

Leading the Change in Training

Canadian Alliance to End Homelessness

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I would like to begin by acknowledging that I work and live on Treaty 6 Territory, the traditional and ancestral lands of many First Nation, Métis and Inuit people. I am happy to be here today as a guest on the treaty lands and territory of the Wendat, the Anishnaabeg, Haudenosaunee, Métis, Mississaugas of the Credit First Nation, and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and cooperation. We acknowledge that we are all treaty people and accept our responsibility to honour all our relations.

This Presentation's Objectives

— In Today's Presentation

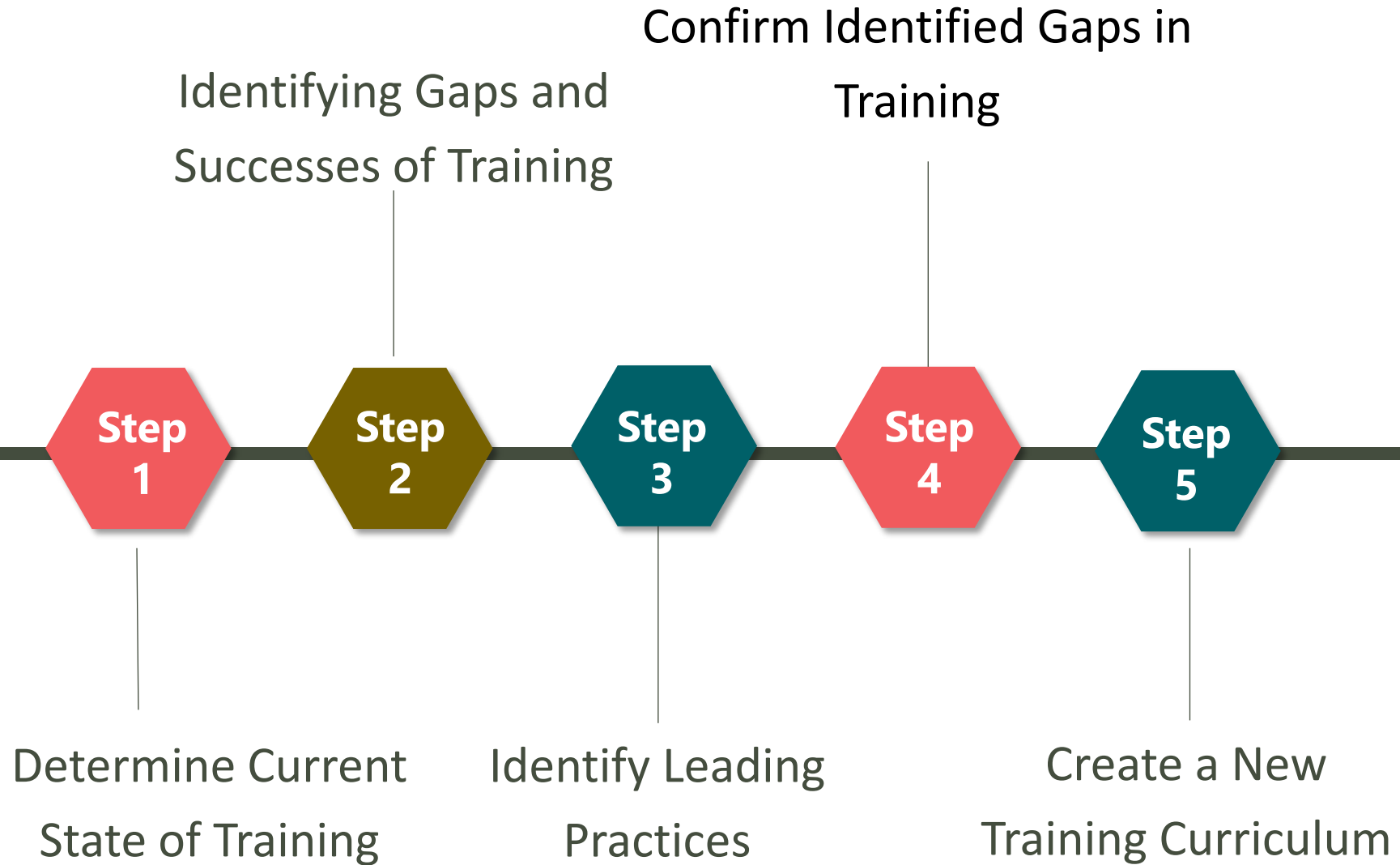
- Discuss the vital role training plays in our work to end homelessness
- Path we took to update our training curriculum
- Review the key findings and impacts learned on the way
- Discuss the different elements of our new training curriculum

