# Special Committee to Review the Education Act of Nunavut Iqaluit, Nunavut May 14, 2015

## **Members Present**:

Pat Angnakak George Hickes, Chair Simeon Mikkungwak, Co-Chair Joe Savikataaq Hon. Paul Quassa

#### **Staff Members:**

Karen Aglukark Stephen Innuksuk Siobhan Moss

### **Interpreters**:

Gwen Angulalik Mali Curley Andrew Dialla Allan Makhagak Blandina Tulugarjuk

#### Witnesses:

Bradley Archambault Jim Kreuger John MacDonald Kathy Okpik Robbie Qammaniq

>>Committee commenced at 9:02

Chairman (Mr. Hickes): Good morning, everyone. I would like to welcome everyone to the second day of the Special Committee's review of the *Education Act* legislation in Nunavut. The first witness this morning is Nunavut Tunngavik Incorporated.

I would like to ask Mr. Mikkungwak to lead us in prayer today, please.

>>Prayer

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Chairman: Thank you, Mr. Mikkungwak. We have a very busy agenda today, so I'm going to go right into requesting Mr. James Arreak's opening comments on behalf of NTI. Thank you.

Mr. Arreak (interpretation): Thank you, George and the rest of the Members of the review. Thank you for the opportunity and know that we feel welcomed as NTI. This morning, we want to talk about what you are reviewing, the Nunavut *Education Act*.

Before I start, I will introduce those of us here. From the end, Sandra Omik, Legal Counsel; to her right is Udloria Hanson, Chief Operating Officer; to her right is Jeannie Arreak-Kullualik, Policy Analyst, Education and Language; and on my left is our Director of Social and Cultural Development, Natan Obed. These are the representatives that I would like to introduce.

As NTI, who represents Nunavut Land Claims beneficiaries, we do not take this responsibility lightly as we represent Inuit in the Nunavut Settlement Area, many of them unilingual Inuit, most only in Inuktitut, but also a growing number in English only and the large part of the Inuit we represent are bilingual.

Article 32 of the Nunavut agreement equips Inuit, through NTI, with a right to participate in the development of social and cultural policies and in the design of social and cultural programs and services, including the method of their delivery in Nunavut.

(interpretation ends) The right to participate goes beyond the right to be

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consulted that has often been referred to by the Supreme Court of Canada.

Since the creation of Nunavut, education has been and still is of utmost importance of Article 32 that NTI has consistently participated in providing substantive input.

NTI's submission takes a look at education milestones with when and how changes took place. This is from Inuit perspectives that in order to fix and improve your challenges, you must take a look at the past and make things better for the future.

NTI's submission is in three parts: a current look at the Nunavut *Education Act*, an updated version of NTI's initial submission to the creation of the *Education Act*, and social development's three annual reports on the state of Inuit culture and society.

(interpretation) An overwhelming majority of students within the education system are Inuit at approximately 96 percent of the students from kindergarten to grade 12.

It is all the more important that the Government of Nunavut understand its obligation to endeavour to reflect Inuit goals and objectives within the education system in accordance with Article 32.2.1(b).

Equally important, the education system must embrace Inuit language as an aboriginal right to be fully exerciseable and enforceable as the primary language of instruction, and given equal weight accorded in the *Inuit Language*Protection Act.

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(interpretation ends) Inuit language of instruction is critical in fostering empowerment to Inuit parents and a sense of belonging for parents and for students.

For as long as there has been a formal education system in present-day Nunavut, Inuit leaders and the board of directors currently have advocated strongly for the inclusion of Inuit language instruction. This drive began after the residential school era where Inuit were forced to learn English pursuant to federal policies on education.

(interpretation) Inuit took great strides after the mid-1970s in the development of education policies, the design of educational programs, and participation of Inuit through local education councils to ensure the reflection of Inuit culture, values, and language in the classroom.

Parents' involvement in the schooling has positive benefits for students. (interpretation ends) That drive resulted in a significant increase of Inuit teachers between 1980 and 1986 after the two-year diploma program was introduced, resulting in many communities offering Inuit language of instruction from kindergartent to grade 3.

With so many Inuit parents participating in local education councils, that drive further resulted in regional divisional boards being created to voice their concerns in unity, as well as to provide overarching support in order for the local education councils to meaningfully participate in substantive education delivery.

(interpretation) These divisional boards of education, comprising majority of

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Inuit parents, were able to directly hire superintendents, principals, teachers, and support staff. They also developed curriculum and produced Inuit language books and materials specific to their regional needs.

The Special Committee must understand that NTI is providing constructive criticism of the current education system, knowing that once the drive for Inuit language of instruction is pushed to its fullest extent, the wheels for improvement can really start moving because it has happened before.

(interpretation ends) When the Department of Education was developing a made-in-Nunavut *Education Act* in 2007, NTI had great expectation that the Government of Nunavut would be committed to providing Inuit language of instruction from kindergarten to grade 12 by the year 2020. And NTI provided its 2008 submission on the *Education Act* hoping that the department would accept the recommended legislative tools and development of measureable targets to acheive that objective.

(interpretation) Unfortunately, in 2013, the Auditor General of Canada found only two schools offered Inuit language of instruction from kindergarten to grade 6.

Although it's unrealistic to expect that Inuit language of instruction in every class from kindergarten to grade 12 will be achievable in the next five years, we must pick up and try again.

(interpretation ends) At this juncture of pause and reflection of the education system, we must be cognizant of the 40 percent loss of Inuit language use in

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Nunavut over the past 25 years.

Reversing language loss is not only plausible, but it's achievable. It has occured in other indigenous peoples in places such as Hawaii, where elders and community members began integrating indigenous language of instruction within daycares and preschools and built up through the school system all the way to college.

Thus, NTI includes recommendations for Inuit language teaching at the toddler stage, the most critical point in setting language comprehension in a child's life before entering the school system at kindergarten.

NTI's review of the annual education reports found that 80 percent of daycare workers in Nunavut are Inuit, yet language comprehension of the Inuit language is about 65 percent. Although the Department of Education has committed funds for Inuit language and culture programming to all daycares and preschool programs, more action is needed to enhance the use of the Inuit language.

This can include introduction of regulations within the *Education Act* and the *Child Day Care Act* where Inuit language instruction is compulsory 50 to 75 percent of the time. This percentage would reflect the language of instruction models already integrated in the *Education Act* regulations for primary and secondary schools. This would obligate daycares and preschools to comply with Inuit language instruction 50 to 75 percent of the time to significantly shift Inuit language use for toddlers who are in daycares and preschool programs for eight hours a day,

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five days a week.

(interpretation) The introduction of junior kindergarten would also significantly set the tone for Inuit language comprehension, as has been evident in other aboriginal groups in Canada who have initiated it.

(interpretation ends) The Early Childhood Division could be modelled after the Nunavik example to provide centralized administrative support and Inuit language expertise and guidance to new and existing daycares and preschools.

(interpretation) One daycare in Iqaluit has already significantly improved Inuit language use for toddlers simply by requiring its staff to speak the Inuit language 100 percentage of the time, some of whom do not have early childhood diplomas but who have the will to teach the Inuit language through reading, songs, and teaching.

Inuit language instruction from kindergarten to grade 12 requires Inuktitut-speaking teachers if we're going to use that. Inuit teachers comprise approximately 25 percent of the teacher force in Nunavut, the majority of whom teach from kindergarten to grade 3. These are Inuit teachers. (interpretation ends) The Department of Education must increase its efforts to introduce Inuit teachers from grade 4 to grade 12. This requires a significant investment in the Nunavut Teacher Education Program, a review of its delivery model and the barriers many Inuit face in graduating from the program.

This includes a review of the Inuit Language Specialist/Language and

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Cultural Instructor Program that the Department of Education had committed to introducing after the Auditor General of Canada found that the Department of Education had been hiring Inuit through letters of authorization, without providing training or assessment tools on Inuit language competency. This is a marked difference from when the Government of the Northwest Territories had integrated Inuit language competency within the *Education Act* itself, which is no longer required under Nunavut's *Education Act*.

Fulfilling its committment to provide Inuit language of instruction from kindergarten to grade 12 by 2020, the Department of Education has to develop a long-term, comprehensive implementation plan that would effectively and practically fill in the gaps required to fulfill that objective.

That implementation plan should also include ways to reinstate full authority to the coalition of Nunavut district authorities and the district education authorities, including adequate funding to allow them participation in substantive education delivery decisions and partnership in working with the Department of Education and its divisions on a regular basis.

The coalition and the DEAs are the avenues where Inuit parents feel most connected with. Being responsive to Inuit parents is one of the key factors in improving the education system.

That trust with Inuit parents has been eroding ever since the divisional boards of education were abolished by the Government of Nunavut in 2000 because the DEAs became fragmented and isolated. The Department of Education

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had no plans prior to abolishment to support and to assist the DEAs in any meaningful and practical way for a period of seven years. The DEAs then became burdened with administrative tasks that were once held collectively by the divisional boards of education. After the introduction of the *Education Act* that conferred new tasks upon the DEAs, without training and without orientation, it became even more confusing for them to understand how to participate in substantive education decisions that affect their children's long-term schooling.

(interpretation) The decline of attendance rates from 2001 to 2011 reflects that struggle, although I believe that has to do with the fact that Inuit parents no longer had any authority over this matter and that really needs to be corrected. Although the decline of attendance rates is not attributable to any one single factor, the unresponiveness of the Department of Education to disenfranchised parents did not help. We do believe that the Department of Education should be able to help them.

This is further evidenced in parents who complained about the effects of social promotion of their children who should not have been moved up to the next grade level without having passed course material in their current grade, but were recognized as passed. The NTI committee does not agree with this at all and we have voiced that over the years and also recently during our board's AGM in Baker Lake. The practice of social promotion began after the GNWT introduced the inclusive education directive in 1996. At that time, the new Education Act of the GNWT included provisions for a five-year review, to

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which divisional boards of education were to participate in.

(interpretation ends) All that was lost when Nunavut became a new territory along with the divisional boards of education, who had corporate knowledge of the history of the GNWT Education Act and the delivery of education in general terms. The inclusive education directive and the expected five-year review were abolished in 2000. Thus, the Government of Nunavut continued the practice of social promotion. The divisions within the Department of Education, Government of Nunavut were focused on developing a new made-in-Nunavut *Education Act* and developing new curricula, even though the divisional boards of education had already established them prior to 1999. No one picked up the need to review the practice of social promotion in 2001.

The coalition passed a motion in 2014 at its AGM containing concerns on social promotion, but the only way they can provide those concerns are through the structured dialogue provisions in the *Education Act*, which has proven to be ineffective for the coalition over the years. The Department of Education has yet to be responsive through structured dialogue.

Meanwhile, the Government of the Northwest Territories is more proactive in trying to address parents' concerns on the effects of social promotion. The GNWT realized that there was a correlation to aboriginal partipation in the workforce and successful student graduation rates. The Department of Education, GNWT developed the Aboriginal Student Improvement Initiative and committed to reviewing its

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inclusive school policy in 2013.

At this juncture in history when the Government of Canada settled NTI's implementation lawsuit recently, it is critically important that the Government of Nunavut understand that there will need to be a significant improvement in graduation rates in order for the Government of Nunavut to fulfill its Article 23 obligations. Educated Inuit are required in the thousands to fill in the remaining 35 percentage gap in the executive, senior managers, and professional category within the Government of Nunavut employment and the 55 percentage gap within Government of Canada employment. Inuit also need skills development and training to benefit fully in the mining sector, which has created the most significant demand for qualified labour in the private sector workforce.

The largest chunk of the Government of Nunavut's budget is allocated to the Department of Education on an annual basis. Approximately \$225 million was allocated to the Department of Education in 2011-12. This is for one year alone. The NTEP program expenditures were only approximately \$4 million whereas only \$2 million was spent on bilingual education. The output of high school graduates is less than 300 students across Nunavut. The Department of Education has to fix social promotion to increase graduation rates by 50 percent.

The Department of Education has to commit to provide leadership in initiatives, analyzing how to improve attendance, review other jurisdictions that practise social promotion, and analyze gaps to improve both attendance and enrolment rates.

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Lastly, NTI is aware that the Department of Education has taken initiatives to create a unified language writing system to improve Inuit language instruction. However, the Government of Nunavut must also be cognizant that learning Inuit language through oral transmission is critically important. The Government of Nunavut can commit more initiatives for Inuit language programming in the media, such as through TV, because the majority of children's programming is through the television and is provided in the English language only.

(interpretation) Nunavut Tunngavik is a willing partner in further engagement on finding ways to improve the education system for the betterment of Nunavummiut. This can only be done if the Department of Education is receptive and welcoming to NTI, as we noted, on Article 32, on participation and collaboration through full partnership.

Mr. Chairman, thank you for the opportunity. I will now hand it over to staff Natan Obed and Jeannie Arreak-Kullualik to add their comments on this. Thank you.

Chairman: Thank you very much, Mr. Arreak. The submission that NTI provided was quite extensive and I for one appreciate the historical component of it too to see how the *Education Act* progressed through the years from NWT days up to today. It gave it in a good context to be able to see the transition.

I will go straight to any questions from Committee Members. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Good morning to everybody.

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Nice to see you here. It was very interesting to hear about and to read about the issue about DEAs. I think there has been a lot of talk about the roles and responsibilities of DEAs in the communities, including what powers or authority they should have or shouldn't have. My first question would be: as NTI, have you met with all the DEAs in the communities? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Obed.

**Mr. Obed**: I'll pass this question to Jeannie Arreak-Kullualik.

Chairman: Thank you. Jeannie.

Ms. Arreak-Kullualik (interpretation): Yes, we have not met individually with all of them, but through Nunavut School Operations, we participate and meet through the phone. Recently when we went to communities and heard from them, not all of them but through their annual general meetings too, we hear from them as well as through our working group, *Kiggaqtuiji*.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your response. I think there seems to be a bit of a mixed message because we have been going around and speaking with DEAs as well. One of the things that DEAs have told us is that they want the educational boards back. They don't feel that they're getting the same say as they used to, and I read that in your report as well. They feel that they would have a stronger position if the boards were back.

One of the things that we have heard from the DEAs is they're volunteers and

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**Chairman**: Thank you. Mr. Obed. There's a light that will come on.

Mr. Obed: Thank you, Mr. Chairman. In Part 2 of our submission, we talk specifically about the revisions that we would like to see with the provisions related to district education authorities and their roles and responsibilities. The concern that we have is that the Act creates two levels of power, one for the commission scolaire francophone and one for all other school systems. Through the original discussions of the *Education* Act, we had asked for similar powers for the commission scolaire francophone so that Nunavut would have one way of providing local control to parents in communities.

The Act now allows for the Minister, in many regards, to make decisions or to defer responsibility, and that is a one-way proposition. The Minister is deciding how it is going to tell district education authorities what responsibilities they have or what limitations they have in making decisions. Our submission talks about how to improve that structure so that we do give a very clear message about what district education authorities or their replacement would have. It is our position that community control is a fundamental objective for any Education Act in Canada and it falls short in the Government of Nunavut Education Act.

Chairman: Mr. Arreak.

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Mr. Arreak: Thank you. The other thoughts that we've had around DEAs is the daunting task of developing a governance structure that works for them so that they can function as to the duties that have been outlined in the *Education Act*. It's a challenging task for the DEAs to even be able to reach that level of functionality and thus, makes them very ineffective in what they should be doing as opposed to where they're at right now. (interpretation) Thank you.

**Chairman**: Thank you, Mr. Arreak. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I thank you for your responses. I think that is a true reality that people who are placed in those roles want to do a good job. They care about the kids and they want the school to run well. We have heard that they feel that maybe there are other areas that they should be responsible for, maybe not so much like the programming and stuff.

One of the things that we talked about here in Nunavut over the last two years especially is about the standardization of education and the topic of having DEAs decide what kind of programming each school is going to have. It might cause a bit of a challenge in ensuring that if you are graduating in one community of a certain grade, when you go to another community, your knowledge is the same. You know what I mean? They're learning the same things and they're having the kind of quality education that we all want them to have.

There has been some talk about how can we ensure that the quality of education is the same in every community if you have

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**Chairman**: Thank you, Ms. Angnakak. Mr. Obed.

**Mr. Obed**: Thank you, Mr. Chairman. It is our position that the district education authorities or whatever they evolve into should be responsible for the school program and they should have a wide jurisdiction in order to ensure that the school program is delivered effectively in their communities.

We have also stated that the Minister should be responsible for certification of teachers, establishing curriculum guidelines, ensuring Nunavut-wide standards, and allocating block funding to the district education authorities. The Minister should have a very powerful role in ensuring that the education system has a strong foundation and base and that there are standards.

We feel that the district education authorities should have more responsibility in taking that direction and meaningfully implementing it in their communities. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Obed. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your response. I'm just going to go to page 7 of your opening comments, the second bullet, when you talk about "The practice of social promotion began after the GNWT introduced the inclusive education directive in 1996." I was wondering if you can elaborate a little bit on that

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sentence. Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Angnakak. Ms. Arreak-Kullualik.

Ms. Arreak-Kullualik (interpretation): Thank you, Mr. Chairman. (interpretation ends) In our recommendation, we ask that the Department of Education stop the practice of social promotion, more specifically beyond grade 3.

If we want a qualified and well-educated workforce, we have to create capable and contributing members to our society and if social promotion continues, it puts a lot of pressure on the teachers, the entire education system, and also on society. That is one of the reasons why we say that additional support and focus for learning, including qualified support teachers, additional teachers, and classroom space is needed in Nunavut. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Arreak-Kullualik. I apologize for the name; I stumble over hyphened names sometimes. Ms Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your response, but I was wondering if you can elaborate a little bit more when you say, "began after the GNWT introduced the inclusive education directive," and I want to know what you mean by that. Thank you very much.

Chairman: Thank you. Ms. Omik.

**Ms. Omik**: When I was researching in the Legislative Library upstairs, I was looking into the history of where social promotion began.

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In 1982, the Government of the Northwest Territories consulted with its residents all across the Northwest Territories when Inuit were also participating. A lot of parents wanted those with physical disabilities to be able to take education within their home communities.

In 1993, the first inclusive schooling policy was created to allow people with physical disabilities to remain in their communities to learn and because a lot of the schools didn't have any support mechanisms for people with physical learning disabilities, but in 1996, that was expanded to include people with mental learning disabilities. That policy expanded the 1993 policy.

There was supposed to be a five-year review, but that review never occurred. It was included in the *Education Act* of the GNWT. It was meant to support those with learning disabilities. It was not meant for every student in the school system. The inclusive policy of the GNWT is available upstairs.

**Chairman**: Thank you, Ms. Omik. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Thank you for your response. That provides me with some insight over that statement.

As you can imagine, teachers are faced with a wide situation in their classrooms where you have some students who struggle and you have the other side where students are really bright, and then everybody else in between, including learning disabilities and that. You have this dilemma of how is the teacher going

to teach and look after the needs of all her students. I think that this inclusive education has evolved to try and address those needs.

I for one agree with you totally in social promotion. I don't think you will find one person, especially parents, who agree with that practice, but I do think that you need to have a mechanism like this to address the various learning disabilities or non-disabilities that our students face. If you think this is not the way, can you provide us today with some options of how you think this would work better to address that need? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Arreak.

**Mr.** Arreak (interpretation): Thank you, Mr. Chairman. (interpretation ends) The idea of social promotion is obviously default mode. I think that some of the teachers sometimes have no choice, but I think, learning from history and learning about the facts of social promotion, it's probably more indicative of maybe the lack of curriculum and the ability to measure relevant academic skills and the ability to help students so that they can transition from where they're at to the next level, and so on and so forth, to the point where they can be measured adequately to the point where they can complete. That's just (interpretation) understandable (interpretation ends) that teachers have this big challenge, but at the same time. I think that the idea of developing relevant curriculum would really assist in that process.

**Chairman**: Thank you, Mr. Arreak. Mr. Obed, would you like to supplement?

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We also recommend that students with special needs are given the right to education in a more meaningful way than is currently given so that there is just as much of a chance that they can be successful and graduate from grade 12 as any other student. It points to more evaluation tools, but also getting into students with special needs, recognition of certain learning disabilities, and testing to ensure that teachers and the school system are aware of the special needs that their students have, such as fetal alcohol syndrome. There are no tests that are performed in the school system. Students, parents, and the education system as a whole could understand the special needs those types of children have, and that is just one example.

There also could be more classroom support provided to ensure that those with special needs get the proper education and they're allowed the time and specific instruction that is necessary for them to succeed. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Obed. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Thank you for your responses. I think also what comes into play is I have heard from some teachers that say

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that at times when their child may want to be held back, the parent doesn't like that and they say, "No, we want our child to go to the next grade." I think it's quite complex. There are a lot of things that come into play.

I'm going to go on to another topic here and that is to do with school attendance. School attendance, of course, is a critical issue across Nunavut. In Part 1 of your submission, it includes a discussion on attendance and suggests that "DEAs, the coalition of DEAs, and the Department of Education need to improve approaches and policies in this area."

Can you elaborate on what you see as the role of parents in addressing these attendance issues? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. At the national level through ITK, we have created a national Inuit education strategy and parental engagement is one of the two first priorities that we're discussing. NTI, along with the Government of Nunavut, has been involved in these national discussions. I know that the Government of Nunavut has been developing a number of new tools to further support parents and try to engage parents in the school system, and we applaud those efforts.

The attendance issue isn't one that I think we can solve overnight. I think that there are a multitude of challenges, whether it be from larger social issues in the home to historical reservations about the importance of education, or negative experiences of parents, or a focus on an

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Inuit identity and feeling as if education somehow takes some of that Inuit identity away, especially when it gets to high school, and you have a balance between what type of person your family wants you to be versus what type of learning you're receiving in school.

Our position is that there is no one individual to blame, especially for truancy, as it's called. When you get to truancy of a seven- or an eight- or a nine-year-old, no seven-, eight-, or nine-year-old is going to be saying that they're not going to school today the way that a 15-or 16- or 17-year-old might. I think that along the K-12 spectrum, there needs to be different initiatives and different focuses for ensuring that parents are allowing their children to succeed in school and ensuring that their children do go to school. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Obed. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Chairman. That was a very good question and I'm glad that you brought it up. This has been a very important subject that has been brought up in regard to students not going to school.

We could use the past to learn what the reasons are for not attending school. The parents have to be involved and they have to be involved within the school. The parents and the school staff have to know each other. This could have a positive impact on the students.

There are different reasons for students not attending school. I cannot directly answer that. Perhaps if it's dealt with, if you have to, through by-law or if you're looking at a bigger picture, once the  $\Delta$ C\*P° bt\*PidsbcC\*PtLC. 4tLi C $\Delta$ Lb sdPostCor  $\Delta$ C\*GdC\*PLC. 4tLi C $\Delta$ Lb for bcCsLs.

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DEAs have it properly set up and more involved with the education system, I think this can improve attendance. When we look back in the past, that's the way we understood it. Thank you.

**Chairman**: Thank you, Mr. Arreak. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Yesterday, we had a remarkable young man who came before us. His name is Robbie Qammaniq and he's an adult educator. I think he would be a wonderful role model or an example of a role model that I think the Government of Nunavut, the Department of Education, and NTI can look for people like that to take to schools to show kids that if they go to school every day, these are the kind of opportunities that are there.

I think, very often, all of us respond more to actual seeing than just being told. If you can see somebody who is being successful because they went to school and they didn't give up, I think that will do so much. Maybe in partnership, the Department of Education and NTI can work on identifying role models because we have them here. We don't have to go down south. We have them right here. For me, that's just a recommendation.

I was going to ask another question, but I better not hog all the time, so I'm going to let go. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Time permitting, I'll recognize you again. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Thank you, witnesses, for being able to be here. You

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have some very interesting responses.

The main question I will have is about (interpretation ends) language of instruction. (interpretation) Right now, in our regulations, they can choose from three options. The community DEAs can choose from three options. All the communities are using what they chose from the three and they're not all following the same one. There are dual, inclusive, and one more. When we were doing the community tours, we heard a lot of talk about language of instruction.

