Standing Committee on Legislation Hearings on Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act Iqaluit, Nunavut November 26, 2019

#### **Members Present:**

Tony Akoak

Pat Angnakak

Joelie Kaernerk

Mila Kamingoak

Pauloosie Keyootak

Adam Lightstone

John Main, Chair

Margaret Nakashuk

David Qamaniq

Emiliano Qirngnuq

Paul Quassa

Allan Rumbolt

Cathy Towtongie, Co-Chair

#### **Staff Members:**

Michael Chandler

Stephen Innuksuk

Siobhan Moss

### **Interpreters**:

Lisa Ipeelee

Andrew Dialla

Attima Hadlari

Allan Maghagak

Philip Paneak

Blandina Tulugarjuk

#### Witnesses:

Melissa Alexander, Manager of Planning, Reporting and Evaluation, Department of

Reporting and Evaluation, Department of Education

Jack Ameralik, Vice-Chairman, Gjoa Haven District Education Authority

James Arreak, Interim Executive Director, Coalition of Nunavut District Education

Authorities

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Okalik Eegeesiak, Board Member, Iqaluit District Education Authority

John Fanjoy, President, Nunavut Teachers Association

Amy Hodgers, Member Services Administrator and Assistant Executive Director, Nunavut Teachers Association

Lori Idlout, Coalition of Nunavut District Education Authorities, Legal Counsel, Crawford Law Office

David Joanasie, Minister of Education
Jedidah Merkosak, Chairperson, Coalition of
Nunavut District Education Authorities
Kathy Okpik, Deputy Minister of Education
Doug Workman, Chairperson, Iqaluit District
Education Authority

### >>Committee commenced at 9:01

Chairman (Mr. Main)(interpretation): Good morning. We are going to resume our meeting this morning with the Standing Committee on Legislation. First of all, Mr. Quassa, can you say the opening prayer, please. Thank you.

### >>Prayer

**Chairman** (interpretation): Thank you, Mr. Quassa, for opening our meeting with a prayer.

We are here this week to discuss Bill 25. Yesterday we heard from the Minister of Education and shortly after that Nunavut Tunngavik Incorporated made their presentation, as well as the coalition of district education authorities, and then we asked them questions. There are still questions and we will continue with that. After we complete this group, we are going to hear from the teachers association this morning. Our colleague, Ms. Angnakak, still had questions yesterday, so we will start with her this morning. Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you.

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Good morning. I want to ask this other question. (interpretation ends) In the chapter of your submission which focused on the Education Act consultations that they did in the communities, you note one specific suggestion that the Minister of Education should have an advisory committee that is made of community advisors. Subpart 8 of Bill 25 proposes an amendment to section 190 of the Act whereby the coalition would assist the Minister in long-term planning for the public education system. Do you feel that the advisory committee of the community advisors would be better able to assist the Minister in long-term planning than the coalition would? Thank you, Mr. Speaker.

**Chairman** (interpretation): Thank you. Ms. Merkosak.

**Ms.** Merkosak (interpretation): Thank you, Mr. Chairman. The (interpretation ends) lawyer (interpretation) will respond to that question. Thank you.

**Chairman** (interpretation): Thank you. Ms. Idlout.

**Ms. Idlout** (interpretation): Thank you, Mr. Chairman. I also thank you for the question. What you're asking are two different things.

Our presentation which we submitted included a request from a community who wanted to establish a committee, as an example, to advocate on its behalf or as a reminder to government that communities had concerns that needed to be heard. It was recognized by some DEAs that the officials of the department overrode the communities' point of view due to the weight placed on their perspectives. They wanted local concerns to be weighted the same and the need to include it within the proposed legislation.

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The question you raised with respect to Bill 25 is a little bit different as well, but at least if a better explanation was provided, it would allow us to understand how this aspect would be publicized, especially how the Minister of Education would deal with issues that are forwarded by the local DEA. Obviously it is quite clear that the Minister has to listen to his officials. How would the Minister put forward an initiative submitted by the community showing his readiness to listen to community concerns? I hope that my response was adequate. Thank you.

**Chairman** (interpretation): Thank you. It will be up to Ms. Angnakak to decide if it was an adequate response or not. It's not up to me. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Chairman. With respect to the question directed to us, we have contemplated the issues related to it somewhat, especially how it would work within a school, to try to improve the situation and whether it would require a formal plan as per the requirements of (interpretation ends) section 190. (interpretation) In studying that section, it contains instructions on how changes can be made within our schools. This also requires planning to that end and includes a number of issues, such as acceptable behaviour within the school. These would be incorporated into the plan. Based on our conceptualization, we believe it would take a comprehensive plan as we have modelled it.

We would have to plan and involve the DEAs on how we can provide further support as a coalition. It states that we, the coalition, would have to provide the training or orientation to the DEAs in the communities, and this is what would be included, especially when looking at supporting our students within that school to improve their education. That is my response to you, Mr. Chairman,

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and I give the floor back to you. Thank you.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

**Ms.** Angnakak: Thank you. (interpretation) Thank you for responding to me. Thank you.

(interpretation ends) I'll ask one more question. With respect to Bill 25's proposed amendments to inclusive education in the legislation, what is the coalition's position specifically regarding the role of DEAs in advocating on behalf of students? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Merkosak.

**Ms. Merkosak** (interpretation): Thank you, Mr. Chairman. James will respond to the question.

**Chairman** (interpretation): Thank you. Mr. Arreak.

**Mr. Arreak** (interpretation): Thank you to the member asking that question.

We must advocate for parents of students whenever problems arise within the schools, as their voices must also be heard. We, as the coalition, have planned out this advocacy role on behalf of the parents of the students. The (interpretation ends) DEAs (interpretation) already have fairly full workloads dealing with school operations. When they aren't involved directly, parents start submitting concerns directly to the next level, and they tend to follow the decision-making ladder.

However, it creates problems as well in terms of our advocacy, particularly to a parent who feels that the school administration has already made the decision, and they feel unwelcomed when submitting disagreements Δሮ<sup>®</sup>ው<sup>c</sup> ΡΠ<sup>6</sup>βΠ<sup>c</sup><ς. <sup>6</sup>d৮<sup>e</sup>ΦΓ<sup>b</sup>.

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with the school. The parents are made to feel unwelcomed whenever a problem arises with their child who is a student. To use the (interpretation ends) principal (interpretation) as an example, if they are unaware of the circumstances or of the community, or whichever, if they cannot understand the complaint, it can create a barrier to the parent who is trying to resolve the problem, especially when they are unilingual and can't speak English. This is the biggest obstacle that unilingual parents face.

We have to review whether or not (interpretation ends) inclusive education (interpretation) has been the focus of the school administration, so we have to create a path in some cases. Our local (interpretation ends) DEAs (interpretation) must also create a path forward when they allow parents to voice their concerns where their voices haven't been heard. I hope that was clear. Thank you.

**Chairman** (interpretation): Thank you. Are you done? Okay. Thank you. From Arviligjuaq, Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I say "good morning" to the witnesses. I have one question this morning, maybe because I still need to hear more from this group.

There's a section in the opening comments on the second page and it's in English, so I'll say it in English. I want to get clarification on the meaning. I'll read what is stated under the heading (interpretation ends) "English Bill 25 Submissions." (interpretation) I'll read what is stated in the fifth bullet in English so that I can be understood clearly. (interpretation ends) "We are encouraged by NTI's leadership and the 13 responses by Nunavummiut who voiced their concerns by using NTI's template offered as a service." (interpretation) Mr. Chairman, I'm asking for

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clarification on exactly what that means. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Idlout.

Ms. Idlout (interpretation): Thank you. Your Chairman, John Main, provided letters to us that came from members of the public who voiced their concerns and we read each of them. We wanted to also understand what other concerns people might have had. It was apparent that those who wrote letters used the template provided by Nunavut Tunngavik. We were pleased with the responses, but maybe they couldn't draft their own submissions due to time constraints. However, they believe in Tunngavik and they feel that they are represented by Tunngavik. We wanted that known and we mentioned it because we are proud of them. Thank you.

**Chairman** (interpretation): Thank you. Let's proceed. Mr. Quassa.

**Mr. Quassa** (interpretation): Thank you, Mr. Chairman. Welcome.

In the September 13, 2019 submission you had identified that you were never invited to discuss the legislation; (interpretation ends) "...invited to an open conversation about legislation..." (interpretation) However, it is noticeable in the submission you provided to us that when the (interpretation ends) Department of Education (interpretation) had the (interpretation ends) 2018 Education Act consultations, (interpretation) you said that you were not invited. I would just like to ask: when the Department of Education held consultations, were you not given ample opportunity to have a conversation regarding the proposed legislation? That's my question, Mr. Chairman. Thank you.

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**Chairman** (interpretation): Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you. I also thank the member for asking a good question. This matter which we brought up had the following issues; yes, we participated in some of the consultations when the department requested written submissions on Bill 25 during the review, nonetheless, we were not involved in the actual (interpretation ends) drafting (interpretation) of the legislation and that was our main reason for submitting our written response.

With the other issues, if I understood the question correctly, the other bodies or organizations such as the district education authorities and perhaps the CSFN, I forget which body, were involved right from the start when they began the drafting of the proposed legislation. That was our primary reason for voicing our concern, and our perspective on this matter was that during the drafting of the bill, we would be involved from the start. However, we were not invited during the drafting of the bill. That is my response.

Our chair may want to add to that. I'm done. Thank you.

**Chairman** (interpretation): Thank you. Ms. Merkosak.

Ms. Merkosak (interpretation): Thank you, John Main. Before they did community consultations, we had teleconferences with stakeholders, but we were not consulted and we were not contacted during the actual drafting of the bill. As we are the voice for the communities, it would have been nice to be involved so that we would know how the communities wanted the bill written and what it should contain. It would have been good to have a voice. I hope I responded adequately.

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Thank you.

**Chairman** (interpretation): Thank you. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you for that clarification. Mr. Chairman, if it's okay with you, I would like to ask the Minister this question. When bills are being drafted, as this is not the first time legislation has been drafted, have they involved district education authorities, their coalition, or anyone else in the past? Did they involve anyone when the bill was being drafted? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman, and good morning. Perhaps I will first address the comment that the CSFN was involved when the bill was being drafting. That was not the case. I'll make it clear that this is a government bill that was drafted only by the government.

With respect to Mr. Quassa's question, we wrote to Nunavut Tunngavik on July 26, 2018 and we informed them that we would begin consultations with Nunavummiut in September. We wrote them another letter on August 31 inviting them to attend the community consultations. We appreciate the fact that all the DEAs were involved during our consultation tour. They were involved with all the community consultations since they began on September 11. After the consultations, we had a meeting on January 15, 2019 to discuss what we heard. They are still involved in discussing what they have heard and what they would like to be done. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa.

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Mr. Quassa (interpretation): Thank you, Mr. Chairman. It is clear now. They don't involve anyone else while they are drafting legislation. That's clear. This has been brought up in the past. We have heard from NTI that they are not involved in that process.

I'll move on to something else and I will ask my question in English, Mr. Chairman. (interpretation ends) The francophone community of Nunavut is granted specific educational rights within the legislation because they are considered a language minority under section 23 of the *Canadian Charter of Rights and Freedoms*. By proposing that Inuit language speakers be granted the same rights, are you suggesting that Inuit language speakers also be considered a language minority in Nunavut? (interpretation) That's my question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Arreak.

Mr. Arreak: Thank you for the question. Our comment is around the situation of our language. At this point in the context of Canada, Inuit are very next to zero in proportion to the rest of Canada in terms of language. That's one.

Secondly, we think that because of the way the language is situated in Nunavut, we may be a dominant part of the society, but we're the least supported and developed part as one of the language holders in Nunavut. This is the point that we wanted to make, that we think that this government has to weigh this as you consider Bill 25. Even though in Nunavut Inuktitut is the dominant language, it is very unique and it is not supported.

When you look at the bureaucracy of government, what is the working language? It's English. Where is the Inuktitut flow? We

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CΔL L≪Lºd< Δ®baΔb®Π°Γ CdJ&Γς, ΡΑΘ ΡΊΡΑΤΟ ΔΦβαΔβΡΠ, ΊΡΕΔΑΠϽΊΕς. ΔΦΝϽΈς αΓ΄<? heard NTI's president talk about the frustration around the lack of services, government services and programs that are delivered in Inuktitut. Can they be delivered in Inuktitut? The government says they do, but do they? We weighed this into our approach and we think that more needs to be done to ensure that Inuktitut speakers, particularly Inuktitut-speaking teachers, need further support, extraordinary support to weigh in, in the context of the bigger picture.

We think Nunavut has a great opportunity through this bill to showcase that a unique part of Canada can be showcased through language and through this bill and education system that Inuktitut can become predominant because it's reflective of the population. We think that Inuktitut can become a great force of part of our education system.

It's long winded, I'm sorry, but this is part of the thinking that we applied to our opening statements and the positions that we have taken with this bill. (interpretation) Thank you.

**Chairman** (interpretation): Thank you. Mr. Quassa.

**Mr. Quassa** (interpretation): Thank you. Thank you for clarifying that for me. I will move on to something else. My question will be about school principals. They work with district education authorities to administer programs that will be used in schools. The roles of school principals have changed in Bill 25. From the perspective of the coalition, which advocates on behalf of district education authorities, are there any specific areas of the current legislation or proposed changes in Bill 25 which you feel should be amended to improve the working relationship between principals and the district education authorities? What areas do you think could be improved? Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Ms. Merkosak.

Ms. Merkosak (interpretation): Thank you, Mr. Chairman. Now, what we wish to see and what our communities want to see in terms of the position we stand from and are using now, the language stipulates that the district education authorities are in charge of the local schools and principals. However, when visiting various communities, for example, in the Kitikmeot where we travelled to and particularly in Taloyoak, if I am not mistaken, the school principal had absolutely no interest in working with the local DEA. The local DEA had a problem with that. They said the principal there even told his staff not to deal with the DEA. In talking with them, what we are following right now is the district education authority should be in charge of running the school and should be in charge of the principal.

It seems to be different in some communities since the board of education was dissolved. Even though the DEAs are elected by their communities to represent them, they don't seem to make use of them and whatever they say is ignored by the regional school operations. It's a problem in Nunavut. People don't seem to want to run for DEAs anymore, especially today since the changes in the education system were made and the dates for the DEA elections were changed. They don't seem to want to run for the DEAs because they know they will just be ignored, even when they are trying to represent their communities and trying to serve their communities. That needs to change.

We know our communities and we know what needs to change. He said they don't seem to be welcomed in the schools. If you go into a school, you will see a welcome sign. Even then you don't feel welcome. As a parent, if you don't go to the school often, you don't

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want to enter the school even though there are signs in the schools. That needs to change. In our communities, our children and grandchildren want to have a full education like us. Outsiders are used to coming in and making the decisions for us, which still takes place today. Our community members and indigenous people don't feel welcome. They just say yes because the school tells them to do this, even though the community should be saying what to do.

I hope I didn't make that too long. Thank you.

**Chairman** (interpretation): Thank you. I still have a long list of names. Mr. Quassa, you can have one more. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you very much. My last question to the Minister will be related to the one I just asked. With respect to the new Bill 25 that we just spoke about, how do you envision the structure of the bill? Some district education authorities probably experience the same situation that the chairperson of the coalition just explained. I would like to hear from the Minister about how the school principals will work with the district education authorities and how it was previously set up. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We want the responsibilities of school principals and district education authorities clearly outlined and we want them to have a clear understanding of how they should be operating. With the example that was given regarding what we heard in Taloyoak, that maybe some district education authorities should direct school principals on what they should be doing, we envision the district

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education authorities operating in a different way. They don't necessarily need to be in the schools on a daily basis, but they should follow up with the school principal or staff occasionally. There is a requirement for monthly reporting on what is happening in the school.

However, as to how the education system should be running, as I stated yesterday, we want standardized education, whether it's in Kugluktuk, Taloyoak, or Kimmirut. Even though that's the case, the district education authorities are the decision-making bodies for their communities' priorities and it includes setting the curriculum and agreeing on how the plans will be set.

Currently we want the district education authorities' roles and responsibilities to carry on. For example, the appointment of the school principal will still be held by the district education authority. We heard that they want to keep that appointing power and we have agreed with them. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Moving on. Ms. Nakashuk.

**Ms.** Nakashuk (interpretation): Thank you. Good morning and welcome.

First of all, I would like to congratulate Ms. Idlout. She completed her studies and was recently called to the bar. I had forgotten to congratulate her yesterday. We all congratulate you.

>>Applause

Yesterday when you were talking about the concerns that the district education authorities have, you said that the (interpretation ends) boards of education (interpretation) had been discussed. Were there questions on whether

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the boards of education should be reinstated or was it mentioned in the community consultations? That's my first question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Idlout.

**Ms. Idlout** (interpretation): Thank you for the question. To start with a short response, I did wish to remind the parties about what we presented when we drafted our letter. Obviously we listened to the consultations when they conducted their public tour. There were 13 recommendations related to the previous divisional boards of education. I just want to reference part of the commentary we heard. However, the coalition hasn't finalized its deliberation on these recommendations.

Nonetheless, it seems clear that when the coalition itself is an amalgamation of local DEAs that represent the views of the communities, it is the preferred option for them. Further, they were appreciative of the collaborative work between their organization and the coalition, especially as before the coalition, the local DEAs were singularly working alone even within their regions. They want the coalition to continue.

Regarding your question, perhaps Jedidah or James can explain further.

**Chairman** (interpretation): Thank you. Ms. Merkosak.

Ms. Merkosak (interpretation): I would like to supplement the response. After the dissolution of the divisional boards, communities had no interaction or communication with others, even within our regions about what they were doing. During the divisional board era, each community member would relay all the information locally upon their return, especially other

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communities that had new initiatives or success in providing support to their schools.

All schools require some support and assistance in smooth operation to ensure students receive a proper education and to receive encouragement to succeed. Further, teachers also need support as we can't just treat them like daycare workers, babysitting our students. They need to focus on the curriculum and planning for the future paths of our students, in partnership with the parents. When they receive unwavering support, they become more motivated to teach the students, and the students require better capacity to learn.

When communities are aware of how other communities manage their challenges, it inspires the other DEAs to think of new and innovative ways that would allow their schools to function more smoothly. I don't know if I responded to your question or not. Thank you.

**Chairman** (interpretation): Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. I also thank you for that clarification. It seemed like that was one of the major subjects during the review of Bill 37. It hasn't really been brought up with what we're reviewing right now and that's why I asked about it. There are 13 communities that have stated they should like to see the divisional boards of education back.

Going to another subject, Mr. Arreak indicated that the coalition is currently responsible.... In looking at the current Act and Bill 25, it will give added responsibilities to the coalition to provide training to DEAs and supporting DEAs in preparing school programs, as well as giving orientation to new teachers on how the community operates.

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Since you will have added responsibilities if the bill goes ahead and as you indicated that you were not involved when the bill was being drafted, did you already discuss the added responsibilities you're going to be given? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Margaret Nakashuk, for that very good question. I can respond to your question in part. I recently started working for the coalition and my predecessor was preparing to respond to the proposal. I wasn't informed or asked how we would feel about the added responsibilities from the Department of Education. It seemed like they were just brought up.

While we were reviewing the bill, we found that one of the biggest challenges we have is we only have two employees and one of the responsibilities, for example, is we have to produce annual reports. If there are only two of us, we would have to work on it every single day of the year. That's just an example. We were considering what added responsibilities we would have, but it's still hard to tell. The way things were done in the past to the way they are being done now with the DEAs is completely different.

I'll use an example from my own experience. If a student has behavioural problems, they are asked to go to the principal's office. After the principal has dealt with the student, the matter is referred to the DEA and there are discussions between the DEA and the parents of the student. The former Speaker of this House was involved. Once the student saw the DEA, his or her parents, and the school principal working together, the student immediately corrected his or her behaviour and changed completely.

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There are benefits of the district education authority being involved within the school, the parents being fully engaged and able to voice their concerns, and the principal working closely with them. There is an opportunity for positive changes in order to have a brighter future. Thank you.

**Chairman** (interpretation): Thank you. Ms. Nakashuk, are you done? Okay. Thank you. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. Welcome.

I believed the chairperson, Jedidah, when she mentioned a school principal had no interest in cooperating with the district education authority. As MLAs, we need to be cognizant of that, and since I represent a smaller non-decentralized community, and in many smaller communities, at times non-Inuit who arrive become dictatorial and tyrannical towards Inuit. They become a clique, only working with other non-Inuit, such as the non-Inuit social workers, the RCMP, the nurses to domineer the Inuit students as the imperious principal.

My reason for believing that statement is because I went to the school to speak as I was invited, and because I feel I am close to an elder now, due to my age and that I am a fairly good seamstress, albeit I am aware I have still to learn some things, but I am capable of sewing properly. When I arrived at the school, the principal informed me that I wouldn't be able to speak to the students or school body, even though a welcome sign was written in Inuktitut to welcome elders.

