**Standing Committee on Legislation Review** of Bill 25, An Act to Amend the Education **Act and the Inuit Language Protection Act** Iqaluit, Nunavut November 28, 2019

## **Members Present**:

Tony Akoak

Pat Angnakak

Joelie Kaernerk

Mila Kamingoak

Pauloosie Keyootak

Adam Lightstone

John Main, Chair

Margaret Nakashuk

David Qamaniq

Emiliano Qirngnuq

Paul Quassa

Allan Rumbolt

Cathy Towtongie, Co-Chair

#### **Staff Members:**

Alex Baldwin

Stephen Innuksuk

## **Interpreters**:

Lisa Ipeelee

Andrew Dialla

Attima Hadlari

Allan Maghagak

Philip Paneak

Blandina Tulugarjuk

### Witnesses:

Thomas Ahlfors, Legislative Counsel Cathy Okpik, Deputy Minister of Education

>>Committee commenced at 9:01

**Chairman** (interpretation): Good Morning colleagues. Mr. Keyootak can you please lead us in prayer this morning.

>>Prayer

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**Chairman** (interpretation): Mr. Keyootak, thank you. Good morning colleagues. Minister Joanasie and your officials, good Morning.

As we proceed with our Standing Committee hearing on the proposed Bill 25. This is our fourth day and we are scheduled to meet for half the day, up until lunch time. We have invited the Minister to come and review the things that we have heard in the past three days. I am sure we will have some questions to the Minister asking for details and the officials are here. Before, we proceed to questions, the Minister has a statement to make. So can you please introduce your officials, first of all and then you can get started, Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Good Morning MLAs and people of Nunavut. With me this morning is my Deputy Minister for Education, Kathy Okpik and policy co-ordinator Melissa Alexander, and from the Department of Justice is our Legal Counsel, Thomas Ahlfors. Those are the witnesses.

I have a prepared statement and I would like you all to understand that we are glad that we are given an opportunity to appear before the Standing Committee and we have been working on this topic for a very long time and we are glad that we are able to proceed to our discussion today and that we were able to hear from the he witnesses that appeared before you this week.

As a department, we like the Standing Committee, want to ensure that we propose the best possible amendments to the *Education Act*, and the *Inuit Language Protection Act*. As Members know, my department had the pleasure of travelling to all 25 communities and engaging directly with Nunavummiut every community and over the

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past 3 days the Standing Committee on Legislation has had the opportunity to hear directly from some of the people we met as we travelled across the territory in our consultations.

(interpretation ends) The diversity of views and opinions expressed by the witnesses this past week in Iqaluit represent just some of the feedback that we have received on the proposed amendments. As a department, our challenge was to propose amendments to the Acts that best balance the interests of Nunavummiut. It is a challenge that is now before the Members of the Standing Committee.

Mr. Chairman, in Bill 25 my department is proposing to take a phased implementation to the delivery of Inuit language arts instruction for grades 4-12, up to 2039. It is a proposal that has sparked much debate in the House over the past three days and one that I would like to explain more fully to the Members and to Nunavummiut.

Mr. Chairman, in the context of the document that Members have in front of them, language of instruction is used to identify the percentage of instruction a student may receive in a certain language over the length of an academic year. The *Education Act* language of instruction regulation outlines three models of education under which a DEA may choose to operate.

The Qulliq model, intended for communities where Inuktitut is the first language, the immersion model, intended for communities that have experienced language loss, and the dual model in communities that have both strong Inuktut first-language speakers and English first-language speakers.

Despite the existence of these three models, Mr. Chairman, as Members know, many

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factors have limited the ability of schools to implement their chosen model and in many schools Inuktitut language instruction is well below the required percentage.

Mr. Chairman, my department is committed to delivering bilingual education for all Nunavummiut and has developed plans for Inuktut language instruction implementation that aligns with the timelines set out in Bill 25.

First I would like to clarify the categories of curriculum that the department is developing as well as how they align with the three language of instruction models. The Uqausiliriniq strand focuses on language development, expression, and critical thinking and consists of Inuit Language Arts I, as a first language for the *Qulliq* model; Inuit Language Immersion for language revitalization in the immersion model; Inuktut as a Second Language for students in the non-Inuktut stream of the Dual model; English Language Arts I, for students strong in English in the non-Inuktut stream of the Dual Model. English Language Arts II, for students learning English as a second language found in all four streams. Finally; a Fine Arts course is also unified in the *Ugausilirinig* strand. There are three more core curriculum strands that also exist with core courses curriculum for all three models, and they include the Nunavusiutik strand, focusing on social studies, Aulajaaqtut strand, focusing on health and physical education, and Igaggaukariniq strand, focusing on math and science.

(interpretation) Before I go on to discuss the stages for development of made-in-Nunavut curriculum, Mr. Chairman, I would like to discuss the courses identified in the curriculum strands and how their implementation is set out in Bill 25. It came up several times throughout this week's hearings that Bill 25 only sets timelines for

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the implementation of only the Inuit language arts courses. While this is true, these timelines were intended just like the Inuit language arts courses themselves, to lay the foundation for the implementation of Inuktut language of instruction in all areas.

Our long-term plan, the timelines in the bill do not include further courses because at the time of the drafting the timelines for the other core curriculum development had not yet been established.

(interpretation ends) The resources required for high-level courses such as math and science can be quite extensive and less predictable considering the level of terminology development that would be required. While the timelines for all courses are not set out in the bill, my department is committed to delivering these Inuktut curricula as they are presented to Standing Committee this week and the packages you have in front of you represent the department's implementation plan going forward.

As I stated yesterday, development and implementation of made-in-Nunavut curriculum involves four main stages; curriculum development, creation of assessment, evaluation, and reporting that aligns with curriculum expectations. Sorry. They are:

- 1. Curriculum development
- Creation of assessment, evaluation, and reporting that aligns with curriculum expectations
- 3. Creation of resources that align with curriculum expectations
- 4. Creation of delivery of training four teachers implementing the new curriculum

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An explanation of the phases within each development stage can be found on pages 6-10 of the document provided and the development of implementation timelines outlined on pages 13 and 14. The department considered the time required for each stage of development.

The staggered development of each stage is based on the pace at which each specific grade and curriculum can achieve the most efficient outcome for students.

Staggering the timelines is to ensure that schools are properly supported to implement curriculum one at a time and are not under immense pressure to implement too much at once.

The school years listed represent the estimated implementation year for each stage of curriculum development per grade level up to 2038-39 for some courses and grades. Please keep in mind, Mr. Chairman and Members, that this does not mean that the department will delay Inuit language instruction until 2039. It also does not mean the department will stop the Inuit language instruction that is currently being delivered in Nunavut classrooms.

Mr. Chairman, my department is and will continue to deliver Inuit language instruction in schools, just not yet at levels required by the current bilingual education models. In fact.

within Section 4 of the bill's schedule we are required to produce the curricula and all its associated resources as soon as possible; not just by the end of the deadlines listed.

The curriculum assessments and resources we are developing as a part of our implementation plan will help support all of the bilingual education models to ensure that

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Inuit language instruction can be delivered at the levels required by the models.

We will report annually on the implementation of Inuit language instruction to ensure that we remain accountable to Nunavummiut. While some external factors may cause these timelines to vary in the future, they are based on careful consideration of the department and its capacity.

The next step in achieving the language of instruction timelines is related to staffing of bilingual educators in Nunavut and as you can imagine, Mr. Chairman, it is more difficult to accurately predict that. As I mentioned earlier this week, the department is working in a number of ways to ensure that there are enough Inuktut-speaking educators to implement curriculum and resources curriculum and resources that are developed.

These efforts include the development of a 10-year retention and recruitment plan as referenced in Section 5(1) of the bill's schedule and which will align with our department-wide Inuit employment plan. As a part of these efforts, my department is working to develop accurate predictions of how many bilingual educators are and will be needed in each community to implement our Inuktut language of instruction timelines. This includes timelines related to expected vacancies caused by retiring teachers.

(interpretation) We are working closely with the Nunavut Arctic College to use this information to prioritize the communities in which the NTEP will be delivered over the coming years. We will be using our timeline to inform conversations with the college around the expansion needs of the NTEP, including a potential middle school and high school screen.

Through the 10-year Educator Retention and

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Recruitment Strategy we will outline the department's role in supporting potential teachers and connecting them with training through the NTEP and ensuring that graduates can be successfully transitioned into our schools.

Preliminary estimates of NTEP graduates, based on the planned expanded rollout of the program are approximately 15 to 28 per year in the first four years with varying graduation rates going forward. If rollout continues as planned, the number of trained Inuktitut speaking teachers produced by the program the next 20 years would likely be well over 500. We are excited about NTEP's new focus on Inuktut and are confident that it will lead to our goal of a fully bilingual education for Nunavut.

(interpretation ends) Mr. Chairman, with regard to the *Inuit Language Protection Act*, I want to inform the Members that our proposed amendments to the Act have historical context. The *Inuit Language Protection Act* and the current *Education Act* received assent on the same day in 2008 and are intended to work together. While the *Education Act* uses the term "bilingual education" the *Inuit Language Protection Act* does not. These amendments are simply intended to align the language of the documents to allow for more seamless implementation.

Mr. Chairman, I would like to take this opportunity to respond to some of the comments or statements that have been made over the last three days. I have heard from a number of witnesses that they were not properly consulted with throughout the development of the bill. My department offered many opportunities for our partners and members of the public to provide feedback and input on the proposed amendments.

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As a department it was our expectation that our partners would openly tell us what they wanted to see in the bill when we consulted with them. Instead, we received many requests to either delay consultations or to participate in the drafting of the bill. During our process we also received submissions that differ dramatically from the submissions provided to the Standing Committee on Legislation. As a result, my department did not have an opportunity to fully consider these proposals or to have them reflected in the bill.

Mr. Chairman, I would also like to clarify the reporting structure of the Coalition of Nunavut DEAs. I have heard it said that the additional positions being proposed for the coalition will report to the Minister of Education. As an organization formed under the *Societies Act*, the coalition is and will remain independent from the Department of Education. The new positions being proposed will report to the executive director of that coalition.

Mr. Chairman, a number of concerns have also been raised with respect to discretionary authority of DEAs to register students over the age of 21. I want to make it clear to the Members that discretionary registration is an authority DEAs currently have under the 2008 Education Act. It is not a new authority we are proposing to provide DEAs. During the 2016 consultation, the department proposed to limit DEAs discretionary power to register individuals over the age of 21. However, based on the feedback of DEA members and Nunavummiut, the proposal was dropped. In Bill 25 we are simply proposing to add clarity around who DEAs can register in school using their existing discretionary authority.

Mr. Chairman, a number of witnesses have also raised concerns about the availability of early childhood programs in schools across Λ'dϧϧͺ 25 λίω λιθΔαθληςηςης υιΕς Δς σαθος Δολαβος, Κολα Οίλιος Ιαα κρισαθος Δς σας μας Λ'λης Γς Εα Δς σαθος πλος Λ'λης Γς Εα Δς σαθος πλος Λ'λης Γς Εδα Δς σαθος πλος Ρυθολης δολος κρισαθος Λρισαθος Γεσαθος πορος Δωας Γεσαθος Δαθος Δολος Αθολος Αρος Αθολος Αθολος Αρος Αθολος Αρος Λριμορος Αθολος Αθολος Αθος Αρος Αρος Ανολος Αρος Ανολοί Αλολοί Γαρρος Το Βολος Αρος Αρος Αρορος Αρορος

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Nunavut. Under the current *Education Act*, the DEAs, not the Department of Education, have the responsibility of providing early childhood education programs that promote Inuit language and culture. DEAs can provide such programs by either creating or operating their own programs or by contracting a third-party provider to deliver it.

Throughout the course of the consultations some DEAs identified the financial management and reporting requirements of contribution agreements as a barrier to providing these early childhood education programs. As a result, the available funding allocated to these DEAs for early childhood programs goes unused and access to these programs is unavailable to children in some communities.

To address this identified barrier and to ensure that all available funds are used, we are proposing to allow the Minister to fund third-party providers and directly manage the contribution agreements only when DEAs elect not to deliver this programming themselves. However, third-party child care providers fall under the scope of the *Child Day Care Act* and we are currently limited under this Act to licensing child daycare programs.

Mr. Chairman, I have heard the concerns of the Members and the invited witnesses of the importance of ensuring that all children have access to early childhood programs and will consider this issue in our review of the *Child Day Care Act*. I have also heard the call for DEAs to have absolute control over their school calendars during these proceedings.

