

Strategy for Teacher Education in the Northwest Territories

Past Experiences and Future Directions

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Executive Summary

The NWT Teacher Education Program over the past thirty years has been one of the most successful professional training programs in the NWT graduating 363 teachers between 1968 and 1997. In 1993, the first Teacher Training Strategy (1993 - 1999) moved teacher education opportunities outside the campus-based program to the community level. Community-based programs were directed at providing graduates with diploma level credentials to teach at the elementary school level. With grade extensions and a stay-in-school initiative over the past 10 years, more aboriginal students are going on to complete high school. As a result, these students require aboriginal teachers who understand their culture and who serve as role models. Also, for many communities, schools are supporting the preservation of aboriginal languages, which are in danger of being lost. Finally, certification requirements in the *Education Act* set parameters for all teachers to complete a Bachelor of Education within a specified time frame. Therefore, effort and resources must be directed at providing aboriginal teachers with the opportunity to complete degree requirements in the north.

Part One of the strategy describes the history of teacher education in the NWT with a particular focus on experience gained between 1993 and 1999. During that six year span, both the Nunavut and Western NWT Teacher Education Programs evolved to meet the needs of northern students and teachers. The Nunavut Arctic College diploma was extended from a two-year to a three-year program in 1994 and the three-year McGill Bachelor of Education offered in Iqaluit was extended to a four-year degree. In 1996, the Aurora College Teacher Education Program extended its program offerings in Fort Smith campus to include year three of the University of Saskatchewan Bachelor of Education. As a result, students in the Western NWT required only one year away from the north to complete a degree. The expansion of both programs has provided NWT students with extended training within the Northwest Territories.

Between 1993 and 1999, the span of the first Teacher Education Strategy, the combined campus and community based Nunavut Teacher Education Program will graduate approximately 86 diploma graduates and 45 degree graduates. For the same period, Aurora College in the Western NWT will graduate a total of 78 diploma graduates.

In 1996-1997, of the 552 Nunavut teachers, 184 (33 percent) were Aboriginal. This number included Aboriginal Language Specialists, diploma and degree teachers. In order to reach the 85 percent representative work force as stated in the Nunavut Agreement, an additional 273 aboriginal teachers are required. Taking into account the annual attrition rate of 4 percent, 317 aboriginal teachers will be needed to fulfill the required percentage.

In 1996-1997, of the 619 teachers in the Western NWT, 110 (18 percent) were Aboriginal including Aboriginal Language Specialists, diploma and degree teachers. The percentage of Aboriginal teachers outside Yellowknife in the same year was 29 percent. In order to reach the 47 percent representative work force in the Western

NWT, 181 Aboriginal teachers are required. With the 4 percent attrition rate, 207 Aboriginal teachers will be needed to fulfill the percentage.

Part Two of this strategy outlines future directions for teacher education from 1999 to 2005. It is the purpose of this strategy to identify initiatives, which encourage Aboriginal northerners to obtain teaching credentials, which will develop a teacher workforce that is representative of the population in Nunavut and the Western NWT. This strategy builds on the success of the past and identifies initiatives for Aboriginal people to obtain their professional degrees in order to teach at all levels in the school system.

A Bachelor of Education is now the desired qualification and a requirement under the *NWT Education Act*. This strategy addresses that change. Experience over the past years has shown the vital role of partnerships in supporting and guiding teacher education. Through experience, we have seen that graduates have applied their professional training to a wide range of education-related professions within the Divisional Education Councils, colleges and the Department of Education, Culture and Employment. Graduates have also moved beyond education into other areas requiring professional training. Aboriginal organizations and senior government departments recognize and value TEP graduates for their training and experience.

During the term of this strategy (1999 - 2005), combining campus and community programs, it is anticipated that there will be approximately 136 diploma graduates and 108 degree graduates in Nunavut. In addition, approximately 62 Aboriginal Language Specialists will graduate with a one-year Aboriginal Literacy Certificate. Part-time Bachelor of Education studies will make it possible for 180 courses to be offered across Nunavut over the six-year period.

During the same term, Aurora College will extend the present two-year teaching diploma to three years and will begin a full, four-year Bachelor of Education degree program. It is projected that there will be approximately 90 diploma graduates and 60 Bachelor of Education graduates between 1999 and 2005. In addition, approximately 45 Aboriginal Language Specialists will graduate from the one-year Aboriginal Language Teacher Education Program. Part-time Bachelor of Education studies will provide 36 courses to be offered across the Western NWT over the six-year period.

In order to progress toward their 85 percent goal, Nunavut will require \$1,020,000 to cover program costs and \$1,281,675 for student financial assistance for a total of \$2,301,675 per year. The Western NWT will require \$1,020,000 for program costs and \$1,058,775 for student financial assistance for a total of \$2,078,775 per year.

This strategy will bring both Nunavut and the Western NWT closer to having qualified professional educators representative of the population, culture and language they serve.

Introduction

The NWT Teacher Education Program over the past thirty years has been one of the most successful professional training programs in the NWT. Since the inception of the program in 1968, 363 graduates of northern based teacher training programs have entered the teaching profession. In addition to training competent northern educators, it has paved the way for graduates to branch out into other professional roles.

While the achievements of past programs are praiseworthy, ongoing support and resources for teacher training programs are required to ensure that we achieve our goal of developing a teacher workforce that is representative of the population in the north. This means that in the Western NWT, where aboriginal people make up 47 percent of the population, 181 new Aboriginal teachers are required in order to reach the goal of a representative teaching force at current levels. Allowing for a 4 percent annual attrition rate for Teacher Education Program graduates (Guy, 1997), the Western NWT will need to train 207 new teachers. In Nunavut, where Inuit make up 85 percent of the population, 273 new Inuit teachers are needed. Considering the 4 percent annual attrition rate, 317 new teachers will need to be trained. A representative workforce at all levels is stated as a legal requirement within the Nunavut Final Agreement.

