



**LIFELONG LEARNING SECTORAL FOLLOW-UP SESSION
EARLY CHILDHOOD DEVELOPMENT AND
KINDERGARTEN –GRADE 12
FLIP CHART NOTES
INUIT BREAKOUT GROUP**

The following reflects a transcription of the comments posted on flipcharts in response to the questions indicated below in boldfaced text, during the breakout group discussions.



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Definitions of Success

COMMON ISSUES

Essential elements of the Lifelong learning continuum applied to ECD and K-12 based on papers submitted as amended by the Inuit Breakout Group:

Values Foundation

- Holistic approach and systems
- Community approach
- *Well articulated expectations that express hope for future and to provide tools for choices*
- Meets specific needs
- *Language and culture in curriculum*
- *Aboriginal languages recognized as “official languages” → equal funding*

Essential Elements

- Coordinated approach
- Cultural language program
- Culturally appropriate curriculum
- Special needs programs
 - *Gifted as well as handicapped*
- Skill development
- Informal learning developed & recognized
- Funding for all aspects – capital
- *Knowledge of self – foundational element of success*
- *Accessibility to ECD and high school in communities*
- *Access to wellness programs – once a child is labeled as special needs – the better the diagnostic tools, the more problems that come up and therefore, more expense is incurred*
- *Effects of children’s TV programs -language and culture (APTN language is English. Rather than use English, insert Inuktitut into children’s programming to encourage appreciation and respect of language*
- *Curriculum and components for all jurisdictions and reflect Inuit (See themselves)*



Systemic Supports *at all levels and transitions*

Infrastructure:

- Capital
- Staffing
- Operations and Maintenance
- *Aboriginal languages recognized as “official languages”*

Systems:

- Social
- Housing
- Economic development
- Environment
- *Traditional economy*
- *Sustainable, culturally appropriate systems will address challenges and support success*

Issues of Jurisdiction and Control

Launch Question:

How will we address the issues of jurisdiction and control that impact on access to, and success within ECD and, K-12 programs and services?

Discussion Question:

What are your recommended actions for addressing issues of jurisdiction and control?

Key Messages

- Respect land claims agreements – equality +
- Increase participation in development of criteria for funding
- Recognize regional costs of doing business and provide resources, plus build capacity/capital to address historical deficiencies – lacks “catch up”
- Two way dialogue with governments and Aboriginal Peoples



Flip Chart notes	
Immediate	Long Term
<ul style="list-style-type: none"> • Decrease barriers • Increase participation (Federal, Territorial, Divisional Boards) • Coverage of urban, rural, northern (mobile population of Inuit regions) • Language development programming • Recognition of Aboriginal languages • Policies too broad - miss key issues • Realistic competency and professional development policies and programs • Recognize rightful credibility of Inuit culture and values • Realistic financing arrangements • Disburse “catch up funds” • Realistic criteria for accessing funds for programming ie: daycare subsidies, language. • Know your people and cultural/environmental factors • Equality 	<ul style="list-style-type: none"> • Right money to go to right people • Less layers to access program dollars • Take more control over boundaries and decisions • Breakdown of federal fiefs • Stop making decisions in isolation from communities • More curriculum development money for Inuit • Capacity to implement basic rights • Government do not respect land claims • Accountability of Inuit specific monies

Key Messages

- More human and financial resources for Inuit to take control of the education system and contents; - One-stop shop for educational funding programs; more federal understanding of Inuit communities/regions conditions/needs
- Inuit control of Inuit curriculum from early childhood to post-secondary, i.e.: Inuit culture and values as foundation rather than fitting in
- Housing, social, health etc. must all be addressed to help in quality ECD program delivery
- Government of Canada needs to take responsibility for present situation on education

Flip Chart Notes	
Immediate	Long term
<ul style="list-style-type: none"> • Training and education (Nunavut) • Teacher recruitment for all Inuit jurisdictions • More Inuit leaders in the education field • More resources for Inuit to develop their own curriculum 	<ul style="list-style-type: none"> • Implement article 23 (Nunavut) • More Inuit teachers for all Inuit jurisdictions • (Long and Short term) Create more Inuit specific programming while still meeting the provincial grad requirements



