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Inuit Tapiriit Kanatami would like to express our sincerest thanks to our project partners:

- Canada Millennium Scholarship Foundation
- Department of Indian Affairs and Northern Development, Inuit Relations Secretariat
- Canadian Council on Learning
- Aboriginal Learning Knowledge Centre
- Canadian Forces

PRESIDENT'S MESSAGE

When Inuit Tapiriit Kanatami launched (ITK) its initiative on Inuit education in November 2006 we sensed that the timing was right to focus our collective attention on the future of our children's education.

The long awaited conclusion of the residential school settlement signaled the end of a past era in education never to be repeated. With the settlement, a new door opened - a door of hope and possibility for Inuit education.

We recognize that there are no instant solutions to today's unfortunate reality that less than 25% of Inuit students who enter school, graduate. We also recognize our goal. Inuit parents want their education systems to be comparable to national standards, and we want our children's educational outcomes on par with the rest of Canada.

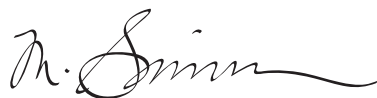
We know from past experience, that to transform our education system we must design and develop it based on our Inuit culture, language and our worldview. The Kativik School Board has been doing this since 1978 and Divisional Boards of Education in the Northwest Territories from 1985 to 1999, and the Government of Nunavut since 1999, have been doing this as well. We also know that there are successful educational programs and initiatives in Inuit Nunaat today that we can build on and share with newer education systems such as in Nunatsiavut where Inuit control over education has just begun. It became clear as we heard about these positive initiatives in Inuit education that we have been held back by working in isolation from one another. Inuit education can only be strengthened by working together across our provinces and territories and across all levels of government.

We sense that the political climate is right for a positive transformation based on a collective Inuit vision for change. That collective vision has begun to take shape.

In the process leading up to and including the Summit on Inuit Education we heard from education leaders, educators, policy makers and experts on their collective vision for an Inuit education system. We know that a bilingual education system founded on the Inuit language is the single most important factor in predicting education success of our children. We heard how important quality teaching is to successful outcomes and we heard about the critical importance of leadership in implementing a new vision. We heard from our Maori friends, who have been undertaking a dramatic transformation of their own education system for the past three decades, about the importance in investing in research and collecting our own knowledge to be reflected in our curriculum and teaching practices.

In my closing remarks at the ITK Summit on Inuit Education I asked: "Can we allow another year, another month, and minute to slip by without saying it is time...it is time to make a fundamental difference in the educational outcomes of our children. Let us look back at this Summit, 10 years from now, and be able to say that this was the moment, when Inuit and governments began working together at a national level - and it was this decision, and this national commitment, that changed the experience of our children's education forever".

Let this us begin this commitment today.



Mary Simon, ITK National President

INTRODUCTION

Educational reform was a key element in the first ITK land claims proposal to the federal government in 1976. Years later it remains at the forefront of Inuit efforts to reclaim and rebuild our education systems so more Inuit students will graduate. In November 2006 Inuit Tapiriit Kanatami (ITK) launched an Education Initiative that would lead to a Summit on Inuit Education, held in Inuvik, Northwest Territories in April 2008.

The ITK Education Initiative responded to a growing sense of urgency that the educational outcomes of Inuit students needed the collective attention of all levels of government, policy makers, Inuit organizations, school boards and parents.

This report summarizes the outcomes of the process leading up to and including the Summit on Inuit Education.

BACKGROUND

In April 2004 Inuit and First Nations representatives gathered at the Canada-Aboriginal Peoples Roundtable to discuss the challenges faced in education from early childhood programs through to post-secondary education. Specifically, the discussions identified a number of priority areas in education that needed immediate attentionⁱ. Although no specific program of actions resulted from the Canada-Aboriginal Peoples Roundtable, the Roundtable served notice that the time had come to have a national dialogue among Inuit on changing the persistently low educational outcomes for Inuit.

ITK's 'Education Initiative' built on the results of the Roundtable, by aiming to develop a collective action plan among Inuit leaders, governments and parents for the investments needed to transform Inuit education systems. With the scope of issues in education being so broad it was determined that a multi-step information gathering and consultation process was needed, leading to a Summit on Inuit Education.

The first step was to establish an Educational Advisory Group (EAG) consisting of representatives from the four Inuit regions. (See Appendix A) The EAG met in Ottawa in April 2007 to plan the first phase of a three phase project. (See Figure 1).

Phase one of ITK's Education Initiative focused on the development of four background discussion papers on Inuit educationⁱⁱ. These background papers served as an environmental scan on some of the transformative conditions and best practices that have led to positive changes in education systems, both within the four Inuit regions and in other indigenous groups elsewhere in Canada and the world.

The background papers informed the planning for Phase 2 of the ITK Education Initiative, specifically the themes that would become the focus of the ITK Summit on Inuit Education. During this phase, the Education Advisory Group was expanded to include representatives of the two provincial and two territorial Departments of Education, representatives of the funding agencies supporting the Summit, Regional Inuit Associations, Nunavut Sivuniksavut and the Kativik School Board.

The expanded Education Advisory Group met in person in December 2007, and through a series of teleconferences in the months leading up to the Summit.

This report summarizes the outcomes of the Phase 1 and 2 including the Summit on Inuit Education.

ⁱ Canada-Aboriginal Peoples Roundtable. (2004) Sectoral Follow-Up Sessions Final Roll-up Report.

ⁱⁱ Stevenson, B. (2007). Indigenous Standards in Education: A Discussion Paper.

Tolley, Muriel. (2007). Post-Secondary Case Studies in Inuit Education: A Discussion Paper.

Rowan, Carol. (2007). Inuit Early Childhood Education and Care: Present Success, Promising Practices.

Taylor, Dr. Donald M. (2007). Partnering with Parents and Communities: Maximizing the Educational Experience for Inuit Students. A Discussion Paper

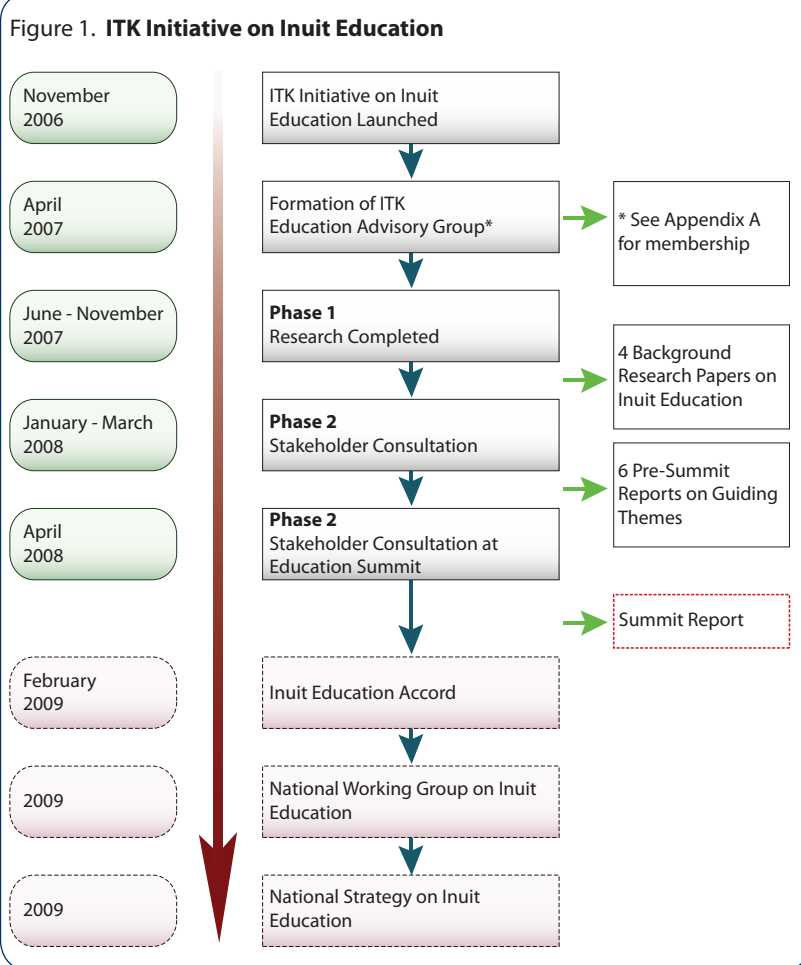
ITK ROLE IN EDUCATION

Inuit Tapiriit Kanatami represents all Inuit of Canada as mandated by its Inuit Board of Directors. In English, Inuit Tapiriit Kanatami means “Inuit are united in Canada”. ITK’s primary role is to secure a more equal and equitable place for Inuit within Canada by advocating policy reform, and taking action on issues on Inuit terms. It is within this context that ITK embarked on an initiative to mobilize a new commitment to Inuit education.

The jurisdiction over Inuit education falls to provinces, territories and in some aspects, the federal government. However there is a role to play by ITK that does not overlap the provincial/territorial/federal (F/P/T) jurisdiction. As policy advocates, ITK seeks to understand issues that prevent Inuit from wholly participating in the socio-economic opportunities available to all Canadians. Once these issues are identified, ITK can play a unifying role in mobilizing support and consensus among all levels of government on what is required to achieve higher levels of educational success for Inuit. In some cases, the answers lie with mobilizing support for a provincial or territorial response to issues. Alternatively, there may be gaps identified that can be addressed through a mix of federal programs.

Inuit recognize that their children are under-represented in post-secondary education, and that significant challenges exist to achieving greater student success at the pre-kindergarten level and within the Kindergarten to Grade 12 (K-12) system.

The information and recommendations that have emerged from the background research and pre-Summit and Summit consultations are not intended to tell governments how to carry out their responsibilities on education. Rather, the Report on the Summit on Inuit Education is intended to gather the common threads together of the advocates of Inuit education, who have told us what is working, and where the gaps remain. These voices, described by ITK President Mary Simon at the Education Summit as “the sound of rolling thunder” provide guideposts to where the next steps need to be made in improving educational outcomes for Inuit children and youth.



PHASE 1 - ITK BACKGROUND DISCUSSION PAPERS

In October 2007, ITK issued a call for proposals for the production of four background papers on Inuit education. These papers focused on the following topics:

1. An Overview of Indigenous People’s Standards for Education.
2. Successes and Gaps in Early Childhood Education Programs (ECE).
3. Engaging Parents and Communities in Education.
4. Successes and Gaps in Post Secondary, Adult Training and College Programs.

The researchers were asked to examine transformative conditions at various phases in the education systems. The overview paper on Indigenous People’s Standards for Education also examined a number of national and international indigenous education systems that had undergone transformative change. It also looked at the state of Inuit education in Canada and the major legislative, policy or program initiatives that had been successfully launched in recent years and the critical success factors behind these changes.

CRITICAL SUCCESS FACTORS IN TRANSFORMING EDUCATION SYSTEMS

The research pointed to a number of critical success factors that have contributed to transforming education systems:

- ***Control of Curriculum Development and Pedagogy:***

Major reforms and transformations in indigenous education systems always begin with indigenous control of indigenous education. Indigenous control allow for the redesign of curriculum to fully reflect indigenous knowledge and worldview. Curriculum is not seen as an add-on to an existing system, but as foundational teaching, learning and practice developed through an indigenous worldview. The push to develop a culturally relevant curriculum in the Inuit language for northern schools was initiated by the Inuit Tapirisat of Canada in 1971.

