Acknowledgments

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Together Design Lab
design lab

Partnership

- Nishnawbe Aski Nation and Together Design Lab have worked together on Housing and Infrastructure related projects **over the past 5 years**.

- Together we bring together expertise in completing **multi-year, large partnership based projects** with northern First Nations and challenges of working in remote fly-in settings.

- This partnership has taken a unique approach to research and development by focusing on **Community Engagement and Community voices**. By partnering with Toronto Metropolitan University, NAN has been able to create connection between Community voices and research which can lead to higher level policy change.

- Together Design Lab takes on a unique process of data collection which **ensures NAN Community members** are at the forefront of the data and gives NAN control over the direction of data collection and research.

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Why NAN Housing Strategy?

In 2014, NAN Chiefs-in-Assembly collectively declared a **NAN-wide Housing State of Emergency**. This declaration came as a result of decades of inappropriate intervention and led the chiefs to describe the conditions being faced in their communities as "deplorable" and leading to "extensive health issues, short housing life, overcrowding and extreme mold."

In 2018, NAN Chiefs-in-Assembly reaffirmed the housing crisis and directed the creation of a new, modern housing strategy through Resolution 18/18:

*"Further be it resolved that NAN Chiefs-in-Assembly support the development of a modern NAN Housing Strategy, focused on supporting **community-defined need** and NAN communities **self-determination** of their housing systems."*

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About NAN

- 49 First Nations
- Est. 45,000 members on- and off-reserve
- Over 543,000 square km
- 33 First Nations are fly-in only without year-round road access
- Encompasses Treaty No. 9 and parts of Treaty No. 5
- Four language groups: OjiCree, Ojibway, Cree and Algonquin

THUNDER BAY

TORONTO

○ Fly-in Community   ● Road Access Community
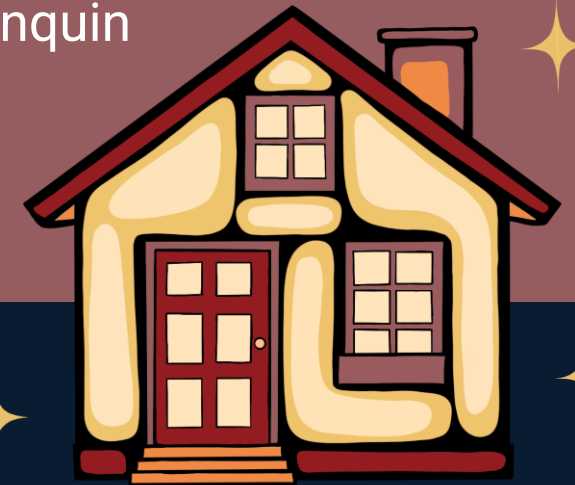
Nishnawbe Aski Nation Overview of Housing*

21,071
People

6,190
Total Private Dwellings

3.7
Average people per household - NAN

2.6
Average people per household - Ontario

40%
In need of major repair - NAN

5.7%
In need of major repair - Ontario

*Based on Census 2021 data
Data not available or incomplete for: McDowell Lake First Nation, Muskrat Dam First Nation, Pikangikum First Nation, Flying Post First Nation, Kashchewan First Nation, Chapleau Ojibwe First Nation, and Wawakapewin First Nation.

Timeline of Strategy Development

DEVELOPMENT BEGINS — LISTEN — 2018

COMMUNITY ENGAGEMENT — LEARN — 2019

DRAFT ROADMAP CREATED — REVIEW & EXAMINE — 2020

FEEDBACK ON DRAFT ROADMAP — VERIFY — 2021

MANDATE FOR IMPLEMENTATION — IMPLEMENT — 2022

NANHS
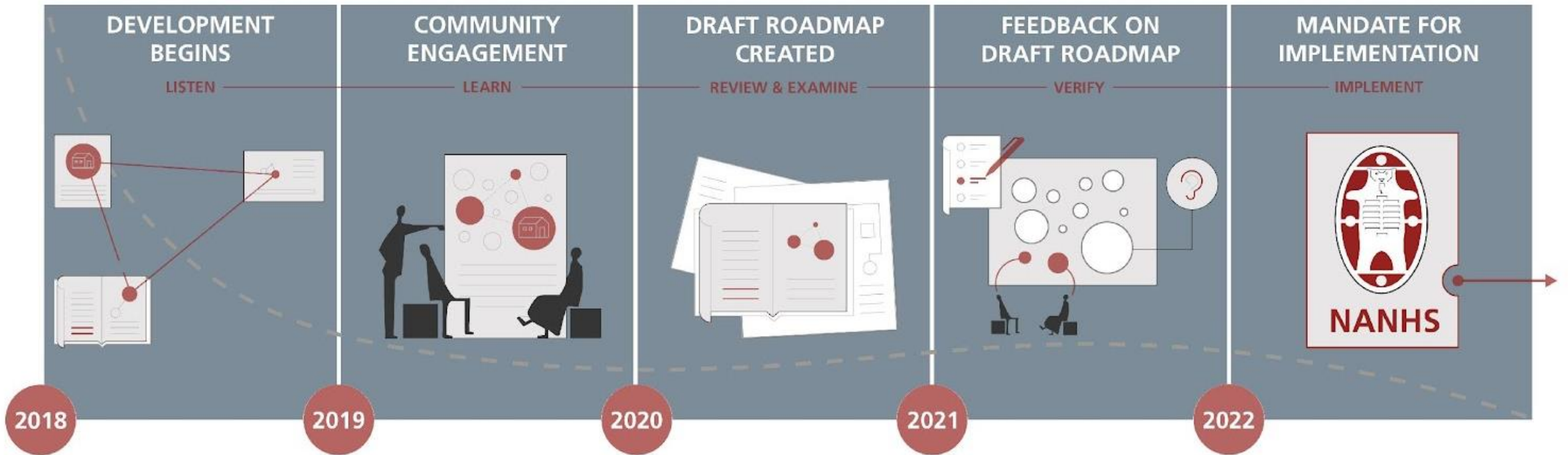
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Overview of NAN Housing Strategy

Goals

1. Create inclusive **occupant-focused housing needs assessment tools** and support the creation of community-based, long-term housing and infrastructure plans.

2. Vision **appropriate housing and community designs** to match the diverse needs within NAN communities.

3. Create experiential **educational opportunities**, support professional development, establish skills training programs and encourage inter-community mentorship programs in housing related fields.

4. Develop **policy alternatives** by identifying opportunities in government and agency program and policy, alternative funding mechanisms.

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Objectives

- Work at the community and regional level to develop housing solutions and action plans that recognize the **unique needs geography** and **cultures** of NAN First Nations.

- Create **community-led** approaches to data collection and problem identification.

- Support NAN **First Nations' right to self-determination** to their housing system.

- Encourage flexibility and creation of design solutions rooted in local **lived experience**.

