanding of some - several social justice issues, and varied perspectives many felt empowered to make change

Adaptability & Flexibility

“So the ability to really think on the fly and be able to come up with lessons. In this case, it was in a matter of seconds. Like, "Okay. We need to do something. Let's get some more content in." And so that was one of the big things that I've really found of value in this job, is thinking on the fly”

- Working with an Actua program requires constantly adapting based on the classroom, availability of supplies, participant needs, etc.
- Mitigating challenges and finding ways to improve the classroom environment
- A sense of **continual improvement** underlies adaptability and flexibility
- All participants noted the need to be flexible and react quickly in their jobs yet minimal training prepares them for this, scenario based training is suggested.

Innovation & Creativity

“It's definitely part of the culture because that's kind of the goal I find. So while we were on the road, that's also what we were promoting. We want the kids to have not necessarily failures, but to have bumps in the road so that we can learn from that and that's how innovation is, that's how things are built and ideas are formed, and creativity”

- Evidence of innovation and creativity is particularly relevant when instructors discuss curriculum and project development
- One instructor described a process in her own growth from “facilitating an existing project” to “coming up with something completely original”

Qualitative Findings : Skills reported by Instructors

Instructors tend to come into the work with a high degree of self-awareness.

Self-Awareness

These Future Skills motivated their participation (and was reinforced through the experience):

- Ability & Eagerness to Learn
- Initiative
- Commitment

These Future skills are strongly developed through work with Actua network member programs:

- Teamwork & Collaboration
- Communication
- Social Intelligence
- Adaptability & Flexibility
- Innovation & Creativity

These Future skills are developed, but Instructors are less aware of how development is occurring:

- Problem Solving
- Critical Thinking

- Digital Literacy
- Leadership
- Building Networks
- Financial Literacy

+ Project Management

Data shows development in this additional skill area.

Qualitative Finding: Further Training Interests

- Workshop-specific training
- More inclusivity training.
- Classroom management scenarios
- Mental health & instructor self-care.
- Conflict resolution
- Learning sciences to support teaching practices

Recommendation: Instructors value training but recognize that **much of the learning and future skill development is on-the-job**. A practice of ongoing structured or semi-structured reflection might help solidify their understanding of what they learn from their practice (and training) and how to carry it forward.

Recommendation: Alumni profiles as a tool to reinforce the value of the future skills.

INSTRUCTOR PROGRAM TRAINING & WORK EXPERIENCE: CONTENT AND SUPPORTS

Training and Development - Relevance

- The entry-way for instructors to obtain/become aware of Future Skills
- Event that occurs every season and takes a lot of resources
- Most programs are doing things very similarly
- We asked ourselves: what information is digestible and relevant to Program Directors that could make an impact on how they approach this issue?

Director's Institute: Training & Development

The screenshot displays the actüa course interface. On the left, a sidebar contains the actüa logo, the course title 'Director's Institute: Training & Development', a progress bar at 0% complete, and links for 'Course Curriculum' and 'Your Instructor'. The main content area is titled 'Course Curriculum' and features a 'Start next lecture' button followed by 'Instructor Training + Application'. Below this is a 'Welcome to the Course!' section with a 'Start' button for 'Instructor Training + Application'. The 'Part One' section lists six modules, each with a 'Start' button: 'Part One Intro: Training', 'Organizational Level', 'Module One: Learning Organizations (4:02)', 'Module Two: Types of Learning - Informal vs. Formal', 'Module Three: The Difference Between Training, Onboarding and Orientation', and 'Module Four: Roles and Responsibilities in Onboarding and Training'. A partially visible 'Module Five: The Adult Learner' is at the bottom.

actüa[™]

Director's Institute: Training & Development

0% COMPLETE

Course Curriculum

Your Instructor

Course Curriculum

Start next lecture + Instructor Training + Application

Welcome to the Course!

