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Family Literacy

EMPLOYEE HANDBOOK  
2021

**LEARN Employee Handbook**

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7. **Introduction and Welcome**

Welcome to LEARN!!!

LEARN is funded by *Alberta Advanced Education Department* of the Alberta Provincial Government. We are a part of the *Indigenous and Community Connections* Branch of Advanced Education. LEARN is one of 120 + *Community Adult Learning Programs* across our province.

LEARN provides learning programs to adult foundational learners in Alberta primarily using a Family Literacy approach. The learners that we serve may have social, educational, learning, and/or economic barriers, to name a few of barriers our learners may be experiencing. LEARN uses a Family Literacy approach because often adults will do things to help their children that they may not do for themselves for a variety of reasons. LEARN programs are often a vital first step in an adult foundational learning journey.

This manual has been prepared to give you the knowledge necessary to become an effective and responsible employee. Excellent employees produce excellent programs and that is our goal! An excellent program is one that helps our learners along their learning journey. **We expect you to read the Employee Handbook thoroughly before your first day of work in a program so that you know the standards and practices of LEARN.** It will also help you to understand the philosophy and goals behind our organization, your role in it, and the conditions for your employment.

LEARN – Executive Director [learned@mhc.ab.ca](mailto:learned@mhc.ab.ca) 403-504-3513

LEARN – Administrator [learn@mhc.ab.ca](mailto:learn@mhc.ab.ca) 403-504-3620

LEARN – Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) 403-529-3878

**“Coming together is a beginning, staying together is progress and working together is success”** By Henry Ford

1. **Vision, Mission and Values**

**Vision:**

*LEARN reaches all adult foundational learners that could benefit from Family Literacy learning.*

**Mission:**

*LEARN exists to create partnerships in the community to provide Family Literacy learning in many contexts.*

**Values:**

* *LEARN values family as an important learning influence in lives*
* *LEARN values all the ways in which all humans learn differently*
* *LEARN values community and fosters partnerships*
* *LEARN values every human being’s right to respect and dignity*
* *LEARN values inclusivity and accessibility*

1. **Code of Conduct**

As Per LEARN Policy H14

Our LEARN Code of Conduct is one of the ways we put our values into practice. LEARN is committed to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting on behalf of LEARN. This Code of Conduct is regarded as minimum expectations for performance. (H14A). Respect for ourselves, our learners, our colleagues, our partner organizations and our surroundings (where we host our programs) are foundational to our success and are something we need to support every day. LEARN characterizes all personal interactions and relationships with mutual respect, which acknowledges the dignity and affirms the worth of each person.

Please read and follow our Code, both in spirit and letter, always keeping in mind that each of us has a personal responsibility to incorporate the principles and values of the Code.

LEARN employees will be required to review and sign the Code of Conduct on an annual basis, acknowledging that they have read, understand and agree to abide with the LEARN Code of Conduct. See policy H14A.1 and H14A.2 of the LEARN Policy Manual. LEARN commits itself and its Board Members and Employees to conduct which meets the highest ethical standards.

1. LEARN Employees shall carry out their responsibilities with reasonable diligence.
2. LEARN Employees shall endeavor to work with fellow LEARN employees in a spirit of harmony, respect and cooperation. If differences of opinion occur, employees will focus on solving the problem using Design Thinking, considering the Thinking Traps, and honoring the Four Agreements.
3. LEARN Employees shall reflect dignity, respect, and confidentiality when communicating with the public.
4. LEARN Employees shall represent the best interests of LEARN CALP in all interactions within and without the organization.
5. LEARN Employees shall not use their influence to advance personal, family or friends’ interests or the interests of any organization with which the trustee is associated.
6. **Learners at the Centre**

We are highly conscious of whom we are trying to work with/reach/help; our learners are the center of why we exist. Our goal is to meet each learner, where they are on their own learning journey. We must remember that we are there to guide them (not change them) and that they are the leaders in their own learning.

1. **Compliance with Laws (H14A.3.1)**

The LEARN ED will conduct the organization’s business in accordance with applicable legislation, including, but not limited to:

* Alberta Employment Standards Code
* Freedom of Information and Protection of Privacy Act (FOIP)
* Personal Information Protection Act (PIPA)
* Alberta Human Rights legislation

1. **Compliance with Policies of the Organization (H14A.3.2)**

LEARN employees will comply with the policies of LEARN, as they relate to their position.

1. **Conflict of Interest (H14A.3.3)**

Employees must act in the best interests of LEARN and avoid situations where their personal interests or relationships interfere with acting in good faith on behalf of the organization. Employees will not engage in activities that are in conflict with the interests of LEARN, that will negatively impact the reputation of the organization, or that interfere with the employee’s performance of the job.

1. **Gifts or Honoraria (H14A.3.4)**

It is not permissible for employees to offer or accept gifts, gratuities, excessive favours, or personal rewards intended to influence the organization’s decisions or activities. It is, however, permissible to accept gifts of nominal value (e.g. pens, calendars, and advertising items). Employees are not permitted to accept a monetary remuneration from an outside agency or individuals.

1. **Confidentiality (H14A.3.5)**

The employees must maintain the highest standards of confidentiality regarding information obtained directly or indirectly through their involvement with LEARN. This includes information about volunteers, board members, funders, donors, member organizations, partners, other employees, contractors and learners. The employee must avoid inadvertent disclosure of confidential information through casual or public discussion, which could be overheard or misinterpreted. FOIP and PIPA guidelines are to be respected at all times.

1. **Privacy, Security and Freedom of Expression**

Employees must always remember that we are asking learners to trust us with their personal information. Preserving that trust requires each of us to respect and protect the privacy and security of personal information belonging to our learners and their families. Only Lead Facilitators and Senior Staff will have access to learners’ personal information.

1. **Use of Materials and Property (H14A.3.6)**

Materials, curricula, and programs developed for LEARN are the property of the organization and are not to be used in situations external to the organization without prior approval. Office and program equipment are not to be used for personal purposes. Internet and email are to be used in a responsible and professional manner. The employees are prohibited from sending material that is threatening, obscene, hateful, racist or otherwise inappropriate.

1. **Drugs, Alcohol and Tobacco (H14A.3.7)**

Employees must maintain the highest standards of professionalism and conduct when attending work, informal and formal meetings, or representing LEARN. This includes being under the influence of non-prescribed drugs or alcohol while representing LEARN. Non-compliance will result in disciplinary action and possible termination.

**Tobacco**: When you are working for LEARN, tobacco may only be used during non-program hours. There are no smoke or vape breaks! Vaping or smoking may only take place a minimum of 15 meters from the entrance to our offices or any community spaces.

**Alcohol, Marijuana, Illegal Drugs**: Consumption of alcohol, non-medically prescribed cannabis products, and illegal drugs at our offices, or at community locations, or any situation in which employees are representing LEARN, is strictly prohibited.

Notwithstanding employees must be able to function lucidly, with care and concern for yourself and others. If employees are unable to do so, they should not be at work. If your supervisor has reasonable suspicion to believe that an employee’s use of drugs and/or alcohol may adversely affect the employee’s job performance or the safety of others, the employee will be asked to go home.

If the employee is experiencing addiction issues, this is a medical problem and should be addressed appropriately by the employee.

1. **Discrimination (H14A.3.8)**

Employees are expected to comply with the Alberta Human Rights Act, which precludes discrimination by reason of race, religious belief, colour, gender, mental or physical disability, marital status, ancestry, age, place of origin, family status, source of income, or sexual orientation.

AB Human Right Act: <http://www.qp.alberta.ca/documents/Acts/A25P5.pdf>

1. **Harassment (H14A.3.9)**

Harassment, interpreted as unwelcome conduct, comment, gesture, contact, or intimidating and offensive behavior likely to cause offence or humiliation, will not be tolerated and will result in disciplinary measures up to and including removal.

1. **Integrity**

LEARN knows that our reputation as an organization must be one that our learners can trust; our reputation is one of our most valuable assets. It is up to all employees to make sure that we continually, and continuously, earn that trust. All of our communications and other interactions with our learners, community partners and/or others should increase their trust in us.

1. **Responsiveness and Reflection**

Employees are committed to being responsive and reflective, as part of their practice, in order to be honest with and respectful of our learners. Employees recognize relevant feedback from others when they see it and will do something about it. Employees will also reflect on their own activities and interactions with others, and focus on improvement. Employees take pride in responding to communication from our learners, community partners, our colleagues, and/or others whether questions, problems, curiosities, or compliments. If something is broken, fix it.

1. **Taking Action**

Employees take action when they feel our learner’s rights are not being as well served as they could be. When employees see this happening, they do not stay quiet – let someone know about it (Lead Facilitator or Program Manager). Employees need to take the initiative to step forwards when the interests of our learners and/or community partners are at stake. Be a true critical friend:

* I See
* I Wonder
* I Suggest

1. **Supporting One Another**

Employees are committed to a supportive work environment, one in which employees have the opportunity to reach their fullest potential. Employees are expected to do their utmost to create a workplace culture that is free of harassment, intimidation, bias and unlawful discrimination - one in which they truly help each other grow every day.

1. **Safe Workplace**

Employees are committed to a violence-free work environment and will not tolerate any level of violence or the threat of violence in the workplace. Under no circumstances should anyone bring a weapon to work. If you unsafe at any of your work environments it is strongly suggested that you report this to the Program Manager immediately.

1. **Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor –

**Step One:** start with looking at yourself.

Check the Code of Conduct and Goals of Behaviour. Are you working within it? Where might you need to spend a little additional attention?

**Step Two:** keep looking!

If necessary, be self-reflective when you open the Toolbox of Guiding Documents:

Check for your own Thinking Traps.

Check 4 Agreements

**Step Three:** Get assistance.

If required, enter into a Design Thinking process with support of PM or ED, to solve problems and address concerns.

1. **Confidentiality Agreement**

Oxford English Dictionary defines confidentiality as:

*The state of keeping or being kept secret or private.*

Confidentiality is the preservation of privileged information. By necessity personal and private information is disclosed in a professional working relationship. Most information LEARN employees gain about individual learners is confidential, in terms of the law, disclosure of which could make one legally liable.

LEARN respects the privacy of our learners, board members, council members, employees, and volunteers. All information concerning learners, former learners, our employees, volunteers, financial data and business records of LEARN is confidential. Care shall be taken to ensure that unauthorized individuals do not overhear any discussion of confidential information. Documents containing confidential information must not be left in the open or inadvertently shared.

“Confidential” means that Employees are free to talk about LEARN, our programs and your position but you are not permitted to disclose learner’s names or talk about them in ways that could make their identity known. No information may be released without appropriate written consent from the learner. It is the policy of LEARN (H14A.3.5) that such information must be kept confidential both during and after ones’ employment or volunteer service. Employees are responsible for maintain the confidentiality of information relating to other employees and volunteers in addition to learners.

LEARN expects employees to respect the privacy of learners and to maintain their personal and financial information as confidential. All records dealing with specific learners must be treated as confidential. All LEARN reports should be submitted online by email, and erased from personal computers, so that the only record exists on secure LEARN computers in locked offices.

Failure to maintain confidentiality may result in termination of employment, or other corrective action. This is intended to protect employees as well as LEARN because in extreme cases, violations of this policy also may result in personal liability.

I have read LEARN’s Policy (H14A.3.5) on confidentiality and the *Statement of Confidentiality* presented above. I agree to abide by the requirements of the policy and inform my supervisor immediately if I believe any violation (unintentional or otherwise) of the policy has occurred. I understand that the violation of this policy will lead to disciplinary action, up to and including termination of my service with LEARN.

Date: Signature: Date: .

1. **Personnel Structure and Responsibilities**
2. **Organizational Structure**

**Executive Director**

**Administrator**

**Program Manager**

**Lead Facilitator**

**Volunteer**

**Co-Facilitator**

**Facilitator Trainee**

1. **General Job Descriptions**

Executive Director

* Spokesperson of LEARN.
* Hired by the Board to carry out the business of LEARN. The Executive Director is the only employee of the LEARN board.
* Responsible for hiring the Program Manager, Administrator and is consulted by the Program Manager for hiring of Facilitators.
* Sets short and long term strategic planning.
* Creates bylaws and policies with the Board.
* Writes grant applications and grant reports.
* Ensures that all legalities are met.
* Completes professional development as required.
* Leads or delegates leadership of staff meetings.
* Leads Council meetings.
* Completes an annual self-evaluation and sets a Professional Growth Plan.

