



Qalattuq
10 Year Educator Training Strategy
2006-2016

**Department of Education
and
Nunavut Arctic College**

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Executive Summary

The Honourable Ed Picco, Minister of Education, commissioned this Educator Training Strategy in response to the most recent review of the Nunavut Teacher Education Program (NTEP). The Minister established a panel of five experienced educators with extensive knowledge and expertise in all aspects of the education system in Nunavut. The mandate of the Panel included examining educator training needs across the system and making recommendations to address the need for more teachers with quality training, as well as greater accessibility to courses for all educators involved with students in schools. The timeliness of this strategy is highlighted by the findings of the 2006 Berger report, which points to the need for fundamental changes and massive support for the education system in order to improve graduation rates, and the approval of the Government of Nunavut Bilingual Education Strategy, which requires teachers and Instructors who can work in Inuktitut across the education system.

The Panel interviewed educators from across Nunavut, graduates and staff of NTEP, past and present, as well as students in the current program. The Panel also organized a symposium to examine all aspects of teacher education and to solicit suggestions for improvement to the present program. More than ninety people took part in the three-day conference in Iqaluit, between May 30 and June 1, 2006. Participants at the symposium represented all the various partners in education in Nunavut, teachers, principals, regional Directors, District Education Authority (DEA) members, curriculum developers, Elders, Nunavut Tunngavik Incorporated (NTI), students and graduates of the program. The comments they made inform this strategy and give legitimacy to the recommendations made here.

The Strategies

The main body of the report is divided into six parts with recommendations for each individual section. The six sections are:

- Strategy 1: Establish a School of Education
- Strategy 2: Strengthen Partnerships
- Strategy 3: Renew the Nunavut Teacher Education Program
- Strategy 4: Support Graduates and Experienced Teachers
- Strategy 5: Enhance Other Educator Training Programs
- Strategy 6: Revitalize Educator Certification.

Strategy 1: Establish a School of Education

The Nunavut Teacher Program has long had the mandate to deliver teacher training across the three regions of Nunavut. Expansion of responsibility, as proposed in this plan, to include training for all personnel involved in education, requires a new structure. The current reporting structure gives the principal very little flexibility in making decisions, which can cause undue delays in program implementation, hiring and spending. This is further exacerbated by a two tier budgeting arrangement with different reporting protocols.

The School of Education will have a Director, reporting to the President of NAC, who will manage and coordinate all educator-training programs in Nunavut. The School will generate a new identity and status, commensurate with its expanded mandate, provide more autonomy and decision making, guarantee partnership involvement and provide more fiscal and program accountability. Program costs will be met by combining and increasing the base and community program budgets under an Annual Contribution Agreement.

Strategy 2: Strengthen Partnerships

Partnerships are essential to ensure maximum benefit for students across the education system and to guarantee quality of training and fiscal accountability. The Panel proposes setting up a Partner Committee, which will bring together representatives from all areas of education to advise and support the Director on matters pertaining to educator training. Partnerships can only be strengthened with clear, ongoing communication procedures among the various partners. A communications plan, developed by Nunavut Arctic College, the School of Education (NTEP) and the Department of Education will address this fundamental need.

This strategy stresses the importance of establishing strong links between teacher training programs and schools. The Panel sets out clear guidelines for School of Education staff to work closely together with staff from the Department of Education, especially in the areas of curriculum development and implementation, learning materials production, and educator training program content, delivery and pedagogy.

Strategy 3: Renew the Nunavut Teacher Education Program

This section comprises the main body of the document and focuses on initial teacher training, candidates, students and graduates. The panel emphasizes the importance of quality preparation and endorses the Foundation Year as essential preparation for all candidates. The need to prepare teachers who can teach beyond elementary levels is addressed by reorganizing the B.Ed. into three different areas of concentration, K-6, 7-9 and 10-12.

Support for students and recruitment receive particular prominence because without students the program cannot flourish. Recommendations cover the main areas of student concern: day care, housing, financial assistance, tutorial and study needs and counselling. A vigorous, ongoing recruitment program is essential to achieve the target number of graduates over the life of the strategy.

The Panel makes a number of recommendations concerning program content, pedagogy, and practicum, and relates these to a clearly defined Graduate Profile. A Curriculum Committee will review all courses to ensure they have appropriate cultural and academic content. Pedagogy will follow a consistent pattern, program wide, in empowering graduates through personal and professional development. Methodology will combine

theory and practice in all relevant courses and Practicum will be reorganized to give students a greater sense of authentic classroom experience.

The Panel is recommending an expansion of NTEP in all regions of Nunavut to increase accessibility to training. This means establishing base funded programs in both Rankin Inlet and in Cambridge Bay. The Kivalliq and the Qitirmiut will then each have two programs running continuously and Qikiqtani will have three. The re-introduction of Summer School and Part Time courses will further increase the opportunities for those who need to meet the requirements for certification.

The strategy describes a number of different delivery models; the preferred one is given prominence in the recommendation to house NTEP in the three regional centers in an Inuktitut Teacher Training School. Students will be able to practice in an atmosphere, which exactly replicates a normal school environment, while strengthening their own abilities in Inuktitut.

Strategy 4: Support Graduates and Experienced Teachers

The need to support beginning teachers and for ongoing support for experienced Inuit educators has long been recognized. The Panel strongly recommends the introduction of the Nunavut Educator Certificate, which will be required of all teachers new to Nunavut. Induction and mentoring courses are part of the certificate and will help new graduates to have a smooth integration into teaching. Completion of three courses in foundation philosophies, curriculum and best teaching practices in Nunavut will ensure more consistent instruction. The introduction of Inuit Program Support Teacher positions in schools will provide the continuity and consistency of support needed to support teachers and maintain program quality. They will assist with delivery of training programs as well.

Strategy 5: Enhance Other Educator Training Programs

Informants at the Symposium and in interviews repeatedly stressed the need for quality teaching in Inuktitut, particularly at the middle and high school levels. The Panel recommends, as a high priority, the delivery of the Inuit Language and Culture Certificate in each region, in place of the Aboriginal Language Specialist Certificate. This certificate will target mature, fluent, unilingual Inuit who have a thorough knowledge of Inuktitut.

Complementary to the language certificate, is the proposed new Practical Programs Certificate, which will bring more Inuit with diverse skills into schools. The courses they teach will follow the high school Multiple Options programs being introduced across Nunavut.

This report also makes recommendations for training programs for all people involved in working with children, in pre-school settings and in schools, as well as with adults in post-secondary programs. This applies particularly to Early Childhood workers, Student Support Assistants and School Community Counsellors, as well as Nunavut Arctic

College Instructors. Essentially, the Panel is emphasizing that everyone working with children and teaching people of all ages in Nunavut should have the appropriate training.

Strategy 6: Revitalize Educator Certification

Educator certification needs to be regulated and enforced in order to provide quality of instruction for students in schools. The recommendations suggested by the Panel intend to ensure that the requirements for initial teacher certification, and re-certification, are clear and unequivocal. This is predicated on requiring the B.Ed. for all teachers in the system. The panel recommends that re-certification of teachers is tied in directly with the Nunavut Educators Certificate. The Panel also recommends certification and re-certification requirements for roles such as Early Childhood workers and Student Support Assistants that previously have not been certified.

Costs Benefits and Outcomes

If all the initiatives described here are implemented, the total cost will be in the region of \$14 million by 2011/12. Projected costs rise as further programs, like the Inuit Program Support teachers, are added for a projected total of over \$16 million by 2015/16. While the costs of implementing this strategy are enormous, so are the benefits and outcomes.

By the year 2011/12 the total number of new teachers and Instructors in the system is projected to be 304. This includes 89 with the B.Ed., 75 with the Inuit Language and Culture Certificate and 140 with the Practical Programs Certificate. This is a significant infusion of Inuit into the workforce of Nunavut and represents about \$16 million annual into the economy. No other Inuit Employment Plan will have such a profound effect on the overall financial welfare of Nunavut.

The numbers and costs are impressive, but they pale in comparison to the overall outcomes. This strategy will guarantee quality training for a wide community of educators, which will have direct and lasting benefit to the children of Nunavut. Better education will improve high school graduation rates of young people who are educated, confident, and future oriented. It will also help to entrench the cultural and linguistic basis on which young people can build to make a better life, both for themselves, and for all Nunavummiut. This is the overall goal. This is the purpose. It will not be difficult to measure the cost of failure.

Introduction

BIG SHINY KETTLE

April 16, 2006 (Easter Sunday)

I had this dream the night we got back from a very long ski-doo trip, 10-12 hours from the tree line. Since I have rheumatoid arthritis I was really tired, so I just drank my tea and got into a warm, hot bath to ease my aching body as soon as we got in. I went straight to bed afterwards and this is what I dreamt.

I was at home and my mother gave me an envelope with my name on it. I opened it. There was a post-it sticky note on it which read, "Thank-you for a 'job well done' with the NTEP panel," signed by Ed Picco, Minister of Education. I took the note off and here was a huge cheque for \$6000! I was very excited and I thought, "I wonder how much Nellie and Jacqui got, since they are the chairs of this committee?"

I showed my mother the cheque and she was really happy. I went to the store and bought her a big shiny kettle. The bottom of the kettle was made of heavy metal that was golden brown and I told her that it was the biggest one I could find. She took the kettle and was extremely excited; she hugged and kissed me and praised me for becoming one of the smartest of her children, even though she wasn't around through the years to help me. She had left me when I was still in my teens and single. She was laughing and crying at the same time. She told me how proud she was that I have grown to be one who does her best and she encouraged me to continue doing so and things will work out.

I felt like a little kid in her arms, feeling so loved and safe, being pampered by the person who I know really loves me. I was also very proud for buying her that beautiful kettle. My mother was the type of person who was always smiling and laughing and never had a bad day. She passed away thirty four years ago. I don't miss her since it's been so long and I hardly ever dream about her.

As soon as I woke up, I took a pen and paper and started writing down my dream, thinking this is not just a dream, it has to mean something. This is what I think it means. My dream happened on Easter morning, so NTEP will be resurrected after the review. The big shiny kettle represents the school with a solid foundation, my mother represents the parents and I represent the children. Revising NTEP is a positive step and will benefit our youth, and parents will be so proud of the progress of their children.

The water in the kettle can get very hot and boil, with steam coming out of the spout, but what the steam represents is up to each individual to decide.

Pelagie Owljoot
Curriculum Development Manager
Nunavut Arctic College- Head Office

Title *Qalattuq*: “All done cooking and ready to go!”

The Panel chose the title *Qalattuq*: “All done cooking and ready to go!” for the 10 Year Strategy, as the ideas about renewing educator training have been brewing in kettles across Nunavut for a number of years. The “tea” is ready; parents and children are anxious to “taste” the results. It is time to use the strategies to have tea with all Nunavummiut!

Mandate of the NTEP Strategy Panel

The Honourable Ed Picco, Minister of Education, appointed the NTEP Strategy Panel in Winter 2006 to develop and write a 5-year strategic plan for the Nunavut Teacher Education Program that addressed the recommendations arising from the NTEP Review and the teacher¹ training requirements raised by the Bilingual Education Strategy. The Terms of Reference for the panel included identifying “future direction, content and structure of teacher education programs.”² A number of other topics were identified for Panel attention, including generating recommendations for expansion of training for other educator roles. During the process undertaken by the Panel, it became evident that it would be necessary to expand the strategy to a 10 year plan, since completion of one round of teacher education now requires a 5 year period.

Panel Activities to Develop Strategies

To determine possible strategies to address items outlined in the Panel mandate, members carried out a wide range of consultation and document review activities.³ These included: a detailed analysis and discussion of the Final Report: Evaluation of the Nunavut Teacher Education Program by Aarluk Consulting (2005), interviews and surveys with a variety of partner representatives with particular experience or interest in teacher education, hosting a symposium with 90 participants from different partner groups, holding meetings with key groups and individuals and completing a review of many related documents, as well as literature searches. The full list of activities is outlined in the Appendices. The strategies and detailed recommendations made in this document reflect a compilation of the feedback received.

The intention of the Panel was not to repeat the process carried out by Aarluk Consulting, but to supplement it and ensure wide and representative input into the development of the 10 year strategy. Because the Aarluk Report provides recent statistics regarding teacher education, this strategy does not repeat those statistics.

¹ For the purposes of this document “teacher” is used to refer to someone with a 2 year or 3 year diploma or a B.Ed. and “Instructor” is used to refer to a graduate from a one year certificate program. “Educator” refers to anyone with a role in early childhood, K-12 or post secondary.

² See Terms of Reference in the Appendices for details.

³ See Bibliography in the Appendices for titles of all documents reviewed.

Limitations to the work of the Panel included the three month time line for the project and the location of Panel members in various communities and cities. Organization and facilitation of the Symposium also involved considerable time and effort.

Results from the Previous Strategy

In determining new strategies for the next 10 years, Panel members considered reasons why the previous strategy did not result in as many graduates as expected and why components of the strategy were not implemented. Reasons included:

- Expansion of NTEP to include a Foundation year that made the program longer to complete and therefore fewer new programs could be established.
- Attrition of graduates to other Government of Nunavut and federal jobs so that the overall number of Inuit teachers did not increase, even with new graduates.
- Lack of an implementation plan in the strategy to identify accountabilities or timelines for completing each aspect of it.
- Management of the community-based funds lapsed resources during several years of the strategy so fewer programs were offered than planned.

Attempts have been made with the recommendations in this 10 year strategy to address these challenges.

Forces for Change

Since development of the previous Strategy for Teacher Education in the Northwest Territories: Past Experiences and Future Directions (1998), significant changes have taken place in the northern political and educational context. These forces for change have substantial implications for teacher education in what is now Nunavut. During the five years of the life of the above strategy, changes included:

- Establishment in 1999, of the territory of Nunavut and the Government of Nunavut, with direction set by the First Nunavut Legislative Assembly, through the Bathurst Mandate, to create government services that reflect the language and culture of Inuit, including achieving bilingualism in Nunavut by 2020.
- Acceptance in 1999, by the Government of Nunavut, of its obligation to meet Article 23 requirements under the Nunavut Land Claim regarding Inuit Employment Plan targets for hiring Inuit in the education system.
- Establishment in 1999, of the Nunavut Department of Education Curriculum and School Services division, with direction from the Bathurst Mandate to develop curriculum and materials based on Inuit Qaujimajatuqangit.

- Completion in 2001, of Language of Instruction research studies in Nunavut, which outlined the importance and urgency of establishing bilingual models in schools that truly promote fluency in both Inuktitut⁴ and English.

More recent developments include:

- Recommitment in 2004, by the Second Nunavut Legislative Assembly, in Pinasuaqtavut to the direction set by the first Legislative Assembly to achieve bilingual and culture based education by 2020.
- Approval in 2004, by the Government of Nunavut, for the Department of Education Bilingual Education Strategy, which identified the need for community planning, curriculum and materials development, more teachers and increased accountability in order to deliver bilingual education throughout ECE, K-12 and adult programs.
- Publication in 2006, by Justice Thomas Berger of the report, The Nunavut Project, which emphasizes the key role education plays in meeting Article 23 requirements, and the essential place of appropriate bilingual models for schooling, along with sufficient numbers of well qualified teachers who can teach in Inuktitut, in achieving required improvements in the education system and graduation results.
- Proposed legislation in 2006, by the Department of Culture, Language, Elders and Youth, entitled the Inuktitut Language Protection Act, which will mandate use of Inuktitut in Nunavut workplaces, services, businesses and all educational institutions.
- Approval in 2006, by the Government of Nunavut, of the Adult Learning Strategy that promotes success in adult learning by: ensuring Inuktitut and Inuit culture become foundations for adult learning, increasing resources and accessibility to training in a variety of program areas such as trades, meeting the needs of adult men for training, improving quality, including communities in decision making, using distance delivery, as well as providing more coordination and accountability.⁵
- Publication in 2006, by the Legislative Assembly Standing Committee on Health and Education, of recommendations about Nunavut Arctic College that call for increased Inuktitut and culture programming.⁶

Apart from these political directions, forces for change impacting on teacher and educator training include:

⁴ For the purposes of this document, use of the term Inuktitut includes both Inuktitut and Inuinnaqtun, as well as all dialects.

⁵ See Department of Education, Adult Learning Strategy.

⁶ See Standing Committee on Health and Education, Report on the Review of Nunavut Arctic College.

- The ongoing erosion of Inuktitut throughout Nunavut, but particularly in some Qitirmiut and Kivalliq communities.
- Widely expressed view by politicians, members of the public, DEAs, parents and educators that teachers and other educators must be trained to the same standards as southern Canada.
- Attrition of teachers who can teach in Inuktitut as current staff move to other positions now available in Inuit political organizations, the Government of Nunavut and the federal government.
- The prospect of the first generation of Inuit educators beginning to retire.

Characteristics of Successful Aboriginal Adult Programs

In addition to seeking ideas for renewal of teacher and educator training among Nunavummiut, Panel members sought ideas from the literature on lessons learned from aboriginal adult training programs and aboriginal teacher education programs around the world. Research completed in 2002 formed part of this work and current searches formed the rest.⁷ Results showed consistent emphasis of key ideas about designing and delivering aboriginal adult/teacher education programs that the Panel used in developing the strategies and recommendations outlined below.

Purpose:

- Teachers translate community needs and interests into programs and help make changes happen to address those needs and interests, therefore teacher education is key to bringing about fundamental shifts in education systems.
- Programs should help students learn they have the power to “read and write their lives.”
- Communities expect programs to have personal and social development outcomes as well as provide skills for employment and they expect graduates to have more control over their lives as well as the skills to contribute to improving communities.
- Goals of teacher education programs should be based on the goals of education identified by communities and the Department of Education.

Governance and Management:

- Ensure aboriginal ownership and control of the program.
- Involve aboriginal people in designing the program and setting direction.
- Involve students in decision making.

Recruitment and Support for Students:

⁷ See McGregor, C. articles in the Bibliography. See also Barnhardt, R. and Malatest & Associates.

- Entrance requirements should be flexible.
- Use competency-based approaches that recognize prior learning.
- Student should have non faculty mentors that they select – people who are approachable, accessible and personally interested in the student, concerned about academic achievement, knowledgeable about culture.

Program:

- School systems for aboriginal students should reflect their language and culture and be taught by aboriginal teachers.
- Establish strong links with schools.
- Create flexible exit points.

Purpose for Educator Training in Nunavut

Based on the above feedback and research, Panel members believe teacher and educator training programs should be designed to:

- develop participants' understanding about what constitutes successful learning in Nunavut and the pivotal role of the education system in Nunavut
- improve the learning success of children and youth in the school system
- strengthen Inuit language and cultural skills, knowledge and values for both participants in the training programs and the clients with whom they will work when they graduate
- help educators, children and youth identify what it means to be Inuit, confidently voice their individual and group consciousness, and make healthy life choices as modern Inuit in 21st century Nunavut
- help to demystify the western world, ways of thinking and ways of doing things so that Inuit educators and youth can function confidently in that world as well as their own
- provide more Inuit adult role models for children and youth
- make programs more accessible by providing training in different ways, as close to home as possible, while maintaining high standards for content and delivery
- increase the number of teachers and educators, while ensuring that all educators in the school system receive training and certification for their positions.

Vision of 2026: The Nunavut Institute for Research and Educator Training

What will NTEP look like twenty years from now? The participants at the *Spring 2006 Symposium* had many similar aspirations, which form the basis of this description.

The School of Education will be renamed the Nunavut Institute for Research and Educator Training (NIRET) and will be internationally recognized, with researchers and scholars coming from all over the world to study and learn about all aspects of teacher education. NIRET will complement the Inuit Language and Culture Research Institute (ILCRI) at Nunavut Arctic College and together they will ensure the vitality and vibrancy

of Inuktitut as a language of research and of daily intercourse. Inuit educators with doctorates will teach and research beside their non-Inuit colleagues. They will study how Inuit learn and teach and the implications for content and delivery of instruction in schools and educator training programs. Students will come from all over the world to learn about the history, music, art, language, beliefs and values of Inuit.

The archives and reference libraries will be filled with recordings, videos, photographs, and texts encapsulating Inuit life before the great changes of the 1950s. Elders and other Inuit recognized for their knowledge of the language and culture will provide a contextual reference for those who were born into the modern urban lifestyle. The most popular program will be the combined BA/B.Ed. in Inuit Cultural Studies and only those candidates who exhibit academic and cultural excellence in high school will be admitted. Computer technology will ensure that no community is without access to NIRET and courses will be offered on line regularly and systematically.

The working language of NIRET will be Inuktitut, standardized in the North Baffin dialect and written in Roman Orthography. Inuit researchers and educators will work closely with the publishing arm of the Department of Education in producing teaching and learning materials for all grade levels. In 2026, the last in a twelve volume Inuktitut language dictionary, a joint project of NIRET and ICLRI, covering all Nunavut dialects and regional variations, will be published. A unique aspect of this dictionary will be the recordings of Inuit informants which will accompany the text. Such an impressive achievement will ensure that the Inuit language will not be forgotten and NIRET will continue to play a central role in producing teachers who promote the Inuit languages, cultures, values and beliefs.

Qalattuq Strategies

“The language used for teaching and learning in schools makes a critical statement about what we value and believe to be important.”⁸

This statement forms the founding assumption behind all of the strategies for educator training in Nunavut recommended by the Panel. These strategies are the steam that will energize the changes to educator training:

- Establish a School of Education
- Strengthen Partnerships
- Renew the Nunavut Teacher Education Program
- Support Graduates and Experienced Teachers
- Enhance Other Educator Training Programs
- Revitalize Educator Certification.

The section on each strategy provides a brief description of the strategy and outlines recommendations to implement the strategy.

⁸ See Department of Education, [IQ Education Framework \(Draft\)](#), p. 24.

Goals

Implementing the recommended strategies will:

- establish a direction for educator training for the next twenty years and identify specific strategies to achieve that direction for the next ten years
- increase the success of children and adults in education programs by improving instruction and support
- enhance and support the learning and teaching of Inuktitut at all levels of the education system
- make educational training programs more reflective of the language and culture of Inuit
- promote stronger ties between generations of Nunavummiut and between all citizens of Nunavut
- raise the profile of educator training in Nunavut
- identify essential educator training programs in Nunavut and increase accessibility of these programs across Nunavut
- increase the number of graduates from educator training programs and ensure all current educators receive training and become certified
- provide opportunities and support for professional development and recertification for all educators
- promote communication, collaboration and consistency between partners involved in educational training
- ensure high standards for educator training
- increase financial and program accountability of educator training programs.

Strategy 1: Establish a Nunavut School of Education⁹

Thomas Berger's report, The Nunavut Project, identifies education as the key to increasing employment and the economic health of Nunavut.¹⁰ The effectiveness of the education system rests on the quality of its educators. As well, the Government of Nunavut's Bilingual Education Strategy¹¹ requires Inuit teachers who can teach at all levels of the education system, from early childhood to K-12 to adult programs. Parents and District Education Authorities are requesting that all teachers in Nunavut schools be degreed educators with high quality training.