Instructor Training + Application Start

Part One

- Part One Intro: Training Start
- Organizational Level Start
- Module One: Learning Organizations (4:02) Start
- Module Two: Types of Learning - Informal vs. Formal Start
- Module Three: The Difference Between Training, Onboarding and Orientation Start
- Module Four: Roles and Responsibilities in Onboarding and Training Start
- Module Five: The Adult Learner Start

Training and Development Highlights

- Orientation, onboarding and training are different
- Answering the why and giving meaning to each activity is the key to adult learning and motivation
- Thinking about priorities and pacing will help you with knowledge transfer
- Determine the cost of activities
- Planning worksheet

Feedback and Evaluation Relevance

- Skills are being developed through on-the-job experience, and the feedback loop is critical for their development
- Feedback and evaluation are linked to employee engagement and an expectation of staff members
- Most programs have some level of evaluation, and we took best practices from everyone to create these tools/training

Director's Institute: Feedback & Evaluation

The screenshot shows the actüa course interface. On the left, the course title 'Director's Institute: Feedback & Evaluation' is displayed with a progress bar at 0% COMPLETE. Below this are links for 'Course Curriculum' and 'Your Instructor'. The main area is titled 'Course Curriculum' and features a 'Start next lecture' button followed by 'Getting Started'. A list of course modules follows, each with a 'Start' button:

- Getting Started
- Module One: Introduction
- Module Two: Performance Management
- Module Three: Feedback
- Module Four: Multi Source Feedback (2.5H)
- Module Five: 11 Discussions (2.1Q)
- Module Six: Self Review and Reflection
- Module Seven: Applying the Performance Management Model
- Module Eight: Roles in Managing Performance

Instructor Program Training and Work Experience - Content

- [Classroom Management](#)
- [Communicating with Parents](#)
- [Managing Stress/Mental Health](#)
- [Conflict Resolution](#)
- [Gender Equity](#)
- [Future Skills Awareness](#)
 - [Workbook](#)
 - [Tracking Skills Tool](#)

Future Skills Training - continued

- Seeking out samples, opportunities.
 - Targeted events with funders
 - Support as opportunities arise.
 - Document and share learnings.
-
- Access to RBC Future Launch Career Series Workshops, delivered by an RBC employee Champion!

Sample components:

- Job readiness self-assessment
- Small Group Discussion
- Active networking
- Resume workshop
- Mock Interviews

"The resume workshop was well received and we will be repeating this event in the future." - SCI-FI Director

RECRUITMENT/RETENTION STRENGTHENING HIGH SCHOOL INTERNSHIPS

Why High School Internships?

- Because it is part of our mission to engage youth.
- Pipeline for future recruitment of Instructors , expanding the pool.
- Provides exposure to post secondary
- Can offer a shorter term contract - 2-4-6-8 weeks.
- Provide connections to the schools and principals.

Sample Progression for Youth in High School



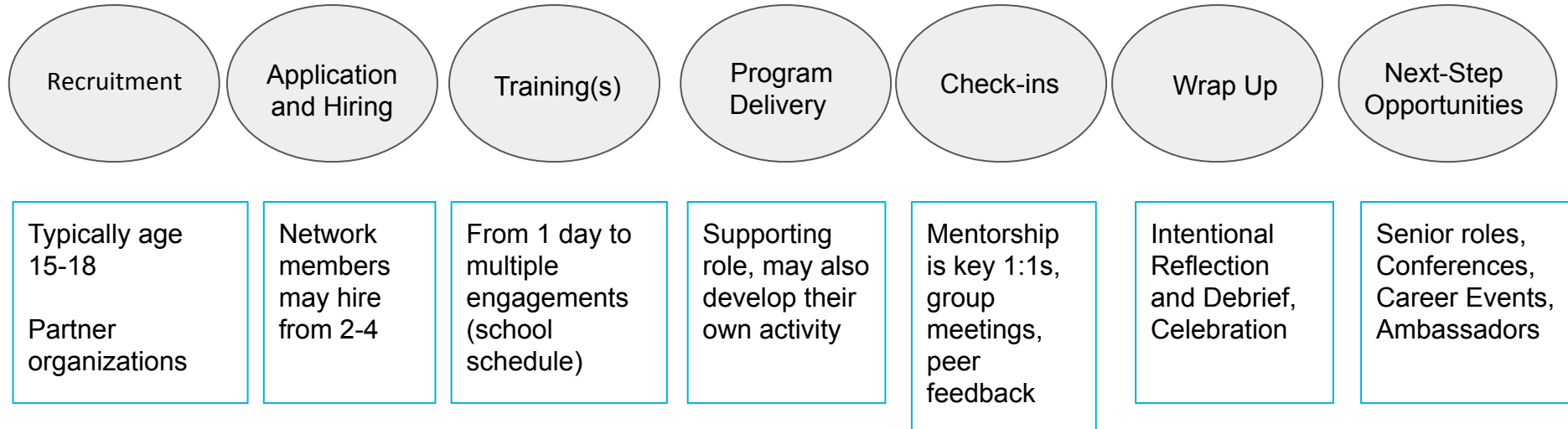
Model documentation and piloting complete, further program roll out in 2020.