This individual said I couldn't talk to the school as an audience, perhaps when they learned who I actually was. I then asked for a written policy that stated that inability to speak to students, and if the school had any

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This made me want to see a corresponding section within Bill 25, as it has been amended to specify who operates the (interpretation ends) school programs (interpretation) and they changed the wording to the Department of Education who will operate the system. If we imagined a skeletal frame for the (interpretation ends) school programs, (interpretation) further inside would be the curriculum, and it changes the wording to limit this power to only the (interpretation ends) local community programs. (interpretation) There are three types of programs available. Broadly speaking, the Minister would have the responsibility for the education program while the (interpretation ends) district education authorities (interpretation) would have the responsibility for local community programs.

My question is: what is the coalition's position on the proposed division of responsibilities between the Minister and the local district education authorities? What is your position on that? Do you agree with it or would you like to see change? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Idlout.

**Ms. Idlout** (interpretation): Thank you for asking the question. Thank you, Mr. Chairman. We don't really like it because it's

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The Cape Dorset DEA gave copies of their plan to the staff of the school and regional school operations. The elected members had made a plan after consulting with the community. They wanted to listen to their community because they were elected by their community. They put it on paper and made a plan. They gave their plan to the principal and the regional school operations and told them, "In accordance with our authority, we want to use this plan. We want to add it to the calendar." They were denied. They told us that the plan from the community can't be used. The school principal wouldn't let the plan proceed and didn't allow the staff to implement it.

When a plan is initiated by an elected DEA in the community and they're the last ones to be heard or they keep getting denied, we don't agree with that situation. Thank you.

**Chairman** (interpretation): Thank you. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. I would like to hear from the Minister of Education about what considerations were made when this was being set up. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. As I stated earlier, each school needs an education plan and as a department, we have to make sure this

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Chairman (interpretation): Thank you. (interpretation ends) My understanding is that was one of the big things that came out of the Special Committee report was that there needs to be clarity on who does what, the coalition, the DEAs, the department, and that's what you're trying to do under Bill 25. That's my understanding anyway.

(interpretation) Moving on. Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. Welcome to the Chamber.

The first question I would like to ask is about the membership of the Coalition of Nunavut District Education Authorities that is listed on your website. It includes representatives from district education authorities, Nunavut Tunngavik Incorporated, the Nunavummi Disabilities Makinnasuaqtiit Society, and the Commission scolaire francophone du Nunavut. Can you explain how these representatives work together to address concerns regarding education throughout Nunavut? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Qamaniq, for that good question. I can respond by saying that we have ten board members on the coalition and those representatives that you mentioned are

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included there: NTI, the French commission, the disabilities society, and the Iqaluit DEA. There are five other positions that are set aside as observer seats. We also have an (interpretation ends) emeritus member (interpretation) and we take pride in that fact, and a person with that type of experience is acknowledged and can sit to discuss educational issues as a person familiar with school operations. The representatives work together on issues.

When we started our review on Bill 25, we were notified on June 11 that Bill 25 would be reviewed. As a result, we conducted our first reviews by having the board meet, where they directed us to consult via emails with the DEAs on their concerns on the proposed legislation. After we compiled the information, we laid out a plan as a group. We then presented the plan to the board, who reviewed the plan and upon approval, we distributed it to the communities and to each of our DEAs. To use this example, when we reviewed the plan, we also laid out what we had planned as the coalition.

We kept the local DEAs appraised of our plans specific to Bill 25 and what we would present. We bared all of our action items and, if they had any questions, we answered them and sent out information packages to keep them informed. Further, in developing our plan, we included information that they could contemplate, as most DEAs are shut down for the summer. This caused some problems for the coalition as most of the communities take the summer off. After we submitted our plan, we included at the very end space an opportunity to review the draft, but that if they couldn't provide a response, we had a list of prepared responses they could choose from. That's how we put the plan together. I'm just using that as an example in trying to answer your question. I hope I answered your question.

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Further, related to the second part is our response as the coalition is involved in the selection of (interpretation ends) principals and (interpretation) their vice-principals in conjunction with the DEAs. When they run into issues, they tend to call our offices. When called, we try to provide various options on how we can assist them. We can also use this example. When communities require something, they also submit queries on their mandates and the actual responsibilities they are supposed to fulfill.

Some questions revolve around their duties within the school operations, as some DEAs become overwhelmed and confused. Then there are some communities that have vastly experienced board members well-versed in managing school operations and issues. There are some members who have been involved from way back and who could even be called experts, yet due to the changing parameters, they become confused as to how they can be involved within school operations and the proper way to represent the parents and students within the school policies. We have seen that.

I hope I responded properly to the question. I give it back to you. Thank you.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. The Minister should know that the months of June, July, and August are the end of the school year. It's a holiday. Why did you finally announce on June 1 that there will be a review of Bill 25? Could you not have informed the people before June? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq, I believe the announcement you're asking about came from the Standing

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Mr. Qamaniq (interpretation): Why did you inform the people after the school year was ending? We only heard it from the Minister in June regarding Bill 25. I was not an MLA at that time. I would like to know why you finally presented the letter when the school year was ending. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. You're asking me?

>>Laughter

Yes, the bill was presented in the House in May and it had second reading. After that it was given to the Standing Committee for review and then we were given 120 days to review it. The time was slowly ending and even though June was going to be in the spring or summer, we decided to inform the people of Nunavut at that time. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman, for answering the question. The question I have now is to the representatives of the coalition of district education authorities. Can you provide details on any consultations that were specifically conducted by your organization with respect to the Government of Nunavut's proposed education legislation? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Merkosak.

**Ms. Merkosak** (interpretation): Thank you, Mr. Chairman. We didn't quite understand your question, so if you can repeat it, please. Thank you.

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**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. Can the Coalition of Nunavut District Education Authorities provide details on any consultations that were specifically conducted by your organization with respect to the Government of Nunavut's proposed education legislation? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) This was mentioned a bit earlier by Mr. Arreak. Mr. Arreak.

Mr. Arreak (interpretation): Thank you for repeating your question. To add to what I mentioned earlier, we had identified a plan. The members come from the communities and as representatives they have to consult with the public. Our members are also knowledgeable about their communities. We initiate our consultations with them. I used an example of what our mandate is with respect to (interpretation ends) Bill 25. (interpretation) We asked what the communities wanted and the problems they had regarding (interpretation ends) Bill 25 (interpretation) and the reporting requirements. We tried to give them ample opportunity to voice their concerns.

One of the things that we find difficult is that they're unsure of their roles are and that sometimes is an issue because they don't speak up when they should be voicing something. Perhaps they don't always feel like it's their position to speak on behalf of their community. Jedidah clearly explained what it's like in the communities when they run into that situation and Inuit in the communities don't want to voice their concerns anymore. In our case, when we request feedback, we run into barriers. With just two of us on staff, sometimes our days fill up quickly with a large workload. Thank you.

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**Chairman** (interpretation): Thank you. Ms. Merkosak.

Ms. Merkosak (interpretation): The coalition was invited by the Department of Education to be engaged in the community consultations and Inuit were asked to participate. We had meetings and we heard the concerns from the people and what their thoughts were on this. We were writing down the responses during the consultations. We met with the district education authorities on occasion so that they could hear what our thoughts were on the proposed bill. We also heard from them and we gave them an opportunity to provide us with any submissions or additional information that can be posted on our website. Thank you.

**Chairman** (interpretation): Thank you. Mr. Qamaniq, do you have one more question? Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. If it has already been asked, maybe you can let me know.

In Subpart 8 of Bill 25 they want to make two amendments to the *Education Act* where the coalition would be responsible for assigning a registration and attendance policy or the Inuuqatigiitsiarniq policy "Where a district education authority fails to adopt a registration and attendance policy as required..." Are you in agreement with the proposed amendment and, if not, why not? That is my final question, Mr. Chairman. Thank you.

If I was not clear, I can ask the question in English. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Arreak.

**Δ<sup>6</sup>/<6>C<sup>6</sup>**: L'α. Γ<sup>1</sup> Γ<sup>6</sup>6<sup>1</sup>, <sup>5</sup>6.

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Mr. Arreak (interpretation): Thank you, Mr. Qamaniq. We are responsible for those and we still continue to work on them. The district education authorities are also responsible, for example, on setting the school calendar, including the start and end dates, and the daily administration of attendance for students, and so on. They are also required to use the Inuuqatigiitsiarniq policy. That is something we agreed to as part of our role.

One of the issues we find is it seems fragmented at this time. For example, if there is a directive communicated by (interpretation ends) Department of Education (interpretation) staff, there can be miscommunication, particularly with (interpretation ends) RSOs. (interpretation) That is where some of our issues are. It seems like they're the ones who take the lead in directing the required policies. When that occurs, the communities don't feel like they have a voice anymore. I hope I answered the question. Mr. Chairman, I give the floor back to you. Thank you.

Chairman (interpretation): Thank you. (interpretation ends) The other question was about clause 81 of the bill where the DEA coalition would be given powers to assign policies to communities. It appears to be a new responsibility for the coalition. Minister Joanasie, would you be able to comment on clause 81 that Mr. Qamaniq was asking about in terms of the Inuuqatigiitsiarniq policy and the registration and attendance policies being given to the coalition? Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, this provision is to allow, where a local DEA does not have an Inuuqatigiitsiarniq policy in place.... The fallback is that the coalition would implement or make a recommendation to provide a policy for that local authority. Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Ms. Merkosak.

**Ms.** Merkosak (interpretation): I want Lori to respond to that. Thank you.

**Chairman** (interpretation): Thank you. Ms. Idlout.

**Ms. Idlout** (interpretation): Thank you. I was pleased to hear Mr. Qamaniq's terminology for the word "Chairman." Thank you, Mr. Chairman.

We were just asked what our position is on that. It is in the same section as Bill 37 that was previously proposed. Section 190 is being replaced by 190(1). When the amendments were being proposed, we felt that we were being asked to do something on a whim without really being given authority.

I would like to remind everyone that the Commission scolaire francophone du Nunavut has a very clear mandate and their existing rights are not the same as ours. I wonder why the coalition is given the responsibility of assigning such minor policies. The French school commission can create their own policies at their discretion. The coalition should also be able to create policies and not just these ones. I hope that clarified it. Thank you.

**Chairman** (interpretation): Thank you. We are behind schedule and there are Members who still have questions. If you have one question, please go ahead, Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. I have three topics that I was hoping to bring up for the coalition. They weren't expressly identified in the coalition's submission, but they were issues or concerns that were raised in other submissions that do have an effect on DEAs. Mr. Chairman, I think that they are

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quite important and, if you would allow me, I would like to ask them and keep them very brief. The three topics are age of enrolment, early childhood programs, and the requirement for DEA member vulnerable sector checks. Chairman, if you would allow, I would like to ask those three questions. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) We are already behind on our schedule, Mr. Lightstone, so I'll allow you two. Pick your top two and ask those as briefly as possible, and I'll ask the witnesses to also answer briefly. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. That's much appreciated.

The first question I would like to ask is the age of enrolment. The current *Education Act* allows students to be enrolled between the ages of 5 and 21. The *Education Act* grants authority to DEAs to allow an exemption for students that are over the age of 21. There are two issues there. There are issues that there are adults attending school in class alongside much younger youth, which is a concern, and I would like to ask for your input on that, but there is also the opposite side of the spectrum.

Every jurisdiction in Canada does have similar enrolment requirements, but they also have exemptions and give school boards the authority to allow parents to enrol their children early, if they so choose. I know that there are pros and cons to early enrolment, but I do believe that it should be the parent's decision and not the government's. In those jurisdictions they give their school boards the authority to allow the children under the age of five to enrol early given that they pass a certain standardized test to ensure that the children meet emotional and intellectual maturity.

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That's my first question about those two spectrums of the age requirements. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Lightstone, for your question. I will try to respond in part with respect to the report of the (interpretation ends) Auditor General of Canada. (interpretation) A major barrier is we haven't really prepared for adult education in Nunavut. I think that was announced in May 2019 and it was released shortly thereafter. We reviewed this report ourselves, and the chosen age of 21 has led some communities to try to manage students up to that age. We believe it requires further development and to flesh out (interpretation ends) adult education (interpretation) whereby adults receive educational courses.

I wanted to supplement that to our response. I don't think I adequately responded to that and I cannot answer them all. Perhaps the chairperson can respond. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Ms. Merkosak, briefly, if you can. Ms. Merkosak.

Ms. Merkosak (interpretation): Thank you. I'll respond further. I used to be a DEA member and something we thought about in our communities is when someone reaches the age of 21 or over, they want to return because they left school for whatever reason as a younger person and as they matured, they want to come back. We used to think about it at the DEA level, whether they can return or if they're too old in terms of their maturity compared to the age group.

We lead different lifestyles and sometimes as a young person, you find that there are so **Δ৬/ペレር%**: L'a. Γ\ጋ ላሲላ6.

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many factors that get you out and then you seem to want to come back to school. It's very much a source of pride for us when they do come back to school and complete their education. It also shows the younger people that they should stay in school and that they shouldn't just quit, but sometimes young people think that if they reach a certain age like 14, 15, or 16, they can do whatever they want and leave school. It's obvious that that's a mistake. Sometimes they change their minds and they're able to come back to school, so they become a role model because they decided to return.

This is something we thought about as DEA members. It's a good when they return to school. Even though the age of 21 is specified, it would be nice to allow anyone over the age of 21 to go back to school and although it may not be appropriate in some ways, we want to welcome them and we don't want to stop people from returning to school. That's what I wanted to add. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Lightstone, your final question briefly, please. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to pose the same question to the Minister. A constituent of mine had tried to enrol their child early into the school system and they were told they were denied because the *Education Act* does not allow for that. In my mind, if a child is emotionally and intellectually advanced at a young age, I think there should be some sort of parameters to allow for children who do not meet that five years of age but are close into it. I think that decision should be made by the parents and not by the government and the Department of Education.

I would like to ask the Minister: why is it that the DEAs are allowed to provide exemptions  $\Delta$ 2L1N4&CCSC PN5DC  $\Delta$ D45655P5DG.  $P^*U\dot{C}\dot{\sigma}$ Pበ $^{6}$   $^{$ ᢀᡣᢏᢀᡝᡀ᠙᠙᠘ᠳ Λል<sup>6</sup>\sb<sup>6</sup>bCD<sup>6</sup>b°σSLC. <\L, Ċ<sup>6</sup>dΔ°U b₹/ታጢላ¹b⁴₽℃L." CĹσ Δၨ۵/⁴Ͻ· CĹσ٩δΔ 14, 15, 16, CĹσ<sup>5</sup>bΔ Λ<sub>→</sub>σ<sup>5</sup>DΓ<sup>6</sup> σ<sup>5</sup>G√5b<sup>6</sup>→Ω<sup>6</sup> ₯%b7Lでは%V~LC. PYdみ CLL%)ぐ ᠘ᠸᠲ᠋ᠣᡏ᠙ᢞ᠘ᢗᡶᢆᡟᡆᠸ LCPJ&LD4045C4PJQ 4/6 ᠘᠙᠙᠘᠙᠘᠙᠘᠘᠙᠘᠘᠙᠘᠘᠘᠘᠘᠙᠘᠘᠙᠘᠘᠙᠘᠘

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for children or students above the age of 21 but not below the age of 5? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. It is our position that the DEAs continue developing their attendance and registration policies and they are best suited to make those calls. The *Education Act* doesn't stipulate the earliest age when a student or a child can be entered into the school system from my understanding. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) The *Education Act* does, under registration and attendance, mention the minimum age at least; six years of age. Maybe if you can clarify that, Minister Joanasie. Section 30 of the *Education Act* is what I believe Mr. Lightstone is referring to. That is where is it has a minimum age set. Minister, would you like to respond now or later on this issue? Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We will have to look at this provision and see if there is a happy medium that we can come to in regard to what the local authorities can put in place in terms of policies and what the Act stipulates. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) We will add it to the list of items for Thursday morning when we will have you in front of us. Moving on. Ms. Kamingoak.

**Ms. Kamingoak**: Thank you, Mr. Chairman. Welcome.

One question I have, the Minister indicated

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that DEAs will keep the power to appoint principals and vice-principals. In Kugluktuk this recently caused great division in my community. I wanted to know: what is your position on the DEA power and what is your role in helping with all these kinds of conflict? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Ms. Kamingoak. We are quite aware that there was a problem in your community. We couldn't deal with it directly, but I had conversations with the DEA and Department of Education staff. We were especially available to your community. We wanted to go to your community and help.

I think it was during the early spring in May that we first heard about the situation in your community. I called the chairperson as soon as I found out and I wanted to hear from them. It was around mid-July that the chairperson was able to respond. We had a good conversation. After our chairperson deliberated with your DEA, we were planning on going to your community. Once we were face to face, we informed them that we were available to assist them. We planned it with officials from the Department of Education.

The thinking was maybe things would change after the election. We had deliberations on that. There was a real concern and we didn't really want to touch it with the end of their terms approaching. That's how we dealt with it. We have to provide assistance and we understand that our members are ready to help out. When we are informed of that, we try to get the proper information. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) I gave Mr. Lightstone two questions, but you said that you're done,

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Ms. Kamingoak. (interpretation) Thank you. I have no more names on my list. As the Standing Committee, we thank you for appearing before us, Ms. Merkosak, as well as Ms. Idlout and Mr. Arreak. (interpretation ends) Ms. Merkosak, if you have a one-minute closing comment you would like to make, then I'll give you that opportunity now. Ms. Merkosak.

Ms. Merkosak (interpretation): Thank you, Mr. Chairman, John Main. I thank all of you as Members for inviting us and the Minister of Education. I thank Lori and James, who are sitting beside me. They are educated. Lori is a new lawyer and James attended Arctic College. I appreciate working with them.

I have been a member of the DEA for over 17 years and my six children have graduated grade 12. I wanted to take a break from the DEA for a while and I came back after seven years to the coalition. I'm still hearing the same issues from communities on what they want to see and I still hear the same concerns even after seven years. It's blocked. It's like ice that you can't penetrate because they're not being heard. Even though that's the case, we don't want to give up. We want to continue to work well together with the Minister of Education and the elected Members of the Legislative Assembly.

When the outsiders or the federal government came in with the teachers and the teachers came up, I think they started in 1961 in my community. It's as if we had to put on clothes that we didn't own. It seemed that we had to put on somebody else's clothing and not be ourselves. Today we have to put on our own clothing now so that we can be settled in our own land. Inuit have a full education today. When the snow comes, they can survive if they have their own warm clothing made by their spouse because they have a full education and they have their own laws.

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When we're trying to introduce modern legislation, it has to be made for everyone. You are elected officials. You say that you represent your communities and the person running is desirable to elect, but once they're elected, it seems that we have a barrier and we can't reach them. We have expectations for the people we elect and we're not here for personal reasons. Well, it's partly personal because we want to better the education system. The schools in Nunavut should be able to operate properly and not just be directed. They need to have their own desires for their community. Let's not forget why we're elected and what our positions are. We're here because of the children and youth who are in school.

I'm 61 years old now and I probably won't live very much longer. We can die at any time, but sometimes they seem closer to death when they become adults. With the things I have learned and experienced in sewing and other things, I want to educate younger children even if I don't get paid.

I would like to speak in English because I was taught English and I was told not to speak my language in school. As I was taught English, I will speak it too.

(interpretation ends) We heard you, our lawmakers, struggling with the disparity between Bill 25 and what Nunavummiut are asking of you. I'm sure you are burdened with being told that leading up to Bill 25 was very expensive. This is not your fault. It is the Department of Education who says they have listened, but the Department of Education is not acting on what they heard. They must be held to account.

We heard from the Minister of Education, that they are not willing to unify our education system when he was asked about unifying our rights. He read our prepared statement from  $\Lambda ext{ iny Loop}$   $\Lambda ext{ iny Loop}$   $\Lambda ext{ iny Loop}$   $\Lambda ext{ iny Loop}$  $\sigma$ Pd%CP $\sigma$ d%D% C $\Delta$ L° $\alpha$ P° $\sigma$ d%ddPc% $\Delta$  $\sigma$ . σ24%CP<sup>L</sup>L<sub>L</sub>L<sup>6</sup><sup>6</sup><sup>6</sup>C<sup>6</sup>DΩ<sup>6</sup>C<sup>6</sup>DΩ<sup>7</sup>  $\Lambda$ C'b'C'bJJ',  $\Lambda$ PCb $\Lambda$ P'b'd $\Lambda$ C'b'C'bJJ',  $\Lambda$ PCb $\Lambda$ P'  $\sigma^2$ ▷CĹσ Δ⁰√◊%)▷◊%)  $\Lambda^{\flat}$   $\Lambda^{\flat}$  $\Delta$ C°G $^{\circ}$ GCL°Q  $\Delta$ D $^{\circ}$ V $^{\circ}$ CC°G $^{\circ}$ DJ. ط<sup>ι</sup>L<sup>ι</sup>CD<sup>ι</sup>ν Ċ<sup>ι</sup>dd Δα<sup>ι</sup>σσίδι Δα<sup>ρ</sup>ιΓ  $\Delta L \Delta \subset D^{c}d \Rightarrow D \subset G^{c} \subset D^{c} \oplus C^{c}D^{c}$ . ΔLΔC>7LσΥσυιίω σαςωυ νεσυ  $\Lambda \rightarrow \Lambda^{6} \Lambda^{6}$  $\sigma$ Pd%CD $\ell$ L $\Delta$ C?  $P\ell$ J $^{\perp}$ D σ24%CÞγ4Nβ2LCÞ%ΛC? ζ2ζς. Løď>C  $\Delta$ C° $\sigma$ 4%)  $\Lambda$ 74 $\Lambda$ 1 $\Gamma$ 2 $\Gamma$ 6  $\Gamma$ 6 $\Gamma$ 6 $\Gamma$ 7 $\Gamma$ 7 $\Gamma$ 8

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You lawmakers have the ability to make sure our language rights are protected. You as our lawmakers allow the communities to make the decisions they're asking be returned to them. I encourage you to have courage because it will take courage to bring about the kind of change Bill 25 needs to take to address our education challenges.

