



Written Submissions to Special Committee

This document was used to categorise the contents of the written submissions made to the Special Committee that reviewed the Nunavut Education Act. As many of the submissions as were available were reviewed .

- a. according to the Report there were about 40 submissions;
- b. about 17 were not made available to the public, however, I was able to obtain some of the submissions by asking for them; and
- c. in total, I reviewed 20 submissions.

Please note that the text are paraphrased from the submissions. To see the full text of the public submissions, please go to the Nunavut Legislative Assembly Library and request the Tabled document numbered 60-4(3).

The submissions are organized into the topics listed in the report as Language of Instruction, Special Education and Roles and Responsibilities. These themes are further categorized when sub-themes emerged.

As these are drawn from many submissions, they express diverse and contradictory opinions.

Language of Instruction

Specific legislative amendments

- 1) if language models were kept, would strongly recommend that a 4th model be included to all for the delivery of French as an additional language when so request by a DEA. DOE
- 2) if not accepted, suggest amending s28 requirement to produce bilingually proficient graduates by 2019-2020. found in LOI regulations
- 3) s23-29 - ensure no changes to these provisions on language of instruction. BLDEA.
- 4) Ed Act is essentially complete and still a very important and relevant part of the Act. BLDEA
- 5) In support of standardization so long as the unique dialect of Inuit in the community of Baker Lake is preserved and reflected in the learning materials provided. BLDEA
- 6) s24(1) IDEA advocates for 4th bilingual model - one that allows for core French instruction as an additional language in addition to English and Inuktitut.
- 7) s29 another illustration of the dept not implementing is on regulations in s29. The ability of Commissioner in Executive Council being able to make regulations respecting bilingual education. MJ
- 8) Remove Part 4 s23(1). This impedes the ability to deliver high quality education. An individuals ability to teach, not enough teachers certified who can speak the Inuit languages, you cannot have this criteria built into the Act. A quality education can only be given by qualified professionals. AF
- 9) remove all part of the act referencing bilingual education and replace it with English being the language of instruction (with the exception of the Inuktitut class) AF
- 10) review bilingual education programs. If goals are set in act or regulations, to achieve these goals must also be recognised in the legislation or regulations. NTA

Rights Based

- 1) We know that children and societies have the capacity to be excellent in more than one language, but we do not see this as a result of our current structures. CNDEA
- 2) These needs are fundamental to the survival and development of Inuit culture and community in an era when southern and English pressure are everywhere.
- 3) The current education act has placed the preservation of language and culture as the central value, and that is simply not possible without first addressing the needs of the children. If the children cannot function successfully than they cannot be the storehouse for language and culture. social engineering has been tried in many jurisdictions and through many means, and that is a lesson that we should have learned by now. JW

Governance and Accountability

- 1) The Dept suggests that DEAs no longer have the authority to select the LOI or the model to be used to provide instruction. In lieu of these decisions, the dept suggests that the MOE be given the authority to direct what amount of instruction time is required in each language for each grade. moreover, the Minister would be given authority to provide directions on which LOI would be used for each subject. (ensures consistency) Kativik takes similar approach DOE
- 2) Implementation plan for inuktitut materials, standards, evaluations and many other obligations under the act. NDEA
- 3) Remove Directives from the Act, or at least ensure that they are published as sometimes they are sent to schools without DEAs knowing or getting copies. NDEA
- 4) role of DEAs in bilingual education is long and confusing. MJ
- 5) role of minister, support for the Inuit Language, Curriculum, competency targets Assessment, indicates the departments lack of implementation. She says "as far as I am aware these have not been established or implemented" MJ

Administrative, including monitoring

- 1) re-evaluate the idea of having multiple language models and consider moving towards a single model which entails greater balance between the languages of instruction DOE speaking points