Program Manager

* Answers to the Executive Director
* Assists the Executive Director in leading staff meetings.
* Participates in Council meetings.
* Builds relationships with community partners.
* Creates and maintains partnerships with community members.
* Creates programs based upon the needs of the community.
* Creates plans for all LEARN programs.
* Helps the Executive Director with the grant applications and report writing.
* Purchases supplies and equipment under the direction of the Executive Director and Administrator.
* Keeps a current and up to date electronic and paper filing system.
* Recruits and trains all other LEARN employees and volunteers.
* Facilitates LEARN programs.
* Mentors and supervises Lead Facilitators, Co-Facilitators, Facilitator Trainees and Volunteers.
* Completes professional development as required.
* Completes an annual self-evaluation and sets a Professional Growth Plan.

Lead Facilitator

* Facilitates LEARN programs under the direction of the Program Manager.
* Is fully responsible for ensuring that the program they are scheduled to run does so successfully. It is their job to do whatever it takes, within LEARN’s policies and relevant legislation, to ensure that the program meets the needs of the participants.
* Assists in the planning, implementation, and evaluation of LEARN programs.
* Completes and submits paperwork including participant attendance, anecdotal records, timesheets, and incident reports, and receipts in a timely fashion.
* Mentors and supervises Co-Facilitator, Facilitator Trainee and Volunteers.
* Completes professional development as required.
* Attends and participates in staff meetings.
* Completes an annual self-evaluation and sets a Professional Growth Plan.

Co-Facilitator

* Assists the lead in running programs.
* Is mentored and supervised onsite by the Program Facilitator Lead and Program Manager to assist the Lead Facilitator in running programs.
* Presents programs according to lesson plans.
* Completes and submits required paperwork in a timely manner including anecdotal records, timesheets, receipts, and incident reports.
* Completes professional development as required.
* Attends and participates in staff meetings.
* Completes an annual self-evaluation and sets a Professional Growth Plan.

Facilitator Trainee

* Works under the guidance and direction of the Lead Facilitator to assist the Lead in running programs. The Facilitator Trainee is in a first year with LEARN.
* Co-leads programs as assigned by Program Manager.
* Is mentored and supervised onsite by the Program Facilitator Lead and Program Manager.
* Presents programs according to lesson plans.
* Completes and submits required paperwork in a timely manner including anecdotal records, timesheets, receipts, and incident reports.
* Completes professional development as required.
* Attends and participates in staff meetings.
* Completes an annual self-evaluation and sets a Professional Growth Plan.

Volunteers

* Works as an unpaid employee of LEARN.
* Works under the guidance and direction of the Lead Facilitator, Co-Facilitator and Program Manager.
* Assists the Lead Facilitator and Co-Facilitator to run programs.

1. **Ten Tips for Success**

**Regardless of your role in LEARN, following these tips will make you an excellent employee!** (Taken from MHASR Summer Program Staff Policies and Procedures Manual 2017)

* Do everything with enthusiasm. It’s contagious!
* Be a team player.
* Take the initiative and try new things!
* Maintain a positive mental attitude no matter what the circumstances.
* If in doubt, check it out! Many mistakes occur when people make assumptions.
* Reflect a “can-do” attitude.
* Focus on the learners at all times. After all, that’s why you are here!
* Always think in terms of safety (physical and emotional) first.
* Smile a lot.
* Have fun!

1. **Personnel Standards**
2. **Employment Requirements**

All employees are required to acquire, keep current, and give to the Program Manager, prior to the start of employment and subsequently as required:

* Criminal Record check with Vulnerable Sector
* Child Welfare Check
* First Aid with CPR

LEARN will pay for the costs of obtaining and renewing the above requirements. Employees are expected to pay upfront for the cost and then submit the receipts to the administrator.

***As some of these ‘checks’ take several weeks to receive it is best to start early!*** LEARN requires that the Criminal Record check with Vulnerable Sector and the Child Welfare Check be completed every **3 years.** (H1B). First Aid with CPR needs to be completed every **3 years**.

1. **Attendance/Punctuality**

All employees are required to be punctual. Consistent, punctual attendance is a condition of employment.

1. **Dress Code**

Employees represent LEARN when they are at work therefore, they are expected to dress in casual professional clothing that is neat, clean and non-revealing.

1. **Hours of Work, Timesheet, Overtime**

Every employee has a separate employment agreement with LEARN based upon particular work assignments. The employment agreement outlines each employee’s hours of work based upon which programs are assigned, staff meetings, required trainings, and administration duties. Most of the hours worked will be during the week however, occasional evening and weekend work ***may*** be required.

Employees are required to complete monthly time sheets. Employees must email your time sheet to the Program Manager on or before the last day of the month. Time sheets will be created for each employee by the Administrator and will be available to use on the LEARN shared drive. Timesheets will be emailed to each employee at the start of every year.

LEARN employees will not accumulate overtime except in unusual cases. Any overtime worked by the employee must be pre-approved by the Program Manager and it will only be reimbursed as time off in lieu. The employee will receive time off with regular pay equal to the number of hours worked (H6C). Employees are to use up their overtime allocation within 3 months of the time in which it was accrued. (H6C.2). The ED will manage the overtime process to ensure that all overtime is taken by June 30th (fiscal year end) as much as possible. (H6C.3). Overtime hours earned, used, and accumulated will be tracked on the employee’s timesheet. (H6D). Lieu time hours earned, used, and accumulated will be tracked on the employee’s timesheet. (H6E). LEARN is unable to payout any overtime hours.

1. **Holidays**

LEARN arranges with each employee to run specific programs. These programs will not be scheduled on statutory holidays (Alberta Employment Standards code). (H5A).

1. **Staff Meetings**

LEARN holds monthly employee meetings that are approximately 2 hours in length. All employees are required to attend the monthly staff meetings. All employees have the opportunity and responsibility to participate and contribute ideas. The meetings provide an open forum for all employees. The staff meetings may be conducted in person or virtually via Zoom.

1. **Professional Development and PD Travel**

LEARN supports Board and employee professional development opportunities that enhance individual work performance, ability, effectiveness, and contribute to the successful achievement of LEARN’s mandate and goals. (H4A).

CALP requires LEARN employees to complete particular training courses. If LEARN requires an employee to take training then LEARN will bear the full cost of the program, as well as reasonable travel, accommodation, and meal expenses if required. If the required training is out of town, LEARN will pay mileage at the AB Government rate. When an employee must travel to an out-of-town location for LEARN business, time spent traveling is paid at the employee’s regular rate of pay. (H6A). LEARN appreciates employees paying upfront for expenses and then submitting receipts for reimbursement. If you are not able to do this please let the Program Manager know as far in advance as possible and alternative arrangements will be made. All training and related cost must be pre-approved by the Executive Director.

All employees are expected and encouraged to continue their professional development though attendance at conferences, seminars, courses, or other training opportunities that improve joy-related expertise. (H4B). Professional development goals will be discussed at the employee’s yearly evaluation. All PD must have prior approval by the ED. The employee will submit an expense claim of the PD opportunity to the Program Manager or the ED. (H4C.1). If any employee wants to take approved PD, LEARN will pay for the registration fee but is unable to pay for the employee’s time. The time spent in the training will be counted as volunteer hours.

LEARN does not pay mileage for in-town travel.

1. **Purchase of Incidental Materials and Supplies**

LEARN may request employees to purchase approved snacks, supplies or other materials for LEARN programs. These purchases need prior approval from the Executive Director or the Administrator. LEARN appreciates employees paying upfront for these materials, snacks or supplies then submitting receipts for reimbursement. Reimbursements will be included with regular twice-monthly payments by direct deposit, cheque pick up or mail.

1. **Drug, Alcohol and Tobacco Use**

LEARN’s position on substance abuse is simple: substance abuse is incompatible with the health and safety of our employees, learners, community partners and/or others. LEARN does not permit it in its workplaces and programs.

**Tobacco**: When employees are working for LEARN, tobacco may only be used during non-program hours. There are no smoke or vape breaks! Vaping or smoking may only take place a minimum of 15 meters from the entrance to our offices or any community spaces.

**Alcohol, Marijuana, Illegal Drugs**: Consumption of alcohol, marijuana, non-medically prescribed cannabis products, and illegal drugs at our offices or at community locations is strictly prohibited.

Notwithstanding, if employees are unable to operate lucidly, with care and concern for themselves and others, they should not be at work. If your supervisor has reasonable suspicion to believe that an employee’s use of drugs and/or alcohol may adversely affect the employee’s job performance or the safety of others, the employee will be asked to go home. Persistent use of substances that affect workplace performance will result in dismissal.

If the employee is experiencing addiction issues, this is a medical problem and should be addressed appropriately by the employee.

1. **Parking**

LEARN’s offices are located at the Medicine Hat College. Medicine Hat College has only paid parking lots. All employees are expected to pay for their own parking without reimbursement.

1. **Program Planning**

The Program Manager is responsible for the majority of the program planning; the plans will be consistent with AB Government standards and requirements. The Program Manager will then share plans with the Lead Facilitator who will then use the information to plan their own individual programs based upon the goals of the program. However, the lead facilitator is free to complete program planning for the programs that they are responsible for. If the lead facilitator does their own program planning, they are responsible for emailing the plans to the Program Manager so that they can be saved on the shared file for future reference.

1. **Community Spaces**

Employees are responsible for the care and considerate usage of all community spaces and property. Each employee is responsible to leave the community space, at the end of each program, exactly the way as it was found it at the start of the program day. Each community space will have a set of protocols that will help employees to maintain this high standard.

LEARN employees must inform the Program Manager immediately of any issues or conflicts that arise with community partners or spaces.

1. **Supplies and Equipment**

All LEARN supplies will be kept in either the storage room located at City Storage or in the storage room at Fifth Avenue Memorial United Church. Only senior employees will have access to the keys to the storage room at City Storage. There will be a sign-out sheet at both the storage locker at City Storage and at Fifth Avenue Memorial United Church. If an employee needs to take supplies or equipment to another program location, they will be required to sign out the materials and then to sign them back in again once the supplies and materials have been returned. The Program Manager will be responsible for keeping an up-to-date inventory list that will be displayed at both locations.

1. **Required Paperwork**

All paperwork for each program must remain on site at each community space. This way if an employee is unable to attend a program on a specific date, the fill-in employee will have access to the necessary paperwork. Each program will have its own binder in which all of the paperwork is housed. At the end of each program the Lead Facilitator must turn in the Program Binder and all paperwork to the Program Manager.

The Program Manager will be responsible for ensuring that all paperwork is ready for each program and will give it to the Lead Facilitator prior to program start. The Program Manager will also be responsible for training each employee on the required paperwork.

Each employee will be responsible for filling in but not limited to the following paperwork:

* Monthly timesheets
* Anecdotal reports (these have to be emailed to the Program Manager within 24 hours of the end of each program)
* Attendance records
* Data collection record
* Registration forms
* Photo release forms
* Transportation forms as required
* Evaluation forms
* Class list

1. **Employee Evaluations**

Employee Evaluations are a collaborative process involving each employee and the Program Manager. They are conducted annually with each employee. These evaluations are important to support the growth and development of employees and to ensure the highest quality of work of the position is being achieved. The purpose of the evaluation is to ensure mutual understanding of expectations and performance standards, to recognize the employee’s contribution to LEARN, and to provide a tool for development planning. The development plan is intended to increase the skills and knowledge of the employee relation to his/her position. As a part of this review, the employee’s job description is reviewed and updates annually to ensure it is in keeping with the responsibilities of the position (H9B). Evaluations are confidential and must be signed and dated by both the Program Manager and the employee. (H9B.1)

In addition to annual evaluations, regular feedback, support, and reflection are important aspects of organizational teamwork.

1. **Leave of Absence**

See LEARN Policy Manual H8

1. **Employee Discipline**

See LEARN Policy Manual H10

1. **Employee Termination**

See LEARN Policy Manual H11

1. **Grievances, Appeals and Conflict Resolution**

See LEARN Policy Manual H12

1. **Employee Resignation**

See LEARN Policy Manual H13

1. **Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor –

**Step One:** start with looking at yourself.

Check the Code of Conduct and Goals of Behaviour. Are you working within it? Where might you need to spend a little additional attention?

**Step Two:** keep looking!

If necessary, be self-reflective when you open the Toolbox of Guiding Documents:

Check for your own Thinking Traps.