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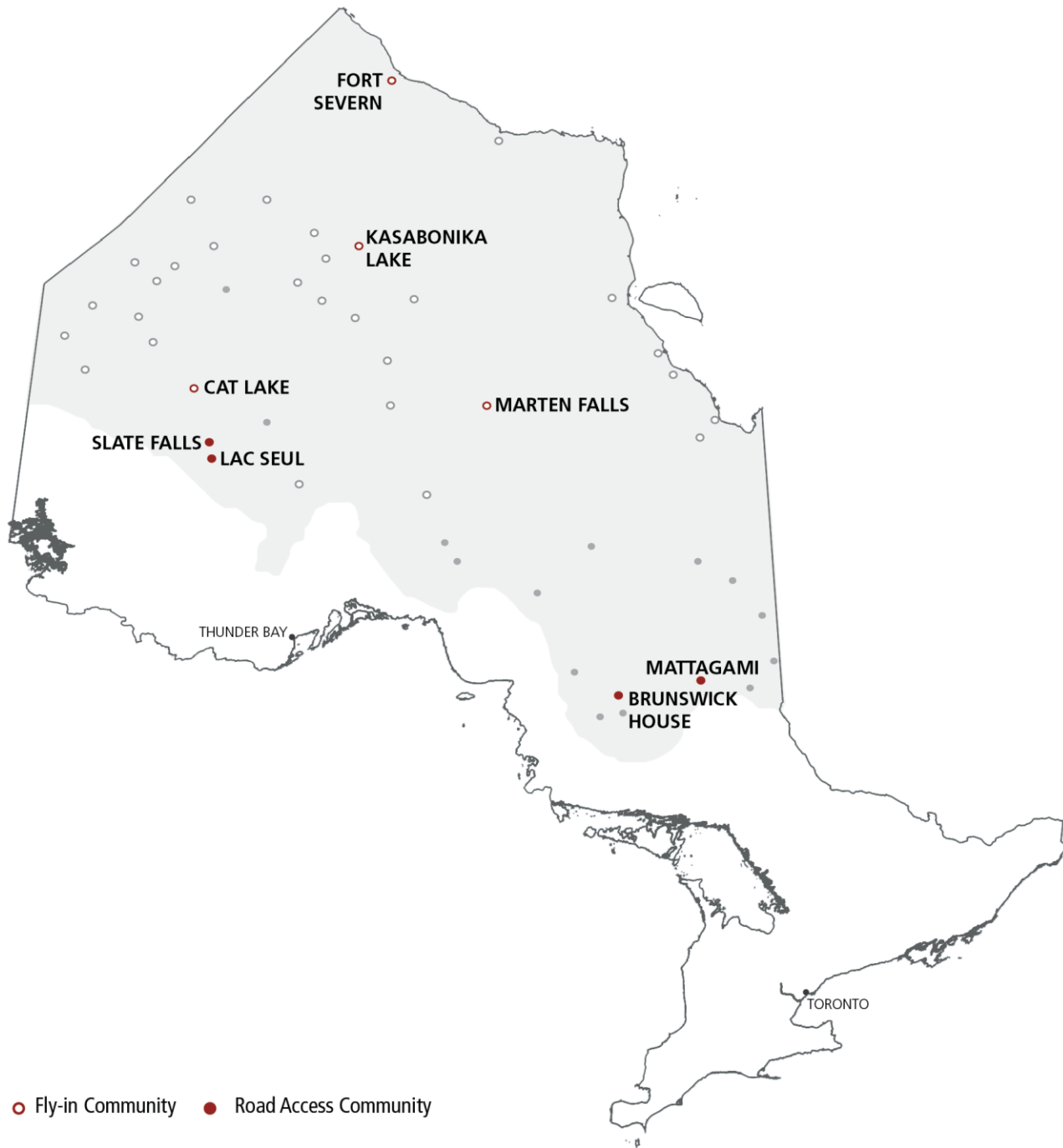
Where have we visited?

- Engaged with over **400** community members in workshops and NAN events in-person and virtually

- More than **100** youth involved

- Visited **8** communities in Summer and Fall 2019

- Held engagements with NAN groups in Thunder Bay

FORT SEVERN

KASABONIKA LAKE

CAT LAKE

MARTEN FALLS

SLATE FALLS

LAC SEUL

THUNDER BAY

MATTAGAMI

BRUNSWICK HOUSE

TORONTO

○ Fly-in Community   ● Road Access Community

Roadmap

Proposed Draft Roadmap includes **seven themes**:

1. Advocating for inclusive housing systems;
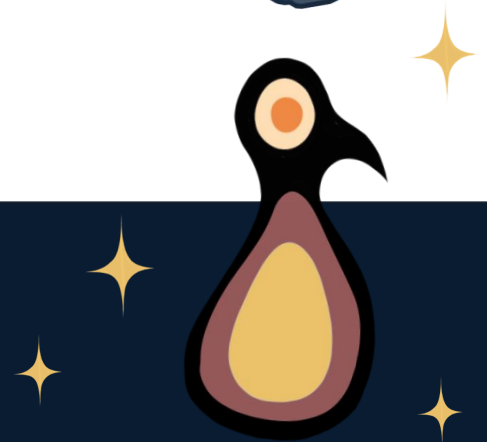
2. Addressing health impacts of housing;

3. Appropriate and sustainable design and materials;

4. Integrated infrastructure planning;

5. Improving funding structures;

6. Governance and policy reform; and

7. Capacity development and training.

INDOOR AIR QUALITY STUDY

DEVELOPING APPROPRIATE METRICS FOR FIRST NATIONS HOUSING

TRUE COST OF HOUSING IN THE NORTH

COMMUNITY-LED DESIGNS FOR SPECIALIZED HOUSING IN THE NORTH

NRCAN BIOHEAT PROJECT

NAN HOUSING STRATEGY

RECORDING OUR TRUTH

A HOME OF OUR OWN

CREATING A HOME FOR OUR YOUTH

IMMEDIATE HOUSING AND INFRASTRUCTURE NEEDS

NAN-WIDE INFRASTRUCTURE NEEDS

Advocating for Inclusive Housing Systems

Addressing Health Impacts of Housing

Capacity Development and Training

NAN Housing Strategy Themes

Appropriate and Sustainable Design and Materials

Governance and Policy Reform

Integrated Infrastructure and Planning

Improving Funding Structures

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2018   2019   2020   2021   2022   2023   2024

Roadmap Projects

Creating a Home for Our Youth (funded, ongoing)

- Interviewing youth to understand their housing journeys and ways different systems such as education, health, care and justice impact access to housing

- Identifying ways to improve and advocate for youth housing experiences using voices of NAN youth

A Home of Our Own (partially funded, ongoing)

- Collected over 100 youth housing designs at Youth Gatherings, in-community and other events

- Developed a prototype design with youth input and will be continuing to prototype and refine so it can be made available to all interested communities

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Roadmap Projects

Recording Our Truth (partially funded, ongoing)

- Interviewing Elders to understand their experiences with home and the changes that have taken place over their lifetime and the histories of the current housing emergency

True Cost of Housing in the North (funded, ongoing)

- Collecting basic information on waitlists, number of lots, future growth plans, costs related to housing to support ongoing work
- Survey sent out in March and September 2022, still open and receiving replies

Roadmap Projects

Community Led Designs for Specialized Housing in the North (CLDSHN)

Builds off findings from NAN Housing Strategy project will **develop shovel ready housing plans** tailored to specific NAN populations identified as experiencing the greatest housing need:

- Single Adults

- Housing with Supports

- Emergency Housing

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What is CLDSHN?

- Addresses the **NAN Housing Strategy** themes: Advocating for inclusive housing; and sustainable and appropriate design and materials

- Uses a process of **co-creation** to ensure that the project's products are tailored specifically to NAN communities

- Creates housing designs **by First Nations for First Nations** in the NAN territory

- **Shovel-ready housing plans** and other materials will be available for communities to use **by 2025**

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National Housing Strategy: Housing Supply Challenge

- NAN applied for funding in 2021 as part of Round Two of the Housing Supply Challenge and were notified of application success in September 2022.

- **Funding cannot be spent on capital projects** (ex. building housing units, home modifications or infrastructure).

- Proposed projects can only use funding for research and development of solutions to overcome barriers faced **before** construction begins.

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What is a Shovel Ready Housing Plan?

A "shovel-ready housing plan" is essentially a plan to build housing from start to finish, this plan should be easy to follow and support new housing builds in First Nations.

- Overall goal is to create **a tool** that is easy to understand and follow to take a housing project **from an idea through to construction**.

- Designs will have **information on types of construction and building materials needed** to complete the housing project.

- Designs will consider a number of factors when building in different communities, such as **foundation types and geography, existing community infrastructure capacity, etc.**

- Each shovel-ready housing plan will extend beyond drawings to **tendering and procurement support, support for funding applications and project timelines**.

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What is a Co-Creation Team?

- Co-creation teams are addressing the three greatest need populations through one of the following four design groups:
    - 1-2 Bedroom Single House
    - Living & Gathering (formerly hub & spoke)
    - Large Family-Sized House (central & buffered models)
    - Co-living / Group Home

- Co-creation teams are made up **of 8-15 team members** which include **NAN members with lived experience** related to their team's population and **frontline professionals** working with that population.

- Team members are not required to have prior housing knowledge or technical expertise.

- Each team is working with an **architecture team** that is responsible for transforming the team's vision into reality and ensuring that their vision can be implemented.

