696 LEADERSHIP LEARNING AGREEMENT: PLAN & EVALUATION

Please provide a brief description of your practicum:

I am working with the Director of Child, Family, and Community Wellness for the Northwest Territories Health and Social Services Authority (NTHSSA), and the Director of Social Programs for the Beaufort Delta Region to develop a program framework for the Family Preservation program, throughout the Northwest Territories. I will be conducting research and a series of interviews, as well as an environmental scan, to inform the framework that is developed.   
  
**PRACTICE OBJECTIVE 1: Values, Ethics & Professional Identity**

Learners demonstrate the ability to apply social work values, adhere to CASW Code of Ethics & Guidelines for Ethical Practice, and analyze the role of ethics and values in leadership practice, social/organizational policy and organizational effectiveness. Learners will be able to:

* Integrate social work values and professional Ethics and Guidelines within a leadership context.
* Identify how personal and professional values impact their leadership practice.
* Identify ethical dilemmas in practice and apply ethical decision-making processes.
* Examine organizational values and their impact on staff, programs and service to clients.
* Analyze social work leadership within a social services context and compare it to other forms of leadership/management.
* Critically reflect on their social work practice within a leadership context.
* Demonstrate professionalism in the practicum setting.

**Values, Ethics & Professional Identity: Student Learning Plan**

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| **Component of Practice Objective What do you want to learn?** | **Learning Activities How will you accomplish the learning?** | **Accountability How will you evaluate your learning?** |
| Understand the role of ethics and values in organizational policy and programming; examine existing values and theoretical frameworks and understand their impact on existing programs and services to clients. | Research (literature, formal documents, interviews) to understand the existing theoretical frameworks and values that have informed current programming, policy, and practices in our community | Articulate and speak to these values, theoretical perspectives, and ethics within the research that will be conducted and presented (environmental scan). |
| Integrate social work values into organizational policy and programming. Identify which theoretical perspectives and corresponding values are best suited to social work practice and program development for our community. | Research (literature and interviews) to understand best theoretical frameworks and corresponding values that will inform the development of the Family Preservation program | Articulate what values and approaches are being used in the development of the Family Preservation program (in the finished program) |
| Continue to understand my own personal and social work values, and critically reflect on their impact in my role as social worker and leader | Supervision – discuss with practicum supervisors | Ongoing evaluation through supervision, also keep a log / diary during practicum |

**PRACTICE OBJECTIVE 2: Leading Others**

Learners demonstrate the ability to achieve organizational or community goals through processes such as visioning, designing, planning, coordinating, organizing and evaluating. Learners will be able to:

* Develop a shared vision and act in a leadership role (lead, direct, coordinate and/or organize others) within groups, teams, departments, divisions, etc. to achieve organizational or community goals.
* Develop, implement, analyze or evaluate a program, policy or project and make recommendations for change, when appropriate.
* Build effective working relationships, networks and partnerships with individuals at all levels of the organization and/or community through cooperation, collaboration and fostering the development of others (coaching/mentoring).
* Analyze power relationships within the organization and/or community and use this knowledge to influence program/agency decision-making.
* Make informed decisions and involve suitable stakeholders in the process.
* Communicate effectively orally and in writing.
* Apply leadership theories and research skills to guide practice.

