

OVERVIEW

In-person focus groups engaged 47 recreation professionals across Nova Scotia to collaboratively reflect on real program environments, share their personal and organizational experiences, and identify their values, priorities, and delivery methods for a provincial training.

TRAINING VALUES



Skilled & Curious

Impactful sessions led by engaging instructors who motivate attendance.



Movement-Based

Recognizing different learning styles through interactive, physical methods.



Learn-Do-Lead

Information is tried and then led by participants within the session.



Community of Practice

Resources provided for continued learning beyond the initial training.

STRENGTHENING PRACTICE

Participants expressed desire to strengthen **follow-up** and **internal capacity** within organizations through the following methods:



Resource Library

Digital and physical 'Take-Home' resources for continued practice beyond the session.



Ongoing Feedback

Evaluation tools, frequent check-ins, and building in-house mentorship through train-the-trainer models.



Uplifting Leadership

Supporting supervisors through empowerment, trust-building, and shared responsibility.

TRAINING PRIORITIES

The group participated in a facilitated activity designed to explore views on provincial and organizational responsibility for training. Below is a list of training topics and associated skills identified by the group:

| | |
|------------------------------|---------------|
| Teaching Through Games | Strategy |
| Self-Regulation & Reflection | Self-Care |
| Program Development | Planning |
| Trauma-Informed Approaches | Behaviour |
| De-Escalation & Rapport | Communication |

IDEAL TRAINING DELIVERY

Participants shared that they believed this training would be strongest if delivered primarily **in-person**, with strong **follow-up support**, similar to a practicum-based learning.



Practiced Methodology

The "Learn-Do-Lead" model ensures information is practiced and led before the session ends.



Dynamic Instructional Style

Mixed methods including visuals, varied formats, and plain language to maintain high engagement.



Accessible & Affordable

Organization-provided space and equipment to reduce accessibility barriers for virtual components.

Supervisors are encouraged to attend training to increase support and shared understanding within the organization.

PROVINCIAL VS. ORGANIZATIONAL PRIORITIES

PROVINCIAL ROLE

Shared Foundational Knowledge



Applying evidence-informed approaches and developing consistent standards across programs.



Providing ethical decision-making frameworks while maintaining legal accountability professional responsibilities.

ORGANIZATIONAL ROLE

Daily Implementation



Reinforcing provincial learning through day-to-day supervision and site-specific coaching.



Adapting the 'core' skills to match the specific demographic needs and interests of local participants.