Check 4 Agreements

**Step Three:** Get assistance.

If required, enter into a Design Thinking process with support of PM or ED, to solve problems and address concerns.

1. **Electronic Etiquette**
2. **Computer Use**

All employees will have access to the computers at the LEARN offices located at the Medicine Hat College. Employees are allowed to use their own personal computers for LEARN business. However, once they have completed the work, it must be emailed to the Program Manager ([familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca)) and deleted off from personal computers to ensure confidentiality of the learners and security of their information.

The computers are for LEARN business only. The use of the computers for personal business such as social media, personal email and others is unacceptable during working hours. The internet is available to employees for research purposes and for assistance for job responsibilities.

Employees must take care not to divulge their own or others’ login names or passwords to others, whether through direct communication or negligence, without authorization. (H15B).

Email accounts are the property of LEARN and must be used in accordance. Email messages must be communicated in ways that positively and professionally represent LEARN to the recipient. (H15C).

1. **Social Media**

LEARN has a Facebook page to which all employees can have access. However, only the Program Manager is able to post items to the page. If an employee wants to add something to the Facebook page it can be sent to the Program Manager for approval.

At times a learner will ask an employee to add them on to social media. LEARN does not have a policy restricting this but it is highly discouraged. It is best for an employee to keep their personal and professional lives separate.

1. **Cell Phone Use**

LEARN requests that employees do not use their cell phones for personal use during programs. During programs cell phones must be turned off, put on silent or left in a room other than the program room.

Lead Facilitators can share their cell phone number with the learners in a program in case the learners need to communicate with them. However, Co-Facilitators, Facilitator Trainees and Volunteers should not give out their cell phone number to learners.

At times LEARN employees will use their personal cell phones for LEARN business such as taking pictures of learners who have signed a photo release form. LEARN employees are then required to email the pictures to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and then delete the photos off of their phones.

1. **Health Procedures**
2. **Employee Illness**

If an employee is unable to come to work because of illness or injury, please contact the Program Manager at 403-529-3878 (office) or cell (will be provided to employees at the beginning of program) as soon as possible! The Program Manager will then find a replacement for the program. Please try to give the Program Manager as much notice as possible so that a replacement facilitator can be found. New procedures will be in place due to COVID – 19. These will be clearly outlined in a separate document but for this document LEARN must adopt a zero-sickness policy. You cannot come to work if you have the following symptoms that are not a result of a medically diagnosed pre-existing condition:

* Fever
* Cough
* Shortness of breath/difficulty breathing
* Sore throat
* Chills
* Painful swallowing
* Runny nose/nasal congestion
* Feeling unwell/fatigued
* Nausea/vomiting/diarrhea
* Unexplained loss of appetite
* Loss of sense of taste or smell
* Muscle/joint aches
* Headaches
* Conjunctivitis (commonly known as pink eye)

1. **General Health Practices**

* There will be an onsite well stocked First Aid kit at each community space. If you have to use anything in the First Aid kit please let the Program Manager know so the items can be replaced.
* If a leaner has a minor accident at a program and first aid has to be used then the employee who administered the first aid must fill out an **Incident Report** form.
* When giving first aid to a learner, LEARN employees are required to use latex gloves.
* At each program, Kleenex, gloves, face masks, no touch thermometer and hand sanitizer will be available to all employees and learners.
* LEARN employees are prohibited from giving any medications to any learner (including Tylenol or Advil).
* If an employee suspects that a learner or their child is ill with a communicable illness, then they should ask the learner to leave the program to prevent others from getting sick. Transportation will be arranged if needed.
* Employees should wash their hands often to prevent the spread of illness.
* All program materials and supplies need to be disinfected using disinfecting wipes and diluted bleach solutions at the end of each program to prevent the transference of disease.
* LEARN employees must refrain from responding to medical questions from learners since a diagnosis and treatment plan is not possible without a proper medical examination by a medical professional. LEARN employees should keep on hand, lists of walk-in clinics (addresses and time), and doctors accepting new patients.
* When LEARN employees are required to prepare food for programs, they must have a current Food Safe Certificate. Prepackaged foods (fruit trays, vegetable trays and food prepared in a food safe kitchen) are highly recommended for snacks and meals in programs. For use of these a Food Safe Certificate is not required. This policy will also be changing as pandemic conditions change and the changes will be outlined on the separate document.

1. **Communicable Diseases and Major Illness/Accident**

* If learners, or children of learners, have a communicable disease, they should promptly report this to the Lead Facilitator. Learners and children of learners, with communicable illnesses should refrain from attending programs. The Lead facilitator should report this to the Program Manager.
* If a major illness or accident happens during a program time with learners, or children of learners, the LEARN employee must call 9-1-1. Once the crisis has passed then the Program Manager must be notified and the LEARN employees must fill out an **Incident Report** Form.
* Some of our learners may suffer from addictions and/or mental health issues. If a LEARN employee suspects that a learner is under the influence of drugs or alcohol, they need to ask the learner to leave the program for the day; the learner can try again next week.
* If a LEARN employee suspects that a learner is suffering from a mental health issue, they should take the learner outside of the program and talk quietly and calmly to them. If the LEARN employee suspects that the learner is unable to be at program then they should be gently asked to leave. The LEARN employee should check up on the learner afterwards and report the incident to the Program Manager.

1. **Safety Standards**
2. **General**

* Minimum of 2 LEARN employees at each program for the adult learners.
* Minimum of 2 LEARN employees or volunteers for children of learners, in the childcare room at all times if LEARN is providing childcare.

Or

1 LEARN employee and 1 or more volunteers

Or

1 LEARN employee and 1 employee from a partner agency.

* LEARN employees stay in community space until all learners have safely left the program.
* LEARN employees have valid First Aid Certificates with CPR Level C.
* Well-stocked first aid kits at every community space where programs are held.
* LEARN employees have working cell phones at each program in case of emergency.
* LEARN employees use common sense and safety consciousness when setting up and conducting activities, constantly staying alert to potential hazards related to the facilities, grounds and equipment.
* LEARN employees inspect supplies and equipment for breakage and throw out unsafe items. Please let the Program Manager what needs to be replaced!

1. **Personal Safety**

* LEARN employees need to be aware of their environment to move safely through it.
* LEARN employees should try to plan to leave programs together.
* LEARN employees carry their cell phone for cases of emergency.

**N.B.** If an employee feels unsafe, they need to make the other facilitators aware and then take steps to feel safe. If they continue to feel unsafe they should talk to the Program Manager and then a plan will be put in place to help them feel more secure.

1. **Inclement Weather**

* Lead Facilitator of programs will call the Program Manager to discuss possible cancellation of programs.
* Program Manager will decide whether programs will be cancelled. Safety of learners is the main criteria for cancellation.
* Lead Facilitator will contact each employees and learners to inform them of the cancellation.

**N.B.** Cancelled programs will be made up in subsequent weeks if time allows.

1. **Field Trips**

* Lead facilitator must take the program binder with them.
* Lead facilitator must take the field trip bag, which contains a first aid kit, hand sanitizer, and wipes.
* Lead Facilitators must have a working cell phone with them on all field trips in case of emergency.
* Due to COVID – 19 Field trips (except for walks outside are not allowed).

1. **Emotional Safety**

* LEARN employees will welcome everyone as they arrive.
* LEARN employees will create an atmosphere of celebration of diversity.
* LEARN employees will be sensitive to possible social or economic challenges within the group.
* LEARN employees will avoid telling any learner what to do with their children; rather, LEARN employees will model positive interactions at all times.
* LEARN employees will facilitate group discussions rather than provide direct instruction. A goal is to listen rather than talk.
* LEARN Employees will ‘circulate’ when necessary to include everyone in conversation but respect a learner’s right not to talk.
* LEARN employees will work to resolve conflicts within the group immediately. If problems persist, consult with the Program Manager.

1. **Community Spaces**

* LEARN employees need to be aware of all of the safety exits at each community space.

**N.B** If a LEARN employee or volunteer feels that the community space is unsafe, they need to document their findings and then report it to the Program Manager.

1. **Behavior**
2. **Employee**

* Model the Code of Conduct.
* Behave in a professional manner at all times.
* Model for our learners the behaviors that we want to see in them.
* Use the *Four Agreements*: (Daniel Ruiz)

Be impeccable with your word.

Take nothing personally.

Make no assumptions.

Always do your best.

1. **Learners**

* Learners may sometimes have challenging behaviors.
* LEARN employees may need to redirect learners’ behaviors if they are causing disruptions within the program. (See the techniques under the children section as these may also be useful with learners).
* If a learner continues to have disruptive behaviors and cannot be redirected the LEARN employee may need to quietly take the learner aside and talk to the learner on an individual basis away from the rest of the participants.
* If a LEARN employee is struggling with the behavior of a particular learner then they can bring their concerns to the attention of the Program Manager.

1. **Children**

* Employees must remember that learners are responsible for disciplining their own children when they are with them at the program. If the parents are in a separate room from the children and cannot be reached, then LEARN employees may need to step in using preventative, positive discipline techniques such as:

-structuring the environment appropriately

-communicating expectations to the children

-modeling desirable behaviors

-being consistent

-using positive verbal reinforcement

-using redirection

-planned ignoring of behavior

-setting logical and appropriate consequences

1. **Appendices**
2. **Forms**
3. **Registration Form**

**Program**

|  |
| --- |
|  |

**Contact Details**

|  |  |
| --- | --- |
| First Name |  |
| Last Name |  |
| Birthdate |  |
| Age |  |
| Gender (Circle 1) | Male Female Identifying w/another gender Prefer to not disclose gender |
| Address |  |
| Home Tel # |  |
| Cell # |  |
| Email |  |
| Allergies/Dietary Restrictions |  |

**Your Children**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Name | | | Date of Birth | | Special Information/Comments/Allergies | | | |
| Child 1 |  | | |  | |  | | | |
| Child 2 |  | | |  | |  | | | |
| Child 3 |  | | |  | |  | | | |
| Child 4 |  | | |  | |  | | | |
| Child 5 |  | | |  | |  | | | |
| **How Did You Hear About the Program:** | | | | | | | | | | |
| **Citizenship Information:** | | Canadian Citizen | ⬜ | | Temporary/Foreign Resident | | ⬜ | Refugee Claimant | ⬜ |
|  | | First Nation | ⬜ | | Métis | | ⬜ | Inuit | ⬜ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Are you from another cultural or language group? | | | |  | If you said **Yes**, what cultural or language group are you from? What language do you use at home and most often speak with your children? |
| Yes | ⬜ | No | ⬜ |  |  |

**Your Highest Level of Education**

No Schooling ⬜

Grades 1-6 ⬜

Grades 7-9 ⬜

Some High School ⬜

High School Graduate ⬜

Some Post-Secondary ⬜

Post-Secondary Graduate ⬜

Special Education ⬜

Unknown ⬜

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Have you attended a Family Literacy program before?  If Yes, which program?  When did you attend? | Yes | ⬜ | No | ⬜ |
| Do you travel more than 50km to attend this class? | Yes | ⬜ | No | ⬜ |
| Do you have transportation to attend classes? | Yes | ⬜ | No | ⬜ |

What are you hoping to learn by participating in this program?

|  |
| --- |
|  |

**The information you provide will be used for reporting where your identity will remain anonymous. We will not share your personal information with any other organization.**

1. **Photo Release Form**

LEARN requests your permission to:

* Video and/or take you or your child’s photograph for programs and promotional use.

AND / OR

* Use your anecdote /story/ quote for promotional use.

This material may be used at public presentations and conferences to promote general literacy or LEARN’s Family Literacy programs and events. It may also be used in newsletters, on LEARN’s website, Facebook page, advertising and promotional materials, in newspapers, and on TV.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print Name)

Have read the above statement and give permission to LEARN to (please check the appropriate box(es):

□ Video or photograph me and/or my child / children

□ Use my anecdote / story / quote

I am the legal guardian of the children listed (print full name(s) of child/children):

I hereby grant LEARN permission to interview me and/or to use my likeness or the likeness of my child/children in photograph(s)/video in any and all of its publications and in all other media initiated by LEARN, whether now known or hereafter existing controlled by LEARN, in perpetuity and for other use by LEARN. I will make no monetary or other claim against LEARN for the use of the interview and/or the photograph(s) or video taken.

I am the legal parent or guardian of any children listed above and I am therefore able to sign on their behalf.

Signature: Date:

1. **Transportation Form**

Learn has a special agreement with **Deluxe Central Taxi** to meet your transportation needs, therefore Deluxe Central Taxi will be picking you up.