**Leading Others: Student Learning Plan**

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| **Component of Practice Objective What do you want to learn?** | **Learning Activities How will you accomplish the learning?** | **Accountability How will you evaluate your learning?** |
| Collaborate with organizational leaders and community stakeholders to understand what is needed in a Family Preservation Program, for each of their communities and organizations. | Be a part of ongoing meetings with organizational stakeholders to make decisions around the development of this program (as key organizational stakeholders are also my practicum supervisors, this will also be done through supervision).   Compile a list of key stakeholders in the NWT and conduct informal interviews to assess their perspectives, needs, and experiences within their communities. | Attending meetings or requesting meetings with multiple stakeholders to discuss the progress and direction of the program and research findings   Findings from informal interviews will be included in the environmental scan and final program. The appropriateness of this will be evaluated by my supervisors and stakeholder feedback.   Ongoing evaluation from supervisors |
| Design a practice framework and program vision for a Family Preservation Program for the Northwest Territories, and work with key stakeholders to articulate and agree on this vision. | Be a part of ongoing meetings to continue to discuss and evaluate findings, and how to address the identified needs and suggestions. Discuss values and ethics as a way to formulate a shared vision for the program.   Compile a list of key stakeholders in the NWT and conduct informal interviews to assess their perspectives, needs, and experiences within their communities.   Speak to other organizations outside of the Territories to understand their best practices and what is most effective for them. Discuss with key stakeholders in the Territories whether these are appropriate and relevant. | Incorporating feedback from stakeholders and community members into program, and making their feedback transparent.   Findings from informal interviews will be included in the environmental scan and final program. The appropriateness of this will be evaluated by my supervisors and stakeholder feedback.   Ongoing evaluation from supervisors |
| Develop a mechanism to evaluate the proposed program | Research and consultation to determine best tools for program evaluation | Evaluation tool will be reviewed and evaluated by supervisors and relevant parties |
| Build effective working and collaborative partnerships with individuals at all levels of the organization and/or community in the process | Ongoing communication with key stakeholders, soliciting feedback at critical steps in the development of the program. | Having at least one key stakeholder and community member from each region have their feedback included throughout the process. |

**PRACTICE OBJECTIVE 3: Facilitating Change**  
  
Learners demonstrate the ability to think critically and strategically, applying systems thinking to the analysis of an organization and its environment, and assessing the need for and implementing change, when appropriate. Learners will be able to:

* Identify how the various elements of the organization and its environment interconnect to achieve staff and client goals (systems thinking).
* Analyze and assess the need for change within the organization or community.
* Implement and manage change within the organization or community to be responsive to perceived needs.
* Analyze the impact of change on individuals and groups within the organization or community.
* Make recommendations for the sustainability of change.
* Think creatively (e.g., beyond status quo) when addressing organizational or community issues.
* Deal effectively with conflict situations.

**Facilitating Change: Student Learning Plan**

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| **Component of Practice Objective What do you want to learn?** | **Learning Activities How will you accomplish the learning?** | **Accountability How will you evaluate your learning?** |
| Analyze and assess the need for change within the organization and/or community | Conduct a needs assessment with key service providers and management across the Territories to understand the need for this program, the existing resources and services, existing gaps within the community, and how services are currently best offered in each community. Needs assessment will then become a part of recommendations that will be used to inform the program. | Have needs assessment and environmental scan reviewed by supervisors and key stakeholders to ensure the feedback was accurately captured. |
| Make recommendations for change, and from this develop a program framework to facilitate change that is responsive to feedback and perceived/understood needs | Develop a logic model to ensure that the proposed program will actually address the needs   Develop a timeline and process for implementation, if the program framework is approved or agreed upon. | Logic model, and implementation timeline with processes for change will be reviewed by supervisors and key stakeholders |
| Come up with creative solutions to address the need within the community, and propose a process for implementation | Feedback from key stakeholders about the appropriateness of the recommendations and/or the program framework will be solicited and incorporated.   Discussing and being aware of areas of resistance for the program or in its development, and then using that as an opportunity to learn about potential weaknesses of the proposed program. | Evaluate whether the program can adequately be adapted to each community and their unique differences in resources, needs, and capacities.   Ongoing discussion with supervisors and key stakeholders in the community |

**PRACTICE OBJECTIVE 4: Managing Resources**

Learners demonstrate the ability to manage a project from beginning to end, including managing the resources necessary to achieve project, organizational or community goals. Learners will be able to:

* Identify and implement the major components of managing a project from beginning to end (goals, timelines, scope, resources, etc.).
* Identify and/or manage the range of resources needed for a project/agency program, such as:
  + a. financial resources (e.g., grants, budget).
  + b. human resources (e.g., supervision, team development, community involvement or consultation, recruitment, performance management).
  + c. technological resources.
* Identify the project’s constraints or limitations (e.g., scope, timelines, budget, optimization of resources).