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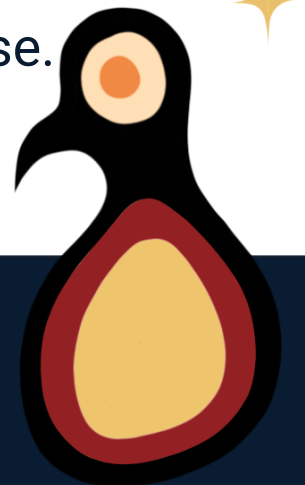
Who is involved?

NAN Community Members

- **Self determination** in housing is the core of this project which is why co-creation teams are predominantly made of NAN community members.

- **Community Members are central to the co-creation teams** to ensure that the designs and toolkits work for communities.

- We recognize that lived experiences are different across the NAN territory so **community members come from a broad variety of NAN communities**.

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Who is involved?

- A portion of the project requires **technical knowledge and experiences** that cannot be captured by the co-creation process; for example, architects, engineers and other technical advisors will be involved.

- We recognize that the use of the final products relies on their **relevance and usefulness** for communities.

Tribal Councils

- **Tribal Councils will be engaged throughout the design process as part of the technical advisory team** to ensure that the designs and toolkits work for communities.

- Housing managers will participate at annual housing summits helping to guide the development of the shovel-ready housing plans.

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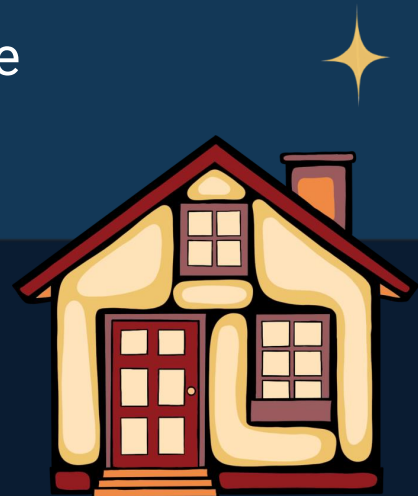
Who is involved?

Chief's Committee on Housing and Infrastructure

- The support of **First Nation leadership** in using the designs and toolkits is important in the success of shovel-ready housing plans.

- **Regular updates** will be provided to the Chief's Committee.

- The Chief's Committee will act as an **advisory body** in reviewing the housing designs and toolkits in development.

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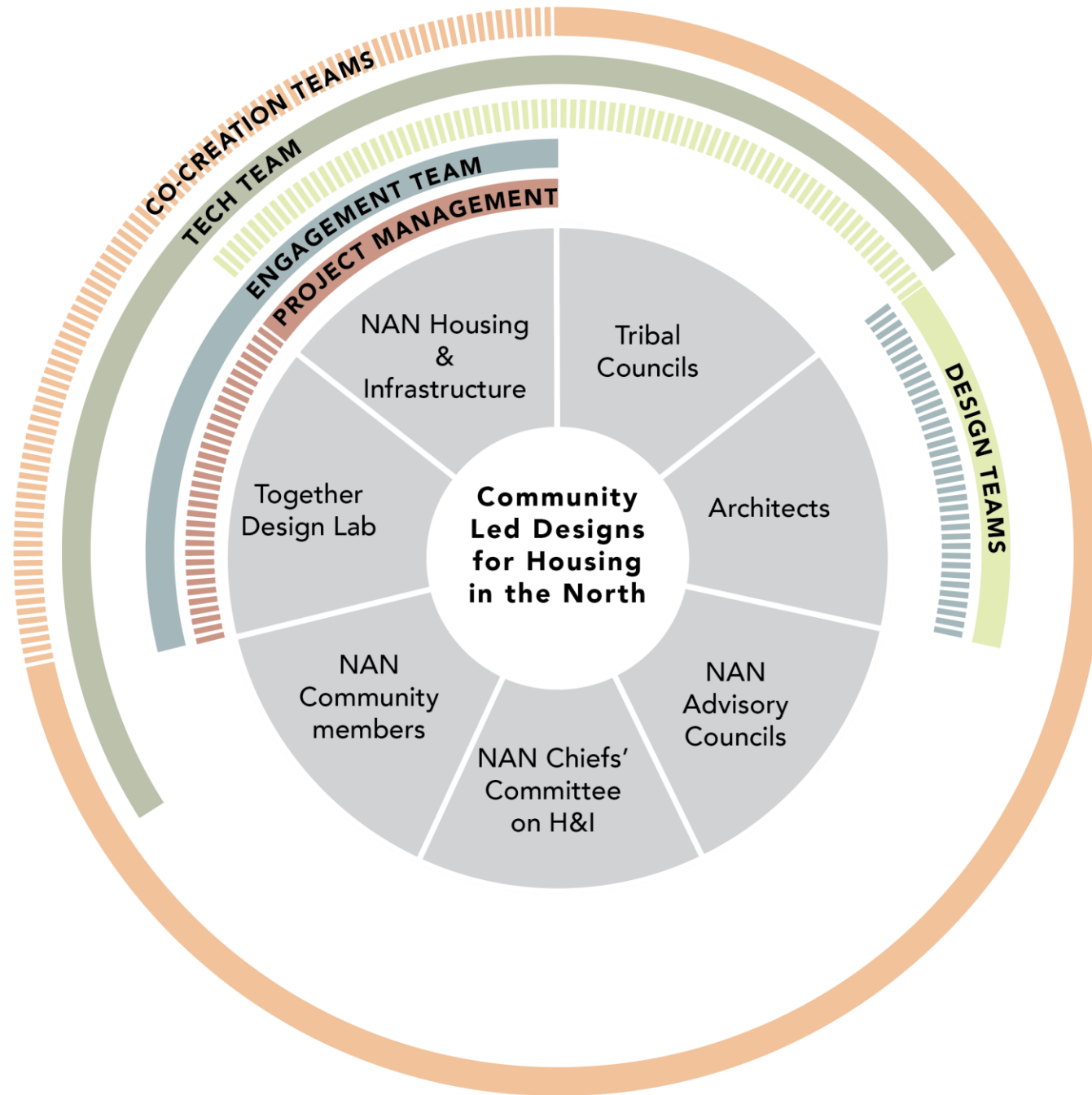
Who is involved?

Architects

- There are **four teams** of Architects that have been hired to support each co-creation team and to create final housing design products for each team.

- Architects have been selected who have **experience** working both with the **greatest needs population** and on **northern projects**.

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CO-CREATION TEAMS

TECH TEAM

ENGAGEMENT TEAM

PROJECT MANAGEMENT

DESIGN TEAMS

NAN Housing & Infrastructure

Tribal Councils

Together Design Lab

Architects

NAN Community members

NAN Advisory Councils

NAN Chiefs' Committee on H&I

Community Led Designs for Housing in the North

Together Design Lab

How will the designs be created?

- Toolkits will be developed with the support of Teams made up of individuals from NAN Communities (Housing Managers/Coordinators, special projects managers, Leadership etc).

- **Co-creation Teams**, a **collaborative approach** that brings together a diversity of people with a diversity of experiences to create the most appropriate housing design.

- We also know that the experience of target populations within NAN territory is **unique** and therefore each solution requires specialized knowledge.

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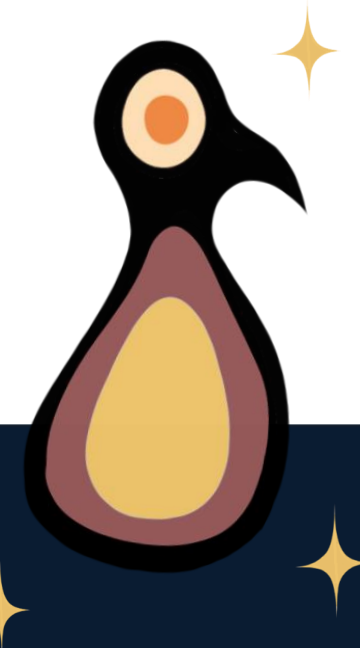
Co-Creation Workshops

Photos by: Ingaged

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Co-Creation Workshop Activities

Photos by: Ingaged

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Co-Creation Phase Development
- Co-Creation Team Webinars
- Scheduling & Coordination
- Virtual, individual meetings
- Engagement Design

LISTEN
Co-Creation In-person Session
- Tech Team Sessions

LEARN
Synthesis & Design
- Technical Standards Development
- Co-Creation Analysis and Synthesis
- Design Deliverables