- ***Sustained Investment in Teacher, Principal and Education Leadership Training and Capacity Building:***

Those indigenous or Inuit schools and jurisdictions which have committed a long-term investment in the recruitment, training and ongoing support of indigenous educators and administrators have achieved significant successes in transforming their education system. These schools and jurisdictions have also made it a priority to provide culture-based orientations and professional development for non-Inuit educators in order to insure that they make Inuit knowledge, values and worldview foundational to their teaching.

- ***Sustained Investment in Language and Cultural Programming:***

All jurisdictions interviewed outlined the importance of sustained investment in indigenous language and cultural programming from the early years to the post-secondary level. Efforts in this area ranged from language revitalization in those regions where the language was threatened to other regions where the language was in a healthier position and in need of ongoing supports to maintain levels of fluency and literacy.

- ***Parent and Elder Community Engagement***

A substantial body of research and a significant majority of those interviewed, point to the importance of fostering a greater community. Education through parent and elder involvement in schools, school governance, and post-secondary training and adult training. In this way, ownership of education and commitment for change is shared throughout the community and educational success and community health are viewed as complimentary goals. Elder advisory bodies are cited as models in which traditional knowledge can be shared between generations and holistically integrated into education policy and practice. These and other culturally preferred practices reflect the Inuit principle of the collective responsibility to support students in school and throughout post-secondary education and training.

- ***Shared Research and Dialogue on Education***

A commitment to developing a research capacity in education marked the growth and development of indigenous education systems who had undertaken significant reforms. In contrast, research in Canada on Inuit education is limited. Respondents pointed to the importance of building research capacity, including an investment in indigenous researchers, research support, and a forum on education where research and best practices can be shared.

- ***Assessment and Reporting***

Changes introduced into education systems must be measured through systematic evaluation of successes and failures and through the identification of persistent gaps.

The use of indicators and benchmarks to monitor aspects of a system such as investments in education, participation rates, retention and success of students were cited as critical components to reinforcing an indigenous education system. The importance of measuring progress was also cited by the Auditor General in her 2004 report on First Nations education.

- ***Sustained Investment in Infrastructure and Operations***

A sustained investment in educational infrastructure and operations must support transformative change. In the absence of these investments, change is difficult to bring about. Examples of these investments include building of new daycares and school infrastructure, maintaining a realistic pupil-educator ratio, and diagnostic and counselling services and supports for students.

- ***Attention to the transitions from pre-school to school, and school to post-secondary education and adult training.***

A positive school experience begins with seamless transitions into and out of school. Those jurisdictions that integrate pre-school and school, and school and post-secondary education transitions strengthen the opportunities for school success.

With the completion of these background papers, the next phase of the project was to use this information as a platform for discussions around recommended actions for Inuit Education. The forum to arrive at these recommendations would be a Summit on Inuit Education.

PHASE 2 - ITK SUMMIT ON INUIT EDUCATION

PRE-SUMMIT WORKING GROUPS

In planning the Summit, the ITK Education Advisory Group felt that the breadth of topics in education necessitated organizing the Summit by themes and preferably, scoping out the issues behind each theme, in advance of the Summit. Through funding provided by the Inuit Relations Secretariat (IRS), pre-summit consultations by teleconference were organized by Summit facilitators around each of the six Summit themes. Sharing knowledge and experience prior to the Summit was designed to set the stage for a more focused discussion at the Summit itself.

SUMMIT ON INUIT EDUCATION

Over 85 delegates from four provinces and territories, Regional Inuit Organizations, and federal government departments attended the Summit on Inuit Education, held in Inuvik, Northwest Territories April 15-17, 2008. The Governor General, Her Excellency the Right Honourable Michaëlle Jean who was in Inuvik on an official tour and conducting a Youth Town Hall meeting, provided a keynote address to the Summit and attended the break-out session on bilingual education.

The Summit days were divided into three sections:

1. An opening plenary session featuring keynote speakers addressing broad education issues.
2. Break-out sessions featuring experts on the break-out topics
3. An end-of-day plenary session reporting on the day's discussions.

During the Summit, ITK President Mary Simon also held a series of bilateral meetings with Ministers of Education from the Northwest Territories and Nunavut, senior officials of the Department of Indian Affairs and Northern Development, senior officials from the Nunatsiavut Government, and Government of Quebec, and Regional Inuit Association representatives. The purpose of these meetings was to build support for an **Inuit Education Accord**. A draft of the Accord was developed as the Summit progressed. The Accord outlined how the four provinces and territories, along with the federal government, Regional Inuit Organizations and respective school boards would cooperate on developing a National Strategy on Inuit Education. The final terms of the Accord would be negotiated following the Summit.

"We have to act about education issues, not just think about them anymore."

-Delegate at the ITK Summit on Inuit Education

SUMMIT THEME GOALS

1. **Capacity Building:** To accelerate the participation of Inuit as teachers, service providers, principals, and administrators within the education system.
2. **Graduating Bilingual Students:** To accelerate the opportunity for Inuit to learn in the Inuit language.
3. **Mobilizing Our Partners in Education:** To mobilize parents, government agencies, non-government agencies, Inuit organizations and communities to collaboratively share in the goal of improving the quality and results in Inuit education.
4. **Investing In what we Teach and How We Teach:** To facilitate the development of Inuit-designed and delivered curriculum.
5. **Building Post-Secondary Success:** To accelerate the success of Inuit at the post-secondary education and adult training level.
6. **Collecting and Sharing Information:** To achieve agreement among Inuit education leaders on what information is important to collect and share, in order to strengthen Inuit education systems.

SUMMIT OUTCOMES

By the conclusion of the Summit a significant amount of information and expert advice had been gathered on Inuit education. The background reports provided an overview of the issues in indigenous education and specifically in Inuit education spanning early childhood education, through K-12 and post-secondary education. The pre-Summit working groups with stakeholders, along with the Summit plenary and break-out discussions, brought focus to the core issues.

The following section details by theme, what was heard at the Summit and what recommendations arise from the information gathered. Some issues and recommendations were repeated in more than one theme. The recommendations have tried to avoid repetition and have been organized by theme. However, education is a system and thus recommendations must be examined holistically in the context of the entire system.

OUTCOME OF THEME # 1 – CAPACITY BUILDING

Goal: To develop a lifelong learning education system that is taught and administered by Inuit.

Objective: To accelerate the entry into, and retention of, Inuit as teachers, service providers, principals, and administrators within the education system.

Background: Background research and pre-Summit stakeholder discussions focused on several key issues.

Throughout the Summit and in the background research there was repeated reference to the gap between the number of Inuit needed as educators, administrators and service providers, and the number of qualified Inuit available to take on these positions.

The Canadian economy has been described as experiencing a stunning pace of change in the last decade which has impacted the availability of qualified workers in Canada and Canada's productivity in general. Inuit are also familiar with this 'stunning pace of change'. A large majority of today's Inuit adults began their lives in traditional Inuit seasonal camps, and their children and grandchildren now access the Internet as global citizens.

In Canada, the stunning pace of change has contributed to a shortage of qualified workers in the labour market. Inuit face a similar shortage of skilled labour for daycares, schools and public institutions in general. The settlement of comprehensive land claims and the creation of new governments created an unprecedented demand for skilled Inuit labour. The supply of skilled

Inuit labour has not kept pace with demand due in large measure to the low number of graduates emerging from the school systems.

The background research on capacity building in Inuit education revealed a number of issues central to the challenge of transforming an education system. First, it was evident from all the interviews that there is a current labour market shortage in Inuit service providers and educators. Secondly, investing in graduating more educators and service providers was viewed as a key upstream investment for the transformation of the Inuit education system including the revitalization of the Inuit language. Educators are viewed as having skill sets valued by other public institutions and are frequently ‘hired away’ from the school system thus contributing to the problem of a shortage of trained Inuit educators.

Successful strategies to accelerate entry into and retention of, Inuit in the educational workforce will require partnerships between governments, and a multi-year commitment to results. These investments will have a direct impact on economic growth in the north.

Theme # 1 Speakers:

The ITK Summit on Inuit Education heard from two speakers with experience in capacity building in Inuit Nunaat:

1. Valentina de Krom, Assistant Director of Training and Research spoke on the Kativik School Board experience in teacher and administrator training.
2. Margaret Gauvin, from the Kativik Regional Government spoke about the policies that made the difference in Inuit-run daycares.

What We Heard on Capacity Building

1. There is an existing labour shortage in Inuit education.

- The rate of graduation from existing teacher education programs falls well short of the demand for Inuit educators, administrators and service providers and will not address future needs.
- Retention of trained Inuit educators has been a problem due to stresses in the classroom and the value of their education to other employers. (Nunavut)
- Nunavut released a 10 Year Educator Training Strategy (2006-2016) to address the shortage.
- The number of Inuit educators and service providers directly impacts the ability to deliver Inuit language programs (see theme # 2)
- High quality early childhood education programs are directly linked to the availability of qualified service providers and teachers.
- Poor pay and benefits prevent preschool programs from hiring and keeping highly effective teachers.

2. There is proven success in Inuit Teacher Education Programs to build on.

- Kativik School Board (KSB) in association with McGill University are delivering teacher certificate and Bachelor of Education (B.Ed.) programs with Inuktitut as the language of instruction and delivered by a network of community-based Inuit course instructors.
- The Nunavut Teacher Education Program has recently established a new partnership with the University of Regina and shifted the program to better reflect Inuit Qaujimajuqangit principles.
- There is a pilot project in process in Kugluktuk ProgramThe Inuit Language and Culture Certificate Program – designed to build the number of Inuinnaqtun language trainers.

- In some Canadian jurisdictions mentoring and support programs for new teacher graduates has had positive results in retention.
- NWT has a one year teacher cultural orientation program and Nunavut is introducing a new 2 year cultural orientation program for teachers.
- NWT has developed an orientation program for non-Inuit teachers.

3. Collaborations with universities have proven successful.

- Nunavut is completing the third and final year of a Master's of Education program through a pilot project with the University of Prince Edward Island (UPEI) and St. Francis Xavier University.
- The Nunavut Teacher Education program is partnering with with the University of Regina to offer a B.Ed degree.
- The Kativik School Board has a longstanding partnership with McGill University. The teacher certificate and Bachelor of Education programs are community based. Research and classroom teaching are closely connected.

4. The transformation of Inuit Education systems will require a sustained investment in leadership:

- The KSB Leadership certificate program is soon to graduate its first 22 students.
- Nunavut has re-established a leadership program through part-time summer institutes for principals and other educational leaders. From 1999 to 2003, Nunavut offered an educational leadership program in conjunction with the Northwest Territories, which started the program in the early 1980's. Since 2003, Nunavut has offered the program on its own and has significantly changed it to reflect Inuit Qaujimagatuqangit and Inuit identified leadership skills.
- There is a real need for supporting the continuous development of administrative and board training for daycare facilities.
- All teachers who are hired from outside Inuit Nunaat should be required to have second language training, or acquire it within a specified period of time after being hired.
- Our leaders need to be mobilized to support bilingualism and Inuit education.
- We need advocates for Inuit teachers who will promote their equality and excellence in the school system.