It is a call my department heard throughout our community consultations and I want to make it clear to the Members that the proposal to establish 9 school calendars only includes start and end dates and a professional Ċºd
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development week. DEAs will keep their authority to decide school closure days, including spring break and other noninstructional days such as orientation and inserving of its education staff.

Finally, Mr. Chairman, I have heard many witnesses make legal claims with specific reference to Sections 23 and 35 of the Constitution. If the Committee will allow, I would like to have Thomas Ahlfors, the legislative counsel to provide some clarification on some of the concerns that have been raised with regard to these issues. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Chairman. So in listening to the various interveners during the last three days, I was quite concerned about some of the statements that were made about in particular Section 23 and 35 of the *Constitution Act* and also some other legal claims that were made during that time.

I will start off with the submissions of the Commissioner of Languages. Now, I would like to emphasize that I have the utmost respect for the Commissioner of Languages. I understand that she is very new in her position and the written submissions were actually made prior to her entering into that job. So I want to indicate that as far as her opinions about what she thinks is the right thing for the Inuit language, I am not giving any opinion with respect to that either positive or negative. I am going to be focusing merely on the legal claims that were made during her submissions and by the Quebec lawyer that was accompanying her.

So the first one really was that there is some existing or inherent right under Section 35 of the *Constitution Act* to Inuit language

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instruction in Nunavut. Looking at what the law is, that is simply untrue. That right does exist in the *Inuit Language Protection Act*, but it does not exist in the Constitution. The reason for that is that the Supreme Court has looked at what are the rights that are protected under that. On the one hand we have treaty rights such as the *Nunavut Agreement*, and no one really got into that. So we are looking at the existing rights or the inherent rights under Section 35.

So as the Languages Commissioner correctly pointed out, this refers to practices, customs or traditions that are integral to the distinctive culture of the indigenous group. So in precolonial times Inuit used, transmitted, and developed the Inuit language. There is no question about that. That is a right that is protected under Section 35 of the *Constitution Act*, but it's really only those rights that existed before the Europeans showed up that are protected by, other than the treaty rights that are protected by Section 35.

So while we can't stop Inuit from talking in Inuktut, or speaking and teaching Inuktut to their children, or to other people, or to develop the language and you know, create new vocabulary etcetera, formal education and government services in the modern sense did not exist prior to European arrival in Nunavut. So those rights just simply are not protected by Section 35 of the Constitution. As I stated, those rights are enshrined in the *Inuit Language Protection Act* which is an Act created by this Legislative Assembly. Therefore, as it is a creation of this Legislative Assembly, it can be amended by this Legislative Assembly.

Further, in the comments of the Languages Commissioner and her Quebec lawyer that accompanied her, there were some indications that ILPA by itself prevents the Minister from introducing amendments such as the ones in ᢦᡥᡗᠬᢐᡅᡤᠠ᠋ᡣᠬᢣᡲᡫᠦ᠂ᢦᡥᡗᢇ᠌ᡴᡗᢇᡷᡫᢗᢃ2-ᠮ᠂ᡬ᠊ᡆ ᢗ᠘ᠣᡃᢐᢪᢉᡃ᠋᠋᠘ᡣᠬᢛᡃᢐ᠍ᡃᢛᢗᡲᡥᠦᠣ᠂ᡬᡠᡆ ᠘᠋ᢦᢉᡏᢐᡃᡗ᠌ᢤᠮ ᢗᢞ᠌ᡷᡆ᠕ᡠᡟᢣ᠋ᡃᡳᡊ᠌᠌ᠵᢛ᠑ᡃᢐᠳᡏ᠌᠌ᡒᠦ ᡁ᠙᠘ᡟᠣ᠙᠂ᡏ᠋ᡧᠺᠫᢛᡟ᠘ᡌᠨᢣᡥᠦᢛ.

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One of the fundamental principles of the parliamentary democracy that we have here in Nunavut and in Canada is that one legislative assembly, so the one that was there in 2008, cannot prevent a later legislative assembly from amending laws, so that would be the Legislative Assembly of today. Any assertion that ILPA prevents the amendment of ILPA is simply wrong.

There was also a reference to administrative law principles and there were some questions around that, and I am as unclear as some of the Members as to what that reference was to.

A recent Supreme Court case from 2018, Mikisew Cree First Nation versus Canada, basically stated that parliamentary privilege includes the development, drafting, and introduction of legislation and that unless there is a specific and explicit right in a land claims agreement or treaty, no one in Canada has any right with respect to legislation other than three readings and assent.

Now, the *Nunavut Land Claims Agreement* does have a few references to those rights. For example, Section 2.6.1 requires close consultation in the development of legislation that implements the *Nunavut Agreement*.

There had been a question of "Does NTI have a right to be included in the actual drafting, the actual putting words to paper part of the process?" The answer to that from this Supreme Court case is that no, they do not have that right. The only way that they could have that right is if it was explicitly written in the *Nunavut Agreement*, but Article 32, which is often referenced, has no reference to either legislation or the drafting of legislation.

Further, the Languages Commissioner had indicated that ILPA can only be amended

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through sort of a five-year review process that's provided for in the *Inuit Language Protection Act*. While I respect the Languages Commissioner's views that that is how she would like it to happen, that is not a legal requirement. Again, when a bill is introduced, the Minister and the Legislative Assembly have the authority to make amendments to any piece of legislation that has been passed by the Legislative Assembly.

One of the things I was very glad to hear from the Languages Commissioner was her very last comment where she actually contradicted the Quebec lawyer who was accompanying her, where she emphasized that it's important that the *Inuit Language Protection Act* and the *Education Act* be consistent with each other.

One of the primary duties of legislative counsel, so my office, is to protect what's called the integrity of the statute book. What that means is that when we draft legislation, to the extent that's possible, we have to ensure that we don't create any inconsistencies between two pieces of legislation. We don't want one piece of legislation saying "Go left" and the other piece of legislation saying "Go right." We want them to both say the same. If they deal with the same thing, say the same thing or be compatible with each other.

There was a failure in 2008 with respect to that. Two pieces of legislation, the *Education Act* and the *Inuit Language Protection Act*, were passed on exactly the same day. The *Education Act* referred to bilingual education; the *Inuit Language Protection Act* did not. The *Inuit Language Protection Act* applied to, in a limited extent, but still applied to the French school with respect to having to teach the Inuit language. The *Education Act* gave a complete exemption to the Commission scolaire francophone du Nunavut with respect to that obligation.

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Bill 25 has two provisions in it to rectify these inconsistencies, one which is to the *Inuit Language Protection Act* to add the concept of bilingual education and the other is an amendment to the *Education Act* to require the Commission scolaire francophone du Nunavut to provide classes in the Inuit language so that the students there whose parents want them to learn the Inuit language can do so.

The second issue that was raised mainly by the Coalition of Nunavut DEAs was a reference to Section 23 rights with respect to the rights that the Commission scolaire francophone du Nunavut has in Nunavut and that French school boards have in all of the rest of Canada outside of Quebec and that the English school boards have in Quebec.

To address this, I would like to start from the basics, which is the purpose of law. Why do we create law? The reason for that is that there is something in the existing law or in the lack of law that creates a problem and the new law that we create is there to solve that problem.

Part 13 of the *Education Act* provides certain special educational rights to francophones. Now, I would like to correct one misrepresentation that was made during the presentation of the coalition, which was that district education authorities have numerous obligations under the Act whereas the commission scolaire francophone only has very few obligations under Part 13.

If we look at the definition of "district education authority" in the current *Education Act*, and this is not being changed in Bill 25, it says, "'District Education Authority' means a district education authority established or continued under this Act and, unless otherwise provided," so where there are some exceptions, "includes the *Commission* 

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In order to understand why those exceptions exist, we have to look at the purpose of Section 23 of the charter because it is Section 23 of the charter that obligates Nunavut to have these types of provisions. The purpose, and this is what the Supreme Court has said, is twofold. One is to protect minority language rights holders because they don't have sadequate representation. Looking at the Nunavut context, there are no francophones in the Legislative Assembly. There are no francophones in cabinet. The leadership of the education department sitting here next to me are not francophones.

The idea behind Section 23 is that when you don't have that type of representation in these bodies, those bodies aren't able to advocate properly for your rights and therefore special rights need to be set aside in order for the language and culture to thrive within a context where that representation does not exist. Really, at the end of the day, it's there to protect the language minority against the people sitting in this room.

The second purpose is to promote the ability between provinces. If someone from Quebec finds a job elsewhere in Canada, they can take their family with them and have their kids continue to learn in French or when someone moves from the rest of Canada to Quebec, they can take their children with them and they can continue their education in English without having an interruption and significant changes in addition to the move.

Neither of these purposes is really applicable to the Inuit language. I think it would be quite offensive to suggest that the Inuit language 

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Ċºdব ব⁴Րσჼ৽<৾ৠʻbCÞcÞʻLՈ Δ΄

ব՚ኦሶbԿʻጏᲡጏব ব՚ኦሶ˚σቴ⁰CʻbÞቴ⁰ጏᲡጏ፭ቴ

Λʻdナ৽Կቴ 25 বԿLጏ Λʻdナ৽Կቴ 37, 37-ৠሮቴጋና

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Λሮሲጳ՚ጳብ՚Կፕቴናር ርL₺dব Δሮቴσ፭ቴጋሮሲኦ₺ሪቴ

ቴብሬት ሀጏቴሮና በ₺d፭ቴርÞታቴዮና Δሮቴσ፭ቴልዣ

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requires protection from the people that are sitting in this room today. There are no Inuit language rights or Inuit language schools outside of Nunavut so the mobility argument doesn't really apply either.

Further, one of the effects of Section 23 that has come from the jurisprudence is that it insulates one language group from other language groups. If we were to give the same rights to the Inuit language as we give to the French language, what that would require us to have separate schools for those persons who have Inuktitut or Innuinagtun as a first language and separate them out from those people whose parents do not have Inuktitut or Inuinnagtun as their first language. As we know, because of language loss, there are a number of Inuit who have another language as their first language. So there would be a separation amongst Inuit if that were if the exact same rights were to be given to Inuit.

At that end of the day what we have here is that Section 23 is a made-in-Ottawa solution that has been imposed on Nunavut since before the creation of the territory in 1982. It wasn't really designed with Nunavut or the concerns of Inuit in mind. So blindly applying those principals from Section 23 to the problems faced by educational system in Nunavut is simply short-sighted bad policy. If you're going to have good policy and good legislative development, you start with identifying what those problems are and then developing a solution that fits those problems instead of taking a Band-Aid solution that was designed somewhere else for some different reason and simply applying it to a very different context. That's what has happened.

This policy development is something that has happened over the last five years starting with the Special Committee of the Legislative Assembly that heard the concerns in 2014 and 2015 of Nunavummiut and from that a

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Λ'd><sup>6</sup>\<sup>6</sup>\<sup>8</sup> 37 bηL<sup>1</sup>ζη<sup>6</sup>\υσ<sup>6</sup> λ΄ϽΔ<sup>6</sup>α ω P<sup>6</sup>)σ<sup>2</sup>
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Λυ<sup>6</sup><sup>6</sup>γ<sup>6</sup>γ<sup>6</sup>. ΔL<sup>6</sup>α
<sup>6</sup>ΦΔσ<sup>6</sup>Λα<sup>1</sup><sup>6</sup>δ<sup>6</sup>δ<sup>6</sup>γ<sup>6</sup>γ<sup>6</sup>ηΔ<sup>6</sup> Λ<sup>6</sup>σ<sup>6</sup>λ<sup>6</sup>δ<sup>6</sup>λ<sup>6</sup> υ<sup>6</sup>γ<sup>6</sup>λ<sup>6</sup> υ<sup>6</sup>γ<sup>6</sup>, Δ<sup>6</sup>γ<sup>6</sup>ν<sup>6</sup>.