Meeting these expectations requires a new vision for teacher and educator training in Nunavut. A cornerstone of that vision is the creation of a School of Education that will provide "one stop" leadership, coordination and management of teacher and other educator training programs. The School will generate a new identity and status for educator training, provide more autonomy and consistent decision making, guarantee a

⁹ See Appendices for a full description of the School of Education.

¹⁰ See Justice Thomas Berger, Conciliator's Final Report: The Nunavut Project, p. iv.

¹¹ See Department of Education, Bilingual Education Strategy for Nunavut, p. 13.

partnership with groups that have a stake in these programs, and provide more fiscal and program accountability. It is the first step in creating the Nunavut Institute for Research and Educator Training.

There is a long history of external reviews and reports of the Teacher Education Program.¹² Establishing regular procedures for accountability and annual internal improvement processes will make program renewal part of “doing business” for all educator training programs.

The School will offer and support educational training programs across Nunavut in a combination of regional campus centers, individual communities, part-time studies, Summer Schools and, eventually, distance delivery. While providing programs uniquely designed for the linguistic and cultural contexts of Nunavut, association with at least one southern university partner will accredit programs and ensure they meet standards similar to those in the rest of Canada.

The ultimate goal of all programs is to enable graduates to grow personally and professionally so they can help others develop and use their own strengths and skills as contributing members of Nunavut, Canadian and global communities. Building on a foundation of Inuit Qaujimagatuqangit that clearly locates students within authentic personal and collective Inuit cultural consciousness, the School will recruit, support and enable students to develop the personal confidence, academic competence and professional experiences, skills and knowledge to fulfill meaningful educational careers in 21st century Nunavut.

Recommendation

Establish the School of Education as a division of Nunavut Arctic College in the Fall of 2006 and hire the Dean/Director who will report to the President of the College.

Recommendation

Programs offered by the School of Education will include:

- Nunavut Teacher Education Program Bachelor Degree
- Early Childhood Certificate and Diploma
- Kindergarten Diploma
- School Community Counsellor Diploma
- Student Support Assistant Certificate and Diploma
- Inuit Language and Culture Certificate
- Practical Programs Certificate
- Vocational Certificate
- Nunavut Arctic College Instructor Certificate

Recommendation

Establish a Partner Committee that will meet annually to ensure partners who have a stake in educator training are involved in planning program direction and addressing program delivery challenges.

¹² See: Aarluk Consulting, Carney, R., Dyer, A. and Reddy, S. in the Bibliography.

Recommendation

The Department of Education will provide an annual Contribution Agreement to the School of Education that combines and expands the resources from the current “base” budget for NTEP and the current separate contribution for CTEP.

Recommendation

The annual Contribution Agreement for the School of Education will clearly outline detailed program delivery requirements, related indicators and fiscal and program reporting requirements.

Recommendation

Programs in the School will use Inuktitut as the Language of Instruction wherever possible and will also enable students to improve English fluency. This requires developing and hiring Inuit Instructors and Elders, as well as non-Inuit Instructors.

Recommendation

Programs will implement an Instructor evaluation tool and process similar to that used in the government and in universities.

Recommendation

The School of Education will develop and implement an ongoing process of internal program evaluation and review for all educator training programs similar to the school improvement process used by the Department of Education.

Recommendation

The Dean/Director will review current training program budgets and expenditures to determine if resources are being allocated appropriately to the areas needed and are being used in the most cost effective way.

Recommendation

The School of Education, NTEP and the College will review current procedures for student record keeping for all programs to ensure there is systematic and accurate tracking and recording of courses that students take and complete, particularly part time students.

Strategy 2: Strengthen Partnerships

Many informants referred to in the Aarluk Final Report, as well as in the interviews and surveys carried out by the NTEP Strategy Panel, indicated the need for better communication among all the partners who have an interest in teacher education. The following recommendations address this concern.

Reestablish the Partner Committee

Literature on aboriginal adult education programs generally, and aboriginal teacher education programs specifically, agree that one of the most important success factors in these programs is the involvement of aboriginal people in the design and decision making related to these programs.¹³ Involving current students in the program in decision making is another important success factor.¹⁴

NTEP had an active Partner Committee from 1995-2000. Reestablishment of a similar committee will ensure better communication between partners with a stake in teacher education.

Recommendation

The School of Education will establish a Partner Committee with representation from the major partners in educator training:

- 1 School of Education Director
- 1 Director of Curriculum and School Services, Department of Education
- 1 RSO Director
- 1 Principal NTEP (current title)
- 1 Coordinator of Community Programs
- 1 Instructor from a community based NTEP
- 1 recent graduate of the program
- 1 current student in the program
- 1 Inuit principal
- 1 graduate of the Inuit Language and Culture Certificate Program

Recommendation

The majority of the members of the Committee will be Inuit.

Recommendation

The Partner Committee will be established as soon as the Strategy is reviewed by Cabinet.

Recommendation

The Partner Committee will meet twice in 2006/07 and at least once each year thereafter.

Recommendation

The Partner Committee will be chaired by the Principal of NTEP.

Recommendation

As other training programs are added to the School of Education, a second partner committee for diploma and certificate programs may be required or representatives from those programs may be added to this original steering committee.

¹³ See McGregor, C. articles in the Bibliography. See also Barnhardt, R. and Malatest & Associates.

¹⁴ See McGregor, C. articles in the Bibliography. See also Barnhardt, R.

Improve Ongoing Communication

In addition to the Partner Committee, a variety of ongoing activities will promote much needed linkages between the agencies involved with educator training. These activities need to be institutionalized into procedures and the “way of doing business” of each organization.

Recommendation

Improve communication between NTEP and the Department of Education by:

- involving NTEP where appropriate and when available in departmental working groups and Steering Committees
- involving department staff in the committee established to review and renew NTEP courses
- involving the Director of the School of Education in departmental senior management meetings
- providing annual in-service to NTEP staff on new departmental curriculum and materials
- providing copies of new curriculum and materials to a designated NTEP Instructor at each NTEP site each Fall
- providing a list of NTEP Instructors and contact information for each NTEP site to the Department each August
- providing the Department, by the end of each academic year, with a calendar for the next school year of NTEP courses in each site, part time courses in each community, distance courses and Summer School courses in each region.

Recommendation

Improve communication between NTEP and schools by:

- presenting NTEP information, course schedules, etc. at each annual regional principal meeting
- assigning one staff member in each school to be responsible for receiving and sharing NTEP and educator training course information. Each RSO will provide a list of these names from their schools to each NTEP site by the end of the second week of September
- ensuring NTEP staff meet with schools that have NTEP programs at the beginning of the year to review practicum dates, information, etc.
- providing a list of NTEP Instructors and contact information for each NTEP site to each school annually in August
- ensuring school principals visit community NTEP sites regularly
- ensuring all NTEP and educator training program information and course offerings are sent to each DEA at the beginning of each school year.

Recommendation

Improve communication between NTEP and Regional School Operations by:

- involving the Director of the School of Education in K-12 senior management meetings

- ensuring RSOs provide a list of schools, principals and contact information to each NTEP site in August each year
- holding meetings between RSO senior staff and NTEP graduates in each program each Spring in a timely manner to provide application information and application forms
- RSO staff visit regional NTEP programs regularly
- having RSOs videotape best practices in classrooms and sharing these with NTEP to use in courses.

Recommendation

NAC staff will work together to develop a set of regular communication activities between NTEP and Nunavut Arctic College Head Office. These will extend to ensure ongoing, effective communication between the School of Education and the Head Office.

Recommendation

In 2006-07, Nunavut Arctic College, the School of Education, NTEP and the Department of Education will work together to develop a public communication strategy for educator training through regular radio announcements, newsletters, TV ads, posters, pamphlets, stories about graduates and a website.

Recommendation

The Partner Committee will hold annual meetings involving partner representatives.

Build School System and Educator Training Consistency

Literature on successful aboriginal teacher education programs in other contexts cites the importance of strong links between programs and schools.¹⁵ This is particularly important in the Nunavut context where few graduates expect to teach anywhere else than Nunavut schools and the Department of Education depends upon NTEP graduates to achieve the fundamental educational goals of transforming the system to reflect Nunavummiut and create bilingual graduates. NTEP and the Department share the common goal of supporting and encouraging children and teachers to develop strong Inuit personal and societal consciousness and strong Inuktitut proficiency.

As appropriate, other educator training programs will implement these recommendations as well.

Bilingual Education Planning Recommendations:

- The Department of Education will provide in-service to NTEP staff on the Bilingual Education Strategy and implications for teacher education.
- A meeting will be held in the Fall of 2006 with Qitirmiut Regional School Operations, the Department of Education and representatives from NTEP to plan how to proceed with Inuinnaqtun language programming in Kugluktuk and Cambridge Bay and implications for teacher education in those two communities.

¹⁵ See McGregor, C. articles in the Bibliography.

- As community language plans are completed in each community, the Department of Education will share that information with NTEP so that future teacher training in each community will be based on the language plan.

Policy Recommendations:

- All partners will have consistent policies in common areas of interest such as cultural and language programming and training.
- NTEP and the university partner will have similar policies and procedures related to key aspects of the program and these will be communicated clearly and regularly to students and schools where applicable.
- The Department of Education through Regional School Operations will monitor the implementation of foundation documents, curricula, materials and teaching approaches in schools so that NTEP graduates can expect what they learn in NTEP to be used by other teachers in their schools.
- NTEP and the Department will ensure that all graduates and teachers are knowledgeable about the history of Nunavut, the history of education in Nunavut and implications for schooling today.
- All policies will be interpreted through the frame of ensuring student success, for both NTEP students and children.

Curriculum Recommendations:

- The Department of Education will in-service NTEP staff on the IQ Curriculum Framework and other foundational documents.
- NTEP will use the IQ Curriculum Framework and curriculum and foundational documents on inclusion and assessment developed for Nunavut schools as the basis for courses.
- NTEP will revise program content and courses to reflect the four curriculum strands and competencies outlined by the Department of Education.
- NTEP will use the departmental school improvement framework and procedures as the basis for planning related course content and program elements in the teacher education program.

Materials Recommendations:

- The Department of Education will in-service NTEP staff on the departmental learning and teaching materials currently used in Nunavut schools.
- NTEP will use the learning and teaching materials mandated for Nunavut schools in courses.
- The Department of Education will regularly in-service NTEP staff on new learning and teaching materials.
- NTEP and the Department will share research gathered on Inuit language and culture with each other for use in curriculum, materials and courses.
- Materials developed by NTEP for use by students in schools will be consistent with departmental curriculum and publication guidelines.

Evaluation and Assessment Recommendations:

- NTEP will implement the departmental evaluation and assessment philosophy, standards, approaches, tools and guidelines so that NTEP students learn to use them with children before they encounter them in schools.
- NTEP students will become familiar with the self, peer and teacher assessment approach used in departmental materials along with the personal, group and content reflection framework.
- The NTEP experience will ensure graduates have experience with report cards, parent teacher interviews, and three way interviews.
- Methodology courses will incorporate student assessment and evaluation for each curriculum area.

Pedagogy Recommendations:

- NTEP will use the lesson, module and theme planning formats developed by the Department of Education that are mandated for schools.
- NTEP will promote the use of teaching strategies incorporated in mandated Department of Education materials.

Professional Development Recommendation:

- NTEP students and instructors and teachers from the school system will be invited to each other's collective professional development activities.
- Funding will be identified for annual professional development for SSAs and SCCs, similar to what FNT members have.

Strategy Three: Renew the Nunavut Teacher Education Program

History of NTEP

The Eastern Arctic Teacher Education Program (EATEP) began in 1979 in Frobisher Bay, now Iqaluit, offering a two-year course of studies leading to teacher certification in the NWT. This gave Inuit the opportunity to train as teachers without having to leave the eastern Arctic. A partnership with McGill University in 1981 gave Inuit students access to the Certificate in Native and Northern Education. In 1986, EATEP/McGill began offering the B.Ed. degree, the only fulltime university program in the NWT. In 1999, with the creation of Nunavut, the program was renamed NTEP, the Nunavut Teacher Education Program.

In 1991, Stephen Kakfwi, then Minister of Education, NWT, set a goal of fifty percent aboriginal teachers by the year 2000. NTEP responded to this challenge by setting up community based programs in the three regions of Nunavut. In spring 1993, thirty three (33) Inuit teachers graduated in the Keewatin, followed by twenty one (21) in the Kitikmeot, and twenty four (24) on Baffin. NTEP continues to offer community programs in all regions of Nunavut. Since 1993, NTEP has offered programs in the following communities; Arviat, Rankin Inlet, Baker Lake, Cambridge Bay, Kugluktuk, Gjoa Haven,

Taloyoak, Kugaaruk, Coral Harbour, Arctic Bay, Igloolik, Pond Inlet, Clyde River, Pangnirtung, Sanikiluaq and Cape Dorset.

NTEP has continued to expand the program requirements for all students. In 1995, NTEP established the three year Diploma with one more year leading to the McGill B.Ed. In 2003, NTEP added a Foundation Year to improve the scholarship of new applicants. The full program now takes five years to complete, from the Foundation Year to the B.Ed.

Over its twenty seven year history, NTEP has evolved into a program which offers campus, community and field based education to large numbers of Inuit students and teachers. A total of 210 teachers have graduated from NTEP, 97 with a B.Ed. Full time enrollment in, both the campus and community programs, for the academic year 2005/6 is 47. This year, June 2006, 14 diplomas and 7 degrees will be handed out.

The success of the program cannot be measured in numbers alone. The graduates of NTEP have made, and continue to make, significant contributions to the social, economic and intellectual life of Nunavut. Every community school is staffed with a number of Inuit teachers enabling Inuit children to learn in their first language. NTEP graduates not only bring their cultural values and language into their teaching but also act as powerful role models within their own communities.

The economic benefits to Nunavut of having qualified Inuit teachers are enormous and long-lasting. Salaries for Inuit teachers who completed the campus and community programs up to spring 2006, contribute almost thirteen million dollars to the economy of Nunavut annually. This figure does not include the cost savings on southern recruitment.

NTEP graduates are changing the face of bureaucracy in Nunavut. Many of them are assuming positions of responsibility both within and outside the education system. Inuit who trained at NTEP are working as instructors, principals, directors, Assistant Deputy Ministers and Deputy Ministers, right across Nunavut. The present NTEP principal and the coordinator of community programs are both Inuit and graduates of NTEP. This new Educator Training Strategy will ensure that Inuit continue to have access to quality training in the years to come.

Principles and Purpose

NTEP and the partner committee at the time developed a program description, Purpose & Principles: Nunavut Teacher Education Program (1997). Panel members reviewed it and recommend the following changes and additions to update it for the next decade.

Purpose

Based on a strong foundation of Inuit culture and language, NTEP is committed to developing competent, thoughtful Inuit teachers with the personal, academic, and professional skills to provide the children of Nunavut with the knowledge, skills and confidence needed to prepare them for life in the 21st century.

Beliefs

Teacher education is a life-long process which involves continuous professional learning. In partnerships with families and communities, education is responsible for developing *enabled human beings* who are agents for positive change in Nunavut, Canada and the world.

Teacher education encourages students to be those human beings, *inunnguqsimajut*, who recognize and develop the personal and professional strengths which enable them to contribute to creating a healthy and productive society. The NTEP graduates in turn teach children to become enabled human beings, *inunnguqsimajut*.

Principles

In order to have effective teacher education, these are the guiding principles for NTEP:

- Inuit language, culture, values and beliefs are foundations.
- Theory and classroom practice are balanced and linked.
- Academic excellence and intellectual challenge are fostered and encouraged.
- Critical reflection is the basis for improving teaching.
- Personal and professional growth are equally important.
- Research is promoted and integrated into training.
- Strong partnerships between parents, communities and educators are maintained.
- Programs are accessible throughout Nunavut.

Recommendation

The NTEP Purpose and Principles (1997) booklet will be reviewed and updated to incorporate the above changes and additions. It will be used as part of orientation for staff and students each year.

University Partnership

The present agreement between Nunavut Arctic College and McGill University is due to expire in the June 2007, so it is opportune to review the nature of any future partnership. A number of elements have been established in the delivery of the B.Ed. program, which are necessary to maintain in order to meet the particular needs of Nunavut. These are:

- Inuktitut as a language of instruction
- Integration of cultural knowledge in courses
- Recognition of Inuit instructors
- The complete degree offered in Nunavut.

A renewed partnership, therefore, must be collaborative, open, flexible and mutually beneficial and one which honours the purpose, beliefs and principles of the program. Such a relationship will grow and adapt to the changing needs of NTEP and facilitate the development of other certificate, diploma and masters programs.

NTEP is seeking a direct entry B.Ed. which encourages and accommodates mature student candidates. Administration should not be cumbersome and must be cost effective and affordable for both institutions.

Recommendation

The university partnership for NTEP will be renewed.

Recommendation

Timeliness is of the essence in the renewal of the university partnership, so work will commence early in the Fall of 2006 to research and choose a university partner.

Recommendation

The committee assigned to renew the NTEP university partnership will include representation from NTEP, the Department of Education and Nunavut Arctic College. The committee will be selected over the Summer of 2006.

Recommendation

The Committee will ensure that the four elements outlined above that are necessary to meet the needs of a teacher training program in Nunavut are honored in the university partnership agreement.

Recommendation

All recommendations related to NTEP in the 10 Year Strategy, as well as in the above description, will guide the committee in their work to renew the university partnership.

Recommendation

All current students in NTEP as of the Fall of 2006 will be grandfathered by the new university partner to complete their program according to McGill B.Ed. requirements in June 2006.

Recommendation

Students who have completed certificates or diplomas in the past will be given full transfer credit for their course work towards the new partner's B.Ed. degree.

Recruitment

Increasing accessibility to teacher training will have no effect unless more candidates are recruited into the program. Increasing career choices through college programs, together with more job opportunities with the Government of Nunavut and in the private sector, mean that competition for the pool of possible students is greater than ever before. An aggressive and sustained recruitment strategy is needed if the supply of teacher graduates is to be significantly increased throughout Nunavut.

All possible avenues for disseminating information about the program must be used continuously and consistently to make the public at large aware of NTEP, and to keep the program in the forefront of possible career paths for young people. The media, TV and

radio should be used, especially in the smaller communities where much information and communication is transmitted by local radio. Posters, videos, brochures, jackets, pins, t-shirts are all useful and efficacious ways of making the program known to a wide spectrum of the population.

The small number of male graduates of NTEP focuses on the need to target more men as potential teachers. Teaching must be made to appeal to men as a viable and satisfying and secure occupation allowing them to provide for their families. Recruitment information should highlight the excellent working conditions that give teachers long breaks between teaching, and especially the summer recess when boating and other land activities take place.

Salary is an important component of job satisfaction and information about salary placement needs to be more particularly and broadly advertised. For example, a beginning teacher in a community, with one year of the Foundation Program and a four year degree, currently earns \$60,000; the Northern Allowance and the Language Allowance can add a further \$15,000 to the basic salary. Further, salary increases are automatically granted up to a maximum of twelve years.

In addition to these potential financial gains from teaching, the recruitment strategy should emphasize the personal satisfaction of teaching and the cultural significance of the role. Nunavut participants in a 1999 study of recruitment in the NWT and Nunavut reported that they chose teaching as a career because they enjoyed working with children, but also because they wanted to pass on culture to the next generation.¹⁶

In addition to focusing on recruitment of candidates to become new teachers, the strategies also emphasize ensuring that all current staff in educator roles complete recommended training for their positions. This will ensure that all staff can more fully and effectively complete the roles and responsibilities of their jobs.

Recommendation

NTEP will develop a comprehensive, on-going recruitment plan, which combines using the media, particularly radio, word of mouth, visits to schools, trade fairs, DEAs, and every other avenue to make the program known and attractive to as wide a candidate base as possible.

Recommendation

The Department of Education will develop an outstanding teacher recognition program that publicly promotes and celebrates the range of activities of excellent Nunavut educators through posters, radio and newspapers.

Recommendation

The Department of Education will continue to include activities and projects, such as buddy programs, for junior and senior high school students as part of curriculum materials that provide them with opportunities to work with/teach younger children.

¹⁶ See Office Complements, Recruitment and Retention of Teachers, p. 59.

Recommendation

The Department of Education will establish an annual “Teacher for a Day” program where graduates of NTEP show an older student what the world of teaching is all about through hands on experience.

Recommendation

The Department of Education and NTEP will investigate the University of Alaska Rural Alaska Honours Institute as a model for a possible summer program for prospective teacher education students to see how it might be adapted for Nunavut.

Graduate Profile

*The Rock and the Egg*¹⁷

We have to be careful when raising children. We can mold them to be confident humans. We can mold them to be fragile eggs. We can mold them to be rocks.

Rhoda Karetak

It is through continuous self assessment, reflection and evaluation that graduates gain insight into their strengths and their needs for growth and improvement. The Graduate Profile describes in detail the professional and personal attributes that must be developed if each student is going to become an *enabled human being*, one who has the personal and professional strengths to enable them to contribute to creating a healthy and productive society as a competent and effective teacher. As *inunnguqsimajut*, graduates show children the way to become enabled human beings.

The profile will be used to chart the progress of the student as she moves through the program from beginning to graduation. The students will work with NTEP instructors to ensure that their professional and personal goals are consonant with the profile. The Graduate Profile will be augmented by “The Professional Guidelines for NTEP Students” which every student is obliged to read and to sign at the beginning of the program. The Graduate Profile is organized under the following headings: Professional Qualities, Curriculum and Instruction, Classroom Management, Relationships with Others, Professional Development, Language and Culture.

Professional Qualities

This is the corner stone of the profile because with out the requisite professional qualities a candidate cannot hope to be an effective and good role model. The descriptors in this section focus on commitment, initiative, confidence, enthusiasm, flexibility, cooperation and involvement in school related activities.

Curriculum and Instruction

This section describes the areas of subject knowledge and teaching techniques essential for effective teaching: Curriculum, Planning, Instruction, Assessment and Instruction.

¹⁷ Used with permission of Curriculum and School Services, Department of Education, Government of Nunavut. Rhoda Karetak, Originator.

The graduate will know the curriculum and be able to adapt it to the needs of the children. Effective planning will lead to effective lessons, which will depend on knowledge of a variety of instructional strategies. Assessment and evaluation are paramount skills which allow the graduate to gauge the abilities and progress of their students.

Classroom Management

Effective and consistent management strategies are necessary for learning to take place. The graduate will be able to create a positive environment in which problems can be anticipated and resolved before they escalate out of control. The graduate will involve her students in setting guidelines and acceptable classroom behaviours.

Relationships with Others

The graduate will be able to communicate effectively and appropriately with students, colleagues and the parents. This is particularly important not only for the classroom but also for the community. The graduate will respect all students, show an interest in their personal lives and encourage them in all they try to do.

