Standing Committee on Legislation
Hearings on Bill 25, An Act to Amend the
Education Act and the Inuit Language
Protection Act
Iqaluit, Nunavut
November 28, 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**:

Saran Bangoura

Lisa Ipeelee

Andrew Dialla

Attima Hadlari

Allan Maghagak

Philip Paneak

Blandina Tulugarjuk

### Witnesses:

Thomas Ahlfors, Legislative Counsel Melissa Alexander, Manager of Planning, Reporting and Evaluation, Department of Education

David Joanasie, Minister of Education Kathy Okpik, Deputy Minister of Education

>>Committee commenced at 9:01

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**Chairman** (Mr. Main)(interpretation): Good morning, colleagues. Mr. Keyootak, can you say the opening prayer, please. Thank you.

>>Prayer

**Chairman** (interpretation): Thank you, Mr. Keyootak. Good morning, colleagues. Good morning, Minister Joanasie and your officials.

As we proceed with our hearing as the Standing Committee on Legislation on Bill 25, this is our fourth day and we are scheduled to meet for half the day, up until lunchtime. We have invited the Minister to come and review the things that we have heard in the past three days. I am sure we will have some questions to the Minister for clarification and the officials are here.

Before we proceed to questions, the Minister has a statement to make. Please introduce your officials first of all and then you can get started, Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Good morning, Members and Nunavummiut. With me this morning is my Deputy Minister of Education, Kathy Okpik, and Manager of Policy and Evaluation Melissa Alexander, and from the Department of Justice is our Legal Counsel, Thomas Ahlfors. Those are the witnesses.

I have a prepared statement and I would like you all to understand that we are glad that we are given an opportunity to appear before the Standing Committee and we have been working on this topic for a very long time. We are glad that we are able to proceed to our discussion today and that we were able to hear from the witnesses that appeared before you this week.

As a department we, like the Standing Committee, want to ensure we propose the

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best possible amendments to the *Education Act* and the *Inuit Language Protection Act*.

As the Members know, my department had the pleasure of travelling to all 25 communities and engaging directly with Nunavummiut in every community. Over the last three days the Standing Committee on Legislation has had the opportunity to hear directly from some of the people we met with as we travelled across the territory. (interpretation ends) The diversity of views and opinions expressed by the witnesses past this week in Iqaluit represent just some of the feedback we received on the proposed amendments.

As a department, our challenge was to propose amendments to the Acts that best balanced the interests of all Nunavummiut. It is a challenge that is now before the Members of the Standing Committee.

Mr. Chairman, in Bill 25 my department is proposing to take a phased implementation approach to the delivery of Inuit Language Arts instruction for grades 4 to 12 up to 2039. It is a proposal that has sparked much debate in the House over the past three days and one that I would like to explain more fully to the Members and to Nunavummiut.

Mr. Chairman, in the context of the document that Members have in front of them, language of instruction is used to identify the percentage of instruction a student may receive in a certain language over the length of an academic year.

The Education Act's Language of Instruction Regulations outline three models of education under which a DEA may choose to operate:

• The Qulliq Model, intended for communities where Inuktut is the first language;

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- The Immersion Model, intended for communities that have experienced language loss; and
- The Dual Model in communities that have both strong Inuktut first-language speakers and English first-language speakers.

Despite the existence of these three models, as Members know, many factors have limited the ability of schools to implement their chosen model, and in many schools Inuktut language instruction is well below the required percentage.

Mr. Chairman, my department is committed to delivering bilingual education for all Nunavummiut and has developed plans for Inuktut language instruction implementation that align with the timelines set out in Bill 25.

First, I would like to clarify the categories of curriculum that the department is developing as well as how they align with the three language of instruction models.

The Uqausiliriniq Strand focuses on language development, expression, and critical thinking and consists of:

- Inuit Language Arts 1 as a first language for the Qulliq Model;
- Inuit Language Immersion for language revitalization in the Immersion Model;
- Inuktut as a Second Language for students in the non-Inuktut stream of the Dual Model:
- English Language Arts 1 for students strong in English and in the non-Inuktut stream of the Dual Model;
- English Language Arts 2 for students learning English as a second language found in all four streams; and finally
- A Fine Arts course is also unified in the Uqausiliriniq Strand.

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Three more core curriculum strands also exist, with core course curriculum for all three models. They include:

- Nunavusiutit Strand, focusing on social studies;
- Aulajaaqtut Strand, focusing on health and physical education; and
- Iqqaqqaukkaringniq Strand, focusing on math and science.

(interpretation) Before I go on to discuss the stages for development of made-in-Nunavut curriculum, I would like to discuss the courses identified in the curriculum strands and how their implementation is set out in Bill 25.

It came up several times throughout this week's hearings that Bill 25 only sets timelines for the implementation of the Inuit Language Arts courses. While this is true, these timelines were intended, just like the Inuit Language Arts courses themselves, to lay the foundation for the implementation of Inuktut language of instruction in all areas.

The timelines in the bill do not include further courses because, at the time of drafting, the timelines for the other core curriculum development had not yet been established. (interpretation ends) Also, the resources required for high-level courses, such as math and science, can be quite extensive and less predictable, considering the level of terminology development that would be required.

While the timelines for all courses are not set out in the bill, my department is committed to delivering these Inuktut curricula as they are presented to Standing Committee this week. The packages you have in front of you represent the department's implementation plan going forward.

As I stated yesterday, development and

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implementation of made-in-Nunavut curriculum involves four main stages:

- 1. Curriculum development;
- 2. Creation of assessment, evaluation, and reporting that align with curriculum expectations;
- 3. Creation of resources that align with curriculum expectations;
- 4. Creation and delivery of training for teachers implementing the new curriculum.

An explanation of the phases within each development stage can be found on pages 6 to 10 of the document provided.

In the development of implementation timelines outlined on pages 13 and 14, the department considered the time required for each stage of development. The staggered development of each stage is based on the pace at which each specific grade and curriculum can achieve the most efficient outcomes for students. Staggering the timelines ensures that schools are properly supported to implement curriculum one at a time and are not under immense pressure to implement too much at once.

The school years listed represent the estimated implementation year for each stage of curriculum development per grade level up to 2038-39 for some courses and grades. Please keep in mind, Mr. Chairman and Members, that this does not mean the department will delay Inuit language instruction until 2039. It also does not mean the department will stop the Inuit language instruction that is currently being delivered in Nunavut classrooms.

Mr. Chairman, my department is and will continue to deliver Inuit language instruction in schools, just not yet at levels required by the current bilingual education models. In d)፫%በናበσ% ዾ፞ዾ፟፟ዾ አፈንኦ/Lላσና Δ፫%ወ42በσና በአLσና ለ≪፫៧σ%ነርና

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fact, within section 4 of the bill's schedule, we are required to produce the curricula and all its associated resources as soon as possible, not just by the end of the deadlines listed.

The curriculum, assessments, and resources we are developing as part of our implementation plans will help support all the bilingual education models to ensure that Inuit language instruction can be delivered at the levels required by the models. We will report annually on the implementation of Inuit language instruction to ensure that we remain accountable to Nunayummiut.

While some external factors may cause these timelines to vary in the future, they are based on careful consideration of the department and its capacity. The next step in achieving the language of instruction timelines is related to staffing of bilingual educators in Nunavut and as you can imagine, Mr. Chairman, it is more difficult to accurately predict that.

As I mentioned earlier this week, the department is working in a number of ways to ensure that there are enough Inuktut-speaking educators to implement curriculum and resources that are developed. These efforts include the development of a 10-year retention and recruitment plan, as referenced in section 5(1) of the bill's schedule, and which will align with our department-wide Inuit Employment Plan. As part of these efforts, my department is working to develop accurate predictions of how many bilingual educators are and will be needed in each community to implement our Inuktut language of instruction timelines. This includes timelines related to expected vacancies caused by retiring teachers.

(interpretation) We are working closely with Nunavut Arctic College to use this information to prioritize the communities in 4'ċ Ċ°a à\P∩c 4 Lcレ\P' PΔͿჼႱσ Δc°σ47በ'\CPα4'b™ጋͿ ΛcαナイႶነ\^°c λ àL\_∩ ΛJ°a™/J4P°C 2039 CΔbσJ4°∀°°C Δ/4σ.

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which NTEP will be delivered over the coming years. We will be using our timelines to inform conversations with the college around the expansion needs of NTEP, including a potential (interpretation ends) middle school and high school (interpretation) stream, as well as exploring options for existing teachers to further their education and acquire specialized skills in high school subject areas.

Through the 10-year Educator Retention and Recruitment Strategy we will outline the department's role in supporting potential teachers, connecting them with training through NTEP, and ensuring that graduates can successfully transition into our schools. Preliminary estimates of NTEP graduates based on the planned expanded rollout of the program are approximately 15 to 28 per year in the first four years, with varying graduation rates going forward. If rollout continues as planned, the number of trained Inuktutspeaking teachers produced by the program over the next 20 years would likely be well over 500. We are excited about NTEP's new focus on Inuktut and are confident that it will lead to our goal of a fully bilingual education for Nunavut.

(interpretation ends) Mr. Chairman, with regard to the *Inuit Language Protection Act*, I want to inform the Members that our proposed amendments to the Act have historical context. The *Inuit Language Protection Act* and the current *Education Act* received assent on the same day in 2008 and are intended to work together. While the *Education Act* uses the term "bilingual education," the *Inuit Language Protection Act* does not. These amendments are simply intended to align the language of the documents to allow for more seamless implementation.

Mr. Chairman, I would like to take this

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opportunity to respond to some of the comments or statements that have been made over the last three days. I have heard from a number of witnesses that they were not properly consulted with throughout the development of the bill. My department offered many opportunities for our partners and members of the public to provide feedback and input on the proposed amendments.

As a department it was our expectation that our partners would openly tell us what they wanted to see in the bill when we consulted with them. Instead we received many requests to either delay consultations or to participate in the drafting of the bill. During our process we also received submissions that differ

we also received submissions that differ dramatically from the submissions provided to the Standing Committee on Legislation. As a result, my department did not have an opportunity to fully consider these proposals or to have them reflected in the bill.

Mr. Chairman, I would also like to clarify the reporting structure of the Coalition of Nunavut DEAs. I have heard it said that the additional positions being proposed for the coalition will report to the Minister of Education. As an organization formed under the *Societies Act*, the coalition is and will remain independent from the Department of Education. The new positions being proposed will report to the executive director of the coalition.

Mr. Chairman, a number of concerns has also been raised with respect to discretionary authority of DEAs to register students over the age of 21. I want to make it clear to the Members that discretionary registration is an authority DEAs currently have under the 2008 *Education Act*. It is not a new authority we are proposing to provide DEAs.

During the 2016 consultation, the department

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proposed to limit DEAs' discretionary powers to register individuals over the age of 21. However, based on the feedback of DEA members and Nunavummiut, the proposal was dropped. In Bill 25 we are simply proposing to add clarity around who DEAs can register in schools using their existing discretionary authority.

Mr. Chairman, a number of witnesses have also raised concerns about the availability of early childhood programs in schools across Nunavut. Under the current *Education Act*, the DEAs, not the Department of Education, have the responsibility of providing early childhood education programs that promote Inuit language and culture. DEAs can provide such programs by either creating or operating their own programs or by contracting a third party provider to deliver it.

