



Learning for the Future

AMAPCEO'S FIVE-YEAR EDUCATION PLAN

A REPORT TO THE BOARD OF DIRECTORS
BY THE EDUCATION COMMITTEE

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Executive Summary

Learning for the Future: AMAPCEO's Five-Year Education Plan

Background

In 2015, AMAPCEO adopted *Roadmap to Building a Stronger AMAPCEO: Strategic Directions 2015-2020*. The goal of Strategic Direction #3, Member and Activist Education & Leadership Development—*Activating Members, Mentoring New Leaders*, is to educate, train, and engage members to create the next generation of leaders so that our union will be stronger, more united, and more effective with a broader activist base that reflects the full diversity of our membership.

To achieve this goal, the Board gave the Education Committee the mandate to develop a long-term educational plan developed specifically for AMAPCEO.

Purpose

Learning for the Future: AMAPCEO's Five-Year Education Plan is an ambitious, transformative plan to ensure that AMAPCEO remains a relevant and forward-thinking union. This will be achieved by providing members with the knowledge and developing the skills they need to be fully participatory, confident, capable, and engaged. This will help members meet the challenges AMAPCEO will face during collective bargaining and within the broader context of the changing labour landscape.

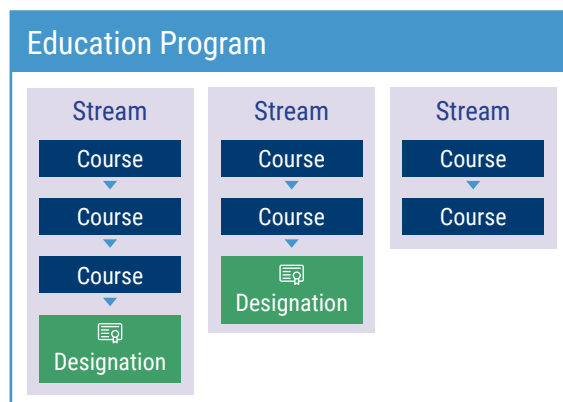
Education Program

AMAPCEO's Education Program will focus on members, activists, and leadership, and is grounded in adult education principles.

Five (5) education programs are proposed:

1. Workplace Relations
2. Engagement
3. Governance
4. Occupational Health & Safety and Personal Wellness
5. General

Each **program** has a series of 'streams' that have a number of **courses** for members to take in



order to attain the identified designations. Not every stream results in a designation.

Courses will be offered through a variety of different delivery modes:

- Online Learning
- Face-to-Face
- Blended (combination of face-to-face training and online learning)

Implementation

AMAPCEO’s Education Program will be implemented in three (3) phases over five-years:



Phase 1: The Learning Foundation

By the end of Phase 1, the “Learning Foundation” will be in place to enable AMAPCEO to grow its education programming.

During this Phase, in addition to delivering existing education programming, courses designated “high priority” will be updated or developed, such as programming to support OPS 2018 negotiations. Key to this Phase will be the development and rollout of a Train-the-Trainer course and the procurement and implementation of a Learning Management System (LMS) to support delivery and tracking of training.

Phase 2: Facilitating Expanded Learning

By the end of Phase 2, AMAPCEO will provide a greater range of education programming.

During this Phase, developing or updating modules, and provision of training will continue, as well as partnering with other unions and labour bodies to access resources. The LMS will be fully implemented.

Phase 3: Refining Course Offerings and The Education Plan

By the end of Phase 3, AMAPCEO will refine and evaluate the education program as a whole.

During this Phase, a results-oriented (summative) review will be undertaken to fully examine and review *The Education Plan’s* effectiveness and to inform the modification of programming as needed.

Recommendations

That the Board of Directors:

1. Approve the proposed five-year Education Plan in principle and charge the Executive Director with implementing the Plan by developing and offering specific programs and courses consistent with the Plan;
2. Approve the proposed budget for Phase 1 implementation (April 2017—March 2018) with the budget for subsequent phases to be addressed in the development of each year's operating budget and annual Education Report to the Board.

Learning for the Future

AMAPCEO'S FIVE-YEAR EDUCATION PLAN

A REPORT TO THE BOARD OF DIRECTORS
BY THE EDUCATION COMMITTEE

Prepared by Suzanne Conquer, Jane Koster, Jonathan Haskins,
Francis Cronier-Thériault, and Cynthia Watt

March 2017

Introduction

In 2015, AMAPCEO adopted our current strategic plan, *Roadmap to Building a Stronger AMAPCEO: Strategic Directions 2015-2020*, following several comprehensive and engaging consultations with the Board of Directors, Provincial Council, and staff.

A comprehensive planning exercise for the Board was built around AMAPCEO's Strategic Plan in 2016. The heart of the plan is a set of Key Initiatives for each of the six Strategic Directions. These Initiatives are the foundation upon which the desired objectives rely and are achieved through actions carried out by AMAPCEO in the delivery of its programs, services, and activities. These goals guide our activities, encourage collaboration, and allocate resources, all while helping to ensure that we remain relevant and responsive to the needs of our membership.

The third of the six Strategic Directions is:

STRATEGIC DIRECTION #3: MEMBER AND ACTIVIST EDUCATION & LEADERSHIP DEVELOPMENT

Activating Members, Mentoring New Leaders

Strengthening our union by providing education and leadership development

The five Key Initiatives for this Strategic Direction are:

1. Develop new and innovative ways to deliver education in various formats, including the consideration of changing demographics and diversity of our membership
2. Develop and roll-out a formal leadership development program to empower current and future activists
3. Expand the scope of membership education and training initiatives to increase AMAPCEO's presence and reach
4. Provide relevant and accessible educational and informational materials to support and assist activists in performing their roles
5. Broaden educational topics to include additional skills-type training that go beyond the traditional Collective Agreement and workplace-specific issues

To help realize this Strategic Direction, the Board directed the Education Committee to undertake the development of a five-year education plan, grounded in research on

innovative education delivery and best practices. The Committee was also charged to identify in-year educational priorities and requirements of Workplace Representative Mentors, Employee Relations Committee (ERC) representatives and Workplace Representatives (WPRs).

The AMAPCEO Education Committee began as an *ad hoc* committee of the AMAPCEO Board of Directors in 2015 following a successful resolution at the Annual Delegates' Conference (ADC) in November 2014. For the Committee's Terms of Reference and Mandate as provided in previous Board reports, please see **Appendix A**.

Where we are now

AMAPCEO has long delivered effective Workplace Representative training, while providing upgrading through fact sheets, two advanced training modules, and the annual Workplace Representatives Conference.

In addition, we have hosted bi-annual meetings of all our Employee Relations Committee representatives, offering learning opportunities to support knowledge and soft skill acquisition. During bargaining, a customized learning plan is developed for each of our bargaining units that is for both the negotiation team and its membership.

Where we want to be

The stated goal of the organization is to build capacity to the point that education can become a formal internal capability (work unit) and that it can be further empowered by an ongoing member focus group (Education Committee) and activists (Train-the-Trainer instructors) who can augment professional staff delivery of education. (Please see **Appendix A - 2015 Mandate Letter**)

We will roll-out a five-year education plan for the Association that will focus on AMAPCEO members, activists, leaders, and elected officials. This plan will be underpinned by a yet-to-be-developed Education Policy, the Board's Education Committee, and dedicated Education Officers. Continuous improvement and summative evaluation including best practices will be tailored to AMAPCEO's Education Program. This Program will provide options and clear learning pathways to meet the expectations of members and activists by beginning to develop, or expand upon, their knowledge of labour relations, activist and leadership roles and governance responsibilities as well as the varied volunteer and leadership opportunities.

Through the implementation of a train-the-trainer model, the work of the Education Officers, and an expanded suite of program offerings, we will have engaged, informed, and active union members with the ability to build capacity and proactively defend our rights and benefits in the workplace, at the negotiating table, and in the broader labour movement.

Finally, we would like to take this opportunity to sincerely thank the members of the Board's Education Committee for their hard work on, and dedication to, creating this plan. It is exciting, innovative, and, perhaps most importantly, made *for* AMAPCEO members *by* AMAPCEO members, with the support of staff. The level of expertise and diversity of talent of AMAPCEO's membership never ceases to amaze us; however, it is the passion and true desire to help AMAPCEO be the strongest and most united it can be that truly shines through in this plan.

Sincerely,



Cynthia Watt
Vice-President
& Chair, Education Committee



Dave Bulmer
President & CEO
& Ex-Officio member, Education Committee

Education Committee: Background

With the submission of this report to the Board of Directors, the AMAPCEO Education Committee¹ has completed its two-year mandate.

The Education Committee’s mandate included the following deliverables:

1. The development of recommended educational opportunities for three key AMAPCEO audiences:
 - i. Members
 - ii. Activists (e.g. Workplace Representatives [WPRs], Employee Relations Committee [ERC] Representatives, Delegates, Health and Safety Representatives, and engagement activists)
 - iii. Leadership (e.g. Board Directors, ERC Co-chairs, WPR Mentors)
4. The development of a Workplace Representative Mentorship Program, which matches experienced WPRs with new WPRs on an ongoing basis.
5. The development of an “educational framework” to provide a long-term (specifically, five-year), “focus for education and training activities within the Association through purposeful capacity-building to inform our members about their rights and entitlements under the Collective Agreement, and, to develop and empower more engaged, knowledgeable, skilled and capable members, activists and governors.”²

Online modules

In 2015-16, the Committee also worked with staff to deliver three online modules for members, which can be found on the AMAPCEO website.

The titles of the three online modules are:

1. New Member Orientation

1 As of January 2017, the Education Committee comprised of the following members: Suzanne Conquer (OMAFRA/Guelph), Jane Koster (MAG/Toronto and Committee Secretary), Jonathan Haskins (MCYS/Toronto), Francis Cronier-Thériault (Education/Toronto), Cynthia Watt, Vice President of AMAPCEO and Chair of the Committee, Dave Bulmer, President (*ex-officio*). Jinah Kim (Education/Toronto) resigned from the Committee in November 2016 when she was seconded to MCP and Sally Jurcaba was the Committee Chair during 2015. Staff contributors to the project over the 2015–2017 period included: Cassie Bell, Patricia Chong, Michael Mouritsen, Mae Nam, Anthony Pizzino, Anthony Schein, and Jennifer Sherwood.

2 From **Appendix A, Education Committee’s Terms of Reference**

2. AMAPCEO, Your Union
3. The Union Advantage

These short online modules are included as foundational components of all streams in the proposed programs offered. These modules provide essential information for members new to AMAPCEO, including the history of how AMAPCEO began, specific information on the benefits of being an AMAPCEO member, and, finally, a brief history of unionism in Canada and how the struggle for the rights, benefits and protections of all workers helped to shape the Canada we live in today.

These modules will be regularly updated to ensure information is current and accurate, including, for example, background information regarding AMAPCEO's new governance structure, approved at the Special Delegates' Conference in June 2016.

Workplace Representatives (WPR) Mentorship Program

The WPR Mentorship Program is operational and finishing its first quarter with ten volunteer mentors and 26 mentees. By the end of January 2017, it is expected that all mentors will have met or spoken with each of their mentees and established a plan for ongoing communications and support. Early feedback from the mentors' group suggests that the program is providing helpful support and guidance to the majority of mentees enrolled in the program. This includes mentee and mentor working together on particular cases, ongoing information exchange between mentors/mentees and feedback teleconferences with mentors. The program will continue to add mentees after the next WPR Core Training occurs (March 28—29, 2017), and, progressing into Year One of the program, more experienced WPRs will be trained as mentors as well, ensuring the program is sustainable.

Education Committee: Purpose

When the Education Committee was established, it engaged in a process to establish values and goals for AMAPCEO education. Through this process, the Committee agreed upon broad goals to serve as the framework for the development of a five-year learning plan as follows:

Vision

To cultivate an educated, informed membership through creative, engaging, and varied educational and training opportunities. To strive for excellence, fairness, and equity in all programming we provide.

Mission

- To ensure that each and every member understands their role in the union, the value of the union, and how they fit into the broader labour movement
- To achieve high levels of participation, care for the collective, and interest in increasing involvement in the Association

The Committee agreed to:

1. Research, develop and promote engaging and varied educational and training opportunities.
2. Empower members through providing responsive resources and information.
3. Identify issues, barriers and perspectives that limit participation in educational opportunities, which can be addressed by the Association through policy or programming changes.
4. Encourage and promote accessibility, fairness and transparency in all educational activities and programs.
5. Promote education as an ongoing, never complete endeavour.
6. Create opportunities for leaders to strengthen their leadership skills, activists to strengthen their advocacy skills, and members to become knowledgeable about their role in holding the Employer accountable.
7. Cultivate pride in, and continued implementation of, AMAPCEO's unique problem-solving approach to labour relations.
8. Recognize and encourage the unique and various skills of our membership by:
 - Offering training and programming best suited to their abilities and needs;
 - Providing avenues for advancement where interests and skills are shown; and

- Developing appropriate mechanisms for accountability and corrections where necessary.