Professional Development

The graduate will demonstrate to students and peers that she is never finished learning and acts to implement new ideas and practices. Participation in and reflection on professional activities both individually and with colleagues will be part of normal pattern of growth as a teacher.

Language and Culture

The graduate will show a deep and abiding commitment to Inuit language and culture. Elders and knowledgeable Inuit will be acknowledged as an essential component of this dedication to Inuit values and culture. The Graduate will at all times be a role model to students, parents and to the community by supporting education and by speaking Inuktitut. She will show respect for other dialects and communities by learning more about them and by encouraging her students to do the same. The community will be an important resource for information, resource people and support.

Student Support

Adult students in Nunavut experience a variety of challenges in completing any post-secondary training or education program. These challenges are similar to those experienced by adult aboriginal students across Canada.¹⁸ The Panel recommends action on the following recommendations to enable more students to receive adequate supports during post-secondary training and to complete educator training programs successfully.

Day Care

Affordable, accessible day care is essential because the majority of NTEP students have dependents, usually babies and small children. Day care spaces should be available for all

¹⁸ See Malatest & Associates Ltd., R.A., Aboriginal Peoples and Post-Secondary Education: What Educators Have Learned, p. 11-19.

students who need them. A program like “Young Parents Stay Learning” to encourage high school students to stay would be helpful. Subsidies should be available for all students who need them and should continue for the duration of a student’s program, September to June for NTEP. For community based programs day care, ideally, would be provided on site. Day care in the evenings, to allow students time for study would also be helpful.

Recommendation

Nunavut Arctic College will actively negotiate for sufficient day care places for all students who need them.

Recommendation

Nunavut Arctic College will explore other day care incentives like the “Young Parents Stay Learning” program.

Recommendation

Day care facilities will be provided on site when programs are based in schools.

Recommendation

Nunavut Arctic College will negotiate for day care subsidies to continue throughout the whole length of the NTEP program each year.

Housing

Housing is another very important contributor to student success or failure. There is a need for adequate accommodation for single students, and for couples with no children. The furnishings should be appropriate for the size of the unit and of sufficient quality to stand repeated use. Lease conditions should be enforced and regular maintenance carried out. Students who come to the college from the communities lose their rental housing when they leave. This places a heavy burden on students who worry about whether they will be homeless when they return to their communities. Housing associations should be able to make an agreement with students to return to community with no worry of being homeless.

Recommendation

Nunavut Arctic College will provide adequate, appropriately furnished accommodation for all students, both those who are single and those with dependents

Recommendation

Lease conditions will be enforced and regular inspections carried out on all units.

Recommendation

Nunavut Arctic College will negotiate with housing associations to ensure that a student, who returns home, having completed the program, will be allocated housing.

Financial Assistance

FANS assistance is a huge concern for students and often determines whether they complete their studies or return to work. The high cost of living in Nunavut is not reflected in the level of FANS support, which is the same for all students whether they study in the north or the south. Sometimes student cheques are delayed and even discontinued before the end of the program, which causes extra stress to students. Students pay to remove all their personal effects both to and from their place of study, which places a large financial burden on them when they are least able to meet it.

Recommendation

Nunavut Arctic College will negotiate with FANS for a Northern Allowance to be added to the basic allowances for students to reflect the higher cost of living and studying in Nunavut.

Recommendation

Nunavut Arctic College will ensure that FANS is informed by the Registrar of the start and end date of all programs, and any changes to those dates, in a timely manner.

Recommendation

Nunavut Arctic College will negotiate with FANS to include an allowance to pay for the removal in and out of personal effects, especially for students with dependents.

Study Support

Students identified the need for more study groups to assist with assignments and also more individual tutoring with tutorial times posted clearly for all to see. In Iqaluit, College facilities, including the library, computer labs and classrooms need to be accessible for students to work in the evenings. Students sometimes felt they were overloaded with work from different courses. They noted that better Internet access, especially in smaller communities, and having lap tops available would be especially helpful.

Recommendation

The NTEP Principal/staff of community programs will arrange study groups, in consultation with the students, at the beginning of each academic year and appoint a staff member to monitor and assist with assignments and workload.

Recommendation

The NTEP Principal/staff of community programs, will arrange for college facilities, including the library, computer labs and classrooms to be available in the evenings for students to study.

Recommendation

Nunavut Arctic College will provide adequate Internet facilities for all students.

Recommendation

NTEP will provide a lap top for each student for the duration of the program.

Bursaries and Awards

Students want NTEP to promote and to offer scholarships or bursaries, similar to those offered in other programs, for students who work hard and attain high marks in their courses. They noted that there is no consistency in awards across disciplines at the college and especially between campus and community delivered programs.

Recommendation

NTEP will strike a committee to review, rationalize and make recommendations on awards, bursaries and scholarships for NTEP students, which recognize their achievements in relation to other college program.

Program and Course Information

Students want to be more informed about their program, prerequisites, the sequence of courses, and practicum requirements. They pointed out the need for more support and communication with cooperating teachers before and during the practicum. Students wondered if they should have to make all their teaching and learning materials for practicum. Students would like to see workshops on resume and letter writing, preparing a portfolio and interview skills offered in the fourth year. Students would also like to be informed about the university partner and what it has to offer.

Recommendation

At the beginning of each academic year, the principal of NTEP/staff of the community program, will review both the B.Ed. profile and the schedule of courses with each student to ensure that the student fully understands what courses she is taking and when they will be offered.

Recommendation

At the beginning of each academic year, the principal of NTEP/staff of the community program will ensure that students are paired with cooperating teachers in good time in order to establish the rapport that is necessary between the student and the teacher.

Recommendation

The NTEP principal will incorporate resume and letter writing, preparing a portfolio and interview skills workshops into the fourth year.

Recommendation

The NTEP principal will inform students about the university partnership and what amenities it offers them.

Counselling

Students remarked on the need for counseling at both the main campus and in the communities. In Iqaluit, there is particular need for orientation for students and families from other communities to help them integrate into local customs and practices. Fourth year students could be asked to mentor new students. Students would like to see Elders more involved in the program, both as informants and as counsellors. These are contacts which could be maintained when students have graduated. In communities, staff members require support from others to provide counselling services to students.

Recommendation

Counsellors and knowledgeable, caring Elders will be available for all students and their families in campus and community based programs.

Recommendation

Orientation will be offered at the start of every year for new students in all sites and will include information about such things as, counseling and support services, program information, and community facilities.

Extend the B.Ed. Beyond the Elementary Levels

The present B.Ed. program prepares teachers for elementary levels, K-6. Before extending training beyond the elementary levels, NTEP must ensure that students have a good grounding in Inuktitut, English, Mathematics and general knowledge about Canada and the world. Generally low academic levels of candidates led, in 2004, to the development of a Foundation Year to prepare students for entry into Year One of the B.Ed. program. The Foundation Year takes on even greater importance if training is extended beyond the elementary level.

To provide training to the Middle School levels, Gr. 7-9, the Panel proposes to make changes to the Practicum to give students the necessary exposure to teaching at Middle School grades. Presently there is no practicum in the fourth year because students have already completed the requirements for teacher certification by the end of year three. By initiating a fourth year practicum, students who wish to teach in higher grades will be able to gain the necessary experience.

To give students the knowledge needed to teach Middle School curriculum, two new concentrations will be offered in the fourth year: Iqqaqqauqariniq (Math) and Nunavusiutit (Environmental Science, Social Studies) and Language and Culture. In the Math and Science option, for example, students would take three courses in each subject area, using the Grade 7, 8 and 9 curricula for course content. Students would also choose three courses not required in their concentration, and complete a practicum at the Middle School, for a total of ten courses.

The program would then be five years long and consistent with other programs across Canada. However, the primary justification for extending the program to five years is that

this is how long it takes to develop the skills and acquire the knowledge to produce quality teachers. The program would look like this:

Year One	Foundation
Year Two	Academic Background
Year Three	Pedagogy and Background
Year Four	Pedagogy and Background
Year Five	Concentration

The NAC Teaching Diploma has served its purpose and is no longer useful. The Nunavut Education Act will (likely) require all teachers in Nunavut to have a degree. The present partnership with McGill has NTEP embroiled in three different awards, OFFNIE Certificate, NAC Diploma, and the B.Ed.

The NAC registration and record keeping system needs to be amended to record that a person has successfully completed the requirements for the degree at NAC and that their scholarship is five years. This is to meet certification requirements and salary placement.

Recommendation

The NAC Teaching Diploma will be discontinued.

Recommendation

The NAC registration system will record that students have successfully completed 5 years of study.

Foundation Year

Low rates of literacy highlighted by Justice Berger, together with high drop out rates from high schools, mean that candidates for the teacher education program are missing the normal academic background required to succeed. In order to remedy this deficiency NTEP staff, together with colleagues in the Academic Studies Program, developed and implemented a Foundation Year in 2004, which most teacher education candidates since then have been required to attend. The Foundation Year is being offered for the third time in 2006 and the results are clearly beneficial for students. With no increase in high school levels in the foreseeable future, the Foundation Year must become an essential component of NTEP.

There are a number of benefits to having the Foundation Year. Most importantly, it gives students who have no experience working in a school an opportunity to do so. Students are placed in a classroom with a teacher and act as a teacher aide. This School Experience offers a chance for students to find out if they really like working with children. It also allows NTEP to make a judgment about the suitability, or otherwise, of the candidate before they enter the B.Ed. program. Particular stress is placed on the candidate's professionalism during the Foundation Year. Finally, academic levels of students improve, especially reading and writing skills in Inuktitut and English, which further increases the chances of the student staying and completing the B.Ed.

Recommendation

Teacher education at Nunavut Arctic College will be recognized as a five year program in line with many other jurisdictions across Canada.

Recommendation

The Foundation Year will be recognized by Nunavut Arctic College as an essential component of the B.Ed.

Recommendation

Base funding will ensure that the Foundation Year is fully staffed and supported at each regional campus of Nunavut Arctic College.

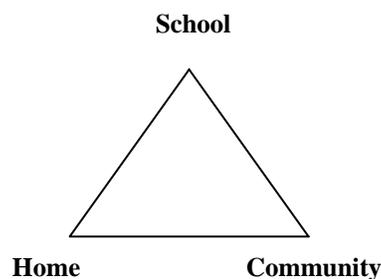
Recommendation

Every community based delivery of NTEP will be comprised of the Foundation Year and the four years needed to complete the B.Ed.

Content and Pedagogy

NTEP graduates teach in Nunavut schools and work in the bilingual, bicultural context of Nunavut. Therefore, it is essential that their training program is grounded in Inuit culture and reflects educational realities in Nunavut. At the same time, Nunavut is a growing part of the Canadian, circumpolar and international world, so students need to become aware of and knowledgeable about the wider context in which they and their students will live in the 21st century.

The following triangle represents the basic relationships that form the foundation for schooling in Nunavut. Therefore NTEP should use these as the foundation for planning program content and pedagogy:



The following needs provide the context for a review of course content, pedagogy and delivery:

- incorporation/infusion of Inuit culture into all aspects of the program
- incorporation of integrated, hands on, experiential, project oriented community based learning that models the pedagogy graduates will be expected to use in schools
- inclusion of all aspects of Department of Education educational philosophy, frameworks, curriculum, materials and planning formats

- identification and incorporation of consistent program threads into each course
- inclusion of program principles and beliefs (as articulated in the revised program description) in each course
- intellectual challenge in each course
- opportunities in courses to assist students to explore personal development and growth of well being as well as professional development
- more content and pedagogy related to adolescents and teenagers from both an Inuit and non Inuit perspective
- ensuring consistency across all program sites.

Recommendation

Establish a Curriculum Committee to review the overall program, course content and pedagogy. Committee members will include representatives from Iqaluit NTEP staff, community NTEP staff, Department of Education Curriculum and School Services staff and several experienced, master teachers. It will take two years to complete this work; the first year will focus on overall program changes and then concentrate on course changes.

Recommendation

The Committee will use department frameworks, curriculum documents, and learning and teaching materials as the basis for courses and as content in courses.

Recommendation

The Committee will revise the program, organization of courses and course content to reflect the four strands of curriculum used by the Department of Education:

- Aulajaaqtut: health, wellness, physical education
- Nunavusiutit: social studies, environmental studies, history
- Iqqaqqauqariniq: pure math and science, problem solving
- Uqausiliriniq: communication and arts

Recommendation

The Committee will review the overall program of instruction to incorporate threads of study throughout the four years of the program. Threads to include:

Cultural Studies:

- History of Nunavut, education and Canada
- Oral history research
- Traditional knowledge in each strand
- Learning at home and in the community
- Relationships between the school, home and community
- Contemporary issues in education
- The structure of the school system past and present
- How children learn, grow and behave
- Circumpolar studies

Language Studies:

- Develop oral and written proficiency in Inuktitut
- Develop oral and written proficiency in English

Oral and written literature in both languages
Curriculum Studies:
Background knowledge of content of strands and curriculum
Use of Curriculum
Curriculum development in the classroom
Teaching Studies:
Basic styles, approaches and strategies for teaching
Differentiated instruction
Traditional learning and teaching research
How to teach strands, curriculum and materials
Lesson, unit, theme and long range planning
Student assessment and evaluation
Use of information technology
School experience and practicum

Recommendation

In developing the threads of the program, the Curriculum Committee will refer to the program for the Anangu Tertiary Education Program from the University of South Australia as an example.

Recommendation

The Curriculum Committee will provide detailed course outlines in binders that include objectives, competencies, key experiences, learning and assessment activities and tools and suggested resources to ensure consistency across sites.

Recommendation

The intent of NTEP is to train graduates who will teach in Inuktitut, while at the same time improving their language skills in English, so courses and materials will be modified and taught accordingly.

Recommendation

In order to assist students to improve fluency in Inuktitut, instruction in NTEP will use as much Inuktitut as possible in course delivery and materials.

Recommendation

Instruction in NTEP will familiarize students with different dialects and the challenges of teaching children with different dialects.

Recommendation

All students will be paired with an Elder who can mentor their language development throughout the year.

Recommendation

The Curriculum Committee will obtain the Kativik course materials in Inuktitut as soon as possible to use as the basis for developing course materials in Inuktitut for NTEP.

Recommendation

Each year the program will begin with a one week camp experience with local Elders to develop cultural knowledge and related language. Course outlines for the camp experience will be developed for each year to ensure activities meet the overall NTEP program goals and cultural content objectives.

Recommendation

Once in the 4 year B.Ed. program, students will have an opportunity to travel to a similar kind of bilingual, bicultural context outside of Nunavut.

Recommendation

Students in NTEP will be encouraged to choose a divisional level focus for their work in the program. They can choose K-6, 7-9 or 10-12.

Recommendation

Students who choose a Gr. 7-9 focus can concentrate their studies in the areas of Inuktitut Language Arts, Aulajaaqtut, Iqqaqqauqariniq or Nunavusiutit.

Recommendation

Students who choose a Gr. 10-12 focus can concentrate their studies in the areas of Inuktitut Language Arts, Aulajaaqtut or Nunavusiutit.

Recommendation

When the graduate profile is complete and has been expressed in terms of competencies, students will be able to receive advanced credit for competencies they can demonstrate they have mastered through prior learning, previous education or experience.

Recommendation

As part of the program review process, the Curriculum Committee will consider the length of courses and organization of courses over the year with the intent of lengthening the courses where possible and providing at least one day between courses.

Recommendation

Discussion with potential university partners will include an overview of these program and course content changes to ensure as much consistency with the chosen partner's program as possible, while not excluding Nunavut program goals and content.

Practicum

One of the principles of NTEP is to ensure theory and practice are linked and the teacher education program reflects the reality of teaching in Nunavut classrooms. Practicum experiences are the key element of training that links theory and practice and provides hands on practice in teaching.

Recommendation

NTEP will establish a practicum in each year. The Curriculum Committee will consider how much credit to give to the practicum in the program to recognize the additional time, but provide a balance with other course work.

Recommendation

NTEP will arrange the timing of practicum at the beginning of the year (August or September, depending on the region) with each school, taking into account school report cards days, PD days, prime teaching time (from the teacher's perspective), the program schedule, etc.

Recommendation

NTEP will assign someone to coordinate and organize practicum sessions in all programs, communicate with schools about the timing and length of practicum, organize assignments, prepare coordinating teachers, ensure students receive feedback from their cooperating teachers, facilitate follow up seminars, etc.

Recommendation

NTEP will prepare all partners in the practicum process in a variety of ways. These include providing a detailed set of practicum guidelines for cooperating teachers, students and the supervising instructor. It also involves holding a meeting ahead of time with cooperating teachers on practicum preparation: expectations, teaching strategies, goal setting with students, providing feedback to students and supporting students in achieving their goals.

Recommendation**Year One**

2 - 2 week blocks (any combination of half days, full days, weeks)
Observe and help teacher
Teach one lesson a day: focus on lesson plans
Everyone does a practicum in grades K-6 in Year One
One in the fall – one in the winter

Year Two

2 - 2 week blocks (any combination of half days, full days, weeks)
Teach half days: focus on theme plans
Everyone does a practicum in grades 7-9 in Year Two
One in the fall – one in the winter

Year Three

2 - 2 week blocks (any combination of half days, full days, weeks)
Teach full days: focus on unit plans
Everyone does a practicum in grades 10-12 in Year Three
One in the fall – one in the winter

Year Four

Internship of 14 weeks in grade level of choice

Practicum from January to April

4 content courses in fall to prepare for internship

2 courses May and June

Students will experience co-teaching, long term planning, student assessment, doing report cards, communicating with parents, etc.

Ensure student and teacher have time to meet each week

Provide 2 days before practicum for teacher and student to work together to develop plans, review seating, review routines, etc.

Recommendation

Within methodology courses, the Curriculum Committee will include a component of teaching practice and methods in that content area in classrooms with children or with children who come to the course.

Recommendation

NTEP will offer methodology courses as 6 credits instead of 3 credits. For example, combine math background and methods courses into one course but leave flexibility in how the courses would be offered.

Recommendation

NTEP will provide funding so that students can take at least one practicum outside the community where they are taking their program.

Recommendation

NTEP will use the competency profile to enable students to set their own learning goals for practicum, discuss these with the supervising instructor and review these with the cooperating teacher as part of practicum implementation and follow up.

Recommendation

NTEP will review the reflection/discussion procedures, tools and questions for students and cooperating teachers that are used during practicum experiences and ensure that there are seminars for debriefing practicum experiences and what students have accomplished related to their goals.

Recommendation

NTEP will initiate videotaping to assist students in improving teaching. This will include videotaping lessons students do during practicum, videoing best practices in classrooms for use in methods courses and videoing experienced Inuit teachers to see how they teach. The purpose is to explore implications for teaching strategies and approaches taught in NTEP.

Alternative Delivery Models

Teacher education has been delivered in a variety of settings and in a number of different ways, through the Nunavut Teacher Education Program, which is the only mandated teacher training institution in Nunavut. The use of the designation CTEP to refer to programs offered outside the main campus and the allocation of budgets under this heading may have led to some confusion about the relationship between the campus and community programs. NTEP has used a number of delivery models, some of which are described here under the following headings; Classroom, School, Campus and Part-time programs. Each delivery method has its own particular characteristics, strengths and weaknesses. However, the preferred method is the school based one because it allows the program to be immersed in the culture of a school where the graduate will spend the majority of professional life.

Classroom Based

A classroom based teacher training program is one in which the students, together with the instructor, have responsibility for running the classroom. The students therefore, must balance their time between teaching and study. This model requires careful planning and coordination to make sure the students have sufficient time to fulfill the mandate of their position as teacher and student.

School Based

School based programs provide the opportunity to have theory and practice linked in the most appropriate setting, the school and the classroom. Students are immersed in a working school environment which offers the possibility of shared instruction with school staff and the support and encouragement of working with and observing professional teachers in action. The daily connection to children and to the routines of a regular school can do much to create and solidify a candidate's sense of the mood, tone, and goals of exemplary educational practice. This is something which cannot be learned from a text book.

Recommendation

Wherever possible, NTEP will be situated in a school setting in order to create a close link between theory and practice.

Community Based

A community based program is one which is delivered in a smaller community away from the campus based program. Typically, the program will be housed in the Teaching and Learning Centre or the Community Learning Centre and one classroom is designated for the duration of the whole program. The majority of the students will be residents of that particular community. Candidates are selected by a committee comprised of the school principal, the Adult Educator and the Chairperson of the local DEA. The involvement of the DEA and the school principal in the selection of candidates and the ongoing coordination of the program promotes the idea of ownership and is essential to the success of the program.

Part-time Programs

Part time delivery models are particularly useful for those students who need a small number of courses to finish a diploma or degree. They are not an efficient or efficacious way to delivery a complete program. This involves delivery of courses in a community for a few candidates, mostly practicing teachers or educators, in either a face-to-face or distance delivery mode. It could also consist of courses offered in regional centres for teachers/educators from communities throughout the region. Instructors could be local staff, NTEP staff or contractors.

Campus Based

Campus based programs provide a focal point for NTEP as a whole and seek to set and maintain consistency of standards in the other delivery models across Nunavut. The campus model closely replicates southern college and university models. NTEP students experience college life together with students from other communities and from other programs. This broadens their perspectives and helps them to see education in a more global context. Students have access to all college resources, library, counselling, and tutoring, as well as different teachers with expertise in a variety of areas. The campus based program in Iqaluit needs to be fully staffed in order to provide support and direction to programs in the other regions. New campus based programs in the other regions will provide support to community programs.

Recommendation

NTEP will establish base funded campus programs in the Kivalliq and in the Qitirmiut, staffed by two instructors.

Recommendation

A practicum coordinator position will be funded at the campus in Iqaluit to ensure consistency in practice across all programs.

Community Programs

Community-based Teacher Education Programs have been very successful in training teachers for local schools. Under the 10 Year Strategy they are continued and expanded.

Recommendation

NTEP will develop a handbook with guidelines for how to plan a community program that outlines clearly defined roles and responsibilities of each partner in:

Program development:

- needs assessment to determine if all the criteria can be met
- program design
- budget development
- planning and proposal writing

Program implementation:

- arranging housing
- arranging classroom and office space
- hiring instructors
- recruiting and selecting students
- setting up and equipping the classroom

Program delivery:

- scheduling courses
- organizing and scheduling practicum
- supporting students
- supporting instructors
- monitoring delivery
- record keeping
- annual reporting

Recommendation

Planning for community programs will start one year ahead of time.

Recommendation

Communities applying for a local NTEP will submit proposals in September of the year prior to the beginning of the program. Decisions will be made in October. The proposal will outline how they plan to meet the following criteria for selection as a community based program:

- availability of housing for the instructors
- day care for children of students
- suitable location for the program, preferably a classroom in a school with office space
- sufficient numbers of students to anticipate graduating 10
- support for the program from the school and RSO and how the school will be involved in the program
- team of DEA, and School staff to work with NTEP staff to select candidates and coordinate the program
- description of the program: classroom, school, community based
- the LOI plan for the school/community and implications for the grade levels where graduates are required to instruct in Inuktitut.