Throughout the course of the consultations. some DEAs identified the financial management and reporting requirements of contribution agreements as a barrier to providing these early childhood education programs. As a result, the available funding allocated to these DEAs for early childhood programs goes unused and access to these programs is unavailable to children in some communities. To address this identified barrier and to ensure that all available funds are used, we are proposing to allow the Minister to fund third party providers and directly manage the contribution agreements only when DEAs elect not to deliver this programming themselves. However, third party child care providers fall under the scope of the Child Day Care Act and we are currently limited under this Act to licensing child daycare programs.

Mr. Chairman, I have heard the concerns of the Members and of the invited witnesses of the importance of ensuring that all children have access to early childhood programs and  $44^{\circ}$   $^{\circ}$   $^{\circ}$ 

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I have also heard the call for DEAs to have absolute control over their school calendars during these proceedings. It is a call my department heard throughout our community consultations. I want to make it clear to the Members that the proposal to establish nine school calendars only includes start and end dates and a professional development week. DEAs will keep their authority to decide school closure days, including spring break and other non-instructional days, such as orientation and in-servicing of its education staff.

Finally, Mr. Chairman, I have heard many witnesses make legal claims with specific reference to sections 23 and 35 of the Constitution. If the Committee will allow, I would like to have Thomas Ahlfors, the legislative counsel, to provide some clarifications on some of the concerns that have been raised with regard to this issue. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Minister. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Chairman. In listening to the various interveners during the last three days, I was quite concerned about some of the statements that were made about in particular sections 23 and 35 of the *Constitution Act* and also some other legal claims that were made during that time.

I will start off with the submissions of the Commissioner of Languages. Now, I would like to emphasize that I have the utmost respect for the Commissioner of Languages. I understand that she is very new in her position and the written submissions were actually made prior to her entering into that job. I want to indicate that as far as her opinions about

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what she thinks is the right thing for the Inuit language, I am not giving any opinion with respect to that, either positive or negative. I am going to be focusing merely on the legal claims that were made during her submissions and by the Quebec lawyer that was accompanying her.

The first one really was that there is some existing or inherent right under section 35 of the *Constitution Act* to Inuit language instruction in Nunavut. Looking at what the law is, that is simply untrue. That right does exist in the *Inuit Language Protection Act*, but it does not exist in the Constitution. The reason for that is that the Supreme Court has looked at what are the rights that are protected under that. On the one hand we have treaty rights such as the *Nunavut Agreement*, and no one really got into that. We are looking at the existing rights or the inherent rights under section 35.

As the Languages Commissioner correctly pointed out, this refers to practices, customs, or traditions that are integral to the distinctive culture of the indigenous group. In precolonial times Inuit used, transmitted and developed the Inuit language. There is no question about that. That is a right that is protected under section 35 of the *Constitution Act*, but it's really only those rights that existed before the Europeans showed up, other than the treaty rights, that are protected by section 35.

While we can't stop Inuit from talking in Inuktut or speaking and teaching Inuktut to their children or to other people or to develop the language and create new vocabulary, etcetera, formal education and government services in the modern sense did not exist prior to European arrival in Nunavut. Those rights just simply are not protected by section 35 of the Constitution. As I stated, those rights are enshrined in the *Inuit Language* 

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Protection Act, which is an Act created by this Legislative Assembly. Therefore, as it is a creation of this Legislative Assembly, it can be amended by this Legislative Assembly.

Further, in the comments of the Languages Commissioner and her Quebec lawyer that accompanied her, there were some indications that ILPA by itself prevents the Minister from introducing amendments such as the ones in Bill 25. One of the fundamental principles of the parliamentary democracy that we have here in Nunavut and in Canada is that one legislative assembly, so the one that was there in 2008, cannot prevent a later legislative assembly from amending laws, so that would be the Legislative Assembly of today. Any assertion that ILPA prevents the amendment of ILPA is simply wrong.

There was also a reference to administrative law principles and there were some questions around that, and I am as unclear as some of the Members as to what that reference was to.

A recent Supreme Court case from 2018, Mikisew Cree First Nation versus Canada, basically stated that parliamentary privilege includes the development, drafting, and introduction of legislation and that unless there is a specific and explicit right in a land claims agreement or treaty, no one in Canada has any right with respect to legislation other than three readings and assent.

Now, the *Nunavut Land Claims Agreement* does have a few references to those rights. For example, Section 2.6.1 requires close consultation in the development of legislation that implements the *Nunavut Agreement*. There had been a question of: "Does NTI have a right to be included in the actual drafting, the actual putting words to paper part of the process?" The answer to that from this Supreme Court case is that no, they do not have that right. The only way that they could

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have that right is if it was explicitly written in the *Nunavut Agreement*, but Article 32, which is often referenced, has no reference to either legislation or the drafting of legislation.

Further, the Languages Commissioner had indicated that ILPA can only be amended through sort of a five-year review process that's provided for in the *Inuit Language Protection Act*. While I respect the Languages Commissioner's views that that is how she would like it to happen, that is not a legal requirement. Again, when a bill is introduced, the Minister and the Legislative Assembly have the authority to make amendments to any piece of legislation that has been passed by the Legislative Assembly.

One of the things I was very glad to hear from the Languages Commissioner was her very last comment where she actually contradicted the Quebec lawyer who was accompanying her, where she emphasized that it's important that the *Inuit Language Protection Act* and the *Education Act* be consistent with each other.

One of the primary duties of legislative counsel, so my office, is to protect what's called the integrity of the statute book. What that means is that when we draft legislation, to the extent that's possible, we have to ensure that we don't create any inconsistencies between two pieces of legislation. We don't want one piece of legislation saying "Go left" and the other piece of legislation saying "Go right." We want them to both say the same. If they deal with the same thing, say the same thing or be compatible with each other.

There was a failure in 2008 with respect to that. Two pieces of legislation, the *Education Act* and the *Inuit Language Protection Act*, were passed on exactly the same day. The *Education Act* referred to bilingual education, the *Inuit Language Protection Act* did not. The *Inuit Language Protection Act* applied to,

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in a limited extent, but still applied to the French school with respect to having to teach the Inuit language. The *Education Act* gave a complete exemption to the Commission scolaire francophone du Nunavut with respect to that obligation.

Bill 25 has two provisions in it to rectify these inconsistencies, one which is to the *Inuit Language Protection Act* to add the concept of bilingual education and the other is an amendment to the *Education Act* to require the Commission scolaire francophone du Nunavut to provide classes in the Inuit language so that the students there whose parents want them to learn the Inuit language can do so.

The second issue that was raised mainly by the Coalition of Nunavut DEAs was a reference to section 23 rights with respect to the rights that the Commission scolaire francophone du Nunavut has in Nunavut and that French school boards have in all of the rest of Canada outside of Quebec and that the English school boards have in Quebec. To address this, I would like to start from the basics, which is the purpose of law. Why do we create law? The reason for that is that there is something in the existing law or in the lack of law that creates a problem and the new law that we create is there to solve that problem.

Part 13 of the *Education Act* provides certain special educational rights to francophones. Now, I would like to correct one misrepresentation that was made during the presentation of the coalition, which was that district education authorities have numerous obligations under the Act whereas the commission scolaire francophone only has very few obligations under Part 13.

If we look at the definition of "district education authority" in the current *Education* 

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Act, and this is not being changed in Bill 25, it says, "District Education Authority' means a district education authority established or continued under this Act and, unless otherwise provided," so where there are some exceptions, "includes the Commission scolaire francophone du Nunavut." The Commission scolaire francophone du Nunavut has almost all of the same obligations and rights as a DEA with certain exceptions in Part 13.

In order to understand why those exceptions exist, we have to look at the purpose of section 23 of the charter because it is section 23 of the charter that obligates Nunavut to have these types of provisions. The purpose, and this is what the Supreme Court has said, is twofold. One is to protect minority language rights holders because they don't have adequate representation. Looking at the Nunavut context, there are no francophones in the Legislative Assembly. There are no francophones in cabinet. The leadership of the education department sitting here next to me are not francophones.

The idea behind section 23 is that when you don't have that type of representation in these bodies, those bodies aren't able to advocate properly for your rights and therefore special rights need to be set aside in order for the language and culture to thrive within a context where that representation does not exist. Really, at the end of the day, it's there to protect the language minority against the people sitting in this room.

The second purpose is to promote the ability between provinces. If someone from Quebec finds a job elsewhere in Canada, they can take their family with them and have their kids continue to learn in French or when someone moves from the rest of Canada to Quebec, they can take their children with them and they can continue their education in English ለ'bĊ, ጋዖቦታኄሁ L'żʰ  $\rlap/$ ኔኃ d<ΔʰΓ  $\rlap/$ ሪċċ¹ጋΔ¢  $\rlap/$ Δቴ�� $\rlap/$ ኔጐĊ?σ  $\rlap/$ ረĊ $\rlap/$ ዾ?σ $\rlap/$ σ $\rlap/$ σ $\rlap/$ σ $\rlap/$ 6  $\rlap/$ 

without having an interruption and significant changes in addition to the move.

Neither of these purposes is really applicable to the Inuit language. I think it would be quite offensive to suggest that the Inuit language requires protection from the people that are sitting in this room today. There are no Inuit language rights or Inuit language schools outside of Nunavut, so the mobility argument doesn't really apply either.

Further, one of the effects of section 23 that has come from the jurisprudence is that it insulates one language group from other language groups. If we were to give the same rights to the Inuit language as we give to the French language, what that would require us to do is to have separate schools for those persons who have Inuktitut or Inuinnagtun as a first language and separate them out from those people whose parents do not have Inuktitut or Inuinnaqtun as their first language. As we know, because of language loss, there are a number of Inuit who have another language as their first language. There would be a separation amongst Inuit if the exact same rights were to be given to Inuit.

At that end of the day what we have here is that section 23 is a made-in-Ottawa solution that has been imposed on Nunavut since before the creation of the territory, in 1982. It wasn't really designed with Nunavut or the concerns of Inuit in mind. Blindly applying those principles from section 23 to the problems faced by the educational system in Nunavut is simply short-sighted bad policy. If you're going to have good policy and good legislative development, you start with identifying what those problems are and then developing a solution that fits those problems instead of taking a band-aid solution that was designed somewhere else for some different reason and simply applying it to a very different context. That's what has happened.

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This policy development is something that has happened over the last five years starting with the Special Committee of the Legislative Assembly that heard the concerns in 2014 and 2015 of Nunavummiut and from that a process was started to fix those problems. As the Minister indicated, there have been some new issues that have been raised in the last couple of months and those, quite honestly, at this point would most appropriately be served by being dealt with in the next scheduled review of the *Education Act*, and the Act does require a review every five years. Thank you very much, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Joanasie, are you done? Okay. Thank you.

There are questions, but we have to understand as MLAs. We keep hearing about (interpretation ends) Bill 37 (interpretation) on a daily basis. Before I was an MLA and many of the Members here were MLAs, they dealt with (interpretation ends) Bill 37 (interpretation) in the Fourth Assembly. If my understanding is correct, there was no vote on (interpretation ends) Bill 37. (interpretation) After it was discussed like we are discussing (interpretation ends) Bill 25 (interpretation) today, (interpretation ends) Bill 37 (interpretation) just died before it even had any discussion. I'm asking you, Minister, as a Committee, how the former government decided on (interpretation ends) Bill 37, (interpretation) as we're dealing with (interpretation ends) Bill 25. (interpretation) How should we consider it? Does (interpretation ends) Bill 37 (interpretation) have to be part of the discussion? I don't quite understand myself.

