

Why is the Government of Nunavut amending the *Education Act* and the *Inuit Language Protection Act*?

In *Turaaqtavut*, our government committed to provide quality schooling and improve student outcomes for all Nunavummiut. These amendments are necessary to ensure a better response to the changing needs of our education system, particularly in areas related to bilingual education, the shortage of Inuktitut-speaking teachers, and the delivery of the Education Program.

What will the benefits be for our education system?

- Better student outcomes across Nunavut.
- Clarity of roles and responsibilities and increased accountability for everyone working in education.
- Concrete steps to address the shortage of Inuktitut-speaking teachers.
- Consistency in the delivery of the Education Program for Nunavummiut.

Why is the Government of Nunavut consulting on the same proposals?

In 2017, the Legislative Assembly withdrew the proposed amendments to the *Education Act* and the *Inuit Language Protection Act* (Bill 37) because of the lack of consensus and concerns expressed during our consultations.

The proposals we put forth today represent those initial concerns and are meant to be a starting point for our discussions.

We expect changes to these proposals and we call on all our partners and Nunavummiut to help us develop a shared vision, ensuring quality schooling, success for all students, and strengthen the use of Inuktitut.

How will consultation feedback be used?

Consultation feedback will be analyzed and integrated into the proposed changes. All input will be considered in the drafting of legislation. Once draft legislation has been developed, we will submit it to the spring 2019 sitting of the Legislative Assembly.

If the proposed amendments are passed, when will they take effect?

If passed, some amendments may take effect immediately. In some cases, there will be a delay to allow for the development of supporting regulations and programs. Nunavummiut will be informed every step of the way.

Why are we proposing a change in the responsibilities of the District Education Authorities (DEAs)?

We need an effective approach to education, which means relieving current administrative burdens, mitigating capacity issues, and increasing consistency in education programs across the territory. The Department of Education is ready to take on additional responsibilities so that the DEAs can focus on providing valuable services and support in the delivery of education at the local level.

This document does not address the roles and responsibilities that are particular to the Commission scolaire francophone du Nunavut (CSFN).

Why are we proposing a partial standardization of school calendars?

A partial standardization of school calendars will allow for better coordination within the education system. This includes:

- Facilitating regional teacher training by having common periods of time when it can take place.
- Making it easier to provide in-school initiatives (for example, suicide prevention programming) for the benefit of all students.

What about the local responsibilities of the DEAs?

DEAs represent and respond to the individual needs of their communities. The Department of Education aims to increase consistency in the delivery of the Education Program, while DEAs continue to play a front and centre role in the community. Specifically, DEAs will continue to be responsible for:

- operations and maintenance budget;
- directing principals for aspects falling outside the Education Program;
- school facilities and use outside of the Education Program;
- choosing the bilingual education model for their community;
- providing transportation services for students;
- managing admissions and registration policies;
- applying their discretion for non-school age and out-of-jurisdiction registrations;
- *Inuuqatigiitsiarniq* policies and discipline decisions;
- local programming;
- supervision of home-schooling programs;
- community advocacy with respect to government initiatives, policies, directives, regulations and legislation;
- employment of Innait Inuksiutilirijiit (skilled Elders) at schools;
- representation on the hiring panels for teachers and on appointment-reappointment panels for principals and vice-principals;

- principal annual assessment reports;
- reports on Inuit Qaujimagatuqangi (IQ) for all school activities;
- choosing to deliver ECE programming.;
- choosing the school calendar from the Ministerial list;
- triggering inclusive education appeals on behalf of parents;
- expanding hiring and certification of “Inuit cultural experts.”

Why are the current bilingual education models not working?

Bilingual education is currently delivered through three different models: the Qulliq, Immersion and Dual models. Each model sets out a required ratio of instruction time between Inuktitut and the selected second language (English or French) with more Inuktitut instruction required at the lower grade levels.

The main challenge is that the current bilingual education models were not designed to be used during an Inuktitut-speaking teacher shortage.

The current required ratio of Inuktitut instruction in the Qulliq, Immersion and Dual (Inuktitut stream) models from Kindergarten to Grade 3 is 85-90%. The required ratio of Inuktitut instruction in the Dual model (non-Inuktitut stream) from Kindergarten to Grade 3 is only 10-15%. This means, when a DEA chooses the Qulliq, Immersion, or the Dual (Inuktitut stream) model, all available Inuktitut teachers are concentrated at the lower grades, leaving higher grades without any instruction in Inuktitut. This situation leads to an abrupt transition between grades as one language of instruction is suddenly exchanged for another.