Name:

Address:

Destination:

If you are unable to attend program, Deluxe Central Taxi requires a minimum of 2 hours cancelation notice. You can contact them at **403-526-3333, or 403-526-4444, or 403-526-6666 or 403-527-7777.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature) (Date)

1. **Program Incident Report**

Program Incident Report

|  |  |
| --- | --- |
| **Date:** |  |
| **Location:** |  |
| **Staff & individuals involved:** |  |
| **Report submitted by:** |  |
| **Incident witnessed by:** |  |
| **Participant Signature:** |  |

Details:

1. **Anecdotal Report**

**Family Literacy Programs**

**Anecdotal Records 2019/20**

|  |  |
| --- | --- |
| **Program:** |  |
|  |  |
| **Date:** |  |

**Observers** *(Each observer use different colour please – colour designations as follows):*

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

**Participant Attendance:** *(Adult is denoted by an upper case letter/child by lower case letter)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| **Lead’s Overview:** | |
| 1. |  |
| 2. |  |

|  |  |
| --- | --- |
| **Observations (I See; I Wonder – Speculate; I’ll Try - Growth):** | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| **Ah Ha! Moments:** | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| **Logistics (food, transportation, facilities):** | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

1. **Evaluation Form for Programs with Children Present**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Form** | | | | | | | | | | |
| ***Dear Learner, our apologies, the questions below are required by our funder so LEARN can offer this program for FREE.*** | | | | | | | | | | |
| ***For English Language Learners (ELL) only:***  Do you feel more confident or comfortable speaking English; reading English books to your children or doing English rhymes and songs with your children since attending this program? | | | | | | | Yes | | No | |
| Since coming to this program, have you used any of the stories or songs more often at home? | | | | | | | Yes | | No | |
| Since coming to this program, have you used any of the skills you have learned at this program at home? | | | | | | | Yes | | No | |
| Since coming to this program, do you read more? | | | | | | | Yes | | No | |
| Do you feel that this program was useful for your needs and goals? | | | | | | | Yes | | No | |
| Do you feel that this program helped you to meet your goals? | | | | | | | Yes | | No | |
| Do you feel safe (physically and emotionally) and welcome during the program? | | | | | | | Yes | | No | |
| Have you registered for any other programs for yourself, your child or both of you? | | | | | | | Yes | | No | |
| Since coming to the program, do you know more about programs offered in your community? | | | | | | | Yes | | No | |
| Are you interested in finding out more about other programs available? | | | | | | | Yes | | No | |
| If yes, what classes would you be interested in taking if they were available? | | | | | | | | | | |
| After coming to this program, how are you feeling about your ability to support your child’s learning now and through school, and your new skills? | | | | | Confident | | Not Confident | | Unsure | |
| One thing I have learned is . . . | | | | | | | | | | |
| My future goal is . . . | | | | | | | | | | |
|  | | | | | | | | | | |
| ***Dear Client, the following questions are so we can improve our program.*** | | | | | | | | | | | |
| Compared to the start of the program, I think my child: | | | | | | | | | | | |
| 1. | Responds more to my voice or to changes in my voice. | | | | | Yes | | No | | N/A | |
| 2. | Uses more sounds or speaks more words. | | | | | Yes | | No | | N/A | |
| 3. | Follows spoken direction more. | | | | | Yes | | No | | N/A | |
| 4. | Tries to join in the rhymes or sings more songs. | | | | | Yes | | No | | N/A | |
| 5. | Tries to hold a book or tries to turn pages in a book more. | | | | | Yes | | No | | N/A | |
| 6. | Knows more letters of the alphabet (such as in name). | | | | | Yes | | No | | N/A | |
| 7. | Pays more attention to me or watches me more when I talk. | | | | | Yes | | No | | N/A | |
| 8. | Likes being read to more. | | | | | Yes | | No | | N/A | |
| 9. | Enjoys being with other children more. | | | | | Yes | | No | | N/A | |
|  | | | | | | | | | | | |
| Please note how satisfied you are with: | | | | | | | | | | | |
| 10. | Facilitators | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 11. | Child Care | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 12. | Transportation | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 13. | Lunch | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 14. | Space | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 15. | Day of the Week | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 16. | Length of each session | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |

1. **Evaluation Form for Programs Without Children Present**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Form** | | | | | | | | | | |
| ***Dear Learner, our apologies, the questions below are required by our funder so LEARN can offer this program for FREE.*** | | | | | | | | | | |
| ***For English Language Learners (ELL) only:***  Do you feel more confident or comfortable speaking English; reading English books to your children or doing English rhymes and songs with your children since attending this program? | | | | | | | Yes | | No | |
| Since coming to this program, have you used any of the stories or songs more often at home? | | | | | | | Yes | | No | |
| Since coming to this program, have you used any of the skills you have learned at this program at home? | | | | | | | Yes | | No | |
| Since coming to this program, do you read more? | | | | | | | Yes | | No | |
| Do you feel that this program was useful for your needs and goals? | | | | | | | Yes | | No | |
| Do you feel that this program helped you to meet your goals? | | | | | | | Yes | | No | |
| Do you feel safe (physically and emotionally) and welcome during the program? | | | | | | | Yes | | No | |
| Have you registered for any other programs for yourself, your child or both of you? | | | | | | | Yes | | No | |
| Since coming to the program, do you know more about programs offered in your community? | | | | | | | Yes | | No | |
| Are you interested in finding out more about other programs available? | | | | | | | Yes | | No | |
| If yes, what classes would you be interested in taking if they were available? | | | | | | | | | | |
| After coming to this program, how are you feeling about your ability to support your child’s learning now and through school, and your new skills? | | | | | Confident | | Not Confident | | Unsure | |
| One thing I have learned is . . . | | | | | | | | | | |
| My future goal is . . . | | | | | | | | | | |
|  | | | | | | | | | | | |
| Please note how satisfied you are with: | | | | | | | | | | | |
| 10. | Facilitators | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 11. | Child Care | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 12. | Transportation | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 13. | Lunch | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 14. | Space | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 15. | Day of the Week | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| 16. | Length of each session | N/A | Very Satisfied | Satisfied | | No  Comment | | Dissatisfied | | Very Dissatisfied | |
| Any addition comments are welcome . . . | | | | | | | | | | | |
| ***Thank you for taking the time to fill out this form!*** | | | | | | | | | | | |

1. **Data Collection Checklist**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | | | | | |
| **Facilitator Checklist Form** | | | | | | | | | | | | | | | | | | |
| **Program:** | | | | | | | **Program Dates:** | | | | | | | | | | | |
| **Programming Area** (Adult Literacy, Numeracy, English Language Learning, Basic Digital Skills, Foundational Life Skills):  *Note to Facilitator: This Form is to be used throughout program to check off numbers for all AB Gov reports.* | | | | | | | | | | | | | | | | | | |
| **Learner Initials:** | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | **#** |
|  | Registered **(demo’d commitment to learning)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 1.2a | Practiced using foundational skills **(skills use)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 1.2b | Completed, or making progress toward meeting their learning goal **(learner progress)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 1.2c | Demo’d increased self-confidence **(increased confidence)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 2.2a | Felt program was relevant to needs/goals **(program relevance)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 2.2b | Learners who reported we provided a safe and welcoming space **(welcoming space)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 2.2c | Had a social &/or econ barrier reduced **(reduced barriers)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| 3.2c | Referred in by another organization **(build community support for foundational learning)** |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
|  | Name of Organization |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
|  | # Waitlisted |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |

**NUMBER OF HOURS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | 3.2a | | | | | | | | 3.2a | | | | | | | |
|  | | # hrs pd **staff** related to FL, Adult Lit, ELL, Basic Computer Skills programming including:   * Program planning time * Program time * Set up time * Clean up time * Anecdotal writing time | | | | | | | | # **hrs staff and** **volunteers** contributed to the CALP program (unpd hrs only), including:   * All unpd board and coordinator/staff hrs * Only volunteer and tutor hrs related to FL, Adult Lit, ELL, Basic Computer Skills programming * Include staff from partner organizations that are involved with the program * Include any guest speakers | | | | | | | |
| **WKS** | | **HOURS** | | | | | | | | **HOURS** | | | | | | | |
| **1** | |  | | | | | | | |  | | | | | | | |
| **2** | |  | | | | | | | |  | | | | | | | |
| **3** | |  | | | | | | | |  | | | | | | | |
| **4** | |  | | | | | | | |  | | | | | | | |
| **5** | |  | | | | | | | |  | | | | | | | |
| **6** | |  | | | | | | | |  | | | | | | | |
| **7** | |  | | | | | | | |  | | | | | | | |
| **8** | |  | | | | | | | |  | | | | | | | |
| **9** | |  | | | | | | | |  | | | | | | | |
| **10** | |  | | | | | | | |  | | | | | | | |
| **11** | |  | | | | | | | |  | | | | | | | |
| **12** | |  | | | | | | | |  | | | | | | | |
| 3.2a | # hrs all staff/vol contributed | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2a | Program Staff (hrs) | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2a | Program Volunteers (hrs) | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2a | Board Volunteers (hrs) | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2a | Council Volunteers (hrs) | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2b | # In kind contributions  **(Program location X number of hours at the location)** | |  | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INFO FROM REGISTRATION AND EVALUATION FORMS: | | | | | | | | | | | | | | | | | | |
| **Learner Initials:** |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  |  | |
| **Learner Gender** |  | | | | | | | | | | | | | | | | | |
| Females |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Males |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Identify With Other Gender |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Unknown |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| **Learner Age Group** |  | | | | | | | | | | | | | | | | | |
| 0-17 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| 18-34 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| 35-54 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| 55+ |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Unknown |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| **Previous Schooling** |  | | | | | | | | | | | | | | | | | |
| No schooling |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Gr 1-6 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Gr 7-9 |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Some High School or Grad |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Some Post Secondary |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Post Sec Grad |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Special Education |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Unknown |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| **Learner Profile** |  | | | | | | | | | | | | | | | | | |
| First Nations/ Metis/Inuit |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |
| Permanent/ Temp Residents/ Refugees |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | | |  |

1. **Employee Signoff of Handbook**

Please read and initial each of the following statements:

I have read and understood the Employee Handbook.

I have asked the Program Manager questions of clarification.

I agree to note and ask the Program Manager any questions that may occur along the way.

I agree to follow the contents of the Employee Handbook to the best of my ability.

I understand that the Employee Handbook is a living document and that it will be revised on an annual basis.

I understand that I am part of the living revision process. Annually, I will be asked to read and sign off on revised versions.

Print Name: .

Signature: .

Date: .

Program Manager Signature: .

1. **Acceptance of *Code of Conduct* (H14) Policy**

I acknowledge that I have read, understood and agreed to abide by LEARN’s Code of Conduct policy.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Name Position

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LEARN Approval**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Name Position

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature Date

1. **Professional Development Application Form**

**NAME(s): DATE:** \_\_\_\_\_\_ \_\_ \_\_\_

**DATE(S) OF PD: LOCATION OF PD**:

**TITLE OF OPPORTUNITY:** \_\_\_\_\_\_\_\_\_\_\_\_  **YOUR ROLE:**

**YOUR LEARNING GOAL(S):** *Please provide a brief summary of the goals of attending this PD opportunity as related to the goals of LEARN. Also state the knowledge, skills and abilities you hope to develop by your attendance.*

**ESTIMATED EXPENSES**

|  |  |  |
| --- | --- | --- |
| **EXPENSE TYPE** | **TOTAL AMOUNT** | **ADDITIONAL INFORMATION** |
| **Registration Fee:** |  |  |
| **Mileage: \_\_\_\_\_\_\_\_\_\_\_\_ km X GOA Rate cents/km** |  |  |
| **Accommodation:**  Please include GST ONLY in the GST column |  | GST ONLY |
| **TOTAL:** |  |  |

SIGNATURE: Date:

APPROVAL: Date:

*Note: Expenses for approved PD will be reimbursed as per LEARN Expense Claim Guidelines upon submission of an Expense Claim form and receipts.*

Thanks for taking part in professional development.

1. **Community Facilities**
2. **5th Avenue Memorial United Church Protocols**

Some of these protocols are dictated by 5th Avenue Church as set out in our partnership agreement, some from LEARN policies, some are based upon Health and Safety and others are from Alberta Labor Standards. It is the responsibility of **ALL** staff members to make sure that everything is completed before you leave the church.