(interpretation ends) My question is: how are we supposed to take into account a bill that was never voted on in this House into this process in this new government of the new CAL<sup>a</sup>a C<sup>e</sup> c<sup>a</sup> d<sup>a</sup>pecpylya d<sup>a</sup>da<sup>c</sup>
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bill? What are we supposed to do with the fact that Bill 37 existed in a previous government in terms of our work as a Committee in considering Bill 25? Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Bill 25 has been a long process to date and it's no doubt. Having gone to every community, we picked it up where it left off in terms of there was no debate on it. We put it out to Nunavummiut and to further debate it on how we can move forward. Throughout this process we have heard different opinions and many feedbacks on top of what was provided for the consultations on Bill 37 in the Fourth Assembly.

I want to note too that there have been different reviews that have taken place that we had to consider that have been identified as issues, as challenges to our education system that we want to address. Specifically from the Auditor General's 2013 report and recommendations, the Special Committee on Education, the review that happened on implementing the *Education Act* from 2008 to date, as well as the [Barbara] Hall report on inclusive education, those three were a large part of how we wanted to move forward.

Yes, there are similarities between Bill 25 and Bill 37 from the Fourth Assembly. However, there are different approaches that were taken on inclusive education, on the coalition of DEAs, on different matters, and even such things as the principals' appointments and reappointments. We said, "Okay, we won't touch that anymore." We allowed the DEAs to retain that authority. These are some things that we have changed our minds about and we think that it's a stronger bill because of all the work that has taken place to date and the scrutiny that the Committee has been providing to date. We want to continue on this path forward. Thank you, Mr. Chairman.

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Chairman (interpretation): Thank you, Minister. (interpretation ends) In terms of knowing whether Bill 25 is a stronger bill than 37, we will never know that because the people in the room are different and the Minister is different. It is a completely unanswerable question in my mind. I'm going to turn it over to the Committee, but just very briefly, Minister, from a legal perspective, in your department's legal opinion, is there any reason that we would look at Bill 37 in a previous government that should affect our decision-making in the Committee when we are looking at Bill 25? Is there a legal principle where current governments are supposed to look at what previous governments did on legislation? Just very briefly, if you can try to answer that, and is it okay if I refer that question to your legal counsel? Mr. Ahlfors.

Mr. Ahlfors: The answer to that is that Bill 37 having died on the order paper at the end of the Fourth Legislative Assembly, from a legal point of view, it does not exist. Of course we still have the text of it, but from a legal point of view, it does not exist and so it is not something that you have an obligation in any way to consider in this process. Of course the consultations that led up to it brought up a lot of information and is still used in Bill 25, so that is something that could be considered, but from a legal perspective, there is no obligation to consider Bill 37 in this Legislative Assembly, as it has died and disappeared. Thank you, Mr. Chairman.

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

**Mr. Lightstone**: Thank you, Mr. Chairman. Good morning, Minister and officials. Thank you for your opening comments and I would also like to thank you for appearing over these last three days for cross-examination.

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The question that I would like to start off with is quite possibly the most controversial issue of Bill 25 and that's the issue of language of instruction. When Bill 25 was first tabled in the Assembly, it was the area that was most shocking to the general public, the date set out in the schedules of the phased-in approach for language of instruction.

In the correspondence that we received from the Minister in September, the Minister indicated that there were five factors taken into account in determining those language of instruction timelines, including curriculum development, teaching and learning materials, assessment materials, teacher training, and lastly the availability of qualified teachers. I thank the Minister for producing additional materials for the Standing Committee as well as the public, and specifically the 21-page document on language of instruction implementation. I was quite glad to see that the Minister had shared some evidence to support those dates that were set out in the timelines.

I would like to point out one crucial aspect that the last item, the availability of qualified teachers, was not included in this document. That issue was raised by several of our witnesses, including NTI and the teachers association. During cross-examination, the Minister had stated that the department annually produces Inuit employment plans and revises them annually. I as well as many of the witnesses feel that the current Inuit employment plans that have been produced by the Department of Education are not acceptable means of achieving language of instruction targets in its current state.

I would like to ask if the Minster would be able to produce additional details on the specific topic of Inuit employment plans and how they associate with the language of instruction timelines. What some of the

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Chairman: Mr. Lightstone, you referenced the document that the Minister provided on pages 11 and 12. Specifically it mentions addressing the lack of bilingual educators. If you have questions on that specific topic, I would ask you to be specific and as brief as possible and get to the question, please. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I will get directly to the question. In order to give the Assembly and the Members the confidence to vote in favour of this bill, I would like to ask if the Minister would be able to provide us with a detailed and thorough Inuit employment plan and preemployment plan along with timelines and targets that coincide with the implementation of the phased-in approach. Thank you, Mr. Chairman.

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

Hon. David Joanasie: Thank you, Mr. Chairman. As I stated in my opening comments, it's a little more difficult to plan or predict teacher training and the outcomes that are developed when teachers come out through NTEP. We are trying to develop accurate predictions on how bilingual teachers are produced and by each community. This is where we are working closely with Arctic College on which communities are expected to be receiving teacher training, NTEP, and specifically too on the federal funds that were

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I'm going to have Deputy Minister Ms. Okpik talk more a little bit on the Inuit employment plans, if you will allow. Thanks.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Inuit employment plans are published annually as part of the business planning process. However, we have been working as departments with the Department of Human Resources on a master Inuit employment plan and much more detailed Inuit employment plans with short-term and medium-term goals set out. The Department of Human Resources has that lead through the Sivumuaqatigiit Division.

I have to say, though, currently right now those plans are not public. They are in mediation. Nunavut Tunngavik Incorporated invoked mediation with the Government of Canada and the Government of Nunavut. They have some concerns around timelines, wanting us to put in some timelines, and the costing of what it would be for short term, medium and long term. That's where it currently is right now. We do have much more detailed Inuit employment plans. We hope that once the mediation is completed, we will be able to release those publicly. In the meantime we do have the short-term and medium-term goals that we're still implementing regardless of the mediation that is taking place.

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We also have proposals, for example, through other departments into Article 23 funding that is done through, again, the Department of Human Resources. Timelines are not included in Article 23 because it can't be done with certainty. To counter that, we have the tenyear recruitment and retention strategy that we have proposed in legislation with reporting requirements that will complement the Inuit Employment Plan. (interpretation) Thank you, Mr. Chairman.

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

**Mr. Lightstone**: Thank you, Mr. Chairman. Thank you, Ms. Okpik, for those details.

I would like to reference the targets that were set out in the 2008 Education Act that set deadlines and targets for language of instruction in which the department had failed to meet. The failure of the Department of Education to meet those targets and deadlines has put our children in a situation to suffer the consequences. I believe it is necessary for the government and the Department of Education to give us assurance that these targets that will be achievable, including the comprehensive Inuit Employment Plan.

If it is unable to make it public, then I would ask that it be made available to the Standing Committee. Without that crucial bit of information to support Inuit employment plans or targets that are necessary to achieve language of instruction, I would not be able to vote in favour of this bill. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Lightstone, can you elaborate? Are you looking for something more than what is currently included in the main estimates? You're looking for the detailed Inuit Employment Plan that Ms.

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Okpik referenced? Maybe just clarify. As much as possible, can we not use the language, "If this doesn't happen, I can't vote. If this happens, I'm going to vote."? Let's just keep this within the Committee and let's just avoid that type of.... It's a demand or it's almost like a threat saying, "If I don't get this, I'm not going to do this." Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Apologies for my language.

I only ask that the department provide us with reassurance and give us the confidence that we need in this bill. Of course I believe it would be crucial if the department could share its master Inuit employment plan, but also go a step further and provide targets based on your predictions that if there is an X amount of grads per year or higher or lower, what those targets would look like. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you for clarifying that question. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. According to our department's Inuit Employment Plan, short, medium and long term, before March 2020 our plan was to increase Inuit representation from 51 to 54 percent.

For medium term by 2023, we hope to have NAC deliver student support assistant certification as well as the refocused program on NTEP, as well as other language instruction diploma program, creating education leave and mentorship opportunities to allow those interested in a career in education or as educators, and orientation programs for educators to make them understand their roles and expectations.

For the long term beyond 2023, just to share

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as an example, we want to further develop professional standards and create greater clarity and expectations for educators; establish permanent recruitment capacity by targeting secondary students, NS students, Nunavut Arctic College students, the general public, substitutes and letter of authority teachers; create a conceptual framework to align certification, supports, incentives, training, and reintegration to the workforce to support Inuit employees who choose to seek additional education qualifications.

I also many times have brought up to my staff about we have heard time and time again that there are NTEP grads that have gone onto other work. We want to try to target them too on bringing them back to the classroom. I don't know what it will take, but we want to entice them back in some way. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Are you done? Thank you. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I say "good morning" to you all, Minister and his officials.

I would like to ask this question. For three days now, we have been hearing witnesses that have come and talked about the bill. The first bill that was proposed was dropped, as it was stated earlier. We probably shouldn't even remember it today as we have to move forward. In thinking about this, we have been told that the bill that is being amended should be dropped. We have all heard that.

I would like to ask the Minister and the department about the phased-in approach to 2039. How will it look like for everyone? With respect to the phased-in approach right up until 2039, will it be very difficult to implement or can the department just move through it? I would like to understand that

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clearly, hence my question, Mr. Chairman. Thank you.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. If I understand the question correctly, Bill 25 that we are scrutinizing is different from the previous bill. The way it is written, for example, under Bill 25, section 25(6), all curricula that we develop have to include *Inuit Qaujimajatuqangit* and Inuit societal values. If there are going to be any amendments, they will have to include both of those. That is what we have written in Bill 25.

As to whether it will be too challenging to implement, if I understand correctly, we have proceeded with the whole bill and we have based it on the previous recommendations from the reports as well, and we have to move forward with it. There have been challenges to date with trying to implement the *Education Act*. With regard to the recommendations to improve the education system, we always try to listen to the reports and the different feedback we have received from Nunavummiut, and we are always trying to hear from them on how it can be brought out. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Let us proceed. Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you and good morning. (interpretation ends) I found it really interesting to hear from your legal talk about especially the area of where a lot of the other entities said they weren't consulted because they weren't part of the legislation. In fact I think it was on the first morning I actually wrote a note. I said I have never heard of a non-government entity drafting legislation. I was wondering maybe I

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just didn't know.

I guess my question around this is everybody has their legal representation in all entities. Was it something that was communicated to the Department of Education, that they wanted to be part of the actual drafting of the legislation? I'm just curious of how that conversation went. Was it understood or was there a lot of opposition? What happened with the relationship between the entities that wanted to have that ability? Thank you, Mr. Chairman.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I explained, when we tried to proceed with the consultations, how we thought a government should proceed on the legislative process, we got backlash from stakeholders and partners about our approach. This is where I don't know if it's something that needs to be clarified or brought out openly, as there were instances where there was mention that there are other pieces of legislation that were codeveloped with external parties. I believe that only pertained to maybe two of our Nunavut government legislation, if I'm not mistaken.

The GN has, of course, legal counsel to provide advice. I don't know if there is anything that Mr. Ahlfors can add to this, but if you will allow him to have the chance, Mr. Chairman. Thanks.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Ahlfors, as briefly as possible. Mr. Ahlfors.