This strategy, which describes teacher education between 1999 and 2005, will go a long way toward reaching the goal by providing training for Aboriginal Language Specialists, elementary and high school teachers. The outcomes presented here have been determined by taking into account a realistic pool of prospective students and available resources. A representative teaching force will not be reached by 2005 but is attainable over the long term as higher school enrollments and community grade extensions incrementally graduate more Teacher Education Program candidates with the potential to become teachers.

PART ONE

History

In 1968 the first Aboriginal teacher education program in North America began in Yellowknife. The following year it was relocated to Fort Smith and established an affiliation with the University of Alberta; in 1977 the University of Saskatchewan formed a partnership which continues to the present. In 1979 a similar program with an Eastern NWT focus began in Iqaluit, developing a partnership with McGill University in 1981.

While NWT teacher education has continued at the Iqaluit and Fort Smith campuses, the first community-based program was introduced in Rae-Edzo in 1990. Ten graduates completed their training and began their teaching careers in the Rae-Edzo schools two years later. The Keewatin pilot program in Baker Lake, Rankin Inlet and Arviat, begun in 1991, graduated 33 teachers who entered the profession in 1993. This was the largest number of Inuit ever to complete a professional, university level program in their home communities. The two pilot projects in Rae-Edzo and the Keewatin became models for subsequent community based programs offered across the Northwest Territories.

In 1991 Stephen Kakfwi, Minister of Education at the time, set a goal of 50 per cent Aboriginal teachers in the NWT by the year 2000; all subsequent ministers have continued to support this commitment. In order to work assertively toward that goal, the first NWT Teacher Training Strategy was completed in June 1993. This strategy was designed to make basic professional training available through community based programs in every region of the NWT. Funds were allocated to Divisional Education Councils and programs were delivered in partnership with Arctic College. Aboriginal teachers, including Aboriginal Language Specialists, made up 19 per cent of all teachers across Nunavut at that time, while Aboriginal teachers made up 13 per cent of all teachers in the Western NWT.

Since 1993, community based teacher education programs have been completed in the Baffin, Keewatin, Kitikmeot, Beaufort-Delta, and Dogrib regions and in Yellowknife. Currently, programs are in progress in Cape Dorset (1995 - 1998), Coral Harbour (1996 - 1999), and Pond Inlet (1997 - 2000) in Nunavut and the Dehcho (1996 - 1998) and Sahtu (1996 - 1999) regions in the West. All programs are delivered through a partnership between the Divisional Education Councils and the colleges except for Yellowknife where the Yellowknives First Nation formed a partnership with Aurora College.

In 1996, the Department of Education, Culture and Employment commissioned an evaluation of the teacher training initiative. The report of this evaluation provides several indicators marking the success of the strategy to date. Chief among these are: the significant increase in the number of graduates; the relatively low cost of this

training; and the excellent completion rates. Between 1993 and 1999, campus and community based programs in Nunavut will have graduated approximately 86 diploma graduates and 45 degree graduates. During the same period, approximately 78 new teachers will have been added to the Western workforce. By 1997, Inuit represented 33 per cent of all teachers and Aboriginal Language Specialists in Nunavut; aboriginal teachers represented 29 per cent of all teachers in the West outside of Yellowknife, and 18 per cent of teachers in the West overall. The success of the 1993 strategy suggests that it should be continued until a representative teaching workforce has been achieved in Nunavut and the Western NWT.

NWT TEACHER EDUCATION PROGRAM

1968	• NWT (Yellowknife) First aboriginal teacher education program in North America one year program; U of Alberta affiliation
1970	• NWT (Fort Smith) two-year diploma in teaching
1977	• NWT (Fort Smith) U of Saskatchewan affiliation
1979	• East (Iqaluit) EATEP two-year diploma established
1981	• East (Iqaluit) McGill affiliation
1985	• East (Iqaluit) McGill three-year B Ed available in Iqaluit
1990	• West (Rae/Edzo) First Community Teacher Education Program
1991	• West (Hay River Reserve) CTEP
1991	• East (Rankin, Baker Lake, Arviat) Keewatin CTEP
1992	• East (Cambridge Bay, Taloyoak) Kitikmeot CTEP
1993	• West (Tuktoyaktuk, Inuvik, Aklavik) Beaufort-Delta CTEP
1993	• West (Rae/Edzo, Wha Ti) Dogrib CTEP
1993	• East (Igloolik, Arctic Bay, Pangnirtung) North Baffin CTEP
1994	• West (Yellowknife) Yellowknives Dene Band CTEP
1994	• East (Kugluktuk, Cambridge Bay) Kitikmeot CTEP
1994	• East Nunavut three year diploma; four year degree (McGill)
1995	• West (Ft. Providence, Ft. Simpson) Dehcho CTEP
1995	• East (Cape Dorset) Baffin CTEP
1996	• West (Fort Smith) third year of degree (U of S)
1996	• West (Deline, Tulita) Sahtu CTEP
1996	• East (Coral Harbour) Keewatin CTEP
1996	• East/West ACTEP and NTEP community-based B Ed part-time studies
1996	• East (Iqaluit) Master of Education Program, part-time (McGill)
1997	• East (Pond Inlet) Baffin CTEP