<ul style="list-style-type: none"> • Pilot projects for more parental involvement designed by Inuit communities (\$) • More resources for Inuit communities to develop their own ECD program • Federal government needs to take responsibility for their current education situation/state and promote resources for Inuit to fix system • Include aboriginal peoples in their communities when determining research policies and programs • Housing, Social, health etc. must all be addressed to help in EC(D) and E(d) • One stop shop for ECE funding programs • Proper facilities to carry out ECE programs • Understanding of financial needs on infrastructure by GOC in Inuit communities 	<ul style="list-style-type: none"> • (Long and Short term) Balance community and government needs in community development • Control over teacher university programs to teach aboriginal language and culture vs trying to fit into mainstream programs • Inuit values and culture as a part of University teachings
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Key Messages

- (See syllabics) Inuit control and ownership; Inuit to define what Inuit culture and language is on our own terms/standards

Flip Chart Notes	
Immediate	Long Term
<ul style="list-style-type: none"> • Pupil/Teacher ratio → • See Syllabics • Overcrowding classrooms → • Inuktitut/Aboriginal languages to be recognized as official languages in Canada • See Syllabics • More visual presence of Canadian Heritage → • Ongoing learning for Inuit teachers in language/culture • See Syllabics • Inuit teachers should receive the same standards as any other teacher in Canada • See syllabics • Elders should be recognized as language/culture (life skills) teachers <u>present</u> in the schools • Cultural instructors in he schools should be included in staffing/funding formula • IQ as interpreted by Inuit to be adopted in the schools • Inuit developed standards/and curriculum not ‘made in Japan’ • See syllabics • Curriculum/educational resources – books, audio, video 	



<ul style="list-style-type: none">• Access to health services for diagnosis for children in need• Pan-Inuit comprehensive school health approach (what does healthy holistic approach look like?)• Develop local control and capacity• Initiate pilot projects in communities to identify best practices for community learning networks → (also long term)	<ul style="list-style-type: none">• Community learning networks
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**How will we work with others to implement our recommended actions?
(e.g. normally work with; could easily work with; don't work with now)**

- Across jurisdictions → needs to be funded
- Inuit control/influence over education
- Collaborate between land claims corporations and others
- With Canadian Heritage on recognition of Inuktitut
- Email networking on best practices
- Develop common vision at regional level to overcome geographic/political differences
- Continue collaboration on I.E.C.D. strategy
- Include everyone (other Inuit not at this table) to find their ideas
 - Are others willing to work with us and who are 'they'?
- Our departments/divisions at regional level need to work better together first
- Internal collaboration is first step to working with others and increasing funding (e.g. federal)
- Elders voice/role in education as an integral part to strengthen culture and language (role in design of system – not add-on to existing system)
- Work closely with Inuit organizations and governments to ensure existing resources are applied (e.g. no HIV/AIDS coordinators in regions)
- A need for leadership to create a national Inuit research centre to guide policy and curriculum development (collect existing and new data)
- A cultural and language center in the (smaller) communities
- We have to be able to work together and with groups who have the same mission
- In some cases, Hamlets don't know How to Do what they seek ... to encourage their children to go into professions (i.e. nursing, doctors)
 - We have the will, but we don't know how...no capacity to do this...can 'you' help
- We need an education standards association for Inuit in Canada
- Inuktitut dialect that is understood by all (e.g. The Queens English)
- Inter-departmental federal process to coordinate programs
- Role of Elders to be part of developmental process and to help strengthen youth's knowledge of their cultural/Inuk identity – this will reduce barriers
- Include Treasury Board at these sessions – they make the rules



- Support healing amongst parents, elders and men at many levels so schools and students have ‘role models’

Access and Integration

How do we improve access to ECD initiatives? (remember the lenses)

Key Messages:

Funding: Inuit need integrated, stable, short and long term funding for improving or creating infrastructure and Inuit-specific materials and equipment

Program content: We need to build capacity of parents (literacy/wellness) so they can participate in ECD initiatives. Adopt best practices by evaluating current or previous research/programs. We need better educated and trained staff to better promote and deliver programs in the community. Entry requirements for ECD programs must be all inclusive and flexible.