Monthly

SHARE
Interim Newsletter

LISTEN
Co-Creation Virtual Session
- Tech Team Sessions

Co-Creation Phase Development
- Co-Creation Team Webinars
- Scheduling & Coordination
- Virtual, individual meetings
- Engagement Design

Monthly

LEARN
Synthesis & Design
- Technical Standards Development
- Co-Creation Analysis and Synthesis
- Design Deliverables

SHARE
Phase Newsletter

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Project Deliverables

- Completed **housing designs for three greatest need populations**:
    1. Single adults
    2. Housing with supports
    3. Emergency housing

- **Three toolkits to support community implementation** of designs:
    1. Accessing funding
    2. Tendering and procurement
    3. Project management

At the end of this project, Communities will have a toolkit to assist in the selection of housing design and material that is most appropriate for their housing project.
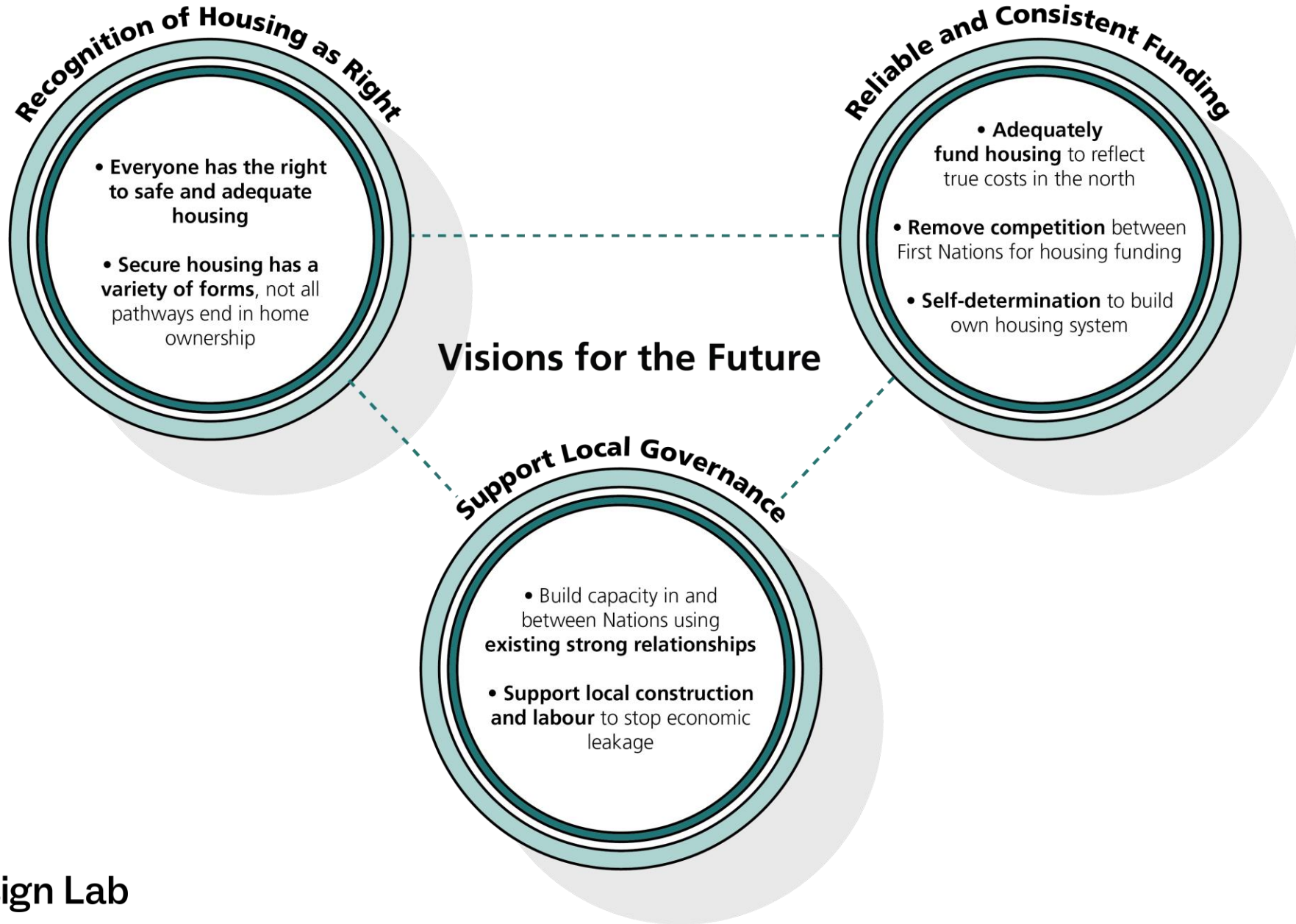
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Visions for the Future

Recognition of Housing as Right

- **Everyone has the right to safe and adequate housing**

- **Secure housing has a variety of forms**, not all pathways end in home ownership

Reliable and Consistent Funding

- **Adequately fund housing** to reflect true costs in the north

- **Remove competition** between First Nations for housing funding

- **Self-determination** to build own housing system

Support Local Governance

- Build capacity in and between Nations using **existing strong relationships**

- **Support local construction and labour** to stop economic leakage

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In Summary

- In developing the NAN Housing Strategy, communities identified populations experiencing greatest housing need and identified that the **lack of available and appropriate housing designs is a barrier to meeting their needs**.

- This project will have **designed specialized housing solutions with NAN community members** for these greatest needs populations and make those designs freely available to all communities.

- CMHC's Housing Supply Challenge funding program **does not allow for capital spending or building** but the project deliverables (such as the toolkits) will include everything needed to implement housing projects.

- Partnership is **iterative, long term, relational, centred on community voices, and reflective** on ourselves and processes.

- **Self Determination** is central to success and that it is established in methods, interpretation of engagement activities must occur throughout iterative process.

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Contact Information

Nishnawbe Aski Nation:

- **Michael McKay, Director of Housing & Infrastructure – mmckay@nan.ca # 807-625-4947**

- **Ashley Atatise, Manager of Housing & Infrastructure – aatatise@nan.ca # 807-625-4936**

Together Design Lab at Toronto Metropolitan University

- **Shelagh McCartney, Director shelagh.mccartney@ryerson.ca**

- **Jeffrey Herskovits, Research Lab and Project Lead – jeffrey.herskovits@ryerson.ca**

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Homeless encampments and upholding the human right to housing, including the Indigenous right to housing

National First Nations Housing and Homelessness Forum and Tradeshow
May 31, 2023

Discussion Questions / Les questions à débattre

a. **What roles can First Nations play in protecting their community members living in encampments? Do you have any good practices to share?**

   Quels rôles les Premières nations peuvent-elles jouer pour protéger les membres de leur communauté vivant dans des campements ? Avez-vous des bonnes pratiques à partager ?

b. **What actions would you like to see taken by municipal, provincial/territorial and federal governments to protect the human rights of encampment residents?**

   Quelles mesures aimeriez-vous voir prises par les gouvernements municipaux, provinciaux/territoriaux et fédéraux pour protéger les droits humains des résidents des campements ?

c. **How would you like to the Federal Housing Advocate to engage with First Nations during the review and in drafting her recommendations?**

   Comment aimeriez-vous que le défenseur fédéral du logement s'engage auprès des Premières Nations pendant l'examen et la rédaction de ses recommandations ?