The first question I have to NTI is: with the three options that they have, is that adequate or is there a need for change? If we can imagine, like right now, we don't offer standardized methods or ways. We have given them three options that they can choose and with the three options that are being used that we call modules, what is your opinion about that? If we change them, how do you think we should change them? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Quassa. Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. I'll start with some of the discussions that led to these models. Linguist Ian Martin was used extensively by both the Government of Nunavut and NTI over time for providing an understanding of how language of instruction affects outcomes.

It has been our belief that the strength of the mother tongue will then lead to the strength in the second language as it's adapted over time in the education system. That precludes the very strength in the mother tongue and we see through CAL Proc 4/60/6000 distruction. Coa Load anguage of instruction. Coa Load actor of the load of the loa

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census data the erosion of Inuktitut as the language spoken most in the home. We recognize over time that we need to do more to ensure that there is Inuktitut spoken in society wherever it may be.

The *Education Act* and the language of instruction models are very important to that overall success. We have identified that over time as something that we're quite concerned with. In the discussions to create this *Education Act*, we did ask for a review of the models because we felt that some of the percentages were low for the instruction in Inuktitut in comparison to getting a bilingual graduate at the end of grade 12.

We also respect that in certain communities in Nunavut, the focus has to be more on revitalization and introducing Inuktitut in an immersion setting and not as a mother tongue setting. I think that our language use has evolved over time and that the three models are now 15 years old and they do create a lack of cohesion across the territory in ensuring that there is one standard being taught and that all students are held to it and all school systems are held to it.

We have talked about this in our submission on page 22 and 23, and it's also important to note that there are inconsistencies between the *Inuit Language Protection Act*, the *Officials Languages Act*, and the *Education Act* in regard to how the Inuit language is treated. We have requested that those discrepancies be revised to follow what was set out in the *Official Languages Act* and the *Inuit Language Protection Act* because the *Education Act*, in many places, is more general or is less focused on the same concepts and responsibilities in regard to language.

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I would like to hand the rest of the comments to Jeannie Arreak-Kullualik.

**Chairman**: Thank you, Mr. Obed. Ms. Arreak-Kullualik.

Ms. Arreak-Kullualik (interpretation): Thank you, Mr. Chairman. In regard to this matter, there have been studies following children's development. As long as they have a good base in their mother tongue, then that child can easily learn another language. That has become apparent in the dual models, looking at their progression.

However, in the larger communities like we have seen in Iqaluit, for example, not just Iqaluit now but also Rankin Inlet and Cambridge Bay, as well as other larger communities, when they have to opt for one of the three models, the Qulliq model, the immersion model, and the dual model, the DEAs will have chosen one of them. However, the Department of Education or the Minister will say that they should not follow that chosen model. There have been students left in the middle.

There are now Inuit whose mother tongue is not Inuktitut and they speak English instead, although Inuktitut should be their mother tongue. There are also people who have moved to Nunavut for work or they are involved in a relationship with someone up here and they also want to learn Inuktitut or Inuinnaqtun and want their children to be taught in Inuktitut or Inuinnaqtun. More thought needs to be given to people in these situations within the Act in order to give them more opportunity to choose either language.

We have been thinking along the lines,

፟ትσ ጳሲላჼ-'የታጋላርካያ ጋσ6Δ°α ነት/2L59. 'የታየልሶ', Δነγαρር'<sup>6</sup>.

**Δ৬/«ኦር።** (ጋጎ,ኦበJና): የ<mark></mark>ዕታ°<u>@</u>፫<mark>፥, Γ<sup>៶</sup>C ▷</mark>Λና. Γ<sup>៶</sup> ፭ሲ⊲<sup>6</sup>-የ<mark>ዕ</mark>-ጋ⊲ሮ<sup>6</sup>

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since our language is eroding, of the creation of an all-Inuktitut curriculum and real Inuktitut school with the language of instruction being Inuktitut for all the courses, if this could exist. This is what we have been thinking about and we now understand how quickly our language is being used less and less. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Arreak-Kullualik. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. We have been hearing from communities in our visits that this topic has been extensively discussed because it is very important as we in Nunavut know Inuktitut is our language and we have to ensure we don't lose it.

My question hasn't been totally answered regarding these three models currently (interpretation ends) under the *Education* Act. (interpretation) Do you have a problem if they continue? I seem to understand that if they can select more, but I see Nunavut as one whole and we divide it into three, but really it is only one. What if we had one policy on the (interpretation ends) language of instruction (interpretation) policy for all of Nunavut? Would it be better if that was fixed up properly? We have been talking about not losing Inuktitut as a language of instruction, as this part is in here. Would you agree with us if we made one policy for all of Nunavut or how would you see this? I will ask more after I get a response. Thank you.

**Chairman**: Thank you, Mr. Quassa. Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman.

**Δ৬/«ኦር።** (ጋጎ.ኦበJና): የ<mark></mark>ሪታ° ሲቮ<sup>6</sup>, Γ<sup>1</sup>, ጳሲፈ<sup>6</sup>- የታጋላሮ ኮ. Γ<sup>1</sup>ር የዕላካ.

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**\triangleright \Lambda^c** ( $\supset \dot \setminus A \cap J^c$ ):  ${}^c d + {}^c \Delta \dot \cap A \wedge J^c \wedge C^{c_1b}$ .

First in general, we think it is very important that there be a multilateral implementation committee for the *Education Act* that works through these issues that involves Inuit organizations, district education authorities, all the language stakeholders in the territory, and the Government of Nunavut. We could have all of the groups affected and the best minds thinking about how to solve some of these big challenges.

One model is difficult considering where we are with mother tongue and with first language. We will give Iqaluit as an example. There are two streams you can put your children in. You can put your children into an English stream or an Inuktitut stream, but even if parents chose the Inuktitut stream, many children in that stream are not first-language Inuktitut speakers and so the education system then has to deal with teaching both first-language Inuktitut students and second-language immersion students in one classroom for an Inuktitut class.

Perhaps there would have to be scenarios in which you either have Inuktitut first-language students and second-language students and considerations in the models. Otherwise, the education for the first-language student is compromised for those who are not fluent in Inuktitut and engaged in an immersion environment, which will help them in the long term, but really does very little for the first-language students that are coming in ready to learn and don't need to have translation in kindergarten.

I think over time, we want to get the same place, but we have two types of students that are entering these school systems, those whose first language is Inuktitut and those who need to be

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**Chairman**: Thank you, Mr. Obed. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I'll go back to the regulations. In Part 4 of the *Education Act*, the French school is dealt with a little differently. In regard to the Inuktitut language, because we're in Nunavut, in Part 4, it states that it's okay if the French school doesn't follow that aspect of the Act and there's a reason behind that. However, all schools, whether they're French or if they're our schools, should follow the same model. Do you agree with that? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Quassa. Mr. Arreak.

**Mr. Arreak** (interpretation): Thank you. I'm not sure if I understand your question correctly, but I will respond anyways.

I don't think it was used previously, but today, I can use an example of where there's an Inuktitut-only school. To date and following the Inuit culture, it's always included education and Inuit have always considered education as very important because that's the only way we survived.

For example, if you're going caribou hunting, the head of the household is the one who teaches the children. It's not

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only in hunting, but it's all in Inuit society. They educate their children on the conditions of the sky, the environment, the land, and so on, and how to survive in those harsh conditions. You have to work hard in order to survive in this environment.

Is it possible to have a school that uses only one language of instruction? We believe that there should be a school where Inuktitut is the only language of instruction. Yes, there is a cultural school in Clyde River and I think that we have to learn from this and look at the pros and cons and how much benefit it will provide to Inuit. If we're going to use Inuktitut as the language of instruction, I think it would be very helpful to look ahead and visualize a school where Inuktitut is the only language of instruction. It would be something that I can't say no to. It's a vision we should consider.

Maybe somebody else has a supplement.

**Chairman**: Thank you, Mr. Arreak. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. In Nunavut, we use two languages and I will use the other one, (interpretation ends) just to make a little more clarification on what my previous question was.

As we know, under Part 4 of the present *Education Act* and when we're talking about the language of instruction, under Part 4 of the present *Education Act*, CSFN is not obligated to follow the language of instruction under the *Education Act*. My question was: how do you feel about that? Do you feel that because we're all in Nunavut and the

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language of instruction, as stated in the present *Education Act* or which will be in the new *Education Act* once this review is done, should it be across the board?

I think that was my previous question and just one little bit more of a comment, I think NTI is proposing to see some kind of a private schooling where Inuktitut is only taught. Is that my understanding? (interpretation) Those are my two questions. Thank you, Mr. Chairman.

**Chairman**: Thank you. Just to clarify, is it that under the CSFN language model that Inuktitut be mandatory as part of their curriculum, yes? Mr. Arreak.

**Mr. Arreak** (interpretation): Thank you. I'll respond to him in English.

(interpretation ends) In the context of what you're saying, in the jurisdiction that we're in and in the context of our nation and Inuit being aboriginal, in the context of dominance and societies dominating one another where others have rights, Inuit have a right. This jurisdiction is majority Inuit and is accommodating, for example, the French school. We're in Canada and they have those rights. I just wanted to acknowledge that.

At the same time, this government, I think, has responsibilities to recognize that by accommodating, are you over-accommodating at the expense of the use of Inuit language for instruction and for dedication of your budget as a government? Well, those are some decisions that you, as a government, have to make and we respect that, but at the same time, this is something that I know some of the leaders at NTI have expressed concern over.

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Why would you, as a government, not recognize the language of Inuktitut and be committed to ensuring that Inuktitut is safeguarded by this government? Those kinds of questions have been asked, considered, and discussed and I'm sure there will be more. That's something probably you as Minister or you as the government should partake in high-level political discussions with the leaders of NTI and give that kind of direction to give a bit more certainty around giving answers to your question because it's unclear from our perspective. It's a political question in some ways.

I think further discussions should be warranted from our perspective because we can't allow the Inuktitut language to just dissipate and just do nothing. I think that that's not acceptable, but what is reasonable? I think what is reasonable is continuing to have serious discussions about if this practice is acceptable. I think that French people have their entitlements according to the Canadian Constitution and we respect that, but at the same time, this government has some serious decision-making and responsibilities.

Maybe others have comments.

**Chairman**: Thank you, Mr. Arreak. Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. Just to supplement the answer provided by our CEO, we have stated that the Commission Scolaire Francophone du Nunavut has enhanced powers in relation to all other local control of education, so district education authorities. We think that this is a fundamental discrepancy in the Act that has to be addressed to ensure that all parents and all communities in the

γ<sup>\*</sup>L<sup>c</sup> U<sup>Q</sup>L<sup>D</sup><sup>c</sup> J<sup>c</sup> Δα<sup>c</sup>

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territory are allowed the same types of rights and responsibilities over their children's education.

The other thing in regard to teaching Inuktitut in the French schools, I would also just recognize that, I don't know their exact percentage, but I would say a sizeable percentage of the students in those schools are most likely beneficiaries of the NLCA and they're Inuit as well as having French ancestry. As Inuit, they have rights too and rights to education in the Inuit language. There are some serious considerations that I would hope would be given in that setting to ensure that the rights, not just as francophones in Canada, but also as an Inuk in Nunavut are addressed when considering these options. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Obed. Mr. Quassa.

**Hon. Paul Quassa**: Just one little more comment; (interpretation) I have just one other comment.

Even though it's worded in the *Education Act*, the *Inuit Language Protection Act* has to be adhered to and there is also the *Official Languages Act* in which Inuktitut is included. Those are the foundations that should be used in the schools and are being used in the schools. I just wanted to make that comment. There are two language laws that are being exercised in our communities. The Inuit are 85 percent of the population that should be using the Inuktitut language. I wanted to make that comment. Yes, we do use the Inuktitut language as Members of the Legislative Assembly.

Also, you mentioned the daycares and the

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preschools in your opening comments. How would you like to see that worded in the *Education Act*, that the Inuktitut language should be used in the daycares, the preschool programs, and so on? As indicated earlier, we only have one Inuktitut daycare here in Iqaluit and along with all the other schools and preschool programs. How would you like to see that worded or would you like to see it included in the *Education Act*? Thank you, Mr. Chairman.

Chairman: Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. The limitations now in regard to early childhood education and responsibilities are ensuring that there are curriculum materials that are in the Inuit language that are provided to daycares, but we feel that there could be an expanded role for government to ensure that all early childhood programs have a core foundation in the Inuit language. Many of these daycares and early childhood programs operate in Inuktitut across the territory because that's just the way.... They're community-based organizations. They're extensions of schools.

In the larger centres, we see a shift away from the use of Inuktitut in early childhood programming and in daycares. We feel that the Act could ensure that there are standards in place that allow for children in these settings to become immersed in the language. We feel that the Department of Education can play a larger role.

We know that there's a devolution responsibility to the district education authorities for early childhood in many respects, but up into this place, as has been noted earlier, the DEAs are

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**Chairman**: Thank you, Mr. Obed. Ms. Arreak-Kullualik.

Ms. Arreak-Kullualik (interpretation): Thank you, Mr. Chairman. We know that the daycares have board of directors that are voluntary. They have a society status and they have to renew their status every year. We would like to see the Act revised to include the Inuktitut language and to improve the Head Start programs or the junior kindergarten, for example, and that these be made available in the schools.

We have a shortage of daycares and they only function through a board, which is voluntary on top of that. Every year, they are given some rules that they have to follow through their society status. We're looking at junior kindergarten being made available in the local schools. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Arreak-Kullualik. (interpretation) Mr. Quassa, are you done? Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I just want to go back to language of instruction. My counterpart, Mr. Quassa, asked and I don't believe he got a direct answer. Right now, under the *Education Act*, CFSN is exempt from

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language of instruction. I would just like to know NTI's position on that. Thank you.

Chairman: Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you. The question of Mr. Savikataaq, as I said, as the staff, we cannot respond to that, but if you would ask the elected officials, you could probably get a better response. As we're not the director of this topic, we could try to respond through correspondence, but we cannot respond to you at this time, Mr. Chairman. Thank you.

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

Mr. Savikataaq: Thank you, Mr. Chairman. Thank you for the response. This language of instruction, in all our tours that we did to other communities, has been talked about a lot.

One of the problems that the Department of Education has said is they can't produce enough qualified Inuktitut-speaking teachers. With NTEP, they can't produce enough to meet the 2019 deadline. Even some of the beneficiary NTEP students are not bilingual. No one has any control of who goes.... You can't say, "If you want to be an NTEP student, you have to speak Inuktitut." They can't say that. They could, but they don't do it.

We all want to strive to keep the Inuit language. I'm just wondering if there are any suggestions from anyone in your panel on how the language of instruction model can be met. Thank you.

Chairman: Mr. Obed.

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Mr. Obed: Thank you, Mr. Chairman. In our now eight-year-old NSDC report, *Saqqiqput*, we focused on the education system of K-12 and teachers were a part of that focus. Our recommendations were and remain that NTEP is an integral part of the infrastructure to create teachers in the territory, but it is not going to ever get us to the level of teachers, under the current method of delivery, that we need to ensure that we meet our ambitious aspirations for a bilingual education system that produces bilingual graduates.

In our report, we laid out a few options for moving forward. One was to bring back community teacher education programs. I know there has been some movement in that area over the last few years, but if there was a more ambitious focus, recruitment, and a sort of communications plan around teaching and going into teaching education, I think that would be an excellent step.

The other part of this is the accreditation of teachers and who gets to teach in our schools. If we know that language and culture are the primary concerns of a lot of our parents, then I don't think that we are doing enough to ensure that language and culture are in our schools by way of the types of teachers that we have in them.

Nunavik and the Kativik Regional Government have different models to ensure that there is more on-the-job training that you have actually less formal education and post-secondary training and more on-the-job learning. It wasn't too long ago in Canada, it was only the 1970s, that only one or two years were required beyond high school before a potential teacher could get in the

classroom and start learning on the job.

Whenever we bring this up as NTI, we usually get chastised for trying to dumb down education in the territory, but what we're trying to respond to is what parents and what communities want in their education, what skills we know that Inuit in the territory have and how to match the skills that Inuit have now to be teachers, educators, and leaders in our schools with what parents and students are asking for.

We think that there could be a discussion about how to get more Inuit in the classroom teaching and how to ensure that we can meet our ambitious goals while not dumbing down education, while ensuring the standard of education remains. We think that it's possible because it has been done in other jurisdictions and there is nothing magical in a four-year degree.

As we stated, and it has been stated many times, many of these graduates don't end up being teachers. It would be great to ensure that there be more value placed on educators and a greater communications package or more value placed on teachers that are from Nunavut. We think that the standards around who teaches in our schools should be looked at and revised to ensure greater Inuit participation and greater language and culture in our school system. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Obed. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Thanks for that response there. The comment about dumbing down education that you're not into, that is an interesting comment because I have heard

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from some people, these are not my words, that there is a big conspiracy to keep the beneficiaries uneducated so that they can't take over. I don't believe that myself, but those are comments that have been actually said. We have to produce qualified, well-educated beneficiaries to take the jobs that we have here. There are many jobs in Nunavut, but you have to get educated.

Staying on language of instruction, Mr. Quassa asked about whether we use one model or three models. We have a very mobile population now and I believe that if someone is going to school in Arviat, and if they move to Iqaluit, then the schooling should be the same. If they move from Igloolik to Kugluktuk, it should be the same. If you're in grade 6, you should be taught the very same subject at the very same level, exactly the same, which is standardized. I believe that we have to standardize our education to get all of the Nunavummiut and beneficiaries properly educated.

I just want to know what your stand is on standardized education within Nunavut. Thank you.

**Chairman**: Thank you, Mr. Savikataaq. Mr. Arreak.

Mr. Arreak (interpretation): Thank you. (interpretation ends) I just want to go back to the comments on the lack of Inuit teachers qualified, even though the NTEP program was the most successful in some circles. That NTEP was the most successful program in producing qualified Inuit teachers, and to the legacy of the program, I think there are qualitative barriers that had kept Inuit from staying as teachers.

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There is a combination of reasons. It's largely personal, but just to acknowledge that there are sometimes barriers, misunderstandings, cross-cultural misunderstandings, and confusion that do contribute to creating an environment that doesn't help Inuit advance and with some of the Article 23 related issues that we often have to try and deal with so that we create the right environment for Inuit to advance.

Perhaps the other parts of the question can be commented on by some of the panellists.

Chairman: Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. We have been advocating for standards in education and in our submission, we did talk about the need for the Minister to create standards for the education system to be met then by the school programs run by district education authorities.

We also have had concerns about not necessarily knowing where our students are, especially when it comes to Inuktitut. There are no grade levels that we can understand that our children are speaking the language or comprehending or reading and writing in Inuktitut like there are in English. We think that's a major barrier to understanding how successful our education system is for our students.

We do believe very strongly that there should be standards, but running a local system doesn't mean that there aren't standards in our view. It means that the people who are in charge of the education program and how it functions, how it acts, and how it meets those standards, is based on the control that parents have over that education.

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I think Jeannie had... . Thank you, Mr. Chairman.

Chairman: Ms. Arreak-Kullualik.

**Ms. Arreak-Kullualik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm going to go back a little bit into history when the Eastern Arctic Teacher Education Program was created. You needed a language requirement. You had to speak Inuktitut in order for you to be able to teach in Inuktitut in the classroom. This was also for classroom assistants. They used to have summer programming and they would have training two weeks every season. That was in, I think, 1979 or in the early '80s. That was the most successful program, as it opened the door to many other professions, including government bureaucratic positions. It also opened the door for many to pursue their Bachelor of Education. It also opened the door for them to become certified interpreter/translators, if they got tired of teaching in the school.

With the revamping of NTEP where it is no longer a requirement to speak Inuktitut to take the program, some of the graduates have told us that they don't know how to teach Inuktitut. We think that revamping NTEP to enhance or create a new curriculum for teachers so that they can teach above grade 4 is important. We also think that having a certificate program for classroom assistants, or Inuktitut language specialists as they are normally called now, for that type of training to continue or to be introduced again.

Even before the creation of Nunavut, Inuit have been saying that we need more ᠘ᡃ᠘ᡃᡠ᠈ᢣᢆᠣ᠂ᠣᡃᡊ᠌᠌᠌ᡣ᠘ᡃ᠘ᡃᡠ᠈ᡠᢐᠳᡒᡱ᠋ᡆᠬᡈ᠌ᠫᡥ᠂ᡎᡆᡫᢛ, ᠘ᡈᢞ᠙ᢣᢗᡥ

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Inuit teachers. That really started going when we had the divisional boards of education. Somehow barriers were created and then it stopped. We have been saying that we need more Inuit teachers. All the doors are open, yet not a lot of Inuit are taking advantage of the Teacher Education Program.

I believe that we have to somehow make it more inviting, more attractive for high school students to take it. I think that perhaps a campaign to say, "We need you. We need you to teach our children. We need to you help us keep our language and culture." I think that kind of campaign should be [undertaken] to make it more attractive for high school students and for people that are unemployed. If you want to make changes, become a teacher. Take the Teacher Education Program. I believe that is something that we all collectively should be pushing towards and not just say that we should have.... It's the government. It's NTI. It's the DEA. We all share that responsibility. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. Thanks for the response. I wholeheartedly agree with you.

Onto another issue about social promotion, on our tours too, we haven't heard one positive comment about it. There is nothing good about it. We've had some parents say that their kids are graduating, but it doesn't mean much because the paper that the certificate is written on doesn't mean anything. We had one parent that said that her kid graduated grade 12 and he is reading at about a grade 6 level, and that was the

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parent talking about their own kid in one of the communities.

I think that in the old days, you had to write a test to pass the grade. If you were in grade 4, to make sure that you learned everything that you were supposed to in grade 4, you actually did a test and they tested you, and then you went on to grade 5. If you didn't pass the test, well, you stayed in grade 4. I'm not saying that it's right or it's wrong, but that's how it was. It seems like today, it doesn't matter if you attend, it doesn't matter if you do the work that is required of you, you will be passed onto the next grade. That's how it seems to be.

I would just like to know if maybe testing should be brought back before a student can pass and get promoted to the next grade. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. I'll just ask all Members and witnesses to make note of the clock. I do have a very tight agenda today, so I'm going to be adhering as strictly as possible to it. Mr. Arreak.

Mr. Arreak (interpretation): Thank you. (interpretation ends) Thank you for that comment and question. We share the concern around social promotion and the concern we have is when our students graduate from grade 12, their academic skills aren't up to par with being able to enter into college or university.

In the short-, medium-, and long-term ways of managing this, I think that in the short term, I think Nunavut Sivuniksavut has been a strong, successful program that facilitates that gap where it allows students who have graduated from grade 12 to go to a setting where they get to

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adjust to a different environment and learn. I think that's a very positive short term.

In the medium to long term, I think that if this trend of social promotion is going to continue and if it's going to result in negative results, in the medium and long term, there's got to be stronger planning that needs to take place to ensure that students who are graduating are allowed to continue developing their academic skills so that they can continue to advance in education.

Probably other panellists may want to comment.

Chairman: Thank you. Ms. Omik.

**Ms. Omik**: I would like to say that I think that's one of the reasons why attendance rates have been declining since 2001.

There's a very measurable decline for a period of ten years because, after social promotion was introduced in the GNWT, it no longer compelled students to work harder and there was no more incentive to work harder and go to school more. It's unfortunate that this is where we are today. In small communities like Chesterfield Inlet or Sanikiluag or Kugluktuk, attendance rates can be as low as 60 percent because we are not pushing our students hard enough. In the 1980s, we had a pass/fail system and if we failed a class, we had to push ourselves harder to go to school and make up for the lost classes.

I would hope that this is one area that we can address, but I think that at the end of this session, things will not be solved in one day after this session. We would

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hope that you will continue and the Department of Education will work with us and be willing work with us because it's not just one factor that contributes to the decline of quality of education in the past 15 years.

If you look at the coalition provisions in the *Education Act*, there is only a structured dialogue provision, and the coalition can only have two staff. They're bound by legislation on how proactive they can be. The divisional boards were the ones that used to hire superintendents and set curriculum, so they were much more authoritative, but they also helped a lot with administrative tasks. Those administrative tasks are now burdening the DEAs so that they're not able to make real decisions on education delivery.