Process: There must be universal access to the Aboriginal Head start program for all Inuit children. ECD program administration (i.e. application, reporting) must be simplified.

Flip Chart Notes:

Immediate	Long term
<ul style="list-style-type: none"> * Look up the web page * Create Inuit/regionally appropriate infrastructure * Do away with stove-piping (combine programs) * Make personal contact with Director 	<ul style="list-style-type: none"> *Funding resources to: <ul style="list-style-type: none"> Training more staff Educate and train *Entry requirements - make more flexible *Program deliverers → promote the program in the community
<ul style="list-style-type: none"> * Ensure at-risk families are able to participate equally 	<ul style="list-style-type: none"> *Ensure access to ECD program for ALL Inuit children and families (100%) in Inuktitut *Staff are sensitive to culture being ‘life is not a bed of roses’
<ul style="list-style-type: none"> * Longitudinal and long term funding 	<ul style="list-style-type: none"> *Multi-year funding → one stop shop funding process
<ul style="list-style-type: none"> *Enhance AHS/ECD programs to all Inuit communities – access expanded to ALL Inuit groups *Adopt best practices ECD to ensure it (\$) is working criteria is relevant *Use previous studies to increase quality/accessibility (i.e. OECD – organization for economic cooperation and development) *Health and wellness policies for children and 	<ul style="list-style-type: none"> *More regional office into region (not Edmonton) *Simplify application processes and decision closer to community level and evaluation and reporting process *Hands on learning/practical skills/social bonding activities *One check, one report per program



<p>parents (nutrition, sleep, security)</p> <p>*Funding (\$) for resource (curriculum ok development of Inuit specific materials and equipment (Inuktitut)</p> <p>*Given the significance of language and culture <u>loss</u> in Inuit communities that should be <u>universal</u> access to Aboriginal head start programs for all Inuit children</p> <p>*Embed ECD in a family literacy approach that focuses on parenting literacy</p> <p>*Use/Enhance existing infrastructure</p> <p>*Urban Inuit have problems accessing pan-aboriginal administered initiatives</p>	<p>*Funding (\$) for resource (curriculum ok development of Inuit specific materials and equipment (Inuktitut)</p> <p>*Given the significance of language and culture <u>loss</u> in Inuit communities that should be <u>universal</u> access to Aboriginal head start programs for all Inuit children</p> <p>*Embed ECD in a family literacy approach that focuses on parenting literacy</p> <p>*Use/Enhance existing infrastructure</p> <p>*Urban Inuit have problems accessing pan-aboriginal administered initiatives</p>
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How do we improve Integration (coordination) between systems involved in ECD initiatives? (Remember the lenses)

Key Messages:

- We need Inuit- specific programs that address needs from a holistic perspective and recognize actual costs
- Realistic funding formulas that recognize the federal obligation to allow for ECD services that address issues
- Follow best practices for every region and community, not parachuting ideas, programs that are not relevant guide lines or criteria
- Family and community involvement to encourage learning continuum

Flip Chart Notes

Immediate	Long Term
<p>*Multi-year funding agreements – not year to year applications or different pots of money – ongoing, better, more funding (also long term)</p> <p>*OECD report on child care recommendations – look into</p> <p>*Development of a protocol for dealing with Inuit issues (to ensure Inuit driven practice) (also long term)</p> <p>*Funding provisions be addressed to appropriate organization (e.g. AHS \$ go to schools/boards (also long term)</p> <p>*"If it's going to be its up to me!"</p> <p>*Applying (proposal writing) is also a barrier to accessing funds – this might be a literacy issue that needs to be addressed in this <u>knowledge</u> based society</p>	<p>*Work plans that can be revised and tracked to meets needs and gaps in service</p>



<p>*Simplify the reporting process of contribution dollars</p> <p>*Unfair rules made up by Treasury Board in reaction to all the scandals caused by MPs or bureaucrats are causing barriers and difficulties at the community level</p> <p>*Building healthy communities start with 'healthy families'</p> <p>*Building TRUST amongst our people, Educating our people</p> <p>*Informal discussions (including sharing best practices) between directors of the programs (especially in small communities) could lead to regional level discussions between communities (but no money)</p> <p>*Training together between urban, rural, Nunavut/Nunavik centres to build on each others skills</p> <p>More flexible access - program models, funding and ability to support culturally appropriate programs that may differ geographically across regions</p>	<p>*We need to have support systems in place to promote healing and wellness</p> <p>*Women are good leaders too, just because some are elected does not mean they are <u>leaders</u></p>
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K-12 Access

