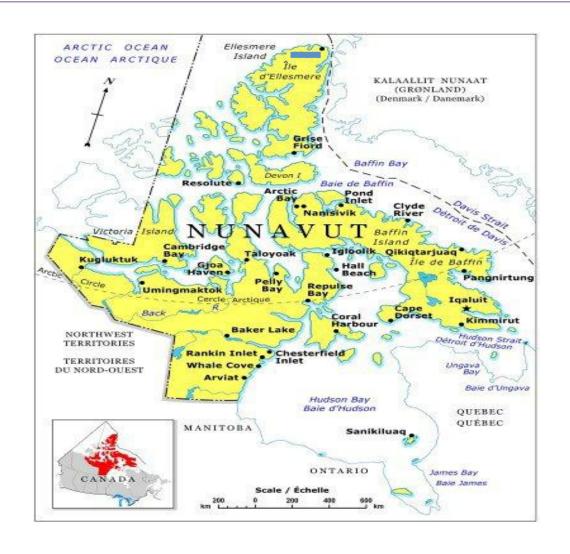


MODULE 1 - AULATINNIQ

INTRODUCTION TO DEA GOVERNANCE

DEAS ACROSS NUNAVUT





AULATTINNIQ – 5 IMPORTANT PARTS





AULATTINNIQ – 5 IMPORTANT PARTS





AULATTINNIQ





INSERT INUKTITUT FOR 'THE PEOPLE YOU WORK WITH"