Why are transitional bilingual education models needed?

Transitional bilingual education models allow language ratios for each model to reflect the actual reality of delivering two languages within the time allocations needed to teach a subject and achieve the desired student outcomes.

A practical adjustment of the current ratio of instruction time required in each language, by grade level, ensures that the language models reflect classroom realities.

The Qulliq model should remain in the legislation to serve as a clear goal towards the Department of Education Inuit Employment Plan.

Is the Government of Nunavut still proposing to extend bilingual education deadlines?

The shortage of Inuktitut-speaking educators is significant and will take time and effort to address. Currently, the Government of Nunavut is not able to fully deliver bilingual education.

Instead of proposing a new deadline for the delivery of bilingual education, we are proposing to tie delivery of bilingual education to the goals and timelines outlined in the Department of Education updated Inuit Employment Plan.

The Inuit Employment Plan, developed in collaboration with Nunavut Tunngavik Inc., sets out specific short-, medium- and long-term goals to increase the number of bilingual educators. Tying the delivery of bilingual education to targets in the Inuit Employment Plan will create a legislative framework that can evolve as capacity grows.

What steps are being taken to build bilingual education capacity?

Action is currently underway to build capacity for bilingual education delivery, specifically in the areas of curriculum and resource development, and Inuit employment. The long-term vision for teacher training in the territory is to provide the range of education programs necessary to support a bilingual education system in Nunavut for the benefit of Nunavummiut.

First, with respect to curriculum and resource development, the Department of Education will continue to prioritize curriculum associated with Inuktitut language arts, and is currently working with Inuit Uqausinginnik Taiguusiliuqtiit to develop standardized terminology for specialized programs of study that may be delivered in Inuktitut.

Second, with respect to Inuit educators, the Department of Education is updating its Inuit Employment Plan to increase Inuit employment in both school-based and departmental positions. This includes targeted strategies to recruit, train and promote Inuit across all positions in the department.

Finally, the Department of Education, in partnership with the Nunavut Arctic College, is in the process of reviewing the Nunavut Teacher Education Program with a specific focus on increasing the number of graduates and providing them with the knowledge and skills to teach proficiently in Inuktitut. These programs would provide multiple points of entry for Nunavummiut into the teaching profession.

Why are we proposing a District Education Authority Council?

DEAs are currently represented by the Coalition of Nunavut DEAs (CNDEA), a registered society under the *Societies Act* that has legislative roles assigned to it within the *Education Act*. During the 2016 consultations, the DEAs sent a clear message regarding the need for more control over operational support in their day-to-day work, and a stronger voice in the Legislative Assembly.

The proposed District Education Authority Council (DEAC) is the result of this input. Independent of the Minister and Department of Education, like the current CNDEA, it will have greater financial and operational accountability and more responsibilities under the *Education Act*. The DEAC will have a membership elected by DEAs themselves from among their own elected representatives.

The DEAC will perform the current responsibilities of the CNDEA but will have more staff and additional responsibilities, including the legislated role to support and train DEAs. The DEAC will also be required to report annually to the Legislative Assembly, which will increase accountability and the opportunity to present ideas directly to MLAs.

The CSFN will still have a seat on the DEA Council.

What will happen to the Coalition of Nunavut DEAs?

If passed, the amendments related to the DEAC will not take effect immediately. There will be a transition period, during which time the CNDEA will continue to carry out its role per the *Education Act*.

Once regulations have been established, all responsibilities will be reassigned from the CNDEA to the DEAC. As the CNDEA is a registered society, its future will be decided by its membership.

Why are we proposing to give the Minister of Education the authority to make Transition Regulations?

Since the passing of the 2008 *Education Act*, the Department of Education has been in the process of developing the necessary set of regulations to support the *Act*.

To date, regulations related to student records, staff certification, planning and reporting, and home schooling are yet to be developed, and the department is still relying on regulations carried over from the Northwest Territories using Transition Regulations.

Due to their temporary nature, current Transition Regulations must be amended every two years and even minor changes require the approval of the Commissioner of Nunavut. To ease this amendment process, we are proposing to provide the Minister of Education with the authority to make Transitional Regulations under the *Act* until permanent Nunavut-specific regulations are developed.

For more information or to send us your comments go to:

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By email: info.edu@gov.nu.ca

By mail: Education Act Consultations, Government of Nunavut, PO Box 1000, Stn 900, Iqaluit, NU X0A 0H0.

By comment card: Nunavummiut can pick up and drop off comment cards at their local Government Liaison Office and DEA office.