These vision and mission statements drove, and continue to drive, the development of the five-year plan with a recognition of what AMAPCEO currently does in terms of education and training, and what it hopes to achieve during the next five years of implementation.

In addition, consultations were held with a wide range of activists to identify education needs through both the Board's Dispute Resolution Services Review Working Group initiative on the role of the WPR, and the Vice-President's research study on strengthening Employee Relations Committees. The feedback from both consultations is reflected in the design of program streams and courses.

Understanding AMAPCEO's members, its history, and its core work helped underpin this framework and recognized that many of the existing and yet-to-be developed courses will need to be tailored accordingly to achieve the stated outcomes.

Why Education?

In negotiating collective agreements on behalf of their membership, unions provide members with the best possible working conditions, salaries and benefits and protect the membership from maltreatment of any type by the Employer. Unions, like good public health, are not always highly visible when they are working well. Given their busy lives at work and at home, it is therefore unsurprising that some union members fail to fully appreciate the rights and benefits provided to them through their collective agreements. As is often the case, however, when we do not realize what we have, we are at greatest risk of losing it.

During the relatively short existence of unions in Canada³ as worker-based organizations, profound societal shifts have occurred including, industrialization, the introduction of technology, and globalization. These shifts have forced massive change upon businesses, governments, citizens, and economies throughout the world and unions have not been left unscathed. In fact, given unions represent collectives of workers, both blue- and white-collar, they have arguably been situated at the epicentre of much of this upheaval.

In view of these changing circumstances, AMAPCEO, indeed all unions, have their work cut out for them in the 21st century. A 2014 editorial in the *Toronto Star* cited a study done by a major union which warned that, “many non-union workers regard organized labour as nothing more than a ‘vested interest,’ one with little relevance in their lives”⁴. It is hard to reconcile the lack of recognition or understanding of the role unions have played in shaping the democratic society we live in today by many of those who have benefited from the hard-fought rights and protections won over time by unions.

Union density in Canada was on the rise from the 1950s to the 1980s, when density peaked at 41.8% in 1984.⁵ As of 2014, the overall rate of unionization in Canada had declined to 30.4%.^{6,7} While unionization numbers are currently stable, union density is at an all-time low in Canada.

3 “History of Labour in Canada,” *Canadian Labour Congress*, <http://www.canadianlabour.ca/why-unions/history-labour-canada>

4 “Unions in Canada face hard times put they’re pushing back: Editorial,” *The Toronto Star*, published September 1, 2014, https://www.thestar.com/opinion/editorials/2014/09/01/unions_in_canada_face_hard_times_but_theyre_pushing_back_editorial.html.

5 Garry Sran, *Unions Matter: How the Ability of Labour Unions to Reduce Income Inequality and Influence Public Policy Has Been Affected by Regressive Labour Laws* (Canadian Foundation for Labour Rights, 2013).

6 Statistics Canada. *Table 282-0078 - Labour force survey estimates (LFS), employees by union coverage, North American Industry Classification System (NAICS), sex and age group, annual (persons)*, accessed April 18, 2015, CANSIM (database).

7 John Carberry, Ron Grisbrook, Jane Koster, Bill McNamara, Dan Shultz, Cynthia Watt, *AMAPCEO: Considerations for the Future*, (Submitted to the AMAPCEO Board, June 2015).

There are a number of reasons for this decline, including the restructuring of the Canadian (and, in particular, the Ontario) economy such that sectors that typically had high union density (e.g. manufacturing) are diminishing while those sectors that have typically had lower union density (e.g. service) are growing. The decline in union density is a threat for AMAPCEO and other unions because, “if union density is low and is confined to workers with a lot of bargaining power, there is a risk that unionized workers will become a privileged labour aristocracy rather than a broad, inclusive, and equalizing social movement.”⁸

This threat is particularly relevant for public sector unions such as AMAPCEO because union density is much higher in the public sector than in the private sector. As of 2014, 75% of public sector workers in Canada were unionized, while only 17% in the private sector were union members. Thus, the conversation about “union vs. non-union” workers increasingly becomes more about public sector versus private sector workers.

The situation is even more critical across the border where “right to work” legislation⁹ currently exists in half of the states (25), with more being initiated on an ongoing basis. Although they vary based on state law, most “right to work” laws prohibit labor unions and employers from entering into contracts that only employ unionized workers for the jobs in the contract. This allows employees to receive the benefits of the union contract without having to pay their share of dues and fees to the union. Essentially, these states allow workers to join a union if they wish, but employers cannot force or compel employees to join a union as a term or condition of employment. As we know, American policy can and has influence the policy environment of our province and even our country.

So, what can be done?

In the face of the many challenges this century heralds, can unions, small and big, remain vital and relevant, not just to their members, but within the context of the larger society as a whole? How can we strategically and proactively defend and build upon the gains we have worked hard to secure over the past century? In other words, how can we protect our members, push employers to protect the vulnerable, and change public opinion about the value of unions in 2017?

The answer is both simple and complex.

In order to survive and thrive, AMAPCEO must transform. Change is complex and can be a difficult process for a number of reasons. Change can also be unsettling and unpredictable; however, if navigated successfully, change can inspire innovation, engage new participants,

8 Andrew Jackson, “Rowing Against the Tide: The Struggle to Raise Union Density in a Hostile Environment,” *Centro De Investigaciones Sobre America Del Norte*, accessed May 5, 2015, [http://www.cisan.unam.mx/cursoCanada2015/lecturas/Lectura_Unidad%20Sistema%20Politico_Sesion%20%20\(parte%201\).pdf](http://www.cisan.unam.mx/cursoCanada2015/lecturas/Lectura_Unidad%20Sistema%20Politico_Sesion%20%20(parte%201).pdf)

9 “Right to Work Laws,” Workplace Fairness, <https://www.workplacefairness.org/unions-right-to-work>

provide clarity to all stakeholders, and breathe new life into organizations, including unions. According to Ruth Needleman¹⁰, one way to navigate change in unions is through education:

Education for change challenges workers' beliefs, assumptions, and stereotypes in order to build bridges among workers, to unite a multicultural and diverse labor force. Educational programs can withstand the risks of confronting controversial issues in ways a specific campaign cannot. Debate in a classroom creates the tensions necessary for learning.

In other words, education for authentic change can be challenging and uncomfortable at times, but can be ultimately transformative, both personally and collectively for an organization. Education programs within unions provide the space—physically, intellectually, and emotionally—to grapple with difficult ideas, learn new skills, make mistakes, take risks, share experiences, and develop strong professional relationships. It is through this lens that the AMAPCEO Education Committee undertook its work.

Learning for the Future is an ambitious five-year education plan to ensure AMAPCEO remains relevant and strongly situated to change the relationship with the Employer working from the grassroots through an empowered and knowledgeable membership. The plan also strives to develop and prepare AMAPCEO's leaders and activists to continue to be respected leaders at progressive tables, unionized and non-unionized, across the province, in promoting fairness, dignity, and equity for all workers. This educational program promotes change from within the organization through a broad range of courses, delivery modes, and access points. It is geared towards AMAPCEO's highly skilled, talented, and diverse membership and designed to enhance knowledge, build solidarity, and provide the skills and confidence members will need to be fully participatory, engaged union members, able to meet the challenges AMAPCEO will face through cycles of collective bargaining and within the broader context of the labour landscape. The programs will also provide learners with the skills and knowledge necessary to critically engage with their colleagues, non-unionized friends, neighbours, family members, and decision-makers who hold misperceptions of unions and their value in 2017 and beyond.

Once implemented and over time, AMAPCEO's educational programming will prove to be transformative. Members, activists, and leaders will be provided with the skills, knowledge, and practical experience needed to effect change inside and outside of the workplace. In turn they will act as catalysts, making the union a stronger, more equitable, more adaptable, and resilient organization, able to successfully and proactively meet the challenges of a world in the throes of change. Our members will influence a society in need of well-informed, engaged citizens who understand the importance of collectivity and who proudly stand together in defense of a better world for all.

¹⁰ Ruth Needleman, "Going Back to School: What Should Union Education Be About?" *New Labor Forum*, Vol. 13, No. 2, (Summer 2004): 100-110.

Andragogy - Adult Learning

AMAPCEO's educational program framework aligns with the principles of adult learning, or andragogy, while taking into account the best and newest ways in which to teach and learn. While many modes of delivery are presented further on in this report, it will be through time and testing that the most successful combinations are proven through learner outcomes. Flexibility, cost, accessibility, and appropriate levels of interaction will all be taken into account when building the modes of delivery model.

The following evidence-based adult learning principles¹¹ will be a critical part of all programs:

- Adults are autonomous and self-directed; educators must act as facilitators, guiding participants' learning rather than just supplying them with facts.
- Adult learners' accumulated foundation of life experiences and knowledge should be connected to the curriculum and the value of these experiences recognized within the context of a learning environment.
- Adults are generally goal-oriented and appreciate an educational program that is organized and has clearly defined elements which should be explicitly stated prior to or at the beginning of each course.
- Adults are relevancy-oriented which means they must see a reason for learning something (a key part of learner motivation).
- Each adult learner is unique and has their own learning preferences and styles. Facilitators should strive to ensure each learner is provided with the tools and skills to help them succeed within each learning environment.
- Educators should continuously strive to provide the most relevant, current, accessible and engaging curricular materials in order to enhance reasons for taking educational courses and decrease barriers to learning.

¹¹ Stephen Lieb. "Principles of Adult Learning," (VISION, Fall 1991).

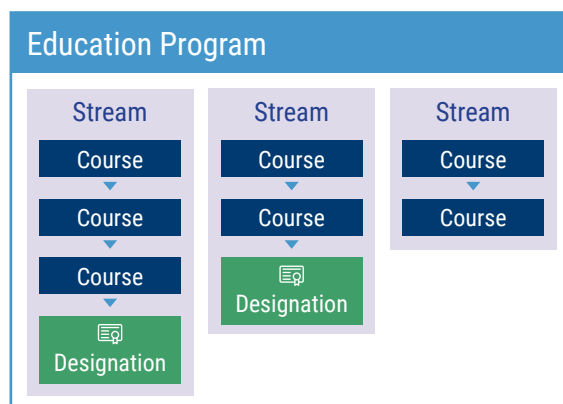
Education Program

When developing the Education Plan, the Education Committee was mandated by the Board of Directors to look at three broad audiences: members, activists, and leaders. Informed by the research undertaken, using the mission and values statements they had developed, and working with the newly-minted AMAPCEO Strategic Plan, the Committee first created programs, then streams within those programs, and finally, specific courses within those streams. Please note that while some courses within certain streams exist and are being delivered (for example, the Workplace Representative Core Training course), some courses will need updating, and other courses have not yet been created.

Over the next five years, as the implementation of the Plan occurs, each course will be prioritized¹² with a focus placed on those which are deemed ‘high priority’ first, doing the work necessary to produce the course (e.g. writing curriculum, developing primary and secondary outcomes and creating evaluation rubrics and strategies), and delivering them within the approved time frame. This will need to be done whilst delivering the current educational programming (e.g. Employee Relations Representative training, WPR Core and Advanced Training, WPR Conference), as well as beginning to migrate courses and the new course calendar over to an online Learning Management System (LMS) once it is established (by end of Phase 1, or April 2018).

All three implementation phases should be complete by December 2021, with a full course complement available via different modes of delivery (relative to member’s experience, unique learning style and location), and a robust educational program in place for AMAPCEO members, activists and leaders, including formative and summative evaluation processes.

Once completely implemented, this Plan will provide a diversity of learning opportunities across a variety of platforms to the identified audiences, ultimately ushering in a new era in AMAPCEO’s evolution as a progressive, professional union.



¹² High priority for delivery: by April 2018
Medium: by December 2020
Low: by December 2021.

Summary: Programs, Streams, and Courses

There are five (5) education programs: Workplace Relations; Engagement; Governance; Occupational Health & Safety and Personal Wellness; and General.

The Five Education Programs

1. Workplace Relations

STREAMS

- Members
- Workplace Representatives (LEVEL 1)
- Advanced Workplace Representatives (LEVEL 2)
- Workplace Representative Mentors (LEVEL 3)
- Employee Relations Committee Rep or Co-Chair
- Negotiating Team

2. Engagement

STREAMS

- Members
- Engagement Activists (LEVEL 1)
- Advanced Engagement Activists (LEVEL 2)
- District Leaders (e.g. Community Leaders, Vice-Chairs, Secretaries)

3. Governance

STREAMS

- Members
- Delegates
- ADC Committees and Board Standing Committees
- Board Directors

4. Occupational Health & Safety and Personal Wellness

STREAMS

- Members
- Health & Safety and Personal Wellness Activists
- Certified Occupational Health & Safety Representatives

5. General

STREAMS

- Members
- District Facilitators (Train-the-Trainers)

Each **program** has a series of ‘streams’. Each **stream** has a list of **courses**¹³ for members to take in order to attain the related certification or designation. Not every stream results in a

¹³ Please see **Appendix C** for the AMAPCEO Education Master Course List.

designation.