**Mr. Ahlfors**: I have not been involved in the discussions with the other stakeholders because we mainly deal with government. I would say there are two reasons why it

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doesn't happen. One is that when it has happened in the past, it has delayed the process significantly. This happened more than a decade ago. The second is that legislative drafting is something that is a very specialized field within law within the commonwealth, which more or less shares the same type of legislative drafting. Canada is part of the commonwealth and generally it is the same type of legislative drafting within the commonwealth. It's said that it takes about seven years to train a lawyer to become a fully-fledged drafter.

Looking at the submissions that you have received, there were two pieces of draft legislation there. From a legal perspective, I'm not going to question the ideas that are in there, but just from a legislative drafting perspective of clarity, they were not even close to what is appropriate for legislative drafting. One example is the use of the word "ambitious" in the NTI bill, which doesn't have a legal meaning, and I actually verified it does not exist in a single piece of legislation in this entire country. If we were to go there, they would have to get people trained up as well and they don't have that. In any case it would delay the process significantly. In this case. I would assume, this bill would be delayed by at least a year if we had done that.

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

Ms. Angnakak: Thank you. I'm going to go on to another area of topic. The thing that has kind of stood out to me that I would like to discuss is about the increased workload of the principal. There were some suggestions in one of the proposals to use the student support assistant, or SSA, to help with some of the inclusive education plans. I'm wondering what kind of response the Minister has in hearing from those entities that made those comments. Thank you, Mr. Chairman.

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Δρίς η δρίς σε Διι Δλε Δρίς δρίς η Chairman (interpretation): Thank you. (interpretation ends) Ms. Angnakak, you asked a two-part question. You mentioned the principal issue and then you went on to inclusive education. Maybe if you could just clarify that question, Ms. Angnakak.

Ms. Angnakak: Okay. I guess what I was looking at was workload across the board. We've had concerns raised over the principal reporting and we've had concerns raised over the inclusive education parts of what that would mean to a main teacher. I'm just wondering if you can comment on what you thought of those concerns. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thanks for clarifying that. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman and the Member, for her question. In the 2015 Hall report they recommended to have one teacher retain primary responsibility for developing and evaluating the individual student support plans rather than multiple individuals.

Having the main teacher lead the process to have individual student support plans in place, we heard from the Nunavut Teachers
Association representative state that it's going to increase the workload of our teachers tremendously. I think we need to consider those comments and see if there's a way we cannot increase the burden of our teachers but also at the same time consider the recommendations from that report. I think this is something we need to work out better.

There was talk about the principals reporting too on a monthly basis to DEAs and then there's the inclusive education. We're recommending quarterly reporting. That would replace one of those monthly reports so

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it doesn't increase the reporting requirements for principals.

Still on inclusive education, there was a comment made about high school grade levels not being able to assign a specific main teacher for students. They don't have a homeroom teacher *per se*. This is where we would assign the principal to give the responsibility to whichever they deem most appropriate. Thank you, Mr. Chairman.

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

**Ms.** Angnakak: Thank you. Thank you for your response. It sounds promising that you're open at looking at things again that had been raised as concerns.

One of the things I did like that was suggested by the Nunavut Teachers Association in their opening comments in regard to inclusive education was the use of student support teachers. I think that's a great idea. Myself, I am in no way specialized in the area of education, but it just seems like having them work on.... They already work one on one with the student and being able to come up with a plan that could perhaps be signed off by somebody else, I think, is a great idea. It's just a comment and that's all from me. Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Just to add to Ms. Angnakak's comment, Minister, it's my understanding that for a school to have a student support teacher, they have to take one of their teachers out of the classroom. It would come out of their allocation of teachers for the school. It goes to the student-educator ratio topic which keeps coming up. If you could just clarify in response to Ms. Angnakak's comment, when it comes to student support teachers, how they are

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allocated. Is there one in every school? Is it up to the principal? Is it up to the DEA? That's kind of the clarification I'm looking for. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Student support teachers are part of the SER formula and every school should have an SST position and their primary responsibility is around helping to ensure that inclusive education and individual student support plans are in place for those that need it. The one thing that I think SSTs provide a lot of.... They are quite specialized in their field. This is something that we heard from the teachers association that the main teacher rely on that resource to help implement the individual support plans. When all schools have it, I think this is something that we can work on how best we are implementing their duties as it relates to the recommendations that are before us. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, minister. (interpretation ends) Minister, I believe that you said that every school should have one, but I heard a little bit of uncertainty there. It might be something that the Committee can request further information from the department on if the Committee decides to. Mr. Quassa.

**Mr. Quassa** (interpretation): Thank you, Mr. Chairman. Welcome, minister and your officials.

I would first like to ask about something that has been raised more than once, the timeline of 2039. The present Act that we are using was enacted in 2008 and it was given a deadline of 2019, which is a target of about 11 or 12 years. The way it's written right now is that it's from 2019 to 2039. That's 20 years. Have you looked at a closer date than that at any time in your discussion and probably looking at a shorter timeline? Have you

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looked at anything as an alternative or is it because it's totally impossible that you looked at 20 years? Have you thought about that in your discussions when you were planning that timeline? I am sure it's something on our minds as MLAs that we have a concern about that particular deadline.

That's my first question. Have you looked at different options as to the possibility of shortening that particular timeline of the deadline of 20 years? I'm sure you thought about that frequently before you actually chose the deadline. That's my first question. Thank you, Mr. Chairman.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) Under the schedule of Bill 25 we're proposing for the phasing in application of Inuit language provisions. Under Part 3 of the schedule, earlier implementation, it says that "The Minister shall endeavour to implement Part 4 of this Act and section 8 of the *Inuit Language Protection Act* earlier than the application dates referred to in" the schedule outlined in subsection 1. Wherever possible in our resources and capacity available, we would implement it as soon as we can and not wait 'til 2039. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I'll just let Committee Members know that the mic switching is kind of slow today, so just keep that in mind. Mr. Ouassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. That is the first time I have heard about it. He might have said it before, but you are saying that "Wherever possible in our resources and capacity available," or are we thinking that it is not going to be possible? Is

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it going to be after that time frame? It is kind of a worrisome thought for me. I don't feel that it is a good timeline unless it is possible. If we are not able to, it is a possibility that could be the case. A lot of time could pass where we just allow it to lapse and nothing happens. I feel that particular section is too loose. What was it I was going to say?

I don't think I got the complete response to my question. I wanted to know if you had other options that you might have thought about before the target date of 2039 was written. There are many Inuit with expectations, obviously, not just us here in the Legislative Assembly, including our teachers, students, parents, and they are expecting a lot out of this.

Also, one of the frequent comments made over and over regarding the *Education Act* was the fact that we don't actually have enough teachers trained and that has been brought up. We recognize too that we don't have enough Inuit-speaking teachers. We can all recognize right now in this room that there aren't enough teachers. Something I thought was quite positive to hear was that those teachers that are there now should be incorporated into the Inuit Employment Plan. It seems better if we use that avenue.

For example, I could say that NTI has a plan called Makigiaqta and there is a \$50 million budget that goes with that. While Makigiaqta is there, I wondered if that could be a possible source of funding that we could access to promote more teachers. We understand that this is a law. We can amend it how we choose to as the Legislative Assembly. It may be an idea that can come to fruition. I don't know. I don't know what your thoughts are on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa, what you are saying is you are

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looking for the Minister to elaborate on what is mentioned on page 10 of his letter. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We were considering how else we could achieve this, but we had to make a decision before this meeting. You wanted to see our position and our plan on teacher recruitment. You should have a clear goal and clearly planned goal, and not necessarily through legislation. We're not trying to tie recruitment to Bill 25, even though we are discussing the ten-year teacher recruitment strategy.

(interpretation ends) The language of instruction (interpretation) will be reviewed on an annual basis. We will be reporting on a yearly basis as to whether we will be implementing it sooner or what do we have to add on to attain our goals and if we have to set funding aside. Yes, I know I will have to ask my cabinet colleagues and have it approved here in the Legislative Assembly. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. The submission from the Nunavut Teachers Association said it was entirely possible. What we want to see is having Inuktitut-speaking teachers. The teachers are there. They are in the actual location and they are the ones with knowledge. They said it is entirely possible, that you can do it without looking too far into the future.

I'll just move on to another area, Mr. Chairman. I think my colleague made mention of how many teachers a community would have depending on the number of students, or what is called the SER. The teachers association also had this concern. They try to

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figure out how many qualified teachers a community will have. With that being the case, it turns out they include teachers without a classroom when they figure out how many teachers a community will have. They include staff that are not actual teachers and we have heard that as an actual concern from the Nunavut Teachers Association. Can they agree that after those comments, they count only actual teachers with classrooms? Can that be the case? Thank you, Mr. Chairman.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. How can I put it? The number of teachers is a ratio based on the number of students. We are reviewing it and we want to rectify it with the total number of staff in the school and how it affects the students. We are trying to move forward in a different direction and we are trying to consider how we can improve that, but we don't currently want to include that in Bill 25. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. On Mr. Quassa's question, where is the formula? Is it within the regulations? It's not in the bill. There's a statement in there to that effect, but where exactly is it? That's Mr. Quassa's question. Please clarify that, Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) The student-educator ratio formula is cabinet approved, but the Act sets kind of the parameter. It has to be better than the national average. I'm thinking you're asking where we're at in terms of that number, or if you can clarify the question, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) That's the example of

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very bad chairing, so I apologize. I was just trying to follow up on Mr. Quassa's question in terms of where the formula is set out. You mentioned it's in the Act. It says it has to be better than the national average, but if you can just explain to the Committee where the actual formula is contained, Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Like I mentioned, it's a cabinet approved formula and it's a bit dated. This is where we have seen the fluctuation that it has been having with the school and we want to create a better, stable formula moving forward. This is part of the review that's ongoing still. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Again, maybe it's something the Committee could put into correspondence if we want to look for more information, if we can request more information. (interpretation) We have an opportunity there. Mr. Quassa, if it's okay with you, I personally would like to have coffee. If it's okay with you, we will take a 10-minute break. Thank you.

>> Committee recessed at 10:37 and resumed at 11:02

**Chairman** (interpretation): We're now back. Our hearing on Bill 25 has reconvened. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Still on the student-educator ratio, I believe I have one more question. On the student-educator ratio and counting real teachers only and the other staff only teach part of the day and they are included, did I ask the question already? Sometimes I forget after 15 minutes. I think they include student support teachers and principals. Can you look at another way? It has been mentioned in the House with the review of the education bill

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and it has been brought up.

Is there another way that they can think about it or have they considered different ways for the student-educator ratio, the way the formula is? There are probably other jurisdictions in Canada that do it differently. It can probably be changed for Nunavut, an appropriate way that we can use. Even though they have stated that we are the second best, this has been a problematic area in Nunavut. Have they looked at other avenues? There are different models used throughout Canada. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Quassa. In our letter dated October 25, even though it doesn't talk about Bill 25, the Auditor General of Canada reports.... (interpretation ends) It is interesting. I just wanted to add to Mr. Quassa's question that the department is acknowledging here in this letter that there are problems with that ratio, so there are problems in the department in terms of Mr. Quassa's question and in terms of revising that formula or what is going into that. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, experience has shown that there have unpredictable swings from year to year on allocating student-educator ratio, PY positions that were allocated to the schools. The existing formula does not account for all school staff positions, so it leads to an inequitable distribution of some positions, namely, student support assistants and language specialists, for example. The revised formula that we are trying to capture all school staff to ensure there is a more consistent and more equitable distribution.