Actua's High School Internship- Challenges

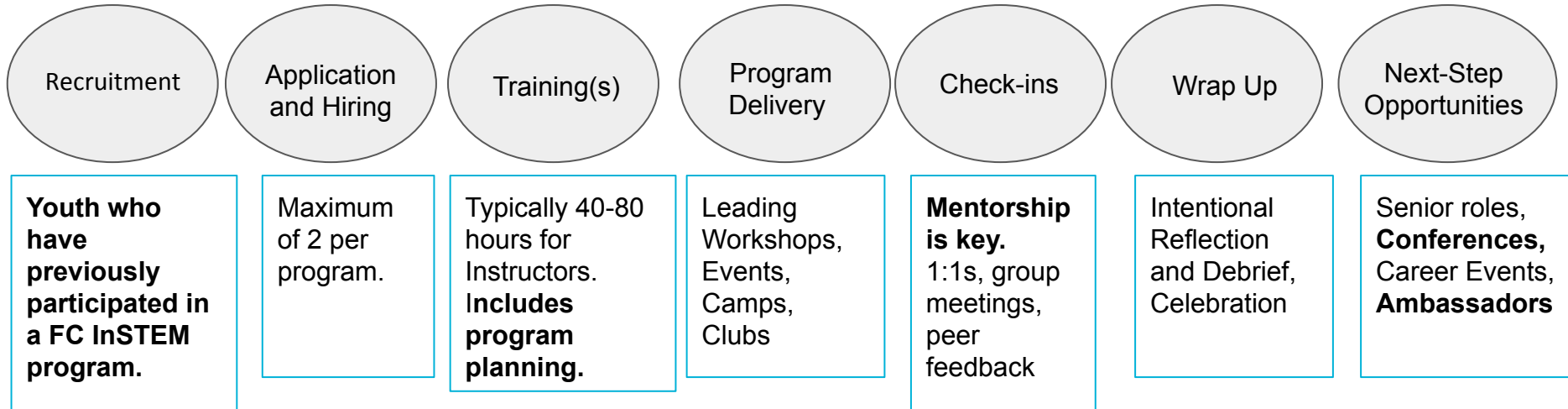
Challenges to tackle/barriers to bring down:

- Capacity to provide program support, training, mentorship.
- Balancing asynchronous training schedules
- Engaging HS students in rural/remote communities.
- Balancing Volunteering hours/need for Paid work.
- Everything related to minors now in a work environment, parental involvement, first job experience, also risk and liability.

The Actua Instructor Training and Work Experience Program - High School Internship edition



Indigenous Youth Leadership Training Pilot - 2nd Cohort - 2020



Our 2020 goal is to recruit 10 new Indigenous Instructors to the network with this model.

“An intentional networking and support system, led by Actua, working with communities, Institutions, and families”

Thank you!

- Whole network involvement with the RBC survey and the Training and Work Experience Inventory, and hopefully, 2020 training implementation!
- Project Piloting by:
 - Science Venture, University of Victoria
 - Geering Up, UBC
 - Destination Exploration, ULeithbridge
 - SCI FI Science Camps, USaskatchewan
 - Waterloo Engineering Outreach, UWaterloo
 - Engineering Outreach, University of Toronto
 - SuperNOVA, Dalhousie
 - First Peoples' Centre, Canadore College
 - STEAM Academy, Six Nations Polytechnic
 - Virtual Ventures, Carleton University
 - TRACKS Youth Program, Trent University
 - Actua's Outreach Team
- Consultant involvement:
 - Amanda Hudson, A Modern Way to Work
 - Lisa Romkey, University of Toronto
 - Dan Munro, Actua Researcher in Residence
- Project Funders:
 - RBC Foundation in collaboration with RBC Future Launch
 - Mastercard