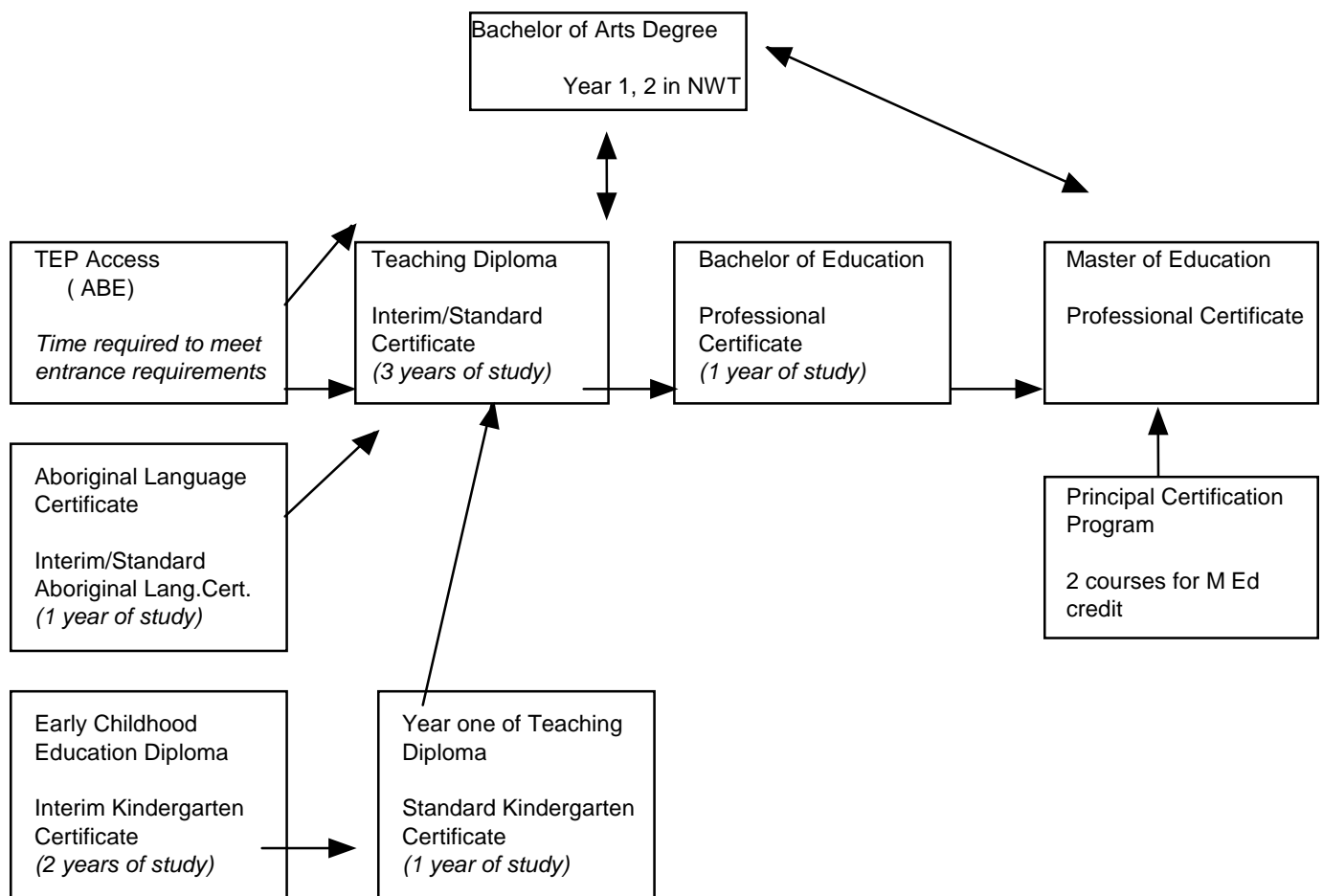
Results of the First NWT Teacher Training

Teacher Training Opportunities in the NWT

Prospective students considering a career in education have flexible choices open to them in the NWT. Teacher Education Programs are available at selected campuses and at rotating community locations. Academic preparation is available to those who require it. Transfer credit arrangements allow certificate and diploma students to continue their education in university programs. Students enrolled in specialized college education programs have the option of transferring into Teacher Education. Further training is also available for graduates interested in educational administration. The following diagram outlines a career path for aspiring teachers and professional educators.

Diagram #1

TEACHER TRAINING OPPORTUNITIES



At present, Aurora College offers a two-year diploma program at Thebacha Campus in Fort Smith and in Western NWT communities. Nunavut Arctic College offers a three-year diploma program at Nunatta Campus in Iqaluit and in Nunavut communities. Aurora College offers a separate Access Program requiring academic preparation whereas Nunavut Arctic College combines academic preparation within the diploma. Transfer credit arrangements are available through the University of Saskatchewan, for Aurora College students, and through McGill University, for Nunavut Arctic College students. Students enrolled in the Nunavut Teacher Education Program are able to complete the Bachelor of Education degree from McGill University without leaving the NWT.

Students may also choose to specialize by enrolling in the Aboriginal Language Certificate program or the Early Childhood Education Diploma program. Both options allow transfer into the Teacher Education Diploma programs, with the potential of further transfer into university programs.

Graduates of Teacher Education may enter the Principal Certification Program to prepare themselves for administrative positions within the schools. Participants earn credits towards a Master of Education degree from the University of Saskatchewan, and may negotiate credit transfer with other universities.

Lessons Learned

Experience has demonstrated that campus and community based teacher education programs can work effectively in the NWT. While much has been accomplished, much remains to be done until Nunavut and the Western NWT reach the point where each has a teaching force that is representative of the public it serves.

Bachelor of Education Desired Qualification

Experience suggests as well that there is a need to offer teacher education students the opportunity to continue their studies through the Bachelor of Education degree level. Since the NWT Teacher Education Program began in 1968, there have been 363 diploma graduates. Of those, 103 have gone on to attain a bachelor degree and 2 have received a Master's Degree (Student Follow-up Survey, January 1997).

School and Community Teacher Education Program Partnership

The most successful community programs share a strong partnership between the community school, the teacher education program students and instructors. This partnership allows for the maximum integration of training and practice for the student teachers, thus graduating strong teachers who are well aware of the realities of teaching. This partnership will contribute to an essential supportive environment for the graduates during their first years of teaching.