Contribute to the Advocate's review of encampments / *Contribuer à l'examen sur les campements*

English:

https://www.housingchrc.ca/en/contribute-review-homeless-encampments

Français

https://www.housingchrc.ca/fr/contribuer-lexamen-sur-les-campements-de-personnes-en-situation-ditinerance

For more info / *Pour plus amples informations:*

Ian.Hamilton@chrc-ccdp.gc.ca

Agenda

- Introduction

- FNHPA

- Memberships

- FNHPs

- Competency

- Course Path

- PLAR

- Maintenance of Certification

About FNHPA

- A national not-for-profit, professional association for current and future housing professionals

- Committed to expanding capacity of those who manage housing

- Provides training, certification, professional development and networking opportunities

- Offers a Canada wide certification program leading to the First Nations Housing Professionals (FNHP) designation

Programs

- Education and Capacity Development
    - FNHP Designation
    - Webinars
    - Workshops

- Housing and Wellness Program
    - Youth Focus – Keeper of my Home
    - Housing Staff
    - Occupants
    - The Home
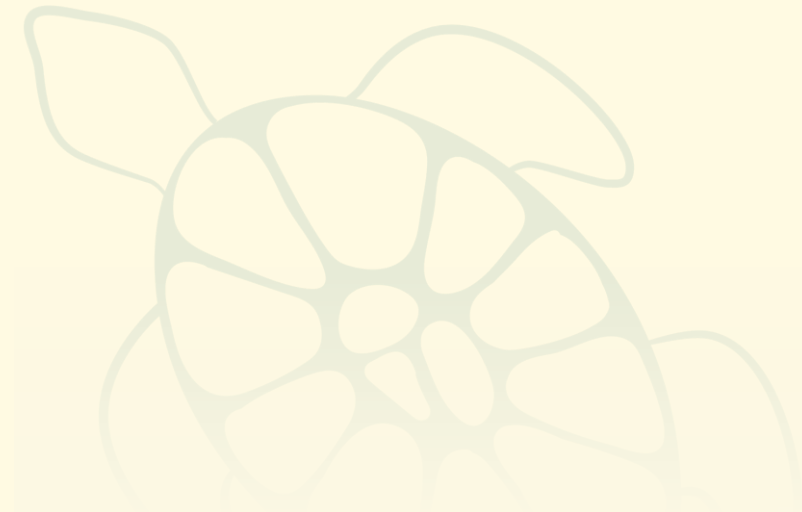
Other Areas of Focus

- Research
- Partnerships
- Conference
- Publications
- Sponsorship Opportunities
- Articulation Agreements

Types of Memberships

Candidates (current or future housing professionals) – voting

Certified (those who qualified for the FNHP designation) – voting

Corporate Individual Associate (individuals who have an interest in FN housing) – non-voting

Corporate – Associations (not-for-profit organizations) – non-voting

Corporate – Business/Government – non-voting

Membership Benefits

FNHP Certification	**Annual Conference and Exhibition**
Professional Standards	**Research**
Ongoing Professional Development	**Networking (in-person and online)**
Knowledge Centre (resources, tools, sample policies, career support)	**Leadership Opportunities**

Understanding Certification

A certified FNHP is...

- **A highly-skilled professional, committed to personal career development, standards of ethical conduct and First Nations housing management.**

- **An expert in housing management for First Nations organizations**

- **Valued and respected for their understanding of housing management and services**

The Certification Program measures the following core competency domains:

1. First Nations Housing, History, Culture and Issues
2. First Nations Housing Construction and Infrastructure Elements
3. Housing Leadership, Plans, Policy and Accountability
4. Management of Housing Programs
5. Client Relations
6. Housing Management Functional Supports
7. Professionalism and Ethics
8. Critical Skills

FNHPA Competency Standards
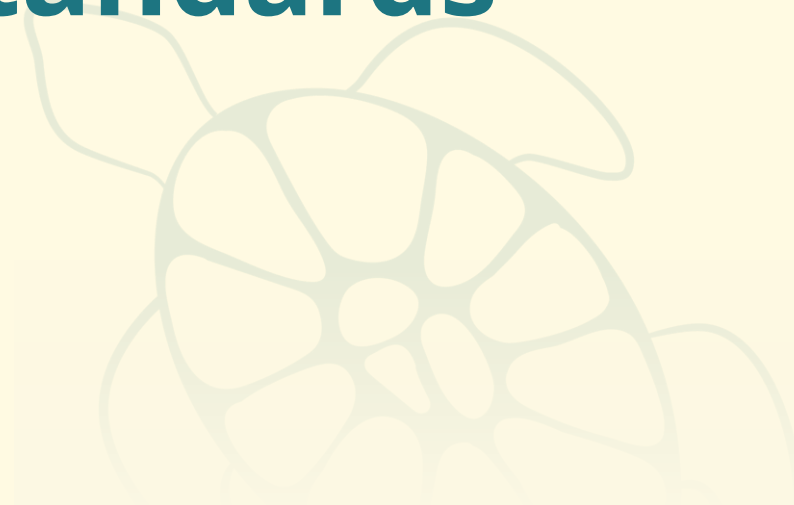
Pathways

Becoming a FNHP can be achieved through two different paths:

1. Regular path to certification (less than 7 years of experience):

Become a candidate member	Enroll and successfully complete the FNHP Program (five courses – exemptions may be earned)	Successfully complete the Professional Examination	Meet the Practical Work Experience Requirements	Meet Sponsorship Requirements and agree to the ethical requirement	Admission to Professional Membership

2. Prior Learning Assessment & Recognition (PLAR) path to certification:

Become a candidate member	Have more than seven years related housing management experience	Complete the Competency Self-Assessment and, if ready, complete the PLAR Portfolio	Obtain approval of your PLAR Portfolio	Meet Sponsorship Requirements and agree to the ethical requirement	Admission to Professional Membership

FNHP Course Path

Course Path

Courses Required

- FNHP 100 – First Nations Housing and Infrastructure
- *FNHP 200 – First Nations Housing Strategy, Policy and Accountability
- FNHP 300 – Management of Housing Programs
- FNHP 400 – Housing Management Functional Supports
- *FNHP 500 – Professionalism, Ethics and Critical Skills

Courses offered Fall and Winter annually

National Professional Examination twice annually

Practical Work Experience – must have 2 years

Advanced Standing Opportunities

Institution	Vancouver Island University	CGEP Garneau	Southern Alberta Institute of Tech.	AFOA Canada	AFOA Canada
Program	First Nations Housing Manager Certificate	ACS Housing Manager Program for First Nation Communities of Quebec	First Nations Housing Mgmt. Program Certificate of Achievement	Certified Aboriginal Financial Manager (CAFM) Designation	Certified Aboriginal Professional Administrator (CAPA) Designation
FNHP-100 First Nations Housing History & Construction	Yes	Yes	Yes		
FNHP-200 First Nations Plans & Policy				Yes	Yes
FNHP-300 Management of Housing Programs	Yes	Yes	Yes		
FNHP-400 Housing Mgmt. Functional Supports	Yes	Yes		Yes	Yes
FNHP-500 Professionalism, Ethics & Critical Skills					Yes

The Delivery

- Online Format over a 12-week period.

- Requires reliable access to an Internet connection and computer.

- No in-person sessions/travel, no lectures to attend, however, there are 2 additional virtual calls prior to both assignments

- Students are expected to collaborate with peers and instructors through the online discussion board forums, and when required emails or calls.

Course 100 – First Nations Housing and Infrastructure

Seven lessons covering:

1. History and legislation related to First Nations housing services

2. Different housing programs and funding available to communities

3. Cultural considerations

4. Current developments and issues related to housing

5. Key elements of housing construction

6. Housing infrastructure

7. Housing governance

Aims to provide participants with:

- Knowledge and skills necessary to understand the unique needs and perspectives of First Nations communities

- Ability to effectively plan, implement, and manage housing programs and services responsive to those needs.

Course 200 – Housing Strategy, Policy & Accountability

Seven lessons covering:

1. Role of the Housing Manager
2. Problem-Solving and Decision-Making
3. Plans, Strategy Formulation
4. Plans, Strategy Implementation
5. Plans, Strategy Evaluation
6. Accountability and Performance Management
7. Policies

Aims to provide participants with:

- knowledge and skills necessary to understand the unique needs and perspectives of First Nations communities in Canada.

- tools and strategies for effectively planning, implementing, and managing housing programs and services that are responsive to those needs.

Course 300 – Development of Programs and Projects

Seven lessons covering:

1. Development of Programs and Projects
2. Funding and Project Proposals
3. Program and Project Management
4. Tenders and Project Management
5. Housing Maintenance
6. Working with Clients
7. Program Evaluation, Reporting and Communications

Aims to provide participants with:

- Provide understanding of successful approaches and strategies for managing housing programs for First Nations peoples

Course 400 – Housing Management Functional Supports

Seven lessons covering:

1. Human Resources
2. Financial and Management Accounting
3. Information and Technology
4. Housing and Systems
5. Legal
6. Quality, Benchmarking, and Risk
7. Strategic Alliances and Partnerships

Aims to provide participants with:

- The necessary tools to manage housing programs efficiently and effectively.

- Skills in managing human resources, financial and information management, legal issues, quality improvement, and strategic alliances related to housing programs.