How do we improve Access to K-12 initiatives (remember the lenses)

Key Messages:

- In every community K-12 in Inuktitut, appropriate Inuit specific programming using different and creative delivery mechanisms, parental/community participation
- Elders should be able to access some sort of certification to be able to 'teach' or instruct, transmit knowledge and be paid appropriately
- Smaller classrooms (student/teacher ratio) reducing multilevel classrooms, support and resources (training and persons) for special needs children (access to rehab teams/resources)
- Multiple options for student (trades and academics)
- Transportation, housing, health issues have to be resolved
- Adequate benchmarks and appropriate support for students (guidance counselors, career counselors, land program, community level exchange programs, role model, peer support, age 6-14)



Immediate	Long Term
<p>*all Inuit communities should have high school in their communities in traditional language with choices of courses be creative to implement in small population communities</p> <ul style="list-style-type: none"> - long distance courses (i.e. telehealth) - traveling teachers - video conferencing - technology - install FM system <p>*Accessing knowledgeable people to implement or develop culturally relevant program that fits for students</p> <p>*Elders in each school to assist – give certificates to teach</p> <p>*Transportation (cold weather; lower grades)</p> <p>*Balance community participation</p> <p>*Access to rehab - teams</p> <p>*Special one to one support and increase training and human resources</p> <p>*Smaller class sizes teacher/child ratios</p> <p>*Reduce multi-level classes (i.e. 2-3 splits)</p> <p>*Land programs that are not paper trail cumbersome</p> <p>*Career counselors</p> <p>*Exchange programs in the north</p> <p>*Multiple option graduation requirements</p> <p>*Improved access to courses in the community to prepare students to post-secondary</p> <p>*Adequate housing, primary health care</p> <p>*Federal employees/bureaucrats mandatory to have orientation and sensitivity training about Inuit and the cost of doing business North of 60 and outside of Ottawa</p> <p>*Adequate ‘benchmarks’ for student growth</p>	<p>*Bring federal people into this discussion</p> <p>*Create a culturally entrenched community supported school system</p> <p>*Stop mixing the messages – pay serious attention to building a system based on Inuit cultural values and beliefs in order to prepare capable human beings (i.e. don’t expose children to things they are not ready to learn yet)</p> <p>*Guidance councilors in all schools including urban (really short term)</p> <p>*Delivery of subject/program specific courses (trades and academics)</p>

K-12 integration

How do we improve integration (coordination) between systems involved in K-12 initiatives? (remember the lenses)

Key Messages:

- Inuit education directorate (urban inclusive) for the purpose of redesigning an Inuit relevant education system. Not merely ‘integration’ but foundation (i.e. all aspects including training, Inuit controlled research)



- Continuous learning between ECD and K-12, and post-secondary for smooth transitions between stages of learning (i.e. community learning networks)
- National Inuit educational research center to develop an inclusive research based education system. A place to collect data (Inuit directed)
- Federal accountability towards Inuit land claims agreement obligations (\$\$\$\$\$)
- Identify roles of social, health, parenting, elder and community members in contributing to and enhancing student retention and support

Flip Chart Notes:

- MOU of understanding between all levels to work together share resources and information
- Continued transition from ECD to schools culture language programs and supports - ensure integration between programs
- Create consistent standards and a degree of seamlessness between programs
- Coordinate training between different regions (urban, rural)
- Data base (programs/stats) across jurisdictions
- Inuit controlled research across all regions, one vision – Inuit culture as a foundation
- Federal aware(ness) and accountability towards Inuit land claims agreement obligations (don't just put it on the shelf after signing the agreement)
- Inuit education directorate for the purpose of redesigning an Inuit appropriate education system
- Continuous shared evaluation to determine improvements needed
- Create alternatives such as the Bridges program at St. Pat in Yellowknife - not all the students are academically inclined
- NS (Nunavut Sivuniksavut) model should be implemented in high schools - adopted by all Inuit regions
- Make it mandatory to have qualified career counselors in High Schools
- Parental accountability
- Wellness/housing etc plays a part
- Elementary school vs. high schools - should be separate buildings
- Better transition between ECD, K-12, Post secondary (including labour skills) federal programs (ex. Dropout rate for post-secondary students)
- Access to school completion programs for students to finish school or not drop out
- Twelve week High school courses
- Improving infrastructure to modern 2004 codes
- Environment to reflect the Inuit values and community
- Promotion by merit, not by age
- More land based programs
- There needs to be an alternative schooling - mainstream does not always meet student needs
- Breakfast and lunch programs