Recommendation

Each community based program will include:

- Student Success Week at the beginning of each program
- camp experience at the beginning of each year of the program
- one practicum experience outside the home community
- one travel experience as part of course work to a similar bilingual, bicultural context.

Recommendation

Each community program will hire two Instructors; one Inuit and one non-Inuit and will provide contract funding to hire Elders as instructors and resource people for courses, camp, counseling, etc. Creative ways will be used to share instructor responsibilities with teachers in the school who have expertise in course content areas.

Recommendation

Regardless of where the program is located in the community, strong links will be made with the school so that students become part of the school community and experience all aspects of school life.

Recommendation

Supports for NTEP Instructors in communities and regional campuses will include:

- visits by the NTEP Principal and Community Coordinator to each community program at the beginning of each year and at least once during the year
- monthly conference calls among community and campus Instructors
- annual meetings for Instructors of regional community and campus programs
- NTEP Principal visits to each campus program at least once a year
- course binders and materials will be sent in the summer to community programs, preferably for the entire year.

Recommendation

Staff members from a school who wish to attend the local NTEP will apply in January of the Winter prior to implementation of the program. This date will have implications for the timelines Education Leave decisions are made by the Nunavut Professional Improvement Committee.

Recommendation

Replacements for students leaving classroom positions in the school to attend NTEP will be identified in March of the year prior to implementation of the program. The RSO, school and NTEP will jointly plan and hold training sessions in the Spring prior to the year that NTEP is implemented for these replacements.

Part Time Studies

About sixty Inuit teachers working across Nunavut have not finished the requirements for the B.Ed. They are graduates of both the two and three year Diploma programs. Most of them have taken courses over the years since they graduated, but there is no consistency in the number or kinds of courses that they need. Many are settled in their communities with extended families and would find it difficult to come to a regional centre for an extended period of time. The opportunity to take courses in their home community is one option which would allow them to make expected progress towards finishing the degree.

Offering part-time courses in communities would also allow NTEP to expand the pool of Inuit instructors by engaging experienced graduates to teach some of these courses. This

would help to build capacity, especially in offering more courses in Inuktitut and creating a closer bond between the campus program, former graduates and communities.

Part-time delivery will also be required for re-certification courses and for courses required for the Nunavut Educator Certificate.

Recommendation

NTEP will make a list of all Inuit teachers who have not yet completed the requirements for the B.Ed. and inform them of the number and exact courses needed to do so.

Recommendation

NTEP will identify and contact experienced Inuit teachers who are willing and able to teach courses in their home communities. RSOs will support arrangements to enable these teachers to assist with delivering courses.

Recommendation

NTEP will draw up an annual schedule of part-time course offerings and locations which will be offered to those teachers who need them. This information will be shared at the end of each school year for the following year.

Summer School

Summer School serves a similar function to Part Time Studies in offering courses to teachers who are working fulltime in schools and need to finish their degree. The most efficient way in which to offer summer courses is by having as many students as possible at one site. This has happened at the main campus in Iqaluit where up to sixty students took three different courses. Summer courses have also been offered at the regional campus sites where student accommodation is available. More recently, courses have been offered in discrete communities where there are sufficient numbers of teachers who need the same course. As certification requirements become more strictly applied, the availability of courses offered during summer school will be even more important. The flexibility of being able to offer courses in either a community or a regional centre, or both, will maximize accessibility for those who cannot study fulltime.

Recommendation

NTEP will organize and offer a minimum of three courses each summer, either in regional centres or in individual communities.

Recommendation

NTEP will plan the summer school program a year ahead of time, advertise it across Nunavut and contact individual teachers to notify them about the dates and titles of courses being offered.

Distance Delivery

In recent years Department and College projects across Nunavut have experimented with various technologies to connect people for meetings, provide in-service training and deliver course work. The private sector and Government, in general, and the Department of Education, in particular, have a growing ability to provide the technological capacity to use distance delivery. Participants in the 2005 NTEP Review and in the 2006 10 Year Strategy work have emphasized the importance of developing the capacity in Nunavut to deliver training via distance.

Recommendation

The School of Education will work collaboratively with NAC and the Department of Education to develop a plan for distance delivery of educator training courses.

Recommendation

The School of Education will work collaboratively with NAC, the Department of Education and the Department of Community Government Services to provide reliable access to the Internet in each community for use with distance learning.

Recommendation

The School of Education will work collaboratively with NAC, the Department of Education and the Department of Community Government Services to provide technology troubleshooting in each community to support distance learning.

Recommendation

The School of Education will work collaboratively with NAC, the Department of Education and the Department of Community Government Services to establish Smart Classrooms in each community for use in distance learning.

Recommendation

The School of Education will work collaboratively with NAC and the Department of Education to adapt educator training courses for distance delivery.

Recommendation

The School of Education will work collaboratively with NAC and the Department of Education and to pilot distance delivery of educator training courses.

Recommendation

The School of Education will work collaboratively with NAC and the Department of Education to deliver educator training programs from the Arviat Media Centre, the Iqaluit NTEP Campus and/or the other regional NTEP campuses.

Recommendation

The School of Education will work collaboratively with NAC and the Department of Education and to provide facilitators in each community to support distance learning.

Staffing

Instructors at NTEP are currently both NEU and FNT staff and are hired into both indeterminate and term positions. Approximately half of the staff are Inuit. In the past, Inuit Instructors have preferred shorter terms. Inuit Elders are involved in the program as resource people for courses. A successful Internship program a number of years ago recruited Inuit staff.

The following recommendations are in keeping with the Strategy goals of:

- making Inuit culture, language, values and principles the foundation of the program
- graduating teachers who can teach in Inuktitut
- improving NTEP students' language and academic skills in both Inuktitut and English
- ensuring program instruction is consistent with Departmental direction
- providing instruction that reflects the reality of Nunavut classrooms
- benefiting schools from the experience teachers get from instructing in the program
- building capacity throughout the school system of a cadre of people who can instruct NTEP courses.

Recommendation

NTEP staff will be FNT members so that master teachers from the school system will be attracted to teach in the program. The special category of the FNT agreement related to NTEP Instructors will be updated with their own calendar and allowances. Allowances will include: language proficiency, mentoring, co-instructing and a basic Instructor allowance.

Recommendation

Some NTEP staff will be hired for 3-5 year terms or secondments. Teachers who are indeterminate in the school system will not lose that status and their position in the school system will be held for them until completion of their term at NTEP.

Recommendation

NTEP Instructors will be knowledgeable about the course content they are teaching. This knowledge could take the form of formal training/education, related work experience or skills assessed through prior learning assessment.

Recommendation

As experts in Inuit culture and language, Elders will be hired as Instructors in the campus-based programs, either full or part time. A budget will be established for all programs so that Elders can continue to be involved in most courses as resource people and as counselors. Each program will develop a list of resource people available in the community to teach specific topics or skills.

Recommendation

The majority of Instructors in NTEP will be Inuit with strong skills in Inuktitut. Non-Inuit Instructors will also always be required to assist with improving English skills. The ideal staffing for each community program is at least one Inuit and one non-Inuit.

Recommendation

Funding for three positions in an Instructor Internship Program will be provided so that interested Inuit teachers can work with experienced NTEP Instructors to become Instructors. The Internship will be in a specific content area of interest to the Intern and for periods of a semester to a year or two so that the Intern can co-instruct the course area of choice. Instructors who have completed the Internship can become full time NTEP Instructors for a 3-5 year term or they can return to their home community to instruct courses part time in the school, in community programs, in Summer School or through distance delivery.

Recommendation

Experienced, master teachers in schools with the prerequisite skills and knowledge in specific course areas will be recognized as Instructors so that they can teach NTEP courses part time to staff in their school that are completing training in one of the programs, to community based programs, in Summer School or through distance education.

Recommendation

Roles and responsibilities of staff members, such as the principal, the community program coordinator, the practicum coordinator, etc. will be clearly laid out in a set of guidelines for Instructors, DEAs, cooperating teachers, principals, RSOs to understand.

Recommendation

Based on job descriptions and roles and responsibilities described above, criteria for selection of new Instructors and other staff members will be reviewed and all aspects of the interviewing process will be revised to reflect new expectations.

Recommendation

Each year an extended orientation process will be provided to new NTEP staff on all aspects of the program in which they are working. Orientation will include history of education in Nunavut, school system structure, program organizational structure, program overview, course information, procedures, student support expectations, cultural experiences and information. An orientation package will be developed.

Recommendation

Non Inuit Instructors will be encouraged to develop links with the community and culture through extended orientation activities to enable them to understand the different ways of knowing, being and doing of their students.

Recommendation

An experienced Instructor will provide mentoring to each new Instructor for their first year. Guidelines for mentoring procedures will be developed as a package for the mentor and the mentee.

Recommendation

An Instructor profile will be developed similar to the teacher profile used in the school system. Instructors will be expected to rate themselves annually on the profile, set learning goals for themselves and develop and implement professional improvement plans to meet those goals. Program managers will discuss the profile with each Instructor annually and provide a summarized evaluation.

Recommendation

Instructors teaching in community programs will have an opportunity annually to teach in a campus program and vice versa.

Recommendation

NTEP will carry out exit interviews with all staff that leave the program.

Recommendation

As other educator training programs are established, similar steps will be taken to identify guidelines for staffing.

Inuktitut Teacher Training School K-5

The Government of Nunavut has set 2020 as the year when Inuktitut will become the working language of government. Elders, parents, educators and other interested parties have raised concerns about the low literacy levels, in both Inuktitut and English, of young people across Nunavut. Thomas Berger has stated clearly that unless there is a complete overhaul of the education system the future for young people, and therefore the future of Nunavut, is bleak. If 2020 is to be realized then something must be done and it must be done now. This proposal, to establish an Inuktitut Teacher Training School in each of the three regions of Nunavut, will provide a venue in which teacher training can take place as close to regular school conditions as possible. It will also help to arrest the decline in literacy standards in Inuktitut by demonstrating that Inuktitut is a vibrant and viable language in which meaningful learning can and does take place.

Principles of the School

The training school will be predicated on both academic and cultural excellence. That is, the students will be expected to achieve high standards in all the normal requirements of the regular curriculum as well in cultural knowledge and skills.

English will not be taught at any time during the six years of a student's life in the training school. Inuktitut will be the language of instruction in all subject areas both academic and cultural.

Students will be expected to come to school, rested, fed, ready and motivated to learn. Punctuality and regular attendance will be required of all students. In order to have one's child accepted into the Inuktitut Teacher Training school, parents will be required to sign an agreement pledging to actively support their child's learning.

Function of the School

The training school will be an integral part of the Nunavut Teacher Education Program. The school will provide opportunities for NTEP students to observe and practice in a totally Inuktitut cultural and language rich environment. The staff of the school will be experienced, exemplary Inuit educators who understand their role and completely support Inuit education for Inuit children.

The Inuktitut Teacher Training School will also serve as a model for other schools and communities in Nunavut to demonstrate that Inuktitut is a viable language of instruction, capable of dealing with abstract and difficult concepts. The training school will, therefore, play an important role in the preservation, promotion and development of Inuktitut both within and outside the school system.

Recommendation

Teacher Training Schools will be established in each region of Nunavut in conjunction with the campus based NTEP programs.

Hiring NTEP Graduates

Over the past ten years, the process of hiring NTEP graduates into positions in the school system has encountered a variety of challenges. High quality Inuktitut programs in schools and achievement of government goals for bilingualism are only possible with NTEP graduates as teachers in schools. The following recommendations will make the hiring process smoother for all involved.

Recommendation

NTEP graduates will be hired before any other category of candidates.

Recommendation

Graduates of NTEP with a B.Ed degree will be hired into teaching positions. If the job available is intended for a Language Specialist, it will be changed into a teaching position.

Recommendation

NTEP graduates will be trained primarily to teach in Inuktitut and will be offered positions teaching in Inuktitut unless an individual is qualified and expresses a preference for teaching in English.

Recommendation

The Departments of Education and Human Resources and NTEP will hold a meeting with Regional School Operations senior staff early in the Fall of 2006 regarding the

implications of NTEP programs for staffing and the obligations of RSOs to make positions available for graduates. This meeting will be held annually thereafter.

Discussion will include, but not be limited to:

- indeterminate Inuit staff with no degrees preventing NTEP graduates with degrees from being hired
- elementary schools with many Inuit on staff already so that NTEP graduates will have to teach in higher grades if they want to stay in their home community
- schools without enough terms or turn over to accommodate NTEP graduates in their home community
- whether RSOs are responsible to hold positions for NTEP students who have not left school positions to attend NTEP
- the changing role of teachers teaching in Inuktitut
- how staffing for bilingual instruction should be handled for transition grades.

Recommendation

When a community based program is planned, Regional School Operations staff will be involved in discussing the implications for staffing of holding a program in that particular community.

Recommendation

Regional School Operations senior staff will be responsible for ensuring there are enough positions in each school held in terms for NTEP graduates of community programs. A record of these positions will be kept by the RSO, NTEP and the Director of the School of Education, and reviewed annually before any staffing decisions are made that could affect future availability of positions for NTEP graduates.

Recommendation

NTEP students will be told before they enter the program that they are not guaranteed a job. They must understand that they have to successfully win a competition for a position. They will also be told, if this is relevant to the staffing situation in their community, that a position may not be available in their home community. Record of this discussion and who was present will be made and kept by the community program, NTEP and the Director of the School of Education.

Recommendation

As part of Language of Instruction planning in each community, the DEA and school will outline staffing requirements to implement the model and how they will use positions to meet that plan over a ten year period. This may involve holding positions as terms for NTEP graduates.

Recommendation

When a community NTEP is established, prospective students will be informed about which grade levels in the school will require teachers according to the school language plan so that students can prepare appropriately for those levels through the courses and practicum they complete.

Strategy Four: Support Graduates and Experienced Teachers

Nunavut Educator Certificate Program

In a 1999 survey, Nunavut educators identified orientation and ongoing support as key factors in assisting them to be effective and in encouraging them to stay in their positions.¹⁹ Although joint efforts have been made in the past few years by the Federation of Nunavut Teachers and the Department of Education to orient new teaching staff, there is no required, consistent orientation or support system for new teachers in all schools. Other literature from other aboriginal contexts and from educational jurisdictions across North America²⁰ indicates that by supporting new staff, the establishment of Induction programs increases the likelihood of new teachers becoming successful, and, most importantly, improves student learning. Induction programs that involve all staff help build a collaborative team of learners as teachers collectively examine classroom practice and work together to find solutions to challenging instructional situations. This helps schools develop a culture of continuous improvement. Many programs also result in improved teacher retention rates.

The proposal for the Nunavut Educator Certificate program in the Appendices outlines more detail and justification for the recommended program.

Recommendation

Establish a 5 course Induction program in Nunavut called the Nunavut Educator Certificate. The elements of the Nunavut Educator Certificate Program will include:

- Extended Orientation (equal to one course – see proposal in Appendices)
- Mentoring (equal to one course – see proposal in Appendices)
- Team planning and school improvement (see proposal in Appendices)
- A common set of three courses during the initial 5 year recertification period required of all educators.

Recommendation

Recertification after the initial 5 year period will require completion of three courses during each 5 year period. Individual teachers may choose any three university courses to meet the requirement to complete three courses during each subsequent five year recertification period.

Recommendation

Under joint sponsorship of the School of Education, the Department of Education and the Nunavut Professional Improvement Committee, a working group of Nunavut educators representing the Department, the FNT, recent graduates of NTEP and long term educators will be established to define the orientation, mentoring and team planning elements of the Nunavut Educator Certificate Program.

¹⁹ See Office Complements. Recruitment and Retention of Teachers, p. 59.

²⁰ See Department of Education, Culture and Employment, NWT Induction Program: A Program for Beginning Teachers and related Induction Program websites.

Recommendation

As of 07/08, every NTEP graduate and every new hire will participate in the extended orientation and mentoring components of the Nunavut Educator Certificate during their two year probation period.

Recommendation

The letter of offer for each new teacher will describe their obligation to complete the extended orientation, mentorship, and team planning and course recertification requirements.

Recommendation

The Nunavut Educator Certificate Program will be coordinated at the territorial level and provide funding to regions for new teacher support activities and to schools for mentoring allowances and other professional improvement and support activities.

Recommendation

The development of the Nunavut Educator Certificate will be based upon the proposal in the Appendix of the Strategy.

Recommendation

A support network among NTEP graduates will be coordinated by NTEP and the Alumni Association through a web site and regular conference calls for the first year after graduation.

Recommendation

Once the Nunavut Educator Certificate Program is successfully implemented for teachers, consideration will be given to how to extend it to other educational roles.

Inuit Program Support Teacher Positions in Schools

In order to accomplish a number of goals of this Strategy and the Bilingual Education Strategy, schools require an additional leadership/support position. These positions would be responsible for:

- establishing welcoming, positive and culturally appropriate school and classroom environments with Inuktitut as a working language
- assisting with extended orientation activities for all new staff
- mentoring new teachers personally and professionally, particularly NTEP graduates
- providing curriculum and materials information, particularly in Inuktitut
- providing classroom teaching support, demonstrations and observations, particularly for teachers working in Inuktitut
- providing professional development for all staff
- coordinating teams in lesson, theme and long range planning
- assisting with student evaluation and assessment, particularly in Inuktitut
- teaching NTEP courses part time in the school or the community
- teaching the common recertification courses required of all staff

- supervising practicum for school staff taking training or for NTEP students
- supporting classroom action research.

Recommendation

Establish an Inuktitut Program Support Teacher position in each school to carry out the above functions.

Recommendation

Gradually implement positions over a five year period, beginning with:

- schools that have a group of new graduates from NTEP
- schools that have a large number of staff who require courses to complete B.Ed. training
- small schools that will not be able to offer a full community-based teacher training program, but have staff that require courses to complete B.Ed. training.

Recommendation

Provide annual training for Inuktitut Program Support Teachers within each region.

Supporting Experienced Teachers

Experience from other circumpolar contexts, particularly Alaska²¹ demonstrates the value and importance of coordinated educator networks that:

- recognize the unique knowledge Inuit educators have to contribute
- promote networking, sharing and learning
- provide a venue for sharing experiences and problem solving mutual challenges
- support activities to enhance educators' own cultural consciousness and identity
- promote formal and informal research and discussion of culturally appropriate classroom teaching
- promote formal and informal development of leadership skills and knowledge
- facilitate research and promotion of Inuktitut language and culture
- provide a venue for recommending educational policy and direction setting
- provide professional development opportunities.

Recommendation

Establish an NTEP Alumni Association that can fulfill leadership, networking, support, sharing, learning, direction setting, policy making, professional development and research functions among Inuit educators.

²¹ See Lipka, J., et al. Transforming the Culture of Schools.

Recommendation

The Government of Nunavut will provide a more flexible package of part time, short term educational leave for a variety of educational purposes to enable educational staff to rejuvenate and complete training programs.

Recommendation

The Government of Nunavut will provide an annual professional development package for School Community Counsellors and Student Support Assistants similar to the professional development program for teachers.

Recommendation

Ensure that teacher evaluation for teachers and other educators working in Inuktitut is done by the principal, co-principal or vice-principal, preferably in Inuktitut.

Recommendation

Complete the development of the Department of Education Teacher Profile and evaluation procedures and implement them with in-service and support in all Nunavut schools. Invite NTEP to participate in development of the profile to ensure consistency with the NTEP graduate profile.

Recommendation

Complete the development of profiles and evaluation procedures for all Educator roles (School Community Counsellors, Student Support Assistants, Principals, etc.) and implement them with in-service and support in all Nunavut Schools. Ensure representatives of each role participate in development of the relevant profile.

Recommendation

Educator Profiles will be used in relevant training programs to direct knowledge, skills and values taught in each program.

Recommendation

The Department of Education will carry out exit interviews with all educational staff to determine why they are leaving and what supports and/or changes could be implemented to encourage educators to stay.

Strategy Five: Enhance Other Educator Training Programs

Currently there are several educator roles in Nunavut for which training programs have not been offered recently or are only offered on an ad hoc basis. This results in staff holding positions for which they have little, if any, training. In order to meet public expectations for an education system with standards equal to those in the rest of Canada, training must be available for education staff in all roles. This section outlines the training required for each role.

Inuit Language and Culture Certificate

The 2006 Berger report states that many youth in Nunavut are not fluent in Inuktitut and unless something is done quickly, the government will not meet their target of producing a bilingual Inuit population, fluent in Inuktitut. To implement the Government of Nunavut Bilingual Education Strategy and provide Inuktitut instruction beyond elementary grades for junior and senior secondary levels, it is urgent to provide an Instructor certificate training program in communities for mature, fluent Inuktitut speakers. Knowledgeable Instructors of Inuktitut are essential for a future where youth will be fluent in their first language.

A one year certificate program will train instructors to teach Inuktitut in middle and high schools. This certificate program is a cornerstone of the 10 year strategy. The availability of these Instructors will enable the Department of Education to make Inuktitut a high school graduation requirement and ensure students are exposed to high quality Inuktitut.

The Bilingual Education Strategy, the Inuktitut Language Protection Act and the recent recommendations of the Standing Committee on Health and Education about Nunavut Arctic College also recommend increased instruction of Inuktitut in adult programs. This certificate could also train Inuktitut instructors for NAC programs.

There are many advantages to training older Inuit who are knowledgeable about Inuit culture, values and beliefs as Inuit Language and Culture Instructors. They will integrate Inuit culture and language into the modern education system by:

- acting as Instructors, cultural advisors and resource people
- teaching language and specific cultural skills
- contributing to terminology and resource banks of legends, tongue twisters, songs, etc
- assisting parents and staff in their role of helping to raise children that are enabled human beings
- assisting with developing collaborative team work among staff
- providing counseling for students and staff
- demonstrating Inuit ways of teaching and learning
- assisting all members of educational institutions to understand guiding principles.

Recommendation

Change the name of the Aboriginal Language Specialist Certificate to the Inuit Language and Culture Certificate.

Recommendation

The Inuit Language and Culture Certificate will be offered in communities across Nunavut.

Recommendation

Courses in the Inuit Language and Culture Certificate will be reviewed and revised by two experienced Inuit educators during the 2006-07 school year.

Recommendation

Department of Education curriculum and materials for Grades 10-12 and Nunavut Arctic College 110-120-130 materials will be used in the courses.

Recommendation

The first offering of Inuit Language and Culture Certificate courses will be during the Summer of 2007 in the Qitirmiut.

Recommendation

Three community programs will offer 8 additional courses in the Fall of 2007 and Winter of 2008. Students in these three programs will complete the final course in the Summer of 2008.

Recommendation

During the Summer of 2008, new students will start the program and it will continue to be offered in a combination of Summer School and six communities across Nunavut in subsequent years.