**Managing Resources: Student Learning Plan**

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| **Component of Practice Objective What do you want to learn?** | **Learning Activities How will you accomplish the learning?** | **Accountability How will you evaluate your learning?** |
| Develop a timeline with identified milestones and what will be the product of each step. | Produce a timeline with each step of this project, along with what will be produced at the end of each step. This will then be given to supervisors for approval and review. | Feedback from supervisors |
| Identify key resources – both present and needed – for the program to be implemented | In consultation and discussion with key stakeholders to understand resources, needs, and barriers, which will then be reported on. This will then be included in the findings of the environmental scan. | Confirm accuracy with key organizational and community stakeholders |
| Understand and speak to the current barriers and lack of resources that would prevent the program from being implemented in each community | Informal interviews and research conducted to understand the barriers present within our communities and Territory more broadly. These will also be presented in the environmental scan | Feedback from supervisors and key stakeholders |

**PRACTICE OBJECTIVE 5: Diversity, Oppression & Social Justice**

Learners demonstrate an appreciation and critical analysis of human diversity, the dynamics and intersections of oppression, and the implications of social and economic injustice. They will demonstrate the ability to work effectively with diverse individuals and groups within a leadership context using an anti-oppressive framework, promote diversity-competent organizations and practice, and advocate for change at individual, organizational and systemic levels. Learners will be able to:

* Identify how personal identities, values, experiences, socialization, attitudes, biases and patterned responses to human diversity intersect with professional values and impact their leadership practice.
* Describe how they, as social workers and leaders, show respect for and work effectively with diverse individuals and populations (e.g., diversity of race, class, gender, religion, culture, sexual orientation, age, ethnicity, national origin, or ability).
* Use an anti-oppressive lens to analyze agency/social policy with regard to diversity, inclusion, oppression and social justice, and make recommendations for change.
* Identify systemic barriers in the organization and/or community that perpetuate oppression and social injustice.
* Discuss potential social action strategies.
* Articulate how they incorporate anti-oppressive frameworks, strategies and skills in their leadership practice to value diversity, promote inclusion, reduce oppression and advocate for organizational and/or social change.

**Diversity, Oppression & Social Justice: Student Learning Plan**

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| **Component of Practice Objective What do you want to learn?** | **Learning Activities How will you accomplish the learning?** | **Accountability How will you evaluate your learning?** |
| Incorporate culturally appropriate considerations and framework in developing a program for the Territories (that primarily services a diversity of aboriginal communities and clients) | Consult with key community members to understand the cultural values of each region and how that informs social services and program, and then how this program can become rooted in their cultural approach | Findings and recommendations will be reviewed with supervisors and key community stakeholders |
| See if the proposed program can address etiological drivers for over-representation of aboriginal children in child welfare in the Territories; can the program adopt a community capacity building approach? Understand and explore how or if this approach is most effective. As part of this, identify systemic barriers for families within the communities, and whether this program can redress these in any way. | Devising original and relevant strategies to use community capacity building approach, if deemed appropriate | Findings will be reviewed in recommendations of research, as well as stated in program framework if it is deemed appropriate for the program approach. This will be reviewed with supervisors. |
| Understand how an anti-oppressive lens can be applied and built into the proposed family preservation program | Review of anti-oppressive framework through relevant research, during the research process.   Review of the Social Work Code of Ethics | In collaboration and discussion with supervisors   Within research and program framework, there will be a section speaking to the work done to ensure the program and recommendations are congruent with AOP and social work approaches |
| Ongoing reflection about my cultural differences and biases that may influence my own approach or perspectives in this process | Keep a log or diary of personal learning as it arises throughout the practicum to reflect on use of self in this practice, and alongside AOP and social work values and considerations | Review ongoing during supervision. |