**ϲΔʹͱʹϽʹ°** (ϽʹͱϒΛͿʹ): ʹϭͿϧ·αͺΓʹͽ, ΔʹͼͰϭϘϹʹʹͽ. Ϸʹ·ϲʹͼͿͼʹ ΓσʹʹϹ ΔʹͼϧαΔϧʹͼʹͶʹʹʹ·Ͻ. ʹϭͿϧ·αͺΓʹͼ LϽΔΡΩʹͱʹͼ ϤʹͰͺϽͺʹϭͿϧՐϥͰϹʹ·ϽͿʹͼ Ϸʹ·Ͻͼʹͼ, ΛʹͼͿϲʹͼϽϭͼ ϤΛʹͼϧʹͼʹϾϹϷϐ·ϭʹͼϧϲϹϒ·αͺͼϧϹʹ϶Ϳϲʹͼ ΛΓϤϒΩΓϯͰͿϧϚͺϹʹ·αͺʹϧϼϽ·ϿϳϧʹͼϹϷϭ·ͼʹʹϧʹϥͼ Ϲʹ·α ΔϹʹͼϭϥʹͼϧϹϒʹͼ, ϷʹϧϷϒʹͼ,

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process was started to fix those problems. As the Minister indicated there have been some new issues that have been raised in the last couple months and those quite honestly at this point would most appropriately be served by being dealt with in the next scheduled review of the *Education Act* and the Act does require a review every five years. Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie, are you done? Okay. Thank you.

There are questions, but we have to understand as MLAs we keep hearing about Bill 37 on a daily basis. Before I was an MLA, those that were MLAs tried to get Bill 37 going before our time. We refer to Bill 37, and if I understand, there was no vote on Bill 37 after it was discussed, like we are discussing Bill 25 today, but Bill 37 just died before it even had any discussion. I'm asking you Minister, how as a Committee the former government decided on Bill 37, as we're dealing with Bill 25. What do we think about it? Does Bill 37 have to be part of the discussion that was discussed at that time? I don't quite understand myself.

(interpretation ends) My question is: how are we supposed to take into account a bill that was never voted on in this House into this process in this new government of the new bill? What are we supposed to do with the fact that Bill 37 existed in a previous government, in terms of our work as a Committee in considering Bill 25? Minister Joanasie.

Minister Joanasie: Thank you, Mr. Chairman. Bill 25 has been a long process to date, that's not doubt. Having gone to every community, we picked it up where it left off terms of there was no debate on it. So we put it out to Nunavummiut and to further debate it on how we can move forward. Throughout

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**Δ<sup>6</sup>/«ρC<sup>6</sup>** (Ͻ<sup>i</sup>λληυ<sup>c</sup>): Γ<sup>1</sup>C <sub>C</sub>Δ<sup>c</sup>/<sup>2</sup><sup>c</sup> <sup>b</sup><sup>1</sup>b<sup>D</sup>/<sup>7</sup>Δ<sup>c</sup> Γσ<sup>1</sup>C<sup>D</sup>< L<sup>c</sup>Λ<sup>6</sup>D<sup>1</sup>b<sup>1</sup> 11 d<sup>1</sup>L 12-Γ<sup>c</sup> L<sup>c</sup><sup>2</sup><sup>c</sup>σ<sup>b</sup> <sup>D</sup><sup>c</sup>b<sup>D</sup>/c<sup>2</sup>c<sup>c</sup><sup>c</sup> Δ<sup>c</sup>\Δλ<sup>C</sup>(<sup>b</sup><sup>c</sup>) – Δ<sup>c</sup>σ<sup>b</sup>\D<sup>c</sup>, dΛ<sup>6</sup>b<sup>O</sup>(<sup>5</sup>b<sup>O</sup>) Č<sup>1</sup>/γ L<sup>c</sup>C<sup>c</sup>c<sup>6</sup>b, Č<sup>1</sup>/γ L<sup>6</sup>C<sup>c</sup>C<sup>6</sup>b ΔΔΔ<sup>c</sup>γ<sup>c</sup> – J – d<sup>1</sup>L dΛ<sup>6</sup>b<sup>O</sup>(<sup>2</sup>D<sup>c</sup> Ω<sup>P</sup>D∩C<sup>D</sup>Λ<sup>c</sup>. fd<sup>2</sup>b<sup>C</sup>C<sup>c</sup> – Δ<sup>c</sup>γ<sup>2</sup>c.

**CΔ<sup>4</sup>/<sup>3</sup>** (Ͻ<sup>1</sup>/<sub>4</sub>ληυ<sup>1</sup>): Δ΄,

ΔΛ<sup>10</sup>dη ΔΕΡΠΓσας <sup>10</sup>/<sub>2</sub> υ. CΔL

σραρα <sup>10</sup>/<sub>2</sub> σας <sup>10</sup>/<sub>2</sub> αναρς,

Γσ<sup>1</sup>/<sub>3</sub> αναρο <sup>10</sup>/<sub>4</sub> αναρο <sup>10</sup>/<sub>5</sub> αναρο <sup>10</sup>

this process we have heard different opinions and many feedbacks on top of what was provided for the consultations on Bill 37 in the Fourth Assembly.

I want to note too that there have been different reviews that have taken place that we had to consider that have been identified as issues, as challenges, to our education system that we want to address. Specifically, from the Auditor General's 2013 report and recommendations, the Special Committee on Education, the review that happened on implementing the *Education Act* from 2008 to date, as well as the Brenda Hall report on inclusive education. Those three were a large part of how we wanted to move forward and yes, there are similarities between this Bill 25 and Bill 37 from the Fourth Assembly.

However, there are different approaches that were taken on inclusive education, on the Coalition of DEAs, on different matters, even such things as the principals' appointments and re-appointments. We said "Okay we won't touch that anymore." We allowed the DEAs to retain that authority. These are some things that we have changed our minds about and we think that it is a stronger bill because of all of the work that has taken place to date and the scrutiny that the Committee has been providing to date. We want to continue on this path forward. Thank you, Mr. Chairman.

**Chairman**: *Ma'na*, Minister. In terms of knowing whether Bill 25 is a stronger bill than 37, we will never know that because the people in the room are different, the Minister is different. It is a completely unanswerable question in my mind and it is something.

I am going to turn it over to the Committee, but just very briefly Minister, from a legal perspective in your department's legal opinion, is there any reason that we would look at Bill 37 in a previous government that  $\Delta$ 6740C46 (Dİ\ANJC):  $^{4}$ d $^{4}$ 0 $^{5}$ .  $\Gamma^{5}$  D $^{6}$ N $^{6}$ .

**ΡοΛο**: <sup>6</sup>d5<sup>6</sup>α Γ΄<sup>6</sup>, Δογ6ρ Θ΄<sup>6</sup>6, (Ο΄, ΣΟΥ) ΔΩΩ<sup>6</sup>  $\Lambda$ C $\Lambda$ U'b'C'D' PY $\Lambda$ C  $\dot{C}$ b $\Lambda$  $\Delta^{6}$  $<^{9}$ YAJKY JŚUN°G Ċ°Q.  $\Delta$ C° $\sigma$ 4%DC $\Lambda$ 2%d°C. C $\Delta$ L  $\Lambda$ 2 $\Lambda$ 3 $\Lambda$ 4%D $\Lambda$ 6% ^~~°&°^°∩J° >°b~d°b°>°U PYdσ <u> ۲-۹۹۹ ۲۰۵ کان ۲-۹۹۹ ۲۰۵ کان کات</u> ᠘᠘ᢀ᠙᠘ᡎ᠘᠙᠘᠙᠘᠙᠘ **᠘᠙᠙᠙᠘᠙᠘**  $^{\circ}$ b $^{\circ}$ U $^{\circ}$ d $^{\circ}$ A $^{\circ}$ C $^{\circ}$ A ᠪ᠘ᠫᡃᢇᠫᠬ᠐᠘᠘᠙ᢆᡫᡥ,᠂᠙ᢗ᠇᠘᠙ᡩ  $40^{\circ}$ 

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should affect our decision-making in the Committee when we are looking at Bill 25? Is there a legal principle where current governments are supposed to look at what previous governments did on legislation? Just very briefly if you can try to answer that, and is it ok I refer that question to your legal counsel? Mr. Ahlfors.

Mr. Ahlfors: So the answer to that is that Bill 37 having died on the order paper at the end of the Fourth Legislative Assembly, from a legal point of view does not exist. So of course we still have the text of it, but from a legal point of view it does not exist. So it is not something that you have an obligation in any way to consider in this process.

Of course, the consultations that led up to it brought up a lot of information and is still used in Bill 25. So that is something that could be considered, but from a legal perspective there is no obligation to consider Bill 37 in this Legislative Assembly as it has died and disappeared. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Good morning, Minister and officials. Thank you for your opening comments and I would also like to thank you for appearing over these last three days for cross-examination.

My question that I would like to start off with is quite possibly the most controversial issue of Bill 25 and that's the issue of language of instruction. When Bill 25 was first tabled in the Assembly that was the area that was most shocking to the general public; the date set out in the schedules of the phased in approach for language of instruction. In our correspondence that we received from the Minister in September, the Minister indicated

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**CΔΥ/Ͻ°** (ϽϞϒΛͿʹ): ʹϭͿϧ·ʹαͺΓʹ<sup>†</sup>, ΔͰ/《Ϸʹ<sup>†</sup> <sup>†</sup>.

ʹϭͿϧ·ʹαͺΓʹʹϹϷʹͽ· Γ΄ ϷʹΛʹ<sup>†</sup> αͺϽα, ΔʹͽͰ/ΔϚϹʹϚϐʹ.

L<sup>°</sup>α, CΔL ϷʹͽϷϒʹ·ͽϽͰ<sup>\*</sup>, CΔ<sup>†</sup>ϭσ<sup>\*</sup> <sup>†</sup> 

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that there were five factors taken into account in determining those language of instruction timelines, including curriculum development, teaching and learning materials, assessment materials, teacher training, and lastly the availability of qualified teachers. I thank the Minister for producing additional materials for the Standing Committee as well as the public, and specifically the 21-page document on language of instruction implementation.

I was quite glad to see that the Minister had shared some evidence to support those dates that were set out in the timelines. I would like to point out one crucial aspect that the last item, the availability of qualified teachers, was not included this document. That issue was raised by several of our witnesses including NTI and the teachers association. During cross-examination the Minister had stated that the department annually produces Inuit employment plans and revises them annually. Myself, as well as many of the witnesses, feel that the current Inuit employment plans that have been produced by the Department of Education are not acceptable means of achieving language of instruction targets in its current state.

I would like to ask if the Minster would be able to produce additional details on the specific topic of Inuit employment plans and how they associate with the language of instruction timelines. What some of the witness had referred to is the need for a thorough and comprehensive Inuit employment plan as well as pre-employment plan with detailed timelines and targets for Inuit educator training in association with Nunavut Arctic College. As the Minister had mentioned in the opening comments, there is going to be much collaboration between...

**Chairman**: Mr. Lightstone, you have reference the document that the Minister provided on page 11 and 12. Specifically, it

mentions addressing the lack of bilingual educators. If you have questions on that specific topic I would ask you to be specific and as brief as possible, and get to the question please. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman, I will get direct to the question. In order to give the Assembly and the Members the confidence to vote in favour of this bill, I would like to ask if the Minister would be able to provide us with a detailed and thorough Inuit employment plan and preemployment plan along with timelines and targets that coincide with the implementation of the phased-in approach. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. As I stated in my opening comments, it's a little more difficult to plan or predict teacher training and the outcomes that are developed through when teachers come out through NTEP.

We are trying to develop accurate predictions on how bilingual teachers are produced and by each community. This is where we are working closely with Arctic College on which communities are expected to be receiving teacher training, NTEP, and specifically too on the federal funds that were announced on indigenous language because that would play a big role too in how we're coming with.... We're expecting to have language specialists and more teachers with Bachelors of Education through that program. Certification is something that is ongoing work that we're trying to get a better hold on.

I'm going to have Deputy Minister Ms. Okpik talk more a little bit on the Inuit employment plans, if you will allow. Thanks.

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**Chairman** (interpretation): Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Inuit employment plans are published annually as part of the business planning process. However, we have been working as departments with the Department of Human Resources on a master Inuit employment plan and much more detailed Inuit employment plans with short-term, medium-term goals set out. The Department of Human Resources has that lead through the Sivumuaqatigiit Division.

I have to say, though, currently right now those plans are not public. They are in mediation. Nunavut Tunngavik Incorporated invoked mediation with the Government of Canada and the Government of Nunavut. They have some concerns around timelines, wanting us to put in some timelines, and the costing of what it would be for short term, medium and long term. That's where it currently is right now. We do have much more detailed Inuit employment plans. We hope that once the mediation is completed, we will be able to release those publicly. In the meantime we do have the short-term and medium-term goals that we're still implementing regardless of the mediation that is taking place.