Recommendation

Along with NTEP graduates, graduates of the Inuit Language and Culture Certificate will be priority hires for schools.

Recommendation

Graduates of the Inuit Language and Culture Certificate will be hired as junior and senior high Inuktitut Instructors, using Language Specialist positions.

Recommendation

Graduates of the Inuit Language and Culture Certificate will be supported by an experienced teacher when they start teaching.

Recommendation

Candidates for this program will have a strong desire to work with youth and adults and be committed to teaching language and culture.

Recommendation

Candidates for this program will have superior levels of speaking, reading and writing in Inuktitut.

Recommendation

If they wish, students in this program can prepare for teaching Inuktitut to adults and apply for positions in Nunavut Arctic College to teach Inuktitut.

Practical Programs Certificate²²

There are many reasons for implementing a new Instructor training program geared to teaching practical skills. Such a program will provide badly-needed male Inuit role models for older students, make use of specialized expertise already available in communities to assist with implementation of Multiple Options Programs and provide much needed supplementary income to community members.

Older youth have few, if any, male Inuit role models in school. This may account partly for why the number of young male drop outs is high. It will take a few years before there is a cohort of teacher graduates from the Nunavut Teacher Education Program who are certified to teach Grades 7-9 and 10-12. Schools cannot wait for those graduates to have more male Inuit role models for students. The Department of Education and Nunavut Arctic College have an opportunity through the development of the Educator Strategy to do something to address this challenge. The Practical Programs Instructor Certificate Program is part of that strategy.

A new training certificate for Practical Program Instructors would identify practical school subjects of most interest to young people, both males and females, and provide community-based training to qualify knowledgeable and experienced community members as Instructors of those areas of interest, particularly at the junior and senior high levels. Subjects could include, but not be limited to:

- Shop: Construction, Small Engine Repair, etc.
- Physical Education and Sports
- Art, Sewing, Music, Dance, Carving, Print Making, etc.
- Land Programs
- Work Experience
- Information Technology
- Counselling

The program will consist of 5 generic instructional methods courses, such as basic pedagogy, class management, student evaluation, professional ethics, and interpersonal problem-solving. These could be undertaken through a combination of face-to-face community delivery, distance education (when it is available), or in regional centres. The rest of the program would consist of 5 courses in which the trainee undertakes skill instruction in the specialized area of interest. Each trainee will study the background information, teaching and learning resources, evaluation resources and organizational requirements of their particular subject area. This component of the program will include practicum experiences in which candidates demonstrate the practical and teaching skills required.

The purpose of this new program is to provide a supply of instructors to:

- undertake cultural activities currently delivered with uncertified community instructors who may not be comfortable with large classes

²² See the Appendices for a full description of this program.

- mediate between Elders with outstanding land skills and teachers mandated to undertake land programs, thus facilitating enhanced traditional Inuit skills instruction
- deliver “shop”, art, and crafts and other practical skills training that reinforce the importance of hands-on, practical activities
- augment the supply of trained male Instructors in each community and balance the current preponderance of females in community schools
- provide a supply of experienced, certified Instructors for substitute teaching in each community.
- participate in the economic advantages of teaching, while performing instruction of interest to most students.

Recommendation

Establish the Practical Programs Certificate under the School of Education.

Recommendation

Hire a Coordinator as soon as possible in the Fall of 2006 to coordinate the development work and manage implementation of the program.

Recommendation

Initiate development work in Fall 2006 by striking the working group.

Recommendation

Use the program description in the Appendix and the implementation plan to guide the work to establish this program.

Student Support Assistant Certificate and Diploma

Recently updated information on the Nunavut Student Support Assistant (SSA) program states that it is

...designed to introduce individuals to the theory and practice related to: the role of a support assistant in Nunavut schools, Inclusive Education, specific disabilities or handicapping conditions and strategies for implementing program modifications and adaptations. Courses are designed to be delivered at the community level and specific skills training may vary somewhat depending on school and community needs. Teaching, directed practice and practicum will be integrated throughout the program. Student Support Assistants will be trained to work as paraprofessionals under the direction of the classroom teacher(s) and in collaboration with the Student Support Teacher and Principal of the school.²³

²³ Nunavut Arctic College Courses and Programs, <http://www.nac.nu.ca>

In 2005, Student Support Assistants (SSA) positions were made permanent and part of the Nunavut Employees Union. New staff were hired, most of whom had no training in the specialized skills required of their roles. Training is being undertaken in regions and schools in 2006, but on ad hoc basis as no designated funding is available. Education staff are revising the courses, but not receiving payment for their work by Nunavut Arctic College. The following recommendations will improve development and delivery of SSA training:

Recommendation

Officially change the name of the Classroom Support Assistant Certificate to the Student Support Assistant (SSA) Certificate.

Recommendation

Establish the SSA program under the School of Education.

Recommendation

Develop a 10 year strategy for the enhancement of the program using the recommendations provided in this strategy.

Recommendation

Establish an SSA Program Committee with representation from the Department of Education, regional Student Support Consultants, and several experienced Student Support Teachers and Assistants to review funding arrangements for the program and ensure Instructors and contractors modifying courses are paid for their work on an ongoing basis.

Recommendation

The SSA Program Committee will continue the current review process and coordinate revision of program content and delivery to ensure the program includes up-to-date information and Inuit language and culture are infused throughout the program.

Recommendation

The SSA Program Committee will review and recommend alternative ways to offer the program part time in communities and through regional Summer Schools and distance delivery.

Recommendation

The SSA Program Committee will develop a plan, outline content objectives and coordinate development of course outlines for a second year for the program that offers graduates with the certificate the opportunity to complete a diploma. The Government of Nunavut will provide salary recognition for completion of the diploma program.

Recommendation

The Government of Nunavut will establish a professional development fund for Student Support Assistants through the Nunavut Employees Union that provides an annual

allowance for professional development as well as short term and long term professional development funding.

Recommendation

The Department of Education will establish certification requirements for graduates in the Education Act and Regulations that are under development in 2006.

Early Childhood Certificate and Diploma

As described by Nunavut Arctic College, the Early Childhood Education (ECE) program:

provides students with a combination of theory and relevant hands-on experiences related to best practices in early childhood education in Nunavut. It is designed to provide students with the skills and abilities to work with children from infancy to age six. Graduates of the Program can expect to find employment in day care centres, nursery schools, or as operators of their own day care homes in communities throughout Nunavut. While program completion does not ensure employment, graduates do have more options.²⁴

Courses in the one year certificate program include curriculum studies, basic methods, child development, practicum work in an early childhood setting, and health, safety and nutrition. Currently the program is only funded by third party agencies with access to federal funding such as regional Inuit organizations and is only offered for one year.

As early childhood is prime learning time for language and other aspects of culture, it is essential that staff members working with young children are as well trained as possible. For that reason the program should be re-established as the two year diploma that it once was.

As well, the Bilingual Education Strategy approved by the Government of Nunavut and the proposed Inuktitut Language Protection Act both identify Inuktitut language use in early childhood as an important component of ensuring a bilingual population in Nunavut. Work on language must become a major focus within the program, both to improve the students' own Inuktitut and to assist them in working with children in Inuktitut.

Recommendation

Establish the ECE program under the School of Education.

Recommendation

Develop a 10 year strategy for the enhancement of the program using the recommendations provided in this strategy.

²⁴ Nunavut Arctic College Courses and Programs, <http://www.nac.nu.ca>

Recommendation

Extend the one year certificate program to a two-year diploma program.

Recommendation

Establish an ECE Program Committee to review funding arrangements for the ECE program and seek secure, ongoing, “base” funding for both the first and second years of the program.

Recommendation

The ECE Program Committee will review ways to offer the program part time in communities, through regional Summer Schools and through distance delivery as well as through full time programs. This is particularly important for the second year of the program so that current graduates can complete the diploma as close to home as possible.

Recommendation

The ECE Program Committee will coordinate development of the course outlines for the second year of the program.

Recommendation

The ECE Program Committee will review program content and delivery to ensure Inuit language and culture are infused throughout the program. In this process, the Maori Language Nests will be used as a model.

Recommendation

The preferred language for working with children in most early childhood contexts is Inuktitut. Adding a second year to the program will allow time to add Inuktitut language instruction throughout the program so students improve both oral and written fluency.

Recommendation

The preferred language for the delivery of ECE programs to children is Inuktitut.

Recommendation

The ECE Program Committee will develop a plan for assisting Inuit to become Instructors in the program. In the meantime, Elders will act as resource people in course delivery.

Recommendation

The Department of Education will establish certification requirements in the Education Act and Regulations that are under development in 2006.

School Community Counsellor Diploma

As described by Nunavut Arctic College, the two-year School Community Counsellor (SCC) Program provides:

...students with solid foundations in applied psychology, communication and counselling skills to facilitate their work as counsellors within the community school. The program is a combination of four campus instructional sessions and four community practical sessions. Instructional sessions on campus will be composed of a series of courses designed to instruct students in approaches to counselling as well as providing knowledge and skills in the areas of Health and Social Issues, Public Relations, Self-Care and Human Development. During the practical sessions, the student may participate in individualized development projects including personal development, community agency orientation, and work experience within the school. Under the direction of the local school principal, specific assignments are completed allowing the student to apply knowledge and skills learned during the instructional sessions.²⁵

The School Community Counsellor Program has been offered very successfully in the past, but not for about ten years. At one time, all SCCs were required to take this training in order to be employed in schools. It is essential that staff members in these positions have training in the specialized skills required to carry out their roles. Staff who have filled these positions for a number of years have also requested annual professional development which is currently not available through their union as it is for teachers. Courses have recently been reviewed by the College, but require further review to reflect the new job description and the renewed focus on Inuktitut language and culture in the school system.

Recommendation

Establish the SCC program under the School of Education.

Recommendation

Develop a 10 year strategy for the enhancement of the program using the recommendations provided in this document.

Recommendation

Establish a SCC Program Committee to review ways to offer the program part time in communities and regional campuses, through regional Summer Schools, and through distance delivery, as well as through full time program delivery.

Recommendation

The SCC Program Committee will review program content and delivery to ensure Inuit language and culture are infused throughout the program.

²⁵Nunavut Arctic College Courses and Programs, <http://www.nac.nu.ca>

Recommendation

The preferred language for working with students in schools is Inuktitut. Therefore the preferred language for the delivery of the SCC program is Inuktitut.

Recommendation

The SCC Program Committee will develop a plan for assisting Inuit to become Instructors in the program. In the meantime, Elders will act as resource people in course delivery.

Recommendation

Establish a professional development fund for School Community Counsellors through the Nunavut Employees Union that provides an annual allowance for professional development as well as short term and long term professional development funding.

Recommendation

The Department of Education will establish certification and re-certification requirements in the Education Act and Regulations that are under development in 2006.

Nunavut Arctic College Instructor Certificate

As described by Nunavut Arctic College, the Instructor Certificate Program is essential to the work of reframing the College and its programs, curricula and services into a learning college that is:

rooted in Inuit Qaujimajuqtuqangit and responsive to the needs of adult learners and to the requirements of the labour market. Excellence in instruction is a key component of student success and to the reframing of the College...instructors must learn to navigate in a college with a shifting focus from a teaching centred operation to a learner centred focus, incorporate the use of technology into learning situations, and adopt methods and strategies that facilitate the success of Inuit learners. NAC needs to establish an institutionally supported instructor development program to support the instructors and adult educators as they carry out their work, and learn new roles.²⁶

Recommendation

Nunavut Arctic College will complete revision of the course work for this certificate.

Recommendation

This Certificate Program will be coordinated by the School of Education.

Recommendation

Funding will be sought to hire one staff member to teach the program full time and for part time delivery of the program throughout Nunavut.

²⁶Provided by Linda Pemik, Director, Academic Affairs, Nunavut Arctic College, June 2006

Strategy 6: Revitalize Educator Certification Requirements

Consultations on the Education Act in 2006 and comments from parents and District Education Authorities are clear evidence that the public in Nunavut expects well qualified educators that are fluent in both Inuktitut and English. The Bilingual Education Strategy approved by the Government of Nunavut requires this as well. The Government of Nunavut proposed Inuktitut Language Protection Act outlines specific expectations related to Inuktitut instruction.

The following section outlines certification expectations for all educator roles in Nunavut and identifies recertification requirements to achieve the goals outlined above.

B.Ed. Degree

Graduates currently have a choice of a 3-year diploma or a 4-year B.Ed. program. Graduates prior to 1995 have a 2-year diploma. The program currently prepares graduates to teach in elementary grades. Graduates currently receive certification from K-9 with the 3 year certificate and K-12 with the degree. Many staff currently called Language Specialists are teaching a full range of subjects in classrooms with little or no training. Teachers currently have to re-certify every five years by completing 5 PD days each year.

Recommendation

The NTEP program will include a foundation year and a four year B.Ed. degree, in line with requirements for teacher certification in other jurisdictions in Canada.²⁷

Recommendation

Students with completed training in other School of Education certificate or diploma programs, or post-secondary programs such as Nunavut Sivuniksavut, may be able to enter with advanced standing.

Recommendation

Previous graduates with either a 2 or 3-year certificate will be required to complete the B.Ed degree within 5 years, taking courses offered locally, regionally, territorially or by distance education.

Recommendation

The program will be expanded to include more course and practicum work in middle and high school levels.

Recommendation

Graduates will receive certification from the Department of Education to teach K-12 with a major/concentration in K-6, 7-9 or 10-12.

²⁷ Most jurisdictions are moving to five and six year B.Ed degrees.

Recommendation

All Language Specialists will be required to complete one of the available training programs.

Recommendation

Language Specialists who do not want to finish a B.Ed. degree program will be enabled, supported and required to complete one of the other available certificate or diploma programs and assume that role when they complete the training. They will be called Student Support Assistant trainees or Practical Program trainees, etc.

Recommendation

Language Specialists who wish to complete the Inuit Language and Culture Certificate Program will be hired in those roles and be called Inuktitut Instructors.

Recommendation

Anyone who does not wish to complete additional training within a 5 year period will be given a separation package with reasonable notice, as per years of government employment.

Recommendation

Schools will be required to provide supervision and support by a teacher with a degree for all Language Specialists teaching a class.

Recommendation

Teachers will be required to take three courses to recertify every five years. For initial recertification, the same three courses will be required of all teachers. For the second and subsequent recertification period, course choice will be provided. Courses will be offered locally, regionally and by distance education. Every effort will be made to gain university credit and salary recognition for the course work.

Diploma Programs**Student Support Assistant**

The one-year certificate program for Student Support Assistants is being delivered in some schools and regions. There is no designated funding to deliver the program and it needs to be extended to include a diploma.

Recommendation

SSA certificate courses will be delivered on site in as many schools as possible in combination with distance and summer school delivery.

Recommendation

Certification will include completion of the training program and two years of successful work in a school in the role.

Recommendation

Recertification will be required every five years and can be met by completing three courses from the B.Ed. or the Inuit Language and Culture Certificate. Every effort will be made to get salary recognition for recertification requirements.

Recommendation

The SSA Certificate will be extended to a two year diploma program within 5 years of the approval of this strategy and the second year will be required of all incumbents.

Early Childhood

This program is currently a one year certificate offered in communities when funding is available from third party agencies. Annual funding is required for this program and extension to a diploma is also needed.

Recommendation

This program will be expanded to a two year diploma and all early childhood workers will be expected to complete it. Courses will be offered in the community, in the region, and by distance.

Recommendation

Certification will require completion of the two year program and successful employment for two years.

Recommendation

Recertification will be required every five years and can be met by completing three courses from the Inuit Language and Culture Certificate. Every effort will be made to get salary recognition for recertification requirements.

School Community Counsellor

School Community Counsellor training could be offered through the Human Services Program at NAC, but is not specifically funded or promoted.

Recommendation

School Community Counsellor Diploma training will be offered as a two year program in a combination of regional, territorial and distance delivery. All current incumbents will be required to complete this diploma.

Recommendation

Certification will include completion of the training program and two years of successful work in a school in the role.

Recommendation

Recertification will be required every five years and can be met by completing three courses from the Human Services Program or the Inuit Language and Culture Certificate. Every effort will be made to get salary recognition for recertification requirements.

Kindergarten

Current Kindergarten staff may have a B.Ed, 2 year teaching certificate, 3 year teaching diploma or very little, if any, training.

Recommendation

Kindergarten teachers with a B.Ed. degree will be allowed to continue teaching Kindergarten.

Recommendation

Newly hired Kindergarten staff will complete the Early Childhood Certificate (2 years) and the Inuit Language and Culture Certificate (1 year). Delivery methods will include community, regional, territorial and distance courses.

Recommendation

Certification will include a combination of three years of training as well as two years of successful teaching in Kindergarten.

Recommendation

Recertification will be required every five years and can be met by completing three courses from the B.Ed. Every effort will be made to get salary recognition for recertification requirements.

Certificate Programs

Inuit Language and Culture

This one-year program is available from NAC as the Aboriginal Language Specialist Certificate, but is currently not being offered. It is for training fluent, mature Inuktitut speakers to become Inuktitut language and culture Instructors in junior and senior high and to adults.

Recommendation

Offering this certificate program is particularly urgent. It will be made available across Nunavut, in communities, as soon as possible.

Recommendation

Graduates of this program will be called Inuktitut Instructors.

Recommendation

Certification will include completion of the training program and two years of successful work in a school in the role.

Recommendation

Recertification will be required every five years and can be met by completing three courses in curriculum and materials development from the B.Ed. Every effort will be made to get salary recognition for recertification requirements.

Practical Programs Instructor

This is a new one-year program that will develop skills of community members who would like to teach a practical specialty area part time in junior and senior high schools. This program will share basic teaching methodology courses with the Inuit Language and Culture Certificate Program and provide courses in specialty areas within Multiple Options programs.

Recommendation

This program should be piloted in one community to determine challenges in developing and implementing it.

Recommendation

Certification will include completion of the training program and successful work in a school in the role.

Recommendation

Recertification will be required every five years and can be met by completing three courses in curriculum and materials development from the B.Ed. or the Inuit Language and Culture Certificate Program. Every effort will be made to get salary recognition for recertification requirements.

Vocational

There are currently very few requests for this certificate, but interest will increase with the establishment of pre-trades programs in communities.

Recommendation

Certification will include journeyman status, completion of the Practical Program and two years of successful teaching.

Recommendation

Journeyman, upon submission of a record of their training will receive one year of recognition on the salary grid for every two years of training.

Recommendation

Recertification will be required every five years and can be met by completing three courses from the B.Ed. or the Inuit Language and Culture Certificate. Every effort will be made to get salary recognition for recertification requirements.

Recommendation

For all of the educator roles in the school system, the Registrar will notify each staff member regarding the status of their certification/recertification requirements and the RSO will monitor staff to ensure they are completing certification and recertification requirements.

Nunavut Arctic College Instructor

Nunavut Arctic College is currently reviewing this one year program with the intent of offering it in the near future.

Recommendation

Certification will include completion of the training program and two years of successful teaching in a Community Learning Centre or a college program.

Recommendation

Recertification will be required every five years and can be met by completing three courses from the Inuit Language and Culture Certificate. Every effort will be made to get salary recognition for recertification requirements.

Implement the Ten Year Strategy

Costs of the *Oalattuq* Strategies

The following tables outline projected costs for each strategy for the next six years, 2006-2012. Costs increase over the subsequent four years, 2012-2016, of the 10 Year Strategy, only by the cost of the additional four positions for Inuit PST positions in schools. Those figures are outlined after the tables. The Panel recognizes that these are substantial amounts of funding beyond the current means of the Government of Nunavut. However, the Panel feels strongly that this investment in the education system is required to improve overall standards and success rates of students. Benefits of the investment are listed below. The following priority list indicates preferences of the Panel for gradual implementation of programs if the full resources are not available as outlined in the tables.

Priorities

The Panel views all of the components of the strategies as vital. However, if choices have to be made due to the availability of resources, the following are the highest priorities:

- Establish the School of Education
- Revise and implement the Inuit Language and Culture Certificate
- Develop and implement the Practical Programs Certificate
- Establish a campus in each region
- Develop and implement the Nunavut Educator Certificate Program
- Establish three Internship positions at NTEP
- Revise and implement the SSA and SCC programs.