(interpretation) We have to be our own leaders. Now is the time. (interpretation ends) We have to make Nunavut's unique culture and language priority. You have every means to make that happen. Inuit, before governments came, survived because they made the right decisions and they made decisions together. You as our lawmakers are in a position to unify our education system so that all Nunavummiut can enjoy the same decision-making abilities in the area of education.

Education is an important foundation for our children to become healthy, productive adults. Let us raise our children with our Inuit wisdom, through our language, through our teachings, through our cultural practices. Let us have children grow in the education system to be truly bilingual linguistically and with an Inuit worldview.

Inuit have always been inclusive. The evidence is the choice we made when Inuit chose a public style government. When we demand an Inuit worldview to be taught primarily, we know that no one will be left out. We know that all other cultures will be included.

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Be our leaders. Listen to your constituencies. Unify and simplify our education system. Make Inuit general rights equal to French rights in Nunavut. Inuit are capable. How can we be proud with a government which does not treat us as equals? Please, this is what we elected you to do and you have the power to do it. *Qujannamiik*, thank you.

>>Applause

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for your one-minute speech.

Just to clarify, this also came up yesterday, as a Committee we don't have the ability to introduce legislation. That's the government's right and the government has the right to govern. I think that needs to be clarified because yesterday there was talk of an independent member's bill and whatnot, a private member's bill. We don't have that ability if it's going to cause the government to spend money, just to clarify that on the record.

Again thank you very much for coming here and we really appreciate your submission and the answers to our questions. (interpretation) Have a good day.

We will take a break and after our break, the teachers association will make their presentation. Thank you.

>>Committee recessed at 10:41 and resumed at 11:01

Chairman (interpretation): The Standing Committee on Legislation has reconvened the hearing on Bill 25. There are presenters from the Nunavut Teachers Association. Welcome. (interpretation ends) Welcome to the Assembly and thank you for your submission. Mr. Fanjoy.

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Mr. Fanjoy: *Qujannamiik*, Chairman. I want to recognize, before I begin, our member services administrator and assistant executive director, Amy Hodgers, who is joining us here today as well.

Hon. Members of the Standing Committee on Legislation, I want to thank you very much for having us here to present today and to answer any questions that you may have. I want to thank you for the opportunity to present to you today the Nunavut Teachers Association's submission and opinion with respect to Bill 25, An Act to Amend the Education Act and the Inuit Language *Protection Act.* As the professional association representing all K to 12 teachers in Nunavut, the NTA takes very serious our duty to provide a collective voice for our members and our responsibility to advocate for a public education system that will guide our students in their development as strong and caring members of their communities and of Nunavut.

The NTA believes that our students deserve a fully bilingual, Inuktut-English education system that is developed and delivered using Inuit societal values. Inuktut needs to be the prevalent language throughout our students' journey within Nunavut's education system. Our students deserve it; the future of Inuktut in Nunavut requires it. The NTA believes that our students today should be our teachers of the future, educators working in an environment that is immersed in Inuit culture and language and supports the vision of Nunavut. The proposed legislation contained in Bill 25, in the NTA's opinion, is not sufficient in meeting the above vision.

Bill 25 would further increase the already heavy reporting workload of school administrators while at the same time offering no new support mechanisms. By essentially doubling the amount of official reports

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principals have to complete, on top of regular monthly reporting to district education authorities and regional school operations, principals will not have enough time to serve in their role as the educational leader in their schools.

The NTA believes that the *Education Act* should be amended to place the authority of decision-making on the appointment and contract renewal of school administrators within the Department of Education. Principals and vice-principals, to our knowledge, are the only public service employees in Nunavut whose job status is dependent not on their employer but by an elected local political body. District education authorities play a vital role in representing their communities and should continue to be involved in school administrator hiring and contract renewal but should not be the sole decision-maker.

Bill 25 would absolve the Department of Education in the delivery of early childhood education programming in Nunavut. The proposed legislation would allow for inequitable ECE programming in our communities. Early childhood education programming should be delivered equally across all our communities in Inuktut by qualified ECE instructors who are public service employees. ECE programming needs to be fully integrated into our public education system.

The proposed changes to inclusive education contained in Bill 25 are problematic. If Bill 25 passes as written, student support teachers would be stripped of most of their responsibilities, which would fall on the already overworked classroom teachers. Student support teachers receive specialized training in developing and implementing individual student support plans, otherwise known as ISSPs, and currently are given the

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time and a workspace to focus on specialized services to support students with exceptionalities. A classroom teacher with numerous ISSP students under their charge will not be able to provide the level of planning development and support that those children require. Bill 25 would also not make the support and expertise of trained specialists available to schools unless an ISSP review is initiated. It would be more beneficial to connect with specialists in the areas of student needs and accommodations when the plans are being constructed.

Dealing with the implementation of Inuktut education, we agree with the Department of Education that moving to a capacity-based model where the Minister must report annually on each school's ability to deliver bilingual education is appropriate. Where we differ from the department is the implementation deadlines found in the schedule to the Act in section 43. We believe the proposed timeline is not ambitious enough, and the department has provided no research or evidence to support them.

With a significant infusion of funding, the continued reformation of the NTEP program, a concerted effort to recruit Inuit into the education profession, and new supportive programs put in place for teachers in their first five years of work in a Nunavut school, bilingual education can be achieved. Educational stakeholders like the NTA want to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators at a much more substantial rate. Our children deserve to be taught by qualified and certified bilingual Nunavummiut.

When considering the proposed amendments found in Bill 25, Members of the Legislative Assembly should keep in mind the current recruitment and retention crisis that is taking

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Every year Nunavut loses approximately 35 percent of its teachers and almost 50 percent of its school administrators. Nearly half of our NTEP graduates are leaving the teaching profession within the first five years of employment. Many of our communities cannot fill the amount of teacher vacancies it faces with qualified professionals, all to the detriment of our students. Teachers in Nunavut are leaving the profession in large part because they are overworked and underappreciated by our government. Any amendments made to the Education Act or the *Inuit Language Protection Act* should be made with the goals of facilitating more Inuit entering the teaching profession and providing increased supports and services for all students and educators currently in the system.

I want to end my statement today by thanking the teachers in our schools that work with our students every day. Despite the challenges we face, teachers continue to provide a welcoming and caring environment to our students and strive to help them achieve their goals. We, the teachers of Nunavut, understand the duty our communities have entrusted us with in caring for and educating all of our children. The NTA's hope is that any amendments made to the *Education Act* or the *Inuit Language Protection Act* will further support teachers with this important responsibility.

Thank you to the Standing Committee on Legislation for inviting the Nunavut Teachers Association to appear today and I look forward to answering any questions you may Δ'ĠJCĽ' Δα≫ΓÞCΔ' CĽσ 35  $\Delta C_{\Delta}^{\circ}$  $^{\mathrm{V}}$ ታሁል የተመረጓግ የተመረጓግ ነገር የ ۵۰۶۹۹۹۰ کو حداد میزاکود  $\Delta^{6}$   $\Delta^{6}$   $\Delta^{6}$   $\Delta^{6}$   $\Delta^{6}$   $\Delta^{6}$   $\Delta^{6}$  $\Delta^{\circ}\Delta\Delta^{\circ}\Delta$ Δυτηθίσ Δημήρος, Δυφίρ Δημάνος  $^{9}$  $^{1}$  $^{4}$  $^{1}$ 4º47%UCD->4%Ur->C ᠂ᡆᢣᠲᡆᡤᡃᢎᢗᠵ᠙ᢗᡄᡥᢉ᠒ᢣᢖᡥᠴ᠘᠙᠘ᡰᢐᠲᢧᠺ ᠑ᡥᡳᡆᢙ᠙᠘ᢐ᠘ᢏ᠘ᡩᢗ ᢣᡔᡰ᠋ᠮᢀᡪᢛᢗ᠌᠌ᠪᢣ᠘ᠳ᠋ᡥᢇ᠌᠌ᠦ᠘ᠸ᠐ᡃᢛ ᢃᡬ᠘᠘᠘ᡧ ᢄ᠘᠙ᠳ᠘᠘ᢗ᠘ᢐ᠘ᡧ᠘᠙᠘᠘᠘᠘᠘  $\Delta C + \Delta P_{\sigma} \mathcal{J}_{\rho} < C < \Delta P < \Delta P < P_{\rho} C > P_{\rho} C > P_{\sigma}$  $\Lambda^{+}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$   $\Lambda^{-}$  $\Delta C / \ell^{10} / \Delta C^{2} \sigma / \ell^{10} / \ell$ 

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have.

**Chairman** (interpretation): Thank you. As the Committee, we also thank the teachers in Nunavut for educating and taking care of our children. Ms. Towtongie.

**Ms. Towtongie**: Thank you, Mr. Chairman. (interpretation) We are proud of all the teachers and school staff. We appreciate them for taking care of our children all year round.

My question is in regard to clause 31 of Bill 25. It proposes to amend section 20 of the Act to require a principal to "provide any reasonable support that the district education authority requires in developing the school improvements plan." In your view, how would this requirement in clause 31 affect the principal's workload? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjov: *Qujannamiik*, Mr. Chairman. In our view this is happening in practice currently. Depending on the capacity in a DEA and a community, the DEA right now has responsibility for school improvement plans, but depending on the capacity within the community, the principal is taking either a leading role or a supporting role. We believe that to entrench this in Bill 25, to place this in the Education Act, would be basically codifying a practice that is happening in many of our communities currently where the supporting role is in fact happening, although in the current *Education Act* it is the duty of the district education authority. The current practice in many of our communities is the principals playing a major supporting role in that development currently. Qujannamiik, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. This will be my final question. I will speak English as I was taught in English. (interpretation ends) Under the current Act, district education authorities are responsible for the school program. Bill 25 proposes to divide the school program into the education program and local education program enhancements and school improvement plans, with the Minister, district education authorities, and principals assuming different responsibilities. Do you support the proposed redistribution of responsibilities? Thank you, Mr. Chairman. My final question.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. We do support the proposed amendments in Bill 25. We believe that local education enhancements and local education programming should have greater authority within the hands of the district education authority. We do believe that curricular programming for core courses throughout the system, that planning should be the primary responsibility of the Department of Education. Qujannamiik, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Towtongie, are you done? Yes. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman, and good morning. Mr. Chairman, I would like to start off my questions by going to page 34 of the Minister's opening comments from yesterday and on that page the Minister stated that "I would like to take some time to speak directly to the issue of social promotion. We have heard this issue come up in every community across the territory." And then he goes on to say, "Let me make it perfectly

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clear: my department does not support the practice of social promotion." From the NTA's point of view, why is it that the government says it doesn't exist or it's not happening, yet the perception in all our communities says it does exist? I wonder if we can get your point of view on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. We believe that it does exist under the term "continuous progress." That is the buzzword that is used to describe social promotion.

We do know there are studies that do show that the social and emotional development of youth is better served when they are working within their peer group. That is the research that is behind the push for continuous progress where accommodations are made throughout different grade levels. That's the theory. The practice is that it's happening in our communities, and unfortunately many times the required accommodations and supports are not in place. We believe that a community should decide if their children should be progressing to the next grade level. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. I thank you for that explanation. It goes to show that 25 communities are stating something, so obviously they see something that's happening out in our communities and it needs to be corrected.

In the new bill, in Bill 25 it talks a lot about inclusive education. Let's start with, from the NTA's point of view, give us a definition of inclusive education. Thank you, Mr.

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**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. Thank you for the question. That is a very difficult question to answer. If you ask 20 people what is inclusive education, you will receive 20 different answers. I just returned from a board of directors meeting of the Canadian Teachers Federation just this past week where inclusive education was a discussion for three days. After three days, no conclusive definition was achieved.

If you had asked me to define inclusive education in 15 seconds in Nunavut, I would say that inclusive education is providing the required support for students with exceptionalities in our schools so that they may continue to work in our schools in their regular classroom environments with their peers, with added supports and a strong individual support plan in place that recognizes the individual needs of that student. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Rumbolt.

**Mr. Rumbolt**: Thank you, Mr. Chairman. I thank him for that explanation. It goes to show that it's a very difficult definition to define.

Throughout Bill 25 it has talked a lot about the inclusive education and it talks about the roles and responsibilities of different people, including the schools, the parents, and so on. My understanding is if you are in a particular grade and you don't have the credentials to move to the next grade, they set up a plan between the parents and the school so that you can go on to the next grade but you have some kind of make-up plan to catch up with the

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programs. Now you have to do two years at once, basically, is the way I see it. You have to complete your previous grade and now you also have to do the requirements for the following grade.

With that being said and the amount of information that's in here about this, I don't see anywhere in here where it talks about the consequences if a student doesn't catch up. Nowhere do I see in here where it says, "You moved on to grade 6, but you know what? You are not cutting the class" for whatever reasons. I don't see where a point comes where a student is told, "You have to repeat this grade." Is it your opinion that students should be made to repeat grades if they are not advanced to the point where they can continue on to the next? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. If the Member is asking about my personal opinion, I have worked in multiple schools in Nunavut. In the past, in one school I worked in, there was the policy of students being held back if they did not achieve a certain level. That is a long time ago. That does not happen in that school any longer.

I believe, if a student is going to be held back based on their progress, it has to be an exceptional circumstance. I do not believe, if a student receives a mark of 42 when they need a mark of 50 to advance from grade 5 to grade 6, that that student should be held back. That is the old system. Studies have shown that students who are held back and kept away from their peer group, it does affect their social and emotional development. However, there are exceptional circumstances where a student may need to be held back. I recognize that.

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I do believe that there should be a community standard set in place where the community and the parents can make the decision of what that standard would be for their community, but that option should be open to them. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. Also, on pages 35 and 36 of the Minister's opening comments from yesterday, he talks about...I'm sorry. I think it is on pages 34 and 35. Sorry. It talks about "Our policy on student placement, promotion and retention allows the school team to retain students at their current grade level if a parent requests it." Is it a common practice, if a parent requests that their child repeat a grade, is it 100 percent of the time that schools agree with the parent or if not, why not? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. It is not common practice that this happens throughout our schools. It is very rare that a request is made for a student to be held back if they miss a substantial amount of instructional time. Our understanding is that the current practice would be that the request would come from a parent. It would go through the school and the district education authority to the department. That creates problems if the school is not in agreement, if the school administrators in particular are not in agreement with a parent's request that their own child is held back. We believe that a parent should have that right, but a parent also should need to follow the guidance of the educators in the school on whether the educators and the school administrator believe that their child can be successful in the next

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grade if provided with further supports. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. On page 7 of your submission, you suggested further amendments to clause 32 of Bill 25, which proposes to change section 74(1) of the Act regarding Nunavut-wide student assessments to assess literacy and numeracy skills, as well as other learning outcomes. Can you elaborate further on your proposed additional wording and specifically what you mean by the term "relevant Nunavut-wide assessments"? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. We're proposing that added language. We are worried about the creep of assessments, possibly in the future, being written from private companies, consulting firms outside of Nunavut, or Nunavut further adopting other provincial assessments and implementing them on students in Nunavut. Those assessments do not have the appropriate or required cultural context to help our students succeed.

If the department chooses to move forward with standardized assessments in literacy or numeracy, they should be co-constructed with teachers in Nunavut. It should be a made-in-Nunavut assessment. We're worried about the possibility that assessments from outside of Nunavut, that our students may not be able to relate to, being implemented upon them. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Rumbolt.

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**Mr. Rumbolt**: Thank you, Mr. Chairman. I'll just ask one more question and then I'll give other Members an opportunity.

Concerns have been raised with respect to the standard of education across Nunavut compared to the standards of education in other jurisdictions of Canada. In your view, are student assessments an appropriate tool to compare the literacy and numeracy skill levels of Nunavut students to skill levels of students in other jurisdictions? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. Our view is that assessment, and particularly for literacy and numeracy, should be authentic and ongoing. We do not believe that a snapshot standardized assessment, which is basically a snapshot taken at a certain point of time, is not comparable and is not useful in comparing the success rate of Nunavut students to other jurisdictions across Canada. *Oujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Before we move on to the next Member, Minister, we were under a different Standing Committee, actually. We recently received a letter from you October 25 and it mentions on the first page of that letter, it's in response to the Office of the Auditor General's report on support for high school students, and you mentioned that the department participates in the Council of Ministers of Education Assessment Committee. Maybe if you can just give us a brief summary of what the department is doing right now in terms of assessments in the schools. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. Yes, we are participatory in the

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However, in the Nunavut context we are working towards having an assessment, evaluation and reporting policy framework handbook that will be distributed to schools for the next school year, for 2020. This is under development and we are working on a literacy framework action plan in addition to this. This would guide the processes and contribute to the implementation of support and a consistent classroom assessment across the territory. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) That gives me more questions, but I won't ask them right now; maybe on Thursday. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Good morning and welcome to the Assembly. Thank you for making your submission and thank you for your opening comments. There's a great deal of information in both and I have several questions.

My first question will be regarding one of your comments on page 2 in the last paragraph about teacher recruitment and retention. Mr. Fanjoy made a comment that every year Nunavut loses approximately 35 percent of teachers and almost 50 percent of administrators. I find it to be shocking that our education system is suffering with losing so many of our invaluable teachers. I would like to ask first to the Minister if the Minister agrees with that statement. Is our education system currently losing 35 percent of its teachers every year? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you.

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Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. This is what the NTA has brought with them, so I'll take their word for it, but again, we are working on a ten-year recruitment and retention strategy and we hope to engage the NTA in that process as well. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Once again, those are some shocking figures and just recently when we had the OAG before us, we had some more shocking figures with the rates of student dropouts in our schools. When it comes to language of instruction, recruitment and retention of teachers is going to be crucial in our ability to achieve bilingual education. Shocking figures like these aren't stuff that we would like to see, but I think it is crucial that the Department of Education reports on these types of statistics. I know it's not completely related with Bill 25, but I would like to ask if the Minister would be willing to commit to including that type of information, teacher retention and teacher loss, in reports going forward. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I think this is something that, when we're developing the ten-year strategy, we can build in around the figures that have been provided to date and how we can minimize or make some headway on reducing those. Yes, we agree that they're really hard numbers to look at and we want to make progress on reducing those unfortunate statistics. Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. My next question is for the NTA. Just a few moments ago, I asked a question to the coalition of DEAs regarding age restrictions or age of enrolment for our students. There are arguments on both ends of the spectrum whether students should be permitted an exemption over the age of 21 to be in our classes alongside much younger students as well as on the other side, allowing early enrolment of children under the age of five. I would like the NTA's opinion on those two items. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

**Mr. Fanjoy**: *Qujannamiik*, Chairman. I will answer those two in reverse order, beginning with the early admission into school.

We believe that if a parent feels that their child should be admitted to school early, that opportunity should be there, provided there is baseline testing available to show that that student is showing high cognitive ability. We also have to remember that there also has to be physical ability in terms of motor skills; ability to care for themselves to a certain extent. There should be baseline testing for those early entrants. If that testing exists and those prospective students meet that baseline, then we have no issue with a student entering school a year early at the kindergarten level, provided there is that testing which would have to be developed that currently does not exist in Nunavut.

In terms of the overage students past the age of 21 in schools, we believe that 21 is an appropriate age level for adults to move on to an adult education program and not be in a regular education program in a high school

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The vast majority of our overage students that we see are mothers who have had children in their teenage years and they want to achieve their high school graduation. They're returning to school after the age of 21 to achieve their graduation. We want to support them in achieving that goal, but we believe there should be a well-funded and well-working adult basic education program in their community that is separate from the high school for them to achieve that. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) It's interesting that you mention a well-funded adult basic education program because we had a hearing on that very subject not too long ago. I think many of the Committee Members share that view, that we need a well-funded basic education program. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Just while we are on this topic, earlier on the registration piece, the *Education Act* under section 30 says registration, ages 6 to 18, "The parents of a child who is entitled under section 2 to attend school shall ensure the child is registered with a school if the child is at least 6 years of age or will become 6 years of age on or before December 31 of the school year and is less than 18 years of age on that date and has not graduated from grade 12."