NWT Standing Committee for Teacher Education

Currently the Department of Education, Culture and Employment operates an NWT Standing Committee for Teacher Training. This committee serves as an effective planning and monitoring forum for program activity and ensures regular contact between stakeholders: Divisional Education Councils, Colleges, Northwest Territories Teachers Association, Education, Culture and Employment.

Program Partnership

A program steering committee ensures that consultation and joint decision-making takes place between the Teacher Education Program, Divisional Education Councils, the partner university, Education, Culture & Employment, and teacher education students. This partnership ensures that programs are meaningful, current and relevant to the employers and students.

Instructor Support

The Community Teacher Education Program Coordinator is essential to ensure adequate professional and administrative support for each community program. Community based instructors need the support of their colleagues and cannot function in isolation as a one-person teacher education program.

Entrance Criteria

The experience of the past five years has shown that clear entrance requirements and shared selection admits candidates who meet the expectations of the community and the college. Involvement of the District Education Authorities and the Divisional Education Councils in the selection process creates a sense of commitment for the teacher education students during their studies, their internships and ultimately their careers.

Experience during the first strategy has shown that to achieve a 75 percent completion rate, careful attention needs to be paid to the entrance criteria in the admission process. Promotion of the program to attract qualified candidates is a critical element which will help to reduce avoidable attrition during the program.

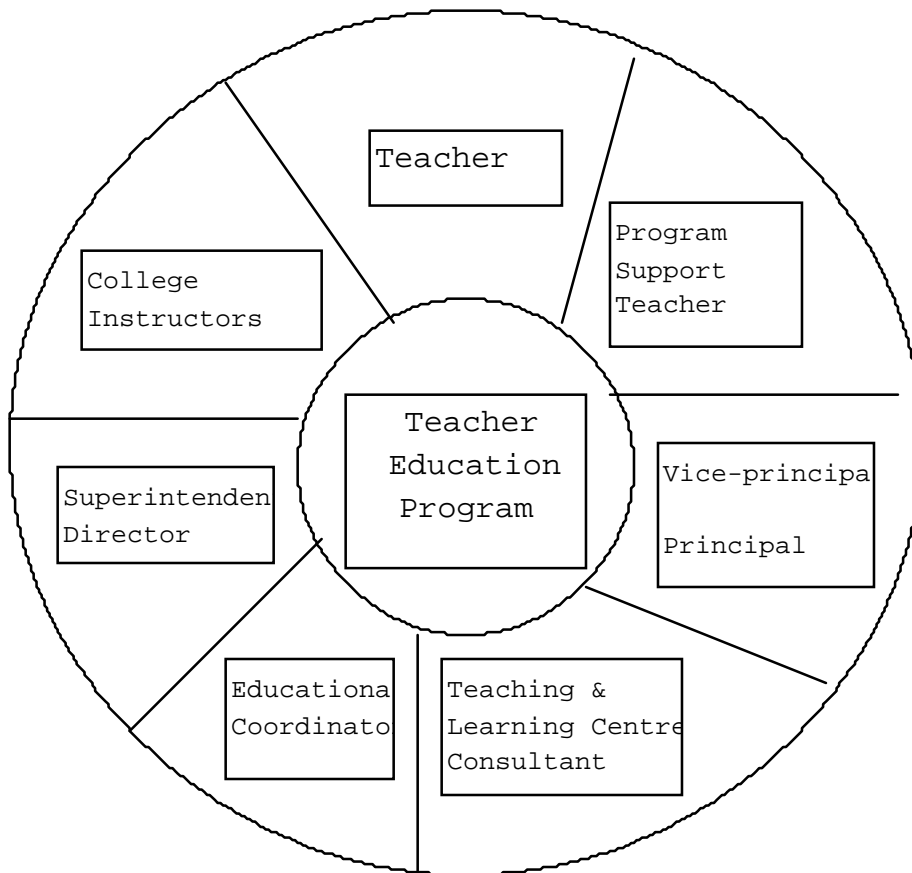
Program Resources

Resource kits are now available for every course within the Teacher Education Program and provide an essential component for any community based program. Resource kits which have already been compiled should be regularly supplemented and updated.

Education Careers Options for Graduates

A significant number of graduates from NWT teacher education programs have gone on to education-related careers or careers which require professional training. Within the teaching profession, movement of a classroom teacher to other positions within the school and the Divisional Education Council is positive and motivational. Graduates go on to benefit the education system as program support teachers, assistant principals, principals, consultants college instructors and educational administrators. Teaching and Learning Centres are almost exclusively staffed by graduates of NWT teacher education programs. This flow, for some graduates, provides additional challenge while they provide their language and cultural expertise.

Diagram #2



It is generally recognized that organizational, administrative, research and interpersonal skills developed during teacher training are highly desirable and transferable to other professions. In addition, communication and specific aboriginal language skills are also in demand by employers outside the education field. The following table shows the careers of past graduates of the teacher education program.

Table #1

**Employment Status: Teacher Education
Program Graduates 1968-1997**

NWT Teachers/DEC Staff	21 8
College Instructors	13
Teachers outside NWT	6
Other Education-Related Professions (ECE, NTI)	4
Full-time university students B Ed or M Ed	19
Full-time students-other programs	4
Senior Federal and Territorial government positions	8
Other employment	35
Other	49
Deceased	7
TOTAL	36 3

(TEP Graduate Data Base, January 1997)

PART TWO

Forces for Change

There are legislative, professional economic and personal factors that are impacting on the teaching profession in the NWT.

Certification Requirements

The NWT *Education Act*, which was implemented on July 1, 1997 requires all teachers without a degree to be actively working toward a Bachelor of Education. Further training builds self-confidence in teachers, contributes to the quality of teaching and ultimately benefits NWT students. A degree also increases earnings thus raising the standard and quality of life for northern teachers and their families. A bachelor degree is the minimum requirement for teaching in most Canadian jurisdictions and has become the preferred qualification in the NWT.