5. Organizational capacity & inter-jurisdictional alliances are lacking.

- Inuit educators feel isolated.
- There is no organizational capacity or alliances to connect Inuit educators or service providers between provinces and territories and to develop professionally.
- Inuit educators across four Inuit regions have no contact and no means of professional development among themselves.

6. Policy gaps exist.

- ‘Capacity recognition’: More work is required in ensuring teacher and specialist qualifications reflect the value of the Inuit and cultural knowledge.
- There is little to no research or evaluation being done on what’s working and why in Inuit education.
- Recruitment and retention of teachers is frequently at the mercy of other driving factors such as poor salaries (Nunavik, Nunatsiavut), the unavailability of housing, the availability of childcare or medical services.
- There is no pan-Inuit program that promotes education as a career.

Key Strategic Actions Required for Capacity Building

1. **Accelerate output of educators and service providers:** Without an accelerated increase in the number of Inuit educators and service providers, the education system will remain well below Canadian standards in student outcomes. A multi-year inter-governmental mechanism to address this shortage.
2. **Strengthen alliances with universities:** The success of collaborations on educator training and development with universities should be built on. As there are no universities in Canada’s north these partnerships incur high incremental expenses due to their north-south nature. An *Innovation Fund* promoting Inuit educator development through university partnerships should be established.
3. **Invest in mentoring and support programs for new educators:** Low retention rates of new teachers and service providers, is costly. To lower losses of new teachers, a post-graduate *Mentoring and Support Program* should be part of all teacher education programs.
4. **Support networking and development of Inuit educators:** The lack of contact and knowledge exchange among Inuit educators across the four regions results in costly duplication of effort, isolation and burn out. Inter-governmental support for a *National Association of Inuit Educators* would have an immediate impact on strengthening the foundation of the Inuit education system. The Association would coordinate inter-regional training, professional development, distance education, and knowledge exchange.
5. **Invest in leadership and educator development:** Leaders will be needed to transform the Inuit education system, so an investment in leadership development should be viewed as a foundational investment. The existing college network in the north could serve as the home for a *Leadership Certificate for Educators* serving all Inuit Nunaat.
6. **Strengthen policy base:** Each Inuit region is working in isolation on education policy, resulting in duplication of effort. An investment in a series of best practice *Policy Forums* involving educators and policy analysts from the four Inuit regions could serve to strengthen the existing policy base across the Inuit school system. One of these policy forums could focus on the legislative and policy practices surrounding recognition of Inuit qualifications in job descriptions and organizational structure.
7. **Invest in research and development in education:** The quality of teaching can be impacted directly by using evidenced-based practices. (See theme # 6)
8. **Increase early childhood teacher salaries and benefits:** Without substantial increases in preschool teacher salaries and benefits, the effectiveness of these programs and contribution downstream to student success will be minimal.
9. **Champion the importance of education:** ITK in cooperation with the four Inuit regions should reinforce the key messages for building an Inuit education system – messages such as the need to invest in language programs and language protection legislation, education as a career choice, the importance of parents supporting education, staying in school etc.

Theme # 2 Speakers:

The ITK Summit on Inuit Education heard from four speakers with experience in bilingual education:

1. Dr. Ian Martin of Glendon College, York University spoke on “Investing in Bilingual Education”.
2. Harriet Keleutak of the Kativik School Board spoke on the “Kativik School Board Experience in Language Development”
3. Kathy Okpik, Deputy Minister of Education with the Government of Nunavut spoke on the “Nunavut Experience with Bilingual Education”.
4. Heather Campbell of the Inuit Tapiriit Kanatami gave an overview of ITK’s draft Inuit Language Strategy.

What We Heard on Graduating Bilingual Students

1. *Language models used where the Inuit language is strong, have challenges.*

- In Nunavut and Nunavik, where the Inuit language is relatively strong, children are taught Inuktitut for the first 3-4 years of primary school and then transitioned into English.
- Nunavut is currently implementing a Bilingual Education Strategy in all communities.
- In Nunavik, Grades Kindergarten, 1 and 2 are taught exclusively in Inuktitut. There is a new initiative, based on scientific research to increase Inuktitut and ease transition into 2nd language. There will now be 50% Inuktitut in Grade 3 and new teacher training materials developed.
- Since 1995 an Inuit Language Program has been implemented through Nunavik’s Avataq Cultural Centre. Its objectives are to continue the research work undertaken for the conversation and protection of Inuktitut in Nunavik.
- In 2006 the Avataq Cultural Institute launched the Inuktituurniup Saturtaugasuarninga project in response to the increasing concerns over the survival of Inuktitut. The goal of the project is to develop a realistic action plan to maintain the vitality of the Inuktitut language.
- Bilingual education research has demonstrated that those who are educated in their first language, and then add a second one will come out bilingual in both languages.
- Research suggests that the weaker model of bilingual education is when English is introduced relatively early because it is learned at the expense of the Inuit Language.
- A bilingual model that introduces English early it is not viewed as a model that will ensure the sustainability of the Inuit Language.
- Delaying the exit into English promotes stronger bilingual results, but it is contingent on having Inuit educators at higher grade levels.
- Research in New Brunswick and other provinces has shown that where a 50-50 model for bilingualism is employed, the threatened language will be weakened.
- Parents in Nunavut appear to favour their children learning English and French as an ‘additional language’ to Inuktitut.
- Research has shown that a high level of competency in English or French can best be achieved through a sustained ‘additive’ bilingual education in which the Inuit language plays a predominant role.
- Weak bilingualism is where English is learned at the expense of the Inuit language, where strong bilingualism is ‘additive’ - adding to a strong mother tongue language.

- Thomas Berger’s 2006 report on Nunavut, recommended that a K-12 bilingual program is absolutely necessary for Inuktitut to become the principal language of the Nunavut workplace.
- Bilingual education theory is evolving. Future bilingual grads will use two languages interchangeably ‘Katujjiqatiqiirniq’ - using one language to strengthen the other.
- Community based teacher education programs in Nunavik, with an emphasis on shadowing and mentoring seem to be the most efficient and successful approach to producing bilingual teachers.

2. Language models used where the Inuit language is threatened have many challenges.

- In Nunatsiavut and in the Inuvialuit region, the Inuit language is severely endangered.
- The general rule for preserving a threatened language is: the more the language is in the minority in society, (media, government, business) the more it has to be stressed in school.
- The Inuit language has been offered in school as a second language only, not as the medium of instruction.
- Only a committed, community driven language revitalization movement (like the Maori, Hawaiians, Mohawk or Mi’kmaq will turn things around.
- ‘Language nests’ have proven to be a successful model for introducing language at a pre-school and school level in areas where indigenous languages are threatened.
- Nunatsiavut have a goal of introducing language nests in all their communities and are examining the possibility of establishing immersion schools.
- Without an accelerated output of Inuit service providers and educators, and increased availability of language specialists in the schools, there will be continued erosion of the Inuit language.
- The Inuit regions where the Inuit language has been eroded, require the support of the Inuit regions where the language is stronger, in order to create awareness of what can be done to protect the language.

3. Language is an aboriginal and human right.

- The United Nations has declared that indigenous peoples have a right to revitalize, use and develop their languages.
- the Inuit Language should be viewed as a linguistic human right for Inuit much like French and English is a human right for all English and French speaking Canadian children.
- Inuit value their language in the same context as Canada values its linguistic duality.
- Thirty years ago when Canada introduced the Official Languages Act, a bilingual Canada was just an ideal. At the time, through this legislation, Canada was acknowledging its need to recognize and value its rich linguistic heritage. Inuit feel the same way about the Inuit language.

1. Successful bilingual education programs are closely linked to the availability of Inuit language teachers and materials and high quality early childhood education services.

- The success of bilingual education programs is closely linked to the availability of Inuit language speaking teachers, Inuit language textbooks and curriculum materials.
- Language promotion must start in the home and be reinforced by quality early childhood education programs including ‘transition to school’ programs.
- Language must be used by members of the community in daily activity. Promotion of the Inuit Language must emphasize the importance of this. Schools cannot maintain the languages on their own.

2. Inuktitut language promotion needs recognition at all levels:

- In Canada, there is considerable effort and resources dedicated to promoting and supporting minority language rights.
- In Nunavut, Heritage Canada provides \$2.976 million dollars to support French language programming and \$1.1 million dollars to support Inuktitut. The Inuktitut money is used for community language initiatives. The Government of Nunavut has its own budget for Inuit language programs in schools.
- Inuit Nunaat has never received federal funds targeted specifically for aboriginal education.
- Nunavut has introduced the Official Languages Act and the Inuktitut Protection Act as steps toward protecting Inuktitut.
- The Head Start program in Ottawa has been very successful in promoting Inuktitut to pre-K children.
- Parents don't have the solid grounding in the Inuit language as their elders generation had in the Inuit language, so programs need to be provided to young parents.
- Parents that do not have solid grounding in the Inuit language will need programs to strengthen their language skills.
- Residential schools disallowed the use of the Inuit language.

3. There is an urgent need to invest in Inuit language schools.

- When the Charter of Rights and Freedoms came into force in 1982, enshrining language rights for French and English speaking Canadians, there were no French schools in half the provinces. Today, French minority language groups manage schools in all provinces and territories, and there are 150,000 Francophone students in 674 French schools across Canada and a network of 19 Francophone colleges^{vi}.
- There are no Inuit language schools anywhere in Inuit Nunaat.

Key Strategic Actions Required for Graduating Bilingual Students

1. **Accelerate output of Inuit educators and service providers:** More Inuit educators are needed for strengthening and rebuilding language vitality. Existing teachers need greater access to professional development opportunities in the Inuit language. More Inuit Language specialists are needed in the schools. This labour market shortage must be addressed through collaborative government effort.
2. **Increase Inuit language revitalization efforts:** There is no organizational capacity at the present time to coordinate national revitalization efforts on the Inuit language. *An Inuit Knowledge and Language Institute* could serve as Centre of Excellence serving all Inuit Nunaat. It would link language preservation and revitalization efforts in the four Inuit regions and support efforts to produce language Inuit language instruction materials, language research, heritage language documentation, research, monitoring and evaluation. This Institute should be responsible for collecting vocabulary from elders which is being lost with the passing of each generation. It would serve as an outreach for regions and coordinate an annual language symposium.
3. **Focus on early language development initiatives:** In terms of value versus expenditure, research from other indigenous education systems suggests that the earlier investment is made in language development the higher the return. *Early Language Pilot Initiatives* in each of the four regions should focus on collaborative, horizontal (heritage, health, education) language nest initiatives aimed at language acquisition in pre-K.

^{vi} The Next Act: New Momentum for Canada's Linguistic Duality: The Action Plan for Official Languages. 2003. Government of Canada.

4. **Promote the importance of the Inuit language:** There is no pan-Inuit capacity currently to develop key messages on language promotion, development partnerships on language initiatives, promote critical awareness among Inuit parents through radio, television, Internet, special promotional events, festivals, and promote inter-governmental cooperation on initiatives. A *National Coordinator for the Promotion of the Inuit Language* could serve this purpose.
5. **Increase language training for educator and service providers:** Teachers and service providers need to be trained and re-trained in the Inuit language because after going through formal education system they often lose some of their language skills. An investment in the development and piloting of a *Language Development Program for Educators and Service Providers* would reinforce efforts to provide more quality language instructors in our daycares and schools.
6. **Other Targeted shorter-term initiatives:**
 - ⇒ Summer immersion language camps.
 - ⇒ Language Internships.
 - ⇒ Pilot projects in Inuit language tele-training and tele-learning.
 - ⇒ Collaborative research with other jurisdictions working on language recovery, into language development technologies. (see theme 6).
 - ⇒ Short term cultural programs such as drum dancing as a means of teaching language

OUTCOME OF THEME # 3 - MOBILIZING OUR PARTNERS IN EDUCATION

Goal: An education system strengthened by the trust and ongoing support of parents.

