

5 R's in Aboriginal Learning

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Effective Persuasion Principals

(Aristotle 300 BC)

- Ethos – the integrity of the presenter in writing or speech
- Pathos – the emotional effect/appeal on the receiver
- Logos – the relevance and strength of the message given



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- Is the CRTTP a model for ‘mentoring’ or ‘coaching’ of operators?

Coaching Defined

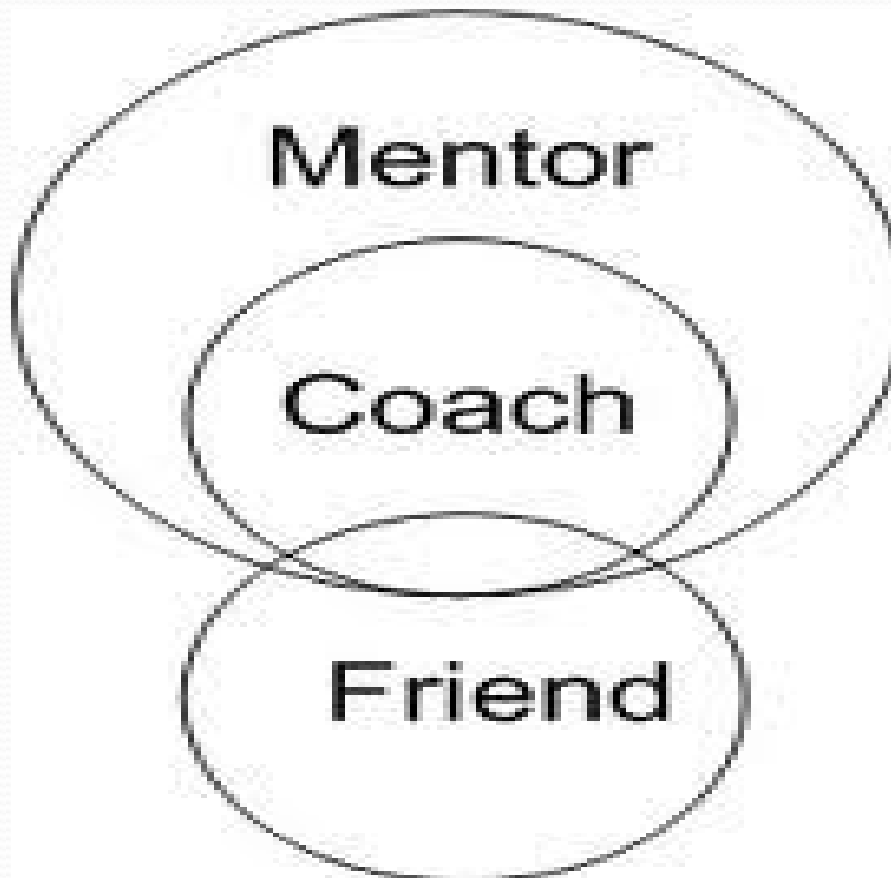
- Set duration of time
- Structured format
- Focused on specific skills development - of an intermediate goal.
- Usually in team work and performance driven
- Coaching is impartial, often focused on improvement in behavior
- Helps to develop specific skills for the task, challenges and performance expectations

Mentoring defined

- Helping to develop the learner overall (career and personal)
- Individual learner focused
- Longer duration and more informal
- Agenda set by the learner
- Reward success - recognition
- Active listening
- Commitment required by the mentor – responsibility
- Mentoring is biased in favor of the learner
- Takes a personal interest and can be personally involved.

- A mentor is like a sounding board, they can give advice but the learner is free to pick and choose what they do. The context does not have specific performance objectives.
- A coach is trying to direct a person to some end result, the person may choose how to get there, but the coach is strategically assessing and monitoring the progress and giving advice for effectiveness and efficiency."

Matrix





Culturally relevant terms

Trust

- What is it?
- An assured reliance on the character, ability, strength and truth of someone.
- Where confidence is placed.
- Must be earned over time.

Elements of Trust





“Trust takes years to
build and a few
seconds to destroy”

Values

- Your fundamental belief system that influences what you think, do and say.

A belief system is
nothing more than a
thought you've thought
over and over again.

-- Wayne Dyer

Ethics

- Moral principles that govern a persons or groups behavior.