If the Department of Education continues to be committed to changing the system, we would want to see an implementation plan, not just looking at changing legislation, but changing budgeting priorities because NTEP has been at about the same amount of budget for more than a decade, and this was after the *Qalattuq* strategy. It was around \$2 million per year, but now it's at around \$4 million, but the Government of Nunavut spent \$18 million to recruit new teachers to meet the student population rates.

We have to really look at how to significantly improve, not just the quality of education, but also Inuit language of instruction. We can look at other jurisdictions where these issues have been addressed. In the Yukon and the GNWT, they also have social promotion and they also have the same struggles and challenges. They have come up with ideas through initiatives and strategies to

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address those challenges, and that's where we can continue to participate and practically to try to resolve all these issues.

With respect to daycares and preschool programs, I have two children that only learnt English because, even though there may be Inuit staff at daycares, most of the language spoken in Iqaluit is English, even if they may be Inuit, they speak English to our Inuit children. That's where NTI is suggesting that we have compulsory language of instruction in the Inuit language because sometimes even I have never even attempted to teach my child Inuktitut.

We have to collectively work together to try to make ourselves remember that the Inuit language is important. We hope to see another implementation plan where we actually tackle every single aspect to enhance Inuit language, but also quality of education.

**Chairman**: Thank you, Ms. Omik. Mr. Savikataaq, I'm going to ask that it be your final question.

**Mr. Savikataaq**: Thank you, Mr. Chairman. Yes, it is my final question.

On page 8 of the opening comments, the very last sentence, it says, "The Department of Education has to really fix social promotion to increase graduation rates by 50 percent." I would think that if there is no more social promotion, then graduation rates would actually decline first and then they would start coming up. If you're not just passing students on, the graduation rate has to dip down first. That's what I believe and I don't agree with that line.

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I just want an explanation there as to how. If social promotion was fixed and not used, then graduation rates would have to go down first and then they would come, and then you would get qualified, well-educated graduates. I would just like a short explanation on that one line. Thank you.

**Chairman**: Thank you. I'll ask one witness to respond. Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. That was a solution with a long-term goal attached to it. We were identifying the amount of increase that we feel is necessary to be on par with Canada and recognizing that doing away with social promotion would be the important first step in trying to address that long-term goal. It was just awkwardly worded. Apologies.

**Chairman**: Thank you, Mr. Obed. Mr. Mikkungwak, I'm going to limit you to two questions. Pick your top two.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I'm advising my fellow Committee Members to choose their questions properly too if I can only ask two questions.

I would like to ask NTI a question. You have researched education and from the days of the NWT to present, when we're talking about Inuktitut education being a priority, in your opinion, since the days of divisional boards.... Today's DEAs can select their language of instruction model; Qulliq, inclusive, and dual. Do they have the authority and the wherewithal to make those decisions? That's my first question.

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Chairman: Mr. Obed.

Mr. Obed: Thank you, Mr. Chairman. I think that the challenge in selecting the models is in trying to select the right one and I know that there is often a discussion with the Department of Education about which model might suit the community best. The DEAs don't select the model in a vacuum.

The question of whether or not they have too much power in selecting those models, I think that the overarching structure, when it was decided that these were the three models, was that because of the different language realities in our 25 communities, a selection of one of the three based on what kind of language reality each community had would allow for each community to get to the same end goal. I think that "overarchingly," it was meant to ensure that all Nunavut communities ended up at the same place.

The challenge has been that models have not been implemented in a way that has allowed each community to achieve that overarching goal. That is why we have recommended that we have a consideration of alternative models that are more rooted in the present and influenced by the challenges in trying to implement the models from 2001. Thank you very much, Mr. Chairman.

**Chairman**: Thank you, Mr. Obed. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you very much, Mr. Chairman.
This is going to be my last comment.
There needs to be changes made. For example, Kugluktuk has the highest attendance rate and I just wanted to make that comment. If we consider education

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as a priority in Nunavut, as parents, we have to take that to heart and urge our children. As parents, it's up to us to urge our children to go to school. Some are gifted learners and some of them are slow learners.

My last question to the panel is in regard to the Language Acts. It's of importance to the *Education Act* in 2019 that all graduates be bilingual. My last question is: if we're going to revive the Inuktitut language, how much importance do you place on using Inuktitut as the language of choice? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you for your excellent question. Yes, that's the foundation and it's also included in the agreement. The culture and language were included in the agreement. One of the chief negotiators is sitting here right in the House. I totally agree with you.

Our language is very important because it's our identity. There are dialectal differences depending on where we come from. For example, I'm from the High Arctic and the dialect of Amittuq is similar in nature, but there are dialectal differences. It is our identity and it shows where we come from originally. Language is very important and it's also outlined in the agreement. We're trying to be as frank as possible because we have to use the Inuktitut language as a language of instruction. We have to exercise our rights and to use our own language.

I am very pleased that you gave us an opportunity to voice our concerns and also asked us some questions. It was a little astonishing at the beginning when

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we started learning about different dialects. My uncle would come in from Arviat and I couldn't understand him at all, but talking to him on a daily basis, we started understanding each other more. We have different points of view when it comes to education, but I think that we have to put up a united front.

Perhaps someone has additional comments.

**Chairman**: Very briefly, please, Jeannie. Go ahead.

Ms. Arreak-Kullualik (interpretation): Thank you, Mr. Chairman. Yes, it's something that is very important to us. Under education, we also think that we don't talk about dialectal differences when the children enter the school. There was one time a person from Cape Dorset came as a teacher who went to Pond Inlet and we noticed the differences right away. That's what got me interested in the usage of the Inuktitut language and the dialectal differences.

I think that we should set aside dialectology and focus on the language itself. We should also urge our youth and the children to speak in Inuktitut and to have Inuktitut as a first language. It also identifies that the Inuktitut language is our identity and we have to make sure that we preserve it. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Arreak-Kullualik. I would just like to thank NTI and all your representatives here for coming. Mr. Arreak, I'll give you an opportunity to have a brief closing comment.

Mr. Arreak (interpretation): Thank you,

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Mr. Chairman. I would also like to thank the staff and NTI for being here.

I also thank you for including us in your review. You are currently reviewing the *Education Act*. We should do a good review of the Act and I would also like to say again that I would like to work closely together with you while we're focusing on a subject that's this important to us.

I'm sure that there are a lot of people who have comments to make, but I would just like to thank you, Mr. Chairman, the Special Committee, the Minister, and the Nunavut government. Thank you for giving us this opportunity. Thank you.

**Chairman**: Thank you, Mr. Arreak, for those kind words. I look forward to working together. *Nakurmiik*.

We will take, I'm going to say, a fourminute break. It will give everyone time to refresh themselves and we will be back here at 11:18 on my clock. Thank you.

>> Committee recessed at 11:12 and resumed at 11:22

Chairman: Thank you, everyone. I would like to welcome Mr. John Wilson to the Committee's meeting, reviewing the *Education Act*. I really appreciate Mr. Wilson's time that he took to provide a submission as an individual to the Committee to review. There were some strong points in there that I think that the Committee felt that it was very worthwhile to have you personally attend the hearing. We all appreciate you taking time out of your schedule to leave your community and to come and speak to your submission.

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Mr. Wilson, with that, I would like to welcome you and invite you to start with your opening comments, please. Thank you.

Mr. Wilson (interpretation): Thank you. Good day. (interpretation ends) I am principal of Sam Pudlat School in Cape Dorset. I have been there three years. In terms of the submission, what I would like to do is tell you a little bit about myself so that you can evaluate some of the things I say.

I would like to talk about the kids in the school and the challenges they face because I think that's fundamental to improving education in Nunavut. I would like to speak to some of the problems that I think are in the structure of delivering education in Nunavut that could provide some support for those children and then some suggestions of what should be done, but I am just a single guy. I have been three years in a different culture, so I'm not going to go anywhere near issues around language of instruction and things like that.

As I said, this is my third year in Cape Dorset. I've had really great relationships with the community, the staff, the DEA, and QSO. That's all been very positive and I have enjoyed it and they really have been very supportive of me.

I'm going to start with a little story. In my first year, we had and in Nunavut now, all schools are being asked to assess student reading with Fountas & Pinnell and they have been doing this for a number of years in Cape Dorset and I had the data in October/November when we were approaching report cards. We had a number of staff meetings with the teachers saying we had data on how

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How will we deal with ethics and the reporting to parents of how kids are doing? Do we tell them, "Your children are reading at a level D," which is upper kindergarten when the child is in grade 3, or do we keep that information secret and to ourselves? We had a lot of meetings about the ethics of that. Is it fair to compare kids in Nunavut who are English language learners to kids who are down south who are growing up in English-speaking homes and say that they're not doing as well as those kids down south? The parents might have a right to know.

I was asking, "Do parents understand where their kids are in reading? Do they think because they're in grade 4, they're probably reading in grade 4?" No one could tell me. At the end of the day, we said, "Let's be honest. Let's just tell people where it is." Not all teachers had the will to do that, but many teachers sent report cards out in the fall of 2012 which said things like, "Your child is reading at a level...", and we take the A to Z scale in Fountas & Pinnell because they have been doing it for years and putting them numerical. They use the PM benchmarks, so it's 1 to 35. "Your child is reading at a level 12, which is mid-grade 1 by southern standards, but in that grade 4 class, they're at about the middle of their class."

We gave them those two pieces of information. This is how they are compared to the kids down south and this is how they are relative to their cohort group. We waited to see what happened. We had nothing but positive feedback.

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The parents really like to know those two pieces of information. "How is my kid doing at school and how are they relative to kids down south?" I'm going to try and put that kind of honesty in what I tell you. Some of the things I'm telling you are difficult to talk about. Remember I'm just a guy from down south, but I'm going to talk with that kind of honesty as best I can. Okay?

My history in the south, I was principal at a special needs school for children, primarily with reading disabilities like dyslexia. When I left, we had 104 kids, we had 44 staff, we had psychologists on call, we had SLPs (Speech Language Pathologists), occupational therapists, lots of team meetings, and we would have children come to the school. It was our job as a private school to collect money from the parents, teach the kids how to read, fundamentally, and then send them back to their public school.

The parents would come to see me, they had a meeting with me and they would have a big thick report from a psychologist that said, fundamentally, "This child is intelligent, but they really are terrible at schoolwork, primarily reading, and we have done a number of batteries of tests," and this is why they think they're not being successful in school. Sometimes they would come straight from the psychologist and they would cry and be upset because they would have an official report from a practitioner that said there's something wrong with your child. Not learning to read down south is a major impediment.

I have met with hundreds of parents over the six years and it always went the same way. They would be there and they would be upset because their child is not

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learning to read. That's what the report was. The report was about academic tasks. We would take about three minutes to get past that and we went into a discussion about the wellness of their child. They wanted to know that their child was going to be emotionally okay. They had to learn to read to have a job, but they had to like themselves. They had to have pride in themselves, like themselves, and feel that they were a good person and that they had a future and all of those things. That's what parents wanted from the school. They wanted us to teach them to read, but they wanted that emotional wellness for the kids.

Over six years, I got to look at that as kind of the school's primary function whereas to make the kids okay. You can't teach them to read unless they have that, if that makes sense. Parents know it instinctively. None of the parents said, "I'm worried about my child's emotional wellness," but all the parents knew that unless the child had some comfort in who they were and understood who they were, and felt that they had some hope of being a functioning person, it was all wasted anyway because they're headed towards whatever kind of a poor life outcome that would be. We had to make them whole.

That's kind of core to what I saw when I came up here and when I met with the staff the first day, "Social and emotional learning, I'm the guy. That's what I'm here for." The reading and all of that are secondary because we have to fix that first and, if we get that fixed, then we can deal with the reading and the academics. What I saw in students at the school was, and here again being a special educator, I'm looking at the kids in terms of what are the challenges, and what I saw first

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and foremost was poor emotional regulation, real challenges with strong emotions, and really weak language skills.

I could only properly assess English language skills and they're secondlanguage learners, so you would expect that it will be weak, but I had lots staff who said that they were also weak in Inuktitut, so I took that to be true, and very poor executive functions. That is kind of being able to focus on something and pay attention and control yourself, right? Executive functions are those things we do; we're all doing it now. You might be bored, but you're looking at me. There's executive function happening there. They were poor at those three things, so those are the three things we had to address first and foremost before we could get to the reading. Does that make sense?

If we have time before we leave here. I would like to talk about why they have those challenges and what schools can do about those challenges and how the education system can support that. That is really my goal for being here and it's because I have so much respect and affection for the kids and the people that I have worked with since I got here. This is not easy for me. I don't like to stand up and say I have answers. I just don't do that. I don't compete. For me, this is offthe-charts difficult to do. Okay? Because I am retiring, I don't want to get on a plane without passing this along and this is the opportunity, maybe, to share some of what I have learned while I'm here.

My perspective is there are lots of opinions about what we should do and there are lots of opinions about what the right thing should happen in Nunavut CΔL<sup>\*</sup>·U<sup>c</sup> P«<sup>†</sup>·U<sup>c</sup> dσc P<sup>\*</sup>·Pσ<sup>c</sup>P<sup>\*</sup>σ Λδ<sup>c</sup>b<sup>2</sup>·C P<sup>c</sup>bPγ<sup>c</sup>bPLσd<sup>c</sup>b<sup>2</sup>·U ν<sup>c</sup>L<sup>c</sup> C<sup>c</sup>dσ<sup>c</sup>b d<sup>c</sup>v<sup>c</sup>γγ<sup>c</sup>P<sup>c</sup>b<sup>c</sup>c d<sup>c</sup>c d<sup>c</sup>v<sup>c</sup>y<sup>c</sup>c d<sup>c</sup>c d<sup>c</sup>c

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education, but I always looked at the science of it. The brains in these kids are the same as the brains in the kids in Romania, Vancouver, the United States, and China. They still have the same needs and demands. If we're looking at the challenges of those kids or anywhere else in the world, we would say, "Okay, what do we need to do about that? How can we make that better or make that more functional?"

The kids do have really complex challenges to being successful in a school. I'll say this now that those challenges are not as difficult to remediate as the challenges of the kids that came to the school where I was principal down south. Those kids had neurological, biological brain function that was really difficult to circumvent if you wanted to teach them how to read. If they had a phonological processing deficit or a visual sequential processing deficit or something like that and that made the reading process very difficult, that was tough, right? We have lots of people that kind of find a different way to teach them how to read, but these challenges are actually easier to remediate, I think, than some of those fundamental, neurological, the-way-thekid-was-born, it's "in the genes" kind of impediments to learning.

Here's an example of what has happened. In my first year, 2012-13, the children we sent from our grade 6 school up to the high school, we used Fountas & Pinnell as an assessment tool for reading, so those kids on average, the grade 6 class, were reading at about a late grade 2 level, 30 some-odd kids going up to high school reading at about late grade 2 or level K, which was the average for the school for the grade 6 kids. It was hard to

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evaluate that because they're English language learners, you know they're starting full instruction in probably for them grade 4, but this particular year, we had grade 3 English-speaking teachers in the classroom, but for them grade 4. Maybe that's okay. You're starting in grade 4, you get to grade 6, and you've got a lot of catching up to do. Maybe that was okay. Grade 12, leaving our school, they were reading at late level 2. The following year, the kids that went up from grade 6 to grade 7 were reading at a level S, which was a mid-grade 4. We had gone from late grade 2 to mid-grade 4 in one year and we were thinking that was pretty good, right?

This year, and the teachers were just assessing this on Monday and Tuesday of this week, the grade 6s leaving the school and going up to the high school are reading at a level V, which is early grade 6. If you're going into high school reading at early grade 6, you know you stand a good chance of being able to address that entire curriculum they throw at you in high school and they are headed on the right path. I think what I want to convey to you is that's not just all literacy instruction. It's not about the Fountas & Pinnell and it's not about the lovely resources that the school has. This goes back before my time in terms of the literacy instruction. It's trying to address some of those other things that I talked about earlier. Okay?

The problems in Nunavut, I have heard said here since I got here that in education in Nunavut, there are five priorities and that would be politics, politics, politics, employment, and education, and I think you would probably recognize that quote. The first time I heard it, I think, was this year or

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whatever and I thought, "Whoa, that is so great, I just love that quote" because I had the first three put down as power and control. Okay? Without talking to anybody else, I thought power and control. I kind of figured that out within the first three or four weeks. There's a lot of power and control stuff happening here. Employment, yeah, I get that, and then there was education. My answer to that quote would be, "How many fingers do I have to have before I get to children?"

We've got the education piece, but how far down before we hit kids and children and the kids that are in the building? Not large societal goals which everybody supports and we want, but where are the kids in this package, right? These are the kids that we have in the building. How do we address them? That delivery of instruction needs leadership. It's a complicated thing that we're trying to do here and we can't solve it all through legislation. It needs leadership and that's tough to nurture and support, but you want to come up with a structure that supports that.

One of the areas that I have the biggest trouble with is the way authority is assigned within the delivery of education within Nunavut. I have a group of people I work with in the DEA. I really like meeting with the DEA, right? They're all really good people. They trust me like crazy. We do things like they approve the financial statements. The financial statements that they deliver from the bookkeepers are, you know, three quarters of an inch of paper in English and in order to get more funding for the school, the DEA has to approve them. We distribute whatever papers we need and they all look at me and I nod and

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በ∖L'ጔዖላጐ Δጔላσ. ለፈ°፬'ጐ ላ▷፫ናበσነጋ

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'ቴነረ▷የላኄቴናሃጐሩ' በ⁰dላር⁰b ረንረነ፴ና

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Δἰͼ ۴ΡϽʹʹͼͺͰϭϲͺϷʹʹͼͺʹͼͺϹͼͺ Δἰͼ Δας ἰξάμες Ͻϛίμας ἐΡἐρς CΡϭͼ϶ϥϧρͼͼͼ, Γο Ρασͼ ἐρρλεφρος Ενδργρερος τραφ CΔΕΔεημα τερρος Δεγρρασε Δεγρισα ἐρρισα τος Λρασιττά Εςυδα τος ἀπρισα τος ἐρεφηίρεη αρφί Αρκεί τος Δεγδρο Δρκεί τος Αρκεί τος Δεγδρο Δρκεί τος Αρκεί.

they sign the financial statements which go back to the Department of Education and are approved.

Prior to being in education, I was a business guy and probably the original user of the software they use at Nasaijiit. It used to be Bedford Accounting, and then Simply, and now it's Sage. I have taught accounting in high school and that is not due process. That is not proper management of public funds, right? It's all on the guy in front of you. They trust me, which is nice, and I would never want to interfere with that and I wouldn't ever want to let them down, but you've got public funds there and that is not the way to mange public funds. It isn't.

When the Department of Education sends the funds down to the DEA, they have to know the DEAs are unilingual, most of them, and there is a lot of training and experience being able to interpret those things and monitor those and it just simply isn't there. It passes that responsibility off to another body so that the fault or the blame or whatever lies with another authority, and then the Department of Education is kind of absolved of whatever mismanagement or things that happen there. "It's the DEA. We gave it to them. They do what they want."

Now in my particular case, I'm happy. We run a nice thing, I'm happy with our books. It took me two years to get them in order, but we're okay. I just think that is not a good process to talk about doing the same thing with the education of the children. I think you've got to look to where the expertise is and say, "Okay, you have the expertise. Here's the authority, but you better deliver." You need both that expertise and the

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authority, so you need to think about how you distribute them.

So you've got the need to understand the nature of the kids. Complex problems need formed action, but the leadership to me is more important than the legislation. The legislation as it is now, I think, inhibits the leadership you need. Okay?

Questions?

**Chairman**: Any questions? Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): It's great to have this witness in front of us to explain his submission. As you stated, you're the principal of the school and that you work with the local DEA.

The first question I have is, because education is a priority in Nunavut and when we did the community tours, we heard many views and the fact that they strive hard for their children's education. However, what we always hear is that after they complete their education, their reading and writing skills are much lower than the national standard. As you're working in the department as teachers or principals, what is the solution? That's my first question.

Chairman: Mr. Wilson.

**Mr. Wilson**: Good question, complex answer. There are three main challenges that I saw with the kids and the first was emotion regulation. I did put some notes up here.

There's a body of research out there in the world called social and emotional learning and it came from a fellow by the name of Daniel [Goleman] in the late  $\Delta \Lambda^{\varsigma_b} d \cap^b \Delta^{\varsigma_2}$ 

Ċ└ႭႠ ჄჽჼႠჼႽჃჼ ጳለჼჃႶႶჄና, ΔϲჼႫႯჼႫჼ Ċ└Ⴍ ႯჼჄႫႶႶჄႦჼႾჼ ውႭჽჼႠ ႯჼႾჂ ውႭႠჼውጳርჼჼႶჼጏር ጳፒჄႫჼ ჂჀჼჂჃჼჼჄႾႱჼႠ ውርჼቴႦჼႶჼ ጳჼჄႫႶႶჼჂႣႶჼ ΔϲჼႫႯႱႫჼჄႯჼႣჼჼ. የሃላႫ ΔϲჼႫႯႱႫჼႦႱႠჼ ÞႭ ჂჀჼႶჼႭናჼႶჃ ΔϲჼႫႯႱႫჼჄႾႠናጏႯჼჼჂႶჼ የሃላႫ ႶႶჼჼႦႭႻჼႶჼ ႯჼႾჂ ኦჼჂჼႫჼႶჼ ጳჼჁႦჀჽჼჼႷჍჽჼჼႨჂჄ ϪჼჼႦႭჽჄჼჼႶႦჼጏჄ ΔሮჼႫႯႶჼႶჄႦჼჂჄ, ჼႱውჼ ጳჼჼႼႶႯჼႦჼჼ<? ሃჽჼႠჼჼႽჼ ጳለჼჼႻႶႱ.

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1990s. *Emotional Intelligence* was his book. What he was presenting, he wasn't a researcher, but he gathered other data that said, "You know, it doesn't really matter how smart you are. It doesn't matter what colour your skin is. It doesn't matter how rich your parents were."

There are lots of things that we think are important in life, but actually it's your emotional intelligence that determines what your success is in life. Success isn't always making the most money. It's about having positive relationships, caring for your children, feeling good about yourself, and balancing work and life and all of that. Emotional intelligence is the key determinant of life outcomes.

He and others started an organization called CASEL (Collaborative for Academic, Social and Emotional Learning), which is intended to help schools move children along that road of becoming socially and emotionally competent. I'm a big proponent of theirs and the first thing I did in October was introduce an SEL program into the school.

I see in the newspapers that they have the anti-bullying program and right in there, it says that they want a social and emotional learning curriculum delivered in all elementary schools. If you go down into the States and lots of other jurisdictions, they will have programs like the one we use in our school and they will call it an anti-bullying program. To me, it's kind of like going to church on Sunday and calling it "It's my antisinning program." Technically, you're right, but you're kind of missing the point, right?

It's not about how not to hurt someone:

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it's about being comfortable in yourself and understanding the way your brain works and how you think and how to control all those things that come from the limbic system back there so that this prefrontal cortex is in charge. There's a lot of research, huge research around that that says, amongst other things, if teachers take time in the course of the day to teach children about what emotions are and how they manage them and what good relationships look like, and if they take time away from the curriculum to teach those things, they will do better in the curriculum. They will just be better.

If you look at kindergarten teachers across North America and you say, "What's the most important thing about being successful in kindergarten?" They say emotion regulation. It's true in kindergarten. It's true right up to the grave. You have to be able to understand what other people are thinking and know how to negotiate a way through. You can teach that in schools, you should teach that in schools, and our kids respond really well to it.

Our senior kids, four, five, and six, they can go in. There is a chart on the wall, it's divided in colours, and they got this little picture and they can place where they are in the graph that determines how they're feeling, even if they don't know what that emotion is called. If they go out and have a bad recess, they can move it over to the red, and the teacher knows that they're having a bad day or whatever, and then they can speak, "I'm feeling that way because..." and then they write about how they're feeling and things like that. They do that and there is this explosion of literacy that happens. They're connected somehow. There is

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lots of research to support why they're connected. Okay?

The skills of social and emotional learning, if you can listen to those, are to recognize emotions in self and others and understanding emotions. It's funny how often that comes up as the first item listed when they talk about success in life. Understanding emotions is something you're just supposed to know how to do, but kids don't. These kids really struggle with it. Regulating and managing strong emotions, recognizing strength and needs, listening and communicating, taking others' perspectives, identifying problems, setting goals, problem solving, making decisions, and things like that, you teach that in schools and kids will do better for it.