Courses are classified as follows:

- **Mandatory courses (M)** are required for members in activist and/or leadership positions and provide basic skills training and knowledge essential to the undertaking of these roles. Mandatory courses must be completed in order to finish the stream, attain the related designation and undertake the role for which they may have been trained. There is one (1) foundational course (containing four components) which is mandatory for all streams.
- **Prerequisite courses (PR)** indicate that the learner should already have successfully completed the particular course(s) before taking the subsequent course(s).
- **Elective courses (E)** can be taken at the member’s discretion and are not required to finish the stream and attain the related designation.

Streams that do result in a designation have “mandatory courses” that must be completed in order to finish the stream and attain the related designation; however, course lists are not necessarily sequential. As the course calendar is developed, courses which must follow/precede other courses will be highlighted, otherwise members may take courses in whichever order they prefer.

During the implementation of the three phases (March 2017 through December 2021), there will be transitional periods where members who are already in specific roles (for example, engagement activists, WPRs, Board Directors) will be given the opportunity and time to complete the courses which are deemed “mandatory” in their particular stream. For example, if you are a newly elected Board Director and have not taken WPR Core Training which is a required course for this role, you will be given a year in which to complete the Training and fulfill this requirement. Currently WPR Core Training is held twice a year, but, if necessary, as in the case of Directors or negotiating team members, a separate course can be scheduled specifically for these members to ensure they are fully trained in a timely manner for these roles.

The role of the Learning Management System (LMS) will be critical during all three of the implementation phases, but especially during the first year of the program which is one reason it has been prioritized in Phase 1. The LMS will track all courses (whether workshops, online modules, webinars, or ‘lunch-and-learns’) that members undertake, provide evidence of completion and provide a feedback function for ongoing evaluation of courses, streams and programs.

Please note that most, but not all, program streams end in a designation. That is, if you complete all the courses in the Workplace Representative (Level 1) stream and are approved at

the Board level as such, you will be designated a WPR. You may choose to remain as a WPR and support your colleagues in this important role and not take any further training, or, you may wish to undertake the Advanced Workplace Representative (Level 2) designation and continue to build on your skills and gain valuable experience. Subsequently, you may wish to remain at the Advanced WPR level, or, continue with further training and work towards being a Workplace Representative Mentor (Level 3), arguably AMAPCEO's most experienced, knowledgeable and collegially-minded activists. During Phase 1 implementation, staff will identify the frequency at which courses will be offered.

Lastly, while some members may think of the courses they take in certain programs as a "means to an end," we believe sincerely that the courses are not an end, but part of an important journey. There are many course offerings, both elective and mandatory (if members wish to attain a designation of some type) so that members, activists, and leaders have a wide selection of courses to choose from. As members begin to work through the courses in each stream, they will learn more about themselves, more about their colleagues, their union and, ultimately, the broader labour context in Canada today. This will make AMAPCEO stronger and more prepared as a union for what the future holds, whether in collective bargaining or in defence of the collective agreement. A member who is knowledgeable about their rights and responsibilities in the workplace is a member who can assess situations clearly and make smart decisions quickly, even if that involves calling a WPR immediately! With a well-educated membership, the Employer will have to change certain strategies and behaviours that up until now they have used successfully. That, in education terms, is power.

Program Streams Leading to Designations

Note: The following charts are meant to be illustrative. Information on applicant requirements and appointment processes for each role are not provided. Further details on member educational opportunities can be found in **Appendix B**.

1. Workplace Relations Program Streams

WORKPLACE REPRESENTATIVE (LEVEL 1)

Foundational Courses

- 1A) AMAPCEO: Your Union
- 1B) New Member Orientation
- 1C) The Union Advantage
- 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion

Choice 1

Choose a minimum of 3 of the following 6 courses to complete within 1 calendar year from the date you were enrolled in this stream:

Choice 2

- Active Issues for BPS and OPS
- Fixed Term Issues for Workplace Representatives
- Mental Health in the Workplace
- Performance Management
- Return to Work and Employment Accommodation
- Understanding Rights in the Workplace

Choice 3

(AM)ERC Part 1: Introduction to Roles & Responsibilities

Bias Awareness Training

Dispute Resolution Process: Overview

Workplace Representative Core Training (OPS & BPS)



Workplace Representative Designation

ADVANCED WORKPLACE REP (LEVEL 2)

Workplace Representative (Level 1) Designation

Choice 1

Choice 2

Choice 3

Complete the remaining 3 of the following 6 courses within 1 calendar year from the date you were enrolled in this stream:

- Active Issues for BPS and OPS
- Fixed Term Issues for Workplace Representatives
- Mental Health in the Workplace
- Performance Management
- Return to Work and Employment Accommodation
- Understanding Rights in the Workplace

Advanced Negotiation Skills

Dealing with Difficult Behaviours

Discipline

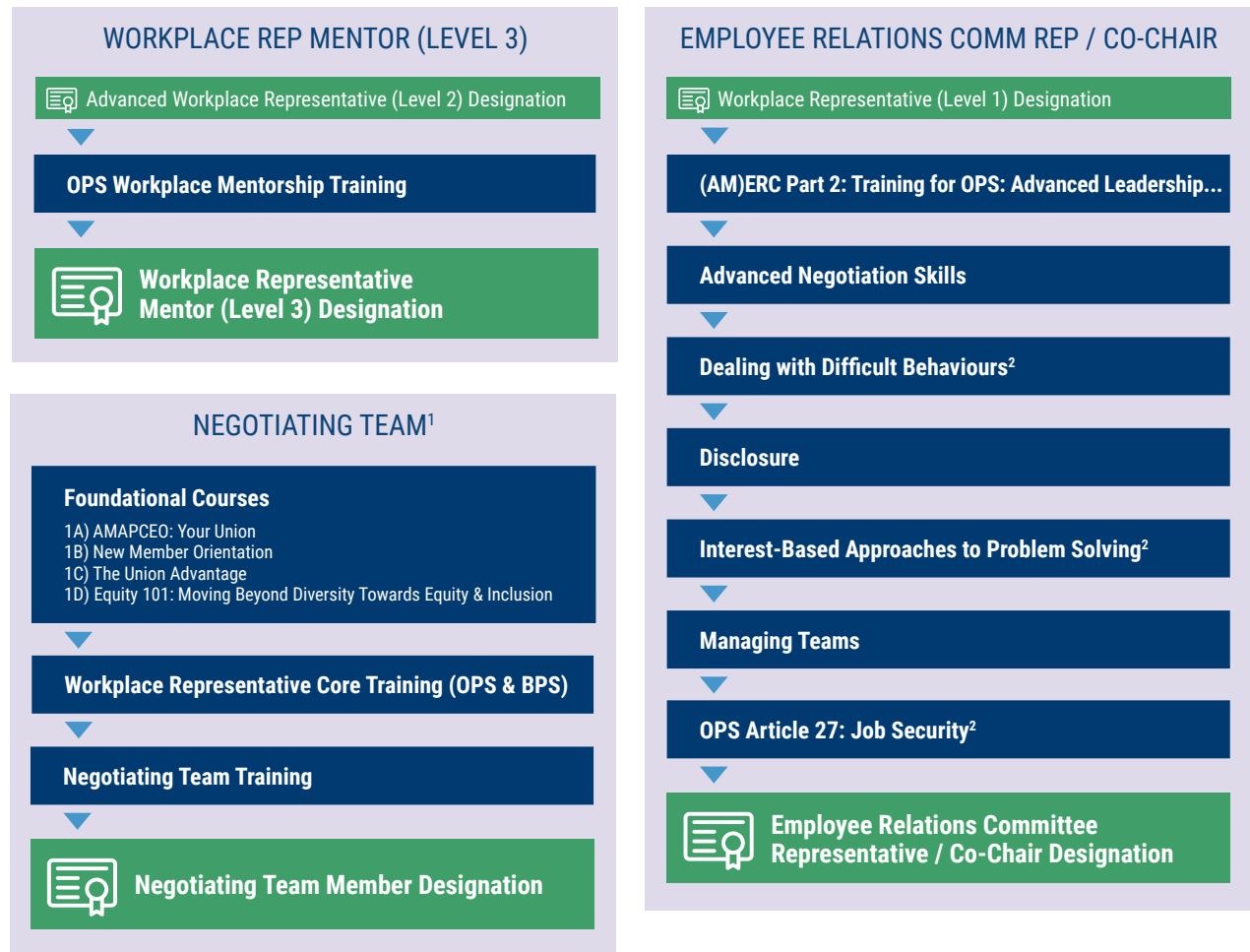
Interest-Based Approaches to Problem Solving

OPS Article 27: Job Security



Advanced Workplace Representative (Level 2) Designation

1. Workplace Relations Program Streams (continued)



1 Members do NOT have to be a Workplace Representative before joining the Negotiations Team. However, Negotiating Team members without Workplace Representative Core Training will be required to complete the course within a certain timeframe.

2 These courses are mandatory if the ERC Representative is a Workplace Representative (Level 1). If they have the Advanced Workplace Representative (Level 2) designation, they will have already completed these courses.

2. Engagement Program Streams

ENGAGEMENT ACTIVIST (LEVEL 1)

Bulletin Board/Materials Coordinator, Member Services Coordinator, & Community and Social Coordinator

Foundational Courses

1A) AMAPCEO: Your Union
 1B) New Member Orientation
 1C) The Union Advantage
 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion


Choice 1

Choice 2

Choice 3

Choose a minimum of 3 of the following 5 courses to complete within 1 calendar year from the date you were enrolled in this stream:


- Mobilization and Engagement: Building Solidarity
- Political Action and Building Union Power
- Recruitment Retention and Engagement
- Understanding Rights in the Workplace
- What's the Role of the Activist?

 **Engagement Activist (Level 1) Designation**

- BULLETIN BOARD/MATERIAL COORDINATOR
- MEMBER SERVICES COORDINATOR
- COMMUNITY AND SOCIAL COORDINATOR

ADVANCED ENGAGEMENT ACTIVIST (LEVEL 2)

Building Coordinator³

 Engagement Activist (Level 1) Designation

Complete the remaining 2 of the following 5 courses to complete within 1 calendar year:

Choice 1

Choice 2

- Mobilization and Engagement: Building Solidarity
- Political Action and Building Union Power
- Recruitment Retention and Engagement
- Understanding Rights in the Workplace
- What's the Role of the Activist?

Advanced Meeting Facilitation and Decision-Making Models

Art of Persuasion: Having Courageous Conversations


Bargaining 101

Bargaining 201

Equity Practices for Leaders

Job Action 101

Mapping Your Workplace

 **Advanced Engagement Activist (Level 2) Designation**

- BUILDING COORDINATORS

3 Advanced Engagement Activists (Level 2) / Building Coordinators are active primarily during contract negotiations.

2. Engagement Program Streams (continued)

DISTRICT LEADERS

e.g. Community Leader

Foundational Courses

- 1A) AMAPCEO: Your Union
- 1B) New Member Orientation
- 1C) The Union Advantage
- 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion

Choice 1

Choice 2

Choice 3

Choose a minimum of 3 of the following 5 courses to complete within 1 calendar year from the date you were enrolled in this stream:

- Mobilization and Engagement: Building Solidarity
- Political Action and Building Union Power
- Recruitment Retention and Engagement
- Understanding Rights in the Workplace
- What's the Role of the Activist?

Art of Persuasion: Having Courageous Conversations

Bargaining 101

Mapping Your Workplace

What's the Message? Communications 101

Women Activists, Recruitment, and Support



District Leader Designation

3. Governance Program Streams

DELEGATES

Foundational Courses

- 1A) AMAPCEO: Your Union
- 1B) New Member Orientation
- 1C) The Union Advantage
- 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion



Advanced Parliamentary Procedures / Roberts Rules



Bargaining 101



District Planning and Leading



New Delegate Orientation



Understanding the AMAPCEO Budget



What's the Message? Communications 101



What's the Role of the Activist?