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Despite that, if you go farther down in the current Act, section 32 says enrolment of others, "A district education authority may allow an individual who is not entitled to be registered with a school under its jurisdiction to register with a school under its jurisdiction..." and the example is used of a child who is 21 years of age or older, but this also includes if they are younger than six. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Minister Joanasie and I would just like to point out for everybody in the room that it's official: we are getting educated on the *Education Act* by the Education Minister today.

>>Laughter

Thank you, Minister. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Thank you for that response, both from the NTA and the Minister, on that matter.

Further, as the Minister had indicated, the DEAs have the authority granted to them to allow the enrollment of others, but nowhere in the current Act or in Bill 25 does it state who has the authority to allow for children under the age of five to be enrolled in advance of that requirement. I think that it is absolutely necessary that something as crucial as that really needs to be incorporated into an *Education Act* if it is to be abided by.

My next question is that the NTA had stated that there are no.... To ensure that parents make the right decision in enrolling their child early, there needs to be some standardized testing in place and currently, as the NTA stated, there is no such thing existing in Nunavut. I would like to ask the Minister of Education if that has been brought to his attention and if the Minister is working to

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correct that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We would agree along the lines of what the president of the teachers association had recommended that there be some cognitive testing done prior to a child...if they are under the age of six. There is some testing that is done in some communities regarding prekindergarten. They do have some level of testing that we are able to do, but I believe it is limited. We can look at this further on how we can expand it, perhaps, and in line of what has been discussed today. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Lightstone, let's move on to a different topic. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'll move on to my next question. It's going to be regarding early childhood education. The information that we received from the Nunavut Teachers Association as well as the opening comments, the NTA has a very strong position on this matter in that the proposed legislation, Bill 25, would allow for inequitable early childhood programming in our communities. This is something that I'm very concerned about.

When children are entering kindergarten, there is a vast discrepancy between those children who have had the opportunity to go to daycare and preschool and those who have not. That's quite obvious in the case in Pond Inlet with the early childhood program that they have there where they team up kindergarten students who have gone to the preschool with students that have not.

In the NTA's submission they state that early

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childhood programming should be "universal, publicly funded and directed by the Department of Education, and delivered by qualified, bilingual Early Childhood Education teachers who are Government of Nunavut Employees. The proposed amendment would make Early Childhood Education programming inequitable across our communities, and place further burden on our District Education Authorities." I would like to ask the Minister of Education if you would like to respond to that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We believe this is kind of outside of the scope of Bill 25 and more looking at the *Child Day Care Act* that we are planning to review once we're done with the *Education Act*. This is something that we want to look at further and we have received letters from daycares about implementing universal programs in Nunavut. We have to look at the whole scope of it in its entirety and whether or not this government can proceed with that in the near future. This is something that I would have to bring up with my cabinet colleagues as well. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Thank you for clarifying that because it is something that the teachers association has mentioned, and it's important for us to understand what's within the scope of the bill and what's outside of the scope of bill in terms the changes that we can propose or can be made. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I will remain within the scope of the bill and my next question is going to be regarding clause 29, which is on page 8 of Bill 25 and it's regarding early childhood programs. Bill

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25 is placing the responsibility of early childhood education on the DEAs, which in my mind is putting a further burden on our DEAs and providing inequitable access to our communities. I would like to ask: why is it that the Department of Education is placing the responsibility on our DEAs? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Just to clarify, the question is for the Minister? Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe this was proposed as a way to have DEAs take a lead on Inuit language and cultural programming for ECE purposes. As we know, some schools do have daycares or preschools. For example, if a DEA wanted to implement a language nest, this would allow for that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. On the same topic of questioning, on page 8 of Bill 25 it states that DEAs have the authority to provide early childhood education, and subsection 2, limitations, states that "A program provided under subsection (1)," early childhood education, "may be limited to such number of children as the district education authority may determine or to such class or classes of children as it may determine." My question is: why is the Department of Education giving the DEAs the authority to set the limit? Why is the Department of Education not setting the limit to equal that of the appropriate age to children in that specific community? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you.

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(interpretation ends) Mr. Lightstone, we have the Minister of Education here on Thursday morning and we can focus questions to the Minister. Do you want to rephrase your question in a way that brings us back to the subject matter and which is the Nunavut Teachers Association's submission regarding Bill 25? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I will move on to my next question. Going back to teacher recruitment and retention issues in the NTA's opening comments on the second page, the NTA states that "...the proposed timeline is not ambitious enough" and that with sufficient "infusion of funding, the continued reformation of the NTEP program, a concerted effort to recruit Inuit into the education profession, and new supportive programs put in place for teachers in their first [five] years of work...bilingual education can be achieved." I would like to ask my next question for the NTA. What exactly do you mean? Are you suggesting creating new supportive programs to put in place for teachers in their first five years of work? If the NTA could provide some examples. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. Currently we feel there is inadequate support for teachers who are entering the profession in their first five years. We are focusing mainly on NTEP graduates when they enter our schools. There is a combination of issues that lead to that. Primarily what they are currently receiving for education in the NTEP program is not properly preparing them for the realities they will face in terms of the workload and the issues they will be dealing with their students when they do come into the classroom. There needs to be a formalized mentoring program for all new teachers as

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they enter into our schools and that program should be delivered at the school level by other qualified professionals in their schools, with overriding support by the department.

For our teachers who are not originally from Nunavut, there needs to be an enhanced mentoring program on the community they are moving to and how they need to adapt to the standards of the community that they are serving and the students they are working with every day. There was some development for that program in the past. There was a mentoring and induction website which no longer exists, which was co-funded through the professional development fund for the staffing for that position. The website itself and the program were operated by the Department of Education. That program no longer exists. I could not speak to you on why the decision was made to no longer fund that program, but we do believe that there needs to be a concerted effort to support the new teachers in their classroom in their first five years.

There also needs to be.... My apologies. I'm trying to find out what's happening over there.

## >>Laughter

There also needs to be continuous support for teachers, especially our new teachers, when they are looking at curricular documents and resources. There is a real struggle at the school level to access those. The Department of Education, in particular with literacy, has done a better job of that in the last few years, but more work needs to be done to support those teachers. Our teachers in our schools and in particular our teachers who are working in Inuktut and teaching in Inuktut to our students are still forced to construct and develop their own resources at a rate much higher than their counterparts in other

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jurisdictions in Canada, and they need more support for that. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Lightstone, you said you were done. Minister Joanasie, I believe this is being worked on right now, how recruiting teachers.... Let me speak English. (interpretation ends) The educator recruitment and retention strategy is something that has come up and it's in the current *Education Act*. Can you give us an update in terms of where the department is with the new strategy? Minister Joanasie.

**Hon. David Joanasie** (interpretation): Please wait a moment. Thank you.

(interpretation ends) Thank you, Mr. Chairman. The strategy is still under development. However, just to speak on the orientation and mentorship for Nunavut teachers, we are also working towards having a website. It was mentioned about an induction program that teachers used to have. There's another one under development which would focus on three components, which are orientation, mentorship, and professional development. We hope these would support teachers early on in their careers and ensure that they're well supported beyond their initial time in the department.

The teacher recruitment and retention strategy is going to have short-, medium- and long-term goals to have Nunavut-based teachers. Looking at the revised NTEP program, we are very eager and hopeful that that program will continue producing bilingual teachers in our territory. There are a bunch of initiatives such as that that we will be looking towards in having more Nunavut-based teachers and well supported. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister, for that explanation. At this time we will take a break for lunch. We will return at ᡃᠦᢗᠮ᠂ᡏᡧᠫᡥ᠘ᡃ᠘ᠳᢣᡕ. CLᠫ᠘ᠳ᠘ ᠘ᠪᠵᠲ᠘ᡩᢗᢀᡃᠪᠳᠳᠬ᠘ᡩᢐ᠑᠘ᢗ᠂ᡏᡕᠲ᠘ᠮᢆᡃ, ᠕᠈ᢣ᠙ᢀᢗᢛ

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1:30 p.m. and we will continue with questions to the teachers association. Mr. Quassa, you will begin asking questions at 1:30 p.m. We will see you later. Thank you.

>>Committee recessed at 11:58 and resumed at 13:30

Chairman (interpretation): Good day. The Standing Committee on Legislation has come back to our hearing on Bill 25. This morning we had the teachers association at the witness table and we will proceed from there. I currently have three names on my list. Mr. Quassa will start.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) First of all, I just wanted to applaud the NTA for believing that students deserve fully bilingual Inuktut-English education system that should be developed and delivered using Inuit societal values. Inuktut needs to be prevalent throughout our students' journey. I applaud the NTA for believing in that. I believe we all have that belief and certainly that was the vision when Nunavut was being created. I applaud the NTA for believing in that.

Going to the questions, on page 7 of your submission, you question the accuracy of the timelines for phasing in the application of Inuit language provisions as laid out in the schedule under clause 43 of the proposed Bill 25. Can you elaborate further on the type of evidence level of detail or research documentation that you feel should be considered when determining the timelines for the phasing in and the application of the Inuit language provisions of the legislation? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman.

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Qujannamiik, Mr. Quassa, for the question. We believe that no evidence to this point has been provided to substantiate the date of 2039 for full bilingual education from kindergarten to grade 12 in our schools. We feel there should be more research done on how many NTEP graduates can be graduated each year if funds are put in place to increase enrollment and increase supports for NTEP students, as well for Inuktut language programming in NTEP.

A great move was made this year by NTEP at the Iqaluit campus to have the first year NTEP program in Inuktitut for first-language learners. Next year, I believe, they are on track to have an Inuktut program for first years as an ISL program. We believe that is a great change. Some research should be done in terms of projecting with those changes implemented and with increased enrollment. That would mean promoting NTEP to our high school students at a much greater level than is currently happening in Nunavut.

Whether those dates can be moved forward from 2039, we have not been provided with any evidence of why 2039 is an appropriate figure. We believe the government should be more ambitious and if there is an influx in funding, if NTEP continues to be reformed and there is strong recruitment effort on behalf of the government in collaboration with its stakeholders, we should be able to reach bilingual education right up to grade 12 at a sooner date. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa.

**Mr. Quassa** (interpretation): Thank you, Mr. Chairman. The Department of Education has stated something slightly different. NTI has stated that they would like to see more Inuktitut-speaking teachers. That is what I believe Nunavut Tunngavik was saying.

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I'll ask this question in English. (interpretation ends) As I just stated in my preamble, I do believe that NTI had some suggestions that Inuit employment plans should be more focused on when we're looking at the timing of the language of instruction. It has been suggested that the timelines for determining the phasing in and application of Inuit language provisions should be based primarily on the Department of Education's Inuit Employment Plan. Do you agree with this suggestion? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. I believe that yes, it should be tied to a vigorous Inuit employment plan. I could not make any comment on what the plan looks like. I have not seen it. It has not been shared with us to this point. What the plan entails, the department's Inuit Employment Plan, that would be a great question for the department, but I believe that a strong, ambitious and vigorous Inuit employment plan should be in place. *Oujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ouassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. That's what I was thinking. The Department of Education and Nunavut Tunngavik have two totally different points of view. It has been mentioned by some of the witnesses that Inuit language use in our schools should be looked at from a different angle.

I would first like to hear from the Department of Education about what their view is on the need for more teachers. In some cases they state the reasons why they are focusing on the target date of 2039. I would like to get more

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information because the ability to have adequate teaching staff is going to have a major impact. Maybe I'll ask the Minister what his view is on this subject. Was that clear? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. As I indicated yesterday, we would not agree with having our Inuit employment plan tied to Bill 25, but at this time I can say that we do have an Inuit employment plan and those government-wide plans are adjusted on an annual basis.

NTEP was renewed by Arctic College. We usually give funding for the teacher education program on a yearly basis at \$2.26 million. On top of that, Nunavut Arctic College sets aside a certain amount of funding for NTEP. We will probably have to review the funding and see if there has to be an increase. It was stated earlier that we will need to recruit many teachers, which requires tremendous amounts of funding for curriculum development and staff resources.

This amount was projected based on this chosen target date of 2039, but it needs much more detail such as when the work would commence and when it would end. This is a ballpark amount at this time and will need a lot more work to flesh out the actual amounts as it is implemented. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa.

**Mr. Quassa** (interpretation): Thank you, Mr. Chairman. This will be my last question because I'm sure there are other Members who would like to ask questions.

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(interpretation) We keep referring to bilingual education. If we are going to be focusing only on (interpretation ends) Inuktut Language Arts, (interpretation) could we also see strong bilingual education (interpretation ends) by 2039? (interpretation) I'm asking what they think about that or if it came across. (interpretation ends) Inuktitut Language Arts (interpretation) is a subject on its own, if I understand correctly.

Does my question make sense? What do they think of that? Would we be able to have bilingual education (interpretation ends) by 2039 (interpretation) if (interpretation ends) Inuit Language Arts (interpretation) is the only focus in Bill 25? I hope I came across. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. I'm not sure if that question was for me or for the department, but I would state that we believe that Inuktut should not be, for the lack of a better word, pigeonholed to an Inuktut Language Arts class. For a language to be taught vibrantly, it should be cross-curricular. There is no core subject in our schools that could not be taught in Inuktitut. All subjects could be taught in Inuktut. As the capacity increases in terms of educator staffing in the territory, our hope would be that Inuktut wouldn't be left to only a language arts class but that it would become a cross-curricular language throughout our school system in

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multiple subjects. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) The Committee did have similar questions to the teachers association in terms of how these timelines were established and the whole issue of "Is it just going to be language arts and that's it?" It's my understanding that that's not the case. I'm looking at this new document that we got from the department. Minister Joanasie, do you want to clear the air on that? I'm looking at pages 13 and 14 of this language of instruction implementation document that you provided yesterday. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, I referred to it yesterday and a huge focus is on the language arts piece. This entails not just for first-language learners but second-language learners. On top of this, alongside developing these language arts in different areas, we are proposing and planning to also deliver Nunavusiutit, the different strands of core subjects in the Inuit language. Nunavusiutit, Aulajaaqtut, Iqqaqqaukkaringniq, social studies, health, physical ed., and math sciences, all of these are alongside the language arts curriculum. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I hate to keep doing this, but I'm trying to keep the focus on the teachers association. I would imagine there are a lot more questions from Members specifically on what the Minister just mentioned, but we will try to keep those for Thursday as much as possible.

(interpretation) Mr. Quassa, you are done? Thank you. Ms. Angnakak.

**Ms. Angnakak** (interpretation): Thank you. (interpretation ends) I have a question based

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upon your opening comments. In the second paragraph you say that "The NTA believes that our students deserve a fully bilingual, Inuktut-English education system..." My question is, in light of what NTI had in their opening statements where they said that Inuktut must be the language of instruction in all grades and in all subject areas, not just language arts, what the position of the Nunavut Teachers Association is on what NTI's position is because they are two very different goals. One is what the Department of Education has stated is a bilingual education. In your opening comments you say that's what you want to see as well. NTI has come out and said, "No, we want total Inuktitut." I'm curious what your thoughts are on that and what kind of implications does that have on students wanting to further their education by going to university in the south. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. When we say bilingual education, we do mean that particularly in the early years of education the majority language should Inuktut. Research has shown that in early childhood grades, in elementary, is when language acquisition is cemented the most. We believe there should be a strong Inuktut focus in each community at those grade levels. We also believe that Inuktut should be a primary language of instruction throughout school right until grade 12.

For a bilingual education system to work, English language courses must be available as well, in particular for students who are looking at post-secondary opportunities where they cannot receive those post-secondary opportunities delivered in Inuktut, but we do believe that bilingual education does not mean 50-50 right from grade 1. We believe that the  $LD\Delta^{c}$ **ΔΔ<<**σ **Δ**<-Γ P' $\Delta$ D'NO' %'J&NO'J.  $\Delta$ N%dNUC C'aD%".  $\Delta \mathcal{L} \Gamma \supset \mathcal{L} \Lambda$  $\dot{C}_{\sigma} \nabla_{\rho} \nabla_{\rho} \nabla_{\rho} \nabla_{\sigma} \nabla_{\rho} \nabla$ ᡃd°᠙ᢞᠦᡄ᠋ᡶᡈᢣᠦᠺ᠘ᠸ᠘ᡷᢂᢣᡄᢆ᠘ᠳ <u> </u> ኦቴኦ/ርሲσጋΔ°Δኦ°∿ቦናጋΓ. Ċᢐძবር ዾዺይኒΓ  $\Delta \subset \Delta \dot{\lambda}^c$   $\delta \to \Delta \dot{\lambda}^c$   $\delta \to \Delta \dot{\lambda}^c$   $\delta \to \Delta \dot{\lambda}^c$ ጋ° $^{\circ}$ ሀልካሪ  $\Delta$ ረLቦታ $^{\circ}$ ቦ $^{\circ}$  ርካሪላ L $^{\circ}$ ት ጋናሁ $^{\circ}$ ቦ  $4^{4}$  $\Delta$ C° $\sigma$ 4%)C $\Lambda$ 4%  $\Lambda$ 6%  $b^{\prime\prime}bb^{\prime\prime}\sigma$   $dD^{\prime\prime}D\Lambda$   $\Delta c^{\prime\prime}\sigma d\Lambda^{\prime\prime}h^{\prime\prime}b^{\prime\prime}C\sigma d^{\prime\prime}D\Lambda$ .  $LD\Delta$ 620CD64  $CD\Delta$ 640 CD664 CD666 CdYLUYY. Darlwqc Dipliphyld  $^{9}$   $^{9}$   $^{9}$   $^{9}$   $^{9}$   $^{9}$   $^{9}$   $^{9}$  $4^{\circ}$ ) $^{\circ}$ CD $\sigma^{\circ}$ bS $^{\circ}$ b  $4^{\circ}$ D $\Delta\sigma^{\circ}$ bS $^{\circ}$ b CL $^{\circ}$ a  $\Delta$ C° $\sigma$ d%D $\sigma$  $\Delta$ C° $\sigma$ dD° $\sigma$  $\Delta$ dDDdDDdDdDdDdDdDdDdDdDdDdDD $^{\circ}$ ליטרישלן לביטלי $^{\circ}$ ליטרישרישלים אביין ארשליטרי <sup>5</sup>dϧͼϗϳͼ, Δελ≪Ϸϳς.

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primary language acquisition of Inuktut has to be concentrated on in early grades and there would have to be a progression into English Language Arts with still a strong course load in Inuktut throughout, right up until graduation in grade 12. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

**Ms.** Angnakak: Thank you. I'm just looking for the models. I can't remember which document.... Oh here it is.

The Department of Education has come out with language of instruction requirements; the Qulliq Model, the Immersion Model, the Dual Model, most of them by grades 10 to 12. Inuktitut is 50 percent, English is 50 percent, which kind of goes against what you just said. What are your thoughts on that and is that something that you would bring up with the Department of Education at any point? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. The dream would be to have a 50-50 model in grade 12 available to students who would need that for post-secondary education for the requirements entering whether it's college or university, if that's what their program requires, but we believe that capacity should be in place at the high school grades where multiple courses can be offered in Inuktut or English at the decision of the parents or the student. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. I would like to go to your opening comments

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on the second page at the bottom where you talk about "Teachers in Nunavut are leaving the profession in large part because they are overworked and underappreciated by our government. Any amendments made to the *Education Act* or the *Inuit Language*Protection Act should be made with the goals of facilitating more Inuit entering the teaching profession..." I'm wondering what you really mean by that. Does having Inuit enter the teaching profession take away the fact teachers are overworked and underappreciated? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. We believe that fewer Inuit are choosing the profession to begin with or are remaining in their profession in their early years because of the workload they are receiving when they begin or the workload they perceive that they are going to receive when they begin.

A lot of this goes back, when we speak to our teachers, to the loss of regional consultant positions at our regional school operations. There was reorganization in the Department of Education a couple of years ago where the regional consultant positions were eliminated in favour of an Educator Development Division that does have offices in multiple communities but for the most part is centralized here in Iqaluit. It has taken away the ability of our teachers in terms of the workload and the lack of support in receiving that from their RSO office.

We have teachers who do not know where to go when they are looking for curricular support; when they are looking for resource support. The answers are there where they can go, but they are more difficult now. It used to be you contact your program consultant, either as a teacher yourself or through your  $\Delta$  ኮ/ የ ኮ ር የ ኮ ር ሶ ላ ላ ለ.

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school administrator. Now there is confusion based on the region on where you go. There are generic email addresses that teachers can use to ask a question, but the personal aspect is taken away of "I'm looking for support. How can you support me?" That feeling is gone. A lot of our teachers do not know who that email is even going to. It is going to multiple people. Who is going to answer it? "There is no one I can call because I need support for tomorrow." That's no longer there, with the exception of the superintendents at the regional school operations, who would then in turn have to turn around and contact educator development or another division within the department to look for that support on behalf of a principal or a teacher.

The other issue we are seeing in terms of the lack of support is the retention and recruitment crisis we are facing is really exacerbating the amount of work that our teachers that are in the schools are doing right now to make up for the vacant positions in our school. I receive many phone calls from teachers who feel overworked. They are into the school late in the evening. They're into the school on the weekends. They are teaching multiple subjects, multiple classrooms. Some of their classroom assignments are changing by the day or by the week depending on shortages in the school. We do have combined classes. We have some classes that have upward to 40 students because of a vacant teaching position. There is no alternative. We do not want to see students at home, so those students are placed into another classroom, further overburdening that teacher.

