

**DACUM Skill Rating Scale**

1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.

2 - Can perform this skill satisfactorily but requires periodic assistance and/or supervision.

3 - Can perform this skill competently without assistance or supervision.

4 - Can perform this skill competently without, assistance with more than acceptable quality, and with initiative/adaptability to unique situations.

<b>COMMUNICATE</b> A
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Respect and establish boundaries A1	Interpret and translate A2	Be resourceful A3	Show empathy A4	Use interpersonal communication skills A5	Write A6	Read A7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Demonstrate fluency in an aboriginal language A8	Maintain neutrality in translation process A9	Apply counselling skills A10	Use and interpret body language A11	Use common sense A12	Assert oneself A13	Encourage participation in / by others A14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Develop and use presentation skills A15	Apply interview skills A16	Engage audience in an inclusive manner A17	Incorporate global perspectives A18	Demonstrate fluency in English A19	Listen actively A20	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

<b>DEMONSTRATE FLEXIBILITY</b> B
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Act pro-actively B1	Respect diversity B2	Solve problems B3	Adapt to change B4	Agree to disagree B5	Work with others B6	Manage time B7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Resolve conflict B8	Accept views of others (be open-minded) B9	Give and take constructive criticism B10				
1   2   3   4	1   2   3   4	1   2   3   4				

**HONOUR AND RESPECT  
ALL ASPECTS OF  
ABORIGINAL CULTURES  
C**

Relate the history of aboriginal culture, way of life and teachings in each community C1	Model strong moral values C2	Accept cultural diversity in all aboriginal communities C3	Think critically C4	Respect traditional teachings C5	Access elders C6	Use teachings C7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Respect other cultures C8	Learn about other aboriginal cultures C9					
1   2   3   4	1   2   3   4					

**DEMONSTRATE  
CREATIVITY  
D**

Take risks D1	Seek help from others D2	Be resourceful D3	Identify own qualities, strengths, beliefs and weaknesses D4	Adopt existing resources D5	Adapt and modify resources for many uses D6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4

**BE A POSITIVE ROLE  
MODEL  
E**

Use language consistently E1	Focus on the positives E2	Display optimism E3	Demonstrate integrity E4	Speak loudly and clearly E5	Act professionally E6	Demonstrate confidence E7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Show pride in what you do E8	Maintain a sense of humour E9	Walk the talk E10	Demonstrate pride in heritage E11	Honour our "past" E12		
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4		

**APPLY RESEARCH  
SKILLS  
F**

Identify bias and stereotypes F1	Research information F2	Interpret data F3	Involve elders F4	Follow research protocols F5	Apply ethics F6	Surf the internet F7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Work within scope of practice / occupation F8	Work within professional limitations F9	Network F10	Share information F11	Evaluate information F12		
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4		



**MAINTAIN BALANCE  
(SPIRITUAL, MENTAL,  
PHYSICAL, EMOTIONAL)  
J**

Maintain a state of healing J1	Maintain balance with family J2	Engage in own spiritual walk J3	Have fun J4	Practice health and wellness J5	Identify and manage stress J6	Persevere in a variety of situations / circumstances J7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Set own goals J8	Take time for nature J9	Demonstrate humility J10				
1   2   3   4	1   2   3   4	1   2   3   4				

**LEAD  
K**

Build partnerships K1	Celebrate successes K2	Be consistent K3	Delegate K4	Be fair K5	Be supportive K6	Empower others K7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Accept suggestions K8	Involve others in setting goals K9	Use judgement skills K10	Be tactful K11	Display confidence K12	Compliment others K13	Facilitate K14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Match strengths / abilities with tasks K15						
1   2   3   4						

**DEMONSTRATE PROFESSIONALISM  
L**

Demonstrate customer service skills L1	Participate in professional development (activities, conferences, etc.) L2	Maintain positive relationships L3	Follow a code of conduct L4	Follow a code of ethics L5	Maintain confidentiality L6	Follow protocols L7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Follow policies and procedures L8	Be punctual L9	Demonstrate organizational skills L10	Promote vision / mission L11	Maintain a current resume / portfolio L12		
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4		



TEACH  
O

Incorporate personal vision with that of community / organization O1	Role model creativity O2	Apply methodologies O3	Apply linguistic methodology O4	Assess O5	Plan O6	Manage time O7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Differentiate teaching strategies O8	Be passionate O9	Be motivated O10	Apply protocols O11	Assess and select methodology suitable to given situation O12	Identify teaching strategies O13	Engage students with relevant content O14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Integrate language into activities O15	Respond to people with disabilities O16	Develop materials O17	Identify own learning style O18	Pass on the pride of the culture O19	Collaborate O20	Set realistic goals / outcomes O21
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Select materials / resources O22	Identify different types of language acquisition O23	Use variety of media in presenting materials O24	Identify and use teaching materials at appropriate level O25	Adapt and modify existing materials O26	Respect student differences O27	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

DEVELOP CURRICULUM  
P

Apply language acquisition theory P1	Identify subject area P2	Identify learner outcomes P3	Maintain an aboriginal language focus P4	Identify learners P5	Scan and evaluate related curriculum(s) P6	Adapt existing curriculum P7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Select teaching strategy appropriate to learner levels P8						
1   2   3   4						

USE TECHNOLOGY  
Q

Use aboriginal language dictionary software Q1				Use simultaneous translation equipment Q2				Use production equipment Q3				Use publishing software Q4				Use charting software Q5				Use word processing software Q6				Use spreadsheets Q7			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Keyboard Q8				Use database software Q9				Use e-mail software Q10				Use internet Q11				Use digital scanners and cameras Q12				Use audio equipment Q13				Use audio software Q14			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Transfer materials / documents over networks to CD-Rom, and other media Q15				Use presentation software Q16				Use office equipment Q17				Use computers Q18				Use writing systems (fonts) Q19											
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								