Course 500 – Professionalism, Ethics and Critical Skills

Seven lessons covering:

1. Professionalism

2. Continuous Learning, Mentoring and Self-Care

3. Ethical Considerations

4. Critical Skills 1 - Leadership and Facilitation, Conceptual and Managing Meetings

5. Critical Skills 2 - Working Together and with Change

6. Critical Skills 3 - Innovation and Creativity

7. Integration of Information and Knowledge Project

Aims to provide participants with:

- Understand and demonstrate professionalism

- Engage in continuous learning and self-care

- Consider ethical responsibilities and dilemmas

- Develop leadership and facilitation skills

- Work effectively with others and manage change

- Foster innovation and creativity

- Integrate information and knowledge in complex situations

Course Work

The courses are structured with seven lessons, two assignments and discussion posting requirements.

Each student is required to:

- Read the course material,

- Participate in discussion activities, complete internet research and/or explain best practices and,

- Complete two assignments.

Each student is encouraged to:

- Share their experience, resources and concerns with our on-line community (when appropriate),

- Read and respond (when appropriate) to other students' posts,

- Complete the quiz at the end of each lesson,

- Ask questions of the facilitator or of each other.

Grading Overview

The passing grade for the courses is 60%.

Final grades for the course will be available within two weeks after the end of the course.

For each lesson, an optional quiz is provided. No marks are awarded for participation in these quizzes. However, the quizzes are designed to help you review material and measure your knowledge on some of the lesson topics.
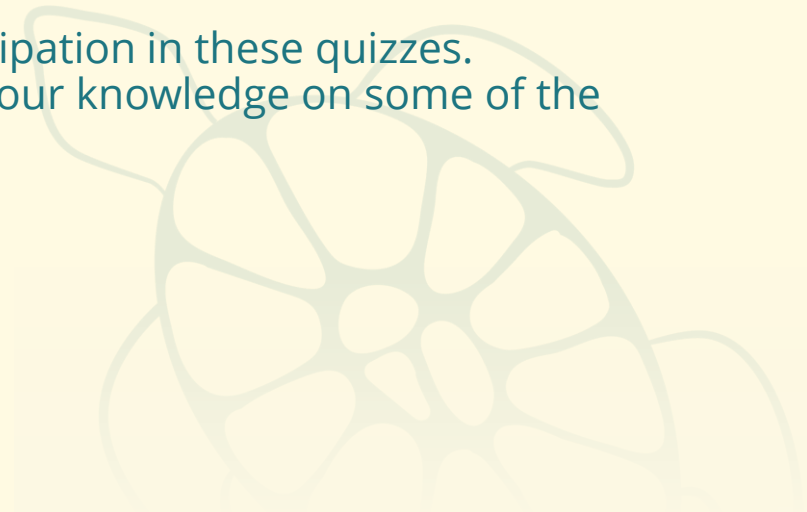
Courses 100 – 400	Course 500
Participation: 20%	Participation: 20%
Assignment One: 30%	Assignment One: 20%
Assignment Two: 50%	Assignment Two: 60%

Course Itinerary

On average, students should expect to devote approximately 3 -7 hours per week on each lesson.

Generally, students should look to complete an average of one lesson per week as per the course Itinerary.

The course itinerary offers suggestions for staying on top of the course work; however, students can generally work at their own pace.

Course Weeks	Task
Intro Week	Virtual Call – Orientation
Week 1	Lesson 1
Week 2	Lesson 2
Week 3	Lesson 3
Week 4	Virtual call: Assignment #1
Week 5	Assignment #1 Due
Week 6	Lesson 4
Week 7	Lesson 5
Week 8	Lesson 6
Week 9	Lesson 7
Week 10	Virtual call: Assignment #2
Week 11	Assignment #2 Due
Week 12	Course Evaluation & Certificate

Staying on Track

- It is important to set aside uninterrupted time several days a week to work on your studies so that you do not fall behind. It may be helpful to gain employer support:
    - Share the course learning objectives with them and remind them that this program was developed by housing managers for housing managers on First Nations.
    - Make it clear that you have a sincere desire to improve the housing situation in your community and that you want to increase your ability to do precisely that.

- Remember that online courses require a great deal of reading and writing since there are no lectures to attend. They require as much time as traditional, face-to-face courses.

- Ask questions as soon as you need help.

- Having easy access to the required technology is a must for online learning. You must also be comfortable in using the technology.
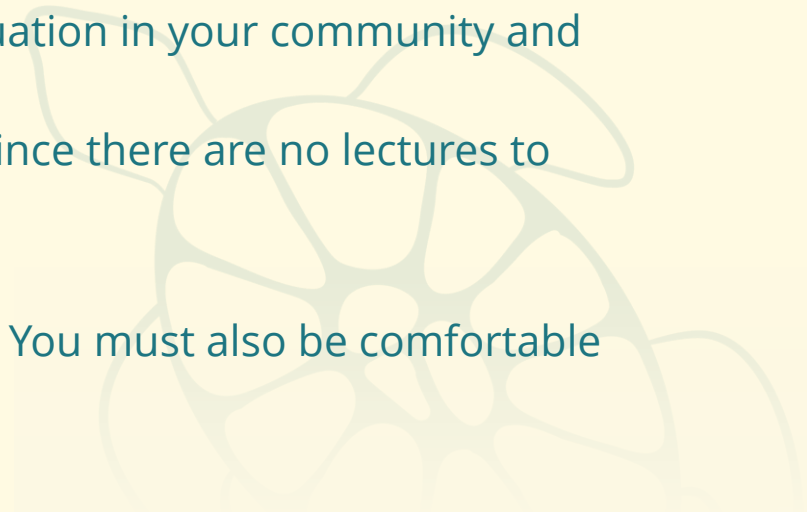
Writing/Reading Resources

Communication in writing is important in the FNHP Program. That's why we have developed the following tool to help those who have written very few reports/assignments before, as well as those who would like to enhance the quality and impact of what they write moving forward.

Report_Writing_Basics_for_FN_Housing_Professionals.pdf (fnhpa.ca)

- A Google search for "Microsoft Word Basics Tutorial" will give you a wide range of options – use a similar search if you want to explore similar options for other types of software. Examples are:
- Microsoft Word 2019 - Tutorial for Beginners in 16 MINS! [COMPLETE] – YouTube
- Excel video training - Office Support (microsoft.com)
- Acrobat tutorials | Learn how to use Adobe Acrobat DC

Speechify: Speechify is a mobile and desktop app that reads text aloud using a computer-generated text to speech voice. It can be downloaded as an extension to Google Chrome, or as an app to your iOS/Android device.

Things to Know

A virtual session will be held before each of the two assignments. It is your responsibility to ensure that your contact information is up to date to ensure that FNHPA's Education Department can communicate with you.

After successful completion of all 5 courses, you will be eligible to write the Professional Exam:

1. 100 First Nations Housing and Infrastructure:
2. 200 First Nations Housing Strategy, Policy and Accountability:
3. 300 Management of Housing Programs:
4. 400 Housing Management Functional Supports:
5. 500 Professionalism, Ethics and Critical Skills:

Completion of the Program, successful completion of the final exam, in addition to two years of practical work experience will lead to certification as a First Nations Housing Professional (FNHP).

# Prior Learning Assessment + Recognition (PLAR)

Becoming a FNHP – PLAR Path

If you have been working as a First Nation Housing Manager for more than seven years and have supervisory experience complete the competency self-assessment tool.