Here is an example. In our school, in grade 3, and here again, this is the day before I left there, I thought, "I should be able to give these guys some data rather than just me rambling. Here is some data." In grade 3 this year, it is a guesstimate, but I did ask a number of people, "How many kids in grade 3 came to the attention of the office for hitting?" They punched somebody or there was a fistfight or they clobbered somebody in the head or whatever; they hit them. We kind of figured a conservative estimate is 120. There are maybe 34 kids in grade 3 or something. 120 times, a lot of the same kids coming back over and over again. Other kids, you never see at the office, but around 120. Really that SEL teaching doesn't really start until grade 4. It's tough to get it into classrooms below grade 4.

The number of grade 6 kids that were involved in hitting since school started in August is two. Two kids were brought to

the office or came to the attention of the office for hitting. There is more than maturation that takes them from 120 to 2. It's teaching them to understand their emotions and other people and the other person's feelings. It's not like we don't get a kid in grade 6 who is upset because we're in the gym and someone called them a sissy and they get upset, but they will now go out of the gym and sit down at the wall, have a good cry, and tell their teacher, "I'm upset. He called me a sissy." We negotiate it through. They don't resort to the violence. Safety in school is fundamental. The kids have to feel safe at school. When they walk in that building, no one can hit them. It's a fundamental rule of our school. In that building, you are safe. Because of so much of the other struggles that they have to deal with, they need that feeling of safety.

The language skills, I can't help with the Inuktitut. It's really frustrating. Next year, we will have Inuktitut-speaking teachers in K, 1, 1, 2, 2. That will exhaust our Inuktitut-speaking teachers in the school. We won't have anymore. They just had an NTEP program graduate, right? You were at the graduation ceremony, Minister, right? Lovely people, but we have five teachers and then it's English from that point on. We have put a lot of our energy into the English-speaking stream. It's a tragedy for the loss of the language, but we do what we can.

That thinking in language is more important than just being able to communicate an idea. If we were playing baseball and you threw a ball to me and I had to hit it with my arm, how far can I hit a baseball? So that's someone without language. If you put a bat in that hand,

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it's a tool, then it's the same arm and it's the same me, but now I can hit the ball as far as you or maybe even farther. If they don't have that tool, there are a lot of things about thinking, reasoning, and understanding that don't happen. They're much better with a tool.

We work on the language part and then the executive dysfunction, the most important thing in school is being able to attend. There's a large body of research out there, an amazing body of research that's fairly new that says this: in infancy, if.... I'm running out of time here, right? Yes, I'm running out of time, so here's the short form: in infancy and young childhood, if a child is in an environment that is unsafe or chaotic, where they call it disorganized parenting, they're stressed, really, because it measures there are stress hormones released in the body. That brain then goes down a certain path and it's not like it's one path or the other. There's a range in between. If they are in a safe, nurturing, warm, particular environment, they go down this path. The research behind this is rock solid.

Helen Nebel is someone that I have heard speak. She won the top award in psychology and worked in the academy of science for this work. There is good reason to believe that if you're in a dangerous environment, it's really helpful to detect movement on the horizon because your life might depend on movement on the horizon. It's a good thing if you have that kind of an attention range, right? You know everything that's going on around you and that's healthy. You live longer if you're aware of everything.

I'm an old man. If there's anything I do really well, it is tune everything out,

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right? I have terrible time at a playground because if I'm talking to Joanasie, there could be all hell breaking loose over here, but I just tune it out. I'm paying attention to him, right? It's to step back from kids to try and take in a larger view. One of those is helpful for learning in school and it's that second one.

It's really very important in school to be able to focus on one particular thing, but the poor kid, if they have grown up in a chaotic environment, that's really tough for them and the way you support that is structure, safe, everything the same everyday. You take that executive function/task away from them and we do it for them. If you do those kinds of things, then you start to get the outcomes we're getting in the school. I have amazing teachers and we talk about these things and we have slides and we talk about it. They're amazing teachers and that really helps.

Your question was: how do you bring literacy skills up? You don't just do it by teaching reading. You've got to look at that whole kid, that whole complex kid and say, "What do we need to do to make it so that they're able to learn?" I heard you speaking earlier and jump in there about the social promotion and so on, and certainly my history with parents and bringing kids who weren't successful in the school, it wouldn't help to put a gun to their head and say, "Learn to read or we will do something to you." More motivation was not the answer; you had to change the instruction. For these little guys, for a lot of them, it's not about more motivation, it's about changing the instruction, and then you get success.

I can tell you that in that cohort group of grade 6 students, of the 35 students, there

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are 9 kids reading at grade 7 or above. I have seen the tasks that they give those kids for what are supposed to be grade 7 reading and it's tough. There are words like cacophony and blitzkrieg and on math and stuff like that. I'm saying, "Are you kidding?" Here's grade 7 and the responses from those kids were amazing. So they really do comprehend and understand the text they're supposed to read and they're happy at school. Attendance is great. Okay? Short-long answer for a simple question.

>>Laughter

Chairman: Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. Maybe I'll rephrase my question here.

>>Laughter

I did not hear the answer that I was seeking. My direct question here is: we all understand that as parents, the child has to read so that they can get to the next grade level, but right now in the *Education Act*, which I am sure you are familiar with, with the teachers and the principals.... Is there a need for change in the *Education Act* the way it currently is happening? Social passing is occurring because you as a teacher or the principal have to pass this kid to the next grade level, yet you still know the child is not at the reading level for that particular grade. Why is that? Thank you, Mr. Chairman.

**Chairman**: Mr. Wilson.

**Mr. Wilson**: Holding a child back from grade 3 to grade 4 because they're not reading presumes a standard. If you can hit the standard, you are good enough to

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go on to grade 4. I think that makes sense. It shouldn't just be arbitrary. It should say, "You have to hit the standard." In Nunavut, I don't believe that anyone has wanted to discuss what that standard should be. Okay? They haven't wanted to discuss it.

I know that I have three years worth of data for reading in our school and the grade 6s didn't happen by accident. I can track their progress across and I can see what happens with the grade 5s and we tried harder. You have to have some kind of a decision, and it could be community-based, as to when the child is going to proceed ahead and when they're not before you can decide that we're going to do that. You would have to have, presumably, more than one reason or one year they fell behind. It's got to be a lack of progress over time.

I have known jurisdictions where they have said, "If you can't pass this test, you're going to be held back." Texas in mathematics, it's a disaster. They have hundreds of thousands of kids who couldn't go to high school because they couldn't pass the grade 8 math test, so they're wandering the streets. Nunavut will make their own decision that way, but you have to first come up with, say, what are our expectations and on a report card, it's meet or exceeding expectations. The question is, "What are the expectations?"

I think there was an attempt to do that where they said, for high schools, they were going to produce a final exam, pass/fail, and then the community would be able to or at least the Department of Education would say at least that is the standard in Gjoa Haven or Cape Dorset or whatever for Science 8 because here is

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the test that says you have to pass. That was the first attempt at standards.

If you're saying, "Why do we pass kids ahead?" Because when is it we're supposed to hold them behind? I did have and have had children move from elementary to high school reading at a kindergarten level. Not often, that child, I think, had a physiological reason why reading was difficult for him and our school couldn't address it. Okay? He had a learning disability and if we had the resources, we could have taught him how to read. We could have taught him how to read if we had the resources. It was just not there. Thank you.

**Chairman**: Thank you. Mr. Mikkungwak, just make note that we are getting close to time.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. It also reflects on the answers provided with the time.

When we look at DEAs, as you mentioned, you have been working with the DEAs and you indicate that some responsibilities and powers of allocation need to be further looked into, but at the same time, bearing in mind that these are elected officials that sit on the board that you have to work with. Are you indicating a number of roles and responsibilities that need to be seriously considered and adjusted in the *Education Act?* Thank you, Mr. Chairman.

Chairman: Mr. Wilson.

**Mr. Wilson**: Thank you. Yes. The authority should be aligned with the ability and not just the will to do the right thing, the ability to do the right thing.

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I really value the input from the DEA. I take the financial statements that are provided by the accountant and I'll use that, as that's easiest to get your head around, and we have Inuktitut translation of telephone expense and then the amount. Here's the budget, we have spent this much, there's that much left, and then we get onto the next one. Here's the category, there's the budget, this is how much we spent, and that's how much is left. They peruse that and then that gives them the ability to say, "John, you know, you want to just spend more money on elders," or something, right? I'm okay with that and I value that. I should have that because I'm a guy from Vancouver. What do I know?

They have the right and obligations as elected officials to give me that input and then I have to respond to it. That part of the DEA school relationship, I think, is really valuable and I would not want to touch that at all. I would hate to see that taken away. Where I would say that we should take it away is giving them the responsibility for the accuracy and validity of the data behind that statement, right? It's great to have the input, but why make it their responsibility to know whether that statement is right or not. That's not their job.

We should give it to them and say, the Department of Education or somebody said, "We will take the responsibility if this is right. You just tell us if you're happy with it." Okay? Those are the kinds and we don't have time to go through every individual one, but I just see a matching up of responsibility with ability. Don't make it their responsibility for those records being right when they're in English and they're incomprehensible to most people

anyway.

It's the same thing for the delivery of education in the school. Yes, we need their input, but they shouldn't be given the responsibility of determining what we should do next. Thank you.

Chairman: Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. My last question to the individual is: when he looks at his statement number one, language of instruction, and earlier in your oral presentation, you indicated some of these other things that are imposed by the Department of Education, for example, Fountas & Pinnell or some other things that may be imposed, do you feel, in your opinion, they are affecting the level of literacy in language arts. Inuktitut. English, or comprehension of mathematics and social responsibility and areas of the curriculum? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Mr. Wilson, I'll just ask you to try and keep your responses a little bit shorter. I do have a couple of more names on my list. Mr. Wilson.

Mr. Wilson: The first one was about Fountas & Pinnell as an assessment tool. I think all of those things should be assessed. Fountas & Pinnell is assessing literacy. I think you should have a tool for assessing social responsibility and mathematics competence and things like that. If that information should then become public, I think it needs to be that we can all talk about it and know where we are. I do think that Fountas & Pinnell supports literacy only because it makes it public and it makes it okay to talk about.

**Chairman**: Thank you, Mr. Wilson. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just one question. You were mentioning about high school, for example, grade 6 reading at a level of grade 2 and so forth. As you know, there are three models that are used in the *Education Act* that can be selected by each individual DEA for language of instruction.

Do you believe that it may have something to do with the language of instruction that is chosen by the DEA? They are mandated to teach Inuktitut, but in three different ways. Do you think that may be one of the reasons for having our high school or any of our grades reading at a much lower level is because they're trying to deal with two languages? That's the question I have. (interpretation) Thank you.

Chairman: Mr. Wilson.

Mr. Wilson: Anything I can say about that is just my theories and I only have experience with the one model, so I don't know. I know that if we're going to be measuring success or failure based on English competencies like what the English follow for their graduation act and it just seems to move in English at the end of it, there isn't anything in the structure that would prevent transition from one language to another at some point in schooling.

In Vancouver, when I went to school, there was one Chinese kid in my high school and it was a big deal. Now it's 28 percent of the population, so there's lots

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of English language learners where I came from and where I was teaching, and they managed that transition well, but their language skills, whether they're from Korea or China, were very strong coming in, so they had at least one language that was very strong.

The success of the language model in Inuktitut, I think, depends not so much on which model is used, but is the first language or whatever language they are using at home developed strongly enough in those kids. If there's doubt about whether that can happen at home, then I would support primary or some other intervention to help those language skills improve before they get to school.

I don't know if that answers your question.

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

Mr. Savikataaq: Thank you, Mr. Chairman. This is not in your submission, but you're a principal, so I'll ask you. In our tours here, a lot of people were concerned about either discipline or disrespectful students. Like the teachers talk and [kids] have got their coat on, they've got headsets on and some of them are even listening to music, eating, and we're dealing with the Act. I'm not sure how we can deal with that, but do you have any suggestions on how to fix that? If a student is doing that, then obviously they're not learning. Thank you.

Chairman: Thank you. Mr. Wilson.

**Mr. Wilson**: It's difficult to keep short.

This is talking about the behaviour.

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We're using both RULER training that we received in Yale, plus restitution, which is used here in Nunavut, plus a bunch of other things. When it comes to that behaviour that you're talking about, we're going to say that it starts with a need and the need could be "I need power" or "I need control of my life," especially if kids have no control someplace else. They want to have control. They want to decide if they want to sit in this chair or that chair. "When do I put on my coat?" That starts with a need and that generates an emotion.

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The training we took at Yale University was all about that emotion piece. Inevitably, that triggers an emotional response and that's where the emotional intelligence comes in and how you would deal with that because the next thing you have to do is make a decision. Can you make a decision that's good for you when you were burdened by that emotional response? The kid has to learn and that's what we try and teach. When you have that emotion, you have to make a response that's in your long-term best interest, then they make a decision, and then we have the behaviour.

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If all school is doing is intersecting at that behaviour point, "You're being bad; you have to go to the office," if that's all they're doing, they're not going to be successful because they haven't dealt with the need and they haven't dealt with helping the child negotiate through that emotional whatever. All they're dealing with is the punishment. We do punishment stuff at the school. I send kids home for fighting. You have to do that. You have to have a bottom line. The other kids need to know that you can't throw a chair across the room and then just continue on with the class.

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Something is going to happen, but you have to teach these other three, not just what you can see. In terms of your question, when they have behaviours in class, what can you do about that? You have to stop looking at it as just the thing you see, but all of the things behind it and this takes time and the whole school, the whole curriculum, working with kids and recognizing when they do positive things and teaching them about this, direct instruction on those other things. Okay?

**Chairman**: Thank you. *Nakurmiik*. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. On a different matter, the Act clearly states that students will get a bilingual education. I'll just ask for your opinion on whether you think, at the current rate that education is being "dished out" to the students, if their chance is better if the curriculum is in Inuktitut or if they have an actual English arts/Inuktitut class. In your opinion, which would give the student the best chance of getting a bilingual education, if the English/Inuktitut language arts would be provided in every grade right through to grade 12? Thank you.

Chairman: Mr. Wilson.

Mr. Wilson: I would love to see Inuktitut language arts delivered correctly. I think that the problem is that no one in my school has any place to go to and say, "How do I teach Inuktitut language arts?" There are lots about how to teach English, especially reading, tonnes of research. I could fill this room with research, "This is how to teach English reading in school." How to teach Inuktitut is a mystery.

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We have an NTEP teacher who teaches grade 4. Someone takes their class to teach math and she goes up to the grade teachers and teaches Inuktitut. I have heard so many times from other teachers how fabulous that class is, right? Kids are engaged, they're learning, they're doing things they have never done before because she is really good at it. She really is good at it. Everybody who has come to that school has said, "You've got to go down to her room and watch her teach." I don't care whether it's English or you watch her teach Inuktitut. Trudy was there and I said, "Trudy, get yourself into that class and watch," because she knows what she's doing.

What your question is: would that have value? Absolutely, but what I see in Inuktitut in our school, that have great teachers, they want to do the best thing, they really do, they're all good teachers, but it's a lot of word searches and things like that. That's the best they can do in terms of how to teach Inuktitut. They go through the syllabics and the kids chant them and so on, but it's not sinking in; they're not getting it. At the end of grade 6 or so on, they just don't have Inuktitut. I am not the guy to ask why not, but other than my opinion, my opinion is because they don't know how to teach it. They just have the best intentions, but they don't know how to teach it. Okay?

Chairman: Thank you. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Yes, I have the clock in mind.

I have one question. I was very interested to hear you speak about the various things that were going on in your school and what you recognized. The CAL<sup>b</sup> Ac<sup>a</sup> σ 4<sup>b</sup>N. ac 'd& 4 P + L. A = 'b + C + D =

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With that in mind, you suggested that if that curriculum was part of the regular, main curriculum, we would come a long way. I'm wondering if you can tell us how you see that happening. What is it that we need to do to make that happen? Thank you, Mr. Chairman.

Chairman: Mr. Wilson.

Mr. Wilson: As I meant to quote here, I could open this book anywhere. I happened to pick a particular sentence in there, but I think it was the first one I came across. This is on emotional development in young children. You can look up any book like this and you will find something in there. It says, "In summary, living in an effectively disordered family environment is very likely to engender both quantitative and qualitative disturbances in preschoolers developing emotional competence."

What that means is that if you're living in a home that is emotionally disaffected or emotionally traumatic, that's what you're going to get in the kid. That's what the kid is going to get. It's nothing to do with their genes or whatever. Both the quality of emotion and the quantity of emotional disturbances are going to be unhealthy for the kid and they will grow up to be an adult like that and they will pass that along to their kids, right? That's exactly what you're talking about.

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The same is true with executive function. If I open this up almost anywhere, "weaknesses in the language speaking system and the regulation and behaviour system make each other worse." Okay? All of this is connected, whether we talk about emotion regulation or language or executive function. It's all connected. The simplest route is that SEL piece, teach them about emotions, that's going to allow them to calm themselves down, to manage themselves better, and then you can make progress on the other stuff. You have to get them feeling safe and secure and understand those emotions. An SEL is a really nice piece for that.

When I didn't know what to do in October of my first year, I got a hold of Shelly Hamill at the University of British Columbia. She would be Canada's expert on bullying. Okay? She spent 30 years studying bullying. She was, at the time, running a cohort group, the first one in Canada, of master students in social and emotional learning. She might still be the only one in Canada; I don't have a clue.

She used to consult with me in North Vancouver and I explained where we were and what I saw in the school and I said, "What can we do?" I wanted an SEL curriculum. Before, it had been sort of piecemeal and little bits of this and little bits of that. "I need the curriculum because this is overwhelming." She suggested a Yale program called RULER started by the current president of Yale. Because it's Yale, it was to help people do better in business, but they turned that lab into how to functionally help elementary students do better and get them off started right.

That is one of the programs that I would

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recommend for Nunavut in terms of social and emotional learning. It is about understanding emotions and you would be paid tenfold and Nunavut would be paid tenfold if they brought that in to schools in Nunavut. Thank you.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that. It's very interesting. I think we will definitely have to look at that because just when you look at some of our statistics, graduation rates, suicide rates, and other things like poverty, to me, I think in my opinion, those kinds of problems happen because things were not addressed at a very early age and, like you say, it passes on.

I don't want to put you on the spot or anything, but suicide rates in Nunavut are very high. I'm wondering if this could be a contributing factor about the emotional part of a young person's life. Thank you, Mr. Chairman.

Chairman: Mr. Wilson.

Mr. Wilson: SEL (Social and Emotional Learning) is all about managing those strong emotions and understanding them. Anti-suicide always seems to be about helping someone 20 years old cope with wanting to kill themselves, finding other alternatives, getting help, telling someone, and all those things. It's a last ditch resort, "Just before you kill yourself, here's what you can do," and that ignores all of those years of trauma before that and all of the other kids who never get to the point of trying to kill themselves, right?

I'm not saying that we shouldn't have

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that any more than we should not treat people with lung cancer in their final stages of death, but more about "Let's not have them start smoking." SEL is about how to get kids not to start smoking. You need that understanding of emotions in order to resist temptations, to make a decision, stick with it, and all of those kinds of things that lead you to having the kind of life where at the end of the day, you don't want to kill yourself.

Suicides we've had in Cape Dorset that I knew about were tragic things where something happens and some kid that no one thought had any problems at all went home and shot himself or a young man that's out playing street hockey and tells a kid, "I'm going to the washroom," and he goes in and hangs himself. It's impulse, you know, last minute, no warning.

I know at least in one case, you have to question whether it was literacy. You have a kid in high school reading at a kindergarten level. How did that make them feel? Sometimes it's literacy. Sometimes it's home life. Teaching them about managing their emotions, understanding emotional states, managing themselves, and making good decisions is fundamental, absolutely.

Chairman: Ms. Angnakak

Ms. Angnakak: Thank you, Mr. Chairman. I guess my last question would be, when we talk about the social and emotional learning curriculum, this is the first I have heard of it and it interests me a great deal. I'm wondering where else in Canada they have this. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Wilson,

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briefly, we've got research staff that can check into some of this stuff too, but I'm sure you are very aware.

Mr. Wilson: It's not huge in Canada. We were considered breakthrough at my last school with Shelly and things like that, but when you're graduating a whole cohort team of master students in SEL, somebody is taking attention somewhere. Restitution is more about the managing behaviour side. It's related, but straight SEL, I can't point you anywhere. Okay?

**Chairman**: Interesting. Ms. Angnakak.

Ms. Angnakak: He can't point us anywhere, but maybe we can be the first ones. Maybe we could break ground. I don't know. Thank you. That's all.

Chairman: Thank you, Ms Angnakak. I would like to thank the Committee Members for their questions and Mr. Wilson, obviously, for attending and very interesting discussions. It's going to be a bit of a challenge linking it to the legislation, but I think it was educational from us understanding some of the challenges that our youth are going through and hopefully we can find some way of participating in the solution.

I would just like to invite you at this time for any closing comments.

**Mr. Wilson**: No, just I am aware it's a big leap between anything I might have had to say and legislation, but that's not my job. That's your job.

**Chairman**: Thank you. We will be back here at 1:30 with Margaret Joyce in the witness chair. Thank you, everyone.

>>Committee recessed at 12:24 and

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resumed at 13:31

**Chairman:** Thank you, everyone. I would like to thank everyone for their returning with the Special Committee's review of the *Education Act* in Nunavut.

This morning, we had a couple very good presenters and we've got another busy afternoon ahead of us. We have three more presenters.

We will be starting this afternoon with Margaret Joyce. Welcome back to Nunavut, I guess I should say, and we really appreciate the time that you put in and the work that was involved and all the comments you made very specific to the legislation. It was a well-thought-out analysis of the *Education Act* and there are a number of points that I'm sure the Committee Members will like to get some clarifications from you on. At this time, I would like to invite you to introduce yourself to the public and to open your comments. Thank you.

**Ms. Joyce**: Do I see a light come on? Oh, it is. Okay.

I would like to thank the *Education Act* review Committee for giving me this opportunity to express my thoughts and concerns about the *Education Act*. I was involved in Bill 21's development in some small ways with its implementation, in assisting with policies and regulations that arose from it, to a degree in interpreting it, in implementing it in the schools in the Kitikmeot, and to a greater extent at Quqshuun Ilihakvik in Gjoa Haven.

I was part of the education system prior to Nunavut's inception. I witnessed how things were done when the NWT 1995 bマイ゚bσႪン೧゚**」** 13:31୮

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Following my year at Inuksuk, I worked at the Baffin Divisional Board of Education. I was tasked with helping our schools grow to include high school. I saw the work the board had been doing in creating the *Piniaqtavut* process, which focused on northern issues and content where teachers were taught to offer relevant, critically constructed content and skills to their students.

The document, *Inuuqatigiit*, was introduced at that time. This document was seen by many of us as a crucial link to understanding what needed to be taught at the various ages and stages. This key document was sometimes viewed differently by staff, some southerners thinking it was an Inuit curriculum that was only to be taught by Inuit. It was and still is so much more. It allowed us a chance to understand the concepts and see the place for elders in our schools.

Prior to 1999, I had a chance to see the politics behind the 1995 *Education Act* as well. While with BDBE, I saw the work and effort spent by the district education chairs when they came in to our office twice yearly to the DEC meetings to discuss, develop, and debate how policies

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could evolve from the Act. The directors spent a great deal of time preparing for these sessions and DEC created sample policies which they took back to their communities.

I also saw how this played out when the chair came back to the community when I was a co-principal at Inuksuit School in Qikiqtarjuaq. The DEA took these samples and the members discussed and reworked the policies to suit our students. It became my job and my co-principal's job, Malaya Audlakiak, to help implement it.

Turning the clock forward, I was in Arviat working at the early childhood and school services office when Nunavut began. Those were challenging and exciting times for us all. In Arviat, we had to think big what needed to be put in place to ground the new territory's school system.