Training and Capacity Building

- 1) The need for Inuit teachers and curriculum and the levels of training and skill required by all teachers have not been effectively addressed. CNDEA
- 2) We need unilingual Inuktitut teachers and spaces in our schools.
- 3) We need unilingual people on our DEAs to support this kind of learning. CNDEA
- 4) The GN needs to identify and train Inuit language teachers and measure and monitor quality standards for ALL teachers. We need to pursue subject learning and language specific learning for everyone in the system and progress toward these goals needs to be reported on regularly. CNDEA
- 5) The dept needs to have curriculum developed that will support the teachers in providing a strong program in their classroom that is in the language of thier community. MJ
- 6) teaching staff not equipped with language skills, curriculum outcomes, nor the curriculum support resources to meet these system wide goals by the deadline. NTA

Miscellaneous

- 1) Should Inuktitut language be a minority as French Language? Inuktitut language should be included as well. The DEA felt that this would be beneficial to Inuktitut speaking students who have a hard time understanding English. PIDEA

- 2) Teachers spend large amounts of time translating materials. What is available? Where? RIDEA
- 3) Inuktitut language stream is not taught in immersion in Iqaluit. Iqaluit parents have said they want to see 2 streams of inuktitut. One that is fully immersive and one that is intensive (similar to now). IDEA

Special Education

Specific legislative amendments

- DEAs report that they have not been provided with any direction on using this oversight authority, or with the information on which to base any oversight decisions. CNDEA
- amend 41(3)(4) to determine what is reasonable, practical and the application to entitlement shall be made in accordance with the Minister. DOE
- amend s42 to make the principal of the school responsible for implementation and with the directions of the minister. DOE
- amend 43(1)(3)(4) that teachers must perform in accordance with the directions of the minister. DOE
- 43(5) authorise classroom teacher to develop the Individual Student Support Plan and the school team to oversee this development and ultimately approve the ISSP. DOE
- 43(6) to require the participation of parents when an ISSP is being developed and implemented. DOE
- 46 to require the principal to ensure that the school team reviews all ISSPs in the school at least 3 x/year. DOE
- s47 to clarify what is meant by "specialised services and assessments". Can be achieved by authorizing the Minister to give directions on this matter. DOE

Rights based

- DEAs need to be empowered with their oversight authority in inclusive education, and provided with regular reporting on the scope of inclusive education in their schools. CNDEA
- Interpretation of 'Inclusive Education' by school administrators and teachers should include all students who require adjustments to the learning program to meet learning needs and to achieve curriculum outcomes. CNDEA
- With all the challenges facing students in school, and the various levels of learning in any given classroom, there are many students who require 'adjustments to the learning program to meet learning needs and to achieve curriculum outcomes' and these supports should be provided. CNDEA
- s 3 to be amended to add definitions of Inclusive education and student support services DOE
- DOE has worked hard to implement continuous progress. Resources have not been placed in schools to support actual implementation.
- a single teacher with a classroom of 25 students cannot support individualised education plans (IEPs) for each child who needs one without sufficient SSA support. Needs of moderate learning needs students are not being met. Formula does not include their needs. as a result, our community has observed that students are 'socially promoted' (i.e. passed to the next grade without meeting the learning requirements of their current grade), in order to remain with their peer group. these students continue to fall behind their peers academically. this need not happen under the continuous progress model if the adequate amount of support is in place for students. MJ
- if all children were transported to schools in the south, they would be considered special needs. JW

Governance and accountability

- age 8 - we are suggesting that the Minister have greater roles and responsibilities, especially where it concerns bilingual, inclusive education and human resources DOE speaking points

- that we consider increasing the roles and responsibilities of the Minister as it relates to bilingual education, inclusive education and human resources to achieve greater consistency. Speaking points
- Dept should be required to act adequately in response to Inclusive Education. IDEA
- s46 assessments: role of DEA - number of students in IEPs is high. It doesn't make sense to have DEAs review the IEPs when they do not typically hold expertise in curriculum or student learning theory. MJ
- Individual Support Plan 42(5) important for principal to be at meetings. Held afterschool with DEA committees and other responsibilities this caused many conflicts. We had a very competent SST but in order for teachers to truly see the importance it would have been better to have me there. MJ

Administrative including monitoring

- DEA would remain involved through appeal process as referenced in s49, allows principal to directly monitor his/her teaching staff with respect to meeting their roles and responsibilities. DOE
- specialized services or assessments - funds used to be local? Now at regional level. This needs to be revised to allow for this. MJ

Training and Capacity Building

- review by review board s50 if a mediation under s49 does not resolve the matter in question, a party to the mediation may request a review..... I am not aware that this has been accomplished. I think the ssts have not been kept abreast and are of the impression that any outside consultation is not available. MJ
- The Ministry, the regional offices and schools need to develop an understanding of child development that informs actions, initiatives and directives. The children in Nunavut have very complex learning needs that would challenge some of the best informed schools in Canada.