Delegate Designation

ADC COMMITTEE MEMBERS AND BOARD STANDING COMMITTEE MEMBERS

Foundational Courses

- 1A) AMAPCEO: Your Union
- 1B) New Member Orientation
- 1C) The Union Advantage
- 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion



Advanced Meeting Facilitation & Decision-Making Models



Dealing with Difficult Behaviours



Equity Practices for Leaders / Reflective Leadership Practices

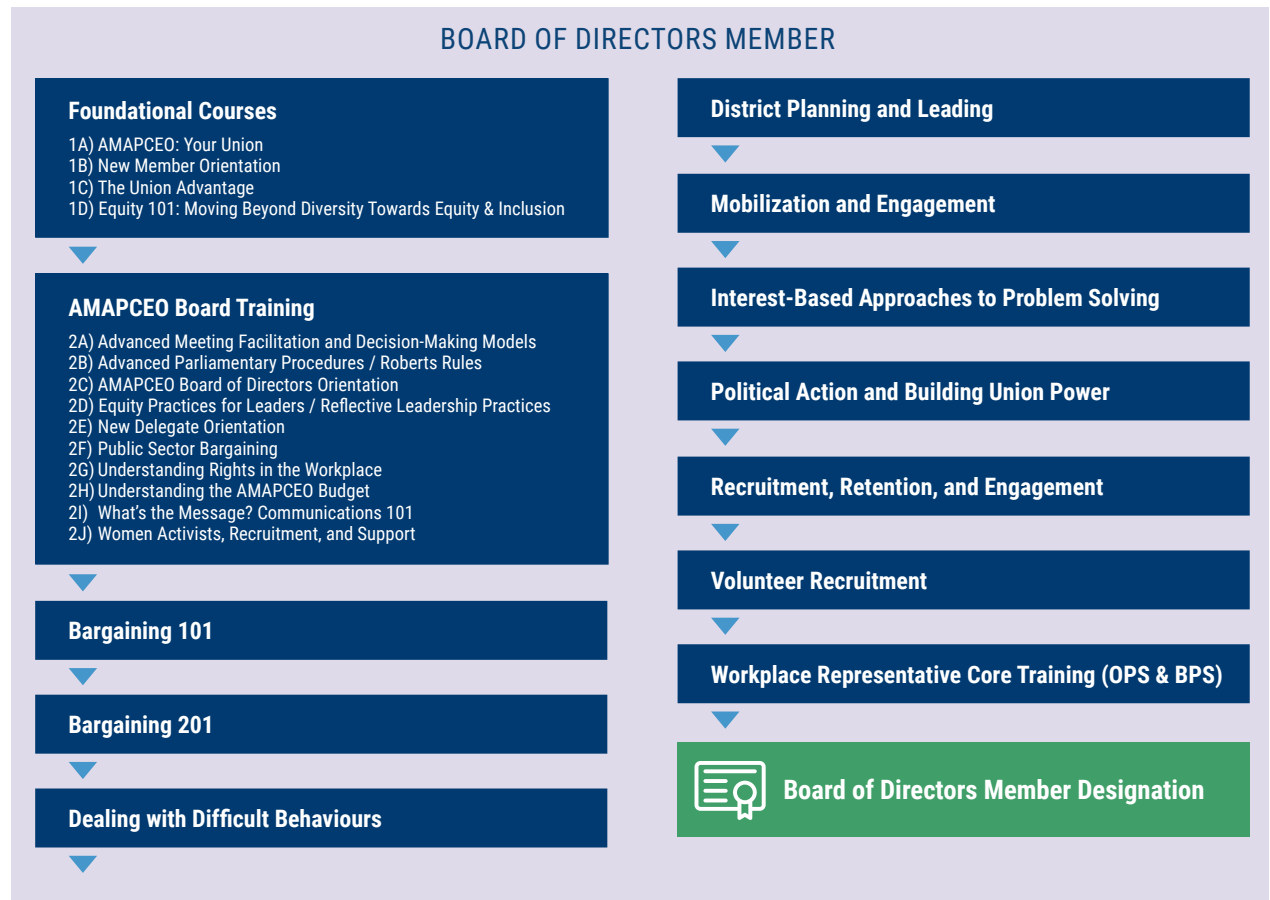


Interest-Based Approaches to Problem Solving



ADC Committee Member or Board Standing Committee Member Designation

3. Governance Program Streams (continued)



Please note that the length of each course varies, many courses are implemented into Board and other training sessions, and many members will have already completed courses prior to being elected to the Board.

4. Occupational Health & Safety and Wellness Program Streams



5. General Program Streams

DISTRICT FACILITATORS (TRAIN-THE-TRAINERS)

Foundational Courses

- 1A) AMAPCEO: Your Union
- 1B) New Member Orientation
- 1C) The Union Advantage
- 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion

Active Issues

Conflict Resolution: Dealing with Conflict at Work

Fixed Term and Precarious Employment

Health & Safety and Personal Wellness: Introduction

Mobilization and Engagement: Building Solidarity

Train-the-Trainer

Understanding Rights in the Workplace



District Facilitator Designation

Modes of Delivery for Education Programs

AMAPCEO needs to keep the following profile of modern adult learners in mind when deciding how to best deliver education training¹⁴:

- Generally overwhelmed, distracted, and impatient;
- Require flexibility in where and how training is delivered;
- Collaboration and interaction enhances learning outcomes;
- Most invested in learning when they feel they have control over their personal development (agency);
- Have different learning styles and these should be appealed to through having multiple channels and paths to seek out learning opportunities;

AMAPCEO members have diverse work files, and are also situated throughout the province, highlighting the rationale for multiple access points and delivery modes to meet their needs.

With the introduction of new online platforms and tools, facilitators have access to an array of options to train their audiences. As our lives increasingly shift into the digital realm, the way we learn and retain information is also following this trend. Traditional ‘brick and mortar’ training will always play a part in a comprehensive approach to training and education, while the use of multiple modalities (the way in which training is presented), is crucial for meeting the demands of today’s learner. In order to be successful, our education strategy will provide multiple pathways to learning, the selected training modalities will account for the considerations as noted above, and will be tailored to be on-demand, collaborative, and flexible/adaptable.¹⁵

Procuring a flexible, sustainable and integrated Learning Management System (LMS) is crucial to the implementation, administration, and evaluation of the AMAPCEO Education program, especially the online components. The LMS must support all modes of delivery, track participant progress and completion rates, have accessibility options and work with assistive devices, and allow for participant feedback. Working in collaboration with the Executive Director’s Office, the Education and Communications staff has produced a draft LMS requirement list for review, reflecting the specific needs of a LMS in relation to the Education Plan.

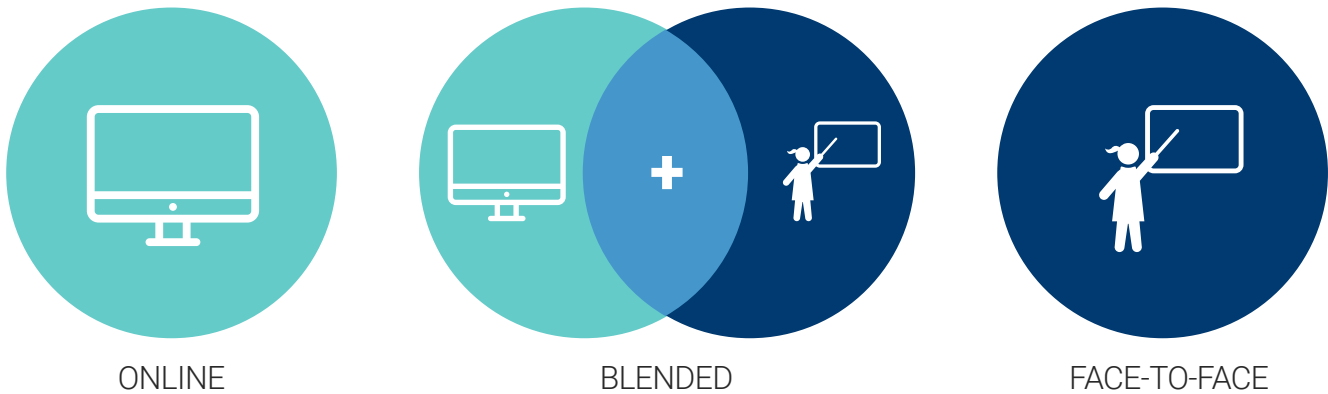
Once implemented, the LMS will allow members, activists, and leaders access to many online

14 “Meet the Modern Learner,” *Bersin by Deloitte*, <https://www.bersin.com/Practice/Detail.aspx?id=18071>

15 A.W. (Tony) Bates, “Chapter 9: Modes of Delivery,” *Teaching in a Digital Age* (Tony Bates Associates Ltd, 2015).

learning modules at their convenience and at their pace. They will be able to choose what they want to learn, when they want to learn, and where they want to learn.

Learning Pathways



The following section provides an overview of these learning pathways: Online Learning, Blended, and Face-to-Face modes of delivery.

Online Learning

While not all subject matter can be handled through digital modalities, AMAPCEO can bring many training and learning opportunities to where our members already spend their time (i.e., online), through the platforms members already use on a daily basis.

Online learning can be divided into two categories, *synchronous* and *asynchronous*,¹⁶ and both have their advantages and disadvantages.

- *Synchronous* online learning involves ‘real-time’ learning. For example, a ‘live’ virtual classroom held every Tuesday from 6 pm—7 pm where adult learners can ask the facilitator a question and get an answer instantly.
- *Asynchronous* online learning involves learning that is not limited by time. For example, an online lecture that can be played and paused at any time and adult learners email the facilitator their questions.

The following table outlines elements of a number of digital platforms that fall under the online learning umbrella.

¹⁶ “Asynchronous E-Learning Vs. Synchronous E-Learning,” *Mindflash*, <https://www.mindflash.com/elearning/asynchronous-synchronous/>

SELECTED TYPES OF DIGITAL PLATFORMS

ONLINE COURSES	<ul style="list-style-type: none"> • Clear learning objectives • Interactive elements • Compatible with mobile devices • Ability to be printed off and/or downloaded • Links to additional resources • Accessibility features (e.g. control speed of presentation, closed captions)
VIDEOS¹⁷	<ul style="list-style-type: none"> • Concise and clear content • Consider both long and short formats depending on content • Accessibility features (e.g. descriptive text and closed captions) • Provide translations (e.g. French)
WEBINARS <i>(seminar conducted over the Internet)</i>	<ul style="list-style-type: none"> • Interaction opportunities (e.g. ‘live Q and A’ sessions, polls, quizzes) • Appropriate staffing (e.g. presenter, moderator, technical support) • Held at regular frequency to foster audience growth and participation • Provide links additional content • Accessibility features (e.g. webinar platform is compatible with assistive devices)
ONLINE DOCUMENTS	<ul style="list-style-type: none"> • Easy-to-digest documents (e.g. infographics) that distill larger concepts into manageable and digestible content • Can be shared on various digital platforms • Provide quick reference materials • Interactive (i.e. can link in with other online resources) • Should be formatted to be viewed on computers and mobile devices

17 Mary Pedersen, “Best Practices: What Is The Optimal Length for Video Content?” Advertising Age, published July 14, 2015, <http://adage.com/article/digitalnext/optimal-length-video-content/299386/>

SOCIAL MEDIA	<ul style="list-style-type: none"> • e.g. Twitter, Instagram, Facebook (esp. Facebook Live feature), Snapchat • Brings learning opportunities to where members already spend time • Provide current, accurate and digestible information • Opportunity to interact and engage members
PODCASTS	<ul style="list-style-type: none"> • Can be accessed 24/7 • Members can ‘subscribe’ and can get most up-to-date information • Can provide immersive experience for events not all members can attend (e.g. ADC)
M-LEARNING¹⁸ <i>(micro-learning)</i>	<ul style="list-style-type: none"> • Provides small / ‘micro’ unit of simple information in short periods of time (“info nugget”) • Accessible across multiple platforms and devices allows learners greater flexibility in choosing their preferred device

Blended Learning

Blended learning is a formal education program¹⁹ in which a learner learns:

1. Partially through online learning, with some element of learner control over time, place, path, and/or pace; and
2. Partially in a supervised brick-and-mortar location away from home.

There are four blended learning models:

1. Rotation
2. Flex
3. A-la-Carte
4. Enriched Virtual

Different blended-learning models to meet the needs of different learner groups, locations, programs, and streams will be determined while considering which model would be the most effective in conveying the subject matter.