We also have proposals, for example, through other departments into Article 23 funding that is done through, again, the Department of Human Resources. Timelines are not included in Article 23 because it can't be done with certainty. To counter that, we have the tenyear recruitment and retention strategy that we have proposed in legislation with reporting requirements that will complement the Inuit Employment Plan. (interpretation) Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Okpik, for those details.

I would like to reference the targets that were set out in the 2008 Education Act that set deadlines and targets for language of instruction in which the department had failed to meet. The failure of the Department of Education to meet those targets and deadlines has put our children in a situation to suffer the consequences. I believe it is necessary for the government and the Department of Education to give us assurances that these targets will be achievable, including a comprehensive Inuit employment plan. If it is unable to make it public, then...

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...believe it is necessary for the government and the Department of Education to give us assurance that these targets that will be achievable and including the thorough comprehensive Inuit employment plan. If it is unable to make it public, then I would ask that it be made available to the Standing Committee. Without that crucial bit of information to support Inuit employment plans or targets that are necessary to achieve language of instruction, I would not be able to vote in favour of this bill. Thank you, Mr. Chairman.

Chairman: Ma'na. Mr. Lightstone, can you elaborate? Are you looking for something more than what is currently included in the main estimates? You're looking for the detailed Inuit employment plan that Ms. Okpik referenced? Maybe just clarify, and as much as possible, can we not use the language "If this doesn't happen I can't vote, if this happens I'm going to vote." Let's just keep this within the Committee and let's just avoid

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that type of...it's a demand, or it's almost like a threat, saying "If I don't get this, I'm not going to do this." Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Apologies for my language. I only ask that the department provide us with reassurance and give us the confidence that we need in this bill. Of course, I believe it would be crucial if the department could share its master Inuit employment plan but also, go a step further and provide targets based on your predictions. If there is 'x' amount of grads per year or higher or lower, what those targets would look like. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for clarifying that question. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. According to our department's Inuit employment plan; short, medium, and long-term, before March 2020 our plan was to increase Inuit representation from 51 to 54 percent.

For medium-term, by 2023 we hope to have NAC deliver student support assistance certification as well as the refocused program on NTEP, as well as other language instruction diploma program; creating education leave and mentorship opportunities to allow those interested in a career in education or as educators; and orientation programs for educators to make them understand their roles and expectations.

For the long-term beyond 2023, just to share as an example, we want to further develop professional standards and create greater clarity and expectations for educators; establish permanent recruitment capacity by targeting secondary students, NS students, Nunavut Arctic College students, the general public, substitutes and letter of authority

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teachers; create a conceptual framework to align certification, supports, incentives, training; and reintegration to the workforce to support Inuit employees who choose to seek additional education qualifications.

I also many times have brought up to my staff about we've heard time and time again that there's NTEP grads that have gone onto other work. We want to try to target them too on bringing them back to the classroom. I don't know what it will take but we want to entice them back in some way. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Are you done? Thank you. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Good Morning everyone, Minister and his officials. The question that I'd like to ask; for three days now we've been hearing witnesses that have come and talked about the bill. The first bill that was proposed was dropped as it was stated earlier. We should not even remember it today. Today we have to move forward, and thinking about this we have been told that the bill that is being amended should be not passed. It should be dropped. We have all heard that. So I would like to ask the Minister and the department, the phased in idea to 2023 and the amendments that will be made will be challenging right up until 2039. Will it be very difficult or can the department just go through it or just move through it? Thank you.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. If I understand the question correctly, Bill 25 that we are scrutinizing is different from the previous bill. The way it is written, for example, under Bill 25, Section 25.6, regarding curriculum

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development, all of it has to include *Inuit Qaujimajatuqangit* and Inuit societal values. If there are going to be any amendments, they will have to include both of those and that is what we have stated in Bill 25, and the other clauses.

As to your question regarding whether it will be too challenging to implement; if you look at the whole bill, we have proceeded with it and we have based it on the previous recommendations from the reports as well, and we have to move forward with it and the challenges up to now with trying to implement the *Education Act*.

With the things that we have been asked to implement, we tried to improve the education system and we always to try to listen those reports and the different things that we have heard from the people of Nunavut. We are always trying to hear from them and determine whether they can be included in education or not. Thank you.

**Chairman** (interpretation): Thank you. Let us proceed. Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you and good morning. (interpretation ends) I found it really interesting to hear from your legal...talk about, especially the area of where a lot of the other entities said they were not consulted because they weren't part of the legislation.

In fact, I think it was on the first morning I actually wrote a note...I said have never heard of a non-government entity drafting legislation. I was wondering maybe I just didn't know. So I guess my question around this is everybody has their legal representations in all entities. Was that something that was communicated to the Department of Education; that they wanted to be part of the actual drafting of the

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**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I explained, when we tried to proceed with the consultations, how we thought a government should proceed on the legislative process, we got backlash from stakeholders and partners about our approach. This is where I don't know if it's something that needs to be clarified or brought out openly as there were instances where there was mention that there are other pieces of legislation that were codeveloped with external parties and I believe that only pertained to maybe two of our Nunavut government legislation, if I'm not mistaken. The GN has, of course, legal counsel to provide advice. I don't know if there is anything that Mr. Ahlfors can add to this but if you'll allow he'll have the chance, Mr. Chairman, thanks.

**Chairman**: *Ma'na*. Mr. Ahlfors, as briefly as possible. Mr. Ahlfors.

Mr. Ahlfors: I have not been involved in the discussions with the other stakeholders because we mainly deal with government. I would say there are two reasons why it doesn't happen. One is that when it has happened in the past it has delayed the process significantly and this is happened more than a decade ago.

The second is that legislative drafting is something that is a very specialized field within law within the commonwealth which more or less shares the same type of ▷°ኖኌ°贲ና 12 ⊲ናናህ∆ና C▷ጋ"ህ⊲%C▷%dσናL°⊂. ጋዮረ៤%<?

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legislative drafting. Canada is part of the commonwealth and generally it is the same type of legislative drafting within the commonwealth. It's said that it takes about seven years to train a lawyer to become a fully-fledged drafter.

Looking at the submissions that you've received, the were two pieces of draft legislation there, and from a legal perspective I'm not going to question the ideas that are in there, but just from a legislative drafting perspective of clarity they were not even close to what is appropriate for legislative drafting.

One example is the use of the word 'ambitious' in the NTI bill which does not have a legal meaning and I actually verified it does not exist in a single piece of legislation in this entire country. If we were to go there, they would have to get people trained up as well and they don't have that and in any case, it would delay the process significantly. In this case I would assume this bill would be delayed by at least a year if we had done that.

Chairman: Ma'na. Ms. Angnakak.

Ms. Angnakak: Thank you. I'm going to go on to another area of topic. The thing that has kind of stood out to me that I would like to discuss is about the increased workload of the principal. There were some suggestions in one of the proposals to use the student support assistant, SSA, to help with some of the inclusive education plans and I'm wondering what kind of response the Minister has in hearing from those entities that made those comments. Thank you, Mr. Chairman.

Chairman: *Ma'na*. Ms. Angnakak, you asked a two part question; you mentioned the principal issue and then you went on to the inclusive education. If you could just clarify that question? Ms. Angnakak.

Ms. Angnakak: Okay. I guess what I was

Ċ°a Ͻʹʹ·ϤϐʹΠϤϘϷʹʹ·Γ·Ͱϲ ΛϞ°a ὑʹϲϲϧϤʹϹ ΡϒϤϭ, ϷϤϦʹϲͺͻϤʹϧ. Ρϒʹ·ͻ ϷʹϧϷͺͰʹϧϷϷϘϤϚ? Ċ°a ΡϷϧϷ·ΠϤ·ͰͺϹϥʹʹϼʹϧʹͼʹϧʹ·ϷϧͻϤʹϧϽʹϧ ϤΛʹϧͼͿΠʹϧϧϷϧͰϛ, ʹϧϼʹϧ Ͻʹϧʹͼʹϧ ΔϒͺͰϧʹϧϒϷʹϧͰͺϲϷϚͺͻϤʹͰͺϧʹϳϹ ʹϷΓʹ;ϒϤʹϧϹϷϲͺϷʹϧͰͺͰϲϧϹͺͻϤʹͰͺϧʹϳϹ Ϲʹͼα 2039 ΠΠϚʹͽϹϷϲͺϷʹϧʹͰͼͺͿϲͺͺϲʹϧϼϤ·Ͱͺ ΔϼΔʹϛ ϭϲͺϷϧϽʹ ϤΓϲʹϧʹͰͺϹͺϷϘͿϽϤʹʹϧʹʹϻʹϲʹϽʹϧͺϷϘϭϲ Ͱϲ·ͿϲϲϷʹϐʹϧͺ ΔϲʹͼϭϤʹϧ·Πϧϲ, ΔϲϧΔϷʹͼͿΠϧϲ, ϤʹϧʹϧϧϲϧϧͰͿϲͺϷϧͱϯʹϧʹϻϧͻͺϤʹ;Ϲϲ.

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**Chairman** (interpretation): Thank you. (interpretation ends) Thanks for clarifying that. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman and the Member, for her question. In the 2015 Hall report they recommended to have one teacher retain primary responsibility for developing and evaluating the individual student support plans rather than multiple individuals.

Having the main teacher lead the process to have individual student support plans in place, we heard from the Nunavut Teachers
Association representative state that it's going to increase the workload of our teachers tremendously. I think we need to consider those comments and see if there's a way we cannot increase the burden of our teachers but also at the same time consider the recommendations from that report. I think this is something we need to work out better.

There was talk about the principals reporting too on a monthly basis to DEAs and then there's the inclusive education. We're recommending quarterly reporting. That would replace one of those monthly reports so it doesn't increase the reporting requirements for principals.

Still on inclusive education, there was a comment made about high school grade levels not being able to assign a specific main teacher for students. They don't have a homeroom teacher *per se*. This is where we

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**'ዕ⊲\**: 'ዕሃ°Ⴍቮჼ, Δჼረ⊗ሶርʹჼ. ፫ჼዕ⊲፫ \ለ<sup>™</sup>Րናበ⊲'ርሲርኦኈጋΔና Δ፫\Δጵ<sup>ና</sup>, Δ፫\Δጵ<sup>ና</sup> bጋ<sup>\*</sup>አነቴበ፫ጐቦና ፫<sup>6</sup>ዕ⊲ ኦናቴʹር፫⊲ጐጋ<sup>5</sup>ት/L'ጔበ<sup>6</sup> \ለ<sup>™</sup>Րʹርሲርኦ'Lር፫. ΔL°<sub>Q</sub>Δ<sup>ና</sup>ጋσ<sup>6</sup> CዕረLናበ⊲<sup>6</sup>>ህና Δ<sub>Φ</sub>በጋና ኦናbኦረሊአልና would assign the principal to give the responsibility to whichever they deem most appropriate. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

**Ms. Angnakak**: Thank you. Thank you for your response. It sounds promising that you're open at looking at things again that had been raised as concerns.

One of the things I did like that was suggested by the Nunavut Teachers Association in their opening comments in regard to inclusive education was the use of student support teachers. I think that's a great idea. Myself, I am in no way specialized in the area of education, but it just seems like having them work on.... They already work one on one with the student and being able to come up with a plan that could perhaps be signed off by somebody else, I think, is a great idea. It's just a comment and that's all from me. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Just to add to Ms. Angnakak's comment, Minister, it's my understanding that for a school to have a student support teacher, they have to take one of their teachers out of the classroom. It would come out of their allocation of teachers for the school. It goes to the student-educator ratio topic which keeps coming up. If you could just clarify in response to Ms. Angnakak's comment, when it comes to student support teachers, how they are allocated. Is there one in every school? Is it up to the principal? Is it up to the DEA? That's kind of the clarification I'm looking for. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. Student support teachers are part of the SER formula and every school should

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have a SST position and their primary responsibility is around helping to ensure that inclusive education, an individual student support plans are in place for those that need it and the one thing that, I think, SST provide a lot...they are quite specialized in their field so this is something that we heard from the teachers association that the main teacher they rely on that resource to help with those individual support plans, so when all schools have it, I think this is something that we can work on how we implement their duties as it relates to the recommendations that are before us. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, (interpretation ends) Minister. I believe that you said that every school should have one but I heard a little bit of uncertainty there so it might be something that the Committee can request further information from the department on if the Committee decides to. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Welcome to the Department of Education. My first question is something that's been raised more than once, the timeline of 2039, first of all, in the first bill that was not passed, I think it was brought up in 2008, it was also raised in 2019 that there would be a deadline of 2019 about 11 to 12 years that that was sort of the target that people aimed for.