Morals

- Ethical principals of right and wrong conduct
- Adhering to a code of conduct, real or not
- Holding these principals and conduct to a high standard
- Derived from or based on ethical principals

THE TEN COMMANDMENTS

1. You shall have no other gods before me.
2. You shall not make for yourself an idol in the form of anything.
3. You shall not misuse the name of the Lord your God.
4. Remember the Sabbath day by keeping it holy.
5. Honor your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not give false testimony against your neighbor.
10. You shall not covet anything that belongs to your neighbor.

Exodus 20: 1-17

Dealing with conflicts

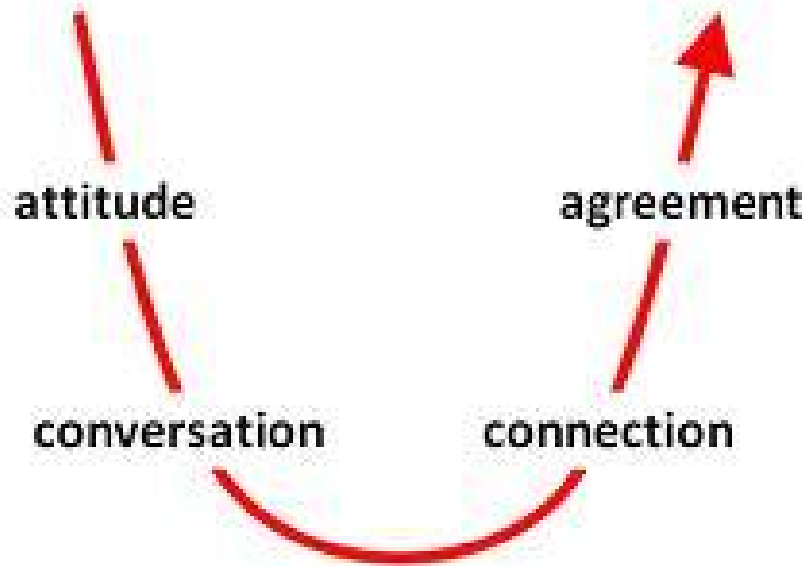


Dealing with conflicts

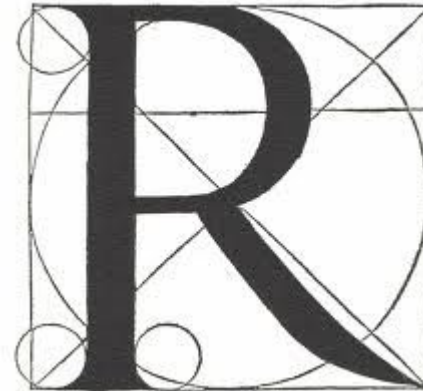
- Although difficult, can be healthy and productive.
- Ground rules:
- Separate emotions from reality
- Show respect, be calm, be honest
- Put yourself in their place
- Don't sacrifice your principals
- Take the high road, be positive as much as possible
- Seek mediation when entrenchment occurs
- You can 'agree' to disagree, but don 't give up

Dispute

Resolution



The



Respect – Mutually developed

- By the learner & by the trainer ...as a person and for their aboriginal culture



Respect means...

- Valuing a persons point of view
- Open to being wrong
- Accepting others as they are
- Being polite & kind
- Treating people with dignity
- Not spreading lies, rumors
- Must be earned over time

Respect

GIVE IT




TO GET IT

www.greatestthoughts.com

Reciprocity





“Adults know that the little things
in life are what really matters and
that relationships are based on
mutual respect and reciprocity”

- Margaret Carlson (2001)