That's happening across our territory. In some communities it's happening much worse than in others. It's happening a lot at our elementary level where there would be, hopefully, Inuktut education classes happening, cross-curricular. Those are the

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gaps that we are facing right now where our teachers are honestly burned out from the amount of extra work that is placed on their shoulders because of the vacant positions that are happening in many of our communities. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

**Ms.** Angnakak: Thank you. That's very concerning to hear.

Before I get to the burnout, I would like to ask you a little bit more about that, but before that, when you talk about confusion where people don't really know who to turn to, has this been brought up with the Minister's office? Are you trying to deal with this? Is this something that has been addressed or have you tried to get it addressed and it hasn't, or where are you with that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. It has been discussed with the department on numerous occasions about the frustrations that our teachers are facing. The department is facing capacity issues in many of their divisions, vacant positions, as well as I would say that this reorganization, this is my opinion, happened too soon. The consultant positions were eliminated before the new educator development positions were staffed, which had left a gap. I believe the department is doing the best that they can to fill those positions, but at this moment that frustration still exists in our classrooms where they feel that the amount of support they are receiving from the department is not as substantial as it was three years ago when those consultant positions existed. Qujannamiik, Mr. Chairman.

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Ms. Angnakak: Thank you. Before I go on to my other questions, Mr. Fanjoy, I would like to ask the Minister if he could respond to this frustration and what is the department doing to try to address this. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I would ask the Minister, specifically with regard to Bill 25, how that issue is connected to Bill 25 or if that connection exists. I'm just reminding the Committee that that is why we're here. I understand it was in the opening comments from the teachers association. It's just a reminder. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I got questioned in the House in our most recent sitting about vacancies. At that time I explained about some of the things that we try to do to minimize impact on students. In addition to that, I think this points to even what was discussed by Nunavut Tunngavik in terms of we sometimes rely on substitute teaching given our limited capacity to fill all vacancies.

I think this is even something we are struggling with in terms of I think we're challenged with finding suitable substitutes in the time being until we can fill the vacancies. This is something perhaps we need to spend some effort on and not just recruiting full-time teachers but interim substitutes that can take on the workload that the NTA is expressing, that the huge workload could be too much for many of the teachers.

We have to commend our teachers for the job that they do day in and day out. I don't know if I could do it, but I know that many of our teachers are doing a tremendous job in **Δ<sup>6</sup>/«C<sup>6</sup>**: L'α. Γ<sup>1</sup> ⊲<sup>6</sup>α<sup>6</sup>b<sup>6</sup>.

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**Chairman** (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. When I think about this topic, I'm also thinking about student-teacher ratios. I think that has been talked about in regard to the bill as well. When I read your statements in your opening comments, it's quite concerning. For those of us who sit here, because we're not in a classroom and it's not an everyday thing that we're dealing with, although we hear the concerns about education, sometimes it's hard to put ourselves into what's really going on. I agree with the Minister. I'm sure this is a very difficult job, with lots of pressures on everybody to try to meet the responsibility of educating all Nunavummiut through the best possible way.

In terms of burnout, this is my last question because it is concerning and we want our teachers to stay. Hopefully we have a lot more people from Nunavut to become teachers, but people have to want to become a teacher. You can't make somebody become a teacher. Hopefully we can really inspire those who are going through the education system now to want to become a teacher, but until we get to that time, what is your position on how...? I know providing more support is one way, but what are some other ways you feel are very important to keep the teachers we have now and to try to make the teacher environment more appealing so that more people want to become a teacher? Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. I can share with the Committee, when we receive our exit surveys from teachers, the primary reasons why teachers in general are choosing to leave the profession in Nunavut, some of them do not apply to Bill 25; issues of staff housing in the communities is a major issue; the quality and availability of staff housing for our Inuit culture and language specialists; the fact that staff housing for the most part is not available for those positions needs to change.

There are members who are becoming Inuit culture and language specialists and are struggling with their housing and they would like to have the same benefit that other coworkers in the education system in their school are receiving. It also means that a culture and language specialist, for example, for the most part, unless they want to move to another community and pay market rate if they're renting a place or buy a home, they're basically forced to work within their own community where they already have some sort of housing available to them. For example, here in Igaluit it is very hard to hire culture and language specialists. Our schools trying to hire culture and language specialists, many times you have to go outside of the community, but no housing is applicable for those positions, which really cancels out a lot of those applications.

Our teachers are feeling for the most part overworked when it comes to the amount of students that they are working with in their classrooms every day in targeted schools where there are multiple vacant positions. The student-educator ratio which is currently in the *Education Act* looks like an excellent number. Compared to some jurisdictions in Canada, it's not a bad number, but it's also

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not an indicative number of how many students are in each classroom because that student-educator ratio includes many of what we would call non-direct contact teaching positions within your school: your principal, your vice-principal, your student support teacher, other positions as well.

We believe that the student-educator ratio should be applicable to classroom teachers. That's how that ratio should be applied. That would alleviate some of that concern for our members. It's not that our members do not like teaching students; it's that the more students you have in your class, the greater strain is placed on your own resources and your time management in terms of conducting proper lessons for those students.

Financial compensation, the cost of living that is in Nunavut right now that everyone feels is felt by teachers as well and that is something that will have to be addressed through the next round of collective bargaining, hopefully.

Those are the main issues that our teachers are facing. As well, there is a significant increase that is being reported to us of violence in our schools that is creating much stress on our teachers. The majority of the violence that's being reported is student-on-student violence. We can't underestimate the impact that that has on the students but also on the teachers in trying to help the students through those violent, traumatic incidents for those children. Violent incidents against teachers are also increasing.

There is a joint safe school and antiviolence committee that is outlined in our collective agreement between the Nunavut Teachers Association and the Government of Nunavut. That committee is actually going to be meeting later this week. That committee right now is tasked with coming up with a way of reporting violent incidents in the school,

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hopefully to both the department and the Nunavut Teachers Association, respecting the privacy of all those involved and also to look at some antiviolence measures that can be put in place to help alleviate this problem in our schools.

I can say that within the last five years the amount of teachers who have told us that they're leaving the profession directly because of specific violent incidents in their schools has increased. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Angnakak, you said that you were done. Are you done? (interpretation ends) Okay, one more question. Ms. Angnakak.

Ms. Angnakak: Thanks. I just want to know if that's tracked; the violence that has escalated tracked by the department. Is it tracked? Is there anybody tracking this trend? Thank you. That's it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. I could not speak to the department, whether they are doing any internal tracking of that. There is no external tracking. We are hoping that the safe school and antiviolence committee will be tasked with coming up with a system where that can be tracked, where both the department and the Nunavut Teachers Association can have those statistics available and also look at the underlying causes of why these issues may be happening. Qujannamiik, Mr. Chairman.

**Chairman** (interpretation): Thank you. Moving on. Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Chairman. Welcome to the Nunavut Teachers

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Association.

My first question is from your comments, the last paragraph where you say, "District education authorities play a vital role in representing the communities and should continue to be involved in school administrator hiring and contract renewal but should not be the sole decision-maker."

On pages 10 and 11 of your submission, you note that during consultations on education in Nunavut, a proposal had been put forward that the Department of Education be the lead on the administration of principal and vice-principal contracts, with a member of the district education authority on the decision-making panel. This proposal was not adopted in Bill 25. You state further that the Department of Education should be the authority on the principal and vice-principal appointments, reappointments, and dismissals.

Can you elaborate further on this issue and what specific factors should be taken into consideration with respect to which entity should have the final authority with respect to the employment of principals and vice-principals? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. We agreed with the department's original proposal during the community consultation process that school administrator positions should be appointed by the Department of Education in consultation with district education authorities.

We do believe that district education authorities should be the main policy and planning oversight for principals in terms of the school program plan; the community education program plan. We are not in favour  $5004^{4}$ 

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of the DEA having any authority taken away in terms of the school budgeting process, the attendance and discipline policies, the Inuuqatigiitsiarniq policies.

We do believe that the human resource role of appointing and choosing to either reappoint or not reappoint school administrators should be made by the department in consultation with district education authorities, with the final say being with the Department of Education. Principals and vice-principals are employees of the Government of Nunavut. Their employer is the Department of Education within the Government of Nunavut. The employer should be playing the human resource role. They are currently playing the assessment role for those positions and they should also be the final decision-maker on the reappointment or the initial appointment of school administrators.

We do believe that district education authorities should be consulted prior to any decision being made by the department, and district education authorities should be involved in the decision-making. The final decision should be made on the part of the department. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Chairman. With the member of the district education authority, would it be per community or would that be with the CNDEA? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. If I understand the question correctly, in terms of the appointment or reappointment panels, I believe it should be a community DEA member that should be on the community

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appointment or reappointment panels. It should not be somebody in the coalition office. I believe that community input is vital and it should come from each individual district education authority. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. My last question would be, you talk about a current recruitment and retention crisis within teacher education. "Nearly half of our NTEP graduates are leaving the teaching profession within the first five years of employment." That is in your statement on the second page in the last paragraph.

Have you ever talked to the department to find ways in trying to keep NTEP graduates within the system? Have you ever made any suggestions like incentives to stay on the job? They do pay teachers coming into the communities from the south, maybe as far as Newfoundland, and NTEP students don't get any benefits like that. If you did give them a paid trip out, maybe something like that would be an incentive. Have you made any suggestions of something like that to the department? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. We have made many suggestions in the past in terms of financial compensation. A lot of those suggestions have been in the form of the collective bargaining process. A lot of those suggestions in the collective bargaining process were not accepted by the Government of Nunavut's side. That's not the Department of Education in particular; that's the Government of Nunavut.

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We've also had multiple conversations with the Department of Education on how NTEP graduates in the system can be retained over the years. We've had those conversations with numerous leaders within the Department of Education. We haven't spoken about the exact form that you have just mentioned, but we have discussed financial compensation for teachers in the system, both NTEP and non-NTEP grads, in terms of the possibility of retention bonuses, whether that would come through a collective bargaining process or another process.

We have also spoken about in terms of recruiting and retaining our new teachers from NTEP, offering supports through our professional development fund to staff positions not based at the Department of Education; based at the Nunavut Teachers Association. One position in particular would be focused on the recruitment and retention of Inuit teachers into our system, working in particular with our high school students and targeted high school teachers who could serve as mentors in our communities. That would be funded from our professional development fund. That proposal was turned down by the department at the time. Our professional development fund would have completely paid for that position and it was not accepted.

We also offered to fund through our professional development fund an Inuktut support coordinator position which would be focused on providing support for our teachers in their first five years of education in Inuktut, so a primary point of contact in Inuktut for our teachers when they are contacting the Nunavut Teachers Association, with the idea of assisting our new teachers in applying for their Inuit language allowances, helping them in terms of their resource development and finding the proper resources, giving them general support through their first five years, with a specific focus on professional

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development in their first five years on the job.

It wouldn't be 100 percent professional development; there would also be some membership support services there available as well. That position was not accepted by the Department of Education as well. We would have funded that through our professional development fund, but in accordance with Article 16 of our collective agreement, any use of that fund that is outside of specific articles has to be agreed upon equally by the department and the Nunavut Teachers Association. We could not reach that agreement.

Those are just two examples of what we have done to try to support teachers in their first five years. We're going to continue to try to support teachers and come up with new ways that we can do so and we also believe that the department, through their plan, is looking to focus on this as well. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Joanasie, I will give you an opportunity to speak about the school principals. The teachers association has stated that (interpretation ends) their position is that the hiring and firing should rest with.... Sorry to say it that bluntly, but that's what I'll refer to it. Hiring and firing should rest with the Department of Education and there are other positions that have been put forth. Bill 25 basically keeps that relationship the same as it is right now, to my understanding. I wonder if you can speak a bit as to your department's thinking on this issue, specifically dealing with the principals. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, we heard through the community consultations and the DEA coalition stating that that decision rests best at

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Chairman (interpretation): Thank you. (interpretation ends) Just one further thing to get clarification on from the teachers association, 50 percent of administrator turnover that you mentioned in your opening comments, very briefly, why do administrators have a higher turnover than teachers as a whole? Is this HR relationship part of that turnover issue? Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. The number fluctuates between 40 and 50 percent; many years north of 45. That's why we say close to 50 percent of our administrators. This human resource role has been a factor in some of our communities.

We do know there was one community that was mentioned this morning where it was very public in the media where there was questions over the principal not being reappointed, questions from the community, even though the DEA had made that decision. That made the media. There has been other instances in the past where that has played a role as well, where a district education authority has made the decision not to reappoint a principal, where many people in the community thought that principal was doing good work, and no specific reason was given about why that principal was not reappointed. I would say that that's not the main reason why we see the turnover rate we

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do in school administrators.

Our school administrators are overworked, just as our teachers are overworked. The amount of reporting that's required of our school administrators has increased exponentially in the last 10 years. Bill 25 would further increase the amount of reporting to the department to the point where it seems like the reporting would be redundant. The amount of reporting that's happening currently is more than sufficient, as well as the introduction, in the last three years, of teacher professional development frameworks. There are many positives to those professional development frameworks, but it does significantly increase the workload not only on our teachers but on our principals who do have to review those multiple times throughout the year with our teachers. What we're getting back from our principals is that their, for lack of a better term, clerical workload has become very burdensome in the last five years.

I would also say that if more principals were made-in-Nunavut principals over time, you would see that retention rate reduce a bit. For that reason, when the Department of Education is looking for school administrators, many times school administrators are being hired who may be in the twilight of their careers. That just further increases the rotation of principals moving in and out of the communities. There are some great principals, many great principals who have come from other jurisdictions and who have been here for many years. I'm speaking of the one- or two-year principals who are coming in to fill that gap and who are doing a tremendous job for the most part while they are here, but the expectation is that they're not going to be here long term. That's perhaps even the expectation of the DEA believing that that principal is going to step in for only a couple of years until somebody from the

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community may be available.

Principal positions are all term positions. We are not saying that principal positions should be indeterminate, but we are saying that if you have term positions, there just naturally bounds to be a greater rate of turnover as well. *Oujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for answering in a way that brings us back to the bill in front of us today. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. (interpretation ends) In your opening statement on the last page it says that "The NTA's hope is that any amendments made to the Education Act or the Inuit *Language Protection Act* will further support teachers with this important responsibility." I'm not sure which amendments vou are referring to, but maybe perhaps you are able to answer this question when I ask these other two questions. The introduction of your submission notes that your responses are only focused on proposals for changes that are included in Bill 25 and you disagree with. Are there any specific sections or parts of the current legislation, the Education Act currently in force, that you feel should be changed but are not addressed in Bill 25? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. In terms of the current Education Act and that are not offered as amendments in Bill 25, we believe that the main change that should happen is the student-educator ratio and how that is calculated and who is included into that formula. We believe it should be codified within the Education Act what positions in particular should be included in the student-

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educator ratio and that those positions should only be the direct contact classroom teachers. It should not include school administrators, student support teachers, or subject teachers that do not have homeroom classes at the elementary grade levels.

For example, if some school does have an elementary phys. ed. teacher who is not teaching in a homeroom with 15 to 20 students to 25 students through the majority of the day, it should be the main classroom teacher who is the only position in that student-educator ratio. That would be the main amendment that we would like to see in the *Education Act* that's not currently found in Bill 25. I could sit here all day and talk about many little tweaks that could be had, but if we want to see one amendment that is not contained in Bill 25, it would be the amendment that we are looking for. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

**Mr. Qamaniq**: Thank you, Mr. Chairman. My second question is on page 4 of your submission. You note that clause 27 of Bill 25 would amend section 14 of the Act, in part by requiring principals to report four times a year to the district education authority instead of twice a year, as is currently required. Your comment regarding this proposed amendment notes that principals also meet monthly with their local district education authority and that adding additional reporting obligations would increase principals' workload. In your view, what is the best way for principals to keep district education authorities up to date on the ongoing effectiveness of local community programs, the education program, and the school improvement program? Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. We believe that adding those extra two reports is basically redundant and that the amount of official reporting that a principal is currently doing is keeping both district education authorities and the department up to date sufficiently on what is happening in the school in terms of the educational program plan, which is submitted in the springtime, as well as the official report in the fall. I do not want to discount the monthly reports to district education authorities by school administrators. That's required. That should continue.

We do believe that there is opportunity there for more authentic and informal reporting between principals and district education authorities on a more common basis. We do believe that district education authorities should be a visible presence in our school and that our principals should be in not just monthly but regular communication with our DEAs on events and programs that are happening in the school, issues that are happening in the school, and that communication should be regular and it should happen outside of the monthly reporting.

If a district education authority is only hearing from a school once a month, it is an issue that the DEA has to work with the school principal to have that informal reporting happening more regularly. *Qujannamiik*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. Just to clarify, we aren't proposing to add additional reporting requirements. What we're asking is the monthly reporting to

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Chairman (interpretation): Thank you, Minister. (interpretation ends) I think we will flag that as yet another issue to discuss further on Thursday morning because we did have some indications in your recent letter to the Committee on that subject and I just don't have it in front of me right now.

Moving on. Mr. Qamaniq. This is 2.1. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. My last question to the Nunavut Teachers Association: do you feel that the delivery of universal early childhood education programs across Nunavut should be included under a revised *Education Act* or should it be governed by separate legislation, such as the revised *Child Day Care Act*? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: *Qujannamiik*, Mr. Chairman. We believe that what is currently written in Bill 25 on early childhood education is not sufficient. If it's going to be embedded in the *Education Act* as written in Bill 25, it should be deleted from the *Education Act* and dealt with in another Act.

We believe that early childhood education is vital. It should be delivered universally across the territory in Inuktut as a public service delivered by public service employees. We believe that scope is so large, vitally important, but so large that it should not be dealt with in a few points in the *Education Act* whereas district education authorities would

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have that responsibility, but community A may have a very vibrant ECE program whereas community B has a limited space program, community C, the district education authority has chosen not to have an ECE program. That's not fair to our children and our parents across the territory. We believe that it should be universally publicly funded, delivered in Inuktut by public service employees.

That is, I would say, our vision. It would give a scope large enough that it should not be dealt with specifically in the *Education Act*. *Oujannamiik*, Mr. Chairman.

>>Applause

**Chairman** (interpretation): Thank you. Moving on. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman, for recognizing me again. I have one question I would like to ask. As Inuit we have seen school principals who are very productive, as you indicated, very good school principals and who have been up here in Nunavut for a very long time. They are a part of the school team and though they have been here for a very long time, they never learned how to speak our language. They might understand, but they don't speak it or maybe we make fun of the way they speak Inuktitut.

You indicated here that "With a significant infusion of funding, the continued reformation of the NTEP program, a concerted effort to recruit Inuit into the education profession, and new supportive programs put in place for teachers in their first five years of work in a Nunavut school, bilingual education can be achieved. Educational stakeholders like the NTA want to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit

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educators at a much more substantial rate." We would all like to see that.

Now my question is: is it possible for long-time school principals in Nunavut to be taught to speak the Inuktitut language? What is preventing them from being taught to speak Inuktitut? It was said that they will try to train Inuit to become teachers. Those who have resided in our communities for a long time should also become proficient in our language. Where can it be improved? Thank you, Mr. Chairman. That's my last question.

**Chairman** (interpretation): Thank you. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. Thank you for the question. There are barriers in place for our school administrators not originally from Nunavut in terms of learning Inuktitut. There is funding there through the professional development fund whereas our teachers and our school administrators can access funds to learn Inuktut. That can be done in two ways. In the past we've had groups of teachers in some communities organize Inuktut courses with Pirurvik and the professional development fund has paid for those courses and we have seen success with that. As well, there is funding in place through the professional development fund for individual school administrators for teachers where they can access money to be taught Inuktut at a one-on-one level from a community member where the salary for that community member or the amount they can receive for that will be covered by the professional development fund.

What we hear from our school administrators and our teachers is the difficulty is the time to learn Inuktut is not being provided for by the employer during the workday whereas some departments, we do see, there is Inuktut language training, for example, in the

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We need to come up with a way where...and the increased workload, I should mention as well, on principals and teachers. We have principals and teachers who would like to work on Inuktut courses in the evenings, but with the increased workload our teachers have been facing in recent years, their evenings are taken up with lesson planning for their students, the majority of their weekends are taken up with lesson planning for their students. There is not a whole lot of downtime. We need to come up with a system where there can be time provided for Inuktut language instruction for our English-speaking and French-speaking teachers so that they can become more proficient in Inuktut because we do believe that's vitally important. Qujannamiik, Mr. Chairman.

**Chairman** (interpretation): Thank you. I have no more names on my list. We are falling behind in our meeting. Mr. Lightstone, would you like to ask one question? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. My last question is in relation to student support teachers and specifically the amendments to the inclusive education portion of the Act. In the NTA's opening comments there was a very strong phrase that was used and the NTA stated that "...student support teachers would be stripped of most of their responsibilities, which would fall on the already overworked classroom teachers."