Right now, the way it's written is that it's from 2019 to 2039, that's 20 years. Have you looked at a closer date than that at any time in your discussion and probably looking at a shorter timeline? Have you looked at anything as an alternative or is it because it's totally impossible that you looked at 20 years? Have you thought about that in your discussions when you were planning that timeline? I am sure it's something on our minds as MLAs that we have a concern about that particular

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deadline.

That's my first question. Have you looked at different options as to the possibility of shortening that particular timeline of the deadline of 20 years? I'm sure you thought about that frequently before you actually choose one deadline? That's my first question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) Under the schedule of Bill 25 we're proposing for the phasing in application of Inuit language provision. Under part 3 of the schedule, earlier implementation, it says that the Minister shall endeavour to implement part 4 of this Act and Section 8 of the *Inuit Language Protection Act* earlier than the application dates referred to in the schedule outlined in Subsection 1.

So, wherever possible in our resources and capacity available, we would implement it as soon as we can and not wait until 2039. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I'll just let Committee Members know that the mic switching is kind of slow today, so just keep that in mind. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. That is the first time I've heard about it. I might have heard about it before, but you are saying that if possible, permitting resources and people available, that it is possible, or are we thinking that it is not going to be possible? Is it going to be after that timeframe? It is kind of a worrisome thought for me. I don't feel that it is a good timeline unless it is possible. If we are not able to, it is

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a possibility that could be the case. A lot of time could pass where we just allow it to lapse and nothing happens. I feel that particular section is too loose. I feel that... What was it I was going to ask you?

I don't think I got the complete response to my question. I wanted to know if you had other options that you might have thought about. When you actually fix that target date of 2039, Inuit are expecting a lot of us here in the Legislative Assembly, as are teachers, the parents, and a lot of them are expecting a lot out of this.

Also, one of the frequent comments made over and over regarding the *Education Act* was the fact that we don't actually have enough teachers trained and that has been brought up, and we recognize that too, that we don't have enough Inuit-speaking teachers. We can all recognize that right now in this room, that there aren't enough teachers.

Something I though was quite positive to hear was that those teachers that are there now should be incorporated into that Inuit employment plan. Use that avenue to promote more people into positions and get more. Have you thought about, for example, I could say that NTI has a plan called Makigiaqta and there is a \$50 million budget that goes with that. While Makigiaqta is there, I wondered if that could be a possible source of funding that we could access to promote more teachers. We understand that this is a law. We can amend it how we choose to as MLAs, as a Legislative Assembly. It may be an idea that can come to fruition. I don't know. I don't know what your thoughts on that are. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa what you are saying is you are looking for the Minister to elaborate on what is mentioned on page 10 of his letter. Minister

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Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We were considering how else we could achieve this, but we had to make a decision before this meeting. You wanted to see our position and our plan on teacher recruitment. You should have a clear goal and clearly planned goal, and not necessarily through legislation. We're not trying to tie recruitment to Bill 25 even though we are discussing how we can recruit teachers through a teachers plan.

(interpretation ends) The language of instruction (interpretation) will be reviewed on an annual basis. We'll be reporting on a yearly basis as to whether we will be implementing it sooner or what do we have to add on to attain our goals. If we have to set funding aside, yes, I know I will have to ask my cabinet colleagues and be approved in the Assembly. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. The submission from the Nunavut Teachers Association said it was entirely possible. What we want to see is having Inuktitut speaking teachers. The teachers are there. They are in the actual location and they are the ones with knowledge. They said it is entirely possible, that you can do it without looking too far into the future. I'll just move onto another area, Mr. Chairman.

I think my colleague made mention of how many teachers a community would have depending on the number of students, or what is called the SER, and the Nunavut Teachers Association also had this concern.

They try to figure out how many qualified teachers a community will have. With that

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being the case, it turns out they include teachers without a classroom when they figure out how many teachers a community will have. They include staff that are not actual teachers and we have heard that as an actual concern from the Nunavut Teachers Association. Can they agree that after those comments they count only actual teachers with classrooms? Can that be the case? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. How can I put it? The number of teachers are a ratio based on the number of students. We are reviewing it and we want to rectify it with the total number of staff in the school and how it affects the students. We are trying to move forward in a different direction and we are trying to consider how we can improve that, but we don't currently want to include that in Bill 25. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. On Mr. Quassa's question, where is the formula? Is it within the regulations? It's not in the bill. There's a statement in there to that effect, but where exactly is it on Mr. Quassa's question? Please clarify that, Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) The student-educator ratio formula is cabinet approved, but the Act sets kind of the parameter. It has to be better than the national average. I'm thinking you're asking where we're at in terms of that number, or if you can clarify the question, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) That's the example of very bad chairing, so I apologize. I was just trying to follow up on Mr. Quassa's question

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in terms of where the formula is set out. You mentioned it's in the Act. It says it has to be better than the national average, but if you can just explain to the Committee where the actual formula is contained, Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Like I mentioned, it's a cabinet approved formula and it's a bit dated. This is where we have seen the fluctuation that it has been having with the school and we want to create a better, stable formula moving forward. This is part of the review that's ongoing still. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Again, maybe it's something the Committee could put into correspondence if we want to look for more information, if we can request more information. (interpretation) We have an opportunity there. Mr. Quassa, if it's okay with you, I personally would like to have coffee. If it's okay with you, we will take a 10-minute break. Thank you.

>>Committee recessed at 10:37 and resumed at 11:02

**Chairman** (interpretation): We're now back. Our hearing on Bill 25 has reconvened. Mr. Ouassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Still on the student-educator ratio, I believe I have one more question. On the student-educator ratio and counting real teachers only and the other staff only teach part of the day and they are included, did I ask the question already? Sometimes I forget after 15 minutes. I think they include student support teachers and the principals. Can you look at another way? It has been mentioned in the House with the review of the education bill and it has been brought up.

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Chairman (interpretation): Thank you. Mr. Quassa. In our letter of October 25, even though it doesn't talk about Bill 25, but the Auditor General of Canada report's... (interpretation ends) It is interesting. I just wanted to add to Mr. Quassa's question that the department is acknowledging here in this letter that there are problems with that ratio, so there's problems in the department in terms of Mr. Quassa's question and in terms of revising that formula or what is going into that. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, experience has shown that there have unpredictable swings from year to year on allocating student-educator ratio, PY positions that were allocated to the schools, and the existing formula does not account for all school staff positions. So it leads to an inequitable distribution of some positions; namely student support assistants and language specialists, for example.

The revised formula that we are trying to capture all schools staff to ensure there is a more consistent and more equitable distribution. The current student-educator ratio only encompasses positions for principals, vice-principals, student support teachers, guidance counsellors and teachers. So there are no formal allocations for learning coaches, for language specialists, and looking

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**Chairman** (interpretation): Thank you. Mr. Ouassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. There are probably other people who want to ask questions. There has been some thought been given to that. Maybe the Department of Education has room to change on that matter. (interpretation ends) Is there any room for moment, I guess is what I am asking. (interpretation) There is probably room for a change without being a concern.

We're trying to come up with a better solution. We ask these questions because we're thinking of improving the situation; that's why. Legislation and bills and policies can be.... That being that, perhaps he can say something about that. I'll move on to something else.

The Nunavut Teachers Association clearly defined early childhood education for preschool. In Bill 25, it says that it will be contained in there. I think there was a slight change from the old legislation. The Nunavut Teachers Association said that doesn't necessarily have to be in Bill 25 and we are all aware as a Members that there are other pieces of legislation on the *Child Care Act*. The Minister has stated it before. Does the Department of Education agree with the Nunavut Teachers Association that it doesn't necessarily have to be contained within Bill 25? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Yes, daycare has its own

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Act and we have to review that as well, but we are planning to review that after we deal with the *Education Act*. That is what I can say. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. You have another question, Mr. Quassa? Okay, Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. On the same topic, the other Act is going to be reviewed. It's been a number of years and it still has not been reviewed. We know the daycare situation is very important and we hear of communities that are unable to open day cares. They encounter many problems trying to get daycare even though that should not be the situation.

What has been mentioned about (interpretation ends) universal child care? (interpretation) It's affecting everything because it's sort of within the education system right now and education authorities are saying that there is going to be full-time kindergarten classes now. Considering that, in my opinion this should be dealt with through the *Child Care Act* instead. I'd like to know the position of the Department of Education on that. This will be my final question.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We still have to review these Acts and we've currently been concentrating on the *Education Act*, but we are aware that we have to deal with the *Child Care Act* as well. Once the *Education Act* is amended and finished with we will proceed reviewing the *Child Care Act*. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. With regard to Mr. Quassa's question about

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Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. I forgot to respond to something. For kindergarten students having all-day kindergarten classes, we are planning to see how it would operate and we will need to put money into that. With the universal child care in Nunavut, it was studied at one time and they looked at how much it would cost. It would have to be revisited and estimated to today's cost. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. The questions I will pose are not typed in Inuktitut. I have a problem with side translating them into Inuktitut so I will be asking them in English, Mr. Chairman.

Mr. Chairman, the first question I would like to ask is for all day kindergarten. I would like to first ask my question based on that. Right now they are divided into morning classes and afternoon classes. This is for kindergarten in Nunavut. If they are required to be there all day, I think that there are going to be space issues because they use the same class area in the morning and the afternoon because there are very many kindergarten students.

They would have to create a new classroom for all of the schools in Nunavut to accommodate full-day kindergarten classes. I think there would be too many students. Some CLºPSD& AJAFASTER

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Chairman (interpretation): Thank you. Let me explain what the Minister said about fullday kindergarten. It is not under Bill 25. It's being dealt with outside of Bill 25 by the education department. That's my understanding. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you. We have started reviewing that. It will be a big capital item and we know that some schools will have to be expanded. That is being reviewed. We would need more staff as well. We are aware of that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. This has been raised by the Nunavut Teachers Association. It refers to support for Inuit language speaking teachers, mentoring and induction programs no longer available for the Nunavut Teacher Education Program graduates entering the teaching profession, subpart 3, languages of instruction, Clause 43, Schedule 5, teachers' education. I guess my question is: is this part of the plan to meet the language of instruction deadlines? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. I thank the Member for his question. We are looking at different ways of how not just getting more Inuktut-speaking teachers but also how best to support them in

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their roles. There was an induction program that had a website and had different resources for new teachers, both those coming from outside the territory or those who are homegrown Nunavut teachers. We are trying to update some of those efforts and to revamp that program on orienting teachers in their roles when they first become teachers. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. My last question, "The Nunavut Teachers Association wants to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators at a much more substantial rate. The NTA wants to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators." Does the department agree with this particular statement made by the Nunavut Teachers Association wanting to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators at a much more substantial rate? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, we would support this position from the NTA. We want to work with all partners in the legislature. I think we need to have all the different points of contact. Let's line up people to become teachers. Where does that line start? NTEP. That's one place where people can line up to become teachers. People can go line up. Let's entice them to go line up. Where's the line? I think if people keep pointing to this is how we can fill that gap, then we need to make that path clear for Nunavummiut to achieve what we're

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trying to set out. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) We get to the point where, as a Committee, we're hearing, "Okay, we need more teachers. Okay. In order to make more teachers, we need more graduates from the high school system. In order to get more graduates from the high school system, we need more teachers." We're going around in this. It's like a *hikhik* that has bit its own tail or something.

(interpretation) Mr. Qamaniq, are you done? (interpretation ends) Okay. (interpretation) Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Just in line with my colleague's questioning on NTEP, the Nunavut Teachers Association had said that half of the Nunavut Teachers Education Program graduates would be quitting after five years all because of too much work. I had asked the NTA to see if they had suggestions put towards the department, any incentives, but the Nunavut Teachers Association had said they did make suggestions but only financially. In my line of questioning I had asked if they would have some kind of incentive like paid trips, it would be a way to go. I think you know where I'm going. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe that's something that would maybe be considered through the collective bargaining process if both parties agree to those provisions and they would retain bilingual teachers for that purpose. I think it's best addressed through collective bargaining. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. I have

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no more names on my list. If it's okay with the Members, I have a question, even though I'm the Chair.