The current student-educator ratio only encompasses positions for principals, viceprincipals, student support teachers, guidance counsellors, and teachers. There are no  $4^{L}$   $5^{6}$ PCP56°C67L5-3 $\sigma$ .

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formula allocations for learning coaches, for language specialists, and looking at the whole school team. Those are the factors that we are trying to consider in revising this formula. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. There are probably other people who want to ask questions. There has been some thought given to that. Maybe the Department of Education has room to change on that matter. (interpretation ends) Is there any room for movement? I guess that's what I am asking. (interpretation) There is probably room for change with that being a concern. We're trying to come up with a better solution. We ask these questions because we're thinking of improving the situation. Legislation, bills, and policies can be changed. (interpretation ends) Here's our opportunity now. (interpretation) That being said, perhaps he can comment on that.

I'll move on to something else. The Nunavut Teachers Association clearly defined early childhood education for preschool. Bill 25 indicates that it will be contained in there. I think there was a slight change from the old legislation. The Nunavut Teachers Association said that it doesn't necessarily have to be in Bill 25 and we are all aware as Members that there are other pieces of legislation such as the *Child Day Care Act*. The Minister has also indicated that before. Does the Department of Education agree with the Nunavut Teachers Association that it's better if it's not contained within Bill 25? Thank you, Mr. Chairman.

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

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Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Yes, daycare has its own Act and we have to review that as well, but we are planning to review that after we deal with the *Education Act*. That is what I can say. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Quassa, do you have another question? Okay. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. On the same topic, the other bill was going to be reviewed by the government a number of years ago and it still has not been reviewed. We know the daycare situation is very important and we hear of communities that are unable to open daycares. They encounter many problems trying to get daycare, even though that should not be the situation.

There has been discussions about (interpretation ends) universal child care. (interpretation) It is affecting everything because it's sort of within the education system right now and education authorities are saying that there might be full-time kindergarten classes now. Considering that, in my opinion this should be dealt with through the *Child Day Care Act* instead. I would like to know the position of the Department of Education on that. Thank you. This will be my final question for now.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We still have to review these Acts and we have been concentrating on the *Education Act*, but we are aware that we have to deal with the *Child Day Care Act* as well. Once the *Education Act* is amended and finished with, we will proceed with reviewing the *Child Day Care Act*. Thank you, Mr.

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Chairman.

Chairman (interpretation): Thank you. With regard to Mr. Quassa's question about (interpretation end) universal child care, (interpretation) where every community would have a daycare, has there been any estimation as to how much it would cost, like \$150 million? If it's going to become reality, have you looked into how much it would cost the government? Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. I forgot to respond to something. For full-day kindergarten, we are planning to see how it would operate and we will need to put money into that. The provision of universal child care in Nunavut was studied at one time and they looked at how much it would cost, but it would have to be revisited and estimated to today's cost. Thank you, Mr. Chairman.

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

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. The questions I will pose are not typed in Inuktitut and I have a problem with side translating them into Inuktitut, so I will be asking them in English, Mr. Chairman.

The first question I would like to ask is about full-day kindergarten. I would like to first ask my question based on that. Right now they are divided into morning classes and afternoon classes. This is for kindergarten in Nunavut. If they are required to be there all day, I think that there are going to be space issues because they use the same class area in the morning and the afternoon because there are many kindergarten students.

They would probably have to create a new classroom for all of the schools in Nunavut to accommodate full-day kindergarten classes. I **4%-L4%-6%** CΔ&N **44α-l**: 'db\*a-l'\*,
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think there would be too many students. Some schools already have space issues. Has the lack of classroom space we have right now in the schools been considered? As full-day kindergarten was being planned, was this considered? Mr. Chairman, that's my first question. Thank you.

Chairman (interpretation): Thank you. Let me explain what the Minister said about fullday kindergarten. It is not under Bill 25. It's being dealt with outside of Bill 25 by the education department. That's my understanding. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you. We have started reviewing that. It will be a big capital item and we know that some schools will have to be expanded. That is being reviewed. We would need more staff as well. We are aware of that. Thank you, Mr. Chairman.

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

Mr. Qamaniq: Thank you, Mr. Chairman. This has been raised by the Nunavut Teachers Association. It refers to support for Inuit language speaking teachers, mentoring and induction programs no longer available for the Nunavut Teacher Education Program graduates entering the teaching profession, subpart 3, languages of instruction, clause 43, Schedule 5, teachers' education. I guess my question is: is this part of the plan to meet the language of instruction deadlines? Thank you, Mr. Chairman.

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

**Hon. David Joanasie**: Thank you, Mr. Chairman. I thank the Member for his question. We are looking at different ways of how not just getting more Inuktut-speaking

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teachers but also how best to support them in their roles. There was an induction program that had a website and had different resources for new teachers, both those coming from outside the territory or those who are homegrown Nunavut teachers. We are trying to update some of those efforts and to revamp that program on orienting teachers in their roles when they first become teachers. Thank you, Mr. Chairman.

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

Mr. Qamaniq: Thank you, Mr. Chairman. My last question, "The Nunavut Teachers Association wants to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators at a much more substantial rate. The NTA wants to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators." Does the department agree with this particular statement made by the Nunavut Teachers Association wanting to work together with the Government of Nunavut as partners in producing and supporting bilingual Inuit educators at a much more substantial rate? Thank you, Mr. Chairman.

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

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, we would support this position from the NTA. We want to work with all partners and the legislature. I think we need to have all the different points of contact. Let's line up people to become teachers. Where does that line start? NTEP. That's one place where people can line up to become teachers. People can go line up. Let's entice them to go line up. Where's the line? I think if people keep pointing to this is how we can fill that gap, then we need to make that path clear

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for Nunavummiut to achieve what we're trying to set out. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) We get to the point where, as a Committee, we're hearing, "Okay, we need more teachers. Okay. In order to make more teachers, we need more graduates from the high school system. In order to get more graduates from the high school system, we need more teachers." We're going around in this. It's like a hikhik that has bit its own tail or something.

(interpretation) Mr. Qamaniq, are you done? (interpretation ends) Okay. (interpretation) Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Just in line with my colleague's questioning on NTEP, the Nunavut Teachers Association had said that half of the Nunavut Teachers Education Program graduates would be quitting after five years all because of too much work. I had asked the NTA to see if they had suggestions put towards the department, any incentives, but the Nunavut Teachers Association had said they did make suggestions but only financially. In my line of questioning I had asked if they would have some kind of incentive like paid trips, it would be a way to go. I think you know where I'm going. Thank you, Mr. Chairman.

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

Hon. David Joanasie: Thank you, Mr. Chairman. I believe that's something that would maybe be considered through the collective bargaining process if both parties agree to those provisions and they would retain bilingual teachers for that purpose. I think it is best addressed through collective bargaining. Thank you, Mr. Chairman.

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**Chairman** (interpretation): Thank you. I have no more names on my list. If it's okay with the Members, I have a question, even though I'm the Chair.

(interpretation ends) Minister, in the document that you provided to the Committee, this is the one mentioning strengthening inclusive education, it mentions that Hall report. I'm sorry; I lost the pieces I was going to ask about. On page 4 of 9 in the third paragraph it mentions the number of students on ISSPs, independent student support plans, must be manageable. I wonder if you can elaborate on that. What is a manageable number? I'll ask a specific question. If you have a teacher in a classroom, how many of those students can be on a plan, one of these ISSP plans, for it to be manageable? Is there a guideline? Is there a ceiling? Just around that topic, Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We were able to draw up some numbers on the number of students in our schools with individual student support plans and that is at 1,300 out of our student population; approximately there are 9,300 students, so roughly 14 percent. In terms of a manageable amount, maybe I'll ask my deputy to elaborate a little on this, if you will allow, Mr. Chairman. Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't have the information in terms of what a manageable amount is. It's something that we can commit to getting back to the Member. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Further on that topic, I

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am going to refer to the Special Committee report. This is from 2015. It mentions in there on inclusive education, which is in the bill, on the topic of social promotion, it says that when inclusive education is not implemented properly, it leads to social promotion. Social promotion has been brought up in the House and I think everybody agrees that it is problematic.

When it comes to social promotion, I'll get specific again, in the classroom, and this is what we have heard from teachers, is there a cap on the number of grades that a student can go through by social promotion? For example, if somebody is in grade 10, could they be socially promoted from kindergarten theoretically or is there a point at which the school staff would say, "Oh, look, this is going to be too hard for the teacher to do the differentiated instruction," when you've got grade 10 students here and you have, I'll use an extreme example, a grade 1 student in the same classroom and you're trying to teach them math or what have you? Is there a cap on the social promotion? I hope that's clear. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. When we use continuous progress for students when we are looking at the level they're at and in terms of how we can best support that student with their inclusive education needs, I think this is something that maybe needs to be fleshed out a little further in terms of what outcomes are we expecting the students as it relates to inclusive education.

In terms of some of the experiences that are done at the administrative level, I would like to have Ms. Okpik to also add to the discussion on this. Thank you, Mr. Chairman.

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

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Ms. Okpik (interpretation ends): Thank you, Mr. Chairman. (interpretation ends) Currently there is no cap in terms of the number of years going from one grade to another, but what I can say is we do recognize that the Department of Education, we have to put in place many different types of supportive services for students to look at student achievement. At the DEA level, for example, is their attendance and registration policy and the supports that we provide either through money to the DEAs to look at attendance and how we can ensure that students continue to come to school.

The Department of Education has spent a lot of time increasing its capacity at the departmental level around inclusive education. Around 2008 when we looked at inclusive education for the bill, what we had was a very, I think... . At the grassroots level we had student support assistants providing one-on-one or providing supports to students at the school level along with student support teachers. At the regional school office level we had student support coordinators that would provide assistance to student support teachers. However, we really felt that we needed to increase the capacity after hearing from Barbara Hall on the four or five different major recommendations she had around changes that we should be implementing to inclusive education.

One of the biggest areas where we have been doing work is around student assessment and we can provide, I think, some very detailed information as to the types of formative/summative assessments that are being formed; the increase of education services, for example. Previously we had one PY at the headquarters level. We now have 67 PYs that focus around inclusive education, educator development, student achievement, really focusing on student outcomes. In year one, we got the PYs to be able to support

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Primarily, previously we had relied on the Department of Health to do speech therapy, occupational therapy, hearing, all that type of thing, but what we realized was that there needs to be specialized services for K to 12 because what we saw was sometimes if you had speech therapy that needed to take place with a child in the community, if there was an adult, for example, that had a stroke and needed to learn how to swallow again, they became the first priority rather than the child in the school. What we did after that was we sought additional funding and we got \$850,000 for contract services to be able to provide K to 12 specific services to our students. We have continued with occupational therapy and speech therapy.

I'm happy to say that we are now starting to look at psychosocial supports for students. We know that when there is a sudden death either in the community or it impacts the school, if there is death by suicide, we have that ability to work with the Red Cross to send in support systems within the school. For example, last year we sent in the Red Cross to 15 of our communities to provide immediate, not counselling support, but support to be able to deal with it and how do you move on, not move on, but to be able to provide that support of providing that assistance at the local level. For example, we have the Red Cross going into Gjoa Haven next week. There have been a couple of deaths and we really feel that it has impacted the community. Those are the types of supportive services that previously weren't in place and every year we're looking at how we can provide more.