¹⁸ “Bite Size Is the Right Size: How Microlearning Shrinks the Skills Gap in Higher Education,” *Grovo*, <https://www.scribd.com/document/256979684/Grovo-HigherEd-Microlearning-Whitepaper>

¹⁹ “Blending Learning: Rotation Model,” *ReadingHorizons*, <http://www.readinghorizons.com/blended-learning/models/rotation-model>

TYPES OF BLENDED LEARNING ²⁰	
1. ROTATIONAL MODEL	<p>Learners rotate on a fixed schedule or at the instructor’s discretion between learning modalities, at least one of which is computer-based learning.</p> <p>Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and personal assignments.</p>
2. FLEX MODEL	<p>Online learning is the backbone of the learner experience, even if it directs learners to offline activities at times.</p> <p>Facilitators provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.</p>
3. A-LA-CARTE MODEL	<p>Learner takes course entirely online to accompany other experiences that they are having at training/in the work-place.</p> <p>Facilitator for the A-la-Carte course is the online facilitator.</p>
4. ENRICHED VIRTUAL MODEL	<p>Learners require face-to-face sessions with their facilitator and then are free to complete their remaining coursework remotely.</p> <p>Differs from a fully online course because face-to-face learning sessions are required.</p>

Face-to-Face Learning

While there are advantages to both online learning and blended learning modes of delivery for AMAPCEO members, traditional face-to-face learning provides learners an opportunity to not only gain knowledge and skills but to apply them, along with building relationships with other union members and practising soft-skills, such as role playing. Formal face-to-face learning opportunities will continue to be scheduled (e.g. the current two-day WPR Core Training course), and we will also continue to maximize other opportunities for face-to-face training sessions whenever possible, such as at the Annual Delegates’ Conference, the WPR

²⁰ “Blended Learning Models,” *Blended Learning Universe*, <http://www.blendedlearning.org/models/>

Conference, and the Activist Leaders Forum (ALF). This will benefit all learners, especially those who work or live in the more isolated regions of the province and who are unable to interact regularly with their colleagues in-person.

Like other modes of delivery, face-to-face learning has its own best practices for facilitators such as, stating objectives clearly at the beginning of the program and reviewing progress at the end of the training session, reviewing the agenda for the day with participants, arranging the ‘classroom’ to best suit adult learning needs and preferences, and engaging participants by recognizing and incorporating their life experiences within the context of the material being learned.

In the **Train-the-Trainer** model, sometimes referred to as TTT, face-to-face learning is also a key component. TTT is an education model whereby individuals identified to teach, mentor or train others attend training themselves. Some may already be educators or trainers and are supplementing or reinforcing their skills, while others are receiving training for the first time.²¹ AMAPCEO’s Education Plan includes the TTT model with a goal of training members to become “District Facilitators”. Ideally, each District and Chapter will eventually have at least one trained member or facilitator who will be accessible to the District to provide timely and relevant information and skill building sessions to members in that District or Chapter on an ongoing basis. The District Facilitators would be specifically trained for this role and would receive ongoing staff support and oversight to ensure a high level of accuracy and consistency of training was being provided by them.

A train-the-trainer workshop can build a pool of competent trainers who can then teach the material to others. This is preferable as a means of spreading training/information quickly as multiple instructors can be deployed simultaneously thereby also ensuring members receive timely training. The TTT model is both an effective use of resources and a method of building member capacity. It allows members to become more engaged in the union by supporting their colleagues in a meaningful way while utilizing their specific knowledge and skill set purposefully. District Facilitators are not meant to usurp staff roles, but in fact complement them. Staff will have very specific roles in the developing the TTT model and curriculum as well as training the Facilitators and providing support and feedback to them. The ability to be able to provide information and training quickly and effectively, particularly in the regions, through these trained members will be a distinct advantage for AMAP-CEO during, and outside of, collective bargaining.

21 Tara Duggan, “What Is The Train the Trainer Model?” *The Houston Chronicle*, <http://work.chron.com/train-trainer-model-5463.html>

Evaluation

The development and implementation of a comprehensive evaluation process of the AMAP-CEO Education Plan is a crucial and continuous process. The evaluation process is therefore an integrated part of education, rather than a post-training afterthought. While the overall purpose of evaluation is to assess the effectiveness of the education plan as a whole, more specifically, we should evaluate the following outcomes at the course, stream, and program levels:

- Learner reaction
- Achievement of the learning objectives (e.g. Bloom’s taxonomy of learning)
- Transfer of learning (e.g. do learners use knowledge and/or skills post-training?)
- Results (e.g. have desired overall training outcomes been observed?)

Each level of evaluation will require different assessment tools (e.g. surveys, Learning Management System summary reports, post-training debriefs), and will provide different insights with the ultimate goal of improving the education program as a whole by identifying opportunities for changes based on the evaluation results (summative evaluation)²².

While the Education Committee’s Livelihood Report is presented separately, it is recommended that the Committee play an important role in helping to develop the evaluation process and review and interpret the results for the Board as the Education Plan is rolled out.

22 “Scriven (1967) first suggested a distinction between formative evaluation and summative evaluation. Formative evaluation was intended to foster development and improvement within an ongoing activity (or person, product, program, etc.). Summative evaluation, in contrast, is used to assess whether the results of the object being evaluated (program, intervention, person, etc.) met the stated goals.”
Michael Scriven, “The methodology of evaluation,” in *Perspectives of Curriculum Evaluation*, eds. R.W. Tyler, R M. Gagne, M. Scriven (Chicago: Rand McNally, 1967), 39–83.

Use of Subject Matter Experts and Partnerships with Other Unions

AMAPCEO is fortunate to have a professional and skilled staff with significant expertise which includes lawyers, trained educators, labour relations specialists, researchers, organizers, and communications specialists. Working closely with these staff persons as “subject matter experts” (SMEs) will ensure AMAPCEO’s course curricula will be relevant, accurate, and specifically tailored to its membership. As Education Officers begin to update existing courses and develop new ones, they will work closely with staff SMEs, as well do academic research, and connect with other progressive organizations (i.e. CCPA, School of Change) to ensure the course material is as robust and current as possible. We include in this category guest speakers, subject-based podcasts, participation in educational opportunities with formal and informal union affiliates, and other activities which will help encourage engagement, increase knowledge, and provide an opportunity for members to connect over current active issues relevant to both AMAPCEO and, in the broadest sense, society as a whole.

Another possibility is partnering with other unions to reuse already developed materials with their permission. This has already happened recently with materials for the WPR Mentorship Program, formally launched in January 2017. AMAPCEO was able to access and tailor The Professional Institute of the Public Service of Canada (PIPSC) Mentoring Guide²³. In addition to saving time and money, a number of excellent resources were produced for members and mentees in short order to provide them support throughout the program.

Partnering with other unions can be advantageous (for example, larger unions often have more resources and larger research and education departments which are able to produce wide ranging curricula and materials); however, there will be a need to ensure all borrowed and purchased resources have been adapted to meet our membership’s needs. As outlined in the next section regarding the different phases of implementation, compiling a unique course offering for AMAPCEO will take time and require a high degree of staff support. When complete, it is hoped that other unions will in turn look to AMAPCEO for their educational and training resources in the future.

23 PIPSC: <http://www.pipsc.ca/portal/page/portal/website/education/pdfs/mentor.en.pdf>

Implementation Phases



AMAPCEO’s Education Plan is ambitious and therefore will need to be implemented in three (3) phases which will span a five-year period and allow for transitional periods for members, activists and leaders to access the courses as outlined in the Programs template (**Appendix B**). The three phases are delineated as follows:

- Phase 1: The Learning Foundation (April 2017 to April 2018)
- Phase 2: Facilitating Expanded Learning (April 2018 to December 2020)
- Phase 3: Refining Course Offerings and The Education Plan (January 2021 to December 2021)

Phase 1: The Learning Foundation

By the end of Phase 1, the required “Learning Foundation” will be in place to enable AMAPCEO to move beyond its existing education and training commitments (i.e. WPR Core and Advanced Training and ERC Training), with minor enhancements to the current stable of programming. For example, RADAR training was introduced to all OPS WPR Core training participants during the March 2017 course, the WPR Mentorship Program will continue with new mentees added through WPR Core training sessions and new mentors will also be added and trained as some current mentors retire or step down from the role.

As explained earlier in the report, a major focus of this Phase is the procurement and implementation of a robust Learning Management System (LMS) in order to support both ongoing training and provide a platform onto which we can begin to migrate all online learning modules (existing and new ones as they are developed). An AMAPCEO LMS will provide accessibility, key data, and reports as users navigate the system. Flexibility to design and upload new courses as needed will enable immediately accessibility province-wide.

Other programmatic foci for Phase 1 include:

- Updating and developing resources to support OPS 2018 bargaining (for members,

activists and leaders), including curricula and resources for the District Facilitators/ Train-the-Trainers model

- Updating the Foundational course (“AMAPCEO: Your Union”, “New Member Orientation” and the “Union Advantage” Captivate modules, and developing the Equity 101 course
- Securing and creating additional Occupational Health & Safety and Personal Wellness training opportunities
- Updating or creating courses within program streams which are designated as “high priority” and must be completed before the end of Phase 1

Phase 2: Facilitating Expanded Learning

By the end of Phase 2, the *Learning Foundation* established during Phase 1 will enable AMAPCEO to move towards an expanded range of education and training. This will allow us to engage and activate our members to create the next generation of leaders.

Work to be undertaken during this phase:

- Continue to update and deliver existing courses providing different modalities if required (e.g. an online module to complement an existing face-to-face workshop, or a short version of a workshop for a “lunch and learn” session via webinar);
- Continue to create curricula and resources for new courses in order of priority;
- Develop and implement continuous evaluation of education programs and courses, including learning objectives (primary and secondary), and outcome rubrics;
- Continue to partner with other unions and labour bodies to access resources and provide professional development for staff as necessary;
- Continue to implement the Learning Management System (LMS) to support programming, including application updates and site maintenance;
- Ensure that the Board’s Education Standing Committee continues to review and provide regular feedback on the ongoing plan implementation and evaluation, reporting to the Board of Directors.

Phase 3: Refining Courses and The Education Plan

By the end of Phase 3, a summative review of the implementation of the Education Plan will be done to refine any or all of the programs, streams, and courses, as needed. The Education Committee will participate in the review and provide feedback to the Board of Directors in their annual report. Staff will also continue to map and report on any ongoing maintenance, application updates, resource costs that are associated in moving to a fully functional LMS, and other costs associated with the acquisition and/or development of materials.

Committee Recommendations

That the Board of Directors:

1. Approve the proposed five-year Education Plan in principle and charge the Executive Director with implementing the Plan by developing and offering specific programs and courses consistent with the Plan;
2. Approve the proposed budget for Phase 1 implementation (April 2017-March 2018), with the budget for subsequent phases to be addressed in the development of each year's operating budget and annual Education Report out to the Board.

Appendices

- A: Education Committee Mandate and Terms of Reference 43
- B: Five Program Streams and Courses 52
- C: AMAPCEO Education Master Course List..... 62
- D: Budget for the Education Plan 64
- E: Glossary of Terms..... 65
- F: Bios of Education Committee Members..... 71

APPENDIX A

Education Committee Mandate and Terms of Reference

Creation of an Education Committee

The following resolution was adopted by the Delegates at the November 2014 ADC:

Resolution 9 – Education Committee

That the ADC endorse the establishment of an Education Committee which will provide a focus for education and training activities within the Association through purposeful capacity building to inform our members about their rights and entitlements under the collective agreement and to develop and empower more engaged, knowledgeable, skilled and capable members, activists, and governors.

And that the ADC support the Terms of Reference presented, in principle, directing the Board to finalize the Terms of Reference and establish the committee no later than the end of February 2015.

The following Terms of Reference were attached to the resolution by the sponsors.

AMAPCEO Education Committee

Terms of Reference

Rationale/Context

- It is recognized that existing policies, procedures, and operating oversight practices in place need modernizing to strengthen AMAPCEO by increasing transparency, resilience, readiness, responsiveness and overall member understanding of AMAPCEO through education.
- In an effort to be proactive, it is proposed that the ADC endorse the establishment of an Education Committee which will provide a focus for education and training activities within the Association through purposeful capacity building to develop and empower more engaged, knowledgeable, skilled and capable members, activists, and governors.

Membership List

- Members (5) selected from member base
 - Maximum of one member of Provincial Council (chapter chairs and board)Selection via application to Board of Directors. Criterion to be created. Direct knowledge of and experience applying the methods and techniques used to teach adults, underpinned with understanding on how people learn is mandatory. Members will have a strong belief in the power of education.
- Vice President (Committee Chair)
- Executive Director (Staff Resource)
- Other Staff as required

Terms of Reference

- The Committee will act as a forum to provide non-binding advice to the Board of Directors on AMAPCEO's activities that involve education and training policies, procedures and practices.
- The committee is charged with general responsibility for establishing effective and measurable educational goals and objectives for the Association as well as other educational and capacity building duties, as assigned by the Provincial Council, the Board of Directors or the Delegates.
- The committee shall report annually to the Delegates Conference but will also report throughout the year between Delegates' Conferences to each of the Board of Directors and

the Provincial Council at least twice with respect to the Association’s annual educational goals and objectives, work plan and budget expenditures, and the Association’s progress in achieving them.