Miscellaneous

- The perception exists among DEAs that Individual student support plans - Sec 43 (5) – have been used in schools, for students with a physical disability (e.g. hearing or sight impaired), mental impairment or disorder, or developmental or learning disability (e.g. FAE/FAS or EBD – emotional behaviour disorder), but not for students who have been ‘socially passed’. CNDEA
- The cumulative effect of social passing are students who may be eager to learn, but have not been provided with adequate supports to succeed at higher grade levels, resulting in a high drop-out rate. The system is viewed by parents as failing the student, as opposed to the student ‘failing’. CNDEA
- Part 6: Inclusive Education: Does money come from Cas? Is money set aside from the GN to support this? Does the DEA need to apply for special grants through any means? Does this include staffing or just materials? RIDEA
- students who are under challenged by the current curriculum are not adequately supported with additional learning materials, as the SSAs that are currently in the schools are too few and are primarily focussed on assisting the students who need additional support. s43 (5) MJ

Roles and Responsibilities

Specific legislative amendments

- One of the key tools in the Education Act for collaborative planning with schools is the School Program Plan (Sec. 20), which are to be developed by Principals under the direction of DEAs - 20 (1). DEAs have never received training from the Department on how to direct or shape a School Program Plan for their community. CNDEA

- S118(3) DEAs would like to have more transparency between RSOs and if needed, with the MOE, when it comes to issues with dealing with Teachers. There is a level of responsibility that the DEA has in communicating with the residents of a community that is within their jurisdiction, and when there is a requirement for the DEAs to provide communications and responses to parents, that there be direct communication between the RSOs and DEAs when these concerns are being addressed. PIDEA
- Part 3, section 9, subsection 1. IDEA not provided with these financial resources DEAs are given authority but not resources to implement. Only a funding allotment that is determined by student attendance formula, not by need. IDEA
- s11(1) other activities - "Principals role is very demanding....Act is heavy on DEA responsibility which can fall to principals to do follow-up so the demands on principals are high. MJ
- Role of DEAs (2.1)All Letters, proofing minutes, monthly reports for any committee and the principals month end as well - not the one for the Dept bc it is too long and our DEA aren't interested. MJ
- Individual Support Plan 42(5) important for principal to be at meetings. Held afterschool with DEA committees and other responsibilities this caused many conflicts. We had a very competent SST but in order for teachers to truly see the importance it would have been better to have me there. MJ
- role of principals 58(9) principals should have key role, DEA shouldn't develop thier own and impose how it is implemented on the staff. This is not likely to get the kind of support that the DEA would want. MJ
- recommends taking curriculum or program decisions away from DEAs (remove 7.1 and all of 9) as there can be no consistency from region to region. AF
- s 7 to be amended to clarify MOE and DEA responsibility for provision of school program. DOE
- s 17 to be amended to authorize DEA to provide ECE program but not require them. DOE
- amend s32 to authorize the establishment of regulations, or give directions concerning enrollment of children that are not entitled under s2. says discretion is too broad. The DEA could still register individuals over the age of 21, subject to ministerial directions or regulations as suggested above. DOE
- s106-117 The suggested amendments would remove several duties of the DEA including participation in the hiring of teaching staff. DOE
- 107 require DEA to appoint a member to a hiring panel for principals and VPs. Dept as employer should oversee the employment process. DOE
- 108(3) to authorise Minister to dismiss principals and VPs without a recommendation from DEAs. Would mean DEAs no longer have authority to make recommendation, nor would the minister be required to act on it. DOE
- remove s117(2) DEAs are volunteers and dept is *employer*
- 145(e) authorise DEA to temp close school for health and safety reasons directed by Minister (i.e. funerals) (amendment to add directed by minister). DOE
- 147(1) duty to inform - clarify that DEA must follow regulations when informing residents of Nunavut about provision of public education. Consistent with suggested amendment to 172. DOE
- conflict between 107 and 177. s107(1) gives the power to a DEA to decide whether or not administrators will be appointed to their positions. 107(2) Minister has power to act with or without that recommendation, or to reject the recommendation, so NTA must call in to question the lanaguage present in 107(1) which seems to grant the ultimate authority to the DEA, an elected community body, not part of the staff of the DOE. s107(3) and 117(1) seems to have as its intent to make it clear that the DOE not the DEA is the employer of school administrators. NTA

