

Glossary

Terms and acronyms used in this document

Amendments

Amendments are changes made to legislation (laws) to adjust the legal framework within which programs and services are delivered. Legislation sets out roles and responsibilities, accountabilities, and what actions or decisions are allowed or prohibited. In the education context, making amendments to legislation does not mean direct changes to curriculum, teaching resources, policies or procedures. Those types of changes, while equally important, are made separately to amendments to the legislation. All of these changes, legislative or not, are part of developing a high-quality education system.

Bilingual Education

This refers to the delivery of the Ministerial curriculum using two languages of instruction, where the intent is for students to graduate with the ability to speak, read and write in both languages of instruction. The percentage of instruction in either language is set out in a framework and varies from grade to grade, and at the higher grades there is a variation between subjects.

CNDEA

Coalition of Nunavut District Education Authorities. The Coalition acts as a representative body for the DEAs as a group. Its members are the chairs of each of the DEAs. It has a board with an elected chair and directors, as well as headquarters, with employed staff, in Iqaluit.

CSFN

La Commission scolaire francophone du Nunavut is responsible for the delivery of French First language programming in Nunavut to the children of Francophone parents, as set out in the *Charter of Rights and Freedoms*.

Curriculum

Curriculum refers only to the curricular outcomes expected of each student at a particular grade level. It is a framework for instruction based on teaching goals. It does not refer to the methods, tools and resources used to help students reach the goals/curricular outcomes.

Curricular Outcomes

The points along the path (the curriculum) that determine what a student should know and be able to do, in each subject or skill, as they move through each year of the Education Program.

DEA(s)

District Education Authority(ies). Organizations in each community of Nunavut, including Apex, that are made up of locally-elected members. DEAs hold a variety of responsibilities under the current *Education Act*.

Education Program

The Education Program includes the Ministerial curriculum (curricular outcomes) from Kindergarten through Grade 12, as well as the tools, methods and resources used to achieve the curricular outcomes. It can be modified by local programs.

Education Staff

Principal, vice-principal, teachers, student support teachers (SSTs), Ilinniavimmi Inuusilirijiit (school community counsellors), teaching assistants, teacher trainees. The term 'teaching staff' refers to only the principal, vice-principal, teachers and student support teachers. The term 'school staff' refers to all staff members at a school, including school secretaries and janitorial staff.

Inclusive Education

A philosophy that ensures access for all children to both the Education Program offered in the regular instructional settings with their peers, and supports required to meet their individual learning needs.

Inuit Language/Inuktut

Refers to Inuktitut (for the Qikiqtaaluk and Kivalliq regions) and Inuinnaqtun (for the Kitikmeot region).

Inuit Qaujimajatuqangit

The foundational principles and concepts of traditional Inuit culture, knowledge and personal relationships. It is the knowledge that has been passed down inter-generationally by Inuit prior to European contact, applicable in current governance, and that can also be utilized in the evolution of governance in Nunavut. Inuit Qaujimajatuqangit forms the base and building blocks of the education system in Nunavut.

ISSP

Individual Student Support Plan. This is the plan, developed by classroom teachers, with the support of a school's SST and in consultation with parents, that helps student's achieve their goals and to maximize their participation and success in the Education Program.

Inuit Societal Values

The philosophical groundings of Inuit Qaujimajatuqangit, Inuit Societal Values include eight guiding principles:

1. *Inuuqatigiitsiarniq*—respecting others, relationships and caring for people;
2. *Tunnganarniq*—fostering good spirits by being open, welcoming and inclusive;
3. *Pijitsirniq*—serving and providing for family and/or community;
4. *Ajiiqatigiinni*—decision making through discussion and consensus;
5. *Avatimik Kamattiarniq*—environmental stewardship;
6. *Pilimmaksarniq/Pijariuqsarniq*—development of skills through observation, mentoring, practice, and effort;
7. *Piliriqatigiinni/Ikajuqtiinni*—working together for a common cause; and
8. *Qanuqtuurniq*—being innovative and resourceful.

These eight principles entail the basic qualities in life and encourage us to become self-reliant, lifelong learners and able human beings.

Minister

"Minister" in this document always refers to the Minister of Education. However, it is important to note that although the responsibilities and authorities that are given to the Minister by the legislation are held ultimately by him/her, often the practical day-to-day responsibility is delegated by the Minister to a member of their staff at the Department of Education.

Language of Instruction

The foundation of bilingual education, it is the language used in the classroom to teach and discuss a particular subject at a particular grade level, in order to deliver the Ministerial curriculum. In bilingual education the languages of instruction are the Inuit language and English. The goal of a bilingual education system is to graduate students fluent in both languages of instruction.

Local Program

A program that is developed by DEAs. These community-driven, locally developed programs enhance the Ministerial curriculum. All local programs receive approval from the department to ensure compliance. Local programs often focus on local language and cultural interests, but can also relate to other subjects or skills that are of interest to the community or local students.

NTA

Nunavut Teachers' Association. The professional organization that represents Kindergarten to Grade 12 educators in the public education system in Nunavut.

OAG

Office of the Auditor General of Canada. Reviewed Nunavut's education system and the implementation of the *Education Act* in 2013.

Part

The *Education Act* is divided into 15 parts, with each part concerning an aspect of the legislation and the related provisions. This includes, for example, things like registration and attendance, inclusive education, student records, and language of instruction.

Provision

A section of the legislation. The provisions in the legislation are the content of the legislation and set out the required or prohibited actions. In the case of the *Education Act*, a provision often sets out a role or responsibility for the Minister, DEAs or the education staff.

RSO

Regional School Operations. Each of the three regions in Nunavut has an RSO. Each RSO has an Executive Director, who is supported by one or more superintendents of schools, as well as other staff. These teams work to support the schools in their respective regions. This includes, but is not limited to, support with respect to human resources and school operations.

Self-reliant

Self-reliant graduates are able human beings who are lifelong learners with the skills to adapt to a quickly-changing workforce.

School Calendar

The calendar that sets out the number of instructional hours in a school day, as well as the various dates in an academic year, including regular school days, non-instructional days, school improvement time and professional development days.

Special Committee

Refers to the Special Committee to Review the *Education Act*, a committee of elected Members of the Legislative Assembly who were responsible for carrying out a mandatory review of the *Education Act* and the Nunavut education system as a whole. The Special Committee tabled a report of their findings and recommendations on November 5, 2015.

SST

Student Support Teacher. An experienced teacher who is assigned the role of supporting classroom teachers in class and with the development of ISSPs. SSTs also provide specific supports to individual students as set out in an ISSP.

Standardization

Standardization ensures that the education received and the educational outcomes for all students are consistent across the territory. This allows adequate assessments of both student progress and teacher performance to be carried out. Standardization most impacts on the Education Program, which is driven by the Ministerial curriculum, and not on local programming developed by DEAs. Standardization can be increased across the system while still retaining significant local control.