- The committee shall commence its activities only after its annual goals and objectives, and work plan have been approved by the Board of Directors and the Provincial Council, and its budget expenditures have been incorporated into the Association’s annual budget approved by the Delegates or the Board approves the budget proposed.
- The committee shall have the following specific duties and authority:
 - To develop a strategic framework for the Association’s education, training, and capacity building goals and objectives for the Association that includes a targeted communications strategy and is specifically focused on:
 - (a) The general rank-and-file members;
 - (b) Engaged activists, including building/ information coordinators, mobilization leaders, workplace, health and safety representatives, and AMERC representatives, et al.; and,
 - (c) Governors of the Association including Delegates, Chapter Chairs, and members of the Board of Directors.
 - To review the annual work plan and budget of expenditures prepared by AMAPCEO staff to achieve the goals and objectives as set out.
 - To monitor and evaluate the progress made by Association members and staff throughout the year in completing the work plan set out and making recommendations for improvement where appropriate. Follow up review of committee recommendations to be factored into the annual work plan of the committee.
- The Committee will provide a forum for the Association to seek input and reactions on education and training proposals, both new and in-year modified.
- The Committee will conduct an internal review, and will be subject to an external review by the Board of Directors to evaluate its usefulness and value. This review will take place sometime after the end of the 2018 fiscal year, and will decide the future of the Committee.

Guiding Principles

- Group representatives are to participate in a constructive manner.
- The integrity of the forum rests upon the good judgment and discretion of the constituency representatives.
- Advice should be based on research and data.

- At all times the interests of both members and the Association must be kept at the forefront, even if these conflict with other interests.
- The Committee's recommendations must work within the limits of existing policy and funding availability.
- The Committee's work will build on the extensive expertise, materials, and related activities of AMAPCEO and the extensive experience of its member base.

Logistics

Agenda Setting: Vice President, after consulting with committee membership, and the Board of Directors.

Location and Modality: Determined by Committee. In-Person four times per year with remainder by teleconference (if manageable)

Chaired/Facilitated by: Vice President

Regularity of Meetings: In-person during annual ADC planning cycle (Fall) and quarterly otherwise (Seasonal).

Funding: Proposed budget to be submitted to Treasurer and Board of Directors during annual budget cycle.

Reporting: Minutes will be kept and circulated to the participants and final minutes will be made available to the members of the Board of Directors, Provincial Council and the ADC.

AMAPCEO Board of Directors

Education Committee

Goal:

The stated goal of the organization is to build capacity to the point that education can become a formal internal capability (work unit) and that it can be further empowered by an ongoing member focus group (Education Committee) and activists (train the trainer instructors) who can augment professional staff delivery of education.

Term of Office:

The Education Committee will begin its term effective April 1, 2015 and concluding March 31, 2017.

Evaluation:

The Committee's function will be reviewed, and subject to that review either cease to act, or become a standing Committee of the Board of Directors.

Terms of Reference Excerpts:

The Board of Directors functions as a policy body with the Education Committee being an advisory arm. The primary rationale for creation of a Committee was to provide a ***focus for education and training activities within the Association through purposeful capacity building to develop and empower more engaged, knowledgeable, skilled and capable members, activists and governors.***

The Committee will act as a forum to provide non-binding advice to the Board.....is charged with general responsibility for establishing effective and measurable goals and objectives.....shall commence its activities after its goals and objectives, and work plan have been approved by the Board.

Advice should be based on research and data wherever possible. ***Committee recommendations must work within the limits of existing policy and funding availability.....and their work will build on the extensive expertise, materials and related activities of AMAPCEO.***

Specific Duties (from Terms of Reference)

- Develop a strategic framework for education, training and capacity building goals and objectives
 - o Specific to rank-and-file members
 - o Engaged activists – e.g. – Workplace Reps, H&S Reps, AMERC Reps, etc.
 - o and Governors of the Association (Board of Directors, Provincial Council and Delegates).
- Develop a targeted communications strategy for the framework.
- Review a work plan and budget prepared by staff to meet objectives as set out.
- To monitor and evaluate progress made by staff (and members where applicable) in completing the work plan.
- Make recommendations for improvement and provide a forum for member input and reactions to education and training provision.
- Conduct an internal review – subject to an external review by the Board of Directors.

Year ONE Mandate

The Board of Directors has made a successful practice of providing its Ad Hoc Committees with annual mandates. Given that the shared goal is be able to make these groups into long-term Standing Committees, this process has proven valuable in that it narrows the scope of Work Plans to more manageable and measurable parameters.

Board Priorities

The group is charged with attaining following deliverables – in Year ONE.

- 1) Creation of a framework – that gives consideration to 3 specific learning audiences.
 - a. Rank and file members
 - b. Activists
 - c. Governors (Board and Council)

The framework would:

- identify and outline applicable educational endeavours for each respective group.
- extend out over a 5 year design, development and delivery time span. Meaning, all components would be capable of delivery within that maximum timeframe.
- detail which groups would receive which components in which year. In effect a graduated timeline.

In effect, there would be construction of a Learning Plan, which addresses all 3 audiences, in a sequential graduated fashion.

- 2) While creating the overall 5 year Learning Plan framework, the Committee would be responsible for overseeing the design, development and delivery of the following Year One items, prescribed by the Board.

Rank and File Members

- New member orientation
- AMAPCEO 101
- Union Relevance / Union Advantage

Activists

- Workplace Rep Mentoring Program
- Health & Safety Accreditation

Governors (Board and Council)

- Board Development Plan
 - o This item is underway and being led by the President and Executive Director.
 - o The Education Committee will play a role in this event in future years.
- Chapter Development Day
 - o This item is underway and being led by the 2015 Chapter Development Committee.
 - o The Education Committee will play a role in this event in future years.

Note on Methodology

In some instances material and/or programming needs to be designed and developed. In other instances, it already exists and needs to be refined. Lastly, in some instances will need to be procured externally.

Year ONE Work Plan

- 1) Staff will conduct an internal review of what education and training is presently provided, and/or is under development. Staff would subsequently present said information to the Committee.
- 2) Staff will procure information on educational opportunities provided by other unions. Committee members would synthesize this information for further consideration and incorporation in to the greater framework they've been charged with creating.
- 3) Staff will conduct targeted surveys of members, activists and governors...to ascertain what, where, when and how...various recipients need to be addressed with future educational opportunities.
- 4) The Committee and Staff would give consideration to the design, development, and/or refinement of the priorities assigned them for Year One.
- 5) Staff would develop materials and programming accordingly.
- 6) The Committee would provide input to staff on draft material using a feedback tool.
- 7) Staff would refine material.
- 8) The Committee would review final material.
- 9) Staff would deliver programming. Committee members could enroll in, or observe programming.
- 10) The Committee, would throughout all of this be creating the overall Learning Plan framework (as previously described) for presentation to the Board of Directors in early 2016. With that plan (for years 2-5) enacted thereafter in Year Two.

Roles & Responsibilities

Given the organization's goal to build and sustain long-term educational capability, it is critical that member and staff roles and responsibilities are clearly outlined at the onset.

The purpose of the committee is not to do the hands on work of developing or delivering the actual work product, but rather to provide input on design, feedback on development, and to observe program deliveries for medium and content evaluation.

Design Phase

- The Committee and Staff will jointly review what's being provided already as well as identify future needs.
- The Committee and Staff will jointly design a framework that integrates all 3 recipient types: member, activist and governor, by creating a list of existing or desired educational or training opportunities that will comprise a learning plan for the organization.
- The Committee and Staff will provide input in to mediums, content and curriculum.

Development Phase

- Staff will develop program materials.
- The Committee will provide feedback on said program materials.
- Staff will revise accordingly.
- The Committee will provide final feedback on program materials.
- The Executive Director in consultation with the President will sign off on final products.

Delivery Phase

- Staff will deliver educational programming.
- Committee members may enroll in or observe deliveries for medium and content evaluation.

Note on Delivery

- Committee members will not play an instructional role in Year ONE or Year TWO.
- Activists will eventually be utilized in a Train the Trainer fashion in Year THREE and beyond. One component of the Year TWO mandate will be for the Committee to create a Train the Trainer capability.
- Activists will necessarily be engaged in distribution of New Member Orientation materials.

Dave Bulmer

President

Board Ex-Officio to Education Committee

Subsequently approved by the Board of Directors – March 18, 2015

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Board Committee Mandates for 2016

Education Committee

The Board of Directors provides annual mandates for all of its standing and ad hoc Committees. It's the Board's desire that the Education Committee focus its time on the following items. Should the group care to pursue any other interests, the Board would ask that they be conveyed via Chair Cynthia Watt.

- 1 The Committee is asked to continue work to completion on its Year One (2015/16) deliverables. These include Member products (New Member Orientation, AMAPCEO Your Union and The Union Advantage) and Activist products (Health & Safety Certification and Workplace Representative Mentorship Programming). Products for Leaders will continue to be overseen by the President's Office in Year Two (2016/17).
- 2 The Committee is asked to identify any priority courses for members or activists that could be developed in 2016/17, for Board consideration.
- 3 The Committee was asked to create an overarching curriculum/course/program framework in its first year. The Board's desire is to have that framework of offerings developed in to a 5 year Learning Plan for the organization – that a minimum outlines the 3 recognized audiences (Member, Activist, and Leader), the priority sequencing of courses and the recommended modes of delivery. The Board will subsequently review, amend, approve and implement accordingly in 2017.
- 4 The Committee will create a livelihood review of its own future function – recommending either outright disbandment or continuance in some manner (standing or cyclical committee status).

On behalf of the Board of Directors, I thank you for your time and commitment. Should you require further assistance, please don't hesitate to connect with your Staff Resources Jennifer Sherwood and Mae Nam, and/or your Board Director Cynthia Watt.

Dave Bulmer, President
Approved by the Board, February 24, 2016

amapceo.on.ca

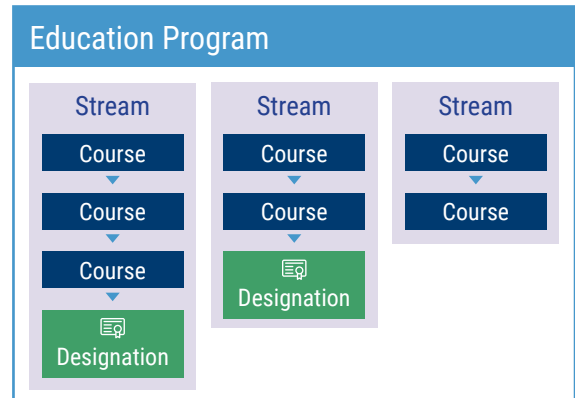
APPENDIX B

AMAPCEO Education Programs and Streams

There are five (5) **education programs**:

1. Workplace Relations;
2. Engagement;
3. Governance;
4. Occupational Health & Safety and Personal Wellness; and
5. General.

Each program has a series of **streams**. Each stream has a list of **courses** for members to take in order to attain the related certification / designation.



Please note that during the implementation of the Education Plan (over five years from April 2017—December 2021), current activists, members and leaders will be provided an adequate transition period to take the courses designated for their role(s) in AMAPCEO.

Courses are classified as follows:

- **Mandatory courses (M)**¹ are required for members in activist and/or leadership positions and provide basic skills training and knowledge essential to the undertaking of these roles. Mandatory courses must be completed in order to finish the stream, attain the related designation and undertake the role for which they trained (if any). There is one (1) foundational course which is mandatory for all streams.
- **Prerequisite courses (PR)** indicate that the learner should already have successfully completed the particular course(s) before taking the subsequent course(s).
- **Elective courses (E)** can be taken at the member’s discretion and are not required to finish the stream and attain the related designation.

Priority for Delivery:

- High: April 2018
- Medium: December 2020
- Low: December 2021

¹ Depending on the designation, mandatory courses must be completed before the member fulfills a specific role OR a member can fulfill a specific role immediately and complete the mandatory courses during a specified period of time to be in good standing. Please see program streams for more information.