Objective: To mobilize parents, government agencies, non-government agencies, Inuit organizations and communities to collaboratively share in the goal of improving the quality and results in Inuit education.

Background: Background research and pre-Summit stakeholder discussions examined how to mobilize parents and the broader community to support their children’s learning needs.

Communities in all four Inuit regions face a common challenge: Schools and daycares need the support of every institution, parent, grand-parent and extended family member in order to maximize the educational experience for students. Forging a genuine partnership is a daunting challenge.

But partnerships in the context of Inuit communities are especially challenging, given that control of the education system has only recently shifted to Inuit. There are multiple demands on Inuit organizations and parents. Moreover, there remains very negative memories by some Inuit of their own experiences with formal education.

“We must regain the trust of parents who, because of the residential school experience, turned their back on the education system for their children.”
- ITK President Mary Simon. 2008

The conclusion of the residential school settlement presents a new policy opportunity for Inuit schools: to move away from the period defined by residential schools, into an era involving a new role for parents and communities in educational reforms.

Recent research on community engagement in education point to four key findings:

1. School reforms in small communities start with existing community relationships, building trust across groups and designing reforms around local place, language and culture.
2. Parent involvement requires more meaningful engagement than simply inviting parents to participate in a schools agenda.

3. Leadership in school reforms must be shared with, and embedded, in the community so ownership and commitment to school change transcends personnel changes in the school.
4. Educational improvement and community health are overlapping goals in small communities^{vii}.

Theme # 3 Speakers:

The ITK Summit on Inuit Education heard from four speakers with experience in mobilizing parents and communities in support of education:

1. Harriet Keleutak & Dr. Donald M. Taylor spoke on “Building Successful Parent-School Partnerships”.
2. Patricia Davison spoke on “Early Childhood Development Practices and Challenges in the Inuit Settlement Region”.
3. Cathy McGregor spoke on “Frameworks for Working with Community Partners: The Nunavut Experience”.
4. Mindy Willet spoke on “The Northern Youth Abroad Program: Education through Travel”.

What We Heard on Mobilizing Our Partners in Education

1. To succeed in school Inuit students will need to rely on multiple supports both within and outside of the education system.

- Every culturally sensitive, successful, pedagogical program, every new imaginative initiative, will fail unless students arrive at school: everyday, all day, physically healthy, psychologically healthy, motivated to learn.
- Decades of education research in North America point to three key factors in improving student outcomes: quality teaching, effective school leadership and the supportive role of families and the wider community in student success.
- Students who graduate from high school in Nunavut identify parent and family support as a key factor in their success.

2. However, parent involvement in education is a pan-Arctic challenge.

- Many Inuit parents don’t trust formal schooling.
- Some Inuit parents lack personal experience in schooling and feel inadequate in the context of schools.
- For lack of parental engagement in the formal education of their children to be so widespread suggests a shared Inuit experience that has led to disengagement.
- The fact that parents are feeling disengaged in all communities in all four regions, suggests that there must be some collective force that has impacted all Inuit. That force would be colonization and its continuing legacy.
- The decolonization process has to engage parents in a intentional and systemic way.
- Nothing short of a collective and innovative strategy will have any chance of success.
- Family involvement and community engagement should not be an ‘add-on’ program to the school, but should involve multiple community partners with a shared vision of, and mutual responsibility for, education for their children.

vii Kushman, James. (2001) Reforming Education from the Inside Out::A Study of Community Engagement and Educational Reform in Rural Alaska. <http://www.ankn.uaf.edu/curriculum/Articles/RayBarnhardt/ReformingEd.html>

3. *There are very few programs for engaging parents and communities in education.*

- Improving educational outcomes for Inuit students must involve a new vision and a long term commitment to meaningfully involving parents in education.
- Potential partnering begins with parents but also includes a wide range of groups within a community.
- A new vision for engaging parents will involve capitalizing on existing community structures generating new structures.
- Partnership is a two-way process and thus the school needs to show some leadership.
- Alaska and Nunavut have successful examples of community processes used to involve parents in setting school goals and making significant program decisions.

4. *Engaging parents and communities in education goes beyond one department or agency.*

- *“It takes a whole community to raise a child”* is a genuine reality in Inuit communities, not merely a catchy political slogan.
- Conversations about parent involvement in schools should not involve finger pointing, but rather mutual responsibilities of the school and school community.
- The concept of family involvement needs to be broadened to include shared responsibility among families, schools, community groups and governments.
- Partnership is a two way process and thus the school needs to demonstrate leadership in helping families realize their potential.
- There exists in each community a group that might be strategically placed to instigate and guide a partnership between the school and those involved in rearing and socializing young people: elected school committee members, commissioners or DEA members. These are community-based, elected, largely Inuit, whose role is guiding the school.
- With increased power and prestige for these group members, combined with the support of other community and regional organizations, they may have the credibility to enter into a meaningful dialogue between the school and community members involved in childrearing and socializing young people.
- Some Inuit parents do not understand the term “students at risk”. Their approach is “how can we work together to make our child succeed in school and in life” (Nunavik)
- Family involvement in education matters from birth to adolescence but changes as children mature.

5. *There is a need for research on engaging parents in Inuit schools, and evaluating what's working and what's not working.*

- Research will give an equal voice to every family, and it will provide an objective analysis of family needs, attitudes and experiences.
- Research will focus community attention on the issue and will provide an objective basis for mobilizing funding and human resources.
- There is a need to move beyond individual, isolated programs, that are not evaluated, to a continuous and systematic effort to involve families in education.
- There are many economic and social stressors that impact a child’s schooling experience and this needs to be examined in the context of student success.

Key Strategic Actions Required for Mobilizing Partners

1. **Survey parents on education issues to:**

- ⇒ Understand the parent’s views of their involvement in their children’s education from birth to adolescence.
- ⇒ Scope parent’s opinions on the key elements important to them in their children’s education
- ⇒ Arrive at culturally relevant measures of what meaningful family and community engagement involves.

The themes and content of the actual survey needs to be negotiated with, governments or boards and communities.

2. **Invest in leadership development:** Leaders will be needed to transform the Inuit education system by engaging parents. Inuit Teacher Education Programs should include leadership training for engaging parents and communities. There is a need for a college level, pan-Inuit *leadership certificate* aimed at educators and service providers who would lead the changes set out in an Inuit Education Strategy. Engaging parents will require knowledgeable leaders, facilitators who can draw ideas from parents, and establish critical links with other resource agencies in social, health and business sectors.

3. **Increase outreach initiatives with parents:** The new era in Inuit education will require unprecedented attention on parent engagement. To facilitate this engagement *community resource centres* should be planned and resourced in new or existing facilities. Their purpose would be to facilitate contact between parents and schools, and in particular for parents of children transitioning from pre-school to school. The resource centres would serve as sources of information on parenting, on school/parent responsibilities and provide language development programs.

4. **Address policy gaps:**

- ⇒ There is a need to build incentives into the school system for innovation in building networks among involving universities, businesses and social service agencies.
- ⇒ School improvement planning and principal evaluation should be tied to community and parent engagement goals. Incentives should be built into funding formulas for schools that experiment with, and evaluate, new models of community partnership and engagement.

OUTCOME OF THEME # 4 – INVESTING IN WHAT WE TEACH AND HOW WE TEACH

Goal: Curriculum and teaching methods in Inuit schools that reflect Inuit principles, values and worldview.

Objective: To implement actions that will lead to transformational change in the areas of teaching methods and curriculum.

Background: Background research and pre-Summit stakeholder discussions examined issues and recommendations surrounding developing an Inuit based, Inuit centred and Inuit driven curriculum and teaching practices.

For over 30 years Inuit have been advocating for Inuit centred curriculum and the use of Inuit centred teaching methods. The first region to take significant steps forward in this regard was Nunavik. In the 1975 James Bay and Northern Quebec Agreement Inuit demanded control of their children’s education and in 1978 the Kativik School Board (KSB) was created to administer education for all Inuit. From that point on KSB began the formal training of Inuit teachers, the use of Inuktitut in early grades and the development of curriculum materials in Inuktitut.

In 1985, the Government of the Northwest Territories created the first of several Divisional Boards of Education, with parent representatives from each community that took over responsibility for policy development, local programs, Inuit Uqausiit program and materials development, planning community teacher education programs etc. In 1999 the Government of Nunavut took over these areas of responsibility as well as the development of curriculum in all areas from K12 from an Inuit perspective.

In 2003, Inuit and government negotiators initialed a final Labrador Inuit Land Claims Agreement that led the way to a self-government agreement for the Nunatsiavut people, and the beginning of a process that would assume responsibilities for their education system.

The varying capacities of each Inuit region in developing Inuit curriculum, and sharing teaching practices, suggests that strengthening linkages between the four Inuit regions would significantly impact progress on the transformation of the Inuit education system.

Theme # 4 Speakers:

The ITK Summit on Inuit Education heard from four speakers with experience in Inuit curriculum and teaching practices:

1. Nunia Qanatsiaq of the Nunavut Department of Education, and Mark Kalluak, and elder from Arviat, spoke on “Working with Elders – The Nunavut Curriculum Project”
2. Cathy Cockney, Manager of the Inuvialuit Cultural Resource Centre spoke on “2nd Language Curriculum Development”.
3. Betsy Annahatak of Kativik School Board and Louisa Kallula, a retired teacher from Quarta, spoke about “Investing in Curriculum and Pedagogy”.
4. Rhoda Innuksuk , President of Pauktuutit spoke on “Piaranut – For Our Children”

What We Heard on What We Teach and How We Teach

1. Elders must play an integral role in curriculum development and classroom teaching.

- Opportunities for elder participation must be cultivated and not exploited. Their work must be recognized and/or certified, and paid and they should play an integral role in decision-making processes.
- The Government of Nunavut is approaching their curriculum development in this manner through their Arviat based elder team.

2. Support for student success involves a number of collaborations and the community level, including family, schools, social services, health and community governments, and it begins at birth.

- There is “a growing consensus in OECD^{viii} countries that ‘childcare’ and ‘education’ are inseparable concepts and that quality services for children involve both.
- Childcare and education are too often split between two levels of government, two departments or divisions of departments that have different strategic priorities, thus limiting the ability to implement lifelong learning strategies.
- Maori Education has invested heavily in early childhood education strategies to develop learning and language skills.
- Quality education requires that agencies working with children (health, social services, justice, culture) provide complimentary program in support of improving student outcomes.

3. Inuit curriculum must be controlled by Inuit, for Inuit, and based on Inuit life and knowledge.

- Inuit culture must be front and centre in curriculum materials. Culturally relevant and contextually meaningful materials are essential for both first and second language learners.
- The Inuvialuit Cultural Resource Centre has an excellent set of recommendations for successful 2nd language learning.
- Curriculum has to include support for a sense of belonging and connectedness within a positive lens of Inuit identity and language.
- Curriculum should be based on Inuit culture with the aim of achieving knowledge and skills comparable to other school systems in Canada .