We also know that hearing and hearing loss is

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a major thing for Inuit through otitis media, so we have done a major campaign. We now have a speech and deaf specialist within our department, which we are very happy about because those are, I think, specialties that are really hard to come by. We have sound field testing. We have teachers who walk and talk with microphones so that students can hear and be able to participate in the education program.

We're hoping next year in the next business cycle we will be able to look at more support services for students as well. (interpretation) Thank you, Mr. Chairman.

Chairman (Mr. Rumbolt): Thank you, Ms. Okpik. As you may have noticed, I have taken over the chairmanship for a little bit. Mr. Main has been sitting in that for the last few days and never had the opportunity to ask many questions. We're giving him that opportunity at this time and for the benefit of the switchers, Mr. Main is in my seat. Mr. Main, please go ahead.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I have had opportunity to ask questions and maybe some of the Committee would say I have asked too many and, if I have, I apologize, but I'm sitting here as a Member of the Committee.

On the individual student support plan topic, I note that the Minister's most recent letter regarding the bill on page 11 uses the term "reasonable and practical" multiple times. That is just a comment that I think it's something that needs to be further understood in terms of who determines what is reasonable and practical.

Moving on, back to the language of instruction, thank you, Minister, for this letter and thank you for the document that you provided on language of instruction. I think

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CL<sup>6</sup>dd Δbd7Cbλ<sup>ic</sup> Δc<sup>6</sup>σd<sup>6</sup>N<sub>2</sub> NN<sup>6</sup>b<sup>6</sup>C L<sup>6</sup>N<sup>6</sup>Dl<sup>6</sup>lσ 11 λ<sup>ic</sup>3 &<sup>1</sup>L<sup>6</sup>DΓ dD5<sup>1</sup>NPdΓ dCPλdsσ NN<sup>6</sup>b<sup>6</sup>C<sup>6</sup>C<sup>6</sup>C<sup>6</sup>C<sup>6</sup>c<sup>+</sup>LC P<sup>6</sup>bPλαd<sup>6</sup>L<sup>2</sup>J. λ<sup>ic</sup>3 NPPNl<sup>6</sup>NPσ<sup>6</sup>l DPλ<sup>6</sup>Dl<sup>6</sup>a<sup>6</sup>d<sup>2</sup>J Pa NPPNl<sup>6</sup>NPC &<sup>1</sup>L<sup>6</sup>D<sup>6</sup> λ<sup>ic</sup>3 &<sup>1</sup>L<sup>6</sup>D<sup>6</sup> <sup>6</sup>Da<sup>6</sup> PaJ<sup>6</sup> C<sup>6</sup>a CΔLΔ<sup>c</sup>DσSΔC<sup>6</sup>lC<sup>6</sup>.

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that is the type of information that I was looking for in terms of did you just pull these numbers out of a hat in terms of what's going to happen between now and when we see a fully implemented language of instruction, including Inuktitut, putting Inuktitut at the forefront. I think that really helps me as a Committee Member to understand.

On page 10 of your letter, right in the middle of the page, "We recognize that it is not enough to focus our efforts just on developing Inuktut-speaking instructors as we initially proposed." Why does it say that? If we, as a territory, develop Inuktut-speaking Instructors without the curriculum in place, without the resources, is it because it is unfair to them as teachers? That's my question. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, they should go hand in hand. Of course we're starting to and want to promote bilingual education. We want our teachers in whichever language they're teaching to have the curriculum and resources backed up for them be able to deliver that education program in whichever language. That's the intent there. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Put forward in your letter here, I'm paraphrasing, you say that it's better to focus not just on creating teachers but to focus on all the pieces and how they're going to come together. Does the Minister feel that Bill 25 in this regard, changing the language of instruction piece....? Does the Minister have a position that those

**Δ<sup>6</sup>/«▷ር<sup>6</sup>** (Ͻ<sup>ϳ</sup>λΡηJ<sup>c</sup>): <sup>1</sup>dታ<sup>6</sup>αΓ<sup>6</sup>, Γ<sup>1</sup>C LΔ<sup>6</sup>. Γ<sup>1</sup>C ረላα./.

**Δ⁰/ペ▷ር¹⁰** (ጋጎት∩J¹): ¹d⊁°ႭӶ҆⁰, ΓσጎС ጚላႭ๗. Γጎር L∆°.

changes as proposed in Bill 25 will make language of instruction more achievable for Nunavut or more realistic or stronger? (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, with the assessment tools, with all the things that we have outlined on curriculum development, they have to be also trained in how to assess the students with the new curriculum that we're developing. With all those pieces together and also given the fact that some of the terminology in the Inuktut curriculum needs to be comprehensible to all, I think that's something that we work towards too on having special focus with language experts, with teachers that have spent time in the classroom when we're developing these resources and ensuring that the terminology is most appropriate. I think this is where when we say that focusing not only on our Inuit employment plans; there is a whole other area that we need also to focus on in addition to that. I think, given a bigger picture of the current situation, we want to have a stronger system in place, looking at that bigger picture. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. What is the status on the Inuit language (interpretation ends) standardization? (interpretation) I don't know how to say that word in Inuktitut. What is the status on the standard terminology? We need to use standard terminology. What's the status of that when it comes to the education system? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister

**Δ•/«ኦር**•• (ጋጎ,ኑበJ<sup>c</sup>): የժታ<sub>°</sub> ሲቮ<sub>°</sub>, Γ<sup>ر</sup>C LΔ<sub>°</sub>. Γσ<sup>ر</sup>C ל⊲Δ.

**Δ%レረጭ፟ና% CΔΔΛ ረ**Δ**Δ/** (ϽʹͻϒΛͿϲ): ·ϭͿϧ·ʹϼͺϹʹϧͺ  $\Delta$ 67666.  $\dot{\Delta}$ , 60247064 $\Delta$ 6 4.L $\dot{\Delta}$  $\Lambda C^{L} L^{b} L^{b} D^{r} L^{b} L^{b} D^{r} L^{b} L^{b} D^{r} L^{b} D^{r} D^$ ᡃᢐ᠋ᢂ᠘᠙ᠳ᠘ᡧ᠘ᢗ᠘ᠸᡥᠳ᠘᠙ᠳ᠘ᢗᢆᠣ  $\Delta$ ር° $\sigma$ 42 $\Omega$ ° $\sigma$ 5 ነ $\sigma$ 5 ነ $\sigma$ 6 ነ $\sigma$ 6 ነ  $b \cap ^{\circ} \wedge ^{\circ} \subset \Delta^{\circ} \circ \cap ^{\circ} \subset \Delta^{\circ} \wedge \circ \cap ^{\circ} \subset \Delta^{\circ} \wedge \circ \cap ^{\circ} \cap ^{\circ}$  $\Delta \Delta^{\circ} \Omega^{\circ} \Delta C^{\circ} \sigma d \Omega^{\circ} \Omega^{\dagger} d \Omega^{\circ} \Omega^{\dagger} d \Omega^{\circ} \Omega^{\dagger} d \Omega^{\circ} \Omega^{\dagger} d \Omega^$ PodcLos. CLoa Λσησηριστούς Λουστούς Γλος 20-717-7-40% 1C%DPC,771C4D CL°a CDj/%U db>o%<bd'd'a'\_J. Ċ°ac ᢦ°Ф△᠘᠘᠘᠆ᡣᡐ᠕ᠺᢗᠫᢗᢗᡏ᠑᠑᠙ᡭᢐ  $\Delta^{\varsigma_b}ba\Delta^{\varsigma_b}n^\varsigma n\sigma^\varsigma J^\varsigma < \varsigma \Delta^{\varsigma}n\sigma^b$ . ᡠᡰᢐᠳ᠘ᠮ. ᡤᠳ᠘ᢝᡎ᠘ᠳᠳ᠘᠘᠘ᡎ ŰႭ ▷°ጔΓ C∆L∆°σጢታѷႱ. ᢣ°ѷՐσˤ昹∖୮ჼ ۵۰۰۵-۱۲۹۲ مرجره علی کا کی فرباکولی ᡏᡆᢣ<sup>ᠲ</sup>ᠳᡤᢆᢀ᠂᠘ᢐ᠘᠙ᠺĊ<sup>ᡪ</sup>ᢀ᠂

**L\Delta^{\mathbf{e}}**: L'a,  $\Delta^{\mathbf{e}}$ /ペኦር'፥. Ċ°ac aਰc'፥<  $\Delta$ a $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$  Standardization  $\Delta$ c'፥  $\Delta$ a°ጋ°  $\Delta$ a° $^{\mathbf{e}}$   $\Delta^{\mathbf{e}}$   $\Delta^{\mathbf{e$ 

**Δ•/<<>(**Οίλληυς): ‹d৮° <u>α</u>Γ'ν Γ'ς LΔ°. Γσ'ς Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. The literacy program has been developed based on the three regions of Nunavut. We have involved the three different regions and we have come up with the terminology on the writing system and on the literacy program, when they are at a younger age and they are learning how to read and write, but we are also looking at the higher grades when it comes to language or math. We want to use standard terminology when we're developing curriculum. In language arts, the Inuit Uqausinginnik Taiguusiliuqtiit is involved in developing that so that we can use standard terminology with their assistance. Thank you.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm still on the language of instruction part of the bill. The big change in Bill 25 is that spells out Inuktut Language Arts. (interpretation) It elaborates on that. (interpretation ends) One of the submissions, it was actually the submission from Nunavut Tunngavik; I think they used the word "shocking," the language arts. I have Nunavut Tunngavik's submission to the Education Act Review Committee and this is from 2014. Recommendations 16 and 17 of that report were to create Inuit Language Arts curriculum. On the one hand, the submission that we have today in 2019, I just don't understand why.... It appears as though the department acting, five years later mind you, on a recommendation from Nunavut Tunngavik from five years ago. Can you explain that situation specifically on the Inuit Language Arts curriculum? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main. Minister

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**⊲ኈ፞፞፞፞፞፞፞፞፞፞፞፞ኯ** CΔ&በ <mark>‹</mark>‹ዻዾጕ፡ ʿdኡፚ፫፞፞፞፞ Δ৬/<>Ċˤⴰ. CΔ°Φ ΠΠͽΡͲΦͼ ΥͽΡΥΓΑΘε <u>ነዉ</u>ትኦኖናርላ/LiLC. ር<sub>የ</sub>ሰላ ላልናጋ<sub>የ</sub>የ/LላΔና ውጪዎና ₫ኔትቮ∿ቦናጋው₺. CL₺dd \%PCDZL&ና ₫┖ጔጋ  $47^{\circ}$   $6^{\circ}$   $6^{$ NNSPYCLOSIC, PSBCLLDSSSGS  $\Lambda^{1}$   $\Lambda^{1$  $\Gamma P \sigma^{5b} \setminus P \cap^{5} \supset \Gamma^{5}$  $P^{5}bCL\Lambda P^{5}SSCCCCCCC$ Ͻ<sup>ϛ</sup>ʹʹ·ͿͻϤʹϭʹʹϧʹͰϷϹʹʹϽϹʹʹͰͿ  $\dot{C}^{b}$   $\mathcal{L}^{b}$   $U \setminus \Delta^{a}$   $\Delta^{c}$   $C\Delta \dot{J}$   $\mathcal{L}^{c}$ 40%<ጉርላነውናርንLውላናናር  $\Delta$ ርትውላ%ጋርሊውኦና  $\Delta$ ር° $\sigma$ 42በº\c4 $\alpha$ «°С°°° $\sigma$ ». Ċ $\theta$ 4 $\alpha$ ° $\theta$ ΔΔΔς Ριβρινημος ΕΔίλ-Ριβρικο  $\Delta$ CLPPOPPCDYLDGCDG CCAL $^{\circ}$ UC ᠕ᠸᡙ᠙ᡃᠸᢦᡣ᠋ᠲ᠘ᠸ, ᡤᡠ᠘ᢞᠾᢣ᠘ᠳ᠘ᡩ᠘᠖᠘᠘᠘ᢆᡟᠮ᠖  $405^{\circ}$   $\sigma$   $405^{\circ}$   $\sigma$  ᡏᡮᠳ᠘ᢆᡶᡰ