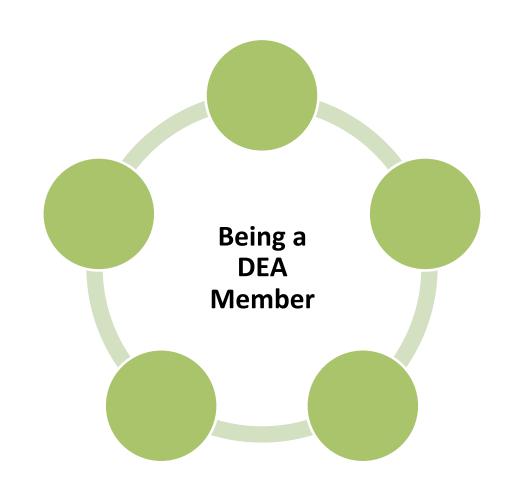
PILIRIQATIQARNIQ - COLLABORATING WITH OUR PARTNERS IN EDUCTION





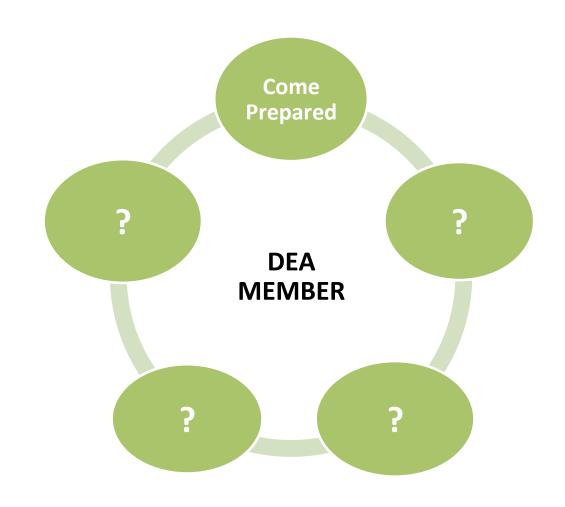
KATIMAJIUNIQ





QUALITIES OF AN EFFECTIVE DEA MEMBER





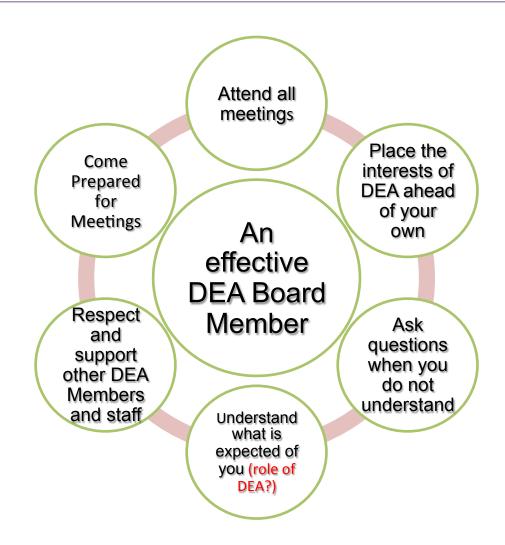
QUALITIES OF AN EFFECTIVE DEA MEMBER





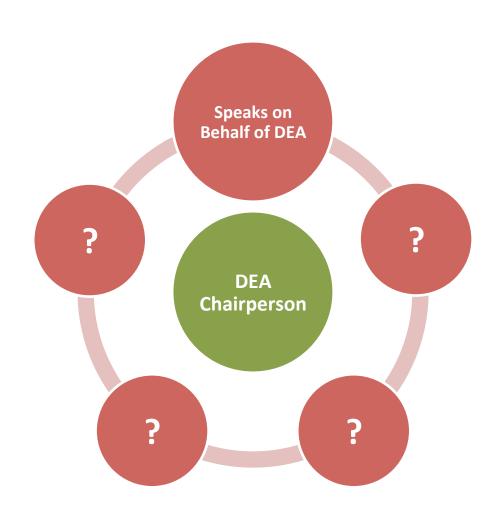
QUALITIES OF AN EFFECTIVE DEA MEMBER





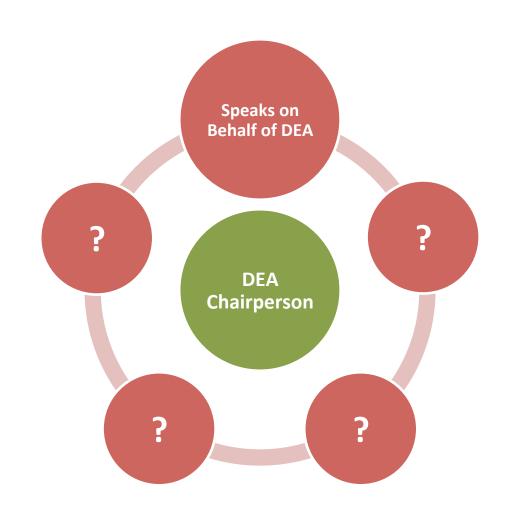
WHAT ARE THE QUALITIES OF AN EFFECTIVE DEA CHAIRPERSON?





WHAT ARE THE QUALITIES OF AN EFFECTIVE DEA CHAIRPERSON?





QUALITIES OF AN EFFECTIVE DEA CHAIRPERSON



The DEA Chairperson

Ensures each DEA meeting is planned and materials for the meeting are ready

Ensures meetings proceed in an orderly manner

Listens to the opinions of DEA members

Works closely with the Principal (s) and RSO's

Ensures that the DEA is managed effectively

Provides support and supervision to the DEA Office Manager

Key spokesperson for the DEA with the media

MEETING PREPARATION



Chairpersons Role in Preparing for DEA Meetings

Make sure there is an agenda.

Make sure everyone knows the time and location of the meeting.

Make sure that the information needed for the meeting is prepared and translated.

Make sure someone is assigned to take minutes at the meeting.

UNDERSTANDING CONFLICT OF INTEREST



Conflict Resolution

Step 1. At the time of reviewing the Agenda, declare if you have financial or personal interest in a agenda item.

Step 2: Leave the meeting while the matter is under discussion

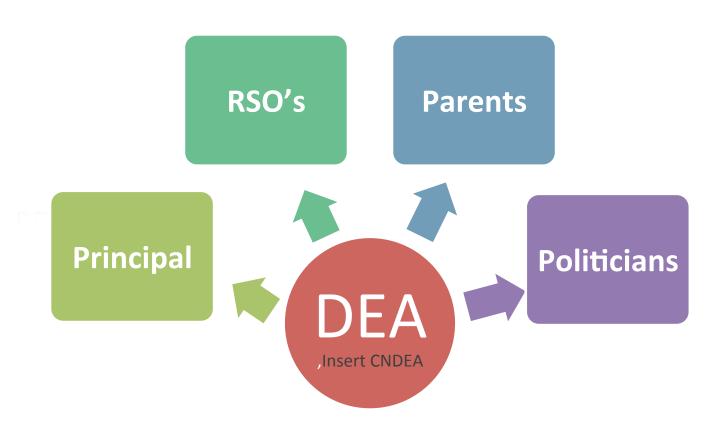
Step 3: Avoid discussing the matter or attempting to influence the decision, during or after the meeting