Table 1: Costs of Qalattuq Strategies

Strategy 1	06-07	07-08	08-09	09-10	10-11	11 - 12
Establish School of Education PYs and O&M	\$550,000	\$550,000	New PY \$700,000	\$700,000	\$700,000	\$700,000
Re-establish Partner Committee	\$90,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Symposium on Educator Training	\$150,000					\$150,000
Sub-Total	\$790,000	\$595,000	\$745,000	\$745,000	\$745,000	\$895,000

Strategy 2	06-07	07-08	08-09	09-10	10-11	11 - 12
NTEP Program & Course Renewal	\$70,000	\$70,000				
Renew University partnership	\$60,000					\$60,000
Develop/Implement NTEP Recruitment Strategy	\$100,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Intern positions in Iqaluit (3)		1 position \$150,000	2 positions \$300,000	3 positions \$450,000	\$450,000	\$450,000
Sub-Total	\$230,000	\$270,000	\$350,000	\$500,000	\$500,000	\$560,000
Establish Qitirmiut and Kivalliq campuses, with 2 Instructors & a community program 2/\$550,000/year as of 08/09		Add Cam Bay \$550,000	Add Rankin \$550,000 & Cam Bay \$550,000	\$1,100,000	\$1,100,000	\$1,100,000
Add 1 Instructor to each community program (4)		\$720,000	\$720,000	\$720,000	\$720,000	\$720,000
Sub-Total		\$1,270,000	\$1,820,000	\$1,820,000	\$1,820,000	\$1,820,000
Alternative Models:						
• Part time courses		\$180,000	\$360,000	\$540,000	\$540,000	\$540,000
• Summer School		\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
• Distance delivery	\$45,000	\$45,000	TBD	TBD	TBD	TBD
Sub-Total	\$45,000	\$325,000	\$460,000	\$640,000	\$640,000	\$640,000
Total	\$275,000	\$1,865,000	\$2,630,000	\$2,960,000	\$2,960,000	\$2,960,000

Strategy 3	06-07	07-08	08-09	09-10	10-11	11 - 12
Develop Nunavut Educator Certificate	\$190,000					
Offer the Nunavut Ed. Certificate: Orientation, Mentoring & Courses		\$1,150,000	\$1,150,000	\$1,150,000	\$1,150,000	\$1,150,000
Establish Inuit Program Support Teachers in schools		4 new positions \$130,000 = \$520,000	\$520,000 plus 4 new pys \$520,000 = \$1,040,000	\$1,040,000 plus 4 new pys \$520,000 = \$1,560,000	\$1,560,000 plus 4 new pys \$520,000 = \$2,080,000	\$2,080,000 plus 4 new pys \$520,000 = \$2,600,000
Total	\$190,000	\$1,670,000	\$2,190,000	\$2,710,000	\$3,230,000	\$3,750,000

Strategy 4	06-07	07-08	08-09	09-10	10-11	11 - 12
Revise Inuit Language & Culture Certificate Program	\$95,000					
Deliver Inuit L&C Certificate Prgrm. as of 07/08		1/region (3) \$300,000 = \$900,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000
Sub-Total	\$95,000	\$900,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000
Develop Practical Program Certificate	\$190,000	\$215,000	\$215,000	\$215,000	\$215,000	\$215,000
Deliver Practical Prgrm Certificate as of 08/09		Pilot (2) \$300,000 = \$600,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000
Sub-Total	\$190,000	\$815,000	\$2,015,000	\$2,015,000	\$2,015,000	\$2,015,000
Review/revise School Community Counsellor Prgm.		\$140,000				
Deliver SCC Program 3 courses/region			\$500,000	\$500,000	\$500,000	\$500,000
Sub-Total		\$140,000	\$500,000	\$500,000	\$500,000	\$500,000
Review/revise Student Support Assistant Certificate Prgrm.	\$70,000	\$70,000				
Deliver SSA Certificate						

5 courses/region		\$550,000	\$550,000	\$550,000	\$550,000	\$550,000
Review/revise ECE Cert. Program		\$140,000				
Deliver ECE Prgm. Year One \$150,000/program		\$450,000	\$450,000	\$450,000	\$450,000	\$450,000
Year Two 3 courses/region			\$500,000	\$500,000	\$500,000	\$500,000
Deliver NAC Instructor Certificate 3 courses/region		\$130,000	\$130,000	\$130,000	\$130,000	\$130,000
			\$500,000	\$500,000	\$500,000	\$500,000
Sub-Total	\$70,000	\$1,340,000	\$2,130,000	\$2,130,000	\$2,130,000	\$2,130,000
Total	\$355,000	\$3,195,000	\$6,445,000	\$6,445,000	\$6,445,000	\$6,445,000
Overall Total	\$1,610,000	\$7,325,000	\$12,010,000	\$12,860,000	\$13,370,090	\$14,050,000

Total Costs

Increases in costs for 2012 to 2016 are primarily for the four extra Inuit Program Support Teacher positions that would be added each year. The projected total costs for each of those years are listed below. The total cost of delivery the strategy by 2016 will be **\$16,450,000 annually.**

2012-2013

New Nunavut Educator Certificate Courses	\$180,000	
Revisions to certificate programs	\$140,000	
4 new Inuit PST positions	\$520,000	
Total	\$840,000	+ \$14,050,000 = \$14,890,000

2013-2014

4 new Inuit PST positions	Total	\$520,000 + \$14,890,000 = \$15,410,000
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2014-2015

4 new Inuit PST positions	Total	\$520,000 + \$15,410,000 = \$15,930,000
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2015-2016

4 new Inuit PST positions	Total	\$520,000 + \$15,930,000 = \$16,450,000
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Costs and Benefits

The estimated cost for implementing all the recommendations in this strategy to 2012 is 14 million dollars and to 2016 is 16.4 million dollars annually. These are huge sums of money but the Panel feels that if the commitment is not made to radically alter the status quo then, as Berger has said unequivocally, the future of Nunavut is in jeopardy. If changes are not made to allow students to succeed in school, to allow Inuit educators access to appropriate levels of training, to allow more unilingual Inuit to provide the

grounding which is necessary in Inuktitut, then the cost, not only in dollars, but in human terms, can hardly be measured.

The benefits of implementing this strategy are also potentially immense and could have a lasting effect on the health and future of the children of Nunavut. This strategy is, in effect, the Inuit Employment Plan for the Department of Education, promising to bring large numbers of trained Inuit into the work force in Nunavut schools. By the academic year 2011/12 we estimate a total of **304 more** Inuit will be working in schools, in both part time and fulltime positions. This represents an input of more than 13 million dollars into the economy of Nunavut, annually (See Table 1: Dollar Value for Nunavut). The 89 new B.Eds. means there will be 89 less southern hires, realizing a saving on removals of at least \$1.78 million dollars (89 x \$20,000). Within six years of implementing the strategy the income generated will more than offset the cost.

When savings in Income Support payments are factored in, the true dollar value to the economy of Nunavut is even greater. The average Income Support payment for a person with three dependents is \$1,000 per month or \$12,000 per year. With 304 people working, and not claiming income support, this represents a potential saving of \$3.64 million dollars each year. In summary, the direct benefit of the results of this strategy is worth in excess of 18 million dollars annually. (\$13.2m+\$1.78m+\$3.64m=\$18.62M)

Table 1: Dollar Value for Nunavut in 2012

Programs	Numbers	Salary	Totals
New B.Eds.	89	80,000	\$7.12
Part Time B.Ed.	60	10,000	\$0.6m
New Inuit Language Cert	75	50,000	\$3.75m
New Practical Program Cert	140	12,500	\$1.75m
Total Numbers	364	Total Salary	\$13.2m

Note: The dollar value for the 60 Part Time B.Eds. is the amount by which their salary will increase on gaining the degree. By 2017, an additional 110 B.Eds. will have graduated (See Note Table: 2). This represents an additional 8.8 million dollars annually into the economy, and with little attrition from 2012, could amount to a total of 22 million dollars annually. Values are at 2006 levels.

Table 2: B.Ed. Graduates by Region

Region	Community	06/07	07/08	08/09	09/10	10/11	11/12	Total
Kivalliq	Arviat	10						10
Kivalliq	TBA		start				10	10
Kivalliq	TBA		start				10	10

Qikiqtani	Iqaluit	4	4		6	10	10	34
Qikiqtani	Igloolik			5	start			5
Qikiqtani	Arctic Bay			4	start			4
Qitirmiut	Kugaaruk				6	start		6
Qitirmiut	<i>TBA</i>		start				10	10
Total								89

Note: This total does not include those 60 teachers working part time to complete the B.Ed. As a program finishes in one community another opens. Kivalliq will have two programs starting in 2007/08 finishing in 2011/12. Qitirmiut will have one starting in 2007/08 finishing in 2011/12 and one starting in 2010/11 finishing in 2014/15. Qikiqtani will have two starting in 2009/10 finishing in 2013/14. Iqaluit has a continuous entry and will aim to graduate ten students each year. By 2016/17 a potential 110 new B.Ed. graduates will be teaching in Nunavut schools.

Table 3: Inuit Language and Culture Certificate by Region

Region	07/08	08/09	09/10	10/11	11/12	Total
Kivalliq		10	20	10	10	50
Qikiqtani		10	20	10	10	50
Qitirmiut		10	20	10	10	50
Total		30	60	30	30	150

Note: The 150 total includes 75 already in the system without certification.

Table 4: Practical Programs Certificate by Region

Region	07/08	08/09	09/10	10/11	11/12	Total
Kivalliq		10	20	10	10	50
Qikiqtani		10	20	10	10	50
Qitirmiut			20	10	10	40
Total		20	60	30	30	140

Key Performance Indicators

Performance indicators will help to evaluate the effectiveness of the strategies and give program managers an opportunity to review priorities and to confirm directions and goals or to set new targets. They can also illustrate trends which may not be immediately obvious from the daily routine of running programs. Performance indicators act as checks and balances to ensure priorities are being addressed and students, graduates and employers are satisfied with program results. Because of the wide scope of this strategic plan, overall performance indicators have been identified rather than detailing them for each specific area or recommendation.

However, as each section has a number of clear recommendations it will not be difficult to assess their implementation and progress. For example, under School System and Educator Training there are seven main areas with a total of twenty three specific recommendations. Performance indicators for each section should be defined as it is implemented. The task of monitoring the various recommendations should be assigned at the beginning of the strategy and would naturally become the responsibility of the Director of the School of Education and the Partner Committee.

The questions asked under each section are neither exhaustive nor definitive but are the baseline from which the information can be gathered. Key performance indicators for the strategies described in this document may be categorized under the following headings:

- Number of graduates
- Number of graduates employed
- Employer satisfaction
- Student satisfaction
- Graduation rate.

Number of Graduates

One of the most important objectives of the strategies is to produce the maximum number of trained teachers and Instructors in the following categories: B.Ed. degree, Inuit Language and Culture Certificate, and the Practical Programs Certificate. Table 1 shows

an increase in the numbers of teachers with the B.Ed. of 89, Inuit Language and Culture Instructors 75, and Practical Program Instructors of 140, by the year 2012. This is an easy figure to obtain and simply requires that the information is gathered from the Registrar at Nunavut Arctic College and reported to the Partner Committee.

Number of Graduates Employed

Training people with the requisite skills will have no impact on the school system if the teachers and Instructors do not find employment. Within six months after completion of each program graduates should be asked about their employment status. The information may be gathered by asking the following questions:

- Are you teaching now?
- Where do you teach?
- Are you teaching fulltime or part time?
- How many hours do you teach per week?
- When did you start teaching?

Employer Satisfaction

The training programs will have limited value if the employers, the Regional School Operations, the DEAs and school principals, are not satisfied with the skill levels of the graduates. Within six months after hiring a graduate, employers should be asked to comment on the quality of work provided by the graduates. Using a scale of, Very Satisfied, Satisfied, or Dissatisfied, the information may be gathered by asking the following questions:

- How do you rate the overall performance of the graduate?
- How do you rate knowledge of the curriculum?
- How do you rate planning ability?
- How do you rate instructional ability?
- How do you rate classroom management skills?
- How do you rate interaction with staff?
- How do you rate interaction with the community?
- How do you rate professionalism?

Student Satisfaction

The success, or otherwise, of the strategies proposed here depends on the programs meeting the needs the students who take them. Students who enroll in a program to prepare them to teach in the middle school have a right to expect that their training will adequately prepare them to do just that. Within six months after completing their program students should be asked the following questions, using the scale of, Very Satisfied, Satisfied or Dissatisfied:

- How do you rate your preparation for your teaching assignment?
- How do you rate the quality of the program overall?
- How do you rate the usefulness of the courses?
- How do you rate the quality of the instruction?
- How do you rate college facilities, library, internet, classroom, etc?
- How do you rate the use of IQ in courses?

- How do you rate the involvement of Elders in courses?

Graduation Rates

Graduation rates are a useful indicator of how successful a strategy is overall. While the numbers themselves have limited value without the information about employer and student satisfaction, they do provide a sense of how well the strategies are meeting their fundamental goals. The reasons why students do not complete a program are varied, many and complex and it may be informative to gather information about why they do not finish. At the end of each program the following statistics should be gathered and be made available to the Partner Committee:

- How many people applied to take the program?
- How many candidates were selected for the program?
- How many dropped out in the first six months?
- How many dropped out after one year, two years, three years?
- How many completed the program?

Students who do not complete the program should be asked the following questions:

- When did you drop out from the program?
- Why did you drop out from the program?
- Will you reapply to the program?

Recommendation

The Partner Committee, together with the Principal of NTEP and the Director of the School of Education, will initiate a committee to gather information on the key performance indicators using, but not confined to, the format here described.

Recommendation

The Director of the School of Education, in consultation with the Principal of NTEP, will define the performance indicators for each discrete part of the strategy as it is being implemented.

Implementation

The quality of the school system rests upon the quality of the teachers it hires. It is therefore essential to ensure that all approved elements of this strategy are put into place by all partners within the appropriate parts of the education system. To that end, the following recommendations address implementation.

Recommendation

A response from decision makers approving the strategy and implementation of the recommendations will be made within six months of the completion of the strategy. This would normally include approval by Cabinet and tabling in the Legislative Assembly.

Recommendation

The Director of the School of Education will be hired immediately and charged with implementation of the recommendations.

Recommendation

In order to complete the training program development work outlined in the strategy and in order to maintain financial accountability, the Coordinator of Diploma/Certificate Programs and the Finance Officer will be hired early in the implementation process.

Recommendation

The Partner Committee of the School of Education will be established immediately and oversee the implementation of the recommendations.

Recommendation

The Partner Committee will review the 10 year strategy, indicators and implementation plans annually to ensure the renewal process is on target. A report on progress should be made to the Minister, the Department of Education, and Nunavut Arctic College.

Recommendation

One of the priority tasks for the Director will be to develop proposals to the Government of Nunavut and other funding agencies to seek the additional funds required to implement the strategy.

Recommendation

The School of Education will provide an annual report on implementation of the strategy to the Minister, the Department of Education and the Board of Governors of Nunavut Arctic College. The report will include information on programs offered, students enrolled, number of graduates, costs per student, etc.

Recommendation

The Dean/Director of the School of Education will meet quarterly with the Department of Education to report on progress related to implementation of the strategies in the 10 year strategy and achievement of program and financial expectations outlined in the annual Contribution Agreement.

Recommendation

The School of Education will hold a partner symposium every 5 years to review progress regarding implementation of this 10 Year Strategy and collectively make recommendations for future improvements.

Appendices

Acknowledgements

Amanda Kuluguqtuk for the tea kettle illustration
Penny Dominix-Nadeau for assisting with travel
Cah-Ling Lew for assisting with travel
NTEP Staff for providing program information and assistance
Amanda Holland for providing administrative support
Daisy Evaloakjuk for providing administrative support

NTEP Strategy Panel

Terms of Reference

**Nunavut Arctic College and Department of Education
Nunavut Teacher Education Program Expansion
NTEP Panel
Terms of Reference**

Purpose

The purpose of the NTEP Panel is to develop and write a 5-year strategic plan for the Nunavut Teacher Education Program (campus and community based) that addresses the recommendations arising from the NTEP Review and the teacher training requirements raised by the Bilingual Education Strategy. The Panel will ensure that all partners/NTI have a role in the development and direction of the 5-year strategic plan and that the various partners/NTI communicate and interact with one another to support the goals of the program and the learning of all children. The work of this NTEP Panel will end once the plan has been approved by the Board of Governors and the Minister of Education.

Membership

The NTEP Panel will be co-chaired by 2 experienced Nunavut teachers. The committee will also include:

- 2 representatives - NAC
- 1 representative - Department of Education

Decision Making

Decision-making will be done by consensus. At least three of the five representatives must be present at the meeting/teleconference for decision-making to proceed. Every attempt will be made to include all representatives in the decision-making.

Responsibilities

- Provide up-to-date knowledge and expertise about the education system, teacher education and government/NTI policies that impact on teacher education and support in Nunavut.
- Coordinate continuing partner/NTI input into the strategy.

- Participate in the research, drafting, and writing of a 5 year strategy that describes the future direction , content and structure of teacher education programs, budget requirements and addresses the recommendations described in the “Evaluation of the NTEP” report, including but not limited to:
 - Development of a student recruitment strategy and partner communication strategy
 - Identification of alternative delivery of methods and models to maximize program access
 - Development of the principles for the NTEP program that include Bilingual Education and Inuit Societal Values
 - Development of a graduate profile that clearly describes the expected learning outcomes for graduates of the program
 - Identification of NTEP student support needs and ways to address them
 - Identification of criteria for evaluating university partnerships including teacher certification requirements in line with national standards
 - Incorporation of best practices from successful national and international indigenous teacher education programs
 - Recommendation of program performance indicators
 - Recommendations for the delivery and costing of program expansion to include junior and senior high school teacher education, unilingual instruction, Language Specialists, Student Support Assistants, School Community Councilors and other training educational programs, such as, the Aboriginal Language Certificate
 - Recommendations regarding how beginning teachers will be supported in schools
 - Recommendations for the need of continuing support for all teachers in schools
 - Recommendations for staffing to ensure all NTEP graduates have teaching positions.

Reporting

The NTEP Panel will report to the NAC/Department of Education Management Committee/NTI

Work Commitment

The timeline for completion of the work of this group is tight. The NTEP Panel is a working group that will require a considerable time commitment on the part of its members. Tasks will include: travel for frequent face to face meetings, teleconferences, partner/NTI consultations and research as well as collaborative writing of the strategic plan. Considerable time will be spent in March planning the work of the Committee and the partner/NTI meeting tentatively scheduled for April. The first draft of the 5 year plan must be completed by the beginning of June 2006 and presented to the Management Committee.

The final draft of the plan is to be prepared and presented to the Minister and Board of Governors by the end of June 2006.

Panel and Management Committee Members

Panel

Nellie Kusugak, Co- Chair, Former NTEP Instructor and Teacher

Jacqui Bishop, Co-Chair, Teacher, Joamie School

Noel McDermott, NTEP Instructor

Pelagie Owljoot, Manager, Curriculum Development, Nunavut Arctic College

Cathy McGregor, Director, Curriculum and School Services, Department of Education

Management Committee

Pam Hine, Deputy Minister, Department of Education

Mac Clendenning, President, Nunavut Arctic College

Naida Gonzales, Nunavut Tunngavik, Incorporated

Peter Geikie, Assistant Deputy Minister, Department of Education

Linda Pemik, Director, Academic Affairs, Nunavut Arctic College

Panel Activities

- Reviewed the Final Report: Evaluation of the Nunavut Teacher Education Program by Aarluk Consulting, Inc., June 2005
- Analyzed two previous NTEP 5 year plans
- Analyzed previous NTEP partner meetings and symposium reports
- Analyzed previous NTEP reports and reviews
- Completed a literature search for alternative models of aboriginal teacher education programs
- Held interviews and surveyed:
 - current students
 - some recent graduates
 - Instructors in Iqaluit and community programs
 - some previous Instructors
 - DEA chairpersons
- Held a symposium with 90 representatives from all three regions, including:
 - Elders
 - DEA members
 - Principals
 - Teachers
 - RSO Directors
 - NTI representatives
 - Department of Education staff from Curriculum and School Services
 - FNT President
- Held meetings with specific groups and individuals to discuss specific ideas
 - NTEP Iqaluit staff
 - FNT President
 - Registrar Teacher Certification
 - Legislative Specialist developing the new Education Act

- Management Committee
- Regional Directors, Kivalliq and Qikiqtani School Operations

Interviews and Surveys

The NTEP Strategy Panel interviewed and sent questionnaires to recent NTEP graduates, cooperating teachers, principals, program support teachers, former and current instructors, NTEP students and DEA members.

Most of the questionnaires received were anonymous.

Special thanks to:

Simone Clark	Donald Clark
Theresa Nibgoarsi	Chris Eccles
Becky Iyago	Emily Tutannuaq
Millie Kuliktana	Carol Horn
Charlotte Borg	Cathy Lee
Tammy Mansbridge	Monica Ittuksaarjuk
Dwight Maloney	Margaret Joyce
Neevee Hanson	Alice Qanatsiaq
Meeka Inuksuk	Molly Kidlapik
Angeline Koomak	Jocelyn Malla
Maggie Manik	Darryl Baker

Surveys

Surveys were adapted for each audience, but consisted of similar questions. The list below illustrates the types of questions asked.

Questions for Co- Operating Teachers

1. What skills, knowledge, etc. should the NTEP graduate have?
2. What should be the priority focus of NTEP- elementary (K-6), middle (7-9) or high school (10-12)? Why?
3. Describe your role as a co-operating teacher?
4. Have you ever participated in a teacher mentoring program? Would this practice be useful in supporting new teachers in your school?
5. How do you orient a student teacher to your classroom? Please describe it.
6. How would you improve the NTEP to school transition for teachers?
7. How could training be offered to language specialist, special needs assistants, etc. and other school personnel?
8. Do you have ideas regarding alternative models for the teacher education program?
9. How can practicum be improved?
10. Other comments

Symposium Participants

The Honourable Ed Picco, Minister of Education

<p><u>Department of Education</u> Peter Geikie, ADM</p> <p><u>Curriculum and School Services Division</u> Nunia Qanatsiaq Saimanaaq Netser Shirley Tagalik Joe Karetak Louis Angalik Donald Uluadluak Mark Kalluak Rhoda Karetak</p>	<p><u>Elders</u> Oolootie Peter Sami Qaummagiaq Meeka Arnakkaq Atuat Jacob Peterlusi Jose A. Miriam Aglukark Gideon Qitsualik</p>
<p><u>Regional School Operations</u> Trudy Pettigrew Bonnie Spence-Vinge</p>	<p><u>District Education Authorities</u> Christa Kunuk Jacob Jaypoody Eejeetsiak Peter Peter Shamee Aiolah Takolik</p>
<p><u>Principals</u> Lena Metuq Jukeepa Hainnu Eelie Higgins Leocadia Immingark Darlene Gibbons Sarah Ayaruaq Doreen Manik</p>	<p><u>Teachers</u> Neevee Hanson Saimataq Alooktook Lesley Serkoak Kate McDermott Jessie Lyall Nellie Ell</p>
<p><u>NTEP/CTEP Staff</u> Ooloota Maatiusi Louise Flaherty Eva Noah Neil Christopher Leigh Clark Monica Ittuksaarjuat Dwight Maloney Tammy Mansbridge Charmaine Wagner</p>	<p><u>NTEP/CTEP Students</u> 7 - 4th yr. students 2 - 3rd yr. students</p>
<p><u>Nunavut Arctic College</u> Pat Arnaquq Board of Governors</p>	<p><u>Nunavut Tunngavik Incorporated</u> Neida Gonzales</p>

Mac Clendenning Peesee Pitsiulaq Linda Pemik	
<u>Federation Nunavut Teachers</u> Jimmy Jacquard Barbara Young	<u>Language Commissioner</u> Johnny Kusugak
<u>Other Government Departments</u> Phoebe Hainnu, EIA Shuvinai Mike, CLEY Sheila Kolola, CLEY	<u>Presenters</u> Joanne Tompkins Muriel Tolley Michael Tymchak Mary Joanne Kauki
<u>School Community Counsellor</u> Billy Okotak. Arviat	

Symposium Agenda

**NTEP Spring Symposium
Nunavut Arctic College and Department of Education
Nunavut Arctic College Residence Cafeteria, Iqaluit
May 30 - June 1, 2006
Agenda**

Tuesday, May 30, 2006

- 8:45** Meet in the Cafeteria
- 9:00 - 9:30** **Welcome and Opening**
Prayer: Oolootie Peter, Iqaluit
Joamie School Drummers
Opening Remarks: The Honourable Ed Picco, Minister of Education
- 9:30 - 10:15** **Introduction to the Symposium**
The Able Human Being: Rhoda Karetak
The Ideal Nunavut School: Joanne Tompkins & Nunavut Students
The Ideal Nunavut Education System: Agnes Mangark and Angeline Koonark
The Ideal Teacher: Arviat Elders
Louis Angalik, Donald Uluadluak, Mark Kalluak, Rhoda Karetak
- 10:15 - 10:45** **BREAK - Draw/Prize**
- 10:45 - 11:15** Continuation of the Elders' Presentation

- 11:15 - 12:00** Question #8: Characteristics of the TEP Graduate Home Group Discussion
- 12:00 - 1:30** **LUNCH for everyone at the Residence**
- 1:30 - 2:15** Overview of the Current Teacher Education Program: Ooloota Maatuusi & Louise Flaherty
- 2:45 - 3:15** **BREAK - Draw/Prize**
- 3:15 - 3:30** NTEP Purpose & Principles: Noel McDermott
- 3:30 - 4:15** Question #9: Primary Focus for TEP Home Group Discussion
- 4:15** Housekeeping and Conclusion for the Day
- 5:00 - 7:00** **FEAST and GAMES** at the Residence