Homeward Trust - System Planning and Integration





Needs Assessment Steps



Needs Assessment - Step 1

Determine Current
State of Training

Step
1

- Reviewed different training plans, plans during a non-pandemic year and a pandemic year
- This included trainings we have offered, trainings we wanted to offer, formats for training, formats for evaluating training
- Provided a baseline for where our training curriculum was at

Needs Assessment - Step 2

Identifying Gaps
and Successes of
Training

Step
2

- Met with our data team, Indigenous Cultural Liaison, and Lived Experience Committees
- Solicited feedback directly from team leads and those in leadership
- Past trainings, potential future training topics, overall issues their teams are facing, and barriers allowing them to attend training

Needs Assessment - Step 3

Identify Leading
Practices

Step
3

- Met with other training coordinators in different cities to gain their insights
- Research on best practices in training frontline workers was completed
- The Calls to Action from the Truth and Reconciliation Commission of Canada were also included, with Call to Action 92 being the focus

Needs Assessment - Step 4

Confirm identified gaps in training

Step
4

- All feedback was compiled and summarized into different documents and presented
- All groups agreed that the summaries accurately reflected the feedback received

Our Findings

Comprehensive Training Subjects



Updated Evaluation System



Variety of Training Formats



Our Findings

Variety of Training Formats

- Creation of videos and variety of online learning systems
- Researching ways to make it accessible for neurodivergent individuals
- Focusing on sourcing trainers who can provide training outside of regular business hours
- Increasing the amount of training available to partner agencies and other stakeholders, including our Lived Experience Committees

Our Findings

Update Evaluation System

- Increase in variety of methods of evaluating training, including checking in with team leads, having attendees evaluate the success of training, and quality assurance checks
- Offering additional time for workers to practice their skills on top of training sessions

Our Findings

Comprehensive Training Subjects

- Continued offering key trainings such as: Housing First 101, Harm Reduction, Indigenous cultural awareness, Supporting Victims/Survivors of Domestic/Family Violence, Trauma Informed Care and others
- Reintroduced other trainings: Supporting Individuals with a Potential Brain Injury, FASD, Gang Awareness
- New training subjects: Active listening and effective communication skills, Information and History of Canada's Treaties, the Housing Process from Beginning to End, How to Promote Financial Literacy

Our Findings

Comprehensive Training Subjects

- Training being created and offered by our lived experience committees
- This training will go through the what the five core Housing First principles mean and look like from their perspective

Our Findings

Comprehensive Training Subjects

- Focus on training that increases worker well being and increases longevity
- Including training subjects such as: boundaries, vicarious trauma, appropriate self disclosure, self compassion, mental health first aid, and how to practice effective self care
- Increase in training for team leads, due to the importance of a positive and healthy worker/supervisor relationship

Training Curriculum

Evaluation of Trainings

- Multiple ways we evaluate training

Training Topics/Subjects

- Important operational, skill based, and knowledge-based training subjects
- Focus on training that reduces burn out

Formats of Training

- Various formats for how training is offered
- Stakeholders have access to training

Opportunities for Practice

- Options for people to practice their skills outside of just one training session



Thank You!

— Katie Thomas (she/her)

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