

Saskatchewan NewStart Life Skills Experience

- 2009 Project Coordinator/Life Skills Coach, YWCA
- 2007 - 2008 Program Coordinator/Life Skills Coach,
Tradeworks Training Society
- 2001 Life Skills Coach, Tonder Training Centre
- 1999 - 2000 Life Skills Coach Trainer, Life Skills Unlimited
Development Institute
- 1995 - Present Communication Coordinator, Canadian Alliance of
Life Skills Coaches and Associations (volunteer)
- 1995 - 1996 President, Life Skills Coaches Association of BC
(volunteer)
- 1993 - 1999 Life Skills Coach, Life Skills Coach Trainer,
Sage Child & Family Services
- 1992 - 1993 Life Skills Coach, Excel Resources Society
- 1990 - 1993 Director at Large, Alberta Society of Life Skills
Coaches (volunteer)
- 1988 - 1992 Life Skills Coach, Life Skills Training Centres
(Canada) Ltd.
- 1988 Permanent Life Skills Coach certification, Life Skills
Training Centres (Canada) Ltd.

Publications

- Paynter, R., Carr, W., Jeffs, C., MacFadgen, L., and Waterhouse, T. (2006). *Renewal of the Unspoken Compact: Counteracting the Impacts of Globalization on Higher Education*
- Paynter, R. (2001). *Introducing Spirituality into NewStart Life Skills*
- Paynter, R. (2000). *Life Skills Programs*



SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

FACULTY OF EDUCATION

ORAL EXAMINATION **RODNEY ALAN PAYNTER**

FOR THE DEGREE OF

DOCTOR OF EDUCATION
EdD

Tuesday, September 20, 2011
SFU Vancouver, Room 2250 at 10:00 AM

EXAMINING COMMITTEE

Chair:	Dr. Fred Renihan
Senior Supervisor:	Dr. Dan Laitsch
Co-Supervisor:	Dr. Elizabeth Wallace
Member:	Carol Madsen
Internal/External:	Dr. Geoff Madoc-Jones
External Examiner:	Dr. Shauna Butterwick, Department of Educational Studies, UBC

Evaluation of a Saskatchewan NewStart Life Skills-Based Coach Training Program

ABSTRACT

This study evaluated a Life Skills Coach Training (LSCT) program that was designed in the Saskatchewan NewStart model of Life Skills (NLS) and was delivered by the Saskatchewan Indian Institute of Technologies (SIIT). The study asked:

In the light of NLS theory, how effective was the LSCT program delivered by SIIT? What was the match between NLS theory and the SIIT LSCT program design? How effective were aspects of the training program at contributing to the desired outcome of the program? How well do the trainers and program graduates think that the graduates were prepared for work as Life Skills coaches and/or in related fields?

In light of NLS theory, the LSCT program was very effective. It stayed close to NLS theory and extended and developed theory in useful ways, e.g., regarding learning styles and the integration of NLS with Aboriginal cultural/spiritual content. Most aspects of the program effectively contributed to the outcomes required by the program design. The trainers are confident that their graduates can perform to the requirements of the levels at which they

graduated, and the graduates said that they had received what they had expected to receive and were happy with it.

The study recommends that the Community Lesson component be made more rigorous, that more emphasis be put on ethics, that the program be lengthened, and that a longitudinal evaluative process be implemented. It also recommends that the experience of one of the training groups be examined to understand why it showed lower satisfaction in all categories than did the other three groups in the sampling frame.

The SIIT LSCT program made notable innovations based on NLS theory in the areas of learning styles, with the inclusion of Watching with the NLS-identified Feeling Thinking and Acting; the use of NLS accreditation competencies as training/evaluation points for program trainees; and extending the format of the lesson plan with a new first step called Warm-ups. Carrying out this evaluation necessitated the creation of two useful tools for NLS: the NLS Literature Review, and the Evaluation Survey that sought the opinions of program graduates about their training.

Academic Record

2001 – Master of Arts in Leadership and Training
Royal Roads University