Wednesday, May 31, 2006

- 8:45** Meet in the cafeteria
- 9:00 - 9:15** Prayer: Rhoda Karetak, Arviat
- Reading in Inuktitut: Katelyn Ataguttaaluk Hainnu
- 9:15 - 9:45** Community Based Teacher Education: Joanne Tompkins
- 9:45 - 10:15** Question #3: Strategies for Recruiting More Students into TEP Home Group Discussion
- 10:15 - 10:45** **BREAK- Draw/Prize**
- 10:45 - 11:15** Bilingual Education Strategy: Saimanaaq Netser
- 11:15 - 12:00** Choice of One Topic: Discussion Groups
- Question #2: Consistency between TEP/Schools: Curriculum, Pedagogy
OR
Question #10: The Model Inuktitut School
- 12:00 - 1:30** **LUNCH for everyone at the Residence**
- 1:30 - 2:00** Kativik Teacher Education Program: Mary Joanne Kauki
- 2:00 - 2:45** Choice of One Topic: Discussion Groups
- Question #6: Regional Priorities for Teacher Education
OR
Question #5: Strategies to Support Students in TEP
- 2:45 - 3:15** **BREAK - Draw/Prize**

- 3:15 - 3:45 Aboriginal Teacher Education Programs in Canada: Michael Tymchak
- 3:45 - 4:15 Question #4: Alternative Teacher Education Models for Nunavut
Home Group Discussion
- 4:15 Housekeeping and Conclusion for the Day
- 5:00 **Evening Meal – Residence for those staying there
Free Evening**

Thursday, June 1, 2006

- 8:45 Meet in the cafeteria
- 9:00 - 9:15 Prayer: Miriam Aglukkaq, Gjoa Haven

Throat Singers: Gloria Kowtak & Neevee Hanson
- 9:15 - 9:45 Elders in the Workplace: Joe Karetak
- 9:45 – 10:15 Question # 7: Aboriginal Certificate, etc.
Home Group Discussion
- 10:15 - 10:45 **BREAK - Draw/Prize**
- 10:45 - 11:15 Teacher Induction: Muriel Tolley
- 11:15 - 12:00 Question # 1: Strategies to Provide Support to Teachers in Nunavut Schools
Home Group Discussion
- 12:00 - 1:30 **LUNCH for everyone at the Residence**
- 1:30 - 1:45 Dream: Pelagie Owljoot
- 1:45 - 2:45 Question # 11: What Are Your Dreams for NTEP in 20 Years?
Home Group Discussion
- 2:45 - 3:15 **BREAK - Draw/Prize**
- 3:15 - 3:45 Group Presentations
- 3:45 - 4:00 Conclusion and Appreciation: Nellie Kusugak and Jacqui Bishop
- 4:00 Closing Reflections: Meeka Arnakaq

Individual Thoughts on TEP
- 5:00 **Evening Meal – Residence for those staying there
Free Evening**

Symposium Questions

NTEP Spring Symposium

May 30, 2006 - June 1, 2006

Iqaluit

Topics for Reflection and Discussion

1. Teacher support strategies in schools
 - What supports and strategies are needed for beginning teachers in schools?
E.g., orientation, team planning, mentoring
 - What ongoing supports strategies are needed for teachers in schools?
 - How do we ensure that teachers remain in the teaching field?
2. Ways to improve NTEP/school system consistency
 - What are ways to improve NTEP/school system consistency?
E.g., curriculum, delivery, teaching methodology, school expectation
3. Recruitment strategies
 - How do we recruit more people into teacher education?
 - How do we recruit more males?
 - How do we recruit high school students?
4. Alternative models for TEP
 - How can we increase school experience in NTEP?
 - What are other ways to deliver NTEP courses?
 - What has worked in the past?
5. Student support strategies
 - What are the barriers encountered by NTEP students?
 - How do we fully support NTEP students (personally, professionally, and socially)?
6. Identify specific needs of three regions (3 groups)
 - What are the specific TEP needs of your region? (list by priority at least 5)
E.g., getting degrees for certified teachers, getting uncertified teachers certified, Aboriginal Language Specialist programs, CTEP, etc.
7. Roles of Language Specialists, Student Support Assistants, Classroom Assistants, Practical Programs Instructors
 - What are the roles of Language Specialists, SSAs, CSAs etc?
 - Are these positions needed in schools? How should they be used?
 - What training do they need?
 - How can we train people to work and learn from Elders?

8. What skills, knowledge, etc. should NTEP graduates have?
(Background knowledge, cultural knowledge, language proficiency, professional ability, beliefs and values)
9. NTEP focus – Elementary (K-6), Middle (7-9), High School (10-12)
 - What should be the priority of NTEP? Why?
 - What is the role of NTEP in the development of Inuktitut/Inuinnaqtun language skills?
10. The Model Inuktitut Teaching School
 - What is the role of parents in supporting the model school?
 - What is needed to ensure that the model school successful?
 - What is the role of Elders /knowledgeable Inuit or anyone who has skills of usefulness/hunting/music/art etc. in the model school?
 - How can *The Model Inuktitut Teaching School* achieve both academic and cultural excellence?
 - What are the essential components in making the Model Inuktitut School work?
11. What should NTEP look like in 20 years?
 - What changes do you see for NTEP in 20 years?
 - What will drive these changes?

Graduate Profile

This Graduate Profile is based on the one in the University of Regina Field Experience Handbook cited in the Bibliography. The Panel added the section on Language and Culture.

A. PROFESSIONAL QUALITIES

1. Demonstrates Interest & Commitment to Teaching
2. Demonstrates Initiative
3. Models appropriate voice, spoken & written language
4. Deals effectively with personal, interpersonal stress & conflict
5. Demonstrates confidence & enthusiasm
6. Demonstrates creativity & flexibility
7. Collaborates & cooperates with school staff
8. Gets involved in student related school activities
9. Gets involved in community activities

B. CURRICULUM & INSTRUCTION

Curriculum

1. Adapts curriculum to student needs
2. Knows subject matter
3. Exhibits knowledge of Nunavut curriculum

Planning

4. Plans varied learner-centered activities
5. Outlines long range plans to guide student development
6. Plans interdisciplinary thematic units
7. Involves learners in the planning process
8. Includes assessment and management in plans

Instruction

9. Demonstrate competence in basic competence skills

10. Teaches for holistic development (physical, social, emotional, cognitive)
11. Varies teaching approaches
12. Uses cooperative learning regularly
13. Uses experiential learning regularly
14. Employ resource based teaching learning
15. Uses instructional technology to enhance student learning
16. Ensures the participation and success of all students
17. Engages student in instructional dialogue

Assessment & Evaluation

Uses a variety of ways to:

18. Identify student academic, personal, & social strengths
19. Assess change in student development
20. Involves students in assessment
21. Evaluate student progress

C. CLASSROOM MANAGEMENT

1. Creates a positive classroom environment conducive to student centered learning
2. Communicates & monitors expectations
3. Establishes & uses effective classroom routines
4. Handles minor disruptions in a positive way
5. Uses a problem solving approach to behavior problems
6. Uses consultation when necessary
7. Anticipates problems & plans for successful management
8. Uses basic management skills effectively
9. Involves students in classroom rules and consequences
10. Exhibits an understanding in student behavior

D. RELATIONSHIP WITH OTHERS

1. Promotes the worth of all students
2. Motivates students to participate
3. Shows an interest in individual students
4. Develops groups skills in classroom
5. Encourage & support students
6. Relates effectively to students' parents
7. Earns the respect of students

E. PROFESSIONAL DEVELOPMENT

1. Participates in a Professional Development Plan
2. Implements change based on reflection on experience
3. Evaluates planning, instruction & management
4. Practice the FNT Code of Ethics

F. LANGUAGE AND CULTURE

1. Is knowledgeable in Inuktitut, written and oral
2. Models correct Inuktitut, written and oral
3. Values and respects other dialects
4. Uses community members as a resource
5. Acknowledges and accesses Elders in teaching
6. Relates to and is involved in community activities
7. Continuously seeks to improve knowledge of Inuit culture
8. Shares enthusiasm for Inuit education with peers

Program Descriptions

Nunavut School of Education

Why Establish a School of Education?

Justice Thomas Berger's report of 2006, entitled, The Nunavut Project, identifies education as the key to the social and economic health of Nunavut. The effectiveness of any education system rests on the quality of its educators. There is already a long and

proud history of teacher education in the north. The Northwest Territories (NWT) Teacher Education Program founded in Yellowknife in 1969 broke new ground as the first aboriginal teacher education program in Canada. The program achieved a second milestone by offering the first complete university degree in the NWT and Nunavut.

Graduates of that first program would barely recognize the program offered today as it has developed extensively over the past 37 years. It is now known as the Nunavut Teacher Education Program (NTEP) and is the only Nunavut Arctic College program offered continuously in all three regions of Nunavut. There are currently 75 graduates with B.Ed. degrees and 67 certified teachers in the system. However, as the first generation of teachers begins to retire, as teachers continue to leave the profession to work in other government jobs, and as the school population is still growing, it is timely to consider how to renew NTEP and expand educator training to meet the changing needs for professional educators in Nunavut in the 21st century.

The reality of Nunavut in 2006 includes the Government of Nunavut's Bilingual Education Strategy that requires Inuit teachers who can teach in Inuktitut at all levels of the education system, from early childhood to K-12 to adult programs. The reality also includes important roles such as some School Community Counsellor positions and most Student Support Assistant jobs that are held by staff that have little, if any, training. Nunavut Arctic College has also identified the need for Adult Educator training. The public, parents, District Education Authorities and employers are requesting high quality training programs for all educators in Nunavut schools.

Meeting these expectations requires a new vision for educator training in Nunavut. A cornerstone of that vision is the creation of a School of Education that provides "one stop" management and coordination of teacher and other educator training programs. The School will generate a new identity and status for educator training, provide more autonomy and consistent decision making, guarantee a partnership with stakeholders and provide more fiscal and program accountability.

Purpose

The School will offer and support educational training programs across Nunavut in a combination of regional campus centres, individual communities, part time studies, Summer School and, eventually, distance delivery. Building on a foundation of Inuit Qaujimagatunqangit that clearly locates students within authentic personal and collective Inuit cultural consciousness, the School will recruit, support and enable students to develop the personal confidence, academic competence and professional experiences, skills and knowledge to fulfill meaningful educational careers in 21st century Nunavut.

Programs offered by the School of Education will share common principles and instructional strategies that encourage critical thinking and model taking action to improve circumstances. This means developing the ability of program participants to help students/clients to "read" reality, to interact with it and to "write" or change it. The ultimate goal of all programs is to enable graduates to grow personally and professionally so they can help others develop and use their own strengths and skills as contributing

members of the Nunavut, Canadian and global communities. While providing programs uniquely designed for the linguistic and cultural contexts of Nunavut, association with university partners will accredit programs and ensure they meet standards similar to those in the rest of Canada.

Inuit Language and Culture

Funding, staffing, and program development within the School of Education will promote Inuit language and culture.

Pre-Service Training Programs

Course work in these programs will be coordinated so that interested graduates can move from paraprofessional certificate and diploma programs (e.g., Student Support Assistants or Early Childhood Instructors) to professional degree programs (e.g., Teacher Education) within the School with advanced standing. This provides unique made-in-Nunavut educational career path opportunities.

Degree:

Teacher Education B.Ed.

This program will consist of a four year degree, in line with the requirements for teacher certification in some other jurisdictions in Canada, and a foundation year for students requiring academic Gr.12. This program currently prepares graduates to teach in elementary grades; it will be expanded to middle and high school levels.

A renewed university partnership will accredit the degree. Students with training from other School of Education programs, or programs such as Nunavut Sivuniqsavut, may enter with advanced standing.

Diploma:

Early Childhood Diploma

This program will be offered over two years and all early childhood workers will be expected to complete it. Courses will be offered in communities, part time, in summer school and by distance education.

Kindergarten Diploma

Kindergarten staff (without teacher training) will complete a combination of two years of the Early Childhood program and one year of the Inuit Language and Culture Certificate Program. Courses will be offered in communities, part time, in Summer School and by distance education.

School Community Counsellor Diploma

School Community Counsellor Diploma training will be offered over a two year program in a combination of territorial, regional and distance delivery. All current incumbents will be required to complete this diploma.

Certificate:

Inuit Language and Culture Certificate

Offering this one year certificate program is particularly urgent. It will be made available in communities across Nunavut to mature, fluent Inuktitut speakers to provide as many Inuktitut Instructors at junior and senior levels of the school system and to adults as soon as possible. Graduates of this program will be called Inuktitut Instructors.

Practical Programs Certificate

This new one year certificate program will share some basic teaching methodology courses with the Inuit Language and Culture Certificate Program, as well as provide training in specialty areas within Multiple Options programs. The intent is to use and develop the skills of community members who would like to teach a particular practical specialty area part time in junior and senior high schools.

Student Support Assistant Certificate

The one year certificate program for Student Support Assistants will be delivered on site in as many schools as possible in combination with distance and summer school delivery. All incumbents will be required to complete the training. Over the next five years a second year of this program will be developed to extend it to a diploma.

Vocational Certificate

This certificate requires journeyman status. Few requests are currently made for this certification, but that should change as more pre-trades programs are established in schools. In addition to their journeyman status, candidates will be required to complete the Practical Programs Certificate.

Nunavut Arctic College Instructor Certificate

Nunavut Arctic College is renewing this program. It will be offered in a combination of community, part time, Summer School and distance delivery. All Adult Educators will be required to complete this program.

Governance

Board of Governors

The School will be set up as a separate division of Nunavut Arctic College under the Board of Governors with a Dean/Director. The Board of Governors will make major policy decisions based on recommendations from a Partner Committee.

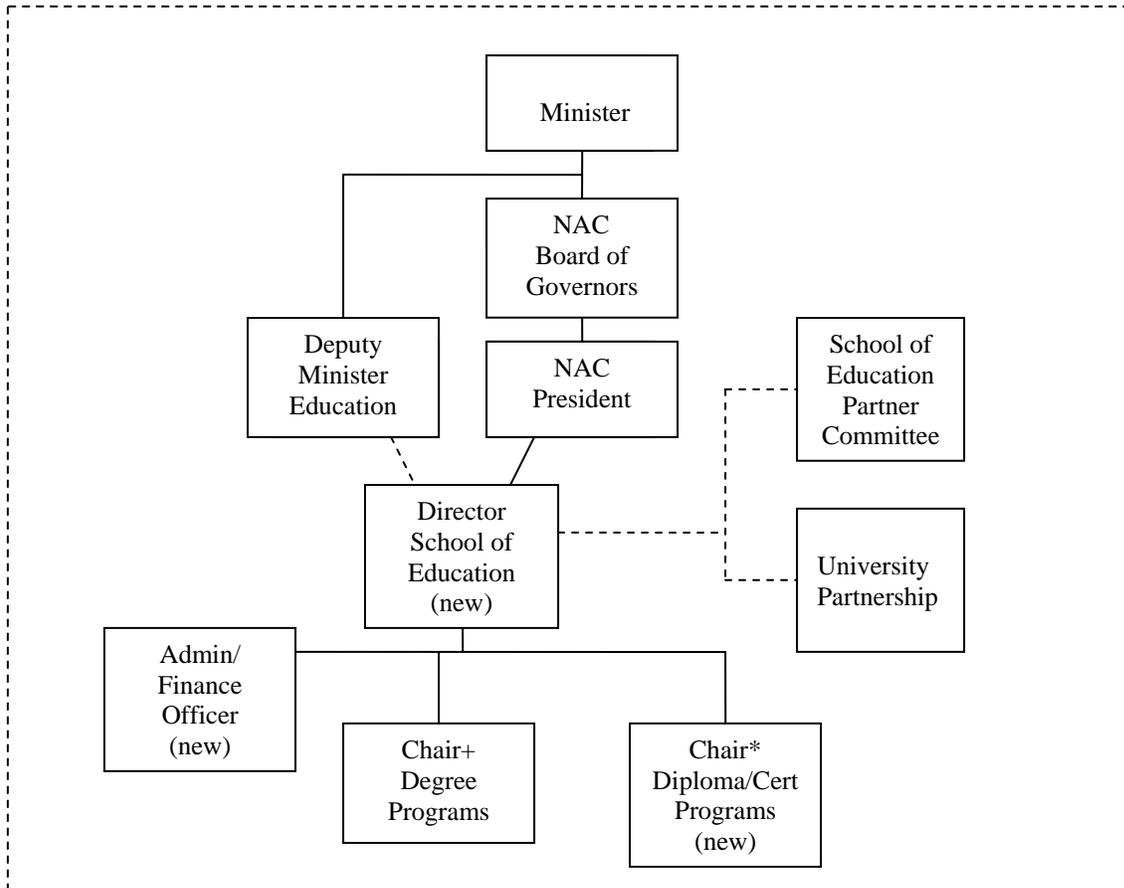
Partner Committee

A committee made up of representatives from the partner groups that have a particular stake in the programs of study will provide a communication network for program development work and ensure ongoing input/feedback from employers and graduates of the program. As many representatives as possible will be beneficiaries.

Reporting Relationship

The Director will report to the President of Nunavut Arctic College and communicate regularly with the Deputy Minister of the Department of Education.

Structure of the School of Education



*One position for coordination of both types of programs could be hired initially until all programs are established. Then a second position will be required. +The Chair of Degree Programs is the current NTEP Principal position.

Funding

Using the 10 year Educator Training Strategy as a framework for planning, multi-year program delivery, accountability and funding, the Department of Education will provide an annual Contribution Agreement to cover the costs of agreed upon programs in the School of Education. Performance indicators will be built into each contribution agreement, along with detailed program delivery and financial reporting requirements.

This contribution agreement will combine the base budget for NTEP and the Community Teacher Education Program budget and expand the resources currently provided for teacher and educator training. The budget will also include resources for additional diploma and certificate programs that are not currently funded. When required, the College and the Department will jointly submit new funding requests to government and third party agencies.

Staffing

Director

The Director will be a northern educator with at least ten years of experience in adult learning or educator training as well as direct knowledge of and experience in the Nunavut School system. The ideal candidate will have proven leadership, supervisory and administrative skills.

Instructors

Staff of all programs should be a combination of indeterminate and term positions as well as Inuit and non Inuit. Where ever possible, indeterminate instructors will be Inuit. Staff will be seconded from schools and other partner organizations for two to five year terms to ensure a close relationship between the training programs and the contexts where graduates work. Educators on-site in communities will also be accredited as instructors to provide local, part time, summer courses and/or distance support as required. Indeterminate staff will renew themselves every 5 years.

Co-instructors

Intern positions will be established at the Iqaluit campus to train new Inuit Instructors for NTEP. Community programs will have Inuit and non-Inuit co-instructors. Students in programs who are experienced instructors or teachers may serve as co-instructors for some courses as well.

Elders

As recognized experts in Inuit culture and language, each program will hire Elders to teach concepts, knowledge, skills, values and language, and provide counseling for staff and students.

In-service Training Programs

Once basic School of Education pre-service training programs are well established, if all partners agree, responsibilities of the School could expand to include offering in-service professional development opportunities for practicing educators. This might include the Educational Leadership Program, additional degree programs, and short-term specialized courses or other specialized certificate programs.

Process to Implement the School of Education

1. Include the establishment, implementation and costing of the School in the Educator 10 Year Strategy. (Take into consideration any implications for the Colleges Act, if relevant.)
2. Hire the Dean/Director of the School.
3. Prepare a preliminary implementation budget for all aspects of the School.
4. Establish the Partner Committee.
5. Hire recommended support staff.
6. Prepare a detailed plan to implement the other components of the strategy.
7. Prepare a detailed transition plan from the current structure to the new structure.

8. Prepare a detailed development and implementation plan for each of the new programs under the School's jurisdiction.
9. Establish working groups as needed of role and subject specialists and community experts (with specialized knowledge and program delivery credibility in Nunavut) to adapt and/or develop each of the new programs. Include consideration of career path links between programs in this work.
10. Ensure new program details include:
 - Program description
 - Course content
 - Staffing requirements
 - Coordination of Instructors
 - Timetabling of courses
 - How supplies and equipment will be ordered/made available
 - Delivery budgets
 - Space, supplies and equipment requirements
 - Storage requirements
 - Teaching and learning resource requirements
 - Evaluation criteria and tools
 - Record keeping
 - Links with and supports required of schools if applicable
 - Departmental and regional monitoring and support.
11. Propose and approve the content of each of the new programs through the Board of Governors.
12. Ensure that accountability indicators and monitoring and evaluation procedures are developed and implemented for each program.

Practical Programs Certificate Program

There are many reasons for implementing a new Instructor training program geared to teaching practical skills. Such a program would provide badly-needed male Inuit role models for older students, make use of specialized expertise already available in communities to assist with implementation of Multiple Options Programs and provide much needed supplementary income to community members.

The Department of Education is implementing new Multiple Options programs for junior and senior high schools that teach specialized skills in a number of areas related to potential employment opportunities in Nunavut. Community members with specific skills and extensive experience in these program areas, who could receive Instructor training and then participate in teaching these programs, could make a significant contribution to the implementation of these programs.

Another reason to implement this Instructor training program is that in 2005-06, of the 246 Inuit teachers in Nunavut schools, only 27 of them that are male. Most of the Inuit teachers who are male, work at the elementary level. Evidently, teaching has so far not attracted much interest from Inuit males. While no research has been done to determine why this is the case, possible reasons could include the perception that teaching is

women's work, little attraction to the subject matter in elementary grades, disinterest in working with students at elementary ages, and/or dislike of the indoor, verbal, abstract work-style.

This means older youth have few, if any, male Inuit role models in school. This may account for part of the reason why the number of young men who drop out of school is high. It will take a few years before there is a cohort of teacher graduates from the Nunavut Teacher Education Program with certification to teach Grades 10-12. Schools cannot wait for those graduates to have more male Inuit role models for students.

The third reason relates to the high suicide rate among youth and young adults. The majority of these tragic incidents involve males.²⁸ The mismatch between available training, employment and services and the world of men in Nunavut is not unique to education; other departments and agencies in Nunavut are experiencing this as well.²⁹ However, Education and Nunavut Arctic College have an opportunity through the development of the NTEP Strategy to do something to address this major challenge. The Practical Programs Certificate Program is part of that strategy.

A new training certificate for Practical Program Instructors would identify practical school subjects of most interest to young people, both males and females, and provide community-based training to qualify knowledgeable and experienced community members as Instructors of those areas of interest, particularly at the junior and senior high levels. Subjects could include, but not be limited to:

- Shop: Construction, Small Engine Repair, etc.
- Physical Education and Sports
- Art, Sewing, Music, Dance, Carving, Print Making, etc.
- Land Programs
- Work Experience
- Information Technology
- Counselling.