Diagram #3

(Chart available in hard copy)

Legal Requirements

Article 23 of the Nunavut Agreement is to have a “representative work force” by the year 2010. The desire for proportional representation of Inuit in government is consistent with the wishes of Divisional Education Councils across Nunavut to recruit more Inuit into the teaching profession.

Pedagogy

Research shows that children learn best in familiar and supportive surroundings where their culture, heritage and language are represented and respected. Successful learning is also closely tied to a positive self-image and a feeling of self-worth. In an educational system which is representative of the community values, children will thrive (People: Our Focus For The Future - Objective #1).

Role Models Representative of Student Population

Children will generally aspire to goals which seem attainable to them. In the past, aboriginal students who went on to post-secondary education following high school were in the minority. Those who did succeed in professional careers were breaking new ground; this step required considerable courage, determination and support. Most schools now have Aboriginal teachers who have a diploma or degree as their qualification. These teachers are daily reminders to their students that becoming a teacher is attainable and within their reach. However, more Aboriginal teachers are needed to give this very tangible message to students across the NWT.

Grade Extensions and Student Population Growth

Table #2 below shows a considerable increase in the number of children attending school in the NWT between 1992 and 2004 (projected). The second chart points out the number of grade extensions between 1992 and 2000. It is evident from these numbers that there is an increasing need for high school teachers with areas of specialization.

Economic Benefits for Bachelor of Education

There is considerable economic benefit for diploma teachers to pursue a Bachelor of Education. The basic salary for a beginning teacher with a two year diploma and no experience is \$40,582 (Level 3; Step 1). For a teacher with a three year diploma and no experience, the beginning salary is \$42,771 (Level 4; Step 1). The salary of a beginning teacher with a degree and no experience is \$46,226 (Level 5; Step 1). Teachers without a degree who are supporting families and living in isolated communities where the cost of living is high, have a difficult time making ends meet. Obtaining a baccalaureate credential will enable these teachers to improve their economic position.

Table #2

NWT Student Enrolments, K - 12 (Source: ECE Student Records)

Pre-Strategy (1992)	Present (1997)	Projected (2004)
15,621	17,378	19,200(approx.)

Table #3

Grade Extensions in NWT Schools

	1991-1992	1996-1997	1999-2000
Communities with K - 9	40	16	6
Communities with K - 10	8	7	2
Communities with K - 11	1	5	4
Communities with K - 12	8	29	45
Total Number of Communities	57	57	57

Attrition of Teachers

The Canadian attrition rate for teachers within the first three years following graduation is 10 per cent (Canadian Teachers' Federation, 1992). In Saskatchewan, it is estimated at 8 per cent after one year and approximately 30 per cent by the end of the first five years of teaching (Crozier-Smith, 1996). In the NWT the annual attrition rate of teachers who graduated from NWT Teacher Education Programs is 4 per cent, certainly in line with other parts of Canada (Guy, 1997).

The majority of graduates from NWT teacher education programs are young women who balance their careers with family responsibilities. Career interruptions are to be expected in order to accommodate periods of maternity leave and child-rearing. These are career breaks and not teachers who are lost to the system; however, it is necessary to train teachers who are available to fill teaching positions opened up through attrition.

Teachers who are graduates of NWT Teacher Education Programs are steadily being attracted to other professions where higher salaries or other opportunities are offered. As a result, the progress which has been made to increase the numbers of aboriginal teachers is being eroded. Funding cuts resulting in larger class sizes are leading to high levels of stress within the teaching profession, eventually leading to burnout and career change.

Educational Environment

Aboriginal educators often experience a feeling of isolation if their culture is not respected and incorporated in their place of work. There is a point of critical mass when the number of aboriginal teachers in a community school begins to influence its cultural environment. At this point, the aboriginal culture and language is respected and

incorporated, thus creating an encouraging and supportive teaching atmosphere for the Aboriginal teachers and learning atmosphere for the children.

The principal has a critical responsibility in this process by recognizing and supporting the essential role aboriginal teachers have in implementing the NWT curriculum, particularly through Dene Kede and Inuuqatigiit. Without the support of the principal, the language and culture-based program is at risk of becoming isolated within the school.

Ratio of Male/Female Aboriginal Teachers in the NWT

Historically, there has been an under-representation of aboriginal male teachers in the NWT.

Table #4

NWT Male/Female Diploma Graduates: 1968-1997

	Male Graduate s	Female Graduate s
1968-69	4	8
1970-79	25	50
1980-89	14	82
1990-97	17	163
Total	60	303

The above distribution is representative of the Canadian averages, where 94 percent of the kindergarten to grade three teachers are female, and 72 percent of the grade four to six teachers are female. Canadian averages show a more balanced ratio in the higher grades with males making up 47 percent of the grade seven to nine teachers and 54 percent of the high school teachers. With grade extensions in most NWT communities, there is an ever increasing demand for junior high and high school teachers. Aboriginal male teachers would go a long way toward encouraging and inspiring young northern males to stay in school and to aspire toward professional careers .

Shared Vision

Professional educators representative of the population, the culture and the language who are qualified to implement the curriculum of the Western NWT and Nunavut.

Principles

- The teaching force of the NWT should be representative of the population. This means that the teaching force for Nunavut should be 85 percent Inuit and the teaching force for the Western NWT should be 47 percent aboriginal.
- The language and culture of NWT students should be reflected and respected in all areas of the curriculum. There needs to be sensitivity and inclusion of local language and culture to make education meaningful to students, their families and their communities. Respect for local culture fosters trust and belief in the education system.
- Education and training to develop a qualified teaching workforce must be ongoing and provide for continuous professional development. The school system is continually evolving and the skills of teachers need to reflect not only changes in the school but development in society such as technological change. Teachers today require different skills than teachers 10 years ago and skill requirements will change for teachers 10 to 20 years in the future.
- Education and training programs should be delivered as close to home as possible for the participants. Geographical barriers and associated financial costs inhibit students from taking advantage of education and training opportunities. Access to programs is enhanced through regional and community based deliveries.
- The GNWT has primary responsibility for ensuring that education and training services and supports are accessible to all residents of the NWT. Until the Nunavut government is in place, the GNWT has the mandate to ensure that these services are made available to northern residents.