In case of emergency and you need to contact 911 the address of the church is **476 4th St SE**. You will also need to contact the current LEARN Program Manager after the emergency is under control at **403-529-3878**.

**5th Avenue Church and LEARN Requirements:**

Staff need to **arrive at 45 minutes** before the start of a program. Therefore, if the program starts at 10:00 then staff needs to arrive by **9:15 am**. You will also need to turn the light on at the top of the stairs as the basement is very dark. You will also need to turn on the light in the basement.

**We must leave the church exactly as we found it**.

**Storage Room:**

1. All LEARN materials (toys, crafts, equipment, books) must be put on the shelves, stored in or on top of the filing cabinet, or against the walls. We cannot leave anything against the doors or in the middle of the room. Most of the totes have been labelled. Please put everything back where you got them from.
2. If we are out of anything (e.g. cleaning supplies, paper plates, utensils, craft materials) or if any materials get broken please let the program manager know so they can be replaced.
3. All toys/materials that have been used for the programs **must** be cleaned and sanitized (using the cleaning wipes) before you put them away where you got them from.
4. If you are taking toys/crafts/materials out of the church for another program there is a sign out sheet on top of the filing cabinet. Please fill out what you are taking and then sign and initial it. When you bring the toys/materials/craft supplies back to the church sign them back in on the sheet. This way I can keep track of the inventory and know where all of our materials are located.

**Parent Room:**

1. All furniture that gets moved must be put back in the same place that it came from.
2. When you are in the parent room set up the coffee maker in the corner. It is a single serve machine and so the reservoir will need to be filled with water before being plugged in. You will also need to set up the individual coffee pods, sugar, and creamer along with the cups and lids.
3. At the end of the program the coffee machine and supplies need to be cleaned up and put back into the coffee bin. Then the coffee bin needs to be stored back in the storage room. The coffee machine cannot be left on when we are not there as it could be a fire hazard.
4. The garbage bin in the parent room must be emptied at the end of the programs and taken out to the dumpster. There needs to be a new garbage bag put into the garbage bin.

**Bathroom:**

1. At the end of all program days the garbage bin in the bathroom must be emptied and taken out to the dumpster. There needs to be a new garbage bag put into the garbage bin.
2. If water has been spilled all over the counter or the floor please wipe it up.

**Main Room (Century Hall)**

1. If tables are used for the program they must be wiped down with cleaning wipes and then stored back against the walls.
2. If the chairs have been used they need to be stacked and then stored against the wall where you got them from.
3. The children are not allowed to play with the piano at the church. It is best to block it off with chairs. If a child goes to the piano they need to be directed away from it.
4. If the floor is messy it needs to be swept.
5. If the coffee pot is used in this room instead of the parent room the same rules apply as above.
6. If booster seats are required only staff can set up them up on the chairs as the parents don’t always get the straps tight enough. After program the booster seats need to be disinfected and then the straps need to be done back up again (this is because if we don’t do up the straps they fall off of the chairs and then they get lost). They then need to be stored back in the storage room on top of the filing cabinet.
7. The garbage bins must be emptied from this room as well and taken to the dumpster. Again we need to replace the garbage bag from inside the bin.
8. The door that leads to the Salvation Army side of the basement will be locked when you first arrive at the church. It will need to be unlocked when you go to the entrance way

to let participants in. You may also need to turn the lights on in the hallway. Once all participants are in and you are ready to start the program close this door.

1. When the program is over one staff member will need to open up the door and check the hallway as there is sometimes Salvation Army clients who use the hallway to sleep. If you notice this take another staff member and respectfully ask the person in the hallway to leave. If they do not leave or if they cause problems you need to go to the Salvation Army and have them deal with it. The participants must stay inside our area until the hallway is cleared.
2. Once all of the garbage has been taken out to the dumpster and you return to our room (Century Hall) the lights need to be turned off in the hallway and the door closed and locked.
3. The doors to each of the rooms off of the Century Hall need to be opened before you leave (particularly in the winter). This is due to the fact that the rooms will be too cold if the doors stay closed.
4. Before leaving to go upstairs you will need to turn off all the lights in the basement rooms. Also, when you get to the top of the stairs you will need to turn the lights off to the basement.

**Kitchen Area:**

1. There is a large black bin on wheels that is stored between two of the shelves in the storage room. Inside this bin is all of the materials/equipment needed for cooking and or serving lunch. Included in this bin is a key in a small plastic container. This key is for the Salvation Army storage room where they have large commercial fridges. We have permission to use the fridges to store the food that we bring for lunches for our GCGP program or our ALAPS program. The key needs to be put back into the plastic container and stored back in the black bin.
2. We have permission to use the kitchen in the basement to heat up our foods that we are serving for lunch. There is hot pads and oven mitts in the large black bin mentioned above.
3. All lunch materials must be ready made and just need to be heated up prior to lunch as we do not have the time the morning of the program to prepare food.
4. We must leave the kitchen clean and tidy.
5. At the end of the program if the oven mitts, hot pads, wash clothes and/or dish towels are dirty someone will need to take them home and wash them and then return them to the program the next week.
6. Any dishes that need to be washed (bowls, spoons, knives etc.) that are dirty either need to be washed in the church kitchen or a volunteer needs to take them home and wash them there. If they are taken home to be cleaned they need to be brought back to the church the following week.

**Entrance to 5th Avenue Church:**

1. When we first come to the church we need to write LEARN on the small white board in the entrance way.
2. Once the program is over we need to erase LEARN from the small white board.
3. The Salvation Army is not open until 11:00 am. Therefore, one staff member needs to go to the entrance door and you can only let in LEARN participants. Sometimes, once you let in a participant the door doesn’t close all the way so you need to pull the door closed until it latches. If a Salvation Army client comes to the door and they are not open you need to tell them, respectfully, through the door that they are not open until 11:00 and that they need to come back then. Do not open the door for them.
4. At the end of the program it is safest if at least 1 staff member would walk the participants to the door.

**Health/Safety, LEARN and Alberta Labor Standards:**

1. According to the Alberta government **2 adults** are required to be with children at all times. This is why in all LEARN programs there must be a **minimum of 2 facilitators per program**. This can be 1 LEARN staff member and 1 staff member from a partner organization or 2 LEARN staff. In programs where the parents and the children are separated there needs to be a minimum of **1 staff in the parent room** (2 is better) and **3 adults** (or more depending upon the number of children) **in the children’s area**. You need to have a minimum of 2 staff members and the third (or more) adult can be a volunteer. The reason for this is due to the fact that in GCGP or ALAPS programs 1 staff member has to leave the children’s room to attend to lunch and the other staff member cannot be left alone with the children.
2. All LEARN programs **MUST** start on time as because we have to **FINISH** on time. This is due to the fact that some of our participants have cabs that come to pick them up and this has all been prearranged. Also, some staff also have to leave at a particular time due to their contract or other commitments.
3. **NO** staff can leave the program until all of the duties have been completed and everything is disinfected and put away where it belongs.
4. **NO** staff can leave the program until **ALL PARTICIPANTS** have left either on their own or by taxi. If the taxi is late a minimum of 1 staff member **must stay with the participant until the taxi arrives**. The cab company (Deluxe Central Taxi) has a list of who needs to be dropped off and picked up and at what times. They are sometimes late in picking up the participants. If they are late by more than 5 minutes you are authorized to call Deluxe Central Taxi at **403-526-3333, or 403-526-4444, or 403-526-6666, or 403-527-7777**. Identify yourself and that you are with LEARN and request that they send a cab right away for the participant. If cab issues continue to happen every week please contact the Program Manager and let her know of the issues.
5. As we are located in the basement of the church and are fairly isolated we need to stick together as a staff. If there was an emergency we are on our own to deal with it. Therefore, for the safety of our staff we need to stay together. The clients of the Salvation Army can have many issues and while we need to be respectful of them we also must ensure the safety of our own staff. For this reason, **no staff should be alone in the basement.** If possible **staff should all leave together**. This is another reason why all programs need to start and finish on time. It is for safety purposes.
6. Again for safety purposes it is important for all staff to carry a cell phone with them at all times. This will also help for each staff member to know the time so that we ensure that we finish on time.

**If you have any concerns or questions please contact your Program Manager at 403-529-3878.**

1. **Jobs Checklist**

**Program and Date:**

|  |  |
| --- | --- |
| **Job** | **Staff Initial** |
|  |  |
| **Parent Room:** |  |
| Set up coffee pot in the corner of the room |  |
| Get the large black rolling bin and the handout container and take them to the parent room |  |
| Get the easel from the children’s room and take it into the parent room |  |
| Set up the parent room with all materials needed for the program |  |
| Set out the binders, journals and pens on the coffee table |  |
| At the end of the program collect all binders, journals and pens and store them back into the large rolling bin |  |
| Return the large black rolling bin and the handout container back to the storage room |  |
| Clean up the coffee pot and supplies and return the coffee bin to the storage room |  |
| Return all furniture back to its original spot – where you found it |  |
| Empty the garbage bag out of the room and replace the garbage bag |  |
|  |  |
| **Bathroom:** |  |
| Empty the garbage bag out of the room and replace the garbage bag |  |
| Tidy up the bathroom |  |
|  |  |
| **Storage Room:** |  |
| All LEARN materials (toys, crafts, equipment books) put back on the shelves, in or on the filing cabinet or against the walls. Return everything where you got it from |  |
| Clean and sanitize all toys/equipment before placing them back on the shelves or in the containers |  |
|  |  |
| **Entrance Way:** |  |
| Write LEARN on the small white board in the entrance way |  |
| When the program is over erase LEARN from the white board |  |
| **Kitchen Area/Meal Prep:** |  |
| Take the large black rolling bin from the storage room and bring it to the lunch table |  |
| Set up the lunch materials (paper plates or bowls, cups, plastic utensils) |  |
| Set up other equipment needed for lunch (hot plates, cookie sheet, serving utensils etc.) |  |
| Take the key in the plastic container and take food supplies to the Salvation Army fridge |  |
| Return key to the plastic container |  |
| Fill up the water jug with water from the kitchen |  |
| Heat up lunch in the basement kitchen and leave kitchen tidy |  |
| After lunch clean up the lunch materials and return to the black rolling bin which then goes back into the storage room |  |
| Sanitize lunch tables with cleaning wipes |  |
| If lunch equipment (bowls, hot plates, cookie sheet, serving utensils) need to be washed they are either washed at the church or taken home to be washed and then returned |  |
|  |  |
| **Main Room (Century Hall)** |  |
| Set up the tables and chairs for the lunch if needed |  |
| Set up the booster seats on the chairs – make sure the straps are tight |  |
| Block off the piano with chairs |  |
| Set up the coffee pot if the parent room is not being used |  |
| Set up the CD player and put on a children’s CD |  |
| Set up the children’s area with all books/toys/crafts/equipment needed for the program. |  |
| At the end of the program push tables back to the walls (or place them back in the room that you got them from) and wipe down each table with cleaning wipes |  |
| Put all books/toys/crafts/equipment back into the storage room and sanitize them. Then put them back onto the shelves or in the containers where they came from. |  |
| Sanitize the booster seats, if used, and then do up the straps. Place them back on top of the filing cabinet located in the storage room. |  |
| Stack any and all chairs that were used and then push them to the side of the room. |  |
| Sweep the floor, only if needed |  |
| Put away the coffee pot and supplies if used in this room |  |
| Unplug the music player and put it back in the storage room |  |
| Take the garbage out to the dumpster and put in a new garbage bag |  |
| Lock the door that leads to the rest of the basement/Salvation Army area |  |
| Open the doors to the rooms off century all and turn off the lights |  |

1. **Program Materials and Equipment Checklist**

If the program for which you are the lead facilitator is not at 5th Avenue Memorial United Church you will need to bring all program materials and equipment to and from your program location.

The Program Manager will provide you with a large plastic tote with all of the program materials and equipment that you will need in order to run the program. If something runs out or if you are needing materials and/or equipment that is not in the large tote please contact the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and let her know ASAP.