4. Leaders, educators and service providers must believe in, and support, the promise of each Inuit child. These promise are:

- All Inuit children should receive an effective education.
- All Inuit children should learn in safe places.
- All Inuit children should have a healthy start to their learning day: be physically healthy, fed, psychologically healthy, and motivated to learn.
- All Inuit children should be provided with opportunities to make a difference.
- All Inuit children should be supported by caring adults, including family, service providers, educators, and community leaders.
- All Inuit children should have the light of hope and the motivation of desire fueled by the educational experience not extinguished by it.
- All children should feel welcome in schools and classrooms.
- All children should learn in safe and respectful places.
- Learning for Inuit children should recognize and build upon the strengths each student brings to the classroom.
- Teacher training must equip all teachers with high expectations for Inuit children.

viii Organization of Economic Cooperation and Development. (2006) Starting Strong II. Paris.

5. Inuit curriculum development and teaching practices are at various stages of development and innovation in the Four Inuit regions, and would be strengthened by opportunities to work together across all regions.

- There are various curriculum initiatives across the four Inuit regions, supported by long-term or relatively recent investments in Inuit education systems, which would benefit significantly from a pan-Inuit capacity to share knowledge, best practices, and develop evidenced based research.
- A pan-Inuit capacity to share knowledge would facilitate intergenerational community learning through the development of a shared understanding of the philosophical foundation of Inuit education - Inuit names, name giving, Inuit history and culture. It would support best practices in teaching languages.

6. Inuit teachers and service providers must claim their proper place within the system.

- Inuit have to be respected and recognized in the workforce. There needs to be: equity, affirmative action and pro-Inuit hiring policies and orientation for all teachers regardless of origin.
- All teachers and service providers should be able to communicate in the Inuit language.
- Inuit need to feel comfortable within the education process.
- Inuit teachers and service providers must be recognized through the contracting agreements, laws and regulations.

7. Strong transition programs leading into kindergarten can significantly improve student outcomes.

- Early childhood programs and K-12 programs are currently separated and this prevents effective transition planning.
- There needs to be strong literacy programs and assessment programs for special needs students in the foundation years to improve student outcomes, and this varies from Inuit region to Inuit region.
- Resources must be directed at literacy support and enrichment programs in the early years.

Key Strategic Actions for Investing in What We Teach and How We Teach

1. **Promote sharing of curriculum between Inuit regions:** To be effective, the curriculum in Inuit schools must reflect core Inuit values. It cannot be an ‘add on’ to existing curriculum, but must be developed by Inuit, for Inuit. The isolation that Inuit educators, curriculum developers and service providers operate in at the present moment, undermines the opportunities to share new curriculum and teaching practices developed in each region. A Pan-Inuit Curriculum and Pedagogy Resource Centre based in Inuit Nunaat could operate as a virtual archive and distribution centre for teaching materials.
2. **Strengthen networking and development of Inuit educators and service providers:** Inuit teachers and service providers must be valued. The lack of contact and knowledge exchange among Inuit educators and service across the four regions results in costly duplication of effort, isolation and burn out. Inter-governmental support for a National Association of Inuit Educators and Service Providers would have an immediate impact on strengthening the foundation of the Inuit education system. The Association would coordinate inter-regional training, professional development, distance education, and knowledge exchange.

3. **Invest in early learning resources and programs:** In terms of value versus expenditure, research from other indigenous education systems suggest that investments in early childhood education programs and appropriate learning resources result in higher student outcomes. A *Policy Forum on Early Childcare Teaching Resources* for Inuit could be held to compare notes on what learning resources exist, what’s working, where the gaps are and where to go next through collaboration. Research is demonstrating that investments in transition programs contribute significantly to student success. There is an obvious need among Inuit regions to share knowledge on best practices in transition program and learn from evidenced based research. There should be targeted investment in, and evaluation of, a Transition Program Initiative across the four regions.
4. **Invest in research and development in Inuit education:** The quality of teaching can be impacted directly by using evidenced-based practices. (See theme # 6).
5. **Promote the teaching of Inuit history in Canadian schools:** All Canadians can benefit from learning Inuit history. Investments in such initiatives as the film production “Staking the Claim” on the History of Inuit land claims should be researched, supported and promoted at a national level.

OUTCOME OF THEME # 5 – BUILDING POST-SECONDARY SUCCESS

Goal: To accelerate success of Inuit in post-secondary education (pse) and adult training.

Objective: Increase the availability of, and access to, successful post-secondary education and adult training programs for Inuit.

Background: Background research and pre-Summit stakeholder discussions examined successes in Inuit post-secondary education and adult training programs.

Post-secondary education and training involves two distinct groups: 1) mature adults who are returning to education after some absence, and 2) young adults who have recently completed high school. The majority of adult students from both groups require and benefit from transition and access programs.

Post-secondary education and adult training programs make a valuable contribution to economic growth in Inuit Nunaat, because of the direct relationship between the skills and knowledge acquired and the needs of the workforce. These programs are responsible for much of the innovation and adaptation necessary for Inuit to participate in a knowledge economy. More recently, PSE programming has aimed at building on, and providing, a foundational base of Inuit knowledge along with the specific skills required for the workforce. A number of these programs, also focus on communication skills, language, culture, individual responsibility and a general process of personal empowerment that results in greater confidence.

With the recent creation of new governments in Nunatsiavut and Nunavut, and the economic growth witnessed across the north in oil and gas, mining, fisheries and cultural industries, the importance of generating more success at the PSE level is more pronounced than ever.

Summit Speakers:

The ITK Summit on Inuit Education heard from four speakers with experience in Inuit post-secondary education programs:

1. Murray Angus, Coordinator of the Nunavut Sivuniksavut Training Program spoke on “Empowering Youth: The Nunavut Sivuniksavut Story”
2. Helen Sullivan, Director in the NWT Department of Education, Culture and Employment spoke on “Building Capacity- Building on Tradition”.
3. Paul Khatchadourian of the Kativik School Board spoke on “Take a Giant Step – Post-Secondary Education in Nunavik”.
4. Patricia Kovacs, Superintendent, First Nations and Metis Education, Government of Saskatchewan spoke on “Promising Practices- Diverse Educational Systems and Learning”

What We Heard on Post-Secondary Success

1. There are a number of successful post-secondary and adult training programs to build on, or expand.

- These successful programs have common features based on innovative approaches to learning. They are holistic in nature, providing personal, academic, cultural and financial support for students and their families and respond to the particular needs of the individual students.
- Successful programs have created a seamless connection with students while they are in school and have provided the supports needed through their transition to post-secondary education and training.
- Successful programs have sustainable funding and are the result of effective partnerships.
- Successful programs are delivered in a respectful, empowering environment which develops Inuit identity, self-esteem, and confidence, founded in Inuit culture and values.

- Successful programs are delivered by experienced educators who understand the nature of Inuit education and culture.
- Successful programs build capacity within the Inuit community using community-based and innovative delivery models.
- Successful programs incorporate evidence-based evaluation and research.

2. Successful post-secondary programs for Inuit are guided by institutions with a vision, mission and strategy supported by partners.

- Prior learning and work experience are recognized for credit.
- Faculty development is essential for ongoing professional growth of instructors based on the vision, mission and strategy.
- Community-based programs that incorporate Inuit culture and language, use many and varied teaching strategies, flexible timelines, and broader entrance requirements that facilitate access for mature adult students with family and community commitments
- Successful programs need a “champion” who is credible, respected, provides all encompassing leadership and can influence policy.
- Nunavut has just developed a 10 year Adult Learning Strategy.

3. There is a need for more evidenced based research on what is working, and what is not working, within PSE programming.

- There is very little statistical data or analysis on Inuit participation in post-secondary programming and no capacity to collect it across four regions.
- KSB has 3200 students of which 30% graduate from high school, but there is very little monitoring or research from all Inuit jurisdictions that track success of Inuit at the PSE level.
- Assessment and evaluation must consider the intrinsic value of education and the transferability of skills from one career choice to another.
- University of the Arctic online programming has not been widely accessed due to incompatibility of online learning with learning approaches of many Inuit.
- The design and evaluation of PSE and Adult Training programs should take into account that education provides a path to recovery, empowerment and identity building for many adults, resulting in stronger citizens.
- The skills gained with one PSE and Adult Training program often have transferability to other careers.

4. The supports provided by families who have had experience in the education system need to be put in place in PSE programming for students of parents who have had only limited experience with education.

5. Strengthen promotion of PSE.

- High school programming needs to better promote and prepare students for post-secondary education.

Key Strategic Actions Required For Post-Secondary Success

1. **Begin setting PSE expectations early:** In each region, deliver a student recruitment initiative to attract Inuit into PSE, by providing better information, earlier. Invest in trained career counsellors, who work personally with families, schools and communities to build 'a culture of career expectations that can guide school age and adult students toward education and career choices. Successful graduates from PSE programs could be hired to be the champions and travel to schools to promote programs.
2. **Expand on Inuit studies and transition programs:** There are existing PSE programs in Nunavik, Nunavut and NWT that have proven success and should be expanded on. A pilot program in delivering a combined Nunavut Sivuniksavut and transition program (similar to the Nunavik Post-Secondary Sponsorship Program model) should be implemented, drawing on students from all regions.
3. **Invest in PSE and Adult Learning Programs that incorporate Inuit knowledge, values and language:** New and existing PSE and Adult Learning programs should be funded to include a research and development component to develop curriculum that reflects Inuit knowledge, values and language. Where Inuit instructors are not available, funding should incorporate provisions for co-teaching.
4. **Invest in leadership:** Leaders will be needed to transform Inuit education systems, and this is true as much at the PSE level as it is at the K-12 level. The existing college network in the north should serve as the home for an Inuit Nunaat Certificate in Leadership Development for Educators.
5. **Invest in targeted financial assistance:** In order for students to be successful, funding for their education must provide for a balanced lifestyle for themselves and their families. A *Scholarship Program* should be developed for Inuit in professions where there are labour shortages (education, health, trades,) by offering profession-specific incentives for PSE/training and family support. Funding could be sought from a variety of sources, including National Professional Associations.
6. Examine opportunities to improve access to the University of the Arctic: A review of Inuit Access to the University of the Arctic should be undertaken, and recommendations made on improving Inuit access to University level education.

OUTCOME OF THEME # 6 – COLLECTING AND SHARING INFORMATION

Goal: To have research inform the growth and development of Inuit education systems.

Objective: Improve the Quality, availability, and use of research informing our educational practices.

Background: As indicated in ITK’s Background Paper on ‘Indigenous Standards in Education’, “a commitment to developing a research capacity in education marked the growth and development of indigenous education systems who had undertaken significant reforms. In contrast, research in Canada on Inuit education has been very limited. This is in part due to the limited capacity each Inuit region has to take on a research agenda, and in part the result of no national presence in Inuit education.