(interpretation ends) Minister, in the document that you provided to the Committee, this is the one mentioning strengthening inclusive education, it mentions that Hall report. I'm sorry. I lost the pieces I was going to ask about. On page 4 of 9 in the third paragraph it mentions the number of students on ISSPs, independent student support plans, must be manageable. I wonder if you can elaborate on that. What is a manageable number? I'll ask a specific question. If you have a teacher in a classroom, how many of those students can be on a plan, one of these ISSP plans, for it to be manageable? Is there a guideline? Is there a ceiling? Just around that topic, Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We were able to draw up some numbers on the number of students in our schools with the individual student support plans and that is at 1,300 out of our student population. Approximately there are 9,300 students, so roughly 14 percent.

In terms of a manageable amount, maybe I'll ask my deputy to elaborate a little on this, if you'll allow Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't have the information in terms of what a manageable amount is.

It's something that we can commit to getting back to the Member. (interpretation) Thank you, Mr. Chairman.

**LΔ<sup>4</sup>** (Ͻʹ៶λησ): 'dϧ<sup>4</sup>αϳ<sup>6</sup>, Δ<sup>6</sup>/«ρϳ<sup>6</sup>. C<sup>4</sup>«σ Πη<sup>46</sup> δ<sup>6</sup>δα<sup>6</sup> Λρσ<sup>46</sup>\δ<sup>1</sup>L<sup>6</sup> Δσδά σο δ<sup>4</sup>Γ<sup>6</sup>Ο <sup>6</sup>6σ<sup>4</sup>υ Δοσί<sup>6</sup>η<sup>6</sup>σ 'δρ<sup>6</sup>Ο δη<sup>4</sup>σα<sup>6</sup>υο. Γσ<sup>6</sup>0 Δαλα <sup>6</sup>α Λ΄σο δ<sup>4</sup>δο δ<sup>6</sup>α Λ΄ Δο <sup>6</sup>α Δσ<sup>6</sup>σα<sup>46</sup>ηορο<sup>4</sup>υο δ<sup>6</sup>δολ<sup>4</sup>υ αλ<sup>6</sup>λ<sup>6</sup> Δολ. Γσ<sup>6</sup>ο Δαλαρ<sup>6</sup> δ<sup>6</sup>δο δ<sup></sup>

**Δ•/ペ▷ር·•** (Ͻ<sup>ϳ</sup>√ኦ∩J<sup>ϲ</sup>): <sup>ና</sup>d⊁°ႭӶ<sup>\*</sup>•, Γ<sup>៶</sup>C LΔ°. Γσ<sup>៶</sup>C ל⊲Ⴍ<sup>ノ</sup>.

 $\Delta^{6}$  $Q = Q + P^{-1}$  $\Lambda C^{L} L^{b} L^{b} D^{c} L^{b} L^{c} L^{b} L^{c} L^{b} D^{c} L^{c} L^{b} L^{c} L^$ ᡃᢐ᠋ᢂᢣᡳ᠌ᢪᡅᡗᡶᢥᡶᢗ᠘ᠸᡥᠳ᠘ᡥᡴᠳ ᠘ᡤᡠᢐ  $\Delta C^{\circ} \sigma d ? \Pi^{\circ} J \sigma^{\circ} J \Delta F \Pi^{\circ} D^{\circ}.$  Codd b C  $\Delta^{\circ}$   \Delta \Delta^c \cap D^c \Delta C^c \sigma d \cap C^b + C^c DP + \Delta \Delta^c \cap D^c \Delta^c \sigma d \cap C^b + C^c DP + \Delta^c \Delta^c \cap D^c \cap D^c \Delta^c \cap D^c \cap$  $P^bdCLD^c$ .  $CL^aD$   $ACADAL^cbC^c\Gamma_bD^c$  $^{\circ}$ ᠘ᡃ᠋ᡉ᠘ᢣ᠌ᢣ᠒ᡰ᠘ᠺ᠕ᠸ᠘᠘ᠾ᠙᠂ᠸ᠘ᢣᢁᠺ CL°a CDj/%b dbDo%<bd'd'ab. C°ac  $47^{\circ}$ ŰႭ ▷°ጔΓ CΔLΔ°σሲϧѷႱ. ५ᢏᢡᡳᠮᢐ ۵۰۵۲۲۲۲۲ کا ۱۳۵۲ کا ۱۳۵۰ کا ۱۳۵ کا ۱۳۵۰ کا ۱۳۵۰ کا ۱۳۵۰ کا ۱۳۵ کا 'd>°aΓ' Δ°/<bC'%.

 $\Delta$ **^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}^{\prime}** 

**LΔ°** (ϽʹͱϒΛυʹ): ʹͼͿϧ·αΓ° Δ°ͰϨϷϹʹ·ͼ. (ϽʹͱϒΛυʹ·Γʹ·Ͻʹͼ) Δ΄, ΔΔΔς Δ΄ ΦΡΗΔʹʹ·Ͱσ· ϤϹϷΗΔʹʹʹ·Ϳʹͼ·Λισʹͼ, ΔΕ΄ ΔΔ°Ͻς αΔΓʹʹΓΓΓΘ. ϤϹϷΗΔΡ, αΔΔΑΗΔΕΚΓ΄ Ρ΄ ΦΡΗΔ΄ σ΄ ϤϽΛϤʹ·ϐʹσ΄ Ίς Λαπσ΄ ασΗΔΡα΄ ς? Γαρκί Δασα΄ Δασα΄ ΕΡΟ΄ μυ? Ε΄ α Δ°ΥΘΡ΄ δ΄ ε΄.

**Δ<sup>6</sup>/«Σር·** (Ͻ<sup>ί</sup>λληυς): <sup>ና</sup>dሃ<sub>°</sub> α Γ΄ Γ΄ ΓΔ°. Γσ' Γ√Ο ΚΦα. Chairman (interpretation): Thank you. (interpretation ends) Further on that topic, I am going to refer to the Special Committee report. It is from 2015. It mentions in there on inclusive education, which is in the bill, it says, on the topic of social promotion, it says that "When inclusive education is not implemented properly it leads to social promotion."

Social promotion has been brought up in the House and I think everybody agrees that it is problematic. So when it comes to social promotion, I'll get specific again, in the classroom, and this we have heard from teachers, is there a cap on the number of grades that a student can go through by social promotion?

For example, if somebody is in grade 10, could they be socially promoted from kindergarten theoretically, or is there a point at which the school staff would say, "Oh look, this is going to be too hard for the teacher to do the differentiated instruction when you've got grade 10 students here and you have, I'll use an extreme example, a grade 1 student in the same classroom, and you're trying to teach them math or what have you, is there a cap on the social promotion? I hope that's clear. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. When we use continuous progress for students when we are looking at the level they're at, and in terms of how we can best support that student with their inclusive education needs, I think this is something that maybe needs to be fleshed out a little further in terms of what outcomes are we expecting the students as it relates to inclusive education?

But in terms of some of the experiences that are done at the administrative level, I'd like to have Ms. Okpik also to add to the discussion **4%レላጭ፟ና% CΔልበ ላላ교/** (Ͻϳ<sup>2</sup>⊁ሀገሪ): ‹4⊁<sub>6</sub>ΦΓ<sub>6</sub>  $\Delta$ ኮ/ $\mathcal{C}$ ሶ.  $\mathcal{C}$ ዕ በበ<sup>16</sup>የሊታ $^{16}$  \<sup>16</sup>የ/Lታ $^{16}$ የ  $P^{-}D\Gamma J^{-}$ .  $Z^{i_1}D^{-}UAP^{-}Z^{i_2}D^{-}UAP^{-}Z^{i_3}D^{-}UAP^{-}Z^{i_4}D^{-}UAP^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}D^{-}Z^{i_5}$ <u>ነ</u>ፈታ⊳ዊ'፫⁄ፈ/ĽĽር, Ċ⁰dላ ላልናጋ%/Ľጚ∆ና ዾ<u></u>ፈዎና  $\Lambda^{\circ}$ UZDC  $\Delta$ CO%ZLLC.  $\dot{C}^{\circ}$ dQ $^{\circ}$ UC  $\Delta$ C%b%ZC  $4/^{\circ}$ ቦ°σ°C▷%. Dd<br/>d. CΔ°d. DΠ%PLσ% NNSPYCLOSICE, DIBCLAPINGTO ᡏ᠙ᡊᢀᢣᢄᠬ᠘᠘ᢗ 24°C/5°C/2015 C/CP% PY4G C/CP% ᠮdᢞ᠙ᢞᠳᠬᢛᢣ᠘ᢗ᠐ᠮᢛ, CLьqᡒᠾᡕ᠂ᡏᡪᢑᠾᢛᠳᢗ᠐᠄ᡑ ᢀ᠙᠙ᠫᠳᢏ᠂ᠳ᠙᠘ᢣ᠘ᡊ᠅CLºdᡏ ĊºZL%U\Δ°Q50 CΔjZ5T6 40%<br/>  $CPL\sigma 45$ <br/>  $\Delta C^{\circ} \sigma 4\%$  $\Delta$ ር° $\sigma$ 42በº\c4 $\alpha$ «ር%ቦ° $\sigma$ ». Ċ $\theta$ 4 $\alpha$ %  $P_{A} = P_{A} + P_{A$  $\Delta \Delta \Delta^{c}$  P'607% P°  $\sigma^{b}$  C $\Delta$ J $^{c}$  P°  $^{b}$  P°  $^{c}$  $\Delta$ CLAPACPYTS CCP4 CcATAC ᠕ᠸ᠋᠋ᡣ᠙ᡃᠸᢦᠬᡩ᠘ᠸ, ᢗᡠᢣ᠘ᢐ᠘ᡩ᠘ᡩ᠘ᢗ᠘᠘ᡝᠻᠮ  $409^{\circ}$   $409^{\circ}$   $409^{\circ}$   $409^{\circ}$   $409^{\circ}$ ۲d۶°a-۲b.

**LΔ°** (ጋጎ $\lambda$ ΛJ'):  $\dot{C}$ °  $\Delta$   $\Delta$ C°  $\sigma$  $\Delta$ %  $\Omega$ °  $\Omega$ ▷¹b▷ፘ¹୮ ላጋኄጔσ, ለ¹d፟፟፟፟፟፟፟፟፟፟፟ ለ¹d፟፟፟፟፟ 25 −୮º  $d^{1}$   $d^{1$  $\Delta$ C°PC DG>PCD%YL4%  $\Delta$ C°U P6%UC  $\Delta$ C9C Ე"ᲡᲒ<sup>๒</sup>๙° ᲔᲥᲑᲑ୯Ბ. ᠑ᠳ᠙᠘ᠰ᠘᠘᠘᠘᠘᠘᠙᠘ᡧ᠘᠙᠘ᡧ᠘᠙᠘ᡧ᠘ᡧ᠘ᡧ᠘ᡧ᠘ᡧ ∩∩5cb<sup>56</sup>C<sup>6</sup>U<sup>5</sup>, 2014-σ5<sup>56</sup>  $\Delta$ C° $\sigma$ 4%)C $\Lambda$  $\sigma$ 51'  $\Lambda$ 5d551'  $\Omega$ 7'PC52 $\sigma$ 51'. 4DC<sup>5</sup>dγρζ<sup>5</sup> 16, 17 ρσ<sup>6</sup>bΓ Δ<sub>2</sub>6Ω<sup>5</sup>  $\mathsf{D}^\mathsf{G}\mathsf{D}^\mathsf{G}\mathsf{D}^\mathsf{G}\mathsf{C}$ PLDE 2019 UU24PCPCPCP 2019 J64 ᠑ᠳᡧ᠘᠘᠘᠘᠙ᢆᢖᢐ᠘᠘᠘᠙ᢆᢖ᠘ᠰ᠙ᡶᢛᡲᢗ᠈᠘᠘᠘᠘᠘᠙ ۵۰۶ و ۱۳۶۰ م می ۱۳۶۰ کرد می می می از می 4)C'd\PCP%)Tb DQP6 )~U&bdedb d'\\  $C^{\prime}CLDCD^{\prime b}D\sigma^{b}$ .  $D\sigma^{b}DC^{a}\Delta^{b}DD^{b}C\Delta L$  $^{\circ}$   P^bP^b^b \wedge C^b = A^b + B^b +$ ᡏᡆ᠘ᢛ᠘ᢐ᠘᠗ᡓ᠘᠘᠘ᡓᡎ

on this. Thank you, Mr. Chairman. **Chairman** (interpretation): Thank you. Ms. Okpik.