15 Minute Health Break!

WORKING WITH THE OTHER PARTNERS IN EDUCATION







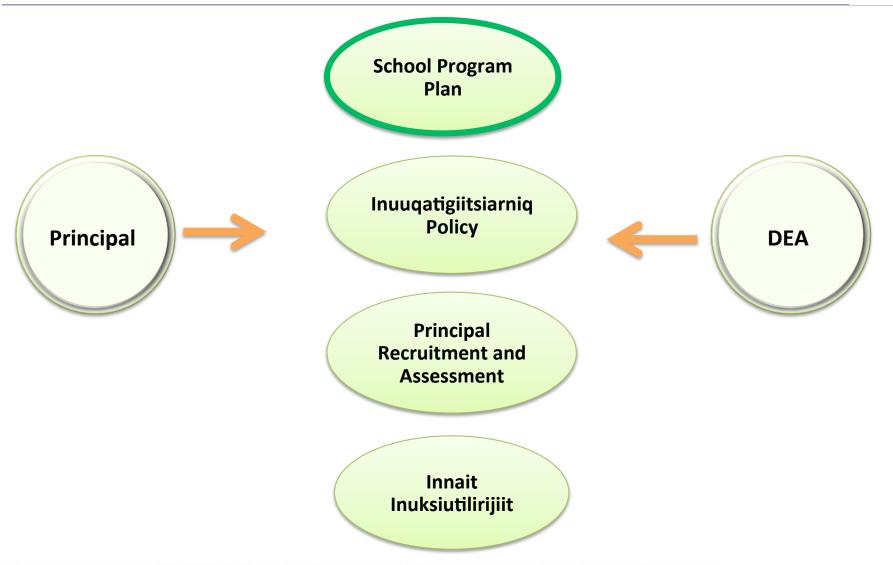




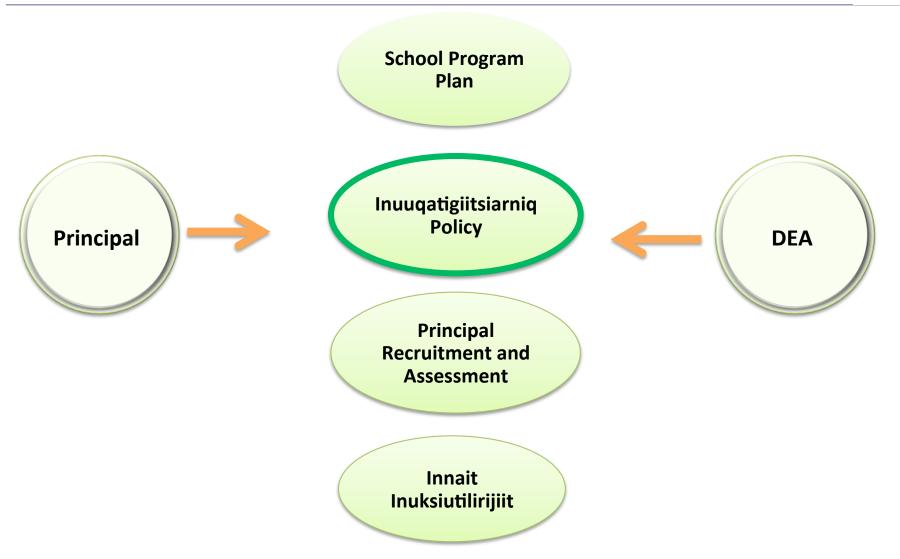
DEA Relationship with the Principal

- ☐ Be based on mutual trust and respect
- ☐ Involve daily or weekly contact
- ☐ Jointly set vision for the school
- □ Day to day problem solving
- ☐ Implement policies developed by DEA.
- ☐ Mediate problems between Principal and parents