Rights Based

- The Act encourages schools to take initiatives and to develop community resources. Every time a DEA makes a decision it will be slightly different from a neighbouring community. Wherever there is a discussion about consistency in education we need to ask: is this consistency valuable for the schools and students, or is this designed to make the task of administration simpler? CNDEA
- The DEA in Cape Dorset is composed of individuals that want very much to 'do the right thing' for our schools and children. They are engaged in their role as members, are willing to make tough decisions, are 'good people' that want to preserve their language and culture through the schools. JW

Governance and Accountability

- This partnership with DEAs is not developing. CNDEA
- The partnership expected with the Coalition of Nunavut DEAs has not evolved. CNDEA
- The DOE needs to focus resources on developing and supporting its relationship with DEAs including empowering DEAs with knowledge of their authority and responsibilities. CNDEA
- Many aspects of the Act intended for collaboration have not been used. CNDEA
- Priorities identified by DEAs such as increasing programs on suicide prevention and addressing the issue of social passing have ignored by the Department, yet these issues are fundamental expressions of community concerns. CNDEA
- we are suggesting that the Minister have greater roles and responsibilities, especially where it concerns bilingual, inclusive education and human resources - DOE speaking notes
- that the Review consider increasing the roles and responsibilities of the Minister as it relates to bilingual education, inclusive education and human resources to achieve greater consistency.
- Recommendation: Where the DEA and the Dept. have different approaches to an issue NEITHER should be able to give instructions to the Principal until both sides are in agreement. There should be a legislated process to resolve these conflicts in a reasonable time which does not involve the school principal, who is already in a difficult position. NDEA
- if DEA is in deficit, should there be a recovery mode included in the act? A minister should be involved with DEA and take over the Authority in order to recover from such deficits. This would help DEAs across the territory in understanding the responsibilities and their duties of their authority PIDEA
- The Dept suggests that DEAs no longer have the authority to select the LOI or the model to be used to provide instruction. In lieu of these decisions, the dept suggests that the MOE be given the authority to direct what amount of instruction time is required in each language for each grade. Moreover, the Minister would be given authority to provide directions on which LOI would be used for each subject. (ensures consistency) Kativik takes similar approach. DOE
- DEA elections - no authority for minister to intervene and address these issues when they arise. Authorize minister to waive the requirement for 3 year or staggered terms. DOE
- structure... now makes it more difficult for any of the DEAs, CNDEA or Inuit parents to have direct access to the Regional Directors or Superintendents. NTI
- Recommended that rights and responsibilities be made clearer in the legislation in order for the DOE to understand the scope of its duties and obligations for effective delivery of education to Nunavummiut. NTI
- other recommendations included that DEAs were in a better position to infuse IQ because of the DEAs consist of Inuit parents and community members, than vague legislative provisions on IQ that are difficult to enforce within a dominant English school system. NTI
- Recommendation 2: Amend the ED Act to allow the Coalition and DEAs significant participatory and engagement rights over DOE budgeting, expenditures and allocation of funding sources. NTI
- Recommendation 4: Amend Ed Act to allow the Coalition more expansive powers and authority over steering the direction of the DOE HQ, RSO and Curriculum School Services. NTI