Goals *(Arranged in priority)*

Nunavut Goals

1. Increase the number of diploma graduates in all regions
2. Establish Bachelor of Education programs in all three regions
3. Implement part-time Bachelor of Education studies
4. Implement a Middle and High School component at the Bachelor of Education level
5. Implement the Aboriginal Literacy Certificate Program
6. Complete the establishment of the Nunavut Educational Leadership Certificate Program
7. Introduce a teacher induction model for the first two years of teaching for all teachers in cooperation with an education partnership

Western NWT Goals

1. Increase the number of diploma graduates in all regions
2. Establish a Bachelor of Education Program
3. Implement part-time Bachelor of Education studies
4. Implement a Middle and High School component at the Bachelor of Education level
5. Implement the Aboriginal Language Certificate Program
6. Establish the Principal Certification Program under the umbrella of the Teacher Education Program
7. Introduce a teacher induction model for the first two years of teaching for all teachers in cooperation with an education partnership

Note: Teacher Induction describes the transition stage from teacher-in-training to qualified teacher. Within this strategy it also describes teachers who are new to the northern cultural environment.

Nunavut Strategies for Meeting the Goals

Through consultation with all the teacher education partners within Nunavut, the following strategies have been described in order of priority to achieve the identified goals.

- **Increase the number of diploma graduates in all regions**

In order to achieve a representative teacher work force for Nunavut, 273 new teachers need to be trained and retained. Allowing for 4% attrition per year, Nunavut will need to train 317 Inuit teachers. Considering the six-year time frame of this strategy and the available pool of prospective students, 92 diploma graduates is achievable. Community programs in each region during this period with an intake of 25 students and a 75% completion rate will achieve this goal. An additional 44 diploma graduates in the campus-based program means there will be a projected total of 136 diploma graduates between 1999 and 2005.

Table #5

Nunavut Teachers, 1996-1997

All aboriginal teachers including Aboriginal Language Specialists

Teaching Positions	% Inuit Teachers	Inuit Teachers	Inuit Goal 85%	Inuit Teacher Needed	Inuit Teachers Needed with 4% Annual Attrition
552	33%	184	472	273	317

Source: Consolidated Inuit Employment Plan, 1996

- **Establish the Bachelor of Education in all regions of Nunavut**

Across Nunavut 26 per cent of all teachers with a diploma or degree are Inuit; however, only 8 per cent of the total have a degree. The additional training within the Bachelor of Education program provides enhanced knowledge and skills equipping a teacher to meet the needs of NWT students. A teacher with a Bachelor of Education also earns substantially more than one with a diploma. In light of the above statistic, the majority of Inuit teachers are at an economic and professional disadvantage. For these reasons, the Bachelor of Education program will be implemented in all regions of Nunavut.

Table #6

Qualifications of Inuit Teachers in Nunavut, June 1997 (Chart #5, Appendix C)

Diploma	Degree
82	35

During the span of this strategy, approximately 52 graduates will receive degrees in the community programs and 56 at the campus-based program in Iqaluit for a total of 108 degrees.

- **Implement part-time Bachelor of Education studies**

A Bachelor of Education is the desired qualification for teachers in Nunavut and is also a requirement of the *Education Act*; however, most of the teachers requiring this degree are women supporting families. For economic reasons these teachers must continue to teach; in addition, they do not have the flexibility to relocate their families to the campus location. In 1996-1997, a total of 167 Nunavut teachers took courses toward a degree in their home communities. Building on that success, the Nunavut Teacher Education Program will offer 18 courses with approximately 10 students per course per year across Nunavut. During the span of this six-year strategy, 108 B Ed courses will be offered on a part-time basis..

Delivery costs of part-time studies are low as these courses can be offered on site in communities where there is a concentration of teachers requiring specific courses.

- **Implement a middle and high school component at the Bachelor of Education level**

The present Nunavut Teacher Education Program prepares teachers at the elementary level; however, there is an increasing demand for middle and high school specialization. In order to fulfill certification requirements and meet the needs of young people in the upper grades, a degree specialization is required.

At present, specializations are available in Inuktitut Language and Literature. Mathematics, Science and Inuit/Social Studies specializations will be added within the fourth year of the degree in order to train middle and high school teachers.

- **Implement the Aboriginal Literacy Certificate Program**

In the primary grades, Inuktitut language programs are generally taught by classroom teachers who are Inuit. However, in the middle and high-school grades where the majority of teachers are non-Inuit, Language Specialists are responsible for teaching the Inuktitut language program. Virtually all the 86 Language Specialists in Nunavut schools who are responsible for language programs above the elementary level, have received their training informally, on the job. In order to offer a well-planned, motivational program for middle and high school students, they require a one-year certificate to develop teaching techniques.

Divisional Education Councils are requesting this training, which will be achieved through the Aboriginal Literacy Certificate. Courses will be offered on a part-time

basis and coordinated with the community-based diploma programs. Between 1999 and 2005, 62 Language Specialists will graduate with an Aboriginal Literacy Certificate.

- **Complete the Establishment of the Nunavut Educational Leadership Certificate Program**

In 1997, Inuit held 9 (17 per cent) administrative positions out of 52 in Nunavut. The three Nunavut Boards of Education have identified this as a major gap in their Inuit Employment Plans. To address this need, they have been developing an Educational Leadership Certificate Program, which will provide a continuum of leadership development opportunities for all interested staff. The members of the project steering committee are respected Inuit educators. The principal of the Nunavut Teacher Education Program is one of the committee members.

