

Tip Sheet: Learner Self-Assessments by Goal Path

Using the resource:

The *Learner Self-Assessments by Goal Path Package* was designed to use with individual learners or with learners who share the same goal path. Here are a few tips to get the most out of this resource:

1. Because this self-assessment package includes specific tasks for particular goal paths, you cannot effectively use this tool until learners have selected a personal goal. Goal setting must come first.
2. Once a goal has been identified, learners can be given the matching self-assessment tool to work through on their own. If you have a number of learners who share the same goal, you might decide to use a guided approach with learners working through the self-assessment together as a group. The benefit of this, of course, is that everyone will finish at the same time.
3. There are important messages to convey before you introduce the self-assessment:
 - a. This is not a test. This is a tool that can help us learn a bit more about what your training should focus on. We don't want you to spend time on things you already know how to do.
 - b. The lists you will look at contain a number of tasks that a person with your particular goal can expect to encounter; however, this is not a checklist of tasks that you will need to complete in order to finish the program.
 - c. You will see that some tasks are easier to do than others. No one expects you to be able to do all these tasks already, or you wouldn't be in this program! We simply need to get an idea of what you think you can do already and what you think you cannot do.
 - d. Instructions: Read each task description and then put a checkmark in the column on the right to show if 1) you can do this already or 2) you cannot do this yet.
 - e. Take your time; there's no time limit. Let me know when you have finished.
 - f. Be sure to ask if you need any help.
4. Learners who are working through the inventory independently will differ in how they approach the task and the amount of time they need to complete the self-assessment. Observing how they work and the amount of time they require gives you some insight into individual learner abilities and general capacity.

Suggestions for what to do next:

- Look at each learner's self-assessment and take note of the following:
 - where the checkmarks change from the "can do already" column to the "can't do" column
 - the level of task complexity at each change point
 - Milestones immediately preceding and immediately following each change point
- Look at all the learners' self-assessments together and note any patterns or commonalities in learner responses. Identifying learners who have difficulty with similar tasks at similar complexity levels allows you to group learners together for specific instruction and learning activities for specific task and skill development.
- Don't introduce too many tasks at one time; start with one or two. Choosing tasks from the "can do" column first will let you see if the learner is able to assess his or her capabilities accurately.

NOTE: If you start your program planning with tasks from this inventory you can be confident in knowing you are working with tasks that 1) are goal path-specific, directly related to the learner's goal, and 2) have been properly situated within the Curriculum Framework. This will give you a little extra time to reflect on the learner's goal requirements and identify other important tasks not on the list that you will want to include at a later date.

Cultural Considerations for the Native Stream:

- Traditional and cultural information is often passed down without written record from one generation to another, by word of mouth or through songs, chants, music, and storytelling.
- The eagle feather is significant to all First Nations tribes across Canada. The eagle feather is a way of delivering a message to the Creator. It is an honour to receive an eagle feather in recognition of helping one's people.
- Use Sharing Circle practice in group interactions, with an elder present, where possible.
- When it talking circles, the option of passing must be present. The person talking should hold an object that informs others not to interrupt the person with the object. No one should be forced to speak.
- Use clear instructions and establish rules of conduct for personal talking-circle discussions, especially where group learners are demographically diverse. Have learners decide the rules of conduct.
- Cultural considerations are required where demographic differences occur. Where possible, use band affiliation in order to group learners.
- Respect individuals by obtaining their permission to have their names and contact information included on an activities list before it is circulated.
- Non-verbal communication is predominant in Native culture. Visual representations can depict first languages.
- When suggesting "family" activities, be sure to clarify this term with learners, as this task can become complex without set limits.
- When appropriate, encourage the use of Native language in group discussions where learners speak the same language.
- Introduce unfamiliar audiences before presentations or other interactions.
- Have students find a place that inspires them, such as the outdoors, where it is calm and serene.
- Invite elders into the classroom to describe the Sacred Teachings or Medicine Wheel.
- Encourage learners to experience sweat lodge, smudge, dancing, singing, drumming, or feasting ceremonies so that they can learn to respect Native traditions as a valid form of expression and communication.
- When teaching concepts, use examples that are relevant to a learner's lifestyle and community. Each community is unique and varies in background.
- When teaching concepts, address various learning styles, such as visual, tactile, and auditory. Use visual aids, demonstrations, drawings, and illustrations.