- 5: to expand the powers and authority of the CNDEA to allow flexibility and discretion of the DOE to expand its governance structure, more expansive regional representation and determine the representational support it requires over all the DEAs. NTI
- 6: allow the CNDEA control over its own financial needs and expenditures, including employment and additional staff. NTI
- Inuit were top-tier decision makers prior to dissolution of boards. NTI
- 7: To restore authority and power of DEAs for management over schools, its own finances and review each legislative provision of DEAs that places excessive Ministerial authority or burdensome tasks over the DEAs. NTI
- 18: introduce legislative provisions that would allow the coalition and the DEAs substantive involvement in reviews of the curriculum development and identification of needs on resources and materials. NTI

Administrative, including monitoring

- DEA members, with some exceptions, remain fundamentally **uninformed** about the Education Act, their authority and their ability to impact education. CNDEA
- DEA coordinator positions in the Department of Education are often vacant. These positions are not given hiring priority and are generally not placed in the structures where they would have impact. CNDEA
- There is a very low expectation of communications flow. Many DEAs are convinced that their resolutions are not read by RSOs and there is a very low expectation that there will be any response. *(There is some regional variation in this as well as some people in the system who work hard to make this happen).* CNDEA
- The DOE needs to view the Coalition as a true partner in education. DEAs need ongoing learning and development opportunities similar in concept to what is provided to Nunavut municipalities.
- ECE and Child Care Regulations being prohibitive and additionally administrative, i.e. requiring creation of Day Care Society NDEA. Recommendation: New Coordinated legislation would be useful. DEAs should be permitted to run ECE programs without being required to have a separate society and being confounded in the rules for Day Cares. NDEA
- There needs to be a well placed bureaucrat within the dept or each RSO who connects to DEAs, is knowledgeable, pays attention to what DEAs are doing and saying AND cares about the quality of information we receive. NDEA
- DEA admin reception needs to become full time. Ensure no communication gap between GN school reception and DEA. Handwritten
- The GN should maintain financial records and DEA should be provided with simple reports that indicate the remaining discretionary and restricted funds. JW
- want to see legislation that prohibit decision makers from over taxing staff with the responsibility of caring for students who are serving "in school" suspensions, presumably because of some action or behaviour on the part of the student that makes it necessary for them not to be included in their classroom for a period of time. NTA
- DEAs should not be given employer status. Strongly recommends that all teachers and administrators (not NTA members) in the K-12 education system in Nunavut remain GN employees and members of the public service
- recommends that MOE each year and that DEA retain ability to set their calendar within those territory wide start and end dates as they see fit

- Ed Act mandates DEAs to develop attendance and registration policies and enforce them but the ultimate authority is retained by MOE. NTI
- MOE Aariak tried to emphasize parental responsibility during the 3rd LAN as s55 of the Ed act mandates parental involvement, but it has proved challenging to increase more successful outcomes because of the layers of bureaucracy between the DOE who collates all attendance and enrolment rates in all schools, the individual principals who are expected to promote regular attendance and the DEAs who are expected to create and implement attendance policies. NTI

Training and Capacity Building

- There need to be additional resources directed at DEAs learning about and using, the tools available in the Act beginning with the provisions of the Act that are directed at the quality of education in their community (e.g School Program Plan).
- Consultations need to take place BEFORE text is created. DEA concerns need to be seen as important expressions of community aspirations for education. Consultation processes should be fair and reasonable and ensure that sufficient background information is provided to DEAs in a timely manner before they are consulted. CNDEA
- Many DEAs don't have full-time staff to deliver their new responsibilities.
- The Department needs to focus attention and resources on enabling DEAs to realize the role envisioned in the 2009 Nunavut Education Act. In a true partnership. DEAs should negotiate levels of responsibility and resources with the Department. This needs to be a shared goal in the Education system CNDEA
- DEA members should receive orientation in Jan at the beginning of their term. Handwritten
- DEAs have no skills or training in financial management and are entirely dependent on the schools to provide effective oversight of revenue and expenses. JW
- DEAs are a valuable touchstone for schools and principals; they provide oversight that should reflect the needs of the community. JW
- Produce manuals or guidebooks that DEAs, principals and school staff can understand on their rights and responsibilities derived from the Ed Act as well as the availability of resources allocated by the DOE. NTI