It is highly recommended to leave the program tote in your car for the duration of the program so that you have all of the required materials/equipment with you at all times. However, as the totes can get quite heavy, it is also acceptable to take out of the tote what you require for that program day and bring only what you need to the program in a rolling bag or suitcase. If you are choosing this option please ensure that you have a basic kit of standard materials and equipment with you at all times. A checklist is provided below of what must be brought to each program each and every session.

|  |  |
| --- | --- |
| **Item** | **Check** |
| Program Binder (needs to have attendance sheet, registration forms, transportation forms, photo consent form, program incident form, evaluation forms and all program plans) |  |
| Scissors (child and adult and a container or plastic bag to hold them) |  |
| Washable markers |  |
| Crayons |  |
| Glue Sticks |  |
| Paper |  |
| Blanket (must be washable and good for creating boundaries) |  |
| Snack Supplies   * Napkins * Small paper plate * Small cups (Dixie cups) * Plastic or cellulose utensils * Water jug |  |
| Non-perishable Food Items (cookies, crackers, fruit snacks) |  |
| Baby Wipes |  |
| Hand Sanitizer |  |
| Kleenex |  |
| Disinfecting Wipes |  |
| Plastic Grocery Bag for a Garbage |  |
| Sealable Sandwich Bags |  |
| Fully Stocked First Aid Kit |  |
| Pens/Sharpies |  |
| Name Tags |  |
| Handouts/Brochures/Literacy Information/Community Resources |  |
| Any Other Materials/Equipment Needed to Carry Out the Program Plan |  |

1. **Job Descriptions Per Program**
2. **Books for Babies**

**LEAD FACILITATOR RESPONSIBILITIES:**

Plan the books that will be used as well as the rest of the program. Email the program plan to the Program Manager and the Co-Facilitator prior to the start of the program.

1. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
2. Bring all books (program and give a ways) and any supplies, to program each week.
3. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
4. You, are in charge of the *Books for Babies* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
5. Clean up the program location once the participants leave, and leave the room exactly as you found it.
6. Take home the program books, supplies, and any leftover give away books. Return the leftover give away books to the Program Manager. Take the program books, and supplies to the program the following week.
7. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the program binder.
8. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. At the end of the program you will need to have each learner fill out an **Evaluation Form** and then these will also need to go in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the Program Binder and transported to and from each class unless the program is at 5th Avenue Church in which case the binder must remain at the church. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
9. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Purchase snacks (fruit and baby cookies) ahead of time and bring to program. Hand in receipts to Administrator in a timely fashion.
2. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
3. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
4. You are responsible for setting out the snack for the learners.
5. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room exactly as you found it.
6. Complete the anecdotal on how the program went and then email your anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Cooking Up Fun**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the recipes and the rest of the program. Email the program plans to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
3. Purchase the groceries for the week, save the receipts and then hand them into the Administrator in a timely fashion. You may also email the list of needed groceries and other supplies to the Program Manager who will purchase them and then deliver them to the school for the program.
4. Bring all food supplies, dish cloths and dish towels to program each week.
5. Arrive at CHHS kitchens at **4:00 pm** in order to get everything set up. The program is to start with learners at **4:30 pm**.
6. You, are in charge of the cooking program. For safety reasons you must remain in the cooking room with all of the families and stay present to rotate from kitchen to kitchen helping as needed. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
7. Participate in rhyme time supporting the Co-Facilitator who will be running this portion.
8. Clean up the kitchen’s fully once the participants leave, and leave the room exactly as you found it.
9. Take home the wash cloths and dish towels and wash them and then bring them back to program the following week.
10. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
11. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must go into the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the Program Binder and transported to and from each class. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
12. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Plan the rhymes list prior to each week. Email the rhymes list to the Lead Facilitator and the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) so they are aware of the rhymes that will be sang (note: these families may be just learning English so keep songs simple, repetitive and easy to follow).
2. Plan a children’s program for the children in the program that are too young to cook.
3. Bring to the program each week the materials (crafts, toys, blankets etc.)
4. Arrive at CHHS kitchens at **4:00** **pm** in order to get everything set up. The program is to start with participants at **4:30 pm**.
5. You are completely responsible for the children in the children’s program. You are responsible for keeping the children busy and entertained based upon their developmental needs. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
6. If we can get some volunteers for the program you will be in charge of directing them as to what to do.
7. You are in charge of rhyme time and so you will be running this portion of the program with support from the Lead Facilitator.
8. Help the Lead Facilitator to clean up the kitchen once the participants leave and you must leave the kitchen exactly as you found it.
9. Pack up and take any materials (crafts, toys, blankets etc.) home with you.
10. Complete the anecdotal on how the program went and then email your anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program.

**Please Note the following:**

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**Step Two: keep looking!**

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Explore Outdoors**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the *Explore Outdoors* program including any guest speakers and field trips. Email the program plans to the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Ask the Program Manager to book the guest speakers and field trips if applicable.
3. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
4. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
5. You, are in charge of the *Explore Outdoors* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
6. If you are going on a field trip you must take the Program Binder and the Field Trip Backpack with you along with a working cell phone.
7. Clean up the program location once the participants leave, and leave the room or community space exactly as you found it.
8. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
9. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. They must all be kept in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must be kept in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the Program Binder and transported to and from each class unless the program is at 5th Avenue Church in which case the binder must remain at the church. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
10. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Arrive at program location at **45 minutes** ahead of the start of the program in order to get everything set up.
2. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
3. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room or community space exactly as you found it.
4. Complete the anecdotal on how the program went and then once it is complete with everyone’s input then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

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**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Families Learning Together**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the *Families Learning Together* program including any guest speakers and field trips. Email the program plans to the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Ask the Program Manager to book the guest speakers and field trips if applicable.
3. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
4. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
5. You, are in charge of the *Families Learning Together* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
6. If you are going on a field trip you must take the Program Binder and the Field Trip Backpack with you along with a working cell phone.
7. Clean up the program location once the participants leave, and leave the room or community space exactly as you found it.
8. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
9. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. They must all be kept in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must be kept in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the Program Binder and transported to and from each class unless the program is at 5th Avenue Church in which case the binder must remain at the church. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
10. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Arrive at program location at **45 minutes** ahead of the start of the program in order to get everything set up.
2. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
3. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room or community space exactly as you found it.
4. Complete the anecdotal on how the program went and then once it is complete with everyone’s input then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

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**Step Three: Get assistance.**

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The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Food First**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the *Food First* program in partnership with the Food Bank. Email the program plans to the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
3. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
4. You, are in charge of the *Food First* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
5. Clean up the program location once the participants leave, and leave the room or community space exactly as you found it.
6. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
7. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. They must all be kept in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must be kept in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the Program Binder and transported to and from each class unless the program is at 5th Avenue Church in which case the binder must remain at the church. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
8. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Arrive at program location at **45 minutes** ahead of the start of the program in order to get everything set up.
2. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
3. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room or community space exactly as you found it.
4. Complete the anecdotal on how the program went and then once it is complete with everyone’s input then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

**Positive Problem Solving Protocol**

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**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

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  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Growing Child Growing Parent (5th Ave)**

**LEAD FACILITATOR IN THE PARENT’S ROOM RESPONSIBILITIES:**

1. Plan the program plans ahead of time including guest speakers and field trips if applicable. Email the program plans to the Co-Facilitator and the Program Manager prior to the start of the program.
2. Ask the Program Manager to book all the guest speakers and the field trips prior to the start of the program if applicable.
3. Photocopy all parent handouts before program starts.
4. Purchase binders and journals before program starts, save receipts and hand in to the program manager. LEARN may already have binders and journals so check with Program Manager before purchasing.
5. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
6. Make up chart paper as needed for each program date according to program plans.
7. Purchase the lunch from Sobeys the day before the program and then take it home. You are then responsible for bringing it to 5th Avenue on the day of the program.
8. Arrive at the *GCGP* program located at 5th Avenue Memorial United Church at **9:15 am** in order to get everything set up. You will be responsible for setting up the parent’s room and getting the coffee ready. The program is to start with participants at **10:00 am.**
9. You will be responsible to teaching the *GCGP* program for the participants with the Co-Facilitator. It is important to ensure literacy activities are completed in the parent’s room such as journaling and reading skills. For safety reasons you must remain in the parent room with all of the families. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
10. Remember that at the end of each program day you will need to hand out a gift card to each learner that participated in the program.
11. After program is completed clean up the parenting room and store in all program materials in the large black rolling bin that will stay at 5th Avenue Church.
12. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
13. You will also be responsible for cleaning up the children’s room and the lunch materials, helping the other employees.
14. Complete the anecdotal on how the program went and then email the anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) who will collect everyone’s anecdotal reports and then once it is completed with everyone’s thoughts he/she will email the completed anecdotal to all employees. You need to email your anecdotal report to the Program Manager within 24 hours of the end of each program day. You need to print a copy of the anecdotal and keep the completed copy in the program binder.
15. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. All forms must be stored in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and then these also need to be stored in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All of these papers need to stay in a program binder at the church. This way if you are unable to make it to the program due to illness or a vacation the materials will be at the church for whomever is filling in for you.
16. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

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**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

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  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR IN THE PARENT ROOM RESPONSIBILITIES:**

1. You may be asked to help plan and implement the *GCGP* program with the Lead Facilitator.
2. Arrive at the GCGP program located at 5th Avenue Memorial United Church at **9:15 am** in order to get everything set up. You will be responsible for setting up the parent’s room and getting the coffee ready. The program is to start with participants at **10:00 am**.
3. You will be asked to let the learners in to the building by standing at the entrance doors. You will be expected to stay there until all learners have arrived.
4. You will be responsible for co-facilitating the *GCGP* program for the participants with the Lead Facilitator. It is important to ensure literacy activities are completed in the parent’s room such as journaling and reading skills. For safety reasons you must remain in the parent room with all of the families. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
5. If the children’s room requires more help you will be asked to leave the parent room and then go to the children’s room to help provide child care.
6. After program is completed clean up the parenting room and store in all program materials in the large black rolling bin that will stay at 5th Avenue.
7. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
8. You will also be responsible for cleaning up the children’s room and the lunch materials, helping the other staff members.
9. Complete the anecdotal on how the program went and then email the anecdotal within 24 hours to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca).

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**Step Three: Get assistance.**

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**LEAD FACILITATOR IN THE CHILDEN’S ROOM RESPONSIBILITIES:**

1. Plan the rhymes list prior to each week. Email the rhymes list to the Lead Facilitator in the parent room, the Co-Facilitator in the parent room, the Co-Facilitator in the children’s room and the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) so that everyone is aware of the rhymes that will be sang.
2. Plan a children’s program for the children in the program. This may change once you know the numbers and the ages of all of the children that are in the program. The program that you design needs to be based upon the developmental needs of all of the children.
3. Arrive at 5th Avenue Memorial United Church at **9:15 am** in order to get everything set up. The program is to start with participants at **10:00 am**.
4. Set up the children’s area with the carpets, toys, crafts etc. that are appropriate for all ages of the children attending. You will get help with this from the Co-Facilitator in the children’s room.
5. Set up the lunch table and attach the booster seats to the chairs making sure they are securely attached to the chairs. You will get help from this from the Co-Facilitator in the children’s room.
6. Set up the food table with the dishes, utensils, napkins etc. from the black rolling bin. You will get help doing this from the Co-Facilitator in the children’s room.
7. Complete program plans for activities in the children’s areas based upon their developmental levels.
8. You are completely responsible for the children in the children’s program. You are responsible for keeping the children busy and entertained based upon their developmental needs. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
9. If we can get some volunteers for the program you will be in charge of directing them as to what to do. As you are the lead in the children’s room you will also direct the Co-Facilitator and any volunteers in the children’s room.
10. You are in charge of rhyme time and so you will be running this portion of the program with support from the Co-Facilitator of the children’s room.
11. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
12. Clean up the children’s room once the participants leave. All toys must be disinfected using cleaning wipes. The tables must be cleaned with disinfecting wipes. The booster seats must be taken off of the chairs and cleaned with disinfecting wipes. The garbage needs to be taken out of every room and then taken to the dumpster. A new garbage bag will need to be put back in each garbage can. You will also need to push the tables back against the wall and stack all of the chairs. You will get help with all of these tasks from the Lead Facilitator in the parent’s room, the Co-Facilitator in the parent’s room, the Co-Facilitator in the children’s room and any volunteers.
13. Complete the anecdotal on how the program went and then once it is complete with everyone’s input then email anecdotal to the program manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca), this needs to be done within 24 hours of the end of program.