Calls for research were put out for two major studies on language and curriculum. The language research was conducted by two researchers. Their results drove what we did. We knew from the land claims that bilingual graduates were expected, but we weren't sure what Nunavut's communities would need to do to get there. A consultation process was required to get their input and for communities to decide what model of language implementation was needed. The models were based on how strong the community's language was for their young.

Meanwhile, at what became known as C&SS (Curriculum and School Services), we worked on high school materials. The curriculum was organized into four strands: Nunavusiutit, Uqausiliriniq,

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We analyzed what was happening, held a major northern chairing conference, and had discussions with experts from the south. The curriculum branch had five elders on staff, who were the soul of our office, our touchstones. Their sage advice was often sought. They spent hours creating resource materials for programs they knew needed teaching. Our office grappled over what that would mean for our schools. It was a time of change and our connection in schools was not a close one; it could have been closer.

For our work, we needed to know what a Nunavut system would look like. Drawing on the work that Greenland had done in their good school project, a template for consultation was devised. It included elders' meetings with elders brought from across the territory, people who had wise advice to give on the topic under discussion. Those elders' meetings, some of which the coordinators had the honour of attending, were magical and very insightful. This model of consultation grew to include teams of educators in various areas brought in to discuss what was needed.

As well, Nunavut was part of the Western and Northern Canadian Protocol and so it gleaned advice and ideas from the other western provinces and territories. Our documents were developed and drafts

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were sent out with focused conversation questions for input from schools and communities. A major such process resulted in two such documents, both named *Sivuniksamut Ilinniarniq*.

The larger report was a compilation from various types of consultations. Lynn Aylward, formerly from Nunavut and now at Acadia University, analyzed the results and created the compiled document. Joanne Tompkins, also a former northern educator, was sent the creative students input, which she analyzed and put the student version together. These gave directions to the curriculum division on where to go with curriculum development and I have copies of them that I will leave with you.

Other key documents were developed through this process. The government's mandate clearly stated our directions were to be grounded in Inuit Qaujimajatuqangit. The foundation documents were worked through. The Inuit Qaujimajatuqangit education framework for Nunavut schools was created through wide consultations with elders, by government staff from different departments and from NTI, ITK, and the RSOs. Experts from the south were also consulted. For the input for the inclusion foundation document, *Inuglugijaittuq*, and the assessment foundation document, *Ilitaunnikulirinia*, a similar process was conducted. Elders' meetings were also held to develop principals that ground the documents.

A large in-service piece was developed to address informing staff about the document on assessment. The in-service was produced in the four languages, Inuktitut, Inuinnaqtun, English, and French. This workshop involved different

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means to help staff understand what needed doing and how to do it. A similar development consultation process was used for the three foundation documents that were implemented and those are the ones that are in blue covers that we have.

Drafts of these documents, critical ones for this department, do exist for the two that were not completed. The first is, and I'm probably not going to pronounce it properly because it's a rather long title, Atausiunngittumut Uqausirmut: Foundation for Languages of Instruction for Nunavut Schools, this one, which outlines the research, the accompanying examples from elders' stories, and descriptions of the models. The other foundation document that went through the process is *Inunnguinig: Critical* Pedagogy for Nunavut Educators. I will also leave you copies of those just in case you've not seen them.

As stated in the document, *Inunnguiniq* is about the development of capacity and competence and is critical to the [maligait] of continually planning and preparing for the future. It focused on developing habits for living a good life and to rise above hardships through continual solution seeking, building a strong moral character and being heart-centred, showing compassion, serving others and paying attention to relationship building, recognizing the uniqueness of each individual, and continually making improvements until one becomes able.

These two foundation documents need to be implemented. In addition, the program document needed finalization. It was to outline the steps that needed to be taken along with print advice of how to create that and implement new resources.

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The *Sivuniksamut Ilinniarniq* studies and consultations gave a strong message that the students did not want an Alberta curriculum, but a curriculum grounded in IQ. They wanted various ways they could engage in school so as to ready them for the future; college, the workforce, etcetera, that they wanted to join after graduation.

Because the Department of Education is spread across the territory with CLCs, C&SS, RSOs, and schools in various locations, it is important to have an agreed-upon process for how the business of curriculum development is to happen. It needs to be developed in an IQ way, not layered in bureaucracy, but through consensus and wisdom of the elders, the needs of the students, and what it prepares schools for, for the future.

After I was with C&SS, I went to Kugluktuk and became the superintendent of schools with Millie Kuliktana and worked with the five communities in the Kitikmeot. Language is a passion of Millie's and so it became something we focused on a great deal, along with ensuring that our schools developed the best programs and means of delivering them that they could.

I retired the first time in 2009, but I had to go up. Millie was ill and I went up to help in the Kitikmeot over the course of a few years. I developed curriculum materials for high school during that time and I wrote a document on [Iqqaqqaukkarinniq], which was not put into place.

During the 2012-14 school years, I returned north as principal of Quqshuun Ilihakvik. I brought with me my

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I had an active DEA and we had different DEA committees for [Iqqaqqaukkarinniq], language, early childhood, and attendance. We held kitchen-table conversations or consultations with invited community members that resulted in excellent input. Time was certainly a factor. Most of our DEA worked, so meetings each month by these committees had to be planned based on availability. After school became a favourite time, but this cut into after-school activities, so we had to work around all of these.

I find the Act either explicitly or implicitly very heavy on the principal. Back in the NWT days, much of this fell to the DEAs and the DEA chairs, who received bi-yearly training at the DEC meetings. The language of the Act is legalese. The DEA chairs need more training, not just on the DEA/EDO's school visits, but scheduled three- to five-day meetings to go over what is expected. The department required reports that are long and time-consuming and perhaps the Committee could review these.

Using language such as "incompliant" is not appropriate. Perhaps the schools are doing the best they can or need someone  $^{\text{th}}$   $^{\text{th}}$ 

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to guide them through it. The Act would require some revisions. To suggest a new Act would result in a period of uncertainty in schools that our schools don't deserve. I believe the work is not finished yet. The two foundation documents and the program documents need consideration, as does the elementary curriculum.

The language issues need to be fully considered. The possible switch to Roman orthography may seem an obvious move and may be the way to the future, but for the elders around today that we need to support our programs, that would cut them off, as they don't know Roman orthography. Talk of one dialect may sound simple, but it isn't. I have experienced the different dialects, living in five different regions with five different dialects, and even the word "Hello" has five different ways of saying it depending on which community you go into. It's not just an easy thing to make a decision on that.

Since Nunavut came into being, three different Education Acts were worked on. The first was an Inuktitut one, the second, a universal one that promoted doing it the southern way, just changing pigs to polar bears, and the final Act, Bill 21 that was passed. The first faded away, the second didn't pass and cost people their positions, and the third did. We celebrated. It is now time for processes to be developed to make sure it is implemented and supported and that it continues to be reviewed for new staff or DEA. Thank you.

**Chairman**: Thank you, Ms. Joyce. Maybe just at the end of any responses, if you just acknowledge the Chair so our IT staff will know to switch the 
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I keep using the word "educational." I guess it's appropriate under the conditions that we're in right now. I think the experience that you've had in Nunavut and the differences in the different communities and different regions is very helpful for us to understand because the *Education Act* isn't for one community or for one region; it is for all of Nunavut. I for one appreciate the different perspectives that you're bringing to the table.

I would like to open up for questions from Committee Members at this time. Ms. Angnakak.

**Ms. Angnakak**: Usually I don't get to go first.

Thank you, Mr. Chairman. Thank you for your response. That was very good. I think I want to talk a little bit about DEAs because that has been the topic of conversation with our community visits and also during our time in the House over the last day and a half. I have heard from one extreme to the other, meaning DEAs should have a lot more responsibility to DEAs shouldn't.

I'm just wondering what your thoughts are about that when we look at the current capacity of the DEAs. All of them are volunteers. When you start talking about determining school programs and that, it's a lot of hours and you sort of need to know what you're talking about. In your mind, how do you feel DEAs fit in that scenario? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Joyce.

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Ms. Joyce: I think that the DEAs from pre-Nunavut, NWT days to today, prior to that, they felt more in charge. They had a very important role to play even in the regional offices in who became the directors and then the directors worked very hard with the DEA chairs to help them understand what it was that they needed to be working on as far as the *Education Act*. That could have come from them as well from what they were wanting from, but it also was if there were different regulations or policies that needed to be implemented.

There was a lot more support at that point in the structure and organization for the directors to give that to the DEAs. That doesn't happen as much now. We have a DEA DO, which is a DEA development officer, who is to go in and help the DEAs with what they are to do. I think that has been challenging for them to do. They do some training. Sometimes the training depends on whether they get in on the plane, which didn't always happen.

Our DEA in Gjoa Haven tended to be people who had been with the DEA. We had members that had been long-term DEA members, so they had a very good idea of what they were to do. Financially for us, we had a DEA member who knows how to read the books. We also had our auditor come right in to the school and sit down with us with our DEA secretary and with myself and with our DEA chair at the time and went through what the audit was and we could ask questions. In that case, our DEA chair knew more than I did about how a budget like that goes through and how an audit is done.

I find now there are so many things that

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come down and they come down very quickly to be done so that your DEA might not have the time to really analyze it enough to take it on. Timing is a huge thing. We got documents and we're expected to have forms filled out. It took a lot of time, consultations, and meeting with people. We had good ways of doing that in our system, but it was timely.

A lot of that fell to the principal or principals, because we had two in our community, to help out with, which I think it's good for us to help out, but I think that there needed to be a better understanding with the DEA themselves through meetings at the RSO level where they could get training at that point.

I don't know whether that's clear, but....

**Chairman**: Thank you, Ms. Joyce. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your response. I think you're very lucky that you had somebody on the DEA that can look at the books and do that because I think, in many cases, there's not that luxury and I think a lot of the responsibility does fall on the, from what I'm hearing, staff of the school.

What are your thoughts... In going to some of the communities, we often hear that parents want to have the old educational boards back, the regional educational boards. In your work history that you have just gone over, you must have had some experience with some of the educational boards. What's your feeling about that? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak.

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Ms. Joyce.

Ms. Joyce: When I worked at the Baffin divisional board, we were very aware when board meetings happened. There were times when the chairs would come in and they would get a lot of discussion and they had a lot of power so that they could really request that certain things be explained to them and they didn't have to go back sort of saying, "I don't know what's going on." They had the chance of finding things out where they would get generic training at this point.

I'm not sure that I heard our parents talk about wanting to have the boards back. I certainly can see the benefits of having the board, having worked in the system with the boards. I have worked on both systems and tried to make it work both ways, but I certainly can see the advantage of having the boards.

**Chairman**: Thank you, Ms. Joyce. If you could just acknowledge the Chair when you're done so that we don't.... Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I asked this question earlier on and I would like to ask you the same question. We all have seen the realities of our educational system where poor results have been of a great concern by many Nunavummiut. How should the department, the community, and the schools go about getting communities and parents more involved and sharing that responsibility? That has been the big question. We talk about low attendance and we're trying to get people interested in going to school and the value of it. I wonder if you can give us some of your thoughts on that. Thank you, Mr. Chairman.

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**Chairman**: Thank you, Ms. Angnakak. Ms. Joyce.

Ms. Joyce: Thank you. We needed to have our parents coming into the school. They would come for report card days and for assemblies and Christmas concerts, but I knew before I went into Gjoa Haven that that was something that the school and the DEA wanted was for parents to feel more comfortable coming into the school.

We set up sessions with elders and parents to make things for their children and we provided the materials. They came in and they spent any number of evenings and after school. In the evening where parents could come in, one year they made kamiik for their students and the next year they made mitts for their children. That changed a lot of the tone because they felt very comfortable in the school. They would talk about things amongst themselves and with me or with any of the other staff that were there. Making opportunities for parents to feel like they can come in and they can be heard is really important. We could have even done a lot more than we did.

A few years ago, I co-wrote with Shirley Tagalik the parenting curriculum that is now being looked at by the family services department that was put out by the Qaujigiartiit Health Research Centre. That parenting program is all based on elders at the meetings that were held in Arviat. To me, having those kinds of parenting programs which actually help them understand IQ in ways that fit with what the school is trying to do, I think, is very helpful. There's a whole section on Inuit, on language, on having discussions in your home about what language you

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want to speak in the home and what you want for your children. We offered that in our community a number of times and I think that's something that needs to go on in schools as well.

**Chairman**: Thank you, Ms. Joyce. (interpretation) Are you done? Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I would also like to thank Ms. Joyce for her presentation. In Nunavut communities, you have lived in the Kivalliq, Kitikmeot, and Baffin regions. My question is in regard to the students. You have been a principal and a teacher. Is there enough support provided so that they are properly educated? Thank you, Mr. Chairman.

Chairman: Ms. Joyce.

Ms. Joyce: Thanks for that question. I think there is curriculum being developed and there is a real need for more curricula to be developed. I have heard that some of the curriculum that has been developed is no longer being used in our schools; curriculum that I believe was very valuable. I'm not quite sure why the decision was made, but it stopped being used. A lot of that was high school material.

As I said, when Nunavut first started, we put our focus on curriculum development into the high school because we knew that we had to have that ready for the students to come through, but we were waiting until the models were decided upon to start creating the materials with the elementary.

There isn't as much curriculum at the

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I know that they have moved towards having the balanced literacy. Gjoa Haven has done balanced literacy for a long time for English. Our children are taught in Inuktitut according to where they are supposed to be, which is up to grade 5, so they get classes or a class a day in English. We run a very well organized English program so that our students are successful in the English program. We do need resources and material in Inuktitut.

**Chairman**: Thank you, Ms. Joyce. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I thank her for that response. In your opening comments, you showed us some materials that were used and some of them are still being used, but those documents that you waved in front of us, they decided not to use them. These two documents were never implemented in the schools. Would it be helpful if these documents you showed us were being used in the schools? Thank you, Mr. Chairman.

Chairman: Ms. Joyce.

**Δ<sup>6</sup>/«ϷϹ·**<sup>6</sup> (Ͻ<sup>ϳ</sup>/<sub>2</sub>Ρ∩Ϳ<sup>c</sup>): 'dϧ<sub>°</sub>ΦͺΓ<sup>6</sup>, Γ' ላΔ'. Γ'C Γρ<sub>°</sub> ህ<<sup>6</sup>.

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Ms. Joyce: The two documents that haven't been implemented did go through the same process that the ones that we have, these foundation documents went through, but they never were finally approved at the end, the critical pedagogy and the language ones. It's rather ironic that the foundation document for language is the one that wasn't approved. I think it would help new teachers.

I used to use these documents in my orientation for new staff. I might have used these two, but most principals wouldn't have had them. I had them because I was part of the process to develop them. I do believe that they need to complete the process to go through because that is what Nunavut education should be grounded on, language, whether it be English or Inuktitut or Inuinnaqtun or French. The language is a really vital part of our curriculum program.

**Chairman**: Thank you, Ms. Joyce. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. Since you have been a teacher and principal in a lot of the Inuit communities, do you think that we're using enough *Inuit Qaujimajatuqangit*, or Inuit traditional knowledge, in the schools? Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Joyce.

**Ms. Joyce**: In my time at Inuksuit School in Qikiqtarjuaq, we used a lot of IQ. That was pre-Nunavut. We had a lot of elders in our school. Our students learned how to make kayaks, *kamiik*, and sleds as part of their program. They were well taught in what the culture was. We created CTS

**ሂሷ**¹ (ጋቪትበJና): Þdd LˤÞʰ dጋლĥበርኦፖኒጐՐ°ጛጐ CΔĹጋΔ°Φ΅ ለኦፖሊታጵና Lლረጋበጐዕና dጋርኦጐፖኒታጵና. የፖdσ d∿ቦጐርኦኒኦጐፖኒጐቦናጋና ለታቪጐፖኒሮናጋdጐበጐጋቦና. CΔጐdd ኦጐኦፖርሊተጐ ለጐር, ለንጐ<ጐርላፈውጐ d°ህበቦላንስና. ርጐዕላ d∿ቦጐርኦርኦጐፖኒጐቦናጋና, Å, ΔЬᅻበጐናኑጐጋና CΔጐdው∿ሀ Δლ\Δት°ህቯናጐጋውና.

 $\Delta$ የአራር (ጋረት ሀገር): የባት ይወር ነ ላላን.

courses for high school so that they could graduate. We met with staff and elders from Clyde River and from Pangnirtung to put those CTS courses together and those courses still are on the books for Igloo building, kamik making, skin preparation, and a number of other things.

At that point, our school developed a CTS course for them to build a *qammaq* on Baffin Island. It turned out that it was chosen by the elders. That was the place they wanted it built, but it was on park land. I don't know how many years, but we used it for a number of years and it became a classroom where we could take the students. The whole development of that was an incredible experience for everybody to really learn more about the culture and what it had been like in the past.

Today, I think that, especially when you're in a community where the elders speak Inuktitut and the children don't, it's a little harder for our elders to come in and talk about topics and issues. We did a lot of activities where they demonstrated things and the children went from room to room and saw a lot of different things happening. There needs to be more, but we didn't have enough people who could translate for them.

**Chairman**: Thank you, Ms. Joyce. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. Thank you for the response. I have another question. You have been working in a number of schools. Who should be the actual person running everything in terms of attendance and discipline in the schools? Thank you, Mr. Chairman.

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Chairman: Thank you. Ms. Joyce.

Ms. Joyce: I worked very closely in both the elementary schools, Inuksuit went all the way up, with the school community counsellors, and I worked very closely with our school community counsellor at Quqshuun. She looked after the Maplewood, so she was well versed in knowing what the results were for our students as far as attendance and other issues. She would look after bullying programs and worked with our community. We had a community worker who would come into the school three times a week and they worked together.

With discipline, I really honestly feel that you need to have the whole school coming together, understanding, and agreeing on what it is that you want to say and do for your students. We worked together as a staff. We came up with expectations that we had for various areas or various things in the school; using the washroom, what they were to be like in the hallway, what was expected in the gym, that kind of thing, and the kitchen area. The staff worked on developing what those expectations were over many meetings until we came to an agreement and a consensus that this is what we believed in. We had them translated and made into large posters that are placed in our school in both languages.

When we found out that the bus was an issue, which I really have white hair because of the bus in our school, but the bus is a huge issue. We had a very small bus and a lot of kids that wanted to take the bus. If we had to run it so that they were all picked up by the bus, you couldn't have done it and have the school day happen efficiently. In order to make

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the decision about the bus, I talked to the older students about it because we made the bus then available for the younger students and not for the older ones. The older ones came together and laid the expectations for what they thought the children needed to do on the bus to show proper behaviour so that everybody was safe on the bus. I think that the kind of approach that I have used is to collaborate with people and come to consensus and put that out there.

I did problem solving in both schools that I was principal in so that if children had little arguments, they would come to me and we would sit down and go through a process of hearing each other and come to resolution of what should happen. In the two years that I was there, we only had two suspensions. I believed in a oneday suspension with the belief that the parents and the child needed to come in the next day and we would come to an agreement of what it was that we could do better so that the student could then know what they needed to do in school. Now, did the students come back the next day? No, it took the students a few days to calm down and be ready to come back in, but in both cases, the parents came in with the students and we had a good conversation of what was expected and what was limited.

Those kinds of processes, I think, may be looked after by the principals, but they are agreed upon by everybody and that is much needed. George.

**Chairman**: Thank you, Ms. Joyce. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. My question is, getting a good education

**₫ჀჄჼჼႱჀჼ**Ⴠ. C∆๒₫₫ ለ₽ዖ حاله مال مراه فره المراجعة ا ᡠ᠋᠘ᠸᠵ᠘ᠬ᠙᠙ᡩᢖᢆᢛᡳ᠙᠘᠙᠙ᢖ᠘ᡊ᠘ᡯ᠘ᡎ᠘ ᠘᠄ᡠᠳ ᢗ᠘ᡠᡣ᠘᠆᠈ᡶᠧ᠘᠙ᠯᡏᠲ᠒᠘ᠳ᠘᠁ ᠫᡲ᠙᠘ᡁ᠘ᡧ᠙᠘ᡧ᠘ᡧ᠘᠙᠘ᡧ᠘᠙᠘᠙᠘᠙᠘᠙᠘᠘  $4 \overline{C} = 4  ᡏᡷᠾ᠘ᡀ᠘ᢋ᠘ᢋ᠘ᡀ᠘ᡀ᠘ᡀ᠘ᡀ '6Δ2LC'JJJ 21'0'6'L°U'ΓJ ΔC\&P'  $\Delta \supset 4\sigma$ .  $C\Delta^{\circ}ac$   $^{\circ}b$   $^{\circ}L^{\circ}$   $^{\circ}D^{\circ}\sigma^{\circ}b$ ?  $\dot{q}^{\downarrow}U\Delta$ .  $PUS^{\circ} = VS^{\circ} +$  $C^{\circ}$ 

**Δ৬/«ኦር።** (ጋጎ,ኦበJና): የժታ° ፞ ር<sup>†</sup>, Γ' ላΔ'. Γ'ር ΓΡ° ህ ላ የ<sub>2</sub>.

**୮ዮ°┧◁ᠬ**: L'௳ʿᠴ◁ልʰ, Δʰґ᠙▷ᢗˤʰ. ▷௳Ⴀ ◁∧ˤۥᲫᲘՐσ◁Ⴀሁና. C∆L Ű쇼▷쑧ˤ، Ċִᠥ △Ⴀ°σ◁ፕҐ◁ሲ◁ኘσˤം is a priority and we have heard that the start of school in the morning is around 9 a.m. consistently across the territory. If we opened the schools later, would we get better student attendance? Thank you, Mr. Chairman.

Chairman: Ms. Joyce.

Ms. Joyce: We ran our breakfast program in the morning and we had some students who had never gone home the night before and then came to school after being up all night for breakfast. They stayed at school and after that, usually until they fell asleep sometimes on the floor. Some teachers were okay with letting them sleep there because they were there and they weren't going to wake them. Others wanted them to be sent home at that point, so we called parents.

For elementary students, I think the times that we have are probably okay. High school students, I think that there is research out that would say that they need more sleep and we know that many of them are up later hours. At the high school, there may need to be some variation there where you could have some later start-up times. It's not an easy answer to that because there are different circumstances depending on the age of the student. Thank you.

**Chairman**: Thank you, Ms Joyce. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I'll ask this question in English. In your view, what needs to change so that students are placed in appropriate grades? Thank you, Mr. Chairman.

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**ΓΡα·ϞͿϤʹ·** (ϽʹͱϒϦͿ·): ʹϭͿϧ·ʹͼͺΓ·, ΔʹϯʹͺϘϹʹ·. Ϸͼ ϤΛʹ·ϧϤϦϹ·ʹͰͿϲ ʹϧϲ·ʹϧϲ ʹϧϲʹ϶ϲϦϽϲ. Δʹʹͺ Ϲϭʹ·ͼʹͼʹʹϧ·Ϲʹ·ͰͿϲ Ϸʹϲ· Ϥϲʹϧλαʹϯϧʹ·ϧϲ; ϹͰ·ϧϤ Δϲʹ·ϭϲͿʹ·ϧʹϲ ΔϲϧϷʹϧϲϹϭϲͿʹʹϧͺϹ ͼʹͰϹʹϽϼϲ ʹϭϲʹϦʹϭϲϲͰͿϲʹͼͺʹϧϷϦͺͿϲ; ʹϭͿϧͼͺϲʹ·, ΔϧϥϘϷϹʹ·ϧ. Chairman: Ms. Joyce.

Ms Joyce: I think that what the presenter this morning talked about is there needs to be standards and assessment tools. We can assess for reading and we can assess for reading in Inuktitut and in English as far as the reading ability. We created reading inventories in both languages, actually using the old Arctic Reading Series and had it translated into Inuktitut and created these resources so that we can tell where the students are.

Assessment is going to be what's going to have to at least be in place for you to know whether or not a student is successful or not.

At the present time, I have been working with the school in St. Vincent in the Caribbean. It's an elementary school as well. The children go from that school to any number of high schools based on how well they do in their schooling. The pressure is very high on them that their grade 6 exam and the folder and binder that they put together of the resources that they present to the department, in their case, to look at takes a lot of work.

I looked at it and I thought, "You know, there is a system that has some advantages to it." Because not all children do well on a test *per se*, but to create things and to be able to show themselves going through a process, I think that that is something that would be good to have. We do need to have assessment tools developed, especially in Inuktitut.