Ms. Okpik (interpretation ends): Thank you, Mr. Chairman. (interpretation ends) Currently there is no cap in terms of the number of years going from one grade to another, but what I can say is we do recognize that the Department of Education, we have to put in place many different types of supportive services for students to look at student achievement.

So at the DEA level, for example, if their attendance and registration policy and the support that we provide, either through money to the DEAs to look at attendance and how we can ensure that students continue to come to school, the Department of Education has spent a lot of time increasing its capacity at the departmental level around inclusive education, so around 2008 when we looked at inclusive education for the bill, what we had was a very, I think... . At the grassroots level we had student support assistants providing one-on-one, or providing supports to students at the school-level along with student support teachers. At the regional school office level we had student support coordinators that would provide assistance to student support teachers. However, we really felt that we needed to increase the capacity after hearing from Barbra Hall on the four or five different major recommendations she had around changes that we should be implementing to inclusive education.

One of the biggest areas where we have been doing work is around student assessment and we can provide some very detailed information as to the types of formative summative types of assessments that are being formed; the increase of education services, for example. Previously we had one PY at headquarters-level. We now have 67 PYs that

**Δ∿ικών CΔΑΛ ΚΦΑΥ** (ϽͺʹΑΛΟΙ): ʹͼͿϧʹαΓ<sup>™</sup> Δ<sup>™</sup> Λ<sup>©</sup> ΚΕΕ σ<sup>™</sup> ʹͼʹͼγγ<sup>™</sup> στιμε Λ<sup>™</sup> υ, ἐκ<sup>™</sup> Ͻσ<sup>™</sup> ΔΔ<sup>™</sup> ΛΟ΄ <sup>™</sup> Α<sup>™</sup> ΛΟ΄ <sup>™</sup> 
**Δ<sup>6</sup>/«▷ር¹** (ጋጎ/১በJ<sup>c</sup>): 'd/ኦ°ሲቮ<sup>6</sup>, Гσጎ<sup>C</sup> ረላሲ/. Γ<sup>1</sup>/<sub>C</sub> LΔ<sup>6</sup>.

L<sup>6</sup>Λ∪<sup>6</sup> 3 ▷<sup>6</sup>6▷Λ<sup>6</sup>6¹L<sup>c</sup> Ċ<sup>6</sup>dd Λ▷Վ<sup>1</sup>L¬Δ<sup>2</sup>Γ∪<sup>6</sup>P<sup>c</sup>
ΔϹ<sup>a</sup>σd<sup>6</sup>ΠΔ<sup>c</sup>. d<sup>6</sup>da ሊ<sup>1</sup>σ<sup>6</sup>, ΓΡΓd<sup>6</sup>σ<sup>6</sup>,

¹6♭Ե▷<sup>6</sup>σ<sup>6</sup>, ΔαἰΠ<sup>c</sup>Πσ<sup>c</sup> ጋΡԵ▷Π<sup>6</sup>L<sup>c</sup>

ϽΡΕ▷<sup>7</sup><sup>5</sup>Ρ<sup>2</sup>Λ<sup>c</sup>L<sup>c</sup>LC. Λ<sup>6</sup>d<sup>5</sup><sup>5</sup><sup>5</sup> Δ Δdσ

Δ<sup>c</sup><sup>a</sup>σd<sup>6</sup>D̄<sup>2</sup>C¬λ<sup>6</sup>d<sup>c</sup> Δ<sup>2</sup>LΓ<sup>6</sup>LJ Ċ<sup>6</sup>α

Δ<sup>6</sup>6D̄<sup>6</sup>LΓd<sup>6</sup>σd<sup>6</sup><5. Ċ<sup>6</sup>dd d<sup>7</sup><sup>3</sup><sup>5</sup><sup>6</sup>C̄<sup>5</sup>Ł<sup>c</sup>

Λ<sup>6</sup>d<sup>5</sup><sup>5</sup><sup>5</sup> 25−d d<sup>6</sup>d<sup>6</sup> Δ<sup>2</sup>Γ<sup>6</sup>σ<sup>65</sup>Λ<sup>6</sup>

Λ<sup>5</sup>σσ<sup>65</sup>Λ̄<sup>6</sup>D̄<sup>5</sup><sup>5</sup> Δ<sup>5</sup> Δ<sup>5</sup>σ<sup>6</sup>σ<sup>65</sup>Λ̄<sup>6</sup>

δημ<sup>2</sup>η<sup>c</sup> ἀ<sup>66</sup>P<sup>6</sup><sup>2</sup><sup>2</sup>L<sup>6</sup>< Δ<sup>6</sup>da λ<sup>6</sup>σ<sup>65</sup>Γ<sup>6</sup>

¹6<sup>5</sup>C¬<sup>6</sup><sup>6</sup><sup>5</sup> Λ<sup>5</sup>σ<sup>6</sup>σ<sup>65</sup>Λ̄<sup>6</sup>Λ̄<sup>6</sup> Ċ<sup>6</sup>da λ<sup>6</sup>C<sup>7</sup>

'd<sup>5</sup><sup>6</sup> α Γ˙<sup>6</sup>, Δ<sup>6</sup>/<sup>6</sup>Φ̄<sup>6</sup>C˙<sup>6</sup>.

**Δ<sup>6</sup>/ペρር%** (Ͻ<sup>ϳ</sup>∖2∩J<sup>c</sup>): <sup>ና</sup>dታ<sup>α</sup>αΓ<sup>†</sup>δ, Γ<sup>1</sup>C LΔ<sup>α</sup>. Γσ<sup>1</sup>C ປ</br>

focus around inclusive education, educator development, student achievement, really focusing on student outcomes. So in year one, we got the PYs to be able to support schools to develop frameworks, to develop handbooks, the directives for teachers, and then the in-servicing of that.

The next phase was around getting money to provide services for students. Primarily, previously we had relied on the Department of Health to do speech therapy, occupational therapy, hearing; all that type of thing, but what we realized was that there needs to be specialized services for K-12 because what we saw was sometimes if you had speech therapy that needed to take place with a child, in the community if there was an adult for example, that had a stroke and needed to learn how to swallow again, they became the first priority rather than the child in the school.

So what we did after that was we sought additional funding and we got \$850,000 for contract services to be able to provide K-12 specific services to our students. So we have continued with occupational therapy and speech therapy. I'm happy to say that we are now starting to look at psycho-social supports for students so we know that when there is a sudden death either in the community or it impacts the school, if there is death by suicide; we have that ability to work with the Red Cross to send in support systems within the school.

For example, last year we sent in the Red Cross to 15 of our communities to provide immediate, not counselling support, but support to be able to deal with it and how do you move on. Not move on, but to be able to provide that support of providing that assistance at the local level. So for example, we have the Red Cross going into Gjoa Haven next week. There have been a couple of deaths and we really feel that it has impacted

ጋ°ተናኦበቦታዎና ለ'dታ›ካ' 25-Γ bᠯ/ት፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞ ዾኁጋሀ Δሮ°σ፞፞፞ መተንሮሲት የይሆታ የቦ°σ. ፫°d ኦ'ቴ՚ቴዮ ፕጋቦና Δሮ°σ፞፞ ወርሲት የይሆታ የሀ ላግና፥በጋΔ° ፈኦግ የተፈር ው ዉሮ°σ ለኦተኞ ርግቦታ ኦተ የተፈ ቅ ወንተ በሆ ይበረት የና ነጭ የርግ የተፈ ቅ ይንተ በሆ Δ አተን የበነናጋ ርል L ል ር ይና ተስ ነጋቦና. 'd ታ የ ሲ ተ Δ ነ ተ የ ኦር የ፡፡

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**Δ<sup>6</sup>/«▷ርና**<sup>6</sup> (ጋጎ,ትበJና): <sup>ና</sup>dታ<sup>6</sup> ሲቮ<sup>6</sup>, Γ<sup>1</sup>C LΔ<sup>6</sup>. Γσ<sup>1</sup>C ປ<0.

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the community. So those are the types of supportive services that previously were not in place and every year we are looking at how can we provide more. We also know that hearing and hearing loss is a major thing for Inuit through otitis media, so we have done a major campaign. We now have a speech and deaf specialist within our department, which we are very happy about because those are specialties that are really hard to come by. We have sound field testing, we have teachers that walk and talk with microphones so that students can hear and be able to participate in the education program.

We are hoping next year in the next business cycle we will be able to look at more support services for students as well. (interpretation) Thank you, Mr. Chairman.

Chairman (Mr. Rumbolt): Thank you Ms. Okpik. As you may have noticed that I have taken over the chairmanship for a little bit. Mr. Main has been sitting in that for the last few days and never had the opportunity to ask many questions. So we are giving him that opportunity at this time and for the benefit of the switchers, Mr. Main is in my seat. Mr. Main, please go ahead.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I have had opportunity to ask questions and maybe some of the Committee feels I have asked too many, and if I have, I apologize, but I'm sitting here as a Member of the Committee.

On the individual student support plan topic, I note that the Minister's most recent letter regarding the Bill on page 11 uses the term "reasonable" and "practical" multiple times. So that is just a comment that I think that needs to be further understood in terms of who determines what is reasonable and practical.

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**Δ<sup>6</sup>/«▷ርና**<sup>6</sup> (ጋጎ,ትበJና): <sup>ና</sup>dታ<sup>6</sup> ሲቮ<sup>6</sup>, Γ<sup>1</sup>C LΔ<sup>6</sup>. Γσ<sup>1</sup>C ປ<0.

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So moving on. Back to the language of instruction; thank you Minister for this letter, and thank you for the document that you provided on language of instruction. I think that is the type of information that I was looking for in terms of, did you just pull these numbers out of a hat in terms of what is going to happen between now and when we see a fully implemented language of instruction including Inuktitut, putting Inuktitut at the forefront. So that I think really helps me as a Committee Member to understand.

On page 10 of your letter, right in the middle of the page, "We recognize that it is not enough to focus our efforts just on developing Inuktut-speaking instructors as we initially proposed." Why does it say that? Is it because if we develop, if we, as a territory, develop Inuktut speaking Instructors without the curriculum in place, without the resources, is it because is unfair to them as teachers? That is my question. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, they should go hand-in-hand. Of course when we're starting and trying to promote bilingual education, we want our teachers in which ever language they are teaching to have the curriculum and resources backed for them be able to deliver that education program in whichever language. That is the intent there. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main**: Thank you, Mr. Chairman. So put forward in your letter here, you say, I am paraphrasing, you say that it's better to focus not just creating teachers but to focus on the

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**Δ<sup>6</sup>/«>C<sup>6</sup>** (ἀ<sup>6</sup>) LΔ<sup>6</sup>): L`α. Γ<sup>1</sup>C <sup>6</sup>dα\.

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whole, all the pieces in how they are going to come together.

So does the Minister feel that Bill 25 in this regard, changing the language of instruction piece, does the Minister have a position that those changes as proposed in Bill 25 will make language of instruction more achievable for Nunavut or more realistic or stronger? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, with the assessment tools, with all of the things that we have outlined on curriculum development, they have to be also trained in how to assess the students with the new curriculum that we are developing.