The fact that "Student support teachers

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receive specialized training in developing and implementing individual student support plans" where the main teacher would not have these specialized capabilities and further, removing this responsibility from student support teachers would place a great increase in workload on those individual teachers.

I would like to ask the Minister: why is it that it seems that student support teachers are being written out of the *Education Act*, and what is the purpose of giving the main teacher the responsibility or the lead role in developing student support plans as opposed to student support teachers? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. Thanks for the question. We want to continue to have student support teachers in place and they would still be required to develop individual student support plans and they would provide the support to the main teacher. However, we want to have the main teacher develop the ISSPs to ensure the teacher who spends the most time with the students in the classroom takes ownership for developing, implementing, and evaluating students' progress. This is in line with the Hall report recommendation that was commissioned. The main teacher will continue to receive support from the school team and that ensures that principals, student support teachers, Ilinniarvimmi Inuusilirijiit, and other classroom teachers that are appointed to the school team are all aware of the specific roles with respect to ISSPs.

A directive on...I think I'll stop at that for now and dive into further details when I'm before the Committee. Thank you.

Chairman: Your mic is still on.

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(interpretation) Thank you. (interpretation ends) Mr. Fanjoy, maybe if you would like to add to or respond to Mr. Lightstone's question, I think it would be.... We're wrapping up your time here, so I would like to give you that final opportunity in terms of the change between main teacher and student support teacher responsibilities. Mr. Fanjoy.

Mr. Fanjoy: Qujannamiik, Mr. Chairman. We are really concerned with the change of language proposed in Bill 25 concerning main teachers and their responsibilities for individual student support plans. We believe that would severely overburden the classroom teacher who is already responsible for the implementation of the plan. They do consult already in the program development of that plan with student support teachers, the school team and the parents.

To put that main responsibility onto a classroom teacher, and we will call them the main teacher, which is still cloudy on how that would work at the secondary school level where every student, depending on the semester, might have five or six teachers who would be classified as the main teacher. It says the school administrator would appoint who the main teacher is. Well, how is that decision made? That's cloudy.

We believe that we have specialized teachers in our schools, student support teachers who do receive that specialized training and do have a dedicated workspace, and a vast majority as well of student support teachers do not have homeroom students. They do have the time and the workspace in terms of the development of those plans in consultation with our classroom teachers. We believe that system should continue.

To further sideline student support teachers and put the majority of the burden upon the classroom teacher, we believe, would have P<sup>1</sup>bP<sup>1</sup>7P7LC<sup>16</sup>D<sup>16</sup> CΔ<sup>1</sup>dd ΔC<sup>1</sup>Δ<sup>2</sup><sup>1</sup>
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I believe the system that we have now where the majority of that work is done by the student support teacher on behalf of the school team in consultation with the homeroom teacher is a system that is working and it should continue. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation) Thank you. (interpretation ends) Thank you. With that, we are wrapping up your time here with us, and I apologize we don't have time for closing comments at this point, but on behalf of the Committee, thank you very much for your written submission and thank you to all your members for their hard work on behalf of Nunavut that they do in the trenches every day in the schools. I think we all understand the level of commitment and hard work that goes into being a teacher or being a school staff, so thank you very much to them.

>>Applause

And the Committee's work will continue. After a 10-minute break, we will hear from the Gjoa Haven DEA. Jack Ameralik is here representing that organization. (interpretation) We will take a short break and come back in 10 minutes. Thank you.

>>Committee recessed at 14:48 and resumed at 15:11

**Chairman** (interpretation): We are back for the Standing Committee on Legislation's

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hearing on Bill 25. We heard from the Nunavut Teachers Association. Now we are going to hear from the Gjoa Haven District Education Authority. This person is from Gjoa Haven and was invited to come to Iqaluit. I would first like to welcome Jack Ameralik. He is the (interpretation ends) vice-chair of the Gjoa Haven DEA. (interpretation) Please feel welcome in the Legislative Assembly. You may begin, Mr. Ameralik.

Mr. Ameralik (interpretation): Thank you, Mr. Chairman. I am Jack Ameralik. I am from the Gjoa Haven District Education Authority. I thank you for inviting me to come and speak on behalf of the local DEA. I apologize that our chairperson was not able to come here due to other responsibilities with the water board.

I will present our submission as the local district education authority in English. (interpretation ends)

# Response to Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act

The Gjoa Haven District Education Authority thanks you for the opportunity to comment on Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act.

Our DEA just reconvened after being on leave for the summer break and therefore has had limited time to review the aforementioned document in great detail. That said, we wish to offer the following comments for consideration by the Standing Committee and Members of the Legislative Assembly, many of which were included in our April 19, 2017 submission to the then Chairman, Tom Sammurtok, in regard to Bill 37 amendments to the Nunavut *Education Act*.

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## Inuit Qaujimajatuqangit

We remain concerned about the loss of IQ not only in our schools but in our society. Removing references to IQ puts our culture and heritage at greater risk of being lost. We also note that IQ is being proposed to be diminished to the speaking of Inuktut and only in regard to the Nunavut society. We do not support the repeal of any references to IQ. Where additional language is being proposed to enhance existing language, the DEA is supportive of these revisions.

## **DEA Capacity and Governance**

Bill 25 proposes to recommend a drastic shift to the mandate of the DEAs' authority to represent and respond to the individual needs of the communities. A clear example is the proposal to set school calendars as directed by the Minister. The DEAs have voiced their concerns about standardization and centralization of authorities to the Minister's office.

Every community in Nunavut has differing needs as they relate to the timing of cultural events and activities. For this and a number of other reasons, the DEAs should maintain control over the establishment of annual school calendars, bearing in mind that the objectives of the Act as well as needs of the students and staff are being met.

The DEAs over the years have consistently sought increase in resources to implement DEA authorities. The coalition has researched and distributed information about DEA authorities in Nunavut. For example, the coalition found that since 2008, DEAs' responsibilities increased by 43 percent, but DEA operating budgets did not increase.

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## Hiring and Staffing

Our review of Bill 25 did not find reference to any recommended changes with respect to the hiring and staffing of principals or vice-principals. The DEA wishes to reiterate the position as stated on April 19, 2017, which was in regard to hiring and staffing of principals and vice-principals.

The DEAs are concerned with the reduced ability of the DEAs to be involved, especially since the DEA members will know their community needs better than the staffing panels that don't live in our communities.

### **Early Childhood Education**

There are....

Chairman: Mr. Ameralik, thank you for going through some of your submission. The Committee has reviewed your submission in detail. Is there anything within the submission that you would like to highlight or add a comment to? I'll give you that opportunity right now. Mr. Ameralik.

**Mr. Ameralik**: Thank you, Mr. Chairman. As you can see, you all have the paper. I don't really have anything to add onto the submission we put in, but I can try to answer questions that you might have.

Chairman (interpretation): Thank you. (interpretation ends) Okay, yes, there are Members with questions and we will go to them now. (interpretation) Going first is, I believe, your fellow resident of Gjoa Haven, Mr. Akoak.

Mr. Akoak (interpretation): Thank you, Mr. Chairman. I wanted to make a comment here. The person who is sitting in front of us is from Gjoa Haven and I wanted to state my pride in that fact. He will be sitting there by

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>>Applause

**Chairman** (interpretation): Thank you. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. I have two questions. In your submission of September 5, 2019 it clearly explains your problems and concerns in regard to the proposed Bill 25 and also the proposed amendments to the current *Education Act*, especially with regard to the Inuit language.

I would like to ask how our children and youth who are in school right now will be impacted by the legislation when it comes to our language and culture. In your view, how will they be impacted? Will they become more capable or not? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik (interpretation): Thank you, Mr. Chairman. (interpretation ends) As the DEA in Gjoa Haven, with the proposed changes and amendments in Bill 25, we feel that our students will lose a lot if they are going to change the *Education Act* through Bill 25. We feel that the students will be left out on curricula that are supposed to be taught in schools, but some will be left out and a lot of students will be left out on those, we feel, if they change the bill or make amendments to the Act.

**Chairman** (interpretation): Thank you. Ms. Towtongie.

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Ms. Towtongie (interpretation): Thank you, Mr. Chairman. I also thank you for responding with something we can consider. The letter from Gjoa Haven mentions amendments regarding *Inuit Qaujimajatuqangit*, but Bill 25 has proposed amendments to remove a number of references to *Inuit Qaujimajatuqangit*. They would be put into the preamble of the Act.

Clause 18 of Bill 25 proposes to include a definition of *Inuit Qaujimajatuqangit* responsibilities under section 122.1, which states that *Inuit Qaujimajatuqangit* responsibilities "refers to the responsibility to ensure that Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit are incorporated throughout, and fostered by, the public education system." Bill 25 as a whole has *Inuit Qaujimajatuqangit* as its foundation. Would the Gjoa Haven DEA be supportive of this proposed amendment? That is my final question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik: Thank you, Mr. Chairman. Thank you for your question. The Gjoa Haven District Education Authority would be supportive if they can keep *Inuit Qaujimajatuqangit* in the *Education Act* in another area. As long as *Inuit Qaujimajatuqangit* are put into schools, we are very supportive of that.

**Chairman** (interpretation): Thank you. Minister Joanasie, would you like to address the question that was just posed or respond to it? What would change if Bill 25 was enacted? Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. We want *Inuit Qaujimajatuqangit* to be the foundation of the

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In addition, we are requesting that curriculum materials that are developed for whichever grade include *Inuit Qaujimajatuqangit* concepts and Inuit societal values. We want them to be prominent in the curriculum materials. Every year we would request information on how *Inuit Qaujimajatuqangit* principles have been applied in schools and the DEA coalition would include it in their annual report. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Do Members have questions? Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Welcome. On page 1 of your submission you addressed the issue of DEA capacity in government and refer to the establishment of school calendars. Bill 25 proposes to establish three different school calendars for each of the three regions across Nunavut and further proposes that DEAs select one of the three calendars for their region by March 31 of the preceding year. In your view, would this approach offer adequate flexibility to the DEA to determine school calendars for the schools in its district? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik: Thank you, Mr. Chairman. As DEAs regarding the school calendar, we know our community and what we can do in schools within our community and use our community in our schools. As DEAs we are very supportive to finalize and approve the school year calendar within our community because we are the DEAs in our communities and we

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know what's good for our communities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Does your DEA agree with the Department of Education giving DEAs a select of three calendars to choose from for their school or do you feel that your DEAs should have discretion on what type of calendar you guys would like to see? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik: Thank you, Mr. Chairman. Yes, we DEAs would like to select our school year calendar within our community instead of the Minister giving us because the Minister may not know what is needed in our community. We as DEAs know what's needed in our communities. I hope that answers your question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Thank you for your response. On page 2 of your submission it expresses very strong support for early childhood education programs and provides a number of examples of the benefits of such programs. Can you describe what early childhood education programs are currently provided in Gjoa Haven? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

**Mr. Ameralik**: Thank you, Mr. Chairman. In Gjoa Haven we have Moms & Tots and also Aboriginal Head Start. Over the last five years

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the hamlet has given the Aboriginal Head Start to the DEA because they could no longer give them space for classrooms. Our DEA has given them a classroom in the high school for the Aboriginal Head Start so we won't lose our Aboriginal Head Start. We are very supportive of those early childhood programs in our community because they help with the students to prepare them for elementary and secondary school. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Thank you for the response. It has been suggested that the Department of Education deliver a universal early childhood education program across all of Nunavut's communities with early childhood educators as Government of Nunavut employees. If a Nunavut-wide program of this type was established, would you envision local district education authorities playing a role in the administration or delivery of these programs? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

**Mr. Ameralik**: Thank you. Can you clarify that, please? Thank you.

**Chairman** (interpretation): Thank you. Ms. Kamingoak.

Ms. Kamingoak: Thank you. It was suggested that the Department of Education deliver a universal early childhood education program across all of Nunavut's communities with early childhood educators as Government of Nunavut employees. If a Nunavut-wide program of this type was established, would you envision your local district education authority playing a role in the administration or delivery of this

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program? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik: Yes, we would be very supportive of that if all of Nunavut would have these early childhood programs and we would help other communities with whatever is needed to clarify how to get early childhood programs in all of Nunavut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Maybe just to add to Ms. Kamingoak's questioning, for the early childhood programs that are offered in Gjoa Haven right now, in the DEA's opinion or in your experience, is there enough programming being offered for early childhood education or do they need more spaces? Are the programs full? Are there parents who need child care that can't find it? Just in terms of the size of the program and the size of the community, (interpretation) I would like to know if they are adequate. Mr. Ameralik.

Mr. Ameralik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, the programs in Gjoa Haven are the Aboriginal Head Start and Moms & Tots. They give out full programs and I'm not too sure if they have the least programs in the Moms & Tots, but they give out most of the programs in the Aboriginal Head Start. We support all those, but without the daycare centre in Gjoa Haven, we are losing some students who have children and can't go to school. Those early childhood programs really do help in our community.

I'm sorry I lost the question.

**Chairman** (interpretation): That's fine. (interpretation ends) Thank you. You

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Mr. Ameralik: Thank you, Mr. Chairman. Yes, we don't have a daycare centre in Gjoa Haven. It went bankrupt a few years back. They are trying to put it back into place, but I don't know what's going on with that in our community. I believe that they are trying to get a committee going there on a daycare centre. We had one proposed in our school, but we couldn't come up with the committee and the funding from the Department of Education to start the daycare centre in our high school. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Minister Joanasie, when it comes to examples like the one that was just mentioned in terms of Gjoa Haven and issues, it sounds like issues with the funding or the management of the daycare, does Bill 25 offer any...? Would it make things better, for example, for Gjoa Haven in terms of the support or whatever might be needed to see a daycare running in that community? Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe that would be more suited through the *Child Day Care Act*, but just in terms of the Gjoa Haven child care centre case, Nutarqanut Pairivik, it had closed down in the summer of 2014 and has not reopened as of yet. The hamlet had tried to open a new daycare in the building that Nutarqanut Pairivik was in. Our department had been working with the hamlet in trying to get the paperwork completed. We sent a contribution agreement for start-up for their signature and once all of the necessary equipment and tools are in place, the early childhood officer would visit the community to conduct the licensing

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inspection. It was hoped that the daycare would be licensed this fall. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Good afternoon and welcome to the Assembly. I would like to thank you for making a submission. It highlighted a lot of issues that seemed to be recurring with regard to the *Education Act*.

My questions will be around...on the last page you addressed the teacher allocation funding model. You state that the studentteacher ratio does not give a whole picture and the very programs that you want in your schools are jeopardized by students who do not attend. You go on to say that your school is penalized financially for this, and this also decreases the school's ability to deliver programming to meet the needs of all students. Finally, students who do show up and are considered non-attenders who don't show up for than 40 percent of the time, you do indicate that your school is still responsible for teaching and providing resources to them and that these resources cannot be bought because there is no money for these nonattending students.

My first question is if you would be able to elaborate further on the concerns that the Gjoa Haven DEA has with the current funding formula and what suggestions you might have and that you might bring forward to improve it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

**Mr. Ameralik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank

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you for the question. The DEA in Gjoa Haven, with the current student-teacher ratio, when a child does not attend school or if there are students that don't go to school, they cut teachers off. If they start coming back later on in the year, we have to split students in order to accommodate them for their learning. When the department cuts our teachers off in our schools, it puts a burden on other teachers' workload. As the DEA we would like to see, from the beginning of the school year, the student-teacher ratio and keep that from the beginning of the school year until the end of the school year. That would help out a lot in the long run in the allocation of teachers. (interpretation) I hope that was clear.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Just a follow-up question to seek some clarification, I gather from your response that the Gjoa Haven DEA believes that student enrollment numbers should be used in this teacher allocation formula as opposed to student attendance. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

**Mr. Ameralik**: Thank you, Mr. Chairman. Yes.

Chairman (interpretation): Thank you. (interpretation ends) If it is alright, I'm just going to turn that over to the Minister. Minister Joanasie, we have discussed this student-educator ratio, the Gjoa Haven DEA has raised it, the teachers association has raised it, it was raised in our recent hearing with the Auditor General's office, and we have correspondence from you detailing your department's plan with that formula. If you could just summarize what the game plan is in terms of looking at it and making changes.

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Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, we are still in the development of a revised formula which would capture all school staff positions. We want to provide more consistent and equitable distribution of staff across our schools. The plan is to present a business case and submit it as part of our 2021-22 business plan cycle. We will be looking at some of the recommended options that would reduce the fluctuation of staffing levels so that there is more stability and ensure a fair allocation by providing a core complement of staff to every school, as well as allocating staff based on headcount, which would not be affected by enrollment. It would be a combination of looking at the whole school staff as well as headcount. These are still up for cabinet approval and like I said, it's still under development. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Minister, maybe if you could just clarify; you mentioned headcount. Is that just another way of saying attendance? Minister Joanasie.

**Hon. David Joanasie**: That's equated as full-time equivalent. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) And then I could ask you what full-time equivalent means, but we won't go down that road just yet. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. You're absolutely correct; it seems to be that this student-educator ratio is a recurring topic not just over the last two days but over the last two years and much longer.

The Nunavut Teachers Association made a clear comment that the student-educator ratio

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**ϲΔና/ኃ**<sup>°</sup> (ጋጎትበJና): 'dታ°ሲቮ<sup>°</sup>, Δ<sup>°</sup>/«Ϸ፫<sup>°</sup><sup>°</sup>. ፫<sup>°</sup>ሲ Δሮ°σϤ<sup>®</sup>ሰ<sup>°</sup> Ϥ<sup>°</sup>L 'b<sup>°</sup>በኦσ<sup>°</sup>በ'<sup>°</sup>σ<sup>°</sup> ΔሮካΔት ϤርϷ/<sup>©</sup> 'b<sup>°</sup>በσ<sup>°</sup> Δሮ<sup>°</sup>σϤ<sup>©</sup>በ'<sup>†</sup>dበ'<sup>†</sup>b<sup>°</sup>L<sup>°</sup>ὑ<sup>°</sup> Ϥ<sup>°</sup>ናJΔ L'<sup>†</sup>°σ<sup>°</sup> Ϸ'<sup>†</sup>bϷ/ሊሮ<sup>©</sup>P°Ċሮና<sup>°</sup>በJ.

ᠴᡆᢀ᠂᠘ᠸᡃ᠘ᢣᢅ᠂ᡃᠪ᠋᠈ᢣᡃᢐᡣᡤᡃᢐᡃ᠋ᠴ, ᠈ᠪᡉ᠈ᡩᢐ᠋ᠪᠵᢇ᠘ᢗ᠂ᡠᠯᡆ᠘ᠸᡥᠳᡆᡃᡥᡤᢆ ᡃᢐᠺ᠐ᡔᡥᡥ᠘ᢅ is not indicative of the number of students in a class, and also made a recommendation that it would be an ideal time to make a correction by implementing the SER into the *Education Act*. I would like to ask the Minister: why is it that the student-educator ratio is not being incorporated into the *Education Act*? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) The student-educator ratio is in the current *Education Act* is my understanding, but Minister, in terms of Mr. Lightstone's request. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, it's in our current Act and we are reviewing this formula. I'm advised that it is something that we could possibly also look at through our regulations as a specific regulation that would deal with the student-educator ratio. There are different ways that we are trying to address this. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Sorry, I didn't phrase my question correctly. It was a poor use of words there.

The Nunavut Teachers Association recommended making amendments to the *Education Act* to make it clearer or to make corrections in the SER that everyone seems to have so many issues with. The Minister stated that the intention is to go through the business planning process and hopefully to get this issue corrected in the 2021-22 fiscal year, which is a year and a half away from now, which was the earliest possible time. Given that is quite a ways down the road, I would just like to ask why it wasn't addressed in Bill 25. Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. This is something that has been an ongoing process that our department has been looking at and we didn't see the need to incorporate it through the introduction of Bill 25 at this time. As I said, we are reviewing this formula and if it requires that we amend the Act, we will have to look at that if the new formula gets approved and we go forward with that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Just to follow up on that with another question, during the community consultations, how many times did this SER formula come up and how many times was it raised? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I'll allow this final question, but we should get back to Gjoa Haven and their submission. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe it didn't come up regularly. I believe it did come up periodically, but there wasn't a huge discussion point around the development of the consultation period before we presented Bill 25. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. In your submission on page 3, it talks about the need for orientation and training of district education authorities. Can you describe what kind of orientation and **∆⁰/ペ⊳ር⁰**: L'a. Гσ'C ≺ላα.

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**Δ•/ペレርጭ**: L'a. Γ\C cΔና/ጋ°.

**ϲΔʹ;ʹϽʹ°** (Ͻʹ៶ͰΛͿʹ): ʹϭͰʹ·ͼͺͰʹ·, Δʹ·ͰʹϘϹʹ··. ϤΛΛʹ·ϧ·ϭʹͰͰʹϘʹ·ͺ, ϼϲϲʹ·ϼʹͺͺϭʹʹϧϚʹ·ϧʹʹ ʹϧ·ʹͿϤʹ·ϧͺ ϹΔϹʹ·ͼͺͺͺϷʹϧϷͰϷϯϾ;ͺʹϧ·ʹͿϤʹ·ϧ; ʹϭͰʹ·ͼͺͰʹ·, Δʹ·ͰʹϘϷϹʹ··.