**Please Note the following:**

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**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

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  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR IN THE CHILDREN’S ROOM RESPONSIBILITIES:**

1. You are responsible for supporting the Lead Facilitator in the parent’s room and the Lead Facilitator in the children’s room.
2. You need to arrive at 5th Avenue Church at **9:15 am** in order to get everything set up. The program will start with participants at **10:00 am**.
3. When you first arrive, you will be responsible for getting the children’s room set up with the carpets, toys, crafts etc. following the direction of the Lead Facilitator. You will get help with this from the Lead Facilitator in the children’s room.
4. Set up the lunch table and attach the booster seats to the chairs making sure they are securely attached to the chairs. You will get help from this from the Lead Facilitator in the children’s room.
5. Set up the food table with paper plates, plastic utensils, napkins and other supplies. You will get help doing this from the Lead Facilitator in the children’s room.
6. Help the Lead Children’s Facilitator run the rhyme time session.
7. Help the Lead Children’s Facilitator run the children’s room by taking care of the individual needs of all of the children in the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
8. You will need to put the lunch into the oven to heat it up. You will also need to check on the lunch and then set it up when it is time to eat.
9. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
10. You will be responsible for packing up any leftover food and then sending it home with the families who want it.
11. Clean up the children’s room once the participants leave. All toys must be disinfected using cleaning wipes. The tables must be cleaned with disinfecting wipes. The booster seats must be taken off of the chairs and cleaned with disinfecting wipes. The tables need to pushed back

against the wall. The chairs must be stacked and again placed against the wall. You will get help with all of these tasks from the Lead Facilitator in the parent’s room, the Lead Facilitator in the children’s room and any volunteers.

1. Complete the anecdotal on how the program went and then once it is complete with everyone’s input then email anecdotal to the program manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca), within 24 hours of the end of the program.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Growing Child Growing Parent Young Moms**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the program plans ahead of time and put together a Program Binder. Email the program plans to the Co-Facilitator and the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca).
2. Photocopy all parent handouts before program starts or send to the Program Manager for them to be copied.
3. Purchase binders and journals before program starts, save receipts and hand in to Administrator. LEARN may already have binders and journals so please check with the Program Manager before purchasing.
4. Make up chart paper as needed for each program according to program plans.
5. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
6. Arrive at the Young Moms program located at the YMCA Child Development Center at **12:30** in order to get everything set up. The program is to start with participants at **1:00** pm.
7. You will be responsible to teaching the *GCGP* program for the young moms. For safety reasons you must remain in the parent room with all of the families. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
8. Participate in rhyme time supporting the Co-Facilitator who will be running this portion.
9. After program is completed clean up the area and take home with you all program supplies.
10. Complete the anecdotal on how the program went and then email, within 24 hours, to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca). The Program Manager will then compile everyone’s anecdotal reports into one and then he/she will email it back to you. You are then responsible for printing a copy and putting it into the Program Binder.
11. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. These forms all need to be in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and then they also must go into the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the program binder and transported to and from each class. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the program binder.
12. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Plan the rhymes list prior to each week. Email the rhymes list to the Lead Facilitator and the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) so that they are aware of the rhymes that will be sang
2. Purchase snacks (fruit and baby cookies) ahead of time and bring to program. Hand in receipts to Administrator in a timely fashion.
3. Bring to program blankets to sit on for the rhyme time.
4. Arrive at Young Moms program at **12:30** in order to get everything set up. The program is to start with participants at **1:00** pm.
5. Support the Lead Facilitator in running the parent portion of the *GCGP* program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
6. You are in charge of rhyme time and so you will be running this portion of the program with support from the Lead Facilitator
7. Help the Lead Facilitator to clean up the area once the participants leave. The room must be left exactly as you found it.
8. Complete the anecdotal on how the program went and then email anecdotal to the program manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Imagination Alive**

**LEAD FACILITATOR IS RESPONSIBILITES:**

1. Prepare all program materials ahead of time, pictures, questions, pens, clip boards etc. Choose welcome song and goodbye song and email these to your co-facilitator and program manager.
2. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
3. Bring all supplies, to program each week.
4. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
5. Collect all of the stories from each group as well as all of the clipboards and pens at the end of each program day.
6. You, are in charge of the *Imagination Alive* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
7. Clean up the program location once the participants leave, and leave the room exactly as you found it.
8. Take home the supplies and return them to the program the following week.
9. Transcribe the stories from each group and then email them to the Program Manager each session. Print a copy of the stories and have them available to share with the groups the next program day.
10. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the program binder.
11. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. At the mid-point and the end of the program you will need to have each learner fill out an **Evaluation Form** and then these will also need to go in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms, and program plans must remain in the Program Binder and transported to and from each class unless the program is at 5th Avenue Church in which case the binder must remain at the church. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
12. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

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  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR IS RESPONSIBILITES:**

1. Arrive at program location at **45 minutes ahead** of the start of the program in order to get everything set up.
2. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
3. You are responsible to handing out the clipboards, pens and other program materials to the participants as well as making the name tags each program day.
4. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room exactly as you found it.
5. Complete the anecdotal on how the program went and then email your anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Literacy and Learning**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the *Literacy and Learning* program. Email the program plans to the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
3. Arrive at program location (Musasa House) **45 minutes ahead** of the start of the program in order to get everything set up.
4. You, are in charge of the *Literacy and Learning* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
5. Clean up the program location once the participants leave, and leave the room or exactly as you found it.
6. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
7. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. They must all be kept in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must be kept in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms and program plans must remain in the Program Binder and transported to and from each class. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
8. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR ROOM RESPONSIBILITIES:**

1. Purchase snacks (fruit and baby cookies for example) and then bring them to the program. Hand in receipts to the Administrator in a timely fashion so you can get reimbursed.
2. Arrive at program location (Musasa House) **45 minutes** ahead of the start of the program in order to get everything set up.
3. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
4. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room exactly as you found it.
5. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Literacy Building Blocks**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the *Literacy Building Blocks* program. Email the program plans to the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
3. Arrive at program location (ELP Programs at various schools) **45 minutes ahead** of the start of the program in order to get everything set up.
4. You, are in charge of the *Literacy Building Blocks* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
5. Clean up the program location once the participants leave, and leave the room or exactly as you found it.
6. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
7. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. They must all be kept in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must be kept in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms and program plans must remain in the Program Binder and transported to and from each class. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
8. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Three: Get assistance.**

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The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Purchase snacks (fruit and baby cookies for example) and then bring them to the program. Hand in receipts to the Administrator in a timely fashion so you can get reimbursed.
2. Arrive at program location (ELP Programs at various schools) **45 minutes** ahead of the start of the program in order to get everything set up.
3. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
4. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room exactly as you found it.
5. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

**Positive Problem Solving Protocol**

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Rhymes and Storytime**

**LEAD FACILITATOR RESPONSIBILITIES:**

1. Plan the *Rhymes and Storytime* program. Email the program plans to the Program Manager [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) and the Co-Facilitator prior to the start of the program.
2. Once you have all of the registrations you will be required to create a Class List and then you must email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
3. Arrive at program location (Redcliff Public Library) **45 minutes ahead** of the start of the program in order to get everything set up.
4. You, are in charge of the *Rhymes and Storytime* program. For safety reasons you must remain in the room with all of the learners. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
5. Clean up the program location once the participants leave, and leave the room or exactly as you found it.
6. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of the program date. The Program Manager will then compile everyone’s anecdotal reports and then he/she will email them back with everyone’s input. You will need to print out the completed anecdotal and then place it in the Program Binder.
7. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Forms**. They must all be kept in the Program Binder. At the end of the program you will need to have each learner fill out an **Evaluation Form** and these also must be kept in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All program forms and program plans must remain in the Program Binder and transported to and from each class. If you are unable to attend a class you must make arrangements with the Program Manager to give him/her the Program Binder.
8. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR RESPONSIBILITIES:**

1. Purchase snacks (fruit and baby cookies for example) and then bring them to the program. Hand in receipts to the Administrator in a timely fashion so you can get reimbursed.
2. Arrive at program location (Redcliff Public Library) **45 minutes** ahead of the start of the program in order to get everything set up.
3. Help the Lead Facilitator run the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
4. Help the Lead Facilitator to clean up the program location once the participants leave, and leave the room exactly as you found it.
5. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) within 24 hours of the end of program end.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

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**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

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**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

1. **Sharing Circle for Family Literacy**

**LEAD FACILITATOR IN THE PARENT’S ROOM RESPONSIBILITIES:**

1. Plan the program plans ahead of time with facilitator from Miywasin and put together a program binder. Email the program plans to the Co-Facilitators and the Program Manager prior to the start of the program.
2. Photocopy all parent handouts before program starts (again working with the facilitator from Miywasin).
3. Purchase binders and journals before program starts, save receipts and hand in to the Program Manager. **LEARN may already have binders and journals so check with Program Manager before purchasing.**
4. Make up chart paper as needed for each program date according to program plans (again work with the facilitator from Miywasin on this).
5. Once you have all of the registrations you will be required to create a Class List and then you need to email this to the Co-Facilitators and the Program Manager. You will also need to keep a copy of the class list in the Program Binder.
6. Purchase salad and fruit for each program day and submit the receipts to the Program Manager in a timely fashion so that you can be paid back.
7. Arrive at the *ALAPS* program located at the Miywasin Friendship Center at **9:15 am** in order to get everything set up. You will be responsible for setting up the parent’s room and getting the coffee ready. The program is to start with participants at **10:00 am**.
8. You will be responsible to teaching the *ALAPS* program for the participants with the facilitator from Miywasin. It is important to ensure literacy activities are completed in the parent’s room such as journaling and reading skills. For safety reasons you must remain in the parent room with all of the families. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed. However, if the child care room is short on staff you may be required to go into the children’s room to help out in there.
9. Remember that at the end of each program day you will need to hand out a gift card to each family that participated in the program.
10. After program is completed clean up the parenting room and store in all program materials in the large black rolling bin that will stay at Miywasin.
11. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
12. You will also be responsible for cleaning up the children’s room and the lunch materials, helping the other employees and volunteers.
13. Complete the anecdotal on how the program went and then email the anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) who will collect everyone’s anecdotal reports and then once it is completed with everyone’s thoughts he/she will email the completed anecdotal to all staff and the Miywasin facilitator. You need to email your anecdotal report to the Program Manager within 24 hours of the end of each program day. You need to print a copy of the anecdotal and keep the completed copy in the program binder.
14. You will need to make sure all of the **Registration Forms** are filled out, as well as the **Transportation Forms** (if needed), and the **Photo Release Form**. At the end of the program you will need you have each learner fill out an **Evaluation Form** and then these also must go in the Program Binder. You will also be responsible for filling out the **Data Collection Checklist** with input from other facilitators (you will get training in this prior to programs starting). All of these papers need to stay in the program binder. If you are unable to attend a program then you are responsible for getting the Program Binder to the Program Manager.
15. Once the program is completed you are responsible for handing in the Program Binder and all paper work to the Program Manager.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**LEAD FACILITATOR IN THE CHILDEN’S ROOM RESPONSIBILITIES:**

1. Plan the rhymes list prior to each week. Email the rhymes list to the Lead Facilitator in the parent room, the Co-Facilitator in the children’s room and the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca) so that everyone is aware of the rhymes that will be sang.
2. Plan a children’s program for the children in the program. This may change once you know the numbers and the ages of all of the children that are in the program. The program that you design needs to be based upon the developmental needs of all of the children.
3. Arrive at the Miywasin Friendship Center at **9:15 am** in order to get everything set up. The program is to start with participants at **10:00** am.
4. Set up the children’s area with the carpets (mats), toys, crafts etc. that are appropriate for all ages of the children attending. You will get help with this from the Co-Facilitator in the children’s room.
5. Set up the lunch table and attach the booster seats to the chairs making sure they are securely attached to the chairs. You will get help from this from the Co-Facilitator in the children’s room.
6. Set up the food table with materials provided by Miywasin. You will get help doing this from the Co-Facilitator in the children’s room.
7. Complete program plans for activities in the children’s areas based upon their developmental levels.
8. You are completely responsible for the children in the children’s program. You are responsible for keeping the children busy and entertained based upon their developmental needs. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
9. If we can get some volunteers for the program you will be in charge of directing them as to what to do. As you are the lead in the children’s room you will also direct the Co-Facilitator in the children’s room.
10. You are in charge of rhyme time and so you will be running this portion of the program with support from the Co-Facilitator of the children’s room.
11. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
12. Clean up the children’s room once the participants leave. All toys must be disinfected using cleaning wipes. The tables must be cleaned with disinfecting wipes. The booster seats must be taken off of the chairs and cleaned with disinfecting wipes. The garbage needs to be taken out of every room and then taken to the dumpster. A new garbage bag will need to be put back in each garbage can. You will get help with all of these tasks from the Lead Facilitator in the parent’s room, the Co-Facilitator in the children’s room and any volunteers.
13. Complete the anecdotal on how the program went and then email anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca), this needs to be done within 24 hours of the end of program.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

**Step Two: keep looking!**

If necessary, be self-reflective when you open the **Toolbox of Guiding Documents:**

* + Check for your own **Thinking Traps.**
  + Check **4 Agreements**

**Step Three: Get assistance.**

If required, enter into a **Design Thinking** process with support of PM or ED, to solve problems and address concerns.