- More Inuit community member role models in school (i.e. Inuit RCMP)

Building Capacity and Sustainability

(What to do → How to do it?)

Summary report – See Inukshuk

- Build on the foundation of wellness, infrastructure, funding, people
- Knowledge building through Public Relations/Education, materials, focus groups
- Build healthy families through Learning Networks of Elders, Leaders, Parents (and interagency links)
- Training
- Revenue sharing; multi-year funding; cost sharing
- Education and Industry partners
- Provision of opportunity
- Sponsorship, Volunteerism, Technology/sports development
- ECD curriculum
 - Inuit perspectives and expectations, evaluation and monitoring,
- K-12 Curriculum
 - Relevancy and availability to all educators
- Knowledgeable Confident learners
- Inukshuks need supports added as time goes by to ensure continued balance
- Revolving leadership (Inuit-federal-provincial-Territorial-Municipal, etc) Taking lead where needed (as when geese fly)

Flip chart notes:

- 1) Knowledge-building around issues of education – to promote dialogue, meaningful consultation and shared understanding
 - P.R. work, focus group meeting, PSAs, TV spots, pamphlets, posters, work with interagency groups
- 2) It needs to start at home i.e. use language at home, self healing, family support
- 3) Capacity building in early childhood is essential to build strength in later years
 - Elders need to be involved in EC programs and become more involved in working within the families
 - Also identify what needs to be taught in order to prepare a child and who should be involved in teaching
- 4) Formal and informal training (Inuktitut, in the north) Colleges, etc. e.g. ECD training exchanges
- 5) Mentoring programs (intra and inter-regional)
- 6) Providing opportunities for children/youth to contribute/give back to the community (i.e. working for the common good without expecting a reward)
 - Establish this as part of the evaluation system



- Build into curriculum expectations
 - Set expectations for educators
 - EC programs – cultural expectations around serving, etc.
- 7) In order to have common understanding, especially around capacity concepts, we need to gather terminology and define the concepts around the terms
- create an Inuktitut language centre (terminology centre like in Iceland)
- 8) Capacity comes from keeping your language and culture (clear cultural identity) and this come from values and beliefs
- Restore role of elders as recognized educators
 - Research IQ into curricula ECD/K-12 +

“Healthy Communities start with Healthy Families”
“Strong Mothers/Father = Strong Families”

- 9) Develop the community learning networks
- How? Starts with understanding your community. What should sound like, feel, look express? Work then with your interagency committees to identify community needs
 - Empower interagency groups
 - Literacy programs like ‘reclaiming our sinew’/create stepping stones
- 10) Develop long term literacy development programs to meet the needs of women, drop outs, and people that were failed by the system in the 60’s, 70’s, 80’s, and 90’s
- 11) Capacity building has to start with basics and progress to more complex specialized training
- Partner with colleges/universities and private industry
 - Multi-year funding from all levels/areas
 - Arctic University (recognized)
 - Mentoring with people who do that, do the work
- 12) Infrastructure
- identify funds (revenue sharing, federal capital \$, cost sharing with partners)
- 13) Keep kids in school
- Mentor students with trades/academic
- 14) Sports programs
- Identify funds for equipment-donations/sponsorship
 - Promote volunteerism-recognition/incentives
 - Development (of) athletic associations in Regions – competitions between regions and Territories
- 15) Technology programs

Ensuring Sustainability (what to do → How to do it)