**Δ<sup>6</sup>/«ÞC<sup>66</sup>:** L'a. (ጋጎትበሀና) Ľ<sup>6</sup>a. ዮኒ/<sup>6</sup>c<sup>66</sup>ሩፐ ላለሲ<sup>6</sup>bσናσፈ<sup>66</sup>><sup>66</sup>, የተፈσ Þበናσፈ<sup>66</sup>>ሀና ኦ<sup>66</sup>ሪ<sup>46</sup>ጋዜ. Γσ<sup>6</sup>C ተፈልረ

**Δ•/ペኦር•**፡ L'α. Γ<sup>、</sup>C <sup>5</sup>bLσ<sup>5</sup>6

training your local DEA receives? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik: Thank you, Mr. Chairman. On orientation and training in Gjoa Haven, that's what we indicate in the letter, in our submission. The RSO's schedules do not accommodate the DEA's in our community. They go to our community to deliver training when they have their own time and that may not always be with the DEA's discretion or would be the same time as the DEA would take the training because some government workers cannot make it to the training or they will be out of town. The kind of orientation we take is as being a committee and the roles of DEAs, the roles of the chair, and the roles of the vice-chair. Those are the kinds of orientation and training we take in Gioa Haven.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. As part of my last question, the district education authority in your community... I apologize. With respect to district education authority orientation and training, do you feel that the Coalition of Nunavut District Education Authorities would be the appropriate entity to provide the training if it had additional staffing and resources as proposed under Bill 25? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

**Mr. Ameralik**: Thank you, Mr. Chairman. I didn't understand the question, Mr. Chairman.

Chairman (interpretation): Thank you.

**Δ•/ペኦር•**•: L'α. Γ<sup>ι</sup>C <sup>-</sup>6Lσ<sup>-6</sup>

**'bLσ'**': 'dϧ°αϳ', Δ/«ϷΟϊ-. ϤΛ<sup>10</sup>d∩ΓϧͰ ΔϲΓγ°α<sup>10</sup>C', ΓΔΕ°α Δα'γ°σ Δϲ°σϤ<sup>10</sup>ϽϲΛλ<sup>10</sup>d' bΠͰλ<sup>10</sup>Γ', ΓΓϤα<sup>10</sup>. ΓΔΕ Δα'γ°σ Δα<sup>10</sup>σϤ<sup>10</sup>ϽϲΛλ<sup>10</sup>d' bΠͰλ<sup>10</sup>Γ' Δα<sup>10</sup>σϤ<sup>10</sup>ΠΟΡ<sup>10</sup>Γ<sup>10</sup>σ<sup>10</sup>Γ΄ Λ<sup>10</sup>ΑΓΓ<sup>10</sup>Γ΄. Δα<sup>10</sup>σ Δα<sup>10</sup>σ Δα<sup>10</sup>σ Δα<sup>10</sup> ΒΠΕλ<sup>10</sup>Γ Δ<sup>10</sup>δ Δ<sup>10</sup>δ Δα<sup>10</sup>σ Δα<sup>10</sup>Γ Δα<sup>10</sup>δ Δ<sup>10</sup>δ Δ<sup>10</sup>δ

**Δ•/ペレርጭ**: L'a. Γ<sup>1</sup>C ላΓና<sub>C</sub><sup>6</sup>.

**Δ<sup>6</sup>/«C**<sup>6</sup>b: L'α.

(interpretation ends) Mr. Qamaniq, please clarify the question. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. With respect to orientation and training requirements for your district education authority, do you feel that the Coalition of Nunavut District Education Authorities would be the appropriate entity to provide the training if it had additional staffing and resources as proposed under Bill 25? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

Mr. Ameralik: Thank you, Mr. Chairman. Yes, we would. If the coalition can come up with more staff to do orientation and training in all the communities of Nunavut, it would take a load off of the RSOs and that would probably be helpful to the DEAs in all of our communities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. Page 3 of your submission indicates that the Gjoa Haven District Education Authority does not support the deadlines set for language of instruction. Your submission states that "It is critical that the DEA's maintain control as it relates to the Language of Instruction in their respective community..." Can you elaborate further on the concerns that the Gjoa Haven District Education Authority has raised with respect to language of instruction and the needs of the community? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Ameralik.

**Mr. Ameralik**: Thank you, Mr. Chairman. Our DEA does not support the proposed

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**ላΓና፫•** (ጋጎትበሆ): 'dታ°፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞ርት, ፚ<sup>፟</sup>፟፟፟፟፟፟፟፟፟፟፟፟፟ፚ፟፟፟፟፟፟ Δ፫°σ√5ጋ፫ሲትያና bበLት<sup>®</sup>ቦና Δb√6/<sup>6</sup>/<sup>6</sup>/-LC changes in subsection 24(1) and 24(2), as we stated here. It would be nice for the department to come up with language of instruction to use for all of Nunavut instead of having three models to use because they use three models. It would be nice to have one language of instruction for all of Nunavut. It would be a lot more helpful to keep up with Canadian standards in education. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Minister Joanasie, the Special Committee to Review the *Education Act*, this is back in 2015, one of the recommendations was precisely that, I believe, that there would be one standardized model for bilingual education across the territory. That is a recommendation that hasn't been acted on. Why is the Department of Education keeping the three-model system, as Mr. Ameralik was mentioning? Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just recognizing that there are different communities which have different language situations and we want to ensure that they have that option if that capacity is able to be met in that community. For instance, we do want to wherever possible, as much as we can... As an example, in the Kitikmeot where there has been significant language loss, we want to reverse that trend and allow for the DEAs in that region specifically to incorporate immersion models. Those are some of the things that we considered and we want to keep in place as best we can. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. I have no more names on my list. Mr. Ameralik, if you have any closing remarks, I now give you the floor. Mr. Ameralik. **Δ৽/ペኦር%**: L'a, Γσ`C. বበˤdበʿbʔ°ĠʿSL. Γ`C বΓና፫• Þ•dবʔበ•Hবσ• ΛবσJበ•Hবσ• ÞˤbÞHΔ•Hবˤbˤσʔል• Λልˤbˤʰበ፫·ჼ•<ቦ° Űa. Γ`C বΓና፫•. Mr. Ameralik: Thank you, Mr. Chairman. I'm very grateful that we can be a part of this. As the DEA in Gjoa Haven, we're very happy to be here and give our statements. Thank you for inviting us here. I hope all goes well with the amendments. Thank you very much.

>>Applause

Chairman (interpretation): Thank you. (interpretation ends) I would now ask Members to remain in their seats and we're going to very quickly switch witnesses. (interpretation) Thank you.

Thank you. One of the invited guests is the Iqaluit District Education Authority. Doug Workman is here, so feel welcome, and Okalik Eegeesiak, welcome to the Legislative Assembly. Who is now going to make the opening comments? I believe it's you, Mr. Workman. Mr. Workman.

**Mr. Workman**: Thank you. I'm not used to being called Mr. Workman.

On behalf of the Iqaluit District Education Authority, thank you for the opportunity to appear before the Standing Committee today. I have with me Okalik Eegeesiak, who was recently elected to our DEA. Our presentation will be to outline our concerns and reasons for rejecting Bill 25 in its entirety.

I will provide a history of education in Nunavut in three phrases and portray the diminished collaboration that can be seen as each time passed. I will repeat issues that we have voiced in the past, as we must. To date the Department of Education's failure to address them has led us to Bill 25. I will conclude by recommending that the Coalition of Nunavut DEAs' proposal be used as the guide to make the necessary improvements in our education system.

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# **Brief History of Education in Nunavut**

The current education system can be categorized in three time periods: pre-divisional boards (up to 1985), regional divisional boards (up to 2000), and post-divisional boards/councils (2000 to current).

We acknowledge that we have not included the residential school era, as this time period does not reflect the residents as decisionmaking members of societies, though we must acknowledge and respect the victims and survivors of residential schools and the intergenerational impacts the schools continue to experience.

# **Pre-division Board (Up to 1985)**

During pre-divisional boards, every community in the eastern Arctic had an advisory committee of community representatives. By 1980 these advisory committees became registered societies with their own bylaws and procedures. Among the many facets of decision-making, these representatives participated in hiring school staff like teachers, school administration, and school support staff. In fact some community education representatives conducted interviews with prospective teachers during southern Canadian recruitment trips.

In fact, in my case, I was recruited in Toronto in March of 1978, and a community representative from Pond Inlet, Mr. Joe Enook, interviewed me for a position. Fortunately for me, I was able to be hired in Pond Inlet later on that school year.

In communities that had adult educators, they would support these school advisory committees with their day-to-day operations along with school administration. As well, there would be at least three times per school year visits with the local education authority

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development officer from the regional office. The relationships at the community level and from regional headquarters were supportive and respectful; decisions were made in collaboration with all of the parties. As for school staff, there was a sense of serving the community for the betterment of the students and for all.

The early 1980s saw a move toward regionalization. Most regional education societies had been created with the membership selected from their respective community education society. Regional education societies would meet periodically during the year to deal with regional and local concerns and with the regional school superintendent in the regional centre.

# Regional Divisional Boards (1985 to 2000)

In the spring of 1985, regional divisional boards of education were created throughout the Northwest Territories. All new school staff were hired by a team of people that included the community government liaison officer and two elected community education committee members, now called local education authorities. Regions had flexibility; they created resources in Inuktitut and Inuktitut curriculum for kindergarten to grade 6.

Staffing positions were created to enhance student achievement in schools. This is worth repeating: staffing positions were created to enhance student achievement.

The first position was known as the program support teacher. This position was independent of all other teaching positions in the school. Their responsibility under the direction of the school principal and the school team was to develop learning plans for students who needed support with their school work and train the special needs assistant.

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# 1985-Γ<sup>°</sup> 2000-J<sup>°</sup> ΔϹ<sup>®</sup>σϤ<sup>°</sup> ԵϽϹת<sup>2</sup>-Lת<sup>®</sup> Ϲ<sup>°</sup> ΒϹ<sup>°</sup> Β

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Finally, the school community counsellor was created. Each school in every community, with the support of the local education authority, could have such a position. When this position was initially implemented, the successful candidate was given extensive training in Fort Smith. School community counsellors were responsible for working with the school team, the local community intradepartmental community committee, as well as work in the school supporting at-risk students.

The working relationship of the local education authority was supported by school administration and the community adult educator. By 1986 they were no longer employees, and I'm referring to the community adult educators, of the Department of Education. They were employed by Arctic College. All staff worked collaboratively.

It was noted that as there were more Inuit teachers graduating with their certificates and Bachelors of Education, the Department of Education started to eliminate the classroom assistant positions. By the late 1990s, before the creation of Nunavut, Inuit educators across Nunavut developed a curriculum for programs to be used throughout the Northwest Territories.

## **Dissolution of Boards (2000)**

When the boards were dissolved in 2000, collegial and cooperative relationships that once existed between the Department of Education or senior management for schools with DEAs changed. The built-in supports were reduced to a regional DEA development

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officer whose contact with the community DEAs was mostly by emails.

NTI/Department of Education consultations for Bill 1 resulted in DEAs realizing that they had become isolated communities. DEAs realized they lost networking opportunities when the regional boards were removed.

By 2006 the Coalition of Nunavut DEAs was created to fill that gap. It was the DEAs that founded the Coalition of Nunavut DEAs and indeed it was our Iqaluit DEA who provided in-kind support by way of allowing the office administrator at that time, Alice Ladner, to assist in creating the Coalition of Nunavut District Education Authorities. To date the DEA's main support is advice from the Coalition of Nunavut District Education Authorities.

Roles and responsibilities became confusing when school principals are given one set of instructions and DEAs another set of instructions on the same issues. The Department of Education's inconsistent communications continues to cause confusion for all parties: DEAs, administration, parents, and students.

#### **Issues**

With the passing of years, the amount of resources dedicated to student support has eroded. Among many other issues, we continue to maintain the following issues we have presented to both the Department of Education and past Members of the Nunavut Legislative Assembly. They are:

- The calculation of the student-educator ratio (also known as SER);
- The lack of transparency around how the student support assistant positions have been allocated;
- The lack of a Nunavut Inuktut curriculum

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with resources;

- The declining number of qualified Inuit teachers and the lack of strategy to support, recruit, and retain Inuit teachers;
- Social passing in the younger grades;
- Little support for ongoing training for school community counsellors and student support assistants;
- The lack of resources for dealing with students who need supports in the schools for behavioural challenges;
- The lack of real concrete support for training for DEAs other than financial training;
- The lack of choices for students who may need vocational training at high school rather than an academic program;
- A real cooperative, collaborative and respectful working relationship with DEAs.

#### Recommendations

As an alternate to Bill 25, we use two sources to form our recommendations. First is to propose the recommendations outlined by the Coalition of Nunavut District Education Authorities' submission be enacted. We have read their submission and agree with their analysis that the education system in Nunavut is tiered in two levels, one where the French minority speaking residents have more rights than do our general and Inuit populations, despite the commitments made in the *Nunavut* Land Claims Agreement. We agree with their analysis that a unified education system will see greater chances of success for our students. We will see greater collaboration and accountability within our education system.

Our second source is based on a research report we received from the Qaujigiartiit Health Research Centre (QHRC). The QHRC had conducted research in 2017 of students in Nunavut and shares these community and

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study literature recommendations from their "Identifying Determinants of School Completion, Post-Secondary Education, and Education Success in Nunavut."

# Challenging Courses, Student-Educator Ratio & One-on-One Learning

- 1) Increase access to distance learning options.
- 2) Advocate for improved increase access to distance learning options.
- 3) Advocate for improved connectivity within the schools.
- 4) Separate school Internet policies from the more restrictive policies of the Government of Nunavut.
- 5) Adjust the student-educator ratio to accommodate for these unique circumstances.

# Addressing the Student-Educator Ratio

- 1. Adjust the student-educator ratio to include non-attenders in the calculation along with the full-time equivalent students.
  - a) This would ensure that class sizes are smaller and more staff is available to focus on the diverse needs of every student.
  - b) This would allow [staff] to continue differentiated instruction but teach groups of students who are one or two different levels of learning as opposed to a class with groups of students learning at three or four different levels.
  - c) Adjusting the student-educator ratio to include students who are not full-time equivalent would help school staff more effectively address the learning needs of all students.

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# **Addressing Literacy (Recommendations from Study Literature)**

- 1. Address literacy levels in the home and the community, including:
  - a) Literacy initiatives that encourage parental engagement and provide them with the resources to do so.
  - b) Increase efforts to ensure early childhood education opportunities are available in every community and are being accessed by all children to the age of five.

# **Continuous Progress Model**

- 1. Consider a new model of student progression for implementation, implementing adequate human and financial supports.
- 2. The model should take into account the unique education needs in Nunavut, including but not limited to:
  - 1) English Second Language students;
  - 2) Low levels of literacy in English and Inuktut;
  - 3) Low attendance rates;
  - 4) High staff turnover rates;
  - 5) Cultural and language needs among school staff and students; and
  - 6) Supporting excellence in education in Nunavut schools for students who are excelling.

## **Bilingual Model**

- 1. Increase appropriate Inuktut instruction at all grade levels, with curriculum resources for educators.
- 2. Ensure adequate levels of literacy in both English and Inuktut at all grade levels.

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Teacher Retention, Nunavut Teacher Education Program, Local Community & Inuit Staff, and Staff-Students-Community Relationships

# **Community Recommendations**

- 1. Improve teacher retention and teaching success by:
  - a) Creating mentorship programs for new teaching staff;
  - b) Creating robust orientations to Inuit and northern cultures and communities.
- 2. Increase the number of Inuit school staff and teachers.
- 3. Improve and increase delivery of the Nunavut Teacher Education Program by offering programs in every community.
- 4. Include courses that prepare teachers to instruct at the secondary school level

#### **Literature Recommendations**

- 1. Address teacher burnout by creating a trauma informed school culture.
  - a) Provide educators with the tools to address the needs of students who have experienced trauma.
  - b) Prevent vicarious stress among teaching staff.

## **Culturally Relevant Curriculum**

- 1. Develop and implement a standardized Nunavut-specific and culturally relevant curriculum for kindergarten to grade 12.
- 2. Create and staff several curriculum specialist positions to help educators navigate and understand the resources that are available to them.

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3. Develop and implement a Nunavutspecific departmental exam.

We encourage you to review and consider the research and recommendations of the QHRC. Their findings mirror many of the Iqaluit DEA and the coalition's issues that have been shared and are important to consider for student success. Their research is developed in Nunavut and is for the betterment of Nunavut

To conclude, Nunavut has had growing pains, yes. Now let us use our collective experience and better collaborate, respect community knowledge and aspirations, and develop a strong *Education Act* which builds upon the strength and vision from the 1970s, 1980s, and 1990s. Let's go into the 21st century working together to build a system that works for our children and for a more strengthened Nunavut. *Nakurmiik*.

Chairman (interpretation): Thank you, Mr. Workman. (interpretation ends) We will move on now to the question-and-answer portion of our hearing. The first name on my list, Ms. Angnakak.

**Ms.** Angnakak: Thank you and welcome, a special welcome to the Iqaluit District Education Authority.

I would like to start off with asking, on page 1 of your submission you stated that "IDEA members believe that behavioral challenges should be addressed in the classrooms and should be specifically included in the *Education Act*." Can you elaborate a little bit more on what you consider to be behavioural challenges" and, perhaps, describe how such behavioural challenges should be identified in individual students? Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Mr. Workman.

Mr. Workman: Thank you, Mr. Chairman. I thank the Member for the question. As the NTA representative that presented earlier this morning, he was talking about violence in the classroom. In Iqaluit we have a lot of violence in the classroom. There was a question asked by one of the Members about "Are the numbers tracked?" Well, the only way we track it is by suspension and we have a list of suspensions every year for students who are violent in the classroom with other children in their classroom as well as with staff members. The only recourse we have in the current Act is suspension.

We have issues in the elementary school. Of the four schools that we have, the two elementary schools are the ones that we notice the most disruption of behavioural issues. Now, where would we find it in the Act? Well, inclusive education is rather silent in the current Act about what that all entails. I understand from questioning, I think Mr. Rumbolt asked some questions earlier with the NTA's representative here earlier this morning about defining what inclusive education is and he got quite a response, but I thought Mr. Fanjoy did a decent job of describing it. It is about needs and it is needs of all kinds.

The department tends to focus on learning challenges and it's not just learning challenges or special needs that we need to look at because our schools have changed. They have changed a lot since I was in the school system. They have changed a lot in the last ten years. We're noticing more children coming with issues to our school and they act them out. You have to be careful as a teacher or a school administrator of how you handle those kinds of circumstances. Restraining them and putting your hands on them is not

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something that is advised. It is a challenge.

We have students, when we talk to their parents about those kinds of issues, what kind of supports can we give them, and of course what we really would like to see is some form of assessment on those children. It's one thing if a child is just having a tantrum, but what we're noticing is more than that. We have heard stories from relatives, we have heard stories from different people in the community that there's more than that that's going on, and we would like to know how we can help these children.

In fact we were lucky enough to have been at a conference with...I know I'm talking for, but I want to explain this. At a coalition annual general meeting two years ago, we had a presentation from NTI about Jordan's Principle. Jordan's Principle is funding available through Health Canada, just putting it in general terms, to support First Nations and Inuit children who are having challenges in the school system. We see that as a real option for us and we are working on that as we go through the process right now.

For us, inclusive education is silent on behavioural challenges in the current Act and we think it needs to be premier because times have changed. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. Thank you for your response. It leads me to my next question. When we talk about violence, the NTA talked about violence, as you indicated, and I did ask them myself about tracking. It seems nobody is really tracking this information and I think it's important. You can start to see where things are happening.

Do you feel that there has been a big jump in

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increased violence in the classroom that you see here in Iqaluit? Do you see a big jump and, if so, why do you think that is? I guess I would further ask...you were saying that you have to be careful with who is dealing with an issue like that. How do you feel that these violent outbursts should be treated? Is it the teacher's responsibility or whose responsibility would it be if it's not? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Workman.

**Mr. Workman**: No easy questions, right? Thank you, Mr. Chairman. Thank you for the question, Ms. Angnakak.

I'm just going to have a minute to think about that. Can you restate the question, please, so I can think of an answer?

>>Laughter

Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, there were several questions within that question. Just choose one and maybe restate it. Ms. Angnakak.

Ms. Angnakak: Okay, let me choose one. Assuming that violence in the classroom is escalating, it puts a lot more pressure on the teachers to deal with situations that are going on in the classroom that don't have anything really to do with the actual teaching. Whose responsibility do you think it really should be to deal with these kinds of violent outbursts? If it's not the teacher, who would it be? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Workman.

**Mr. Workman**: Yes, that's a difficult question to answer because, really, the teacher

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is there when the outburst occurs. Every time I have talked to a teacher about that, they're there and it's usually a child maybe being attacked or just a complete meltdown situation and the teacher is there to try to block.