**Chairman**: Thank you, Ms. Joyce. One more question, Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. The documents that you were

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referencing earlier, were they meeting the bilingual education snapshot as the bilingual education is a model in Nunavut to work towards 2019? Thank you, Mr. Chairman.

Chairman: Ms. Joyce.

**Ms. Joyce**: The language document does talk about the models and it was put in place because of the requirement that our students graduate by 2019 in being bilingual.

**Chairman**: Thank you, Ms. Joyce. Mr. Ouassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm just going back to the DEA issues. We have heard quite a bit on the DEA issues in the communities that we have been to and throughout the consultation.

Under the present *Education Act*, the DEAs have responsibilities that are outlined very clearly as to what they are expected to do at the community level. Do you feel that there are some responsibilities that might be better to be dealt with by the department or another rather than a DEA? I'm asking this because we have heard both sides where some of the DEAs are not able to do some of the responsibilities because they may not be familiar with it or don't have knowledge on it.

Maybe you can tell us: since you have been in the three regions of the territory, what do you think are some of the responsibilities that could be carried out either by the department or the RSO rather than the DEA to ensure that the DEA is functioning as they are supposed

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to? (interpretation) Thank you.

**Chairman**: Thank you, Mr. Quassa. Ms. Joyce.

Ms. Joyce: I'm not so sure that it's taking responsibilities or roles away from the DEA that's needed. I do believe training might be needed because you get new DEA members in, especially now when, every so many years, you can have different, new members on the DEA. I do believe there needs to be better training methods done.

I can't honestly come up with anything off the top of my head that would say that we could take certain responsibilities away from the DEA. I think that I was very fortunate in the communities that I actually was a principal in that we had strong DEAs. I felt that the one in Qikiqtarjuaq, because they had more power, you definitely knew they were in charge because they were very comfortable with what it was they had to do.

Now, that was back in the Baffin days when all of the financial recording and everything was done at the board office, so they didn't have to do that. There was real advantage in many ways to that. That system where I would want to order something or have to send, I just got on the computer and I would put it in so that the DEA chair knew what we were doing and it was looked after by a team of finance people at the board office in Iqaluit. ...(inaudible)...only because that could be a bit of a headache.

**Chairman**: Thank you, Ms. Joyce. Mr. Ouassa.

**Hon. Paul Quassa** (interpretation):

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Thank you, Mr. Chairman. (interpretation ends) Just on that again, I do know that you were there when the Baffin divisional board and all the divisional boards were in operation before 2000 or 1999. If those boards did come back, do you feel that it could make a difference as to how we see it now? Comparing it from the day the board was in existence and now, do you feel that if those boards were ever brought back, they would make a difference? (interpretation) Thank you.

Chairman: Thank you, Mr. Quassa. Mr. Mikkungwak asked a very similar question, but I'll allow maybe Ms. Joyce if she wants to just give a quick summary.

Ms. Joyce: I definitely do feel that having the boards back might be an advantage, but I think that maybe there needs to be more of a study of it. I was an observer; I wasn't directly involved with the board when they would come in. I just knew how much energy was put forward when they came in and I knew how they came back to schools with much more of an understanding of what they needed to do than might be the case now. I'll leave it at that.

Chairman: Thank you, Ms. Joyce. My apologies. It was Ms. Angnakak that brought up that question earlier. Mr. Ouassa.

Hon. Paul Quassa: Thank you, Mr. Chairman. Just one more question. Another issue that we have been hearing a lot about is language of instruction and as you mentioned earlier, you were part of the process when it switched over to Bill 21, which is the *Education Act* now. How do you feel about... Again, looking at the three regions, there's a

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Do you feel that it is appropriate to use three different types of language of instruction [models] within Nunavut territory or do you feel that maybe it would be more consistent across the board to use one language of instruction? I don't know how you feel, but what do you think of the present system that we are now using? Again, the language issue is very important. Is this the right process? What do you think? (interpretation) Thank you.

Chairman: Thank you, Mr. Quassa. That topic was the topic of the day in almost every consultation meeting we had. There was a lot of discussion from one end to the other, so I would be very interested as well to hear what Ms. Joyce has to say.

**Ms. Joyce**: I think a misunderstanding is out there, again, because they didn't have the documents that they were to choose which model for a school.

In a way, the community itself and what the language is in a community with their children is what make the choice. If the children are not speaking Inuktitut coming in, then they're going to need an immersion system. If the children are coming in speaking Inuktitut, then they could have the Qulliq system. If you have a large enough school and a big enough system, which they have in Arviat, Rankin Inlet, and Iqaluit, then they could do the dual, but most of our schools don't have the staff to be able to offer the dual system.

The other big thing is that if the system is

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in place and you have teachers who are trained in how to teach in the immersion, how to teach the Qulliq model, then the hope and intention was, from research that had been done and I taught in the south where we had French immersion, by the time the students were in grade 7, they were seen as "You could have one curriculum model from [grades] 7 to 12" because the students would have been brought to that level.

We haven't got the courses offered for the teachers to show them how to teach immersion, so they are doing it the best they can. When I first came, summer courses were offered to teachers and to our SSAs that they could go out for or they were offered in communities. We've had a few offered since Nunavut came, but the one I can think of was music. We really need to have courses that are offered so that teachers can take them on how to teach. It isn't just you walk in and you do it. You really do need to know the process.

I was at the hearing where I heard the mom talking about having a child that had to interpret. In our school, we do have some children that come speaking Inuktitut, but the majority of our students only spoke English. The focus was on an immersion approach for them.

**Chairman**: Thank you, Ms. Joyce. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. I'll be short because I know you're going to say we're running out of time.

Right now, the DEAs have a big say on how the schools are run and how the curriculum is taught. I believe that

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education should be standardized because we have a very mobile population now. For example, if a student is in grade 6 in Whale Cove and they move to Igloolik; when they go to that grade 6, they should be taught the very same stuff, same subject, same textbook, and absolutely the same everything, otherwise it really disrupts their learning.

I'll ask for your opinion. The only way to get that, I think, is if the Department of Education sets the standards and sets the curriculum. Your opinion on that. Thank you.

Chairman: Thank you. Ms. Joyce.

Ms. Joyce: And that does fall to the department to develop that curriculum. Even if the students are in an immersion program or in the Qulliq model where they know the language, curriculum outcomes will need to be developed based on the content. The content can be the same. It can be that we need to really look at what would that change as far as how the children would come to it and be able to produce for them their results based on what the model was.

The curriculum itself is set by the department and the DEA does have some choices. Of course, they were going to have more when we had multiple options as something that we were going to do, but that seems to have, as well, been dropped and I think that's a shame because I knew how much effort was put into looking at that. It would have been a very exciting to see happening in our schools.

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The curriculum and standards should be set by the department so that schools can actually then implement based on the models.

**Chairman**: Thank you, Ms. Joyce. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. Most of the stuff has been covered by my colleague, but I just want to talk a little bit about attendance. Everybody knows that it's a problem and it seems to be getting worse.

On page 19 of your submission, I just want to quote you because I believe you can't say it any better than that. If the attendance issue is not addressed, the last sentence reads, "If left unaddressed, it will result in many more people on welfare, housing issues, and a two-tier population, those who work and those who don't." That is absolutely true because we can have a very good education, but if the kids don't step in the door to take advantage of it, then it doesn't help them.

That's just a comment. If you want to comment on it, you can, but it's just a comment because I believe attendance is a real issue everywhere and we have heard that too. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. We heard from, I believe, our witnesses with NTI this morning who talked about some collaboration, parental engagement, and national work that has been going on,

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Ms. Joyce: In Kugluktuk, we developed the kitchen-table conversation approach. It has already been used by various organizations, but we adapted it and made it work for getting information from the community. It's a very successful approach to use for consultation. We talked about the issues and attendance was one. It gave us some insights.

As a school, we worked extremely hard over the two years I was there to try and raise our attendance. It certainly didn't fall. It did go up a bit, but not as much as I would have liked it to. We tended to have quite a group of kids that came a lot with very good attendance, but it was the ones that were the drop-ins that were a real problem.

I believe we need a major study by researchers who may be knowledgeable in various approaches. It would bring, whether it be a piece of research that is done in collaboration with the coalition, with NTI, and with the department, so that people out there know what an issue it is, that it's something that is concerning to us all and that it will make such a difference with what happens with our school system and our children in the future.

**Chairman**: Thank you, Ms. Joyce. I want to thank you again for taking what seems like a lot of time that you invested

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I just wanted to take the time to thank you on behalf of the Committee for coming and attending in person to bring further clarity to some of the comments that you made in your submission. Thank you very much, Ms. Joyce.

Ms. Joyce: Thank you for this opportunity because when you leave 22 years behind, you need a chance to really summarize what has happened over 22 years. This has been an incredible opportunity for me to have taught and have worked up here over these years, and everybody that knows me knows that I am passionate about what education means for the children and for the schools. It was very therapeutic to go through and to put the input that I did to you. I do appreciate this opportunity to be able to speak to you about it. Thank you.

Chairman: Thanks again. Just to comment, I know that you worked with Millie for a number of years and she attended our meeting in Kugluktuk and her passion is still very much alive as well.

>>Laughter

We will take a six- or seven-minute break and come back with the coalition of DEAs.

Thank you once again, Ms. Joyce.

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>>Committee recessed at 14:43 and resumed at 14:55

Chairman: Thank you, everybody. With us this afternoon, we have the coalition of DEAs. At this time, I would like to invite the Acting Chairperson, Leena Evic, to make her opening comments and introduce.

**Ms. Evic** (interpretation): Thank you, Mr. Chairman and Committee Members. Thank you for inviting us today as you are starting to wrap up the hearing and getting feedback from the communities.

First of all, I would like to start off by indicating that I had just started with the coalition in March. I was first selected as the vice-chair of the Coalition of Nunavut District Education Authorities and as a member, but just recently, our chairman resigned and I am now the acting chairperson of the coalition.

I'm here today in front of the Committee and I would also like you to know that I'm new in this position. I am here with Nikki Eegeesiak, Executive Director of the Coalition, and I will be referring some of the questions to her when I can't answer.

Again, personally, I have been involved with the education system since 1972 and I have been working on education issues as a teacher, a principal, and an instructor with the NTEP program. Even today, I am still involved in the education system, but outside of the government and through our own business, Pirurvik.

First of all, I would like to thank Willie Nakoolak, who was a long-time chair of the coalition, for taking us to where we are today to focus on important matters. I

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would also like to take the opportunity to thank the board members who work very hard and also our staff.

(interpretation ends) Good afternoon, everyone. As I said earlier, my name is Leena Evic and I am the Acting Chairperson for the Coalition of Nunavut DEAs and I am here with Nikki Eegeesiak, our Executive Director of the Coalition.

Thank you for the opportunity to present today and thank you for all the work you are putting in to ensure that we have a strong and effective legislation for our education system in Nunavut.

The coalition was established in 2008 to represent the collective voice of DEAs on education matters. Membership in the coalition includes all Nunavut DEAs, along with appointed representatives from NTI, Nunavut Disabilities, Commission scolaire francophone du Nunavut, and emeritus positions. The purpose of the coalition is well outlined in Part 15, section 190 of the Nunavut *Education Act*.

Our board is elected by our membership and board members serve until their terms are over in their home communities. The board is responsible for approving the annual budget as well as the annual goals and objectives and for advocating on behalf of DEAs on issues related to education. The coalition budget allows for the hiring of staff for the office here in Iqaluit.

The coalition convenes a meeting of all DEAs once a year at our AGM and our executive director also meets with DEAs in their communities on a regular basis. The AGM is held to share knowledge and

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best practices among members on the programs DEAs are responsible for delivering and to acquire new knowledge on education issues. The AGM is also an opportunity to identify issues of concern in the education system.

The coalition also undertakes consultations with DEAs on specific education issues. For an example, in 2014, the coalition prepared a submission on behalf of DEAs to the Special Committee on the review of the *Education Act*.

Under a training agreement with the Department of Education, the coalition is responsible for delivering board governance, policy, and community engagement training to DEAs.

Since 2010, the coalition has undertaken several research projects in education focusing on *Inuit Qaujimajatuqangit*, promoting the Inuit language and leadership in Inuit education, and also produced three documentary videos summarizing this research. A fourth research project on bilingual education is in development.

In 2014, the coalition developed a public service announcement promoting attendance in schools which is now showing on CBC.

In 2014, the issues that DEAs identified as priority concerns were as follows: first, quality of language education in schools; lack of sustained financial and operational management training for DEAs; improved communication links with education interest groups and DEAs; and research and monitoring.

The office of the coalition of DEAs is

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located in the Qamutiq building here in Iqaluit.

In preparing for today's presentation, we went back into *Hansard* to see what the vision was for the *Education Act* when it was first introduced on September 18, 2008.

In introducing Bill 21, the Minister of Education noted that there had been more than 100 community and stakeholder consultations and over \$1.2 million spent in gathering advice from citizens about the bill. In fact, he said, "everything with clear and significant direction from the community consultations has been incorporated into Bill 21." He also noted that new funding of \$14 million would be set aside to implement the new Act. Clearly, the Act had a solid foundation.

The Minister outlined a variety of changes and improvements in the new Act, including a duty of the Minister, DEAs, and school staff to ensure a foundation of *Inuit Qaujimajatuqangit* in our schools, an education system that would be based on bilingual education, and more responsibility given to DEAs in policy development, staffing, direction of principals, and the administration of our schools. The Minister also entrenched in the legislation support for DEAs through the DEA coalition.

In addition to looking back at the vision for this legislation, we decided to organize our presentation around the seven themes that your Committee has outlined, beginning with theme number one: the primary goals of education.

Your first question is, "What should be the primary goal of Nunavut's education system?" The primary goal of the 'bJNP< ΔʰጔˤdĊσ CĹσ Δˤbጔˤσ.

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Nunavut education system should be that all students are graduating successfully and are fluently bilingual in Inuktitut and English, which equals to number one, professional careers in many sectors and who will take Nunavut to many years of prosperity and a strong territory.

Your second theme asked about the primary role of DEAs and the responsibilities they should be given.

When the Act was first introduced in 2008, this is what the Minister said about DEAs:

"We are committed to providing support and resources to our DEAs - they are connected to their communities, students, staff, schools, and are fundamental to the overall well-being of our system."

I believe that this is the most logical, effective, efficient, democratic, and community-focused way to structure our school system. In other words, the Nunavut *Education Act* was designed fundamentally to be a partnership between our communities and the Department of Education. Any changes to the Act should serve to strengthen the effectiveness of that partnership and not weaken it.

A good example of where the partnership is intended to work is in Part 3 of the *Education Act*, the School Program. The school principal is to consult with the DEA when developing the school program and follow any DEA direction. DEAs need encouragement and support every year in using their authority on the school program, but this is an area of DEA authority that needs far more training and development to be effective in our schools.

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The language of partnership is embedded throughout the Act, such as in section 137.2, where it says, "...a district education authority shall work with students, parents, Elders, principals, vice-principals, teachers and others with an interest in education to achieve excellence and quality in education, to support students and to contribute to lifelong learning."

However, it's very hard to evaluate excellence and quality in education without good information. As an example, DEAs do not receive any information on how programs over which they have some authority, such as bilingual education, are working and that consultation on new regulations have not meaningfully engaged DEAs.

Each year, DEAs report difficulty with their budgets. The 2009 *Education Act* introduced 21 new tasks for DEAs, a 43 percent increase. DEAs are responsible for 49 different tasks of varying size and scope and each year, DEAs report that they have difficulty meeting the expectations of the Act and the administrative expectations of the Department of Education.

In 2011, the coalition and the Department of Education developed a training agreement that divided DEA training responsibilities between the two organizations. So far, the coalition has delivered training on governance and community engagement while the department has focused on DEA office manager training.

The coalition is keen to set aside the time and resources to deliver the next training on policy development. DEAs have 2011, Ċჼdd PჼႱჼჼჂჼჼႶႷ ႯჼႱჂ ΔϲჼσႯჼჼჂႠんჽჼႷ ΔϲჼσႯႣჼႨႷ ჂႽჼႱჃႠჼ ႯჼՐʔረውርው፣ረተሩ Ċჼdd ለታჼ\ჼቦና ႯჼႮჼჼჂჼჼርውႫႯჼႱር ĊჼႻውჼႱ ႱჼႫჼውჼ. ውჼჂႠႨႷ ႶჼჼჂჃ ႼჼႱჼჼჂჼჼႶና ΔϲჼႫႯჼჼႶናჼႦჼႺჼჼჄႱႷჼ ቴႶႱჽውჼႨႷ ውႭϲჼႫჼჂ ΔϲውႶჼႶႣჼჼ ΔϲჼႫႯჼჼჂႠんჽჼჃ ႶႶናჼჽჼႠ ጳውድናႶႫჼႠჼ ΔϲჼႫႯჇႶჼჽႠႦჼჼჄႱႶჼჂႶჼ.

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numerous policies to develop, as we know. Many of the DEAs have stated that the autonomy that they played as a governing body during the divisional board days had filled a gap. Again, I know we might revisit this concept again as a discussion topic.

Given the importance of DEAs envisioned in the 2009 Act, we are recommending that the Special Committee recommend a comprehensive review of DEA responsibilities, resources, and training and development needs with the objective of identifying what steps need to be taken to empower DEAs with the core responsibility of achieving excellence and quality in education in their communities.

Your third theme asked about inclusive education.

Are students with specific learning needs receiving adequate support for them to progress through the system? The Act states that a student who requires additional support is entitled to receive that support and that DEAs shall oversee this.

Although DEAs have been given authority for sections 41.1 and 43.2, they have not been given any adequate information, direction, or training on using this authority or any additional funds for programs to support students who require special support. When the Act was introduced in 2008, the Minister stated that there would be more support for school inclusion, counsellors, attendance programs, and in-school suspensions.

Therefore, we are recommending that the language in the *Education Act* should

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define in clear terms the responsibility of the Minister of Education to provide adequate support for inclusive education, including monitoring and evaluating results of the additional support on an annual basis. With this information, DEAs can more effectively use their authority.

Your fourth theme asked whether the Nunavut education system was adequately integrating *Inuit Qaujimajatuqangit* into its curriculum.

In our governance training with DEAs, we encouraged them to look at all the ways they can incorporate *Inuit Qaujimajatuqangit* into their schools through the school program plan, through programs DEAs deliver, through policies DEAs are responsible for, and for providing input to the development of regulations, but an annual reporting on progress and best practices at the school level is vital.

We are recommending, therefore, that the language in the Act be strengthened as to how all education partners should fulfill the duty of ensuring that Inuit societal values and the principles and concepts of *Inuit Qaujimajatuqangit* are incorporated throughout and fostered by the public education system, and how this will be monitored and reported to the DEAs by their school.

Your fifth theme dealt with the question of who should be responsible for school policies on such matters as attendance and discipline.

It is the responsibility of the DEA to develop and adopt a registration and attendance policy for schools and the principal is to provide the DEA with a Ċºdd Δc°σd<sup>10</sup>)cm²b<sup>1</sup> bnl²<sup>2</sup> γι Λcπα<sup>1</sup>bπα<sup>1</sup>σ<sup>1</sup>b<sup>10</sup> τα γι αης γι αης γι Δς γι ας αιτος γι ας αντος αντος αντος γι ας αντος αν monthly report on attendance. Attendance is such an important community responsibility that DEAs really need stronger support in developing their attendance policies, implementing local attendance programs, and reporting on results.

Therefore, we are recommending an evaluation be undertaken of the impact of *Inuuqatigiitsiarniq* policies, with more resources directed at ensuring effective attendance and training for DEAs to effectively use their authority under this section of the Act.

The sixth theme of your review asked which areas of the legislation are most difficult to implement.

The ongoing concerns that the DEAs raise and given to the Minister of Education are on the following:

- Bilingual education and how it should be implemented;
- Assessment;
- Language of instruction in relation to Inuit teachers' qualifications;
- Hiring and evaluation of principals; and
- Implementation of directives.

In the interest of time, I won't go into detail on all of these five areas other than to say that we asking the Special Committee to review how well these five areas of the Act are being implemented.

Your seventh and final theme deals with role of the coalition.

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Part 15 of the Act lays out the role of the coalition, as ensured by the minister:

- "(a) a representative from the DEA Coalition is included in each hiring panel used for the hiring of senior regional staff of the department;
- (b) the DEA Coalition is given the opportunity, on an on-going basis, to review the funding process for district educational authorities and to provide recommendations on the process to the Minister; and
- (c) staff of the department meet with the DEA Coalition annually to assist the Minister in long-term planning for the public education system in Nunavut."

We do not feel that the language in the Act needs to be changed in Part 15. We recommend, however, that the department increase their attention, effort, and commitment to implementing this part of *Education Act* to ensure that our youth receive the best education they deserve and that they are inspired to fulfill their full potential.

(interpretation) That is it for now. Thank you, Mr. Chairman.

Chairman: Thank you very much, Ms. Evic. I know the Committee and I personally have had numerous dialogues with the coalition, your executive director, and the former chair, I can say more so than any other submitter to this process, so I know the level of involvement that you guys are looking to achieve.

At this time, I would like to open the floor for questions from the Committee Members. Ms. Angnakak.

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**Ms. Angnakak**: I don't mind going first.

Thank you, Mr. Chairman. Welcome. I think it will be good for all of us to get a better idea on your working relationship with DEAs across Nunavut. Perhaps we could start off with finding out how many times you go and visit DEAs. What is your schedule like in working with DEAs face to face in the community? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Evic.

**Ms. Evic** (interpretation): Thank you. I believe Nikki can answer it.

Chairman: Thank you. Ms. Eegeesiak.

Ms. Eegeesiak: Thank you. I know we have an annual schedule. I do try to even out which regions to go to each year. This year, my assistant went to Kugluktuk. I just came back from Cape Dorset, Clyde River, Arviat, and Baker Lake. Because of funding restraints, I try to even out the number of communities for each region, each year. Thank you.

**Chairman**: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Can you tell us what your typical budget would be to travel through the communities in one year? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Eegeesiak, there will be a light that will come on when your microphone is on.

**Ms. Eegeesiak**: Our budget is set at about \$60,000 a year for travel. Thank you.

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Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that. With \$60,000, how many communities does that get you to in a year? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

**Ms. Eegeesiak**: I would estimate about six to seven communities a year.

Chairman: Ms. Angnakak.

**Ms.** Angnakak: Thank you, Mr. Chairman. Thank you. Are you reaching that goal every year so far? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

Ms. Eegeesiak: Since I have a new assistant, we should be travelling more. I think she's got the skills and abilities because I can't travel all the time, but mostly yes, we are reaching our goal.

Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your response. When the coalition makes a visit to a community, what does your agenda look like? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

Ms. Eegeesiak: The agenda consists of what the coalition does; our mandate. We provide board governance training. When it's available, the DEAs share their financial statements with us and sometimes their audited statements to see how we could help them with their financials or any issues the communities

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Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. During our visits and submissions here that we have, we have spoken to DEAs and some of them have voiced real concerns over their responsibilities, what they're responsible for, and they feel they don't get much support either from the department or from the coalition. I'm wondering: when you visit the DEAs as the coalition, what kinds of concerns are raised to you during the community visits? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

Ms. Eegeesiak: I would like to concentrate on what we deliver first. When we deliver board governance training, they appreciate the information that we give them because sometimes they don't know that they had a responsibility, for instance, like school program plans because that was my last presentation to them, so they appreciate that information. Sometimes the principal is in the meetings, which is good.

The types of issues that they bring up are they need more assistance, more guidance, and more community visits. Community-specific stuff is like they need more funding for busing, more Inuktitut teachers, and more qualified full-time staff. They have too much administrative burden, like what our

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acting chairperson mentioned earlier. They want better, adequate, and timely communication with the department, their bookkeepers and their auditors. Those are the main items. Thank you.

Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for your response. It makes me think now. As DEAs, you said that one of things or the concerns that they raise is that they don't always know what their responsibilities are and we have heard this too. Can you elaborate on why you think this may be since 2006, the roles and responsibilities of DEAs... ? Whose responsibility is it to tell them what their roles and responsibilities are under that Act? Is it the DEA itself? Is it the coalition? Do you feel it should be the department? Who is responsible for ensuring that the DEAs know what their mandate is under the Act? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

**Ms. Eegeesiak**: I think it's everybody's responsibility, starting with the DEAs. They should know their responsibilities because they were elected. I know that with new members, it's more challenging for them. They ask for orientation right after their elections.

In terms of our board governance stuff, we're launching our website; we're updating our website soon so that our training materials will be online. I know the Department of Education has delivered orientation training when the communities state that they have the need.

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difficult to keep going to every community every year to train them. That's why it's a good opportunity, when we hold our AGMs, to train them as well at that time.

I have had the opportunity to do joint visits to about three communities with the Department of Education, QSO, and KSO in Gjoa Haven, Kugluktuk, and Pond Inlet. We haven't had an opportunity to do another joint visit, but plans are in place to.... I found those very useful when QSO travelled and KSO travelled with the coalition, and I hope those continue. Thank you.

Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that response. When you visit a community and the DEA raises a concern, how do you deal with that concern? What process do you use that you can address that concern? Is it something to do with the department? I'll use that as an example, or it could be a different kind of issue. It could be, like you said, I think you said the lack of funds for busing contracts or something. If somebody raises that with you, how do you go about addressing that? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Eegeesiak.

Ms. Eegeesiak: For any issues that they give to me, I ask them first if they talked to the principal first and if the principal could help out. I ask them if they go through their RSO because there's a line of (interpretation) protocols. (interpretation ends) Sometimes when they use that, I ask them, "Okay, did you put it in writing?" because it doesn't

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matter unless it's in writing.

If there hadn't been a timely response, I call the RSOs and find out what's going on and try to help them resolve the issue. Sometimes when they come to our AGMs, we make appointments with the Department of Education or their bookkeeper at Nasaijiit so that they could try to resolve it while they're in town.

If nothing is happening, that's when we write a letter of support asking for a response from wherever the issue came from. Sometimes the issues come to the board level depending on the seriousness of the issue. I always inform our chairperson that an issue is coming from a community; just a heads-up on something I might need your support in lobbying for that issue. Thank you.

Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you. In your submission on page 3, you state that one of the coalition's concerns is that the partnership with DEAs is not developing. Can you elaborate on this and explain why you think this is so? Thank you, Mr. Chairman.

**Chairman**: Ms. Evic, did you want to respond to that one? Ms. Eegeesiak.

Ms. Eegeesiak: Thank you. I mentioned earlier that when the DEAs bring up issues, sometimes there are no timely responses or any responses at all, even though they have taken the steps of meeting with the principal, RSOs, and the department. That's when it comes to our office. For example, the department has known for a long time that social passing is an issue for the DEAs.

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In 2013, the department issued a student directive on student placement and stuff before we knew that directive was going out. At that time, in 2013, when we heard that that directive came out, the coalition felt it was a serious issue and the coalition members at our AGM actually rejected that directive and also asking the communities to ask their principals not to work with that directive because it was too much work for the teachers. It was too cumbersome for the schools to implement.

Another example is on March 24 of this year, the coalition was copied on a letter from the Department of Education on school calendars. They sent out a letter to all DEAs asking them to review and approve their school calendars by April 17. Using a schedule, that's barely enough time for the DEAs to review the school calendars. That notice was also not translated. I asked the department for a translated copy so that I could email the school calendar letter right away because of the time issue.

Those are a couple of examples that I could use right now. Thank you.

Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. What do you feel is the reason why DEAs, as you state in your submission, remain fundamentally uninformed about the *Education Act*, their authorities and ability to impact education? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Eegeesiak.

**Ms. Eegeesiak**: One of the biggest challenges I have heard from DEAs is

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when they receive draft regulations from the department. At the beginning, it was very technical for the DEAs to understand. Even for me, it was hard to understand. A couple of years later, I was glad that the department put the draft regulations in plain English, but the translations of the regulations are not correct.

Another reason why the DEAs feel that they're not informed is that the *Education Act* is really thick. When the department asked for stuff like school program plans to be completed, they're barely given enough time to read what their duties and responsibilities are, so they're confused or not really aware of what they can approve and not approve.

I hope that I answered your question.

Chairman: Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that response. I'm going to go on a little bit about school attendance. Can you tell us what you feel about the role of parents when it comes to attendance? What kinds of approaches or policies would be appropriate and helpful? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Eegeesiak. Ms. Evic.

**Ms. Evic** (interpretation): Thank you, Mr. Chairman. I'm not used to having an interpreter.

Nikki will be able to add what the council has been consulting on in regard to this topic. Just to add to it from my experience, as I said, I have been a principal in a number of schools here in

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Iqaluit. A lot of them are connected to the school issue that encourages students to go to school.

The council participated and was included, but it really affects the school system. There are usually different reasons and there will be different reasons for that. They don't mention the classes, but we look at the differences and that's the only way that you can figure out what to do. For example, as a principal, we had a disabled student. Sometimes that happens. The school can consider what to do even before there are any changes within the home or the communities or it could be reversed.

For example, if a parent wants their disabled child to learn Inuktitut before the school, I think there has to be a coalition or people working together. If I could use an example, as I said, some of the students have gone through a hard time; we have gone through a hard time in regard to some students because we cannot work on it alone as a school and as teachers. What we set up was, for those of us that are school staff, we created a committee along with the participation of the parents. We call it in English, Parent/School Disciplinary Committee and that was an example.

There's always regulation and we follow the procedures. The only way you can fix anything is through consultation with others and we were able to resolve some problems because we weren't the only ones that were trying to solve it. That's an example I'm giving. The school itself is within the community and it's representing the people that live there. In the schools, all the students are encouraged to try to finish their grades.

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We also have conflicting and parallel agendas with fellow Canadians, as we are so different in language and culture, even to the point that we created Nunavut to enhance self-determination for Inuit with good skills and abilities as we stand together to strive to reach our goals, especially when it comes to the children that are in school. They have to be empowered to achieve. With that, the communities that we represent are included when it comes to having the children coming to school wanting to get educated. We also try to include the parents, welcoming them into the schools. There is a lot of room for improvement.

We used to have a *qammaq* at that time where we invited elders and we used the elders as instructors. I can say that the funding that the DEA received was way too small everywhere. We had to do some fundraising to supplement the funds that were provided by the government. We had to do some fundraising to supplement and because of that, the *qammaq* I was referring to was constructed with funding that we raised. We were able to hire three elders who would work in the afternoons.

Also, since we have a lot of students both Inuit and Qallunaat in the schools here in town, they didn't feel like they were segregated because they were learning about the cultural programs as one class. The elders were very well received. The parents also made food and financial donations. If the parents of other cultures feel welcome to the schools and are taught cultural programs, they feel more welcome to Nunavut and it's a way of welcoming the parents to the school environment.

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The parents are not the only ones to blame if their child is not going to school. We say that we are all partners in education. In English, it's the parental engagement initiative. Parental engagement is very well received down south, but here we have to have a welcoming school environment in order to get the parents in. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Evic. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. First of all, we hear from everywhere and you also indicated that the DEAs are not able to take on their full responsibilities. My first question is: do you know if the DEAs are fully aware of what their roles and responsibilities are? I am referring to all the DEAs in the communities. Do you think they understand their roles and responsibilities? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

Ms. Eegeesiak: At our AGM, I know it's always kind of shocking to hear that at least a quarter of them are not fully aware. With our board governance training, their knowledge increases. Sometimes the information doesn't go back to the communities. That's why we're updating our website, which will include their full responsibilities.

When we give the DEAs information, we try to "keep it simple stupid." We developed a one-pager on their main responsibilities, which the department also had input into. In terms of throughout Nunavut, if they're fully aware, today I could say that no, they're

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not fully aware. Training and development is very important for DEAs. That's where, I think, the coalition is making a difference for them. Thank you.

Chairman: Mr. Quassa.

Hon. Paul Quassa (interpretation):
Thank you, Mr. Chairman. We all know that the DEAs.... I'm not sure how to say it properly in Inuktitut, but they are a volunteer group because they're a society. As we indicated earlier, some of the DEAs are okay. They're all at different levels. We know that they're all at different levels in how much they understand about their roles and responsibilities, and there is a big difference between the DEA here in Iqaluit and in one of the other communities.

Just a general question is: what do you think the DEA's main roles and responsibilities are? I would like to ask that question because this forum is being televised. As a coalition, what do you think are the main roles and responsibilities of the DEAs? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Quassa. Ms. Eegeesiak.

Ms. Eegeesiak: Their main responsibility is to have input in the education system. They're responsible for school calendars, school program plans, approving their budgets, having input on the Inuaqatigiitsiarniq policy, Inuit Qaujimajatuqangit, developing policies, and working with other education interest groups...I'm trying to remember my board governance stuff...working with parents, teachers, schools, RSOs, politicians, advocating for better

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resources, school program plans, meeting with the community, informing the parents of how the DEA is doing, what other work they're doing, having students pass their grades, have more graduates, and improve attendance. Thank you.

Chairman: Thank you, Ms. Eegeesiak. Just make note that I am watching the clock. I know we got started a little late on this witness, so we will go a little bit late, but I would ask that all Members keep their questions clear and concise and same with the responses. Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I just about lost my train of thought.

Anyway, that was one of the main concerns we had. For example, only one-quarter of the DEAs don't know what their main roles and responsibilities are or maybe I misunderstood that comment. However, I do remember that one-quarter of the DEAs are not fully aware of their roles and responsibilities.

You indicated that you also have a website. I'm sure that all the communities have computers and network connections. I'm sure that the DEAs have access to the websites. My question is: do you think that the DEAs feel that they have too many tasks given to them? Are we overloading them with too much workload? Is that the feeling that the DEAs have or do they think that it's too small or where do you think they are in regard to their roles and responsibilities? Thank you, Mr. Chairman.

Chairman: Ms. Evic.

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Ms. Evic (interpretation): Nikki can respond to that question, but I would like to first say that with respect to the DEAs' roles and responsibilities in the education system, the coalition and the Department of Education all have the same goal. At the end of the day, they have the resources. Usually, if we're asked for some resources, we can do it for them.

Sometimes the DEAs have a part-time person working in their office. Lack of human resources, I'm sure, has a lot to do with their overload. We have staff that can help the DEAs when they have one employee who works only half-time. I know that this is one of the major impediments of the DEAs doing what they're supposed to be doing.

We're operating in a foreign culture. We can understand it right away if it's in English, but we don't get it right away when it's written in Inuktitut. Some of the reasons are identifiable.

Perhaps Nikki can supplement that comment. Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Eegeesiak.

Ms. Eegeesiak: Thank you. Since the DEAs were saying that they didn't have adequate funding or resources, the coalition did research on behalf of DEAs. Our research found that since the new *Education Act* was established, there was a 43 percent increase in their duties and responsibilities. Our research also showed that there was not enough training and development with those new responsibilities. Leena just mentioned that the DEAs also did not have adequate staffing in place.

There was also an increase in

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administrative reporting. The existing DEA funding formula had not been increased for their added responsibilities. There were 49 different tasks, 21 of them were added. Thank you.

**Chairman**: Thank you, Ms. Eegeesiak. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. The first question that I would like to ask is when you were talking about the education authorities and when we were touring the communities in which some of your staff was involved, and listening to the submission and to education authority members, they want to keep authority, but due to the lack of funds, they haven't been able to be properly trained in board governance.

I would like to understand because it states here on page 2 of your submission that as a coalition, you train DEA members. The Department of Education has staff that trains the newly elected DEA members. How does your training and also the Department of Education training differ from each other? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

Ms. Eegeesiak: Our board governance is geared towards DEAs. I think the difference between ours and the department's is that we empower them. We give them ideas on how they could use different programs, scenarios, and policies and how they could apply that in their communities.

In terms of the difference between the Department of Education's training, it's typical for the government to tell other **ΓΡα·ϞͿϤ·**: L'α-ʹͻϤϪͱ, Δͱ/ϘϷϹʹͱ. Ϲʹα /ʹʹʹϒ·ʹʹʹͼʹ ϤΛʹͼͰϤΠΓϭϤϚͰ. ϹΔΕ ϷϘʹͰϤʹͼ ΔϲʹͼϭϤʹͼϽϲϲͱϭͼ Ϸʹͼϧϲ ϫϲϲʹ϶ϤϹʹͼͰϹʹ϶Ϲϫ ΔϲʹʹͰʹͼϭͼ ϫϲϲʹ϶ʹϭϲʹͼͰϹ. ϷͰϤϭ ϹʹͼͿϤ Ͻʹϯʹ϶Ϲͼ ϽʹϯʹͰʹͼͺͼͼϽϹ ΔϲʹͼϭϤʹͼϽϲͺϸʹͼ ϷΠΕʹͰʹϲͼ ΛͰʹͼͺʹϭ·ʹͰϾ ΠͿͰͰͰͰͰϹ. ϷͰϤϭ ΔʹϧϽϤͿʹϹϷʹͼ ϽʹϯͰͺʹͼϧͰϹ ΔϲʹͼϭͿͼ·ΠϹϷͰϭͼͰͰʹͼʹͰͼʹϧϹͼ ϷʹʹϘ϶ʹ·ϭʹͼʹϷαϷϧ ϤΓͰϧϤͼʹϧϹʹϧϲʹ ϧϹͰϷͰͿͼ.

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We have had a couple of meetings with the department on training. As of a couple of years ago, it works really well because we could share, "Okay, this is what DEAs need. This is the type of training they need." Since the development officer was hired, the department formed another advisory group. This one is mainly geared towards office managers' finance training. The next step that the coalition is planning to do is policy training for the DEAs. Thank you.

**Chairman**: Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. With the response, she leads directly into my next question on policy development. As we all know, there is the *Education Act*, *Inuit Language Protection Act*, other various Acts, and other legal steps that are required to make a new policy so that there could be a better education system for that particular community.

If a community requests for your assistance, what timeframe are you looking at in doing all your research and contacting various legal departments or the Department of Education? What timeframe are you looking at in giving a response back to appropriate community that submitted a request for assistance? Thank you, Mr. Chairman.

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**Chairman**: Thank you, Mr. Mikkungwak. Ms. Eegeesiak.

Ms. Eegeesiak: I think I understand your question. When is our policy development training going to be delivered? Sometimes I get calls from DEAs asking for help on, let's say, the code of conduct policy or conflict of interest policy. Are you talking about that?

**Chairman**: Mr. Mikkungwak, would you like to clarify?

**Mr. Mikkungwak**: Right now, the way I see the DEA coalition, you're representing a number of DEAs. There are 25 communities in Nunavut. A community has submitted a letter to request for your assistance in a particular policy development, maybe I'm not sure, but let's say that they're asking for assistance on a particular policy creation within their DEA for that community, they would make that initial request to you as an organization and you have to contact the Department of Education and there may be other legal steps. What timeframe are you, as a coalition, looking at before you give an initial response back to that community that made the request for assistance? Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

Ms. Eegeesiak: Thank you. We try to respond as soon as possible, within a week. It takes time to do research on specific policies and I always send it back as a draft and then they could apply it to how they want to change it at their DEA community level because each DEA is different. Thank you.

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**Chairman**: Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. The next question I have is on page 2 as well. As you stated previously, *Inuit* Qaujimajatuqangit, or Inuit traditional knowledge, it's caretaking of our language and the students should learn about leadership in the Inuit way. Because of that and because there are so many communities in Nunavut, our dialects are quite different from each other in some communities. To date, you have produced three documentary videos. How can we express more pride in our language? How can we show pride in the different dialects? What do you do about that? Thank you, Mr. Chairman.

Chairman: Ms. Evic.

**Ms. Evic** (interpretation): Your question is asking about what we have up to now in terms of *Inuit Qaujimajatuqangit*. That's what you're basing your question on, right? I'm sorry for asking a question. Thank you, Mr. Chairman.

**Chairman**: Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
When we were doing the community tours and up to now, we're always hearing that the schools are having a hard time teaching about making things.
However, if we embrace and use the Inuit traditional knowledge, there are a lot of things in there of how Inuit implements used to be made and how they were used, including how to survive, how we used to use our culture in the past, and keeping our language alive. There are so many things like that.

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With your coalition, what work have you done to further this? We know that these days, in schools, they're always having cultural inclusion courses like making Inuit things in schools. Have you put more thought into this or what have you done in support of *Inuit Qaujimajatuqangit*? Thank you, Mr. Chairman.

Chairman: Ms. Evic.

**Ms. Evic** (interpretation): Like I said, I'm fairly new to the coalition and I don't have a comprehensive knowledge of the coalition. Nikki can probably provide a better response as to what has been done to date by the coalition. Thank you, Mr. Chairman.

Chairman: Ms. Eegeesiak.

## Ms. Eegeesiak: On Inuit

Qaujimajatuqangit, I know the DEAs like to use elders. Some of them have elder members in their communities. In terms of doing other work for *Inuit Qaujimajatuqangit*, the members haven't really identified that as further work for the coalition yet. Thank you.

**Chairman**: Thank you, Ms. Eegeesiak. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. My last question here is, as the coalition indicated, and you reflected on the *Education Act*, Part 15, section 190(a), "a representative from the DEA Coalition is included in each hiring panel [used for the] hiring of senior regional staff of the department." Could you elaborate on that? Is that in a school divisional board or school environment? Thank you, Mr. Chairman.

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**Chairman**: That's the regional school operations' executive director position. Mr. Mikkungwak.

**Mr. Mikkungwak**: I guess I got the answer. Why didn't it come from the coalition?

>>Laughter

**Chairman**: Do you have a comment? Ms. Eegeesiak.

Ms. Eegeesiak: Yes, in that particular item, there is a vacancy in the Kitikmeot region and the coalition will be involved in the [hiring of] the executive director of KSO. Thank you.

Chairman: Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. I think everything has been covered. In the interest of time, I don't have a question but I just have a comment for the benefit of the viewing audience. In a submission from the coalition of DEAs, there are just eight items. One the items are social passing. That has been an issue from, I think, every submission and every meeting we've had. I just want to read what it says here. "DEAs advise that parents are increasingly concerned about students being passed to the next grade level based on age and not on their academicality." For the viewing audience's benefit, just so they will know that that was a concern for the coalition of DEAs too. Thank you.

**Chairman**: Thank you, Mr. Savikataaq. I'll take that as just a comment. I have no more names on my list. I've just got a couple of quick questions.

Going back to the hiring that Mr.

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Mikkungwak asked, there is a role that the coalition plays. There is also a role that the individual DEAs have in the hiring of principals and vice-principals within their electorate district. One of the concerns that we have heard is that when we're talking about responsibilities and the skill sets and the individuality of each DEA differing, some are very strong and some have obvious skill gaps. You guys have mentioned finance and policy development and a few other skill sets.

One of the concerns that we heard during our consultation is that there are communication gaps, that when you've got a region trying to hire principals for their schools for the next year, as an example, and they're not getting communication back from the DEA, what is the regional school operations' next alternative? They need to get principals hired for the next school year and if they're not getting correspondence returned or there are lags in timing from the recommendations, what is the department supposed to do to make sure that we've got principals in our schools? Ms. Eegeesiak.

**Ms. Eegeesiak**: If that's happening, they could contact me and then I could contact the DEA to make sure there is a response. Thank you.

Chairman: Thank you. I'm sure the department officials are watching. You also mentioned earlier that sometimes there are conflicting directives, that the DEAs don't agree with the directive that the Department of Education has provided to their district, and it puts the principal in a very awkward position of either ignoring the directive that is given from the Department of Education, who ultimately signs his paycheque, or

**Δ<sup>6</sup>/«ΡC<sup>66</sup>** (Ͻ<sup>1</sup>, λημ<sup>6</sup>): 'dϧ<sup>6</sup>α <sup>1</sup><sup>6</sup>. Λημ<sup>6</sup>Γ Λημ<sup>6</sup> (Ρο<sup>16</sup>d<sup>16</sup>σ): αμα<sup>6</sup>η<sup>6</sup>η<sup>6</sup>. Ντο<sup>16</sup>θο Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>1</sup>λ<sup>16</sup>η<sup>6</sup>η<sup>6</sup> Ορμαμης οσγρίητης (Δ<sup>16</sup>α Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ Α<sup>16</sup>σ disobeying the district education authority, which has a very high role to play in their evaluation.

What mitigation processes or communication processes are in place from the coalition's standpoint to alleviate those concerns so that these principals are not put in such an awkward position? Ms. Eegeesiak.

Ms. Eegeesiak: We don't have anything in place right now, but we do know that it's important for the DEAs to be involved in the hiring and performance reviews. We do know that it's important for the DEAs to be involved. We don't have anything in place right now. Thank you.

Chairman: Thank you, Ms. Eegeesiak. I just had a name added to my list. Mr. Mikkungwak has one more question.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman, for allowing me to ask another question. Looking at these documents that you have given us, you have been supporting the teachers and the DEAs and also working on Inuit traditional knowledge to keep it alive. If there were no students, as a coalition, what have you done or have you considered proper attendance? Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Eegeesiak.

Ms. Eegeesiak: That issue comes up in most of the communities that I travel to. We did do a workshop at one of our AGMs on how to improve on that item. Quite honestly, I can't remember right now. Thank you.

Chairman: Thank you, Ms. Eegeesiak. I

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**Δλέγαφ** (ϽʹϯϟͶϽ;: ἀιͽργικέςους Ργασ <sup>1</sup> βρλιμς Δεβραμο Λειτοριτο Λει

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guess just one final question from my behalf, there seems to be a lot of confusion on the roles and responsibilities with regard to training DEA members and I can totally empathize with the challenges. It's a revolving door when you're looking at 20 to 25 communities and 43 schools across this territory and the number of DEA members with election times and how busy it must be.

One of the real obvious concerns that your submission has brought in is, it was mentioned earlier, the lack of knowledge on the *Education Act* or the lack of information available on what responsibilities that the DEAs have. I know that the department has a role to play and they have been assisting with a lot of the fiscal responsibility component of it.

I'm not trying to slight the coalition in any manner and please don't take this personal, but I feel that there are some real gaps in the training to assist the DEAs in understanding their role. Even when it came to this Committee, sending out invitations and submissions for first submissions on the review of the Education Act, we didn't get a lot of responses until later on. After there was further communication, there were some. Even your office yourself said that there were some DEAs that weren't even aware that the review was going on a number of months after the request for submissions had come in.

I know that there's not a question in here, but I'm wondering: what steps is the coalition taking to make sure that those communication barriers are getting broken down, that the DEAs are getting informed of what their roles are, what

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their responsibilities are, and to make sure that any requests for information or any communication is responded to in a timely manner? Ms. Eegeesiak.

Ms. Eegeesiak: I think this review is a good opportunity for the DEAs to become aware of the *Education Act*. Everybody needs training, especially when they are newly elected. We send emails. We call them. Our website is being updated. I call the department for advice and stuff. I ask them when they're going to be travelling to those communities and if we could travel together. I also inform the DEAs that they could rely on the regional school operations and for them to contact our office if they need any assistance in anything. Thank you.

**Chairman**: Thank you, Ms. Eegeesiak. Ms. Evic, and when you're done with your response, you can continue with your closing comments. Thank you.

Ms. Evic (interpretation): Even though I'm a new member, I have heard some of these concerns that are being discussed from the DEAs. From my understanding as a representative, first of all, we need the communication. This has to be the base. We also need to understand what the responsibilities are. As long as we know what our responsibilities are and as representatives of DEAs, we are representing the public and we need to have the same level of understanding.

The council is from the public on education. The representatives are fewer who are representing the community who are board members. How many are we? The individual board members look after a certain number of communities. Is that understandable? They inform their

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communities of their responsibilities as communities and they have to be linked to those communities that they represent.

Communication can be used for different reasons, especially since we're using computers through everyday work. As someone said, the local people are elected as volunteers and a lot of times, they work on different things. We have to try to consider how we're going to communicate properly, not just us. It's also the communities that are members of the district education authorities. They're more connected to their schools and the parents. Also, the school can be used properly to have better communication, especially with the parents of the students because they are connected with the DEAs.

The members of the education council are given different tools for communication. Yes, it is very important that we consider either means. Thank you, Mr. Chairman.