Summary Report

- Status Quo not working - Do not sustain the status quo



- Strategic planning
1. Systemic change to meet Inuit needs
 - 1.1 Address wellness issues by:
 - Regional addiction centres
 - Accountability from leaders
 - Speaking out against family violence, etc.
 - Healing programs
 - 1.2 Adequate Housing
 2. Curriculum Relevance
 - 2.1 Emphasize Inuit rather than ‘southern’ standards, values, methods, etc. (without creating extra load for students)
 - 2.2 Promotion of Inuit Curriculum
 - 2.3 Establish an Inuit working group
 3. Review ECD/K-12 best practices (language, culture, tradition)
 - 3.1 Research other examples (Greenland, Wales, etc)
 - 3.2 Sharing curriculum development resources etc. through different ways TBD (to be determined)
 4. Need funding and Inuit specific policies
 - 4.1 Funding based on need and real costs rather than per-capita
 - 4.2 Establish the true costs of doing business in the north by region and locality and community
 - 4.3 Pool resources (fed/prov/territorial, local) at a regional level
 - 4.4 Implement secretariat ASAP with regional input... so what we say is heard
 5. Appropriate training for educators, teachers, parents, children, Elders
 - 5.1 Identify existing training
 - 5.2 Provide cultural awareness training
 - 5.3 Create Inuit colleges, universities, vocational/occupations schools
 - 5.4 “Nunavut Sivuniksavut-style” programs in each region
 - 5.5 Transition (High school → College → University upgrading)

Flip Chart Notes:

ENSURING SUSTAINABILITY (of what? Not Status Quo)

What to do?	How to do it?
Identify Needs <ul style="list-style-type: none"> - Training, Human Resources (retain, community based) - BCGS - Community identified needs - Culturally awareness training amongst non-Inuit teachers - Student Housing increased 	Address wellness issues and needs Build capacity to deal with wellness issues (counselors, Inuit relevant healing, collective stance on family violence/addictions) Addictions centres in regions Demonstrate wellness from leaders From Inuit secretariat regional inclusive consultants to maintain communication with



<ul style="list-style-type: none"> - Basic training standards review Capital → Expand Capacity Systemic change to meet Inuit Needs Support strategic planning Curriculum needs to be addressed Access program Need Inuit Specific support for student transitions to different regions/urban Per capita funding not work(ing). Inuit Population has unique, high needs, costs associated with (e.g. transport, material, supplies). 	<p>communities re: upcoming funding portfolios</p> <p>Have feds/territories at table/discussing</p> <p>Web-broad band Internet access for communities for resource sharing</p> <p>Engage all Inuit</p> <p>\$ revenue sharing</p> <p>Shift attitudes that emphasize southern standards of educational success → public access → looking at shifts/ideas over last 20 years</p> <p>Pooling resources (fed/prov initiatives)</p> <p>‘eliminate stove-piping’</p> <p>Inuit Working Group to develop/implement strategy</p>
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Curriculum and Research Development

Conducting Research (What to do → How to do it)

Summary Report

What to do	How to do it
<ul style="list-style-type: none"> *Establish an Arctic Research Center <ul style="list-style-type: none"> Inuit owned, controlled, directed and designed to provide access to Inuit relevant/owned data, capacity building and recruitment of Inuit researchers, and focus on Inuit issues for informed decision making by Inuit *Repatriation of research material *INAC Artic Research and Training centre *Artic Economic Strategy – a research component with Inuit participation? 	<ul style="list-style-type: none"> *Each region (mutual agreement) identify needs for research and mandate ITK (focus groups; identify what’s working; involve whole community; barriers) *Create national working group to develop the plan for the creation of the Research Centre *Approach GOC and Canadians and other universities for partnership agreements *Inuit own 50% through ‘sweat equity’ *Compile existing data *GOC must provide resources * Implement claims agreement provisions *Stockpile ‘curriculum’ that exists – Elders



Flip Chart Notes

Conducting Research

What to do? -> How to do it?