Sometimes we're lucky enough to have a student support assistant in the classroom, which helps, but like I said in our opening comments, there's no real transparent formula for allocating student support assistants. Chances are there may not be a student support assistant, but at least there's a communication that can be sent to the school principal or vice-principal and they come in and they will escort the child out or try to get the child out of the classroom.

Obviously the other children are in shock when that sort of thing happens. We're a bit fortunate in our schools here that we do have school community counsellors and we do have elders in the school, so that does help to some degree. Eventually that student will be escorted to the office and then put in either the principal's office or the vice-principal's office. I know that the school administrator is trying to calm them down. Sometimes that doesn't work.

I remember going to one of the schools here. Well, I went to Joamie School and it was after the student had been there. By that point the parent had been contacted and came up and got the child. Before that it was a good hour that took place. I went to the vice-principal's office and it was completely trashed, and this was an elementary school student. In those kinds of circumstances it's pretty hard to ask. Of course I met with the parent and asked them, "We want to know how that happened," and unfortunately there has been a history with that child. We suggested that there will be a suspension for a couple of days. We don't like doing that, but there needs to be a

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time period where we can get the rest of the students in class calmed down and deal with the circumstances at hand.

We have made recommendations that those children are seen by a medical practitioner. We don't have to know. The school team needs to know how we can move ahead with some kind of plan in place so we can better support that student. Maybe there's something that triggered that ill behaviour. We're not sure. It's not my role to find out, but certainly support the student and parents and certainly the school team has a role to be able to plan supports that maybe we can put in place immediately so that kind of condition doesn't happen again. Thank you, Mr. Speaker.

**Chairman** (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. I would like to move on to something else to do with inclusive education. You were talking about the school team, but your submission raised a number of concerns regarding changes that are proposed in Bill 25 with respect to the delivery of inclusive education. I'm wondering if you can elaborate further on some of the reasons why you disagree with the proposal to designate a main teacher as being responsible for developing individual student support plans. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you as well. Mr. Workman.

Mr. Workman: Thank you, Mr. Chairman. Thank you, Member Angnakak, for the question. I'm going to agree with Mr. Fanjoy's answer. I think he had an outstanding answer. It's a lot for our own classroom teachers now. They have a lot of work to do. There are a lot of reports. There are a lot of things that they have to do in the

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classroom, a lot of different learning levels in the classroom that they have to manage.

I think that's why I talked a few minutes ago in my opening remarks that we had back in the mid '80s, during the board days, the position of program support teacher was created. It was like an in-house consultant and they helped with developing individual student support plans. We didn't call them that in those days, but that's what they have become. That position has morphed into the student support teacher positions that we have right now. Most individuals like Mr. Fanjoy mentioned have specialized training in those fields and that's what their job is for. Their job is to support teachers in the school.

Saddling the main teacher in place, that's just one more administrative function that they have to do on top of lesson planning and assessing students' work every day. I was a teacher in the classroom for over 15 years before I got into adult education, but your day starts before eight o'clock in the morning and even worse when I was...I shouldn't say worse. It was even more challenging when I was a school administrator, it was before then, and then it would last much longer. I was thankful I had a very loving wife that supported all of that, but it's a challenge to be added one more responsibility.

Right now the teacher that has to deal with a child is still a part of the school team. They're still part of the development of the individual student support plan. It's not like they're out in the corridor waiting. They're actually there participating along with the other members of the school team. It's the student support teacher that actually writes it up and goes through it and talks to other people and makes other people on the school team ensure that the plan is a good plan that can be implemented as soon as possible. Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. I guess my last question is...I'm throwing my pencil. You have said that you want to reject the proposed bill. Is there anything in that bill that the Iqaluit DEA likes? Anything at all? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Workman.

**Mr. Workman**: No. I mean they may as well drop the Act alone. I talked to the former Assistant Deputy Minister when we first got elected and when they were looking at Bill 37 and most of the changes they were looking at, I mean the real changes other than stripping our DEAs of the authorities, I suggested we have a better working relationship, "Park your acrimony, park your disrespect or you don't want to talk to us like regular people. We're part of a team. Park whatever your attitude is because I don't get it. That's not what we do in Nunavut. It's not part of the IQ principles. We are to work together. Frankly, some of the changes you want to make are really policy changes like language of instruction, calendar year." All those kinds of things can be talked about in an open discussion. They don't want to do that. They want to change the Act. That's fine. That was rejected and now with Bill 25 there have been some superficial changes from Bill 37, but I don't see anything there that has any value.

Some of the other previous presenters talked and they spoke about the expansion or extension of the times for the implementation of the Inuktut language implementation for 20 years. Nothing has happened in these first 20 years. You have to give us a little more than "Oh, well, give us another 20 years." There is no strategy. There is no plan. We haven't seen any strategy or plan. If there is, why don't we

**Δ<sup>6</sup>/«>C<sup>56</sup>**: L'α. Γ<sup>5</sup> Ϥ<sup>5</sup>α-<sup>6</sup>b<sup>56</sup>.

**ፈናሲ<sup>ቴ</sup>Ⴑჼ** (ጋቫትበJና): 'dታ<sup>6</sup>ሲቮ<sup>ቴ</sup>. ላለ<sup>4</sup>dበቦታና የህ<sup>6</sup>ሮ<sup>46</sup>ሩ<sup>4</sup>፣ 'dታሲናdሁልፆ<sup>ቴ</sup> ለ<sup>4</sup>Cፆናď<sup>2</sup>J Lሮ<sup>4</sup><sup>5</sup> 25. Δሮ<sup>6</sup>σፈ<sup>4</sup>ጋሮሲ<sup>4</sup><sup>5</sup> ለፆ<sup>5</sup>ነ<sup>6</sup><sup>6</sup> ሲሮፈ<sup>6</sup>σጋ∆<sup>6</sup>ሲፆሁጋፈ<sup>6</sup>? 'dታ<sup>6</sup>ሲቮ<sup>6</sup>, Δ<sup>6</sup>/ペፆር<sup>6</sup>.

**Δ<sup>6</sup>/<6>:** L'α. Γ'Ͻ Þ</br>

᠘᠌ᡱ°ᡆᡲᡥ᠋ᢐᢀ᠕ᢣᠦᠲᢗᡃᠲᠲᠫᡥ᠋ᡥᡳᡳᢗᢀᠻ. ᡤᡈ LCUUPPY FOR ADUCPY ۲٬5CP°%۲°ع۵۲۵۲۲۵۲۲۵۲۲ ۲۰ ۲۰ ۱۳۵۲۳ ᠘ᡎᢗᠪ᠙ᠯ᠋᠘ᢏᢇᢗᢀᠵ᠂᠙ᡏ᠙ᢋᢣᠵ᠒ᠸᠳ᠘ 475%CP0~40%DQc 9,27 4γ2%Cρ, C Γγ4ω ΣΦς ΦC<sub>6</sub>Φ4ω Σ C Γγ9ω Ας ᢣ°ᠬᡉᡅᢣᡥᡥᡉ᠘ᡎᡟᠫ᠘°᠘ᡎᠪᠯᢣ᠘ᢗ. ᡏ᠐ᠺᢗᠮ᠘ ᠘᠙᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘  $\Lambda$ ርሊነ $\theta$ በሶና $\Omega$ ላረነህሆናC.  $\dot{C}$ ት  $\Delta$   $\Phi$ የበዮች $\Phi$ የ  $\Delta$ የ Δώ ιθ Πριστορίου Αρίσιου Αρίσι **₫**%ዮᲫና₀₽₽\ናσና₀. Ċ°ႭႠ  $\Delta C^{\circ} \sigma d^{\circ} D C \Lambda^{2} A C^{\circ} C$  $P^{2}$  $d^{5b}P^{b}d\Delta^{5}D^{b}Ad\dot{c}^{c}\Delta C^{c}\sigma d^{5}\sigma^{5b}CL^{c}\Delta$ ΔΔΦ. CΔLΔΥϽϔͿͿϲͽʹϒ·ͺϹͺϤϒΡΔΚͺͰͺͰͺϹͺͺϹʹ·ͺͺͺ 475 $Cd \Delta^{a} C^{c} D^{c} A D C^{b} C^{b} D \sigma^{c}$ 

ΔϲʹʹΓ΄ Ϸʹϧ·ϲʹͼϧϷϒΔ· ϒϿϭϤͿ· Ϸʹϧ·ϲʹͼϧϷϒ· ϒϿϭϤͿ· Ϸʹϧ·ͼʹͼϧϷϔͺͿ·ͻϤ· Δϲ៸ʹʹͼʹϲͿϭϭʹϭʹʹϧʹʹͼʹͼϧ, ʹͼʹͻʹϧϼʹͼ ϒϤͰͺͰϧϹϹϷϭʹͼϭʹʹϧʹͼʹͼϧ ϷʹϧϷϒ·ͼ Λʹ·ͻͿ, ʹϧϼʹ·ͻ ϤʹͼʹͿϼ· ϤͼʹͿϼ· ϒʹ϶ʹϲʹͼʹʹϧʹʹϧʹͼʹϧʹͰʹͼʹͼ ϒʹ϶ʹϲʹͼʹϔʹϻʹͼʹ ϒʹͼʹϧϹϷʹͼϒͰͺʹʹϻ·ͺͰͺ·ͺϤ·Ͱͺͻ, ϤʹͼʹͿΔϲʹ ϤͼʹͿͼϧͼʹͼʹͼϧϷϧͼϭϷϒϲʹϲ ΚʹͼͺϷϹϻʹϧϧϲʹϧͺϹͰʹͼͺϼʹϧͼʹͼͺϷϹ ͰʹͼͺϷʹϦʹϧϲʹϧ· see it? How can we make those milestones actually really occur? That is the part that we would like to be a part of helping to develop it, whether it is the coalition or the DEAs.

I would rather just keep the current Act and then work on a better working relationship with the Department of Education, provided they want a working relationship with the DEAs. Support us. Since 2000 there has been very little contact. That is what I said in my opening remarks. There has been very little contact. The little contact that we've had has been acrimonious. It has been directive. It is not advisory. The tone has been top-down and we're on the down. I don't like being talked down to. Our members on our DEA don't like being talked down to. The other board members at the Coalition of Nunavut DEAs don't like being talked down to. We are all equal. We all have a role to play. We all have a value in the way our children should be educated and it has to be respected with the department, and the department doesn't listen.

I took a look at a letter that the former Minister of Education, Minister Tapardjuk, sent me when I was a stakeholder in another role 10 years ago. He asked how his department used IQ principles in implementing the former Act, the Act that made Royal Assent in 2008, and I listed them, listing my position of each of the IQ principles and frankly most of them maintain today no collaboration. When we talked in meetings, we were talked down to. They had already made a decision of the way it was going to be implemented and even though there were many people in the room, people from Culture and Heritage.... In my case I was from the Nunavut Employees Union, the Nunavut Teachers Association was there, NTI was there, NTI had more than one representative, and we were not respected. It didn't matter what we said. They had already predetermined what the outcome was, much

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ᡶ°᠋᠘ᠸ°ᢐ᠌ᡏᡐ᠋ᢕ᠘ᢣᠵᠯᡐᡠ᠘ᠸᠾᢆ ĊჼϭႶϳႭͺ ϤჼĹჂ, ϷϨͿʹ ΔჼჼႱႭϪϧʹϧႶϔϲϒϤϭʹʹͿʹ  $\Delta b + \zeta b$ CAL<sup>4</sup>%טסי אילטדסי 2000–דסי איג ליש  $\Delta$ C°LOG  $\Delta$ FU%DF.  $\Delta$ A% $\Delta$ M°C  $\Delta$ C°  $\Delta L^{\alpha} \Delta^{\gamma} U^{\gamma \beta} = \Delta^{\gamma} U^{\gamma \beta} U^{\gamma \beta$  $\Delta$ CLPPCYQLUGGCOCACHE  $\Delta$ CLPPCYQLUGGCCACHE  $\Delta$ CLPCYQLUGGCCACHE  $\Delta$ CLQCACHE  $\Delta$ CLQCACH  $C\Delta b^{\circ} \cup \sigma^{c}$ .  $d A A A^{\circ} \cap A A^{\circ} \cup C\Delta L^{\circ} \cup C\Delta L^{\circ}$ ᠕᠈ᡰᡆᢉᢣ᠌ᠵᠣᡪᡶᢛᡥᡳᡆᢈ᠘ᡤᠫ ΓΡσ%\Γ΄ΛC>σςη°ως ας\_Ι΄ρ°%γσςη°σ%.  $\Delta^{6}$ P617cc $\Lambda$ ርሊነ $\theta$ በሶነባላሊላነ $\theta$ ናጋላናናር  $\dot{C}$   $\dot{\theta}$ ላ  $\Lambda$ ጎጋቦና.

فكالحاث ٥٨ محك الالالا الهماد فالما **⊲ልናጋ**ነልቦረLϧኈሆው ΔΔΔና ነ<mark></mark>b⊳ትLσתϧኈቦና **プ゚しめしつし。 。Pで。 FC P. P45UC>でb。** 2000-Γ° CΔĹ%ΥΠͿʹω? Ϥ·Lω, Ċ٥d</br>  $^{\circ}$ 4ጋ%CP $^{\text{L}}$ C. C $^{\text{Sh}}$ በ $^{\text{L}}$ የ $^{\text{L}}$ የረላ $^{\text{L}}$ ታል ው $^{\text{L}}$ C. ᠘ᠸᢆᡩᡖ᠙᠘ᡊ᠘ᠾᢗ᠈᠒ᢞᡆ᠘ᢏᠣ᠘ᢗ᠘᠙᠉᠘᠙ ۵۲ء مایلی کافور ۱۲۵ م ᠌ᠴᡆᢀ<sup>ᢏ</sup> Ͻ<sup>ᢏ</sup>ᠳ᠔ᢐᠳ ᠳ<sup>ᢏ</sup>. ᡏ᠋᠘᠌᠈᠈ᠫᠣ° ᠳ<sup>ᡪᡖ</sup>ᢣᡳ ᠳ<sup>ᡖ</sup> ᠙᠘ᢗᡆᠿ᠄ᡐᠳ᠘ᢗᡆ᠘ᢢ᠘ᡧ᠘᠘ᠰ᠙᠘ᠳ᠘ᠰ᠙᠘ᡀ  $C\Delta L^{\circ} \Delta^{\circ} CD^{\circ}$  L°  $\Delta$   $\Delta DD\Delta^{\circ} \Delta^{\circ} d PU^{\circ}$  $\Lambda$ 

like this process.

If you look at the legislative proposal that was given in cabinet back in June or July of 2018, it basically lays out what is going to happen in Bill 25. Thankfully I was able to get a copy of that. I have seen it panned out the same way. It didn't matter what happened during the community consultations. It was preplanned all the way, just like Bill 37. It was structured, formatted, and frame-worked. It didn't matter what happened in the community consultations. Very few of those comments actually made it into Bill 25. That's my answer.

Chairman: I'm going to give the Minister a chance to respond. Mr. Workman touched on a large number of issues in his response. Minister, in terms of the current Act, as the witness just mentioned, the current Act, the existing 2008 *Education Act*, would be fine left alone without Bill 25. I think it's obvious that your department doesn't agree with that opinion. In terms of the improvements that your department sees that would come should Bill 25 be approved, Minister Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. I thank the IDEA membership for their extensive background information on education in Nunavut too.

This has been a long process that we have come to, to date. I explained yesterday that it has been a culmination of six years in the making. With the recommendations from the Auditor General from 2013, from the Hall report in 2015, and the Special Committee to Review the *Education Act*, we had to consider all those in addition to all the community consultations that have taken place to date. We understand that we cannot please everyone, but we're looking at the whole, broad spectrum of education in Nunavut and we feel that the proposals that we are

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presenting is with the intent of providing a quality education and to improve student outcomes. Those are the foundation that has brought us here today.

In terms of some of the things on inclusive education that were discussed, we are trying to look at how inclusive education can be better implemented in our schools. We understand the provisions now as it stands in our current Act, there could possibly be some clarifications made on what inclusive education means, but we do have a directive on education support services, which provides clear directions for teachers in determining which education supports are required. We want to build on that. This is something that we want to continue discussing moving forward.

Some of the recommendations, we understand, like I said, may not be pleasing for everyone, but they are coming from certain reports that we have really looked at closely. We can't commit to every single recommendation from everybody and it would be quite insurmountable to put everything all in place, what everybody wants all at the same time, if I'm making any sense, but it has been a long process to date.

I want to also point out that the *Education Act*, also there are provisions wherein five years from now there is going to be another *Education Act* review that happens. This is an ongoing thing that we're going to continue to have to do in Nunavut is look at the *Education Act*, what are the challenges in implementing it, how can we make it better, and looking at the current realities. This is something that we will continue to do on an ongoing basis. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) As Mr. Workman mentioned, this is something that has been

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ongoing since the creation of Nunavut. It seems that the work on the *Education Act*, revisions, reports, and special committees and in five years there will be another process beginning. (interpretation) Ms. Angnakak, are you done? Yes. Thank you. Ms. Towtongie.

Ms. Towtongie: Thank you, Mr. Chairman. I have a couple of questions. One of the issues raised in your submission addresses the issues of regulations and the lack of involvement by stakeholders and others in their development. The legislative process in Nunavut does not currently provide for this Committee to review draft regulations before they are brought into force. From your prospective, what process should be followed in the development of regulations to support Nunavut's *Education Act*? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Workman.

**Mr. Workman**: Thank you, Mr. Chairman. I thank the Member for the question. The current Act received Royal Assent in 2008. The regulations for that Act are not finished.

I was part of a stakeholder group in another role. We started the regulation process as stakeholders. NTI was there and the coalition was there. Other members that were part of the stakeholder committee started in 2009. We went through pretty much every year until 2013. Until the spring of 2013, they stopped. I have only been invited to a meeting regarding education staff regulation two years ago by the department as a representative on the Coalition of Nunavut DEAs. That was two years ago and we have heard nothing yet.

To me it's incredible that you have an Act that's 11 years old, going on 12 years old, yet the regulations are not completed yet. I don't get it. I mean, how difficult is it? Some of

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I just think that there needs to be a regular set of stakeholders that can meet on education matters and we can get those completed if there's motivation from the department to have it done. That's just my thoughts. Thank you, Mr. Chairman, and thank you.

**Chairman** (interpretation): Thank you. Ms. Towtongie.

**Ms. Towtongie**: Thank you, Mr. Chairman. My final question, in your conclusion on page 3 of your submission you stated, "We need stronger legislation that will ensure that students are equipped with all the tools they require to succeed in the language of their choice, that protects them and their parents' rights to an inclusive environment with transparent administrative structure." Do you have any specific suggestions? Let's say the Education Act passes, but do you have specific suggestions for specific amendments to the current Education Act that you could provide to the Committee for our consideration, provide it so we can consider those? Thank you, Mr. Chairman. My final question.

**Chairman** (interpretation): Thank you. Mr. Workman.

**Mr. Workman**: Thank you, Mr. Chairman. I thank the Member for the question. You're going to give me a blank cheque? That's pretty good; I never get that. Boy.

If everything that Bill 25 is looking at go away and we're looking at amendments to the

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Act to make it more supportive, certainly. One of the comments that were made earlier this morning was "Have something in the Act that clearly supports our position on the studenteducator ratio." I can think of one community in particular; I'll just say it. Arviat a few years ago lost a lot of teaching positions because of this student attendance issue. It was devastating for that community. I had several friends who were on the DEA that were contacting us at the coalition and expressing their concerns over a loss of a great number of teachers. There have been other communities, even the Iqaluit DEA lost positions last year and fortunately the Inuk teacher who lost her position had found another job at our high school, which was to our benefit.

Having a transparent formula entrenched in an Act that supported class sizes to where we can actually focus on student achievement would be helpful, student support assistants entrenched in the Act. See the problem with regulations, regulations are fine, but they don't have to go through a legislative process for modifications. It's my understanding that it's really up to the department to do that and maybe it goes through cabinet, but nobody else actually ever sees the regulations until it's finished, right? We might be involved with the drafting.

I would like to see some of those items that we talked about, student standards of education would be good; the target dates for the implementation of Inuktut at a better, faster, and more rigorous rate; teacher recruitment and retention. It would be awesome if they were in the Act because they're harder to play with once they're in the Act. You know as well as I do, I know you've had some legal training, Member Towtongie, but once you put it in law, it's hard to change. I think those would really help support what we're trying to do as we move forward. Thank you, Mr. Chairman.

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Chairman (interpretation): Thank you. Thank you, Mr. Workman. (interpretation ends) Right now we're out of time for the day, but if you are available, along with Ms. Eegeesiak, I would propose that we can continue this question-and-answer session tomorrow morning starting at 9:00 if that's alright (interpretation) and if it's okay with the Members. Is that okay? Yes.

We thank you, as well as the Minister and your officials. Thank you, Members, including our staff. Our hearing will resume tomorrow at nine o'clock in the morning. Have a good evening.

>>Committee adjourned at 16:58

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