If you have more than 80 percent of the competencies indicated, you may wish to take the PLAR path (Prior Learning Assessment and Recognition). The PLAR pathway requires completion of a portfolio and other information and is outlined in the PLAR policy.
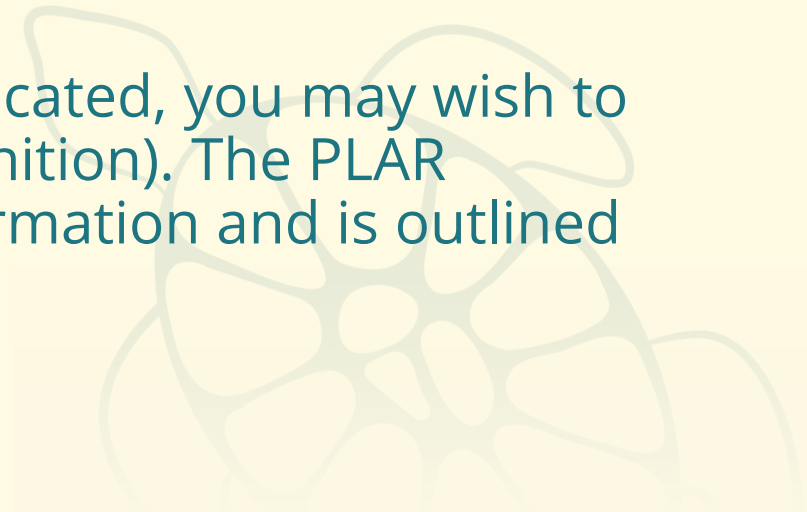
What is PLAR?

History

- A small amount of adult learning is recognized in society even though most learning, skills, attitudes and experiences come in forms not captured easily by a education transcript, where it is more difficult to identify, assess and recognize these assets.

- Little is known about the nature of informal learning and its relationship to formal learning.

- PLAR is one successful tool that helps increase recognition of informal learning

- Much of the evidence of PLAR's advantage is based on anecdotal accounts of the experiences of individuals and specific projects.

What is PLAR?

- Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process that individuals may obtain for prior learning.

- Prior learning includes the experience, professional development, education and skills that individuals have been acquired formally and/or informally.

- The certification standards provide for a PLAR process as an alternative path towards certification as a housing professional.

What is PLAR?

- Individuals may have their knowledge and skills evaluated against the First Nations Housing Professionals Association's Competency Standards

- Candidates with seven or more years of practical First Nation Housing experience gained within the First Nations Housing Industry may take the PLAR path to professional certification.

- The PLAR path requires completion of a portfolio which will be reviewed by assessors.

Applicants for PLAR must:

1. Review requirements for the PLAR Program;

2. Complete the Competency Self Assessment to assess readiness for PLAR;

3. Provide evidence of seven years of practical housing management experience gained in a First Nations environment (Resume, Job Descriptions);

4. Develop and a submit a PLAR Portfolio based on the information provided in the PLAR Portfolio Development Guide; and

5. Be aware that there is no guarantee that your portfolio will be approved.

Practical steps for getting your stuff together

- Job descriptions
- List of educational activities
- Updated resume
- Do the self-assessment
- Prove it with an evidence grid
- Two letters
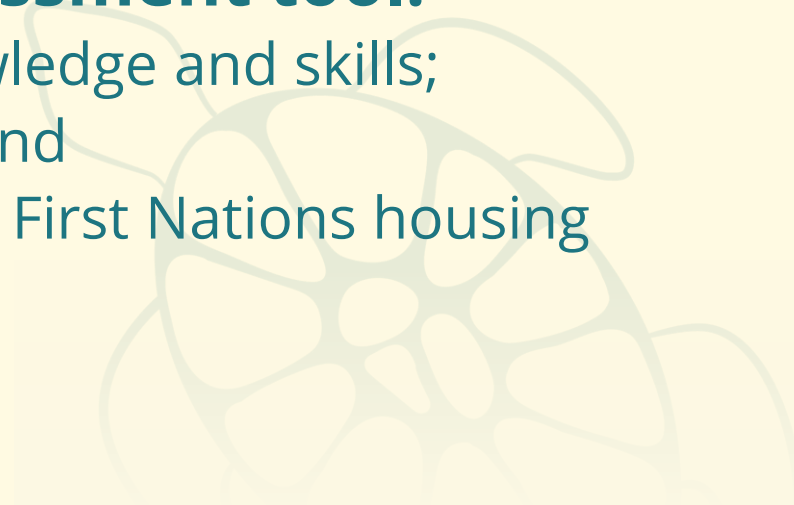- Cover letter
- Appendix A

FNHPA Competency Self-Assessment Tool

Objectives of the FNHPA Competency Self-Assessment tool:

- To provide an opportunity to assess one's current knowledge and skills;
- To determine one's professional development needs; and
- To measure progress towards becoming a professional First Nations housing professional.

FNHPA Competency Self-Assessment Tool

RATING SYSTEM:

➤ *Excellent:* You are performing in this area at a consistently superior level. This is one of your major strengths.

➤ *Satisfactory:* Your performance is effective and occasionally you perform at a superior level.

➤ *Needs Improvement:* You sometimes perform well and on occasion fall below the standards expected. You require some development and change in order to improve performance to a consistent effective level.

➤ *Unacceptable:* You require substantial development and change for this item in order to function effectively.

➤ *Unable to Rate:* You have not engaged in this activity.

FNHPA Competency Self-Assessment Tool

How the FNHPA Competency Self-Assessment Tool works:

- For each of the items listed, put an [√] in the column that corresponds the most to your knowledge and abilities as a housing manager.

- Note the items with a [√] in the Needs Improvement or Unacceptable column and record them in the area titled
"*My Competency Development Action Plan*" (CDAP).

- For each item listed in the CDAP, complete the required documentation. This information will help you take the results from your self-assessment and focus on your future development needs.

- Individuals with only a few 'Needs Improvement' or 'Unacceptable' ratings should consider using the PLAR process for certification.

FNHPA Self-Assessment Tool - Example

	E = Excellent S = Satisfactory NI = Needs Improvement U = Unacceptable UR = Unable to Rate				
	E	S	NI	U	UR
Domain 4: Management of Housing Programs					
4.3 Funding, Proposals and Agreements		√			
4.3.1 Be able to identify potential sources of revenue for program development, both governmental and non-governmental.		√			
4.3.2 Understand how to access those sources of revenue through partnerships, sponsorships and other forms of relationships.		√			
4.3.3 Understand how to access those sources of revenue through partnerships, sponsorships and other forms of relationships.	√				
4.3.4 Be able to demonstrate an understanding of funding arrangements and categories.		√			
4.3.5 Be able to develop proposals to support program development.	√				
4.3.6 Be able to negotiate and manage funding arrangements with a financial partner.					√

FNHPA Self-Assessment Tool - Example

Your Score Card:

Domain	E	S	NI	U	UR
Domain 1: First Nations Housing History, Culture and Issues					
Domain 2: First Nations Housing Construction and Infrastructure Elements					
Domain 3: Housing Leadership, Plans, Policy and Accountability					
Domain 4: Management Housing Programs					
Domain 5: Client Relations					
Domain 6: Housing Management Functional Supports					
Domain 7: Professionalism and Ethics					
Domain 8: Critical Skills					
TOTAL					

FNHPA Self-Assessment Tool - Example

My Competency Development Action Plan (CDAP).

Indicators Requiring Improvement	What needs to occur?	When does this occur?	What resources are required?	How will I measure success?

I will hold myself accountable by:

_____

_____

_____

I am committed to making this plan work

_____   _____

Signature   **Date**

What is a Portfolio?

- A portfolio is a record of your learning from educational, work and personal experience.

- It is developed by you to support your claim of competence and credit toward being accepted as a certified member.
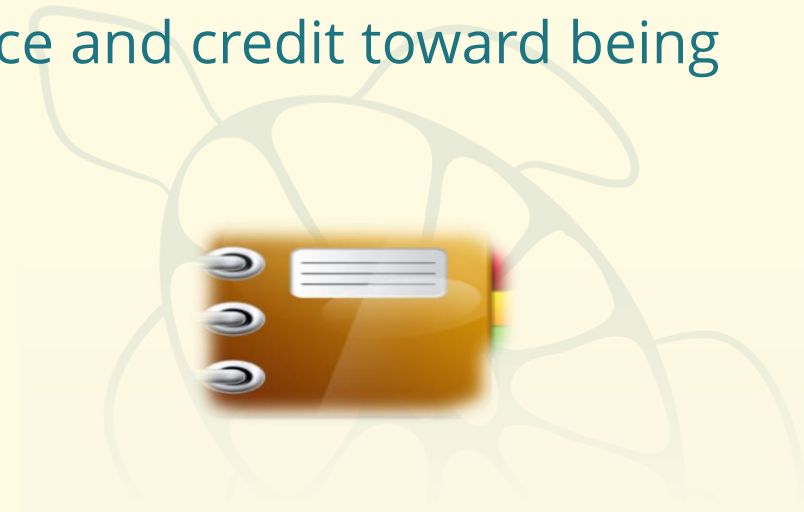
What should my portfolio contain?