A certificate program could be established to build upon individual personal skills and interests and train and “endorse” qualified Inuit (males and females) to deliver specific “modules” from the above subjects developed and approved by the Department. They could teach

- part-time through the year
- full-time for part of the year or
- part-time for part of the year.

This would give them flexibility to work at wage employment on a seasonal basis, according to their life-style and the resources of the community school, particularly, but not exclusively in relation to implementation of the Multiple Options Programs.

²⁸ See Neily, Tim. Nunavut Suicide Summary.

²⁹ See Amagoalik, J. Damaged Inuit Male Syndrome.

Each candidate would be required to complete 5 generic instructional methods courses, such as basic pedagogy, class management, student evaluation, professional ethics, and interpersonal problem-solving. These could be undertaken through a combination of face-to-face community delivery, distance education (when it is available), or in regional centres. Efforts to deliver this training as close to the homes and schools of the trainees as possible, represents the best possible strategy for its ultimate success. These instructional courses could be offered in conjunction with similar courses in the Aboriginal Language Specialist Instructor Certificate Program.

The rest of the program would consist of 5 courses in which the trainee would undertake skill instruction in the specialized area of interest. Each trainee would study the background information, teaching and learning resources, evaluation resources and organizational requirements of their particular subject area. This component of the program would include practicum experiences in which candidates demonstrate the practical and teaching skills required to a Subject Master. The Subject Master could be someone from the community who is an expert in the skill area or someone from the school who teaches that skill, or both. New Instructor candidates would be supported by a qualified instructional supervisor in the school to deliver the skill instruction as part of the practicum requirement. Training related to particularly complex modules could be delivered at Regional centers for an entire group of trainees. The first deliveries of modules would be monitored and evaluated by mentors.

Most of these modules could be presented using the familiar format of CTS courses. Thus, student credits and graduation requirements would be fully honored from the outset of the training program. Since the students would be gaining graduation credits, the quality of the instruction must be kept high. These CTS courses could be offered during the regularly scheduled school day, or outside of school hours, as part of clubs and programs such as Skills Canada, as long as they were monitored and fully supervised as instructional programs eligible for graduation credits.

Development work by Nunavut-experienced teachers would be required to fully adapt and articulate the proposed CTS courses offered by most schools with the training courses for the Instructor certificate program. Some of this work is currently being undertaken as part of the implementation of Multiple Options. Identifying priority modules would be a significant exercise and may vary from region to region and from program to program in Nunavut.

This approach to training and supervising new instructors, who would be familiar with junior high and senior high students, could also provide instructors available to earn additional income as substitute teachers, at times when they are not otherwise engaged.

The purpose of the above proposal would be to provide a supply of instructors to

- undertake cultural activities currently delivered with uncertified community instructors who may not be comfortable with large classes

- mediate between Elders with outstanding land skills and teachers mandated to undertake land programs, thus facilitating enhanced traditional Inuit skills instruction
- deliver “shop”, art, and crafts and other practical skills training that reinforce the importance of hands-on, practical activities
- augment the supply of trained male Instructors in each community and balance the current preponderance of females in community schools
- provide a supply of experienced, certified Instructors for substitute teaching in each community
- participate in the economic advantages of teaching, while performing instruction of interest to most students.

It would be necessary to hire a Coordinator for this program to ensure development and implementation follows the principles and standards established through the 10 year NTEP Strategy and the goals and objectives of the program. An initial pilot project in one or more communities/regions would assist with addressing the practical challenges in delivering this program.

Implementation of a Practical Programs Certificate

1. Include the establishment, development, implementation and costing of the Certificate in the NTEP 10 Year Strategy.
2. Convene a Project Steering Committee with representation from interested partners, approved by the Department.
3. Prepare a detailed project plan to develop and deliver the new Practical Programs Certificate.
4. Prepare a preliminary project budget, including cost of development and implementation of courses. (See #9 below)
5. Plan, implement, evaluate and document a pilot project in one or more communities/regions to address the challenges in delivering the program.
6. Establish a working group of subject specialists and community experts (with specialized knowledge and program delivery credibility in Nunavut) to develop/adapt courses for the 5 specialized Subject Modules.
7. Determine how Subject Modules will fit into Multiple Options programs, if applicable.
8. Propose and approve the content of each of the five Teaching Skills Modules in conjunction with the Inuit Language and Culture Certificate Program.
9. Plan implementation of all above modules, including
 - Staffing requirements for supervisors
 - Coordination of Instructors
 - Timetabling of courses with small groups of students
 - How supplies and equipment will be ordered/made available
 - Delivery budgets
 - Space, supplies and equipment requirements
 - Cold and heated storage requirements
 - Teaching and learning resource requirements

- Evaluation criteria and tools
 - Record keeping
 - Departmental and regional monitoring and support.
10. Approve Instructor Career Path Options, evaluation requirements, salary classification, and certification standards.
 11. Approve total delivery budget. (See # 9)
 12. Approve school-based program support methods and program evaluation criteria and procedures.
 13. Approve Instructor Certificate program with the first delivery opportunities after the pilot.

Nunavut Educator Certificate Program

Purpose

Jurisdictions across North America provide Induction programs for new educator employees that orient and support them in transitioning to a new role in a new location. Such programs provide support and professional development to help new staff

- gain confidence
- acclimate to the new setting
- learn new roles and responsibilities

Benefits

There is significant evidence from other contexts that by supporting new staff through modeling effective practice, Induction programs increase the likelihood of new teachers becoming successful, and, most importantly, improve student learning.³⁰ Induction programs that involve all staff help build a collaborative team of learners when teachers collectively examine classroom practice and work together to find solutions to challenging instructional situations. This helps schools develop a culture of continuous improvement. Many programs also result in improved retention rates.

Basic Components

The common elements of most effective Induction programs include³¹:

- clear goals and purposes
- extended orientation beyond the first week of school to all aspects of the new role, school, community, region, curriculum, resources, social connections, and procedures
- mentoring for new teachers that lasts at least two years by experienced teachers that includes observations in other classrooms, systematic training and modeling of instruction
- school team work and district support groups for instructional planning and delivery and professional development

³⁰ See Department of Education, Culture and Employment. NWT Teacher Induction: A Program for Beginning Teachers.

³¹ See also Induction and Mentoring websites on the NET Teacher Induction site: www.newteachersnwt.ca

- system wide implementation and administrative support at all levels: school, regional, territory
- clear and direct connections with teacher needs, school goals, school improvement
- regular program monitoring and evaluation
- fit with the organizational culture of the school, district, state and encourages it to grow

Description

Probation in Nunavut lasts two years. Certification in Nunavut lasts five years and there are requirements teachers have to meet for recertification. The Nunavut Educator Certificate Program will consist of five components:

1. Extended orientation (one course)
2. Mentoring (one course)
3. Team planning and professional development (support)
4. Course work for initial recertification period (three courses)
5. Course work for each subsequent recertification period (three courses every five years)

The letter of offer for each new teacher shall describe their obligation to complete the extended orientation, a mentorship, team planning and professional improvement and recertification requirements.

The first two components of extended orientation and mentoring will be offered during the two years of probation required of all new teachers. These components are intended to provide personal and professional support to new educators to ensure they become successful teachers and grow in their ability to help students become successful learners. Every effort will be made to get accreditation and salary recognition for this work.

The third component of the Nunavut program will provide support to new teachers and experienced teachers by providing opportunities for team planning and school improvement activities that benefit everyone. These will be connected to individual professional improvement goals, school goals, and school improvement plans.

The fourth and fifth components involve completion of three courses during the first recertification period and three courses over each succeeding five year recertification period. The first set of courses will be common for all educators and focus on best teaching practices in Nunavut. The other courses can be chosen by the teacher to meet an interest of their own.

All expectations for the program and roles and responsibilities of those involved must be clearly defined. Teachers who are new to teaching may require different supports from those have experience teaching, but are new to a community or a specific school. Needs of both Inuit and non Inuit teachers will be defined and supported.

1) Extended Orientation (One course during the first year of probation)

- Immediately after hiring: information on school, community, curriculum, pedagogy, etc.
- Summer: assistance with preparing for the first year
- On arrival: tour of community, school and introduction to key community members, school staff, DEA
- Before school starts: getting the classroom/program set up
- Before school: culture camp experience
- First week of school: school and classroom year plans
- First two weeks of school: setting goals for learning with mentor
- Monthly: reflection and discussion on making the transition from a student to a teacher, how to balance all the responsibilities and ways to go beyond survival to thriving
- At the end of the year: discussion about how to improve support in the future and goal setting for support the following year.

2) Mentoring (One course during the two years of probation)

Mentoring involves modeling critical and reflective thinking, personal professional growth, hard work to improve student learning and support for the new teacher's professional growth.

The role of mentors has to be well defined and mentors require training to be most effective. Mentors require people skills and the ability to think critically and reflectively. They need training in how to be helpful, how to diagnose new teacher's needs and how to direct help in the needed areas. They must learn to provide feedback that is non-judgmental, descriptive and positive. Training should also include how to determine when to challenge growth. Mentoring needs to be monitored regularly and processes established to support both staff members if problems arise

Mentoring can involve individual activities such as portfolios, journals, conferences, phone calls, and letters, as well as group activities such as workshops, web-based networking, etc. Activities can take place at and should be supported by school, regional and territorial staff. Activities that encourage school wide planning and learning and are related to school improvement are often most effective in the long run. A support network among NTEP graduates should be established through a web site and regular conference calls for their first year after graduation.

Support by the experienced mentor can cover many topics:

- Classroom management
- How to determine/assess student strengths and needs and respond to them appropriately
- Knowledge and teaching of specific subjects
- Sharing best practices and good things happening, as well as problems.

To implement mentoring, both teachers require time to carry out some mentoring sessions. The mentor should have some reduction in other roles or tasks like supervision, as well as an allowance that recognizes their contribution. Mentors should be volunteers.

Support should be provided to mentors by school administration and district or territorial coordinators.

Team planning and professional improvement

Teaching is an extremely rewarding profession, but it can be demanding and difficult. Teacher can be more creative and learn more from each other when they share and work together. Creative timetabling of schedules can provide time for teachers working with the same students or similar age groups to have collective planning, discussion and professional improvement time.

Team planning will involve Inuit and non Inuit teachers planning together, along with Elders when possible. This could include learning about the history of Nunavut and education in Nunavut, instructional planning, school improvement planning or planning school social activities or fun activities for the school and families.

Course Work (Three courses over the initial five year certification period)

Three courses will be offered over the initial five year recertification period. All educators with teaching certificates in the system will be required to complete these courses: consultants, curriculum coordinators, principals, Superintendents, Directors, etc.

Educators can complete the courses at any time in the five years after completion of probation. The first three courses will include content and pedagogy related to Inuit culture, Inclusion, Student Assessment and best teaching practices in Nunavut education. The courses will include both theoretical background and as much practical, hands on pedagogy as possible. Courses will be taught by experienced educators in the system. Courses will be available for educators to take on a part time basis in the community, in Summer School and by distance education.

Course Work (Subsequent recertification periods)

Educators will be able to choose the focus for the three courses required for the second and subsequent five year recertification periods. Every effort will be made to ensure that teachers receive salary recognition for all of these courses and a university accrediting partnership will be sought.

Implementation

1. Under joint sponsorship of the School of Education and the Nunavut Professional Improvement, a committee of Nunavut educators representing the Department, the FNT, recent graduates of NTEP and long term educators will be established to define all elements of the Nunavut Educator Certificate Program.
2. The Committee will plan the elements of the Nunavut Educator Certificate Program to include:
 - Extended orientation (one course)
 - Mentoring (one course)
 - Team planning and professional development (support)

- A common set of three courses for initial recertification required of all educators (three courses)
 - An additional three course requirement for recertification in each subsequent five year period (three courses every five years).
3. The Nunavut Educator Certificate Program will be coordinated at the territorial level and provide funding to regions for support activities. These activities can involve:
 - Workshops for new teachers
 - Distance education or tele-health support sessions
 - Support by email, telephone
 - Videoing PD sessions and videoing best practices in classrooms.
 4. The Program will provide funding to schools for mentoring allowances.
 5. The development of the Nunavut Educator Certificate will include analysis of the experience and lessons learned from the NWT Induction program.
 6. The Program will include detailed descriptions of the roles and responsibilities of the mentor, principal, regional and territorial coordinator.
 7. The Program will identify both the common and unique support needs of NTEP grads, new teachers from the south who have no experience teaching and new teachers from the south who have experience teaching.
 8. The Program will incorporate providing information and support for teachers on the Nunavut teacher evaluation tools and procedures required as part of probation.
 9. After implementation of the Program for teachers, consideration will be given to how the program can be extended to other educational roles beyond teachers.
 10. The Program will include procedures for collecting and reporting on data through exit surveys and interviews, among other topics, on:
 - Teacher satisfaction with the program
 - Job satisfaction of teachers in the program
 - Teacher learning from the program
 - Teacher retention results
 - Impact on student learning.

Inuktitut Teacher Training School K-5

The Teacher Training School must be established with a clear mandate and goals if it is to succeed. The following guidelines are not intended to be exhaustive, but are considered the minimum that must be done to implement the spirit and intent of the school.

Purpose of the Training School

The model school will serve as a training school for the Nunavut Teacher Education Program. NTEP is constantly calling on schools to allow students to practice or observe, which places a strain on both classroom teachers and trainees. This is true whether the program is at the main campus or in a community. Often the best teachers are overused and not available as cooperating teachers.

There are many benefits in having a school dedicated to teacher training: trainee teachers will observe, work with, and practice under the guidance of exemplary Inuit educators; trainees and instructors will have regular access to the cultural Instructors who will be an integral part of the training school; trainees and Instructors can readily observe child behaviour in a classroom setting where Inuktitut is the norm; theory and practice can be integrated into all aspects of training; access to classrooms is guaranteed and consistent; innovative teaching strategies can be tried and honed; and many more.

Language

One of the most important objectives of the training school will be the highlighting of Inuktitut as the working language of the school. That is, Inuktitut will be the language of instruction and will be accorded high status as there will be no competition for students' attention from any other language. This focus on Inuktitut only will allow students to achieve a deep knowledge and wide understanding of their first language, which will be the basis for an introduction to English and or French after Grade 5.

Students who move from the Teacher Training School to Grade 6 will need a comprehensive English Second Language program in order to bring them up to speed with their peers coming from the bilingual stream. The transition to a bilingual program in Grade 6, with particular emphasis on the introduction of English, will be planned in advance with the community, DEA and school staff.

Principles of the Inuktitut Teacher Training School

Academic and Cultural Excellence

The training school will be predicated on both academic and cultural excellence.

Inuktitut

Inuktitut will be the language of instruction in all subject areas, both academic and cultural.

Students

Students will come to school, punctually and regularly, rested, fed, and ready and motivated to learn.

Parents

Parents will sign an agreement pledging to actively support their child's learning.

Teachers

Teaching staff will be experienced, exemplary educators who are in complete agreement with the objectives and principles of the training school.

Practical and Symbolic Purpose

The training school will have a practical as well as a symbolic purpose. It will demonstrate that the students can master the concepts and skills required at their age

levels while learning in Inuktitut. With a firm foundation in their first language, students will be confident and equipped to further their schooling.

The training school will serve as an example to all Nunavummiut that Inuktitut is a vital and expressive language capable of serving its people for as long as they wish. In those communities where Inuktitut is not getting the support it needs, the model school can show that there is no incongruence between academic and cultural achievement.

Location of the Training School

The location of the training school is important because of the message it will send, not only to the particular community where it is established, but to Nunavut as a whole. There are two schools in Nunavut where all the staff are Inuit and it might seem opportune to establish the training school in each of these communities. There is every reason to expect the school would succeed in such a setting where Inuktitut is strong and the teachers have community support.

However, it is proposed that training schools be established in Iqaluit, Rankin Inlet and Cambridge Bay, precisely because Inuktitut is under siege and threatened in these communities. The training schools, focused on Inuktitut, will provide clear examples of what can be achieved with careful planning based on sound principles and a clear purpose. The success of the training schools in these regional centres will serve to rejuvenate Inuktitut, give pause to the doubters, and inspire others to follow.

Establishing a base-budgeted NTEP in Rankin Inlet and Cambridge Bay will give further purpose and validity to the Inuktitut Teacher Training School. Trainees from each region will study in close proximity to teachers, students and Elders, all engaged daily in demonstrating the strengths of Inuktitut language and culture. The positive messages given by this collaboration between the school and teacher training will be beneficial to trainees, teachers and students and to the region, as well as to Nunavut as a whole.

Implementation

K to 3

The Inuktitut Teacher Training School cannot be established over night because the teaching and learning materials do not exist to support it and the cultural program needs to be carefully planned. There are, however, sufficient Inuktitut materials available to establish a school from K to Grade 3 right away, with Grades 4 and 5 added incrementally as more teaching and learning materials are developed.

Ideally, all staff should be hired together in advance to allow for maximum preparation and planning of the program and production of Inuktitut materials. At the least, the K to 3 staff should be hired a year in advance of opening to plan the primary program, gather the necessary teaching materials and identify unilingual Instructors and cultural informants.

4 to 5

Grade 4 and 5 teachers should be hired on opening to plan the program up to Grade 5. This is where the bulk of the teaching and learning materials are needed and therefore the teachers will need to work with someone with high level expertise in developing them. The Department of Education, Curriculum Division has an important role to play in providing assistance and support, especially through the Teaching and Learning Centres.

Teachers and Parents

Success of the Inuktitut Teacher Training School is predicated on the full understanding, cooperation and consent of all parties involved, teachers, parents and students. District Education Authority support is also needed. Teachers and parents will be asked agree to, and to sign a contract, which declares their commitment to the principles of the training school and their determination to uphold them.

Parents would pledge to support their child's education by ensuring the child: gets sufficient sleep at night; is properly fed in the mornings before coming to school; completes homework as required; and is punctual and attends every day. Parents will also keep teachers informed as needed and actively support their child by attending school functions; and so on.

IQ and the Model School

The eight guiding principles of IQ will be incorporated into the life of the school and practiced by both staff and students. It will not be assumed that because a staff member is Inuit they know and automatically follow the spirit of the IQ principles. All staff will be required to show that they live by these principles and they will be expected to encourage their colleagues and students to do likewise.

Staffing

Teachers

The Inuktitut Teacher Training School will be staffed by outstanding Inuit educators who believe in the philosophy and principles of the school. They must be committed, highly motivated and dedicated, professionally and personally, to the success of the training school. Teachers will be competent and comfortable working with NTEP trainees and instructors. They will understand and accept that their roles go far beyond that of the regular classroom teacher.

Principal

The principal has a vital role to play in ensuring the success of the training school. The principal will be an acknowledged educational leader with appropriate experience and background who is totally committed to the idea of the training school and clearly understands its symbolic as well as its practical importance. The principal will be open, supportive and passionate about the need for Inuktitut in every aspect of the life of the school. She must be able to motivate, lead and gain the trust of the staff and the parents. She must have confidence in her own abilities and clear sense of direction, as well as a vision for the training school.

Support Staff

All support staff will subscribe to the purposes and principles of the training school. Janitors, secretaries, Student Support Assistants, and all other non-professional teaching staff will support the rule of “Inuktitut only” in all their dealings with each other, with the teaching staff, and with the students. Support staff with strong skills in language or with cultural knowledge must be willing to become part of the instructional life of the training school as part of their normal duties.

Unilingual Informants

The training school cannot achieve its objective of producing students who have strong Inuktitut skills, cultural knowledge and confidence in their identity without the input of mature unilingual Inuit. These unilingual Inuit will teach the cultural program with the guidance of their professionally trained colleagues. Their role is vital in setting the tone of the school where language, attitude and general demeanor are important.

School Program

Curriculum

The Nunavut curriculum prescribes what students must learn in school. The Inuktitut Teacher Training School will accept **nothing less than excellence** in both the academic and cultural programs, which are seen as complementary, not separate, mutually supportive and equally important.

Academic

The training school will follow the curriculum approved by the Department of Education and will ensure that the students achieve high levels of competency in all required areas. Mathematics, Science, Inuktitut, and Social Studies, will be the core of the academic program. These areas will be delivered by trained teachers incorporating the knowledge and expertise of other informants. As all teaching will be in Inuktitut, the language skills of the students’ will be reinforced across subject lines, helping them to incorporate the use of specific terminology and the development of more sophisticated constructions as they formulate more demanding concepts.

Culture

Physical Education, Health, Art, and Music will form the basis of the cultural program. These areas will be delivered by appropriate unilingual informants aided by the expertise of trained teachers. Language skills and knowledge of students will be further enhanced by learning from unilingual informants. Special vocabulary associated with specific subject areas will be learned and applied by students, giving them a rich and deep understanding of Inuktitut.

Program Schedule

The schedule for the training school depends on a number of variables; however, it may be useful to suggest one possible approach.

Mornings will be used for instructing the academic program and afternoons for the cultural program. Children are often more alert and less tired in the mornings and may be better able to meet the demands of academic areas. The cultural program is more physically stimulating and therefore, should catch the attention of the students later in the day. Also, older unilingual Instructors may prefer to teach in the afternoons rather than the mornings. Trained teachers will work with the unilingual Instructors in the afternoons as well as having planning time for their own teaching.

The program will also be planned seasonally, that is, themes and topics will correspond to the time of the year and reflect appropriate traditional activities. For example, children will take part in a caribou hunt in the fall, prepare the skins and learn how to sew using prime skins.

Logistics and Costs

As students who attend the Inuktitut Teacher Training School will be drawn from the existing school population, there will be no need for new buildings, but some modifications will be necessary to existing structures.

Iqaluit has a small school in Apex which could be the site for the training school. This would require bussing as students could be coming from both Iqaluit and Apex. Students are presently being bussed to and from Apex to attend middle and high school so the logistics should not be too difficult.

In both Rankin Inlet and Cambridge Bay, some modifications would have to be made to the school buildings, such as sectioning off the training school classrooms from the rest of the school. This need not be hugely expensive.

The initial main costs will be in hiring teaching staff a year in advance while they are planning the program and getting teaching and learning materials ready in time for school opening. The training school budgets will have to be set to adequately fund the cultural program, pay for the unilingual teachers and buy the necessary materials.

Who Can Attend the Inuktitut Teacher Training School?

The training school will be governed by the Nunavut Education Act, as all schools will be, and so ministerial permission may be needed to enforce its policies, especially with regard to parental support and student attendance. The training school will accept only those students whose parents have signed a contract in support of its principles. Parents who do not wish to sign a contract may send their children to the normal school program being offered in their community. Attendance will be considered a privilege and therefore, parents who do not abide by the contract will be asked to withdraw their child from the training school.

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For additional resources on mentoring and new teacher induction programs, see the Internet Resource links listed under What is Teacher Induction? on the NWT Teacher Induction site: www.newteachersnwt.ca