This program will include knowledge and skill development in areas such as communication, facilitation, budget development, hiring, labour relations, instructional leadership, community advocacy and administration. The program consists of a list of skills, a series of prerequisite school level experiences, a five course certificate (with university credit) with practicum experiences and an ongoing mentoring program upon completion of the certificate. It is envisioned that staff who complete the program may be interested in a variety of current roles such as Program Support Teacher, consultant, principal or vice principal, Supervisor of Schools, etc. As well, research is being carried out to determine traditional decision making approaches and alternative leadership structures which are more consistent with Inuit culture. The content of the program will build on this research. New roles may be identified as a result of this research.

Under the present NWT Education Act, all principals must complete the NWT Principal Certification Program. The Department of Education, Culture and Employment has been responsible for the design and delivery of this program. It has been suggested that the Nunavut Educational Leadership Certificate incorporate the two phases of PCP into the five courses it will offer. The details of this arrangement have yet to be finalized.

Funding for the development of the Nunavut Educational Leadership Certificate is available through a third party. Resources for the delivery of the program will need to be identified. Some funding may be available through a third party. Resources for the delivery of the program will need to be identified. Some funding may be available from the Department of Education, Culture and Employment when it devolves PCP funding after division. It is expected that the Boards will continue to partner with the Nunavut Teacher Education Program on the delivery of the program.

- **Introduce a teacher induction model for the first two years of teaching with an education partnership**

All new teachers entering the profession generally require some support during their first two years of teaching. Professional support assists the new teachers in applying their theoretical and practical knowledge to the reality of day to day demands of teaching. Personal support assists new teachers in finding a balance between personal and professional needs. Orientation to the environment, the local culture, the NWT curriculum and the community is important for teachers relocating from another region.

The first two years are critical for the professional development of any teacher and to avoid early attrition, support through a formal induction model would go a long way to maintain stability in the Western teaching workforce.

An induction model based on the Saskatchewan model, Building for Success, and supported by a partnership with Education, Culture and Employment, Aurora College, Divisional Education Councils and the Northwest Territories Teachers Association would fulfill the need. This model would be supported to implementation by the Education, Culture and Employment Consultant for Teacher Training.

Table #7

Nunavut Strategy Summary: 1999 - 2005

Programs	Aboriginal Language Certificate Graduates	<i>Teaching Diploma Graduates</i>	<i>Bachelor Degree Graduates</i>	<i>Part-time B. Ed. Courses**</i>
Community Teacher Education Programs		92*		
Aboriginal Language Certificate Programs	62			
Community Bachelor of Education Programs			52	
Part-time Bachelor of Education Courses				108
Campus Based Teacher Education Program		44	56	
TOTAL	62	136	108	108

* The total number of graduates (92) includes 12 anticipated graduates from the Pond Inlet program (1997 - 2000).

** During each year of the strategy, 18 courses will be offered on a part-time basis per year. It is estimated that 10 students will complete each course per year. Over 6 years this will total 108 courses.

Western NWT Strategies for Meeting the Goals

Through consultation with all the teacher education partners within the Western NWT, the following strategies have been described in order of priority to achieve the identified goals.

- **Increase the number of diploma graduates in all regions**

In 1997, 110 aboriginal teachers were teaching or on leave in the Western NWT. According to the 1991 Census, the Aboriginal population in the West is 47 percent; therefore, 181 additional Aboriginal teachers are required to reach the goal of representation by population. Allowing for 4 percent attrition per year, the Western NWT will need to train 207 aboriginal teachers.

Considering the six-year time frame of this strategy and the available pool of prospective students, 4 community-based programs will graduate approximately 60 diploma graduates through community programs and 30 through campus-based programs for a total of 90 diplomas by 2005.

Delivery of community-based programs will be based at the three regional Aurora College campuses or in a large community within each region. Each program will consist of an Access or preparation year plus a three-year diploma. The optimal intake of 20 students per program is expected to graduate 15 teachers assuming a 75 percent completion rate.

Table #8

Projected Number of Aboriginal Teachers to Reach Representative Workforce by 2005 in Western NWT

All Aboriginal teachers including Aboriginal Language Specialists

Teaching Positions 96/97	% Aboriginal Teachers	# Aboriginal Teachers	Aboriginal Goal 47%	Aboriginal Teachers Needed	Aboriginal Teachers Needed with 4% Annual Attrition
619	18%	110	291	181	207

Source: DEC Survey, January 1997 and GHRS

Note: Projections are based on 1996-1997 teaching positions

- **Provide a Bachelor of Education program through full-time and part-time studies**

Since the NWT Teacher Education Program began in 1968, 51 of the 212 graduates in the NWT have completed their Bachelor of Education. Therefore, 159 former graduates have not gone beyond the diploma level. In 1996-1997, of the 82 aboriginal teachers teaching in the Western NWT, 25 held a Bachelor of

Education and 2 held a Master of Education degree; the 57 remaining were teaching with a two-year diploma.

Table #9

Teacher Education Program Graduates:1968-1997 TEP

Graduate Data Base, Jan. '97

Aurora College Diplomas	212
Bachelor of Education	51
Master of Education	2

Under this strategy, Aurora College at the Thebacha Campus in Fort Smith will provide year three and four of the Bachelor of Education. Base funding will be designated for this purpose. The Bachelor of Education program will cater to teachers in the field who wish to complete their degree and new students who will complete their Bachelor of Education before beginning their teaching career. Approximately 10 graduates per year will receive their Bachelor of Education in Fort Smith for a total of 60 by 2005.