- *Have research come from within the community (community control)
- *Focus on target, what do we WANT/NEED to find out?
- *Find the root of the problem and work towards a solution TOGETHER (i.e. drop outs/absences; suicide rates, FASD, What makes students succeed? Early childhood programs – is it working or not?)
- *Focus groups for specific research topics
- *Have results/follow-up available to community (Nunavut Research Institute)
- Tighten regulations for follow-up
- *Presentation of findings to communities, organizations
- *Interdepartmental (federal/territorial) collaboration/cooperation partnerships
- *Think about the quality of research and what does it mean to decision makers to enhance their decision making
- *Create an Inuit **Owned/Controlled** Research Center to share ideas and info – think tank function
- * Capacity Building for doing research (Inuit Researchers)
- *Anthropological depth for research – put a human face to it
- *Community control of data and findings
- *Repatriate research data/linguistic/anthropologic
- *Relevancy of data to Inuit
- *ITK lobby for ARCTIC RESEARCH CENTRE
 - approach Canadian and other universities to partner
 - Inuit 50% owned through sweat equity;
 - approach Alaska University, Copenhagen;
 - Federal \$\$

Curriculum Development (What to do → How to do it)

Summary Report

- National action oriented Inuit Working Group/Steering Committee on education for lifelong learning (driven by Inuit – see syllabics)
- Based on Inuit Qaujimagatuqangiit (Inuit Knowledge/way of life), determine ‘things’ that should make up curriculum (must include evaluation, be in tune/balanced) (Research Group reporting to #1 above)
- Legislation to ensure Inuit (see syllabics) language rights and to preserve and enhance vitality of language and culture (see syllabics) throughout a ‘bilingual’ system (Enables the needed capacity supports and funding)
- Teachers and students – how can they carry the extra load? Inuit



- Prime Minister said there would be an Arctic Strategy – each strategy should have a research component that is Arctic specific

Flip Chart Notes

CURRICULUM DEVELOPMENT

WHAT TO DO	HOW TO DO IT
<ul style="list-style-type: none"> *Collaboration with other jurisdictions as there are curriculum developments going on in isolation *Research and collaboration (ECD and K-12) *Mentoring models for curriculum research and development *Work with federal programs on initiatives (Statistics Canada) *Meet all learning styles *(See Syllabics) Curriculum for academic and trades (alternative) oriented studies for bilingualism and independent outcomes *Develop the Multiple Options Graduation Requirements (Arts, Economy, Tourism, Sports, Human Services, etc) *Legislation on bilingualism *Develop the Human Resources capacity on resources *Keep parents/community actively involved 	<ul style="list-style-type: none"> *IQ is the foundation of curriculum development in Nunavut with Elder Advisor (experts and experienced Inuit teachers) *Recognize the \$\$ figure to implement collaboration *Internet technology *Continue Inuit ECD and implement WG (working group) – follow strategy *With universities *Inuit driven for Inuit (all lenses) *Inuit participation in developing research questions *Resource development *'Stock pile' Elder's knowledge *Inuit Broadcasting Society - IBC (raid CBC) and Inuit Research Institute *Catalogue the existing resources at CBC, IBC, Universities, etc. *Define clear roles of F/P/T/ I of responsibilities *Keep Inuit language and culture alive *More training and infrastructure *Get input from RWED (interagencies), hamlet, hunters, elders, etc <ul style="list-style-type: none"> - empower majority - deal with wellness issues - develop partnership - build capacity to create healthy families who can learn successfully



<p>*Identify the key ‘things’ to being Inuit (see syllabics)</p> <p>*Delivery models</p>	<p>*Empower Inuit to share their resources with all teachers (i.e. Teacher Education Program - TEP, used to assist in curriculum development, every class to develop a section</p> <p>*Literature development/audio talking books</p> <p>*National Inuit Working Group or steering committee on education and Lifelong learning</p> <p>*Resource revenue sharing</p> <p>*content and processes and when (milestones, seasonal alignment) collected by working with elders</p> <ul style="list-style-type: none"> - create a research process - fund cross jurisdictional sharing <p>design a development framework for Inuit children</p> <p>*History of who we are as Inuit – establish a process to document the history (timelines)</p> <p>*Review best practices for TEP (i.e. Kativik successes)</p> <p>*Identify who can teach what (not necessarily Beds) but certify those with expertise</p> <p>*Develop in-service training/Professional Development for non-Inuit educators</p> <p>*Review curriculum in TEP programs and redesign to provide strength in language and culture</p> <p>*Process needs to ensure the viability and validity of the curriculum as it is rolled out including student satisfaction</p>
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Working together with other stakeholders