The transformation of the Maori education system has involved many ‘levers of change’ including a long-term commitment to becoming a ‘knowledge-based society’ through an investment in research. In 2001 the Maori established a Centre of Excellence focused entirely on research, that examines issues from two cultural perspectives, Maori and New Zealand. In their words this Centre of Excellence has ‘transformed’ New Zealand’s research scene^{ix}. It now supports over 500 Maori doctoral students through mentoring programs, networking, fellowships, conferences, retreats, workshops and the centre’s own journal of indigenous scholarship called ‘AlterNative’. These models still require piloting to determine their effectiveness in achieving the purposes for which they were developed, but they serve as one step in strengthening learning outcomes. Each jurisdiction may have other tools for similar purposes that can be shared.

*“Research has to be included for other Canadians to believe that Inuit are serious”
-Delegate to ITK Summit on Inuit Education*

Of particular note, is their research that led to the professional development program for teachers working in mainstream (English) schools. The program’s primary aim is to raise achievement among Maori learners through excellent teaching.

In Canada the Aboriginal Learning Knowledge Centre has been established to identify ways to strengthen learning outcomes for Aboriginal people through sharing knowledge about Aboriginal learning initiatives and effective practices to enhance life-long learning among Aboriginal people. Recently, CCL developed models for appropriate measurement tools in Inuit lifelong learning.

In Nunavik, research has been informing their education practices for several decades, with the most recent results stemming from an in depth examination of bilingual education models.

Summit Speakers:

The ITK Summit on Inuit Education heard from two speakers with experience in research and evaluation:

1. Qiallak Quamaaluk of Kativik School Board and Dr. Donald Taylor of McGill University spoke on “Research and Education: The Kativik School Board Experience”.
2. Jarrett Laughlin of the Canadian Council on Learning spoke on “Inuit Holistic Lifelong Learning Model: A Tool for Measuring Success”.

ix Annual Report on Maori Education, 2006/07. (2007). New Zealand Ministry of Education. P. 140

What We Heard About Collecting and Sharing Information

1. Most Inuit regions have relatively low capacity and limited resources, to design, implement and sustain on-going research and monitoring systems.

- There is no national agenda of research for Inuit education.
- Few Inuit are involved in educational research within their own regions.
- The transformation of other indigenous education systems (e.g. Maori) drew heavily on a sustained investment in research and monitoring.
- On their own, Inuit jurisdictions have limited capacity to undertake a research agenda, but a nationally-driven, collectively developed, research plan and corresponding investment would contribute evidenced-based information to all regions.
- Research about Inuit education is often outdated or sits on a shelf and is not applied.

2. There are isolated success stories in research in Inuit Nunaat.

- A pilot Master’s of Education Program through the University of PEI and St. Francis Xavier University and funded by the Government of Nunavut was noted as a key best practice. It is supporting Inuit educators to develop their academic qualifications and explore Inuit education research;
- Kativik School Board has on-going relationships with southern researchers and southern research institutions to develop research projects that inform Inuit education goals and processes.
- A lifelong learning model being developed by the Canadian Council on Learning in consultation with Inuit regions was noted as a recent attempt to explore more appropriate and relevant ways to monitor Inuit education. This model frames indicators of both life-long and life-wide learning success.

3. Successful programs depend on unique and diverse partnerships.

- The current Masters for Nunavut teachers has involved multiple partners each contributing their own expertise and knowledge to the program.

4. Effective research programs support the development of Inuit leadership in the area of education.

- As seen in Maori Educational Research, the research program has focused on developing a research capacity within the Maori community.

5. Effective research and monitoring is based on an Inuit way of viewing success in education – not necessarily the same assessment and monitoring criteria as used elsewhere.

- The research has to be accessible, meaningful and useful to Inuit.
- Research is a validation process – validating our traditional knowledge. We need our own validation process.

Key Strategic Actions Required for Collecting and Sharing Information

1. **Improve availability of evidenced based data and analysis:** Presently, there is no organizational capacity to lead national education initiatives on research in education and language development. An *Inuit Knowledge and Language Institute* could serve as Centre of Excellence for Inuit language instruction & materials, language research, heritage language documentation, research, monitoring and evaluation, serving all Inuit Nunaat.
2. **Strengthen linkages between regions on research and monitoring initiatives:** The need for more research in Inuit education would benefit greatly from an *Annual Research Symposium* where research results and research plans are shared between Inuit regions.
3. **Increase Inuit researcher capacity:** The success of the Government of Nunavut/UPEI/St. Francis Xavier University program to graduate *Masters of Education* students should be expanded on or duplicated to take on students from the three other regions. This program has had a direct impact of developing research capacity among Inuit educators, and it will be this group who will drive change and development within the education system.
4. **Build national profile in Inuit research:** A *Research Chair in Inuit Education* could be established as part of Canada's research chair program with a corresponding budget to sponsor research initiatives in Inuit education.

SUMMARY OF SUMMIT OUTCOMES

Summit Recommendations		Suggested Approach
Capacity Building		
1	Accelerate the number of educators, early childhood and other educational service providers.	New funding for existing Teacher Education Programs .
2	Strengthen alliances with universities.	Innovation Fund.
3	Support networking and development of Inuit educators.	National Association of Inuit Educators.
4	Invest in mentoring and support programs for new educators.	Mentoring and Support Program.
5	Invest in Leadership and Educator development. Leadership certificate.	Leadership certificate.
6	Strengthen policy base.	Series of policy forums.
7	Invest in research and development	See Theme on R&D
8	Recognize value of ECE teachers and service providers.	Increase ECE teacher salaries and benefits.
9	Champion the Importance of Education.	Champion's Program
Bilingual Education		
1	Accelerate output of Inuit educators.	New funding for existing Teacher Education Programs.
2	Increase Inuit language revitalization efforts.	Inuit Knowledge and Language Development Institute.
3	Focus on early language development initiatives.	Early language initiatives (e.g. language nests).
4	Promote the importance of the Inuit language.	National Coordinator for Promotion of Inuit Languages.
5	Increase language training for educators and service providers.	Language development program for educators and service providers.
6	Invest in short term revitalization initiatives	Pilot initiatives.

Summit Recommendations	Suggested Approach
Collecting and Sharing Information	
1 Improve availability of evidenced based data and analysis.	Establish Inuit Knowledge and Language Institute.
2 Strengthen linkages between Inuit regions on research and monitoring initiatives.	Annual research symposium.
3 Increase Inuit researcher capacity.	Expand Master's of Education program
4 Build National profile in Inuit research.	Establish Research Chair in Inuit research.

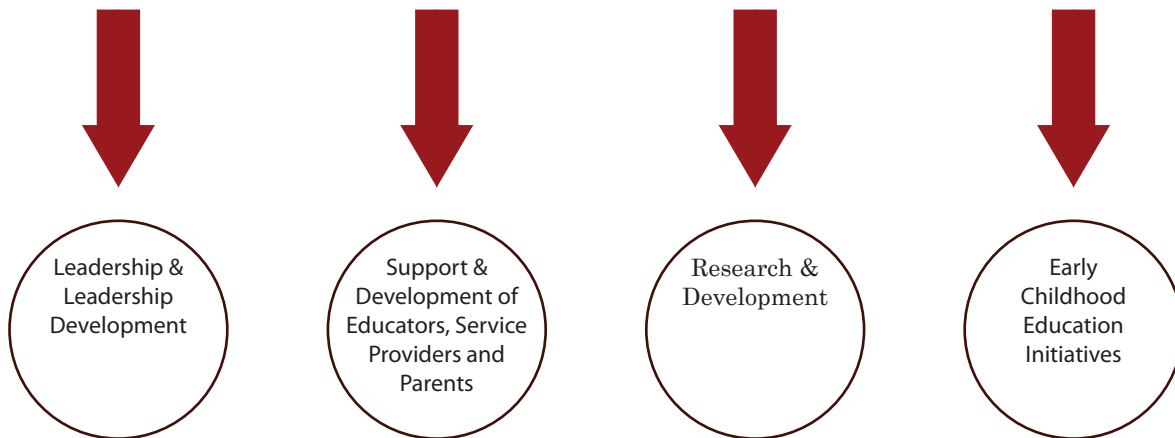
ANALYSIS OF SUMMIT OUTCOMES

ITK undertook to analyze the results of the Summit from the standpoint of what were some of the cross-cutting recommendations that would have immediate impact if targeted investments made in these areas. The Provincial and Territorial governments in the four Inuit regions continue to invest in their education systems in support of improving Inuit educational outcomes, but funding remains an issue for advancing new and transformative initiatives. The analysis examines what key strategic investments would have the greatest impact on the education systems, based on the information gathered throughout the Summit process. The analysis also takes into consideration pan-Inuit education investments because the one factor that became clearer during the Summit consultation process was that Inuit educators, service providers and policy makers, too often are working in isolation with little contact with their colleagues in the other Inuit regions. This has undermined the ability of Inuit taking on larger organizational capacity initiatives, research being the best example, that could bring a collective strength to the challenges faced in Inuit education.

An analysis of Summit Outcomes has been organized with these two factors in mind: 1) that it may be more effective to gather together recommendations under a few, tightly focused, targeted categories, and 2) there are recommendations that would be better served gathered together across provinces and territories under an Inuit Nunaat perspective.

In answering the question: “what was it going to take to achieve significant change in student success in Inuit education”, the consultations tended to centre around four key “levers for change”.

Levers for Change



LEADERSHIP AND LEADERSHIP DEVELOPMENT

It will take both ‘leadership’ and leadership development to achieve significant change in student success in Inuit education.

Through the consultations leading up to, and including the Summit, the legacy of the residential school era, was evident in almost every theme discussion, suggesting that one of the major structural conditions of a new era in Inuit education is to build a new generation of support for education across governments and government departments, and among parents and community leaders. The conclusion of the residential school settlement and the launch of the Truth and Reconciliation Commission were viewed as events of unprecedented magnitude for drawing public attention and support to the needs of building a post-residential school system.

It will take political leadership to ‘turn the page’ on the residential school era and begin communicating new messages of hope and valuing education. It will require dedicated resources to develop a ‘*National Campaign*’ of key messages directed at both national and community audiences, and to be used in all regions and in national forums. The National Campaign on Inuit Education that would create and promote the key reasons for investing in an building an Inuit education system – messages directed to audiences in Inuit Nunaat such as the importance of investing in language programs and language protection legislation, the importance of parents supporting education, education as a career choice, staying in school etc.; and messages directed at a broader, national audience on the importance of transforming educational outcomes for Inuit and for teaching Inuit history in Canadian schools. Some PSE graduates from existing programs could also be employed to be ‘*Champions*’ for these programs.

There was also widespread feeling among the consulted stakeholders that ‘schools could not do it alone’ – that it would take the collective effort of home, school and community agencies to support student success. Leaders must make concerted efforts in policy and program design to bridge the existing gaps between schools and early childhood programs and after school and post-secondary programs, as well as health and social services. This message of governments and communities needing to take a ‘systemic approach’ to supporting student outcomes, is a departure from the legacy of split services.

Throughout the pre-Summit and Summit consultations there was a general sentiment that ultimately, it would be principals/administrators, educators and daycare managers who will lead change in the system. These frontline workers are today’s success stories and they must be invested in through continuous opportunities to develop their leadership skills. Although there are leadership components built into some existing programs in the Inuit regions, an *Inuit Nunaat Certificate in Leadership* for Inuit educators, principals, administrators and service providers designed to meet the competing demands of their lives, would be a strategic investment to make. This program could also be the basis for specialized leadership programs such as ‘*parent leadership training for school partnerships*’.