 $L\Delta^{\mathbf{q}}$ : L'a,  $\Delta^{\mathbf{b}}$ / $\mathbb{Q}$ > $\dot{\mathbb{Q}}$ 5. ( $\dot{\mathbb{Q}}$ 5.)  $\dot{\mathbb{Q}}$ 6. 25 - Fb 47544967L4LLD6LC.  $a \rightarrow a \Delta + \% + L^2 \rightarrow a \Delta \rightarrow 0$  P'bP+c $a \rightarrow 1$  $\Delta$ \$\textit{DOS.} CAL \textit{AC\cappass}\textit{COS.} \textit{DOS.} \textit{COS.} ᡩᠯ᠘᠙ᡎ᠘ᡓᢎᠫᠳᢗ᠘᠘ᢝ᠘᠙᠂ᠣᡆᢀ᠙᠘ᢛ᠙ ∩∩5cb<sup>56</sup>C<sup>6</sup>U<sup>5</sup>, 2014-σ5<sup>56</sup>  $\Delta$ C° $\sigma$ 4%)C $\Lambda$  $\sigma$ 5'J' LCU'J' 'PT'P $\sigma$ 5'J'. 4ጋር<sup>1</sup> 16 4<sup>1</sup> 17 Þσ<sup>1</sup> ΔΔ<sup>1</sup> Γ ÞΊΦΡΥ⊂ΛσΊΙ ΔC°σ4ΡΠ°\Δ϶°Ġς. Δυαίς, ᠑ᠳᡧ᠘᠘᠘᠘᠙ᢖ᠙ᢢ᠘᠘᠘᠘᠙᠘ᢢ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ላጋር<sup>ና</sup>dንኮር ውሲዎና ጋ<sup>ኈ</sup>ኒል<sup>ቴ</sup>d<sup>ኈ</sup>ታ ላናና់<sup></sup>J<sup>ና</sup>  $C^{\prime}CLDCD^{\prime b}D\sigma^{b}$ .  $D\sigma^{b}DC^{\prime a}\Delta^{\prime b}\Lambda D^{b}C\Delta L$  $^{\circ}\Delta$  $P_{P} = P_{P} = P_{P$ (Ͻʹ៶ϟႶͺϳϽ·ͼʹͼ·ͽϽ·ͽ) L'α, Δϧϒͺ«ϷͺϹ<sup>·ϧ</sup>.

**Δ<sup>6</sup>/«ΣC<sup>6</sup>** (Ͻ<sup>΄</sup>λΑΠJ<sup>c</sup>): <sup>6</sup>dϧͼͼͺΓ<sup>6</sup> Γ<sup>1</sup>C LΔ<sup>6</sup>.

Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We have always had kindergarten to grade 6 Inuit Language Arts and we are updating that curriculum, but in addition to that, I explained in my opening comments this morning about the drafting and timelines for other core curriculum development. We haven't come to that yet. The large focus has been on the Inuktut Language Arts and firstlanguage as well as second-language learners, as well as English as a second language. Those language arts pieces have been a large focus to date, but we always have the intention of looking at the other core curriculum and the other strands, not just Ugausiliriniq. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Moving on, I'm still on this letter from the Minister. It was a long letter. I think it was 15 pages, so apologies.

On issue No. 3 raised by the Committee, this was local education program enhancements, on page 3 it mentions things that I think are really awesome for students. Hunting and trapping programs, qajaq-building programs, and the Nuna School program, these are examples that have been provided. I mean this is the department's opinion, so I'll keep that in mind, but the changes proposed under Bill 25, would it be easier than it is currently for DEAs to set up things like these hunting and trapping programs, qajaq-building, programs like this? (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

בפיכ אססיר

**Δ৽ικιού CAAN ΚΦΑΥ** (ϽʹͱΡΙΟ): ʹͼͿϧʹʹαͺΓ΄ Δεγκρ΄ς. ΓΡΕσε ʹͼͿͼϗϒʹϭϲϲͺͿϲ ΛʹͼͺͰͼͺ Δεγκρ΄ς. ΓΡΕσε ʹͼͿͼϗϒʹϭϲϲͺͿϲ ΛʹͼͺͰͼͺ Δεγκρ΄ς. ΓΡΕσε ʹͼͿͼϗϒʹϭϲϲͺͿϲ ΛʹͼͺͰͼͺ Δε<sup>†</sup>ΑΡΑΙ. ΕϽΑΡΠ<sup>\*</sup>σε Α΄ Α΄ ΑΡΑΡΑ<sup>†</sup>Γ΄ς, ʹͼͼα ϫϾʹϧͼͼ, ΕϽΑΡΠ<sup>\*</sup>σε Α΄ Ε΄ Α΄ ΑΔΕΛΟ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑ Α΄ ΑΔΕΛΟ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑ Α΄ ΑΛΕΛΟ Α΄ ΑΓΑΡΑ Α΄ ΑΓΑΡΑΡΑ Α΄ ΑΓΑΡΑΡΑ Α΄ ΑΓΑΡΑΡΑ Α΄ ΑΓΑΡΑΡΑ Α΄ ΑΓΑΡΑΡΑ Α΄ ΑΓΑΡΑΡΑΡΑ Α΄ ΑΓΑΡΑΡΑΡΑ Α΄ ΑΡΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΡΑ Α΄ ΑΝΑΡΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΓΑ ΑΝΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΓΑ Α΄ ΑΝΑΡΑΡΑΓΑ ΑΝΑΡΑΓΑ Α΄ ΑΝΑΡ

**LΔ<sup>4</sup>**: L'a, Δ<sup>4</sup>/4ρĊ<sup>4</sup>. (Ͻ<sup>1</sup>λΑΠJ<sup>4</sup>) b<sub>7</sub>/Γ<sup>4</sup> δ<sup>4</sup>υ C<sup>4</sup>α 15-σ L<sup>4</sup>Λυ<sup>4</sup>β<sup>4</sup>σ<sup>4</sup>ς LΓ LΓ4αρυΔ<sup>4</sup>.

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**Δ<sup>6</sup>/<β>** (Ͻ<sup>ί</sup>λλη)ς): ቫሪታ<sup>6</sup>αϳ<sup>6</sup>, Γ<sup>1</sup>C LΔ<sup>6</sup>. Γσ<sup>1</sup>C ל Hon. David Joanasie: Thank you, Mr. Chairman. We are trying to look at how the DEAs are able to implement the local program. It was brought up when we met with the Apex DEA, that they want to continue with their Nuna School program. The proposals we're presenting in Bill 25 is to continue with the department's responsibility. Well, it's to affirm that the department's responsibility is not simply approving the proposed local enhancement programs that the DEAs would develop, but it would also provide financial supports needed to deliver those programs. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) That is new, right, that piece where the department would be providing financial support needed? I'm thinking of my schools, in particular Whale Cove and Arviat, and it is pretty encouraging that the financial support piece is in there. Would there be a cap put on the financial support?

I'm trying not to get hypothetical. Under the bill, as proposed, if the DEA comes forward and says "We want to do a trapping program," I am assuming there would be some kind of a limit or a maximum that they would be able to get in terms of extra money. Would that be set out in the regulations? Would it be policy or is it up to the Minister of the day? I'm just trying to understand that issue. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Yes, Mr. Chairman. Unfortunately we don't have a blank cheque here, of course. We have limited funds, of course. We would be looking at this through

**Δ<sup>6</sup>/<6>** (ጋጎ/2014): የ<mark>4</mark>/5 ሴ፫<sup>6</sup>, Γσ<sup>6</sup>/ር ረላሴ/. Γ<sup>6</sup>/6 LΔ<sup>6</sup>.

**LΔ<sup>α</sup>**: L'α, Δ<sup>6</sup>/4PC<sup>6</sup><sup>6</sup>, (Ͻ<sup>1</sup>λΡη<sup>6</sup>) CΔL<sup>C</sup> C<sup>6</sup>α Δ<sup>1</sup>α Δ<sup>α</sup> Δ<sup>α</sup> σ<sup>4</sup> σ<sup>6</sup> Δ<sup>α</sup> Ρ<sup>1</sup>α Ρ<sup>1</sup>α Ρ<sup>1</sup>α Δ<sup>α</sup> σ<sup>4</sup> α<sup>1</sup>α σ<sup>6</sup> Δ<sup>α</sup> Δ<sup>α</sup> α<sup>1</sup>α σ<sup>6</sup> Δ<sup>α</sup> Δ<sup>α</sup> α<sup>1</sup>α σ<sup>6</sup> Δ<sup>α</sup> Δ<sup>α</sup> α<sup>1</sup>α α

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()\A\O')2°5°5') L'Q, Δ5'4'QPC'6.

**4ጐሁናኈ፞፞ኈ CΔ&∩ ᢣላሲ** (ጋ፟ነትበህና): Δ΄, Δዮረኞኦርጐ. ላΔናር፟፟፟፟ህሀጔላጐ. ቮሲኦታዎና ΔለቴዮፌዮናጋጐቦΓιLC ΔለቴዮΓιLናርኦጐ ቮሲኦታዎና. Δ΄, CΔL ላጋላሁኈበJና፫ Cd°ሲናታኈርዎና an internal policy. We currently have contribution agreements with DEAs. This is something through an internal policy that would have to set the parameters on how these local enhancement programs would be funded. Thank you, Mr. Chairman.

**Chairman**: Thank you, Minister Joanasie. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just have one final question here. There has been so much work put into it before I was an MLA, before the current Minister was a Minister. It is years and years and years of work.

This 2015 report from the Special Committee to Review the *Education Act*, on page 8 it says at the bottom paragraph, these were our legislative ancestors, so they are saying this: "The Special Committee wishes to emphasize that the delivery of an education system is too important to be driven primarily by political idealism. The Standing Committee is of the view that the objectives of an education system must be practical, realistic and attainable." Later on in that paragraph it mentions "In many respects, the potential for the success of Nunavut's education system has been weakened by an overly ambitious agenda that was, to some extent, entrenched within the legislation itself."

When I read that, it makes me think that.... In Bill 25, with regard to this statement, is the Minister trying to correct the education system to make it based more around practical, realistic and attainable goals? That's my final question. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Main. Minister Joanasie.