Some items your portfolio should contain:

1. Table of contents

2. Cover letter of introduction, etc.

3. Request for a PLAR review (Appendix A)

4. Two sponsor letters

5. Resume demonstrating the seven years work experience requirement

6. Job descriptions supporting the seven years noted in the resume

7. List of educational activities

8. Completed Self-assessment

9. Completed Evidence Grid linking the competencies to experiences and education

Cover Letter

This one or two page letter basically:

- Introduces yourself

- Indicates a summary of your involvement in housing

- States your commitment to First Nations housing

- Indicates your appreciation of FNHPA and the professional designation

- explains why your submitting your Portfolio

- Any other relevant information you wish to share

Appendix A – Request for Portfolio Assessment

- **This document is noted on page 11 FNHPA-PLAR-Package-How-To-Guide.pdf of the FNHPA's Information Guide for Prior Learning Assessment and Recognition. Also available in Word on the Website.**

- **FNHPA's TD Upskilling Program is currently available to access for covering the application fee, More information can be found here: Sponsorship and TD Upskilling Program - FNHPA**

Two Sponsor Letters

- Depending on whom your sponsors are, they may not be all that familiar with you or FNHPA and the FNHP professional designation. As a result, you may be interested in arranging for them to visit the Information Guide on the Site or other PLAR content, and providing your resume or more if asked.

- Having this information will allow them to create the sponsor letter, please note a sponsor may be willing to sponsor you but may ask you to provide them with a basic draft.

- A sponsor letter will often indicate: that they are familiar with the FNHPA, the PLAR process, and the professional designation; indicate how they know you; and comment on your capabilities; and suitability in terms of being awarded the professional designation.

Job Descriptions

- As you need more than seven years of housing management experience in a First Nations environment it is critical that this experience be referenced in job descriptions that apply.

- Review these job descriptions and if you did more than what is included, add it.

- If for some reason you did not have a job description, then do the following: identify the position, roles and responsibilities (bullet form) and position qualifications.

- When reviewing this information, if you recall any significant accomplishments note them down and be prepared to put them in your resume.

List of Educational Activities

- This list will include any regular educational or professional development activities you have engaged in.

- The list can show the activities by number and the supportive attachment can follow. For example the list may show; 1. Housing Accounting Course at the local College, the reference attachment for number 1 could be a transcript, certificate and/or a write up on the course and learning objectives. Another example could be 2. Tenant Relations Workshop, the reference attachment could be a certificate received.

- If for some reason you do not have certificates, just put on the list the name of the activity, with who and note the certificate is not available.

- The list can be used to put information into your resume. If for some reason your continuing professional development workshops are numerous, rather than list them all the following type of wording could be used: I engage in professional development workshops on a regular basis and have participated in X in the last seven years.

Resume

- The resume will provide a summary of your Educational, Work Experiences and Other significant activities.

- From the job descriptions you can develop the Work Experiences section. Identify the positions, timing and develop an executive summary for the roles and responsibilities. If there are accomplishments, they should also be noted for each job.

- The list of educational activities will allow you to complete the Educational section.

- Abilities such as (technology, etc.) and involvement (community, etc.) could also be noted in the Other section.
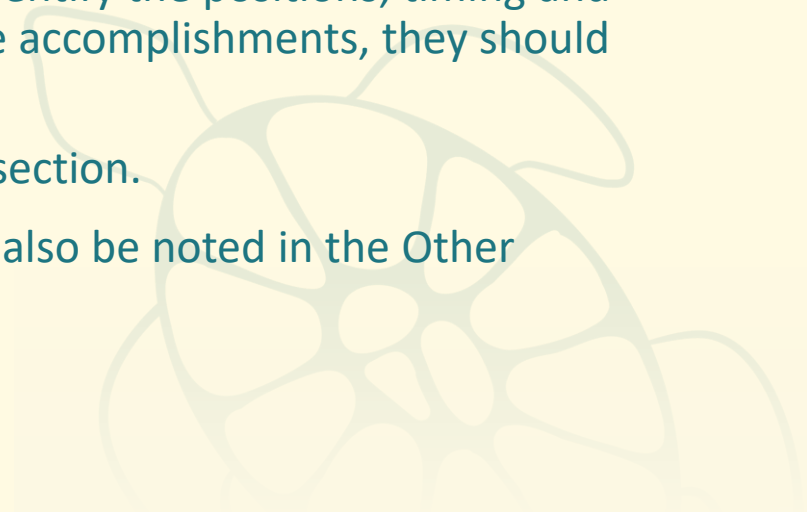
Competency Self-Assessment

- Based on discoveries from the educational list, job descriptions and your updated resume update your self-assessment.

What should my competency evidence grid contain?

KNOWLEDGE EVIDENCE	PERFORMANCE EVIDENCE	EVIDENCE OF PRIOR LEARNING
Gathered from any or all of the following sources: - tests, reports, documents - designs - products - projects or assignments - testimonials from employers /teachers	Gathered from any or all of the following sources: - observation in workplace - workplace examples - simulations - skill tests - job descriptions - performance appraisal - testimonials	Gathered from any or all of the following sources: - certificates, diplomas - transcripts - course outlines and descriptions related to housing management - workshops and conferences outlines or descriptions

Portfolio Self-Assessment Evidence Grid (Example)

Competency	Evidence
8.3 Working with Change: 8.3.1 Understand the stages of change and ways to guide and manage change, consistent with the vision and values of the organization. 8.3.2 Be able to use change management processes to benefit the housing program, involve key stakeholders and sustain positive changes.	**_Educational:_** Successful completed the U of M course, Working with Change 205. See Appendix one for the course description and transcript. **_Professional Experience:_** I have put in place a new updated housing program and phased out one. Using managing change techniques, disruptions were limited and an orderly transition occurred. **_Projects and Reports:_** See an outline of my report on ….

Prove it with Completing the Evidence Grid

- As you visit each competency or competency section, ask, how can I prove I have done this or can do this.

- The type of evidence required may be in your job description, educational list or resume or some of your other way such as publications and or verification letters.

- For example: Sub competency 2.3 Housing Maintenance lists nine items. If your self-assessment says your understanding of these areas is satisfactory or better, perhaps you can prove this by putting in the evidence area the following type of information if it is applicable:

  o See my current job description in paragraph three it indicates that I am responsible for all housing maintenance matters for my community.

  o See the Educational list item two, X's College Housing Maintenance Plans course; item seven Capital Replacement Planning workshop with x.

  o See my resume position X accomplishments by serving on a regional housing maintenance services group.

- After completing the grid you may have discovered other aspects that you may have forgotten over time. Where necessary go back and update your job descriptions, educational list and resume.

Who assesses my portfolio?

- Assessors are experienced professionals with a sound awareness of the competency standards and training in the assessment of portfolios.

- The assessors follow a guide and evaluate each submission according to the FNHPA competency standards.

- Assessors will look for evidence that the candidate is competent in at least 80% of the FNHPA competencies.

PLAR Pathway

After your PLAR Portfolio is reviewed you may be faced with one of the following options:

- Your name will be presented to the board for approval

- You will be required to write the professional exam

- You will be required to write the professional exam and/or complete specific courses

Portfolio Decisions

After the PLAR Portfolio Assessment review:

- Where requirements have not been met, candidates may be required to upgrade by taking courses, getting more experience, or by taking the professional examination, as required, and resubmitting.

- Where requirements have been met and eligibility for certification has been approved, sign an agreement to abide by the Code of Ethics and Standards of Ethical Conduct. Upon receipt of this information, your name will be forwarded to the board for approval.

Certification Policies and Standards - FNHPA

Maintenance of Certification (MOC)

- To maintain your FNHP designation, you need to:
    - be a member in good standing with the FNHPA; and
    - meet the Maintenance of Certification (MOC) requirement.
- The MOC requirement requires all FNHPs to engage in 20 hours of continuing professional development each year which must be relevant to First Nations housing management.
- This ensures that FNHPs are up-to-date on the most current First Nations housing management issues and practices.

Please Remember.....

December 31, 2023

FNHPA Conference 2023

[Home | FNHPA Conference 2023](#)

Questions?

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