1. Workplace Relations Program Streams

PROGRAM OUTCOMES:

All members who complete the courses in the Workplace Relations Program Streams will be able to:

- Describe and practice the Activist Code of Conduct and Equity Principles
- Explain and effectively perform WPR role and responsibilities
- Summarize labour relations' processes and provide guidance on the Collective Agreement
- Explain the meaning and responsibilities associated with the Duty of Fair Representation
- Further develop and demonstrate active listening, interviewing and mirroring communication skills
- Learn and effectively apply skills to work through conflict and difficult situations
- Describe and apply AMAPCEO's dispute resolution process (e.g., interest-based approaches)
- Effectively use RADAR (online tool for WPRs) to record, monitor and respond to all requests from members regarding workplace issues

	STREAMS					
	Member	Workplace Representative (Level 1) ²	Advanced Workplace Representative (Level 2)	Workplace Representative Mentor (Level 3)	Employee Relations Committee Representative / Co-Chair	Negotiating Team
1. Foundational Courses 1A) AMAPCEO: Your Union 1B) New Member Orientation 1C) The Union Advantage 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion	E	M	PR	PR	PR	M
WORKPLACE REP (LEVEL 1): PICK 3 OF 6 COURSES ³ ADVANCED WORKPLACE REP (LEVEL 2): COMPLETE REMAINING 3 COURSES ⁴						
2. Active Issues for BPS and OPS		M ³	M ⁴	PR	PR	E
3. Fixed Term Issues for Workplace Representatives	E	M ³	M ⁴	PR	E	E
4. Mental Health in the Workplace	E	M ³	M ⁴	PR	E	E
5. Performance Management		M ³	M ⁴	PR	E	E
6. Return to Work and Employment Accommodation		M ³	M ⁴	PR	E	E
7. Understanding Rights in the Workplace	E	M ³	M ⁴	PR	PR	E

2 Workplace Representatives (Level 1) will be assigned a WPR Mentor to work with for 1 calendar year.

1. Workplace Relations Program Streams (continued)

	STREAMS					
	Member	Workplace Representative (Level 1)	Advanced Workplace Representative (Level 2)	Workplace Representative Mentor (Level 3)	Employee Relations Committee Representative / Co-Chair	Negotiating Team
M Mandatory						
P Prerequisite						
E Elective						
OTHER COURSES						
8. (AM)ERCs Part 1: Introduction to Roles & Resp.		M	PR	PR	PR	E
9. (AM)ERCs Part 2: Training for OPS: Advanced...		E	E	E	M	E
10. Advanced Negotiation Skills		E	M	PR	M	E
11. Bias Awareness Training	E	M	PR	PR	PR	E
12. Dealing with Difficult Behaviours		E	M	PR	M	E
13. Discipline		E	M	PR	E	E
14. Disclosure					M	E
15. Interest-Based Approach to Problem Solving		E	M	PR	M	E
16. Managing Teams					M	E
17. Mentorship Training				M		
18. Negotiating Team Training (to be developed)						M
19. OPS Article 27: Job Security		E	M	PR	M	E
20. Workplace Rep Core Training (OPS & BPS)		M	PR	PR	PR	PR

2. Engagement Program Streams

PROGRAM OUTCOMES:

All members who complete the courses in the Engagement Program Streams will be able to:

- Describe and practice the Activist Code of Conduct and Equity Principles in carrying out all activist activities
- Develop and demonstrate confidence and skills as activists to become agents of change, not only as individuals but as part of a collective
- Develop and apply the skills necessary for organizing and increasing member engagement and involvement within the workplace specifically and the District and union generally, including addressing barriers to participation members may face
- Identify and analyze the importance of key issues and events in labour history, both in AMAPCEO and as they relate to the broader labour context
- Develop and employ the skills necessary for organizing and taking collective action within a bargaining or workplace context
- Identify and explain the collective bargaining structures, processes, roles and responsibilities of all parties during negotiations

- M** Mandatory
- P** Prerequisite
- E** Elective

	STREAMS			
	Member	Engagement Activist (Level 1)	Advanced Engagement Activist (Level 2) ⁵	District Leader
1. Foundational Courses 1A) AMAPCEO: Your Union 1B) New Member Orientation 1C) The Union Advantage 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion	E	M	PR	PR
ENGAGEMENT ACTIVISTS (LEVEL 1) AND DISTRICT LEADERS: PICK 3 OF 5 COURSES ⁶ ADVANCED ENGAGEMENT ACTIVISTS (LEVEL 2): COMPLETE REMAINING 2 COURSES ⁷				
2. Mobilization and Engagement: Building Solidarity		M ⁶	M ⁷	M ⁶
3. Political Action and Building Union Power		M ⁶	M ⁷	M ⁶
4. Recruitment Retention and Engagement		M ⁶	M ⁷	M ⁶
5. Understanding Rights in the Workplace	E	M ⁶	M ⁷	M ⁶
6. What's the Role of the Activist?	E	M ⁶	M ⁷	M ⁶

⁵ Advanced Engagement Activists (Level 2) / Building Coordinators are active primarily during contract negotiations.

2. Engagement Program Streams (continued)

	STREAMS			
	Member	Engagement Activist (Level 1)	Advanced Engagement Activist (Level 2)	District Leader
M Mandatory				
P Prerequisite				
E Elective				
OTHER COURSES				
7. Advanced Meeting Facilitation and Decision-Making Models		E	M	E
8. Art of Persuasion: Having Courageous Conversations		E	M	M
9. Bargaining 101	E	E	M	M
10. Bargaining 201	E	E	M	E
11. Equity Practices for Leaders / Reflective Leadership Practices		E	M	E
12. Job Action 101	E	E	M	E
13. Mapping Your Workplace		E	M	M
14. Personal Storytelling & Public Narrative as Inspiration		E	E	E
15. Public Sector Bargaining	E	E	E	E
16. What's the Message? Communications 101		E	E	M
17. Women Activists, Recruitment, and Support		E	E	M

3. Governance Program Streams

PROGRAM OUTCOMES:

All members who complete the courses in the Governance Program Streams will be able to:

- Describe and practice the Activist Code of Conduct and Equity Principles in carrying out all leadership / governance activities
- Identify and analyze the importance of key issues and events in labour history, both in AMAPCEO and as they relate to the broader labour context
- Describe the various governance roles, responsibilities and structures within AMAPCEO, as well as modelling constructive participation in them
- Learn and effectively apply skills to work through conflict and difficult situations
- Model effectively the 'hard' skills necessary for member organizing and engagement e.g. coaching, facilitating, inspiring, giving constructive feedback)
- Create a plan for individual, continuous learning and leadership development

- M** Mandatory
- P** Prerequisite
- E** Elective

	STREAMS			
	Member	Delegate	ADC Committee and Board Standing Committee Member	Board of Directors Member
1. Foundational Courses 1A) AMAPCEO: Your Union 1B) New Member Orientation 1C) The Union Advantage 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion	E	M	M	M
AMAPCEO BOARD TRAINING (PACKAGED FOR BOARD OF DIRECTORS MEMBERS)				
2. Advanced Meeting Facilitation and Decision-Making Models		E	M	M
3. Advanced Parliamentary Procedures / Roberts Rules		M		M
4. AMAPCEO Board of Directors Orientation				M
5. Equity Practices for Leaders / Reflective Leadership Practices		E	M	M
6. New Delegate Orientation		M		M
7. Public Sector Bargaining	E	E	E	M
8. Understanding Rights in the Workplace	E	E	E	M
9. Understanding the AMAPCEO Budget		M		M

3. Governance Program Streams (continued)

	STREAMS			
	Member	Delegate	ADC Committee and Board Standing Committee Member	Board of Directors Member
M Mandatory				
P Prerequisite				
E Elective				
10. What's the Message? Communications 101		M	E	M
11. Women Activists, Recruitment, and Support		E		M
OTHER COURSES				
12. Art of Persuasion: Courageous Conversations	E	E	E	E
13. Bargaining 101	E	M	E	M
14. Bargaining 201	E	E	E	M
15. Dealing with Difficult Behaviours		E	M	M
16. District Planning and Leading		M		M
17. Interest-Based Approaches to Problem Solving		E	M	M
18. Job Action 101	E	E	E	M
19. Mobilization and Engagement: Building Solidarity				M
20. Political Action and Building Union Power		E	E	M
21. Recruitment, Retention, and Engagement				M
22. Volunteer Recruitment	E	E		M
23. What's the Role of the Activist?	E	M	E	E
24. Workplace Representative Core Training (OPS & BPS)	E	E	E	M

4. Occupational Health & Safety and Personal Wellness Program Streams

PROGRAM OUTCOMES:

All members who complete the courses in the Occupational Health & Safety and Personal Wellness Program Streams will be able to:

- Describe and practice the Activist Code of Conduct and Equity Principles in carrying out their activities
- Explain and employ health & safety and personal wellness best practices
- Describe the roles and responsibilities of a Health & Safety Representative on Joint Health and Safety Committees (JHSC)
- Explain the current and revised legislation as it pertains to health & safety and personal wellness, including recent Bills 132, 168, etc.
- Demonstrate an ongoing commitment to learning and skills development in the field of health & safety and personal wellness

- M** Mandatory
P Prerequisite
E Elective

	STREAMS		
	Member	Health & Safety and Personal Wellness Activist	Certified Occupational Health & Safety Representative
1. Foundational Courses 1A) AMAPCEO: Your Union 1B) New Member Orientation 1C) The Union Advantage 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion	E	M	M
OCCUPATIONAL HEALTH & SAFETY AND PERSONAL WELLNESS PROGRAM COURSES			
2. Conflict Resolution: Dealing with Conflict at Work	E	E	M
3. Employee Assistance Program (EAP) (in partnership)	E	E	M
4. Health & Safety Certification⁸ (done externally via Employer)			M
5. Health & Safety Legislation Overview	E	E	E
6. Health & Safety and Personal Wellness: Introduction	E	E	E
7. Joint Health & Safety Committees Overview	E	M	M
8. Key Occupational Health & Safety and Personal Wellness Issues	E	E	E

⁸ Health & Safety Certification is an Employer responsibility which they deliver with specific training partners and programs. Currently, there must be ONE Certified H&S Representative on each Joint Health & Safety Committee (JHSC) by law, but that can include an AMAPCEO Rep and/or an OPSEU Rep. For more information regarding JHSCs, please see: https://www.labour.gov.on.ca/english/hs/pubs/jhsc/jhsc_jhsc.php

5. General Program Streams

PROGRAM OUTCOMES:

All members who complete the courses in the General Program Stream will be able to:

- Describe and practice the Activist Code of Conduct and Equity Principles in carrying out all activities
- Identify and generally describe rights, benefits and protections under their specific Collective Agreement
- Understand and summarize the historical role of unions and the power of collective voice in developing Canada's current employment standards and analyze this with regard to their role as a union member

All members who complete courses in the District Facilitators/Train-the-Trainers' stream will be able to do the above as well as:

- Effectively facilitate a variety of member-interest and union-based sessions (e.g. Lunch and Learns) within the Districts as required, to help build member knowledge and develop their capacity as active union members
- Use their training to support members in broadening their understanding of active issues, (e.g. ASMP) in relation to their rights as AMAPCEO members
- Recognize, explain, and model solidarity as a lever for change within the workplace, during AMAPCEO collective bargaining (all units) and within the wider labour movement

- M** Mandatory
- P** Prerequisite
- E** Elective

	STREAMS	
	Member	District Facilitator (Train-the-Trainers)
1. Foundational Courses 1A) AMAPCEO: Your Union 1B) New Member Orientation 1C) The Union Advantage 1D) Equity 101: Moving Beyond Diversity Towards Equity & Inclusion	E	M
GENERAL PROGRAM COURSES		
2. Active Issues	E	M
3. Conflict Resolution: Dealing with Conflict at Work	E	M
4. Fixed Term and Precarious Employment	E	M
5. Health & Safety and Personal Wellness: Introduction	E	M

5. General Program Streams (continued)

	STREAMS		
	Member	District Facilitator (Train-the-Trainers)	
M Mandatory			
P Prerequisite			
E Elective			
6. Life Impact Session: Pensions <i>(in partnership)</i>	E	E	
7. Mobilization and Engagement: Building Solidarity	E	M	
8. Public Sector Bargaining <i>(in partnership)</i>	E	E	
9. ServicePlus <i>(in partnership)</i>	E	E	
10. Train-the-Trainer		M	
11. Understanding Rights in the Workplace	E	M	

APPENDIX C

AMAPCEO Education Master Course List

The following 61 courses are listed in alphabetical order and may change upon review, according to ongoing work as described in the implementation plan. Courses may be added, deleted, merged, or revised.