The Program Manager is here to support you with anything so please contact him/her with any questions.

The Program Manager will be responsible for making the sign in sheets and getting all other program paperwork printed ahead of time.

**CO-FACILITATOR IN THE CHILDREN’S ROOM RESPONSIBILITIES:**

1. You are responsible for supporting the Lead Facilitator in the parent’s room and the Lead Facilitator in the children’s room.
2. You need to arrive at the Miywasin Friendship Center at **9:15 am** in order to get everything set up. The program will start with participants at **10:00 am**.
3. When you first arrive, you will be responsible for getting the children’s room set up with the carpets (mats), toys, crafts etc. following the direction of the Lead Facilitator. You will get help with this from the Lead Facilitator in the children’s room.
4. Set up the lunch table and attach the booster seats to the chairs making sure they are securely attached to the chairs. You will get help from this from the Lead Facilitator in the children’s room.
5. Set up the food table with paper plates, plastic utensils, napkins and other supplies. You will get help doing this from the Lead Facilitator in the children’s room.
6. Help the Lead Children’s Facilitator run the rhyme time session.
7. Help the Lead Children’s Facilitator run the children’s room by taking care of the individual needs of all of the children in the program. This means that you will not be able to take any breaks while the program is running and until after the cleanup is completed.
8. You will need to put the lunch into the oven to heat it up. You will also need to check on the lunch and then set it up when it is time to eat. Check first with the Miywasin employees.
9. You are responsible for eating with the families. It is important to eat with the families to engage them in conversation and to model positive behaviors.
10. You will be responsible for packing up any leftover food and then sending it home with the families who want it.
11. Clean up the children’s room once the participants leave. All toys must be disinfected using cleaning wipes. The tables must be cleaned with disinfecting wipes. The booster seats must be taken off of the chairs and cleaned with disinfecting wipes. You will get help with all of these tasks from the Lead Facilitator in the parent’s room, the Lead Facilitator in the children’s room and any volunteers.
12. Complete the anecdotal on how the program went and email your anecdotal to the Program Manager at [familyliteracy@mhc.ab.ca](mailto:familyliteracy@mhc.ab.ca), within 24 hours of the end of the program.

**Please Note the following:**

**Positive Problem Solving Protocol**

If you are having a problem with a co-worker or supervisor

**Step One: start with looking at yourself.**

Check the **Code of Conduct and Goals of Behaviour**. Are you working within it? Where might you need to spend a little additional attention?

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**Step Three: Get assistance.**

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1. **Guiding Documents**
2. **Thinking Traps**

**Thinking Trap #1 – “Assume you are Right”**

The first one is “assume you are right”, yet in conflict we will be more successful if we start thinking this way “assume you have partial knowledge”. It’s very easy to draw conclusions from our own frame of reference and our own information base. However, we rarely, if ever, have the complete picture.

**Thinking Trap #2 – “See yourself as more reasonable than others”**

The second one is when people “see themselves as more reasonable than others”. You can see why it’s so easy to fall into this trap, because we live in our own heads and worlds. Yet, when we’re in conflict it is this very thinking trap that shuts down communication and prevents the conflict from being resolved. In conflict we have to be open to granting legitimacy to other perspectives. It doesn’t mean we have to agree all of the time, but we have to open up our minds to see how other viewpoints might be true for that person.

The people who are most effective at resolving conflicts and driving results are those who really listen to different viewpoints and who challenge themselves to say “how could that work?” or “how could that be better than what I was thinking?”

**Thinking Trap #3 – “Assigning negative attributes and motives to others”**

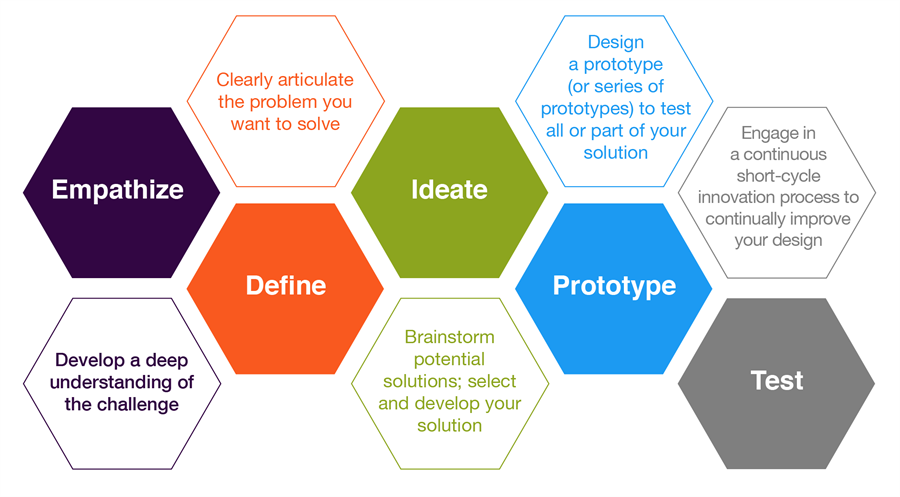
We assign negative attributes and motives to others. “Attribution Theory” states that we all look to explain the cause of other people’s behavior. And, when the behavior is not favorable we attribute it to negative motives or intentions on that person’s part. Even worse, we attribute it to some unchangeable character flaw. For example, when someone doesn’t share important information in a timely manner we may assume that the person is “power hungry” and intentionally withholding information because they see the information as power, and they want to be the smartest person.

The productive thinking habit would encourage us to change our way of thinking and “assume positive intentions”. In the above example, that could mean assuming that the person had a very good reason for not sharing the information in a timely manner.

**Thinking Trap #4 – “Hold others accountable for our problems”**

We tend to “hold others accountable for problems”. Well, this sounds perfectly reasonable. We do need to hold other people accountable. Yet, this is a thinking trap! Could I be the one accountable? This trap is really about people who point the finger and focus on others, and not examine how they, too, may have contributed to the problem. When it comes to conflict, it is very likely that all parties have a role in the situation and all parties could do things better or differently.

1. **Design Thinking**



1. **4 Goals of Behavior**

Goals of Behaviour

Michael Popkin Active Parenting and Active Teaching.

All behaviour is goal oriented. The goals themselves are neutral – neither positive nor negative – simply goals that humans seek to meet/have met. In many ways we teach children how to go about meeting these goals.

All children need **contact** with other human beings; depending on their experiences with others they will behave in a range of ways to have this basic human need satisfied. If the goal isn’t being satisfied by recognition by other people the child will start to find increasingly creative means to get attention.

All children need to feel that they have some **power** over themselves in their lives. The amount and nature of this power will increase as the child grows older and becomes ready to take on new responsibilities. If a child feels powerless he/she will feel the need to rebel against any perceived authority.

All children need to feel that they can **protect** themselves. If not encouraged to find ways to satisfy this goal through assertiveness and forgiveness, he/she will use revenge.

All children have the right to **withdraw** from circumstances when they need to re-centre themselves. If this goal is habitually thwarted, children may become habitual in avoidance.

Discouraged Approach **Goal**  Encouraged Approach

Undue attention **Contact** Recognition

Rebellion **Power**  Independence

Revenge **Protection** Assertiveness/forgiveness

Avoidance **Withdrawal** Centering

1. **Four Agreements**



1. **Brainology**

**Use Growth Mindset Language**

Everyone falls into fixed mindset thinking sometimes. The first step toward fostering a growth mindset in our children is to become aware of language that signals one mindset or the other.

Here are some questions to think about:

1. How often do you notice and praise **effort, strategies, and progress?**
2. What thoughts did you have this week when your child struggled? How could you frame their struggle in a growth mindset way by helping them understand that this is when their brain is growing most?
3. What thoughts did you have when your child excelled? How could you frame their success in a growth mindset way, e.g., by talking about the process that went into their success?
4. What kinds of fixed and growth-mindset statements did your child make?

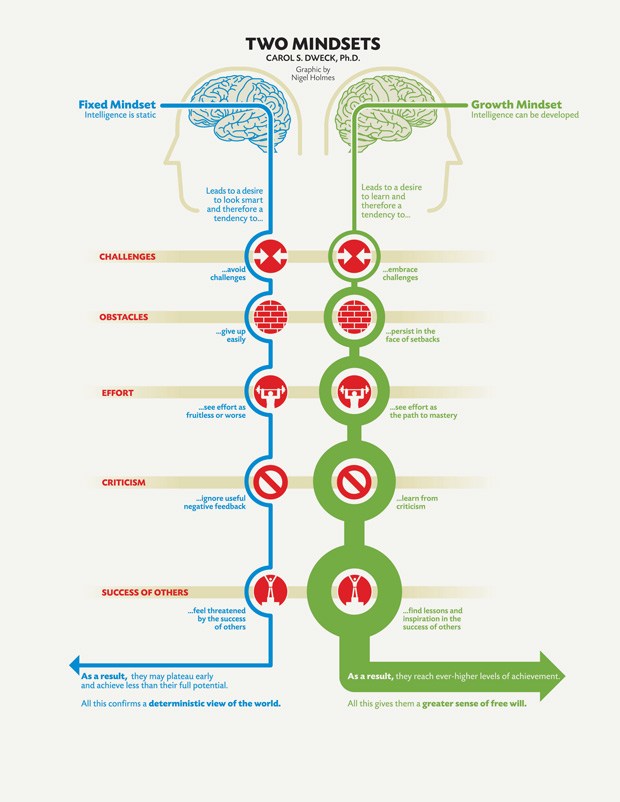
**Action Ideas**

* When you hear or provide praise, ask yourself "What is being praised or encouraged?" Is it **effort, strategy, persistence, focus, and improvement, or does it sound more like a fixed trait or ability?**
* When you or your child makes a mistake, ask yourself “How does my reaction influence my child’s future behavior?” **Does it encourage learning and growth, or does it encourage them to avoid challenges in the future?**
* When something you or your child says or does signals a fixed or a growth mindset, write it down! You may be surprised how often mindset statements come up. Keep a chart on your fridge for a week then see if it changes at some later time.
* Use the Raise the Bar Parents conversation tracker to schedule some time to talk about your child’s effort and progress this month.

**Summary**

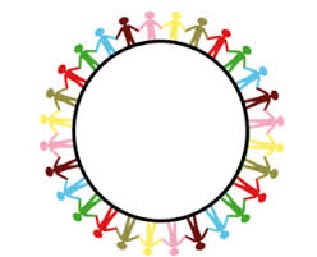
The way parents talk about ability and learning can have powerful effects on their kids’ beliefs. Below are three ways parents can instill a growth mindset. And remember, developing a growth mindset in yourself and in your kids is a **process that takes time**. Have a growth mindset about developing a growth mindset!

* Recognize your own mindset: Be mindful of your own thinking and of the messages you send with your words and actions.
* Praise/**encourage the process**: Praising kids for being smart suggests that innate talent is the reason for success, while focusing on the process helps them see how their effort leads to success.
* Model learning from failure: When parents talk positively about making mistakes, kids start to think of mistakes as a natural part of the learning process.



1. **Travelling Circle of Trust**

A ***Circle of Trust*** is a group of people who know how to sit respectfully with each other and wait for the truths, thoughts, revelations, hopes and fears to show up. In such a space, we are freed to hear our own truth, touch what brings us joy, become self-critical about our faults, and take risky steps toward change - knowing that we will be accepted no matter what the outcome.



When we are in a Circle of Trust, it travels with us wherever we go. Those with whom we share the Circle can be confident that their thoughts, stories, truths, and revelations are safe within the Circle and will not be told outside of it. We are safe within and nothing will be used outside the Circle of Trust.

So what do we do in a circle of trust? We speak our own truth; we listen receptively to the truth of others; we ask each other honest, open questions instead of giving counsel; and we offer each other the healing and empowering gifts of silence and laughter. Our purpose is not to teach anyone anything but to give the inner teacher a chance to teach us.