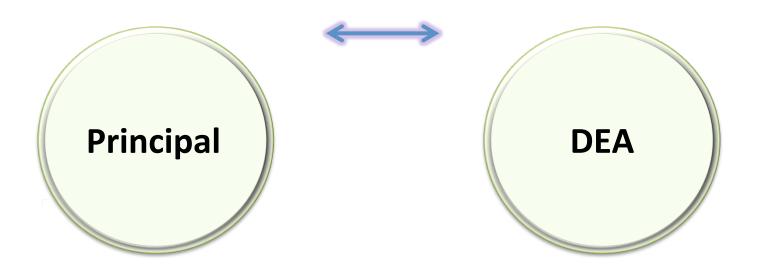


School Program Plan

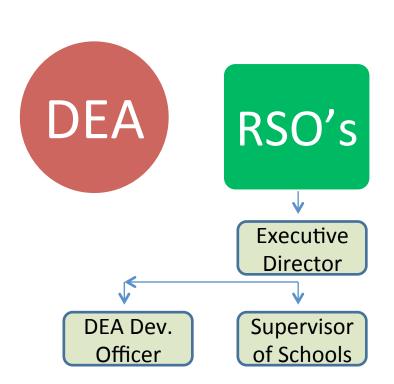
Principal

Inuuqatigiitsiarniq **Policy DEA Principal Recruitment and Assessment** Innait Inuksiutilirijiit





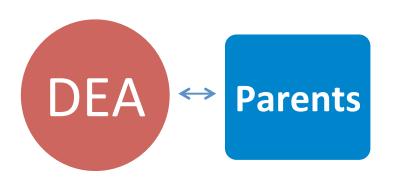




DEA Relationship with the Regional School Operations (RSO's)

- ☐ Contact with DEAs varies in frequency.
- ☐RSO's supervise principals
- ☐RSOs provide assistance with interpreting policies and laws
- ☐RSOs assist with major problem solving
- ☐RSOs mediate problems between Principal and DFAs





DEA Relationship with Parents

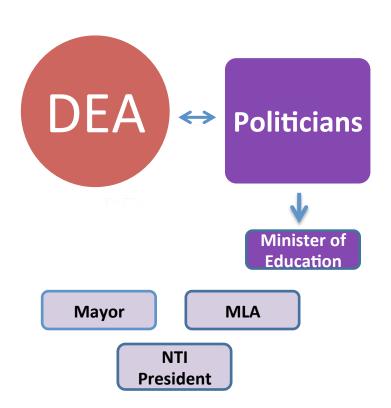
□DEA is the "voice of Parents"

☐Important for DEAs to listen and understand the concerns of parents and voice their point of view in DEA discussions.

☐ Key relationship between the DEA and the community.

□DEA assists in mediating conflicts between parents and the school.





DEA Relationship with Politicians

- ☐ Key relationship is with Minister of Education, to range of issues identified in the Nunavut Education Act.
- ☐ But DEAs can also deal with the Mayor, the MLA, the President of NTI, the Premiers to advocate for change.
- ☐ Politicians are key relationships in advocating for change in education in your community, region, or territory.

ADVOCACY



- A key role of the DEA is to <u>advocate for change in</u> education. (dumb Q, is advocate and lobby same?)
- Advocacy is a process started by the DEA aimed at changing aspects of the education system including advocating for more resources.
- Advocacy can include issuing press releases or doing TV and radio interviews, speaking at public events or conferences, publishing research or lobbying your MLA or Minister of Education.
- It is very important to collect information about the problem before advocating for change.

ADVOCATING FOR CHANGE



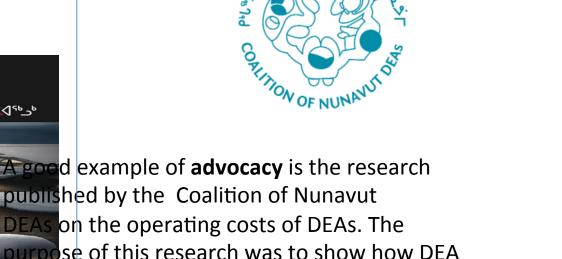
- 1. Identify the problem.
- 2. Gather information about the problem
- 3. Summarize what the information tells you.
- 4. Identify who you send information to or who you should meet with.
- 5. Present your arguments for change
- 6. Follow-up

ADVOCATING FOR CHANGE – AN EXAMPLE



An Evaluation of the Operating Costs and Responsibilities of Nunavut District Education Authorities

Final Report



purpose of this research was to show how DEA

Budgets (tools and resources) have not kept up to the num
new responsibilities DEAs have under the new

Education Act.

Prepared by Aarluk Consulting Inc. on behalf of the Coalition of Nunavut
District Education Authorities
September 2012



aarluk(15656

AULATTINNIQ - TAIMA