Chairman: I would like to thank both Ms. Eegeesiak and Ms. Evic on behalf of the Committee for attending here and answering questions regarding the submission. I know, just given the time constraints, you maybe didn't get into every recommendation that you made within your submission, but I can assure you that we did and we will continue to go over all the submissions in finalizing our report to the legislature.

I really want to thank you both for taking time out of your day to help us further our education in the direction of education that Nunavut needs to go into within the legislation to achieve greater success for our students. Thank you both very much.

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We will take, I'm going to say, an eightminute break just to get ready for our next witness and we will be back. Thank you.

>>Committee recessed at 16:26 and resumed at 16:41

Chairman: Thank you, everyone. I would just like to acknowledge that we have been having some really good witnesses and some really good dialogue going throughout the last couple of days and we're down to our final witness.

Last but certainly not least, Mr. Adam Fisher from here in Iqaluit, I would like to welcome you to the Chamber and welcome you to the proceedings in front of the hearing, reviewing the legislation of the *Education Act* here in Nunavut. I would like to invite you to start off with your opening comments. There will be a light that comes on at the top of your panel when your microphone is on. Thank you. Mr. Fisher.

Mr. Fisher: Thank you, Mr. Speaker. I think I'll call him George. Thank you for the opportunity and thank you to the panel for the opportunity to get to speak on what I would consider one of Nunavut's biggest issues now and moving forward: education. If it's not a cornerstone, I don't know what is, in society, so I thank you for letting me come out and have a chat with you guys. I appreciate that.

I would just like to start by giving you a recap of why I'm here. We had a principal of some 20 years of experience and now I probably consider myself as just Joe, average guy, here. In a nutshell, what happened was, thanks to the hard

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work here in this room, the government set up the Special Committee to review the *Education Act*, and then sent out an invitation to review it by the public, which I thought was pretty awesome because since I have been here and heard the graduation rate being 30 percent, which blew my mind, a 30 percent graduation rate is wow! Right? Since then, I have been concerned and waiting for the government to take this initiative and once I saw there was an invite to the public to do it, I figured, "What the heck? Let's see what this Act has to say." So I went and looked at it.

Before I kind of begin on the story of that, I went to look for it, "Education website, the *Education Act*." It brings you to the Justice website, which gives you an Act which is not the 2008 Act and I'm sure you guys are probably aware of that by now, so you might want to update that just so people have the proper Act to reference because I wasn't even sure I was writing about the right one when I got to this.

What I would like to do, I guess, to start, I want to keep it as informal as possible. I'm just giving the thoughts of how I got to write a letter and what I wrote and we will go from there.

It really began right at the very beginning, the very first page of the *Education Act*. I figured that I would let some people know what it says and it says, "Recognizing that public education needs to focus on students, their intellectual development and their physical, emotional, social, intellectual and spiritual well-being..." and I thought, "Yeah, that should probably be a good start with education."

Next point, "Recognizing that a high quality education is important for the development of confident, responsible and capable individuals who can contribute to Nunavut society..." Well, yeah, that's a good one too, but then I got the question of what is high-quality education?

I read the rest of the document, not every word, but a lot of the rest of the document. With that in mind, what is high-quality education? What is the definition of that? I gave it some time and figured the Act would tell me, so I continued on and I'll just go through these real quick. Sorry to the interpreters in the back.

"Believing that learning should be continuous and that all parts of the education system should work closely together to encourage and support lifelong learning, the opportunity for continued personal development and the pursuit of post-secondary education, training and employment." Yes, these are things that are great in here.

"Affirming that all children can learn, that learning is an individual process, and that diverse learning needs and abilities should be supported in an inclusive education system." Yes, we're doing well.

"Recognizing that communities should be significantly involved in the education of their children to reflect local needs and values, that parents have special responsibilities and that Elders can make important contributions." When you think of that one, yes, parents should definitely have special responsibilities in this process and elders are important. But then I ask, communities significantly

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"Δ΄, ΔΕΡΈΛΓΑΕ ΓΔ<sup>6</sup>dA ԳϽ<sup>6</sup>διΕ΄ Δ Δος Δος Δερείς involved in the education process, to me, that is making something consistent very difficult. Education is not a new wheel. We have been doing it for a while. Twenty-five communities are going to have different ideas and that possibly could cause some issues in developing your high-quality education, like we have stated as a very important point there.

The next one, "Believing that high quality education is necessary for the effective implementation of the Nunavut Land Claims [Agreement] and to support Inuit culture." Yes, again, back to the high quality of education.

"Recognizing the relationship between learning and language and culture, and the importance of the curriculum and school programs being developed and delivered accordingly." I'll let that one be.

"Believing that bilingual education can contribute to the preservation, use and promotion of Inuit language and culture and provide students with multiple opportunities." I kind of stumbled on that one a bit as well. How is bilingual education possible? It ends up being my question. The last stats and I could have the wrong ones, I think there are about 25 percent of the teaching force are Inuit. I don't know if they would have the capacity to deliver a fully bilingual system to reach the high-quality education standard that the Act seems to want.

I obviously continue the Act from there. Actually getting these questions, I just started to go through and I got more questions and more thoughts as I went, but then I got through it and I said, "Well, I should start putting some ideas

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on paper," and I just started to do it and it just came out of the blue, "Okay, this point, this point, and this point." I'm just going to read through the letter and try and explain what I was thinking too a bit and I think I might have made a slight.... I'll read the question and I'll bring it out in a second.

Here we go. "Dear Special Committee to review the *Education Act...*" Again I mentioned that it was the wrong *Education Act* on the website. No big deal.

Before I begin with some specifics, I would like to bring to your attention Part 1, which is 1.1, that says, "The public education system in Nunavut shall be based on Inuit societal values..." In my letter I then said, "...," and I don't think I probably should have done that. I'll read out what I probably should have written. "The public education system in Nunavut shall be based on Inuit societal values and the principles and concepts of [Inuit Qaujimajatuqangit]." People get mad at me when I try to pronounce that.

It then goes on in 1.2 to say, "The following guiding principles and concepts of [Inuit Qaujimajatuqangit] apply under this Act," and then I listed them off. What I noticed there is the eight concepts don't say anything about IQ. Although language becomes a big part of the Act, I feel that the language components in the Act is creating a disconnect between the stated goals of the Act and the Department of Education's ability to achieve them. As it sounds great on paper to give a child bilingual education, it is time to be realistic about Nunavut's capacity to offer this type of program.

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I then went on to say that my specific recommendations are as follows:

In the definitions, it said that there's a school program and education program. Both are listed, but there's not a definition of curriculum, which makes up the education program. In fact, in Part 3, section 7.1, it says that the DEA provides the school program and then in 8.1, it says that the Minister establishes the curriculum. These two terms seem to be basically the same and can cause a lot of confusion.

My recommendation is add a definition of curriculum and clearly establish in the Act who sets the components of education. The more we splinter off the decision-making, the less consistent it's going to be, in my mind, and we need to get back to a consistent, straightforward system.

I would also recommend taking curriculum or program decisions away

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from DEAs. I don't know if they like to hear that. I know that DEAs popped up a lot over these settings. My recommendation is actually to remove 7.1, I could read it for you guys if you like, which says, "a district education authority shall provide a school program for kindergarten" to grade 12. My personal view is that the Department of Education, who has a bunch of professionals working to produce quality education, should probably be the people to make sure that runs all the way through, to me.

I also say remove No. 9 and No. 9 says, "A district education authority may establish local programs as modifications to the curriculum for use in one of more of its schools." As much as the Department of Education and the Minister can set up a curriculum, a DEA can then come in and modify that and change the entire goal of the whole department. That's got to cause conflict and making it hard to get to a positive result in that setting, I feel. I can go on to say that there can be no consistency, I should finish off.

I also recommend taking curriculum program decisions away from the DEAs, remove 7.1 and 9, as there can be no consistency from region to region.

Nunavut's education system needs to be consistent. A child in Kugluktuk should have the same educational upbringing as a child in Iqaluit.

I feel it's very odd to have people making educational program decisions that are community-specific. If Nunavut would like its children educated at the same level as the rest of the country, the education program or curriculum has to be similar to what other jurisdictions are

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teaching. The ability of the DEAs to modify the curriculum established by the Minister is a major problem.

Next recommendation, in Part 4, which is section 23.1, Language of Instruction, it has had its share of the spotlight during these proceedings as well, and I'll read out Part 4, 23.1, "Every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction." And then 23.2, "The purpose of the bilingual education required under subsection (1) is to produce graduates who are able to use both languages competently in academic and other contexts." My recommendation to these is to remove them. The reason being is because this impedes the ability to deliver high-quality education and the reason of that is due to 103.1.

If we jump into 103.1, it states that "An individual shall not be employed as a teacher unless he or she holds a teacher's certificate." That's important. It states, "An individual shall not be employed as a teacher unless he or she holds a teacher's certificate." As there are clearly not enough teachers certified who can speak the Inuit language, you cannot have this criteria built into the Act. A quality education can only be given by qualified professionals.

I recommend moving all parts of the Act that reference this bilingual education and replace it with English being the language of instruction. When I say that, I want to tell people that although I do want and I do think that Inuktitut should be taught in schools and IQ should be taught in schools, I'm not sure that the

ձኣኦ∩ሮ 4, 23.1, գʻሮላዮ ኦየচኦ/ፕ ላጋንጋσ Δሮዮσላሎበናበσሎ, Čዮα ርΔ៤ሎሀሮቪሎ ቴበ៤σሎ ለቦላፕሬ Čዮα ኦየቴኦ/ሊአኦሎቦዮαሎን በኣፌካዮ, 23.1, "ሬፕዖልታ ኦየቴኦ/ዮ ላይን በ Δሮዮσላሎበርኦቴርσላሎን ΔΔΔ ኦየቴኦ/ትህ ላጋጐርኦጋበና ላዜ ቴዮጋልበጋና ኦኖዲኃዮጵና ኦልልበጋና ርዜል ጳጐዮርኦታላሎን ዾα፫ Δሮዮσላሎንሮ ቴበሬት የውደ." ላዛሬጋር 23.2, "Ċቴለበሷልሎ 1-ጐቦበታ ርዜቱ ኦየቴኦ/ት ላጋጐርኦዮαበላነጋበ Δሮኒሎበውና." ላጋሮላታሮኦንደተህ Čዮα ለጐርኦናበላዛሬ ጋታ, Čዮα ቴናበኦՐኦስዮኦዮ ሲታላነሬ ለኦታሎሪ Δሮዮσላዖነኒታና ኒጐዮናበልሥነጋታ, 103.1 ለትናበዮኃህ.

education system should be built with those parameters in it to have to have them there.

Inuktitut seems to be a hard language to learn. I think Inuktitut class could go from kindergarten to grade 12 and make very bilingual, competently speaking people. Same thing with IQ. That is a complicated concept. I went and checked out the IO for teachers on the education website, which is an over 60-page Powerpoint and it gets detailed, and you could have an IQ course. When I say, "Teach in English," I do mean that for core subjects like your math, sciences, English, history, geography, etcetera, but you do have Inuit classes and you do have IQ class to do what the Act does want to do without forcing it upon everybody.

I'll move on. The next recommendation was in Part 8. Part 8 is the Assessment of Students. Part 8, 76 says, "The Minister, district education authorities, principals and teachers shall ensure that assessments of students are culturally appropriate for Nunavut." I have a little bit of an issue with that. My thought is that an assessment of children's educational progress cannot be manipulated by being culturally appropriate for Nunavut. The assessment of a student must be based on comprehension of subject matter. Straight across the line, you get tested, you pass or fail, and we go from there. To be able to have assessments that are culturally appropriate may lead to a lesser of a high-quality education, depending on what the definition is.

The next one, 103(3). This is back to the teacher. I want to remove "or who is employed for part of a school year to fill

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a vacancy as a teacher." I should read it.103(3) says, "Subsection (1) does not apply to an individual who is employed to substitute for a teacher on a temporary basis or who is employed for part of a school year to fill a vacancy as a teacher." Basically, it's a loophole and this loophole renders 103.1 worthless, which is critical to providing a high-quality education.

A standard of qualified professional teachers has to be the foundation of providing high-quality education. The same way we wouldn't let someone be a nurse who is not qualified because there is a vacancy, we have to have the same standard for certified teachers. They're professional people who know how to deliver what we want delivered. It looks easy, but they make it look easy. It's a profession and I would like us to keep that in mind.

My last point is on 122(1) and that's getting back into the back. It states, "The Minister shall use his or her powers under this Act to ensure that the education program is of the highest quality possible." My recommendation again is to define what our highest quality education actually is.

Those are really my recommendations and I'll read the end of my.... I hope your conversations on this topic help you to refine the Act. I suggest that you start it by deciding what you want as an end product and work back from there.

I would like the standard to be that any child completing in any community can comfortably make the transition to a post-secondary institution. Obviously, that will not be the case for all students, but if the standard is to pass grade 12, we are

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ላዛሬ ዮህናር፣ ሩቴ 122(1)- ፫ናጋቴ, ኦበናልናቴናር ነት በ22(1)- ፫ናጋቴ, ኦበናልናቴናር ነት በ22(1)- ፫ናጋቴ, ኦበናልናቴናር ነት በ24 ነት በ25 ነ

significantly lowering the bar or what should be acceptable in our education system. Our weakest students should be passing and our brighter students should be able to excel and compete with any of their peers throughout the country.

That was my submission and that's it. Thank you, Mr. Speaker.

**Chairman**: Thank you very much, Mr. Fisher. Although I appreciate the promotion, Chairman will do for now.

## >>Laughter

I really want to thank you for the language that you're using and for the topics that you're bringing up.

Throughout our consultations across the territory, we have been getting, as it has been said, a very broad spectrum of ideas and recommendations. The word I would use with yours is that it's refreshing.

I would like to open the floor to any questions or comments from Committee Members. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I just have one question. When you look at the highest quality of education and considering your language and proficiency, as you did your statement, and when you referred to 122(1)(1) and throughout your statement, highest quality of education which we deem is very essential and very important for our students in school in Nunavut, my question to you is: would you not consider bilingual education a very high-quality education because it's a real challenge mentally? Thank you, Mr. Chairman.

Chairman: Mr. Fisher.

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Mr. Fisher: Yes, I would consider bilingual education to be a high-quality education. The issue I have is Nunavut's capacity to deliver the both of them and that's kind of why my idea again is not to pull any of the Inuit languages or French out of school totally. I really feel that Inuktitut could be taught to a proficient level as a class and have, I want to say, your core subjects for moving up the intellectual ladder, if you will, to be in a language that it could be used more often and open more doors.

I do think that bilingualism is import to high-quality education, but we do have to look at the territory's capacity today in achieving that. Thank you, Mr. Chairman. There!

>>Laughter

**Chairman**: Thank you, Mr. Fisher. (interpretation) Mr. Mikkungwak, are you done? Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) My first question would be: what do you do, by the way? Where are you presently employed? As I understood, you were teaching before. I'm just curious as to what you do now.

Just looking over your submission, you feel that there is quite a bit of inconsistency in some parts of the Act, as you identified when you mentioned high-quality education. That's the goal of the *Education Act*, yet in some part of the Act.... In some of the provisions, it does seem to be inconsistent with the main vision and goal of the *Education Act*, which is to have high-quality education. Thank you.

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Chairman: Mr. Fisher.

**Mr. Fisher**: Sorry. Could you repeat the question, please, Mr. Chairman.

Chairman: Basically what Mr. Quassa is asking first is your current employment to see what your background is. You mentioned, I think, it was your parents you were talking about that have the principal history in your early part.

Secondary, he was talking to your statement that Nunavut has a high-quality education component within the Act itself or right in the very first part, yet you're stating that there are some inconsistencies within the Act to achieve that. Mr. Fisher.

Mr. Fisher: Currently, I just call myself the finance guy in the government. I'm not in education. I am just a run-of-the-mill average guy in office who is trying to make sure that the paper coming through is correct. That's probably the easiest way to say that. Like I said, I'm not a teacher. My parents were teachers, so I have a little bit of perspective from that. That's as far as me and education really goes professionally.

Within the Act, we've got the goal of high-quality education, and then the Act brings in other things that it wants to have in it that impede the ability. Again, I want to come back to the bilingual education. We don't have enough certified teachers to make that a reality. That is the reality, correct? If we then mandate in the Act that we have to have bilingual education, it means there are going to be teachers, who maybe shouldn't be teaching, teaching it and lowering the quality of education. It's

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hard to have both.

**Chairman**: Thank you, Mr. Fisher. (interpretation) Mr. Quassa, are you done? Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you, Mr. Fisher, for coming forward. I think a lot of what you're saying today is the issues that we have been talking about over the last few months now when we have been concentrating on the Act and the messages that we get from the communities are very varied.

This whole issue of standardization of one's learning and if you want your child to have a quality education, I think the issues of DEAs and their responsibilities under the Act have come up a lot. I think you're pretty accurate on that and what people have been saying.

Things like, for example, attendance, it plays a big role at the end of grade 12 in whether somebody is going to graduate at all or if they're going to graduate with an education that's worthy where they can go on to university and that. What kinds of ideas do you have over that? How can we get children to value the education and to get to really know that going to school every day is very important, and how can we get the parents to support that? What kinds of ideas would you have? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Fisher.

**Mr. Fisher**: Thank you, Mr. Chairman. That issue, I think, is a complicated one to be honest. To fix it, really, you need to get into the community.

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I mean there's not, I want to say, a whole lot to do. I feel that there should be a way to go in and find out. "Why are these kids not going?" would be one of my questions. I don't want to say, "How bad is school," but if the kids aren't going to school, it means that the rest of their life is awesome? Maybe; I don't know. I doubt it in a lot cases. I don't know the answer. Why aren't they going? I haven't spent much time thinking about that or looking into it, but I'm pretty sure that there is a way to combat that.

You had a very good gentleman on this morning and you had thoughts on that and I like where he was coming from. School should be the place that you want to go. How do you get to the point where school is not the place you want to go? There are not a lot of places to go in a lot of places here. There may be something wrong in the school. I'm really not sure. I feel like it's a community-by-community assessment that needs to be done on why not. Someone needs to go and have that conversation, like knock on a door and ask why little Johnny didn't make it to school today, right, make it accountable.

I know that the DEAs have got a lot of things put on them in this Act and I'm not sure that's necessarily fair to them, but for things like attendance, I think the DEAs could be very powerful and that maybe should be something they could focus on a bit more and maybe back off a little bit from the programming and the technicalities of producing the high-quality education and getting the kids there.

Sorry I couldn't answer that one great, but Mr. Chairman.

Chairman: Ms. Angnakak.

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Ms. Angnakak: Just a comment, really, yes, when we're dealing with education, I think most of the concerns or challenges are very complex. There are no easy answers. It will take all of us working together to get a better Act that's going to work better in the communities and that.

Thanks very much. I think you have been very candid and I like that. I think it's very refreshing, like the Chair said. I think you state, "As it is, this is the reality." Any of us can paint the picture what we want. We can paint the picture, "This is what we want and you should be doing this and doing that," and very often, people look at the Department of Education to be the answer for all, either it's the culture learning, language learning, core learning, whatever.

I think that we need to all be in reality of what the education department is really able to do well, what the role of parents is, and what the role of the DEA is. I really think we need to think a little bit differently than how we do now under the current Act. Thanks very much. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Thank you, Mr. Fisher, for coming. Some of the stuff you said, like you said, you think you have to go backwards to try to agree what you want as the end product and then you go back and figure out how to make that product instead of just having a vision and saying, "Okay, this is all what we want. We're hoping this will come out." I think it's realistic to say, "Okay, this is what we want at the end of the educational

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process. How do we get there?" I think you have to work backwards.

I agree with you that if we have highquality education, there should no problem passing the departmental exams. If it's high quality, like you said, even the weakest student should pass that departmental exam. Yet we heard yesterday that what seems to be happening a lot is the school mark is, I don't know if inflated is the right word, but exaggerated so that even if they fail the departmental exam, they can still pass, and that is wrong.

We're going to consider all the submissions and believe me, yours will be amongst the ones that are considered too. Thank you.

Chairman: Thank you, Mr. Savikataaq. I have no more names on my list. I think most of the questions that I was anticipating of asking Mr. Fisher have been covered. Again, I think you're reiterating some of the topics that we have been covering and hearing across the territory.

We have to look at reality and we have to really take into consideration what we legislate because once it's in legislation, it's law. If we're setting the department up to be in a position where they're not able to meet the goals and objectives that are established within the legislation, we're not doing the department or our children any good service.

I would just like to thank you for your submission and the time that you spent. It obvious the amount of research that you did. I would just like to welcome you to make any closing comments, Mr. Fisher. ᡪᠣᠣᡕ᠆ ᢗ᠋᠘ᠪᢥᡕ᠃᠐ᠳᠳᢎ᠕ᢗ᠌᠈᠂ᠪᡪᠬ᠋ᢇᡥ ᠘ᢞᡳᡕᡗᢇ᠋ᡐᢐᡎᡶᡳᢗ

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**Mr. Fisher**: Thank you, guys. This is a very large step, I'm sure you guys realize that, and big steps are probably going to be big work, but it's much needed.

I thank you guys for getting the Committee together. I don't know if you volunteered to be on the Committee or you got "voluntold" to be on the Committee. If you volunteered, good on you. I appreciate you guys taking the time, effort, and the work to making this thing better because there are improvements that can be made.

I know that Nunavut can create some smart people. We just need to get the right formula together to make sure that we set them up for success. Hopefully, with a few revisions in the Act, we will be that much closer.

Just thank you to you guys. Good luck and all the best in your work ahead on this one.

**Chairman**: Thank you, Mr. Fisher. That concludes the hearing on the Special Committee's review of the *Education Act*.

I really want to thank everyone's input and the amount of work that has been going on for the last year that we have been putting into this and the work that the public has been providing, the amount of submissions, the amount of information, the conversations in the line-up at the grocery store that I'm sure we've all had with people within our own communities. I just want to really thank everyone that has been involved in the process, all the witnesses that have appeared before this hearing, all the comments that we have received and will continue to take a look at as we finalize

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**Δ<sup>6</sup>/«ΡC<sup>6</sup>** (ጋ<sup>1</sup>/<sub>2</sub>): 'dታ<sup>6</sup>α<sup>1</sup><sup>6</sup>, Γ<sup>1</sup>C &/. CΔL Δ/c<sup>6</sup>b<sup>6</sup>C CL<sup>6</sup>α ἀαΠ<sup>6</sup>Πσ<sup>9</sup> <sup>C</sup><sup>6</sup>dσ<sup>4</sup>υ Λ<sup>1</sup>/<sub>7</sub>Π<sup>6</sup>b<sup>6</sup>Dσ<sup>6</sup> Δα<sup>9</sup>Γ Δα<sup>6</sup>σ<sup>4</sup><sup>6</sup>Dα<sup>7</sup>σ<sup>7</sup> Lαυ<sup>1</sup>Γ<sup>6</sup>.

our report to the Legislative Assembly.

We will be taking all these submissions, all this information, all the comments made at public consultations, all that stuff, into consideration as we finalize our report and make the best recommendations that we feel will help our students. At the end of the day, that's the focus of all the work that we're doing. It is the students.

I just want to thank everyone. Thank you.

>>Committee adjourned at 17:19

Þσ<sup>6</sup>6<βς LCCPίδι<sup>1</sup>σαςςΩΙ.

4ϽϹʹϭͰΔʹ, ϽΡͰΓϤϨΠʹϞΔʹ, ϤʹͰʹϭΠϪʹϭʹ CLºdϤ ΔͰLʹϞʹჼͱͰϷϨΠΓσϤϚʹΠͿ CLʹΓ Ϸσ·ϷϹϤʹLσϤʹͰϹʹϷʹ ΡʹʹͿʹ·Ϲʹჼ·<ʹʹ· Ϥʹ·ϷͰͰʹϹʹͰʹΠͿ. ʹϭͿϧʹ·αͺΓ΄ Δϲʹ·σϤϨΠʹ Δϲʹ·σϤʹͰͿΓʹΩϼʹ CLʹ·α ΔυξΠσϤʹͰͺʹ.

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>>b∩Lσ<sup>-%</sup> \_o<sup>-%</sup>b<sup>-%</sup>><sup>-%</sup> 17:19Γ