So with all those pieces together and also given the fact that some of the terminology in the Inuktut curriculum needs to be comprehensible to all. I think that is something that we work towards too, on having special focus with language experts, with teachers that have spent time in the classroom when we are developing these resources and are ensuring that the terminology is most appropriate. I think this is where when we say that focusing not only on our Inuit employment plans; there is a whole other area that we need also to focus on in addition to that. I think given a bigger picture of the current situation, we want to have a stronger system in place, looking at that bigger picture. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. What is the status on the (interpretation end) standardization? (interpretation) I don't know how to say that

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**Δ%レイ%ڧ% CΔ&N ՎΔΦΥ** (ϽʹͻϟΛϽϲ): ʹϭͿϧͼͺϹʹͼ.  $\Delta$ <sup>6</sup>V<br/>  $\Delta$ <sup>7</sup>V<br/>  $\Delta$ <sup>7</sup>V<br/>  $\Delta$ <sup>7</sup>V<br/>  $\Delta$ <sup>8</sup>V<br/>  $\Delta$ <sup>8</sup>  $\Delta$ ር° $\sigma$ 4%)Cቢ $\sigma$ 51° ጋ%U6%UD0°  $\Lambda$ 147U70%UD0° CΔb&n'>σ CLΔ°σςL'Ω</br>  $V_{\text{C}}$   $V_{\text{C}}$   $V_{\text{C}}$   $V_{\text{C}}$   $V_{\text{C}}$ 4PPJ42-6017 4FT 6492-602-2014 Ď᠙᠙᠘᠘ᡧ᠘᠘ᡧ᠘ᠾ᠘ᡧ᠘ᠾ᠘ᡧ᠘ᠾ᠘ᡧ᠘᠘ᡧ 'PΓ'P\_J, ¿\D∩c 25 በበና '' / L σ \ 25.  $\Delta$ C° $\sigma$ d5' $\Delta$ C 8(6) D5b5'dLd5 D5"ddD5dC ᠔᠘ᠪᢀᡉᠳᢗᢗ᠌᠌ᠦᢀᠾᢞᡀᢗᡶ᠘ᡩ᠒ᡒ ΔΔΔς ΔΔίδηΓιανός Σ΄ ΑΛΔς ΔΔάδη  $C\Delta YYLVA^{c}$ ,  $\dot{C}^{b}dA$   $\Delta CCD^{b}PPYLVAC^{c}$  $\Delta C^{\circ} \sigma d P \cap L^{\circ} d L^{\circ$ °b°LJ°b°σ°°, °bΔ)Δ°α°° Δας°σ  $\Delta$ CLA#19D46' qi#bLQVQVQ qi#bFCD4 $\Delta$ c  $^{\circ}$ ▷<ለሲታ<sup>ኈ</sup>ቦ°σ<sup>ь</sup> Lc<sup>-</sup>ےበ<sup>ь</sup> CΔ<sup>ь</sup>dσ<sup>ኈ</sup>Ⴑ. <sup>ና</sup>d৮°ዺΓ<sup>๋</sup><sup>ь</sup>,  $\Delta$ 6760 $\dot{C}$ 66.

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**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. The literacy program has been developed looking at the three regions in Nunavut. We have involved the three different regions and we've come up with the terminology on the writing system and on the literacy program, when they are at a younger age and they are learning how to read and write, but we are also looking at the higher grades when it comes to language or math.

We want to use standard terminology when we're developing curriculum. In language arts, the Inuit Uqausinginnik Taiguusiliuqtiit is involved in developing that so that we can use standard terminology with their assistance. Thank you.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm still on the language of instruction part of the bill. The big change in Bill 25 is that spells out Inuktut language arts. (interpretation) It elaborates on that. (interpretation ends) One of the submissions, it was actually the submission Nunavut Tunngavik, I think they used the word "shocking" language arts.

I have the Nunavut Tunngavik's submission to the *Education Act* Review Committee and this from 2014, and on their recommendation 16 and 17 of that report was to create Inuit language arts curriculum, and so on the one hand, the submission that we have today in

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**Ϥ∿レና··ϧʹ· CΔ&Ω ᢣϤͼ***ι*: ʹͼͿϧ·ͼͺϳ·, ΔϧϒϾϦϹʹ·ͽ. ʹͼͿϧ·ͼͺϳʹϽͰϽϪ·ͼͺ·ϧϹ·ϒ ϧϹͰϽ;Ϲʹ·ϧϤϒͿϲ Ϥ·ͰϽ ϹΔϧϥϤ Ϲͼʹϧ· Ͻϧ·ϧϲϤͼ, ϪϹϧϲϥϧϲ ϷϽϧϧͱϷϽϳϧͺϲ ϧͱͿͱϧϽϪϧϧϲ ϥͱͳϽ ϪϹͰʹϽϧϲ ϷϽϧϧͱϷϽϳϧͺϲϲʹ 2019, I just don't understand why...It appears as though the department acting, five years later mind you, on a recommendation from Nunavut Tunngavik from five years ago. Can you explain that situation specifically on the Inuit language arts curriculum? (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We have always had kindergarten to Grade 6 Inuit language arts and we are updating that curriculum, but in addition to that, I explained in my opening comments this morning about the drafting and timelines for other core curriculum development and we haven't come to that yet.

The large focus has been on the Inuktut language arts and first language as well as second language learners, as well as English as a second language. Those language arts pieces have been a large focus to date but we always have the intention of looking at the other core curriculum and the other strands of, not just *Uqausiliriniq*. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Moving on, I'm still on this letter from the Minister. It was a long letter. I think it was 15 pages, so apologies.

On issue number 3 raised by the Committee, this was local education program enhancements; page 3 mentions things that I think are really awesome for students.

Hunting and trapping programs, qajaq building programs, and Nuna School program.

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These are examples that have been provided, so under Bill 25, would it be, I mean this is the department's opinion, so, I'll keep that in mind, but the changes proposed under Bill 25, would it be easier than it is currently for DEAs to set up things like these hunting and trapping programs, qajaq building, programs like this? (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We are trying to look at how the DEAs are able to implement the local program and this was brought up when we met with the Apex DEA, that they want to continue with their Nuna School Program and the proposals we're presenting in Bill 25, it is to continue with the department's responsibility.

Well, it's to affirm that the department's responsibility is not simply approving the proposed local enhancement program that the DEAs would develop, but it would also provide financial supports needed to deliver those programs. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) So that is new right, that piece where the department would be providing financial support needed?

I'm thinking of my schools, in particular Whale Cove and Arviat, and that is pretty encouraging that the financial support piece is in there. So would there be a cap put on the financial support?

I'm trying not to get hypothetical. Under the bill, as proposed, if the DEA comes forward and says, we want to do a trapping program, I

am assuming there would be some kind of a limit or a maximum that they would be able to get in terms of extra money.

Would that be set out in the regulations? Would it be policy or is it up to the minister of the day? I'm just trying to understand that issue. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Yes, Mr. Chairman. Unfortunately we don't have a blank cheque here, of course. We have limited funds, of course. We would be looking at this through an internal policy and we currently have contribution agreements with DEAs. This is something through an internal policy that would have to set the parameters on how these local enhancement programs would be funded. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just have one final question here. This is the...there isn't so much work put into...before I was an MLA, before the current Minister was a Minister, it's years and years and years of work. This 2015 report from the Special Committee to Review the *Education Act*, on page 8 it says at the bottom paragraph, these were our legislative ancestors, so they are saying this "The Special Committee wishes to emphasize that the delivery of an education system is too important to be driven primarily by political idealism. The Standing Committee is of the view that the objectives of an education system must be practical, realistic, and attainable." Later on in that paragraph, it mentions "In many respects, the potential for the success of Nunavut's

education system has been weakened by an overly ambitious agenda that was to some extent entrenched within the legislation itself."

When I read that, it makes me think that in Bill 25, with regard to this statement, is the Minister trying to correct the education system to make it based more around practical, realistic, and attainable goals? That's my final question. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Mr. Joanasie: Thank you, Mr. Chairman. We did consider the Special Committee's report and the recommendations coming out of that report. Once the 2008 *Education Act* was made into law and the resulting implementation of it, the challenges that had taken place up until 2013-14 and onwards, they still persist today. So I would say "yes" to the extent possible we want to have a practical, realistic, and attainable legislative framework to work with.

I talked a bit about it yesterday and I used the analogy about caribou. Think of it as that. Imagine there is a law that says every Nunavummiut is entitled to caribou meat in any form, for breakfast, lunch, and supper by this date. However, the caribou population in some areas is in decline, we need hunters to harvest the caribou and the resources that come with that. Looking at it in that way, I think this is where we have to work with the reality that we have in place, but also with the intent that we do want the caribou. Everybody wants caribou whether it's frozen, dried.

So I'm trying to explain it in simple terms for Nunavummiut to better understand our educational context. I think that is something that if you can think of it in that way, yes we are working towards that. Thank you, Mr. Chairman.

**Chairman** (Mr. Main) (interpretation): Thank you. Mr. Quassa.

**Mr. Quassa** (interpretation): Thank you, Mr. Chairman. I'm not sure if that is referring to *Inuit Qaujimajatuqangit* with that comment about caribou.

I just have one question that I would like to pose about *Inuit Qaujimajatuqangit*. The reference to *Inuit Qaujimajatuqangit* has been stated by the local district education authorities and other groups with regard to *Inuit Qaujimajatuqangit* and the fact that it is in just the preamble of Bill 25.

Where does IQ stand in the 2008 Act? As to the strength of it, when it is just in the preamble in part 1, is the strength of that word just as strong if it is in the preamble? In the 2008 it's all over the place when they talk about principles that they based on *Inuit Qaujimajatuqangit*. All of those were removed and put into just one part of the bill. The strength and the meaning of IQ, has it not been diminished? It doesn't make it weaker because it has been removed from about more than 20 clauses. It's been removed from over 20 clauses from the old Act, and why is it not written like in the 2008 Act, like before the references were removed.

Can't they just be put it back in where they were? Would there be a problem with that? Can you give us the reason why all references to IQ were removed from the clauses and just put into part 1? I sort of understand it, but I'd like the people out there to understand it properly too.

Lastly, if we put the references back into the clauses in the Act it wouldn't hurt the Department of Education in terms of those

references to IQ. I'd like them to be put back in because there have been concerns raised about it. So I would like to understand that or come to an understanding with it that so that people of Nunavut will understand what it means. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. (interpretation) It is written in the preamble of the *Education Act* in the bill, so it applies to all aspects of the bill. We thought that it would be more appropriate to do it that way and I also can say that (interpretation ends) if you go to the Act itself, Section 25 for the education program, 8 (6) it says "Principles in concepts of *Inuit Qaujimajatuqangit* to the extent all applicable Inuit societable values and the principles of and concepts of *Inuit Oaujimajatuqangit* must be incorporated throughout the curriculum at all grade levels." On top of that, any local program enhancements that are made they need to also account for Inuit Qaujimajatuqangit and Inuit societal values and base them on those. Thank you, Mr. Chairman.

Chairman: Ma'na. Mr. Quassa had a two-part question and I don't know if you answered both parts. I'm a bit confused. Mr. Quassa, you want to very briefly, you are running up against the end of our hearing and lunch. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you very much. My question is: if we put those references to IQ back would that cause a problem for the Department of Education? Just keep the references to IQ like in 2008, and just keep it that way; would that cause a problem? I understand when you said that if it's in part one that it will apply to the whole Act, but

why can't they just be put back in like it was before? Would that hurt the department? Is that what the department is scared about? I would like him to answer that. Yes or no? Thank you.

**Chairman** (interpretation): Thank you, Minister Joanasie.

Mr. Joanasie (interpretation): Thank you, Mr. Chairman. My apologies, I didn't answer that part of the question. Perhaps you can allow our legal advisor for the department to respond. Since it is written that way I would our legal advisor to explain why it's like that and if the references to IQ were put back in, what would happen.

Chairman (interpretation): Thank you. Perhaps, Minister, if you can respond to this by correspondence because we are out of time. Our hearing time is over and I would like to explain that we could probably spend the whole day and all night and tomorrow and next month continuously asking you questions. That's become quite obvious.

I would just like to recognize my Committee because education is very important and it is extremely useful in Nunavut. (interpretation ends) Minister, I'm going to be unfair to you and give you 60 seconds for your closing comments. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. I just want to thank you all, the Standing Committee, and also the witnesses that came to speak before us: NTI, the Coalition of Nunavut DEAs, and the Nunavut Teachers' Association, and the Gjoa Haven District Education Authority, Iqaluit District Education Authority, the Languages Commissioner of Nunavut, and the Representative for Children and Youth who were able to come here.

I especially give a big "thank you" to my staff, my officials that have been able to be with me here, and to the teachers in the schools. I am very grateful to them because they work for education for our children so their learning can continue. Whenever we can, let's thank our teachers in our schools. I thank you too. We'll end it here now. I thank everyone for the many hours that were spent in planning this.

**Chairman** (interpretation): Thank you, Minister and your officials for being available for our hearing. Our hearing is over.

The Standing Committee will still have to work on Bill 25. I am explaining that now, that although our hearing is over, our work will not end here. I would like to let the people of Nunavut know that.

All of our staff; Steve, Siobhan, thank you very much. And our legal advisor Michael, Mr. Ahlfors, and the interpreters, they are quite able. The interpreters help a lot during meetings. Also, we cannot forget our page, Kim Qavavau, who was always here for the whole hearing, doing it alone. Recognizing the clock, its lunchtime. The hearing is adjourned. Thank you, very much.

>>Committee adjourned at 12:05