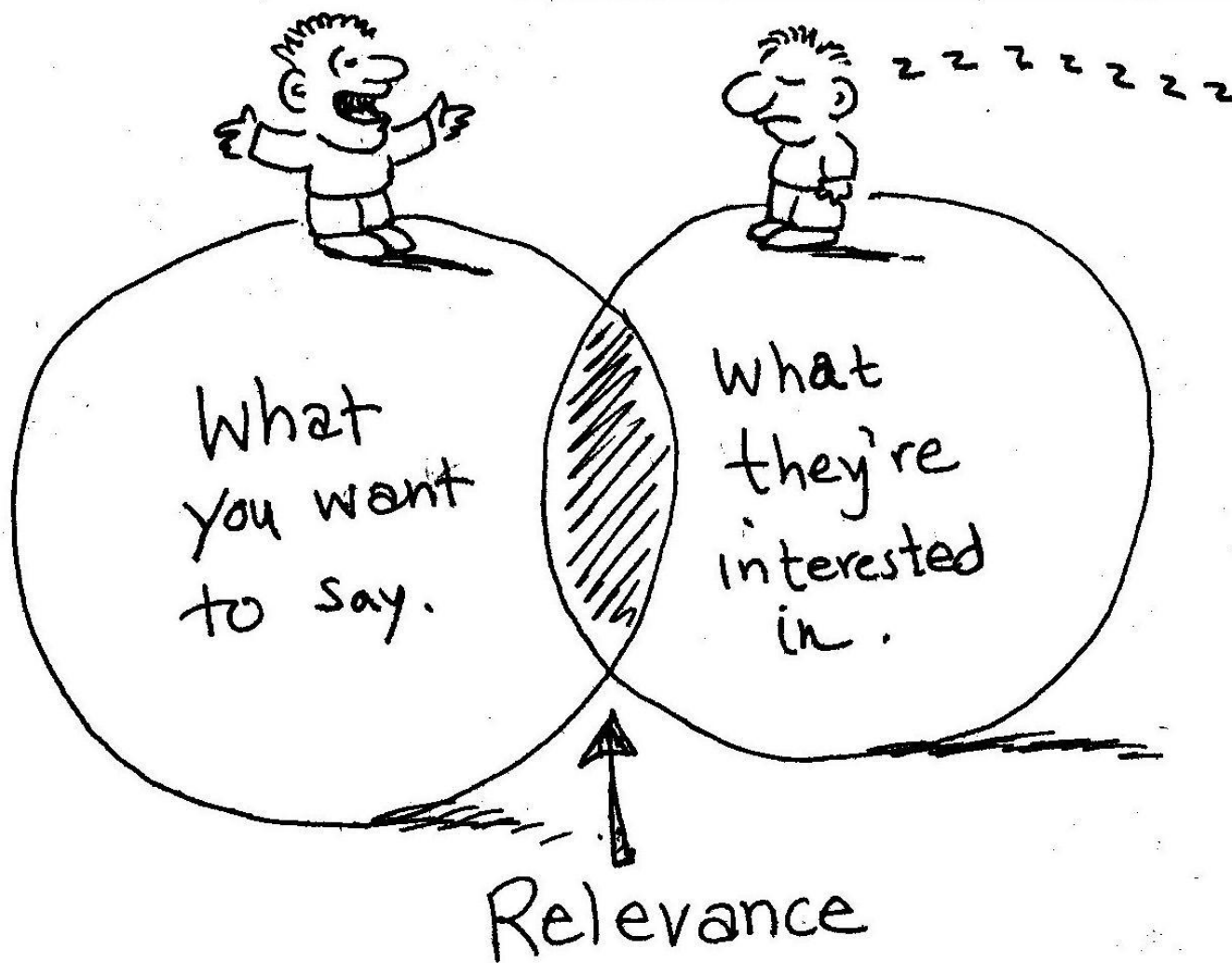
Reciprocity means...

- Mutual influence and interaction with someone.
- The quality or state of being reciprocal.
- Applying it means: To move away from the traditional 'hierarchy' approach of top down and to strive for a more horizontal arrangement where both individuals can be learners.





Relevance



Relevance means...

- A practical or social applicability.
- A relation to the matter at hand that satisfies the users.
- Occurs when respect is embedded in policy, curricula and instruction.
- Applying means: are the materials, tools, topics and teaching styles appropriate? Are the operators getting it? Why not?

Recognition



Recognition means...

- Anything given to:
...inspire, encourage,
appreciate, attract,
reinforce, motivate,
nurture, retain, engage

Recognition...

- When people feel good and have been recognized for their efforts or contributions they are more likely to be productive and motivated and stay in the job.
- Even the smallest gesture can be appreciated.

Responsibility



Responsibility

- Ability of a response
- Transforming values into action.

Responsibility

- Owning your work, teaching style.
- Accepting a different way of knowing, learning, despite challenges.
- Having flexibility, patience
- Applying it means that the trainer is making a commitment to the learner and the intended change that is expected.

- Respect
- Relevance
- Reciprocity
- Recognition
- Responsibility




Attributes of successful instruction

- Establish a baseline positive relationship with learner
- Apply the 5 R's
- Create a supportive and a safe environment to learn
- Maintain self awareness of one's own values which may conflict with learners
- Mentoring/coaching styles work the best
- Set realistic and achievable expectations
- There is no one way of teaching or learning
- Knowledge comes from many sources, including emotions and spiritualness

Attributes cont.

- Challenge learner to think critically (is it true?)
- Give encouragement, provide meaningful and immediate feedback
- Empower the learner
- Try and see reality from their perspective



“We cannot teach people anything, we can only help them find it within themselves”
- Galileo 300 AD