Foundational Course	Disclosure
• AMAPCEO: Your Union	Dispute Resolution Process: Overview
• Equity 101: Moving Beyond Diversity Towards Equity and Inclusion	District Planning and Leading
• New Member Orientation	Employee Assistance Program (EAP) (<i>in partnership</i>)
• The Union Advantage	Equity Practices for Leaders / Reflective Leadership Practices
(AM)ERCS Part 1: Introduction to Roles and Responsibilities (OPS/BPS)	Facilitation and Effective Communication Skills
(AM)ERCs Part 2: Training for OPS: Advanced Leadership Training (OPS/BPS)	Fixed Term and Precarious Employment
Active Issues (e.g., ASMP, Merit Pay, Benefits, Leaves) for BPS & OPS	Fixed Term Issues for Workplace Representatives
Advanced Meeting Facilitation and Decision-Making Models	Health & Safety and Personal Wellness: Introduction
Advanced Negotiation Skills	Health & Safety Certification (<i>done externally via the Employer</i>)
Advanced Parliamentary Procedures/Roberts Rules	Health & Safety Legislation Overview (i.e. Bill 168, Bill 132)
AMAPCEO Board Directors Orientation	Interest-Based Approaches to Problem Solving
Art of Persuasion: Having Courageous Conversations	Job Action 101
Bargaining 101	Joint Health and Safety Committees Overview: Role, Structures and Purpose
Bargaining 201	Key Occupational Health & Safety and Personal Wellness Issues (<i>in partnership</i>)
Bias Awareness Training	Life Impact Session: Pensions (<i>in partnership</i>)
Collective Agreement Training	Life Impact Session: Planning for Retirement (<i>in partnership</i>)
Conflict Resolution: Dealing with Conflict at Work	Managing Teams
Dealing with Difficult Behaviours	Mapping Your Workplace
Discipline	

Mental Health in the Workplace

Mobilization and Engagement: Building Solidarity

Negotiating Team Training

Negotiating with the Employer

New Delegate Orientation: Understanding the Annual Delegates' Conference (ADC) Resolution Process

OPS Article 27: Job Security

Performance Management

Personal Storytelling & Public Narrative as Inspiration: The Marshall Ganz Model

Political Action and Building Union Power

Public Sector Bargaining (*in partnership*)

RADAR

Recruitment, Retention and Engagement

Return to Work and Employment Accommodation

Service Plus (*in partnership*)

Train-the-Trainer

Understanding Rights in the Workplace

Understanding the AMAPCEO Budget

Volunteer Recruitment

What's the Message? Communications 101
(including strategies and techniques, public speaking and presentations)

What's the Role of the Activist?

Women Activists, Recruitment, and Support

Workplace Representative Core Training (OPS & BPS)

APPENDIX E

Glossary of Terms

Annual Delegates' Conference (ADC) Committees

There are six ADC committees: Audit, Board Compensation, Elections and Credentials, Member Reconciliation, Resolutions and Activist Recognition.

Alternative Work Arrangement¹ (AWA)

Article 47 of the Ontario Public Service (OPS) collective agreement (CA) allows members to enter into alternative work arrangements (AWAs), which can include compressed work weeks (CWW), flexible work hours (FWH), and telework.

AMAPCEO Ministry Employee Relations Committees (AMERCs) / Employee Relations Committees (ERCs)

AMAPCEO- Ministry Employee Relations Committees (AMERCs) / Employee Relations Committees (ERCs) are joint AMAPCEO-employer committees established in collective agreements between AMAPCEO and our OPS and BPS employers. AMERCs or ERCs have a mandate to represent all employees in a given ministry or BPS unit wherever they work in the province. These joint committees are intended to address human resource/labour relations issues on a collegial, problem-solving basis between the parties during the term of a collective agreement.

Andragogy / Adult Education

The method and practice of teaching adult learners.

Attendance Support Management Program (ASMP)

The Attendance Support Management Program (ASMP) is an Employer-initiated program that purports to reduce non-culpable absenteeism and encourage employees to maintain regular attendance. AMAPCEO maintains the ASMP unfairly targets sick employees and has resulted in low morale and stress in the workplace, especially for some of our most vulnerable members.²

1 OPS Fact Sheet

2 OPS Fact Sheet

Bargaining Unit

A group of employees who are part of a union, are considered by the labour board as an appropriate group to bargain together, and; are covered by the same collective agreement.³

AMAPCEO represents 7 bargaining units: the Ontario Public Service (OPS) and 6 bargaining units in the Broader Public Sector (see BPS).

Blended Learning

A mix of online and face-to-face learning.

Board Standing Committees

In addition to the Board Executive Committee, which is established in the AMAPCEO Constitution, the Board has established six Board standing committees: Pensions and Benefits, Finance, Workplace Relations, Equity, Health, Safety & Wellness, and Education Committee.

Broader Public Sector⁴ (BPS)

There are six AMAPCEO bargaining units in the Broader Public Sector (BPS), i.e., outside the Ontario Public Service (or OPS):

- The Evidence Development and Standards Department at Health Quality Ontario, or “HQO”, (formerly the Ontario Health Quality Council), an independent crown agency;
- The Office of the French Language Services Commissioner, “OFLSC”, an independent office of the Legislative Assembly of Ontario;
- The Office of the Provincial Advocate for Children and Youth, “OPACY”, an independent office of the Legislative Assembly of Ontario;
- The Ontario Arts Council, “OAC”, an independent crown agency;
- Public Health Ontario, “PHO”, (formerly the Ontario Agency for Health Protection and Promotion), an independent crown agency; and
- Waypoint Centre for Mental Health Care (formerly Penetanguishene Mental Health Centre).

Collective Agreement (CA)

- A written agreement or contract between the union and employer that formally codifies terms and conditions of employment and tells workers and management what their

3 “A CUPE Mini Dictionary of Union Language,” *Canadian Union of Public Employees*, <https://cupe.ca/cupe-mini-dictionary-union-language>

4 “Explore AMAPCEO,” *AMAPCEO*, <https://amapceo.on.ca/explore-amapceo.html>

rights and responsibilities are. The collective agreement covers such things as wages, benefits, hours of work, conditions of work, seniority, layoff procedures, how to handle disagreements, and procedures to be followed in settling disputes and grievances. “Agreement” and “contract” are interchangeable terms.^{5 6}

- AMAPCEO has seven collective agreements – one for each of our seven bargaining units.⁷

Delegate

Delegates are elected as part of AMAPCEO’s governance and representation system to make decisions affecting the union on behalf of their fellow members. Under the AMAPCEO Constitution, members are assigned for representation purposes to one of 12 geographic Districts proportionate to the distribution of AMAPCEO members in workplaces across the province. Within each District, members elect Delegates on the basis of one Delegate for approximately 50 members. Delegates are elected for a two-year term and have two major roles: serving as members of their District’s Executive Committee and attending the Annual Delegates’ Conference (or ADC), which elects the four executive officers, approves the annual budget, adopts constitutional amendments and ratifies bargaining priorities. In addition to Delegates elected by and from Districts, each BPS bargaining unit also elects one Delegate to ensure that its interests are represented at the ADC. The sixteen members of the Board of Directors also attend the ADC.

Dispute Resolution Process⁸

The Ontario Public Service (OPS) Collective Agreement has a three-stage dispute resolution process which includes: the Informal Resolution Stage; the Formal Resolution Stage; and Referral to Arbitration. The Broader Public Sector (BPS) unit collective agreements have a four-stage dispute resolution process which includes the Informal Stage, Stage One, Stage Two and Arbitration.

Districts

Under the AMAPCEO Constitution, members are assigned for representation purposes to one of 12 geographic Districts proportionate to the distribution of AMAPCEO members in workplaces across the province. There are nine Districts in the City of Toronto and three Districts outside Toronto.

5 “The Shop Steward Glossary,” *Canadian Labour Congress*, http://canadianlabour.ca/sites/default/files/education_resource/shop%20steward%20glossary_0.pdf

6 “A CUPE Mini Dictionary of Union Language,” *Canadian Union of Public Employees*, <https://cupe.ca/cupe-mini-dictionary-union-language>

7 “Collective Agreements,” *AMAPCEO*, <https://amapceo.on.ca/collective-agreements.html>

8 “Dispute Resolution,” *AMAPCEO*, <https://amapceo.on.ca/dispute-resolution.html>

The AMAPCEO members in each District elect a Director who sits on the Board of Directors. Each Director also chairs a District Executive Committee consisting of the elected Delegates from the District.

Duty of Fair Representation⁹ (DFR)

A union has an obligation to represent all employees in a bargaining unit fairly. The representation cannot be arbitrary, discriminatory or in bad faith.

Elective Courses (E)

Elective courses can be taken at the member's discretion and are not required to finish the stream and attain the related designation.

Equity versus Equality

“Equity and equality are two strategies we can use in an effort to produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.”¹⁰

Fixed Term Employee (FXT)

Fixed term employees are contractually-limited non-permanent employees. There are both full-time and part-time fixed term employees. They are part of the bargaining unit and are covered by the collective agreement and are entitled to participate as full members of the union.

Learning Management System¹¹ (LMS)

A learning management system administers, documents, tracks, reports and delivers education programs.

Mandatory Courses (M)

Mandatory courses are required for members in activist and/or leadership positions and provide basic skills training and knowledge essential to the undertaking of these roles. Man-

9 “A CUPE Mini Dictionary of Union Language,” *Canadian Union of Public Employees*, <https://cupe.ca/cupe-mini-dictionary-union-language>

10 Amy Sun, “Equality Is Not Enough: What the Classroom Has Taught Me About Justice,” *Everyday Feminism Magazine*, published September 16, 2014, <http://everydayfeminism.com/2014/09/equality-is-not-enough/>

11 Ryann K. Ellis, *Field Guide to Learning Management Systems* (ASTD Learning Circuits, 2009).

datory courses must be completed in order to finish the stream, attain the related designation and undertake the role for which they may have been trained.

Modes of Delivery

How education is provided (e.g. lecture, online, workshop)

Online Learning

Online learning can be divided into two categories: synchronous and asynchronous.

- Synchronous e-learning involves ‘real-time’ learning. For example, a ‘live’ virtual classroom held every Tuesday from 6 pm—7 pm where adult learners can ask the facilitator a question and get an answer instantly.
- Asynchronous e-learning involves learning that is not limited by time. For example, an online lecture that can be played and paused at any time and adult learners email the facilitator their questions.

Prerequisite Courses (PR)

Prerequisite courses indicate that the learner should already have successfully completed the particular course(s) before taking the subsequent course(s).

“Right-to-Work” Legislation

Most Right-to-Work laws prohibit labour unions and employers from entering into contracts that only employ unionized workers for the jobs in the contract. This allows employees to receive the benefits of the union contract without having to pay their share of dues and fees to the union.

Subject Matter Expert (SME)

Person who is an authority on a specific topic.

Train-the-Trainer

Train-the-Trainer is an education model whereby individuals identified to teach, mentor or train others attend training themselves. A train-the-trainer workshop builds a pool of competent trainers who can then teach the material to others.

Workplace Representative (WPR)

Workplace Representatives are trained volunteers who advise and support other AMAPCEO members with workplace enquiries, complaints and disputes. Currently, WPRs are appointed by the Board following successful WPR Core training. Some unions use the term “Steward” to refer to those fulfilling the Workplace Representative function.

Workplace Representatives (WPR) Mentorship Program

Experienced workplace representatives act as mentors to provide support and learning opportunities to new workplace representatives. This can include the mentor and mentee working together on particular cases, ongoing information exchange, feedback teleconferences with mentors, shadowing, etc.

APPENDIX F

Bios of Education Committee Members

Suzanne Conquer

Suzanne has over 20 years' experience in adult education, including a diploma in Adult Education and a Masters in Distance Education (soon to be completed). Suzanne's related experience includes analysing training needs, instructional design for in-class and eLearning delivery, training development and delivery, and evaluation (formative/summative, behaviour and results). Suzanne has experience working on large and small committees and is on a national committee made up of government, industry and academia looking to develop national standards for food safety training. She is passionate about life-long learning and ensuring that those who need new knowledge or skills have access to the right information when they need it.

Francis Cronier-Thériault

Francis Cronier-Thériault is an Education Officer with Ministry of Education. He is responsible for the Science K-12 curriculum portfolio as well as the implementation of the education and career/life planning program, Creating Pathways to Success. Mr. Cronier-Thériault holds a Master of Education in Educational Administration from OISE of the University of Toronto. He was first elected as an AMAPCEO delegate in the fall of 2013 and became a workplace representative in the spring of 2015. Also, he successfully spearheaded the creation of the Education Committee by presenting the recommendation to the delegates for their approval/vote at 2014 ADC.

Jonathan Haskins

Jonathan Haskins currently works as an Instructional Designer and Videographer for Youth Justice Services. He has worked for over 8 years professionally in the learning and development field. His current portfolios include the development of engaging digital learning products including videos, webinars, and eLearning modules. Jonathan is also proud to contribute to AMAPCEO as a Workplace Representative, Delegate and AMERC Representative.

Jane Koster

Jane Koster has been involved in AMAPCEO in numerous roles since 2012. She has been engaged in organizing, mobilizing, and educating in the women's movement, and at the municipal, provincial, and federal level of politics, for 25 years. Jane completed the Canadian Labour Congress' Fairness Works training in fall 2013, and the CLC's Online Member Engagement Summer School in 2015. In addition, Jane has extensive training in the Marshall Ganz method of narrative, public education, and engagement, including at the Insitute for Change Leaders in fall 2016.

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ONTARIO'S PROFESSIONAL EMPLOYEES

With more than 13,250 members, AMAPCEO is the second-largest union representing professional employees in the Ontario Public Service. We also represent professionals in six public sector agencies.

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