Table #10

Qualifications of Western NWT Aboriginal Teachers Teaching or On Leave in 1996/97

Region	Diplomas	Degrees
South Slave	4	9
Dehcho	4	6
Beaufort Delta	21	6
Sahtu	5	2
Dogrib	19	2
Yellowknife	4	
TOTAL	57	25

GHRs, June 1997

- **Implement part-time Bachelor of Education studies**

Strategy resources will also provide for degree courses at various locations within the West on a part-time basis. Through distance education, on-site deliveries and summer school, 6 courses per year for a total of 36 courses will be offered during the six-year period at various locations. This should insure that students who cannot relocate to a campus for full-time study, can complete the degree on a part-time basis closer to home.

General arts (academic) courses which are part of the Bachelor of Education will also be accessible to students pursuing a University of Saskatchewan Bachelor of Arts degree, so that a portion of their degree may be completed in the NWT.

- **Provide a middle and high school component at the Bachelor of Education level**

Grade extensions and a growing student population through stay-in-school initiatives means additional teachers are required at the middle and high school level. This presents increased employment opportunities for northern-trained teachers and an opportunity to prepare high school teachers with an understanding of the NWT culture, environment and curriculum.

Areas of subject specializations will be identified within the Fort Smith campus-based Bachelor of Education program and these academic courses will be made available to Bachelor of Arts students in addition to teacher education students.

- **Implement the Aboriginal Language Certificate Program in all regions**

Aboriginal Language teachers are generally responsible for language and culture programs in Western NWT schools. In many schools, Aboriginal diploma and degree graduates are teaching at the elementary level and providing the language program to their own class; however, as few Aboriginal teachers are certified to teach in the higher grades, there is a growing demand for Aboriginal language teachers at the middle and high school level.

In the Western NWT, Aboriginal languages are more commonly taught as a second language (L2) than as a first language (L1). In 1994, 24 Western communities provided L2 programs and 3 Dene communities provided L1 programs in kindergarten to grade 3.

The *Education Act* requires Aboriginal Language teachers to be certified; by completing a one-year Aboriginal Language Certificate. In 1997 there were 25 Language Specialists teaching in the West.

To provide the language teachers needed for Western schools, the Aboriginal Language Teacher Education Program (ALTEP) will be delivered full-time in the same location as year one of the diploma programs. As a result, three programs will be offered during the course of the Strategy and 15 people are expected to graduate within each region for a total of 45 by 2005. The one year ALTEP will be preceded by an Access program for those students who require language retrieval. One component of the Access will be Aboriginal language immersion. Language immersion will be instructed by a linguist in partnership with elders who are strong in the language.

- **Establish the Principal Certification Program under the umbrella of the Teacher Education Program.**

Under the NWT *Education Act*, all principals must complete the NWT Principal Certification Program. This program, which is now in its tenth year, consists of two phases delivered during the summer. Phase one focuses on the principal as an effective educational leader; phase two deals with leadership techniques.

At present, Education, Culture and Employment is responsible for design and delivery of the Principal Certification Program, which is rotated annually between Nunavut and the Western NWT. The total delivery each year is \$100,000, approximately \$20,000 of which is offset by tuition fees paid by the participants. Education, Culture and Employment is prepared to devolve present funding jointly to the College and Divisional Education Councils when structures are in place for continued development and delivery in both Nunavut and the Western NWT.

- **Introduce a teacher induction model for the first two years of teaching with an education partnership**

All new teachers entering the profession generally require some support during their first two years of teaching. Professional support assists the new teachers in applying their theoretical and practical knowledge to the reality of day to day demands of teaching. Personal support assists new teachers in finding a balance between personal and professional needs. Orientation to the environment, the local culture, the NWT curriculum and the community is important for teachers relocating from another region.

The first two years are critical for the professional development of any teacher. To avoid early attrition, support through a formal induction model would go a long way to maintaining stability in the Western teaching workforce.

An induction model based on the Saskatchewan model, Building for Success, and supported by a partnership with Education, Culture and Employment, Aurora College, Divisional Education Councils and the Northwest Territories Teachers Association would fulfill the need. This model would be supported to implementation by the Education, Culture and Employment Consultant for Teacher Training.

Western NWT Strategy Summary: 1999 - 2005

Table #11

Programs	Aboriginal Language Certificate Graduates	<i>Teaching Diploma Graduates</i>	<i>Bachelor Degree Graduate s</i>	<i>Part-time B. Ed. Courses*</i>
Community Teacher Education Programs		60		
Aboriginal Language Certificate Programs	45			
Part-time Bachelor of Education Courses				36
Campus Based Teacher Education Program		30	60	
TOTAL	45	90	60	36

* During each year of the strategy, 6 courses will be offered on a part-time basis per year. It is estimated that 10 students will complete each course per year. Over 6 years this will total 36 courses.

Strategy Outcomes

Strategy Outcomes: 1999 - 2005

- increased professional employment opportunities at the local level;
- professional aboriginal role models for aboriginal youth;
- increased education-related career options for NWT residents
- extended, quality teacher training opportunities
- schools that reflect the community
- teachers representative of their students language and culture
- increased aboriginal administrators
- decreased teacher turnover

Nunavut Outcomes	Aboriginal Language Certificate Graduates	Teaching Diploma Graduates	Bachelor Degree Graduates	Part-time B. Ed. Courses
Community Teacher Education Programs		92*		
Aboriginal Language Certificate Programs	62			
Community Bachelor of Education Programs			52	
Part-time Bachelor of Education Courses				108
Campus Based Teacher Education Program		44	56	
Nunavut Total	62	136	108	108

Western NWT Outcomes	Certificate Graduates	Diploma Graduates	Degree Graduates	Courses
Community Teacher Education Programs		60		
Aboriginal Language Certificate Programs	45			
Part-time Bachelor of Education Courses				36
Campus Based Teacher Education Program		30	60	
Western NWT Total	45	90	60	36
Strategy Total	107	226	168	144

* Pond Inlet Community Teacher Education Program began in