There were a number of successful *School- to Post-secondary Transition Programs* highlighted at the Summit that have strong leadership development components, Nunavut Sivuniksavut, and the Nunavut Master of Education program, being just two examples. These are key programs for transitioning Inuit youth from school to the labour market or for professional and leadership development. They are good examples of proven programs that need to be built on in order to expand the number of students moving successfully into the workforce. They also present an unprecedented opportunity for expanding ‘established programs’ to serve more than one Inuit region.

EDUCATOR SUPPORT AND DEVELOPMENT

By far the most frequent comments heard in pre-Summit and Summit discussions was the need for a collective response on strengthening the use of the Inuit language(s) through early childhood education programs, K1-12 and at the PSE level. An Inuit school system based on Inuit language and culture will necessitate vigorous and sustained programming in support of Inuit language development and cultural programming. Recommendations for strengthening Inuit language development were made across all themes and a new level of investment in language promotion and development was viewed as essential to improving educational outcomes.

It will also take a new level of investment in educator support and development to achieve significant change in student success within Inuit education.

In three of the four Inuit regions, there are existing and successful *Teacher Education Programs*. The educator and service provider programs that are producing graduates are a tribute to the governments and school boards who have directed competing resources to these important programs. But the current supply of educators and service providers is inadequate to meet the demand. The general sentiment arising from the Summit was that without an expansion to the *Teacher Education Programs*, (with resources unlikely to be found within existing school boards) there will be no hope of achieving a graduated increase in the supply of educators and service providers.

Newly trained teachers are being lost to other employers because of the stressful conditions within classrooms and other employers seeking highly skilled employees, a problem reduced in other jurisdictions by introducing Mentoring and Support Programs for new graduates. *Mentoring and Support programs* are needed in Inuit Nunaat for graduate Inuit teachers to reduce new graduate burn-out.

One of the reoccurring observations in pre-Summit consultations and by delegates to the Summit was the relative isolation Inuit educators and service providers worked in. Delegates to the Summit expressed surprise at developments in education in other Inuit regions that they were unaware of despite 'working in Inuit education'. Without a federal presence to draw Inuit interests together across two provinces and two territories there has been little opportunity for knowledge exchange and inter-regional professional support.

It was suggested that the establishment of a *National Association of Inuit Educators* would strengthen the professional capacity of Inuit educators and provide a forum for professional development and knowledge exchange. This Association could coordinate an annual meeting of educators and serve as a clearing house for educational resource materials. Above all it would give Inuit educators the strength of collective purpose.

Investing in a series of *Inuit Education Policy Forums* for Inuit educators and service providers would also serve to strengthen the support to educators. First, it would promote the exchange of knowledge and skills among frontline educators and policy specialists, and secondly it would help the smaller regions, or more inexperienced regions, examine practices that are working successfully elsewhere in Inuit Nunaat.

The success that the Kativik School Board has had working with McGill University and that Nunavut is experiencing with their Masters of Education program with the University of Prince Edward Island suggest that these partnerships and alliances strengthen the quality of educational practices and programs for Inuit. However, the Summit heard that they are expensive programs to operate because of their 'north-south' nature. An *'Inuit Educator Innovation Fund'* to promote these partnerships and to invest in an *Annual Research Symposium* aimed at raising achievement among Inuit learners through excellent practices and programs, would help all Inuit regions develop a strong basis of evidenced-based practices for their education systems.

Also important to the educators consulted through the Summit process, was the need to establish a resource centre that would serve as one window to archive and exchange resource and assessment materials for the classroom developed within each of the four Inuit regions. This would be a great project to pilot as a *'Virtual Resource Centre'* serving all Inuit regions through web-based technology.

There was a sentiment among delegates to the Summit that this period of focus on the residential school system should also be used to positively influence public attitudes, public knowledge and the public level of support for making the changes necessary to make absolute changes.

RESEARCH AND DEVELOPMENT

It will take a new level of investment in research and development to achieve significant change in student success in Inuit education.

One of the most important investments in research identified at the Summit was a foundational survey of parents designed to determine how, going forward, parents view their role in schools. The post residential period of schooling in Inuit Nunaat must involve a rebuilding of the relationship between parents and schools and to do so it is critical to understand the perception parents have of their role in education, what their expectations are school outreach, decision-making and their role in supporting students.

Two key investments in research and development were part of the transformation of the Maori system. First there was a commitment to ongoing research into education including the establishment of a Centre of Excellence in Maori research. Secondly they invested in the professional development of their educators with specific emphasis on evidence-based best practice and language training.

In the stakeholders interviews leading up to the Summit it was striking how little research there is on Inuit education and performance monitoring, with the notable exception being in Nunavik where there has been some investment in education research throughout the Kativik School Board's 30 year history. There are undoubtedly good explanations for this lack of research in Inuit education, particularly since the four Inuit education systems, operating across two territories and two provinces, are all relatively new. Scarce resources are being directed at building schools and functioning classrooms. However going forward, it is critically important for fostering success in Inuit education system that there be a national investment research and monitoring.

The establishment of a *Research Chair in Inuit Education* through the Federal Research Chair program would bring needed profile to the gaps in education research and it would serve to promote alliances between Inuit and the university community.

It is impractical for four Inuit regions of varying sizes and political structure to each establish research and language institutes, but it is a critical need in reversing the trend of declining use of the language in schools. Delegates to the Summit were introduced to ITK's National Inuit Languages Strategy which calls for a regionally based and community driven response to protecting and the valuing the various dialects. The ITK Language Strategy also pointed to the need for linking national language initiatives and policy across Inuit regions and across sectors. This 'organizational capacity' in support of the Inuit language would be served through the establishment of a *Inuit Knowledge and Language Institute*.

EARLY CHILDHOOD DEVELOPMENT INITIATIVES

It will take a new level of investment and coordination of effort in early childhood development initiatives to achieve significant change in student success in Inuit education.

There is a growing body of research supporting the undisputed value of investments in early childhood education programs for improving student outcomes. There is also growing consensus in research that 'childcare' and 'education' should be 'split' services, but should be integrated with the education system^x. Delegates to the Summit heard about the success that New Zealand's Maori have achieved by making strategic investments in early language development initiatives, the so-called '*Language Nests*'. There have also been incidental successes with early language programs throughout Inuit Nunaat.

^x Moss, P. and Bennett, J. (2006). Toward a New Pedagogical Meeting Place? Bringing Early Childhood into the Education System. Briefing Paper for a Nuffield Educational Seminar.

Yet, the diffusion of Inuit childcare programs through two levels of government and third party delivery organizations has held back achieving consensus across governments and across departments on a vision for early childhood language initiatives. A coordinated investment in *Early Language Programs* including the development of Inuktitut language and Inuit specific resources, across Inuit Nunaat would be an important foundational investment to support all other downstream investments to improve student outcomes.

The other noticeable gap in education programming dealt with mobilizing greater parent involvement and support for schools. There was general consensus in Summit discussions that the post-residential school era in Inuit education needs to pay full attention to strengthening the relationship between parents and the school system, and there were a number of ideas for achieving results in this area. Investments in early *'Childcare to School' Transition Programs*, and establishing *Family Outreach Coordinators* in resource centres in each schools were seen to be important foundational programs for fostering stronger community and family support for education.

CONCENTRATING RESOURCES IN A FEW KEY AREAS

What to Invest In	<i>Leadership Development</i>	<i>Support & Development of Educators and Service Providers</i>	<i>Research and Development</i>	<i>Early Childhood Education Initiatives</i>
Why Invest in This	It will take leaders to create transformative conditions.	This is the existing network of strength that will be the frontline for transformative changes.	New systems will need informed decision-making.	High quality ECD gives children a head start in school and higher student success.
How to Invest	<ul style="list-style-type: none"> • Language Development Programs. • Build on, and expand, existing PSE programs. • Expand existing Master’s of Ed program. • Establish a Champions Program that will promote key messages in Inuit education. • Establish a Inuit Nunaat Certificate in Leadership 	<ul style="list-style-type: none"> • Language Development Programs. • Accelerate output of educators (Labour Market Agreement). • Establish a Mentoring & Support Program for new graduates. • Strengthen alliances with universities. (Innovation Fund). • Establish National Association of Inuit Educators. • Establishment Scholarship Program for Educators. • Invest in learning resources. 	<ul style="list-style-type: none"> • Undertake a foundational Education survey with Inuit parents. • Establish a Inuit Knowledge and Language Institute. • Establish a Policy Forum series to share and develop best practices. • Establish Research Chair in Inuit Education. 	<ul style="list-style-type: none"> • Build on successful ‘childcare to school’ transition programs (e.g. language nexsts) and Inuktitut language materials & resources. • Establish program of Family Resource Centres. • Invest in professional development of childcare workers including National Association.

APPENDICES

APPENDIX A: ITK EDUCATION ADVISORY GROUP

- Rosemary Cooper, Inuit Tapiriit Kanatami
- Dan Daniels, Deputy Minister, Government of the Northwest Territories
- Kathy Okpik, Deputy Minister, Government of Nunavut
- Tim McNeil, Deputy Minister, Nunatsiavut Government
- Mary Aitchison, Kativik School Board
- Harriet Keleutak, Kativik School Board
- Natan Obed, Nunavut Tunngavik Incorporated
- Navarana Beveridge, Nunavut Tunngavik Incorporated
- David Serkoak, Nunavut Sivuniksavut
- Pauline Gordon, Government of the Northwest Territories
- Sandra Elanik, Inuvialuit Regional Corporation
- Lucy Kuptana, Inuvialuit Regional Corporation
- Andrew Parkin, Canada Millennium Scholarship Foundation
- Yves, Pelletier, Canada Millennium Scholarship Foundation
- John Biss, Canadian Council on Learning
- Deborah Monette, Canadian Council on Learning
- Jarrett Laughlin, Canadian Council on Learning
- Chris Duschenes, Inuit Relations Secretariat
- Doug Klassen, Inuit Relations Secretariat
- Peter Flegel, Office of the Governor General
- Gerry Bailey, Pauktuutit
- Katherine Trumper, Inuit Tapiriit Kanatami

APPENDIX B: PRE-SUMMIT WORKING GROUPS

1. Capacity Building

- Blair Stevenson, Silta Associates (Facilitator)
- Valentina De Krom, Kativik School Board, Nunavik
- Marja van Niewwenhuyzen, Aurora College, NWT
- Jeff O’Keefe, Aurora College, NWT
- Harriet Keleutak, Kativik School Board, Nunavik
- Betsy Annahatak, Kativik School Board, Nunavik
- Qiallak Qumaaluk, Kativik School Board, Nunavik
- Cathy McGregor, Dept. of Education, Nunavut
- Millie Kuliktana, Dept. of Education, Nunavut
- Maria Wilson, Inuit Tapiriit Kanatami

2. Graduating Bilingual Students

- Blair Stevenson, Silta Associates, (Facilitator)
- Dr. Ian Martin, Glendon College, York University
- Navarana Beveridge, Nunavut Tunngavik Incorporated
- Gladys Norweigan, Dept. of Education, Northwest Territories
- Millie Kuliktana, Dept. of Education, Nunavut

3. Mobilizing Our Partners in Education

- Dr. Donald Taylor, McGill University (Facilitator)
- Harriet Keleutak (Nunavik)
- Qiallak Qumaaluk (Nunavik)
- Lucy Kuptana (Inuvialuit)
- Valentina de Krom (Nunavik)
- Cathy McGregor (Nunavut)
- Geri Bailey (Pauktuutit Inuit Women of Canada)
- Velma Illasiak (principal, Aklavik School) –written submission