What can the government (F/P/T) do to work with you to get these things done (e.g. Jurisdiction and control; Access; Integration; Capacity; Curriculum; Research)

What to do	How to do it
<p>1. Who is going to oversee the recommendations coming from this meeting</p>	<p>1. Develop a national Inuit Working group that will over see the recommendations from this meeting.</p> <ul style="list-style-type: none"> → look at the roles and responsibilities of all parties especially governments; → capital infrastructure; → catch-up;



<p>2. Immediately act on the elders knowledge – research – and other resource bases (i.e. CBC/Universities)</p> <p>3. Integrate and pool our resources to develop a language resource book</p> <p>4. Requirement to educate non-Inuit about the distinct culture and realities this can be done through #3</p> <p>5. The need to integrate and develop Inuktitut</p> <p>6. The key elements – learning process skills/what should we include in the schools, outside of schools</p> <p>7. Special needs children</p> <p>8. There should be a pledge in the schools</p>	<p>→ wellness and healing; → Follow-up on the process → develop indicators (the place to start is a discussion with the federal government to determine where they are at: where is the federal government in this discussion? There is no room in this discussion.</p> <p>2. Inuit specific group set up under the Work Group/work with universities</p> <p>3. Contract someone (IBC) to develop a resource to be used in schools.</p> <p>4. Establish the education centre that Inuit can do #3</p> <p>5. Assistance to develop curriculum with the help of education experts. This is tied to...</p> <p>6. Government has to change the way they deal with Inuit (i.e. capacity building – Inuit have to define this, not the government</p> <p>7. Health Ministry or other ministries should assess special needs children. Lunch programs needed for all schools</p>
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Summary Report (What can the government do to work with you)

- What can the government (federal, p/t) do to work with you to get these things done?
- Where are they in this discussion (community based at this point)
- Identify who will oversee recommendations
- Resource the proposed national Inuit working group on lifelong learning
- Establish the ‘research/education centre’
- Immediately act on retaining Elders knowledge
- Provide capital, infrastructure, ‘catch-up funds’ and experts
- Change the way they deal with Inuit on capacity building – work from an Inuit developed definition
- Health Canada conduct an assessment of special needs students



How will we know we are making Progress

Summary report

- Starts with us first
 - clarify what we mean when we say “culturally appropriate”, “culture and language”
- Adequate (additional) resources
 - Otherwise we only make small progress on the backs of Inuit and take funding from other programs
- ECD-Grade 12 indicators:
 - Increased attendance in schools
 - Increased level of high school graduates
 - Inuit relevant curriculum
 - Use of language in classroom
 - Monitoring systems (region) to gauge children’s success
 - Certified teachers –ECD – K-12
- Good and relevant addiction and violence programs
- Active Working Group guiding Federal Government (MOU on Federal role)
- Adequate buildings
- We see our IQ in the curriculum on an equal footing
- Real measurements are long term
 - Decreased suicides
 - Improved Mental and Physical Health
- We have ‘successes’ sitting amongst us
 - Support systems are in place for their continued success

Flip chart notes:

- Dealing with the change(s) we are proposing or considering
 - It starts with us first
 - We will need to clarify for ourselves what we mean when we say ‘culturally appropriate’; ‘culture and language’
 - without proper (additional) resources, we make small progress on the backs of Inuit and taking from other things
- Increased attendance
- Increased high school graduation (quality)
- Increased Inuit relevant curriculum
- Increased use of language in classrooms
- Active working group guiding federal government – MOU on federal role
- Increased buildings
- Decreased addictions and family violence



- Monitoring system (region) to gauge children's ECD and K-12 success
- Increased certified ECD and K-12 teachers
- Real measurements are long term
 - Lower suicide
 - Healthier people
 - Mental health
- We have success sitting amongst us – we need to create the support system needed for continued success
- We see our knowledge, concepts, practices in the curriculum learning guides of a single education system

COMMENTS ON THE REPORT (SUMMARY REPORT):

- More emphasis on the role of Elders: Elders recognition, certification (should be emphasized); Have to make sure that 'elders' have some sort of certification and qualified to be an elder – educator/expertise
- Commend use of Inuktitut
- Role of women
- Fields in sport technology