**LΔ<sup>a</sup>**: L'a, Δ<sup>b</sup>l'«ρċ<sup>a</sup>. (ϽϤͰΠͿ) βϞις<sup>a</sup>ς ΔΛ<sup>a</sup>δη<sup>a</sup>δης. Ċ<sup>a</sup>α Λςαξι<sup>a</sup>δης<sup>a</sup>γιις γρσσι Lcucp<sup>a</sup>ηραρ<sup>a</sup>η Γσ<sup>4</sup>Ͻ<sup>ξ</sup>α. Ċ<sup>a</sup>α Γσ<sup>4</sup>Ͻαρ<sup>a</sup>C<sup>a</sup>η Λςαξιυμαρ

2015-Γ Ρσ•66 ΕΠΕΡΥΞΕΊΘΑ Δ-65 ΔΕ ΕΓΕΡΕΊΡΕ Δ

**Δ•/«ኦር።** (ጋጎ,ληυς): የժታ<sub>°</sub> α, Γ,ς LΔ<sub>°</sub>. Γσ,ς ረ⊲α. Hon. David Joanasie: Thank you, Mr. Chairman. We did consider the Special Committee's report and the recommendations coming out of that report. Once the 2008 *Education Act* was made into law and the resulting implementation of it, the challenges that had taken place up until 2013-14 and onwards still persist today. I would say yes, to the extent possible, we want to have a practical, realistic and attainable legislative framework to work with.

I talked a bit about it yesterday and I used the analogy about caribou. Think of it as that. Imagine there is a law that says every Nunavummiuq is entitled to caribou meat in any form for breakfast, lunch, and supper by this date. However, the caribou population in some areas is in decline; we need hunters to harvest the caribou and the resources that come with that. Looking at it in that way, I think this is where we have to work with the reality that we have in place, but also with the intent that we do want the caribou. Everybody wants caribou, whether it's frozen or dried.

I'm trying to explain it in simple terms for Nunavummiut to better understand our educational context. I think that is something that if you can think of it in that way, yes, we are working towards that. Thank you, Mr. Chairman.

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

**Mr. Quassa** (interpretation): Thank you, Mr. Chairman. I'm not sure if that is referring to *Inuit Qaujimajatuqangit* with that comment about caribou.

>>Laughter

I just have one question that I would like to pose about *Inuit Qaujimajatuqangit*. The reference to *Inuit Qaujimajatuqangit* has been

**4% ተማቴሎ ርልልቦ ተላፈ** (ጋጎ አበህ): 'dታጐልቮካ, ልካተልኦር'ት. ርጐል bበ L አናሩ ህbልጐልጭጋና ኦውቴትሌ ልፖ L ቦኄቴ/ኦበር ኦጭጋና ርልካልበ ነል ኦውቴትላና 2008-Γ ልጐተል ነው አውተትላና 2008-Γ ልሮት ወብጭጋር ሲመና ነው L ር ሁቴት, L ር ሁቴ ህጭበር ኦር ኦጭበ ነጋ ላ ሀ L ጋ 4ጋር ጭበር ኦር ዶና ላውጭ ሀ ላቅ ለትናል ነው ሲታትቦ ነጋ 2013-14 – ህና ለተውጭ የህውጭ ሀ ልተሞ አስተው ተር ርል L ልጎን ሀ L ር ሁቴ በህና ለር ሊላ ሊተ ሀና በህ.

Ρα Ρ'bΡ/Λα/ιστίσΔ ΟΡ/αΛσίω)

ΔαθιΓρσι ΟΡ/ΡΙΤΡΟΠΟσίν Ρσσίις,

Δσισσίνος πορί Γινως Ργοσ αδίι

Δγιγιαρδί Λοποσααγίος τίνιος

Θυναρίς Δίνορτος.

 $\Delta^{c}$ 

Ċ°α, ÞΓ°υ ⟨CÞ/)⟨'Г'७Δ Þ'७₽L. Δċ° ⟨Λ°७d∩'७₽L८'Γ{°υ Ċ°α ΔΔΔ' '७Ь}L৮)'७°υ' Þ'७Ь/°υ Ċ°α stated by the local district education authorities and other groups with regard to *Inuit Qaujimajatuqangit* and the fact that it is just in the preamble of Bill 25. Where does IQ stand in the 2008 Act?

As to the strength of *Inuit Qaujimajatuqangit* when it is just in the preamble in Part 1, is it just as strong? In the 2008 Act it's referenced throughout the legislation that they will use the *Inuit Qaujimajatuqangit* principles when applicable. All of those were removed and put into just one part of the bill. The strength and the meaning of IQ probably haven't diminished. I hope *Inuit Qaujimajatuqangit* doesn't make it weaker because it has been removed from over 20 clauses in the 2008 Act.

Why is it not written like in the 2008 Act before the references were removed? Can't they just be put it back in where they were? Would there be a problem with that? Can you give us the reason why all the other references to IQ were removed from the clauses and just put into Part 1? I sort of understand it, but I'm asking about it because I would like the people out there to understand it properly too.

Lastly, if we put the references back into the clauses in the Act, it wouldn't hurt the Department of Education. I would like those references to IQ put back in because there have been concerns raised about it. I would like to understand that or come to an understanding with it that so that the people of Nunavut will understand what it means. Those are the two questions. Thank you, Mr. Chairman.

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

**Hon. David Joanasie**: Thank you, Mr. Chairman. (interpretation) It is written in the preamble of the *Education Act* in the bill, so it

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4<sup>1</sup>L<sup>2</sup> λ<sup>3</sup>L<sup>2</sup> 2008-Π)<sup>2</sup> C<sup>3</sup>(«σ. 4<sup>3</sup>Α)Δ<sup>4</sup>α<sup>3</sup>υσ<sup>6</sup> C<sup>3</sup>(«σ λ)<sup>3</sup>5<sup>3</sup>για δ<sup>4</sup>α<sup>3</sup>για δ<sup>4</sup>α δ<sup>4</sup>α δ<sup>4</sup>α δ<sup>4</sup>

**4∿レイႪ₲Ⴊ CΔ&Ո ᡧᡏႭჄ** (Ͻʹ៶ϞͰႶͿʹϒ): ʹϭͰϧ·αͺϹʹϧ, ΔϧϒϭϷϹʹϧ. (Ͻʹ៶ϞͰϹͿ;ϧ·ͼϧ·Ͻϧ) Γϲ·Γφ ∇ϲϧϲϥϧϽϲʹϲϲͺͳϲͺϽϧϧϹϴϧ·ΓαͰͿϧ·Γα applies to all aspects of the bill. We thought that it would be more appropriate to do it that way. I can also say that (interpretation ends) if you go to the Act itself, section 25 for the education program, 8(6) it says "Principles and concepts of Inuit Qaujimajatuqangit (6) To the extent applicable, Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit must be incorporated throughout the curriculum at all grade levels." On top of that, any local program enhancements that are made need to also account for *Inuit Qaujimajatuqangit* and Inuit societal values and base them on those. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Quassa had a two-part question and I don't know if you answered both parts. I'm a bit confused. Mr. Quassa, you want to very briefly...you are running up against the end of our hearing and lunch. Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you very much. My question is: if we put those references to IQ back, would it cause a problem for the Department of Education? If we just keep the references to IQ like in the 2008 Act, would it cause a problem? I understand when you said that even though it's only in Part 1, it will apply to the whole Act, but why can't they just be put back in (interpretation ends) like it was before? (interpretation) Would that hurt the department? Is that what the department is scared about? I would like him to answer that with a yes or no. Thank you, Mr. Chairman.

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

Hon. David Joanasie (interpretation): Thank you. I'm sorry I didn't answer that part of the question. Perhaps you can allow our legal advisor for the government to respond. Since

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**Δ•/ペኦር•**: L'a. (ጋካትበJ<sup>c</sup>) Γ<sup>c</sup>C <sup>6</sup>dd<sup>c</sup> L<sup>c</sup>ipc<sup>6</sup>b<sup>6</sup>b<sup>6</sup>b<sup>7</sup>c <sup>6</sup>db<sup>6</sup> <sup>6</sup>D<sup>6</sup>b<sup>6</sup> PP<sup>L</sup>L<sup>6</sup>i<sup>6</sup>b<sup>6</sup>C <sup>6</sup>b<sup>6</sup>b<sup>6</sup>b<sup>6</sup>c <sup>6</sup>dd<sup>6</sup>c <sup>6</sup>dd<sup>6</sup>dd<sup>6</sup>c <sup>6</sup>dd<sup>6</sup>c <sup>6</sup>dd<sup>6</sup>dd<sup>6</sup>c <sup>6</sup>dd<sup>6</sup>dd<sup>6</sup>dd<sup>6</sup>dd

**Δ•/ペレርጭ**: L'a. Гσ'C ላላa/.

**4ጐιተיי6 CΔ&Λ ተላፈተ**: የժታ°գቮ፣ LΓላፈናጋ Ե°գ 4Λና<sup>6</sup>dΠ<sup>6</sup>υ PPbΔ<sup>6</sup>գ<sup>6</sup><sup>6</sup>Γα<sup>6</sup>d Ե'۲Ϳ<sup>6</sup>υ Λ'ተΠ<sup>6</sup>6<sup>6</sup>Π<sup>6</sup>-ጋσ. Δ<sup>1</sup>L<sup>6</sup>b Ե<sup>6</sup>α LԵՍԵՂՋՐԻЪΡΚ<sup>6</sup>6 ሁペL<sup>6</sup>d<sup>6</sup>26 σ<sup>6</sup>6<sup>6</sup>6ΠͿ<sup>6</sup>α2<sup>6</sup>ΓΠͿ, P۲ላσ Ρα <sup>1</sup><sup>6</sup>5 it is written that way, I would like our legal advisor to explain why it's like that and what would happen if the references to IQ were put back in, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you. Perhaps, Minister, if you can respond to this by correspondence because we are out of time. Our hearing is almost over. I would like to explain that we could probably spend the whole day and all night and tomorrow and next month continuously asking you questions. That has become quite obvious. I would just like to recognize my Committee colleagues because education is very important and it is extremely useful in Nunavut.

(interpretation ends) Minister, I'm going to be unfair to you and give you 60 seconds for your closing comments. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. I just want to thank you all, the Standing Committee, and also the witnesses who came to speak before us: Nunavut Tunngavik, the coalition of DEAs, the teachers association, the Gjoa Haven District Education Authority, the Iqaluit District Education Authority, the Languages Commissioner of Nunavut, and the Representative for Children and Youth who were able to come here.

I especially give a big "thank you" to my staff, my officials that have been able to be with me here, and to the teachers in the schools. I am very grateful to them because they work for education for our children so their learning can continue successfully. Whenever we can, let's thank our teachers in our schools. I thank you too. I'll end it here now. I thank everyone for the many hours that were spent in planning for today's hearing. Thank you, Mr. Chairman.

**Δ•γ<β>C\***: L'a. Γσ'C, Δ'L'ib

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Chairman (interpretation): Thank you, Minister and your officials, for being available for our hearing. Our hearing is over. The Standing Committee will still have to work on Bill 25. I am pointing out now that although our hearing is over, our work will not end here. I would like to let the people of Nunavut know that.

All of our staff, Stephen, Siobhan, I thank you very much, as well as our legal advisor, Michael, and the interpreters, who are quite able. The interpreters help a lot during meetings.

>>Applause

Also, we cannot forget our page, Kim Qavavau, who was here for the entire hearing, doing it alone.

>>Applause

Recognizing the clock, as it is lunchtime, the hearing is adjourned. Thank you very much.

>>Committee adjourned at 12:05

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