4. Investing In What We Teach and How We Teach

- Carol Rowan, Tagataga Inc. (Facilitator)
- Betsy Annahatak, Kativik School Board, Nunavik
- Geri Bailey, Paukuutit
- Valentina De Krom, Kativik School Board, Nunavik
- Eleanor Gallant, Inuvialuit Corporate Group, NWT
- Mishael Gordon, Inuit Tapiriit Kanatami
- Jenny Lyall, Government of Nunatsiavut
- Cathy McGregor, Dept. of Education, Nunavut
- Nunia Qanatsiaq, Dept. of Education, Nunavut
- Qiallak Qumaaluk, Kativik School Board, Nunavik

5. Building Post-Secondary Success

- Muriel Tolley, Silta Associates (Facilitator)
- Sandra Elanik, Inuvialuit Education Foundation
- Paul Khatchadourian, Kativik School Board
- Harriet Keleutak, Kativik School Board
- Mark MacKay, Dept. of Education, Nunavut
- Deborah Monette, Canadian Council on Learning
- Yves Pelletier, Canada Millennium Scholarship Foundation
- Robert Sauder, Human Resources Development Canada

6. Collecting and Sharing Information

- Blair Stevenson, Silta Associates, (facilitator)
- Betsy Annahatak, Kativik School Board
- Jarrett Laughlin, Canadian Council on Learning
- Joanne Tomkins, St. Francis Xavier University

APPENDIX C: SUMMIT AGENDA

Monday, April 14

4:00 - 8:00 p.m. Registration in the lobby of Mackenzie Hotel

Tuesday, April 15 - Day 1

Time	Agenda Item	Speaker
7:00 a.m.	Tonimoes opens for breakfast	
7:45 a.m.	Registration opens at Midnight Sun	
8:35 a.m.	Summit Begins, Opening Prayer	Plenary Facilitator: James T. Arreak
8:35-8:50 a.m.	Welcoming Remarks	Ms. Nellie Cournoyea, Chair, Inuvialuit Regional Corporation
8:50-9:10 a.m.	Keynote Address - <i>Toward a National Strategy on Inuit Education.</i>	Mary Simon, President, Inuit Tapiriit Kanatami
9:20 - 9:30 a.m.	Remarks: <i>The Need to Act: Removing Barriers to Post-Secondary Education.</i>	Dr. Andrew Parkin, Associate Executive Director, Canada Millennium Scholarship Foundation
9:30 - 9:50 a.m.	Remarks: <i>'Opportunity, Leadership, Resolution: Forging a Consensus to Improve Inuit Education and Develop a National Education Strategy'</i>	Mr. Peter Harrison, Senior Associate Deputy Minister, INAC
9:50 - 10:00 a.m.	questions	
10:00 a.m.	Health Break	
10:15 a.m.	Reconvene	Plenary Facilitator: James T. Arreak
10:20 a.m.	Remarks	Honourable Floyd Roland, Premier of the Northwest Territories
10:30 a.m.	Introduction to Plenary Session	James. T. Arreak
10:35 a.m.	Theme: <i>Success Stories in Indigenous Education - What Made the Difference?</i>	Topic Facilitator: Blair Stevenson
11:00 a.m.	Introduction to Day # 1 Concurrent Topics (<i>see next page for details</i>) Summit delegates should attend one of two concurrent sessions	Plenary Facilitator
11:10 a.m.	Concurrent topic sessions.	Topic Facilitators
11:50 a.m.	Break-Out groups conclude morning session	
12:00 - 1:30 p.m.	Lunch & Keynote Address in Plenary Hall	Her Excellency the Right Honourable Michaëlle Jean, Governor General of Canada
1:30 p.m.	Resumption of concurrent break-out groups	Topic Facilitators
1:30 – 3:15 p.m.	Concurrent topic sessions	Topic Facilitators
3:15 p.m.	Health break	
3:15 p.m.	Departure of Governor General	Ms. Mary Simon, President, Inuit Tapiriit Kanatami
3:30 p.m.	Plenary Session: Report on Topic #1 & 2: Discussion and Action Plans.	Plenary Facilitator & Topic Facilitators

Day 1 - Concurrent Sessions

Day 1 - Topic #1

11:10 – 12:00, 1:30 – 3:30

Topic Facilitator: Blair Stevenson

(Plenary Hall)

Topic #1 - Theme:

Building Capacity: Toward a New Generation of Inuit Teachers, Administrators and Service Providers. - How Do We Get There?

Investing in Capacity - Teacher and Administrator training: the Kativik School Board Experience. - Valentina de Krom Assistant Director, Training & Research

Inuit Run Daycares - The Policies That Made the Difference: Margaret Gauvin, Kativik Regional Government.

Small Group Discussions: Building Capacity: What Must We Do To Accelerate Progress Toward a New Generation of Educators and Service Providers in our Inuit Education System?

Report on Topic #1

Day 1 - Topic # 2

11:10 – 12:00, 1:30 – 3:30

Topic Facilitator: James T. Arreak

(Sundog Room)

Topic #2 - Theme:

Graduating Bilingual Students - What Must We Do Today?

Investing in Bilingual Education - Dr. Ian Martin, York University

The Policies Behind Language Development: The Kativik School Board Experience - Harriet Keleutak

The Nunavut Experience with Bilingual Education – Kathy Okpik, Deputy Minister, Government of Nunavut.

ITK's Draft Inuit Language Strategy - Heather Campbell, ITK

Small Group Discussion - Graduating Bilingual Students - What Must We Do Today? (Note: this session will be facilitated in Inuktitut)

Report on Topic #2

Wednesday, April 16 - Day 2

Time	Agenda Item	Speaker
7:00 a.m	Tonimoes opens for breakfast and Topic facilitators offers a la carte or breakfast buffet.	
7:30 a.m.	Leader's Breakfast (private room - Tonimoes Restaurant)	
8:30 a.m.	Opening Prayer, Overview of Agenda	Plenary Facilitator: James T. Arreak
8:45 - 9:15 a.m.	Realizing the Inuit Promise	Roberta Jamieson, President & CEO, National Aboriginal Achievement Foundation
9:15 -9:30 a.m.	Remarks	Raymond Ningeocheak, Vice-President of Nunavut Tunngavik Inc.
9:15 - 9:30 a.m.	Remarks	John Biss, Assistant Director, Canadian Council on Learning.
9:45 -10:00 a.m.	questions	
10:00 a.m.	Introduction to Day # 2 Concurrent Topics. (see next page for details)	Plenary Facilitator: James T. Arreak
10:05 - 10:20 a.m.	The Maori Education Experience	Kym Hamilton
10:20 a.m.	Questions	Plenary Facilitator
10:30 a.m.		
10:45 -12:00 p.m	Convene for Plenary Sessions	Topic facilitators
12:00 -1:00 p.m.	Lunch in Plenary Hall	
1:00 – 3:15 p.m.	Concurrent Topic Sessions	
3:15 p.m.	Health Break	
3:30 p.m.	Plenary Session: Report on Topic Discussion and Action Plans.	Plenary Facilitator & Topic Facilitators
6:00 p.m.	Feast & Drum Dance, Ingamo Hall	

Day 2 - Concurrent Sessions

Day 2 - Topic # 3

10:45 – noon, 1:00 – 3:15

Topic Facilitator: Dr. Donald Taylor

(Plenary Hall)

Topic # 3 - Theme:

Mobilizing our Partners in Education

Building Successful Parent-School Partnerships: Dr. Donald Taylor, McGill University & Harriet Keleutak, Kativik School Board.

Frameworks for Working with Community Partners - The Nunavut Experience: Cathy McGregor, Director, Curriculum and School Services, Nunavut

The Northern Youth Abroad Program - Education Through Travel: Mindy Willet

IRC - Early Childhood Development - Practices and Challenges in the Inuit Settlement Region.- Patricia Davison

Small Group Discussion: What Must We Do to Engage Parents and Partners in Education?

Report on Topic #3

Day 2 - Topic # 4

10:45 – noon, 1:00 – 3:15

Topic Facilitator: Dr. Donald Taylor

(Plenary Hall)

Topic # 4- Theme:

Building Our Curriculum and Our Teaching Practices.

Working with Elders - The Nunavut Curriculum Project: Nunia Qanatsiaq, Dept. of Education, Arviat, Nunavut.

Investing in Curriculum and Pedagogy- the Kativik School Board Experience.

2nd Language Curriculum- Development and implementation - Cathy Cockney, Manager of the Inuvialuit Cultural Resource Centre

Piarnut - For Our Children - Rhoda Innuksuk, President, Pauktuutit

Small Group Discussions: What We Teach and How We Teach: Where Should We Make Our Key Investments to Make an Immediate Difference? (Note: this session will be facilitated in Inuktitut)

Report on Topic #4

Day 2 - Topic # 5

10:45 – noon, 1:00 – 3:15

Topic Facilitator: Muriel Tolley

(Lost Patrol Room)

Topic # 5 - Theme:

Building Post-Secondary Successes. What's Working and Why?

'Empowering Youth: The Nunavut Sivuniksavut Story' Murray Angus, Coordinator, NS Training Program.

Building Capacity: Building On Tradition"- Helen Sullivan, Director, Regional Operations, Department of Education, Culture and Employment

Take A Giant Step" Post-secondary Education in Nunavik - Paul Khatchadourian, Kativik School Board.

'Promising Practices -Diverse Educational Systems and Learning' Aboriginal Learning Knowledge Centre - Patricia Kovacs, Superintendent, First Nations and Métis Education

Small Group Discussion- Building Post-Secondary Successes. What's Working and Why?

Report on Topic #5

Thursday, April 17 - Day 3, Theme #6

Time	Agenda Item	Speaker
8:30 a.m.	Call to Order	Plenary Facilitator: James T. Arreak
9:00 a.m.	Official Summit Photo	
9:15 a.m.	Remarks	Honourable Ed Picco, Minister of Education, Nunavut.
9:30 a.m.	Closing Remarks	Mary Simon, President, Inuit Tapiriit Kanatami
9:45 a.m.	Plenary Session: Introduction to Day 3 Topic # 6 - Theme: Research in Education: The Importance of Collecting and Sharing Information.	Plenary Facilitator: James T. Arreak
10:00 a.m.- 10:45 a.m.	Research in Education: The Kativik School Board Experience	Qiallak Quamaaluk, Kativik School Board & Dr. Donald Taylor, McGill University
10:45 - 11:00 a.m.	Inuit Holistic Lifelong Learning Model: A Tool for Measuring Success	Jarrett Laughlin, Canadian Council on Learning
10:00 a.m.	break	
10:15 - 11:00 a.m.	Small Group Discussion - What Information Do We Need to Share to Improve our Education System?	Topic Facilitator - Blair Stevenson
11:00 a.m.	Summary of 6 Action Plans	Plenary Facilitator
12:00 - 1:00 p.m.	Lunch, Plenary Hall	
1:30 – 3:00 p.m.	Plenary Discussion for educators & practitioners: <i>Inuit Ilinniarnirmut Sivummuaningat: Toward a National Inuit Education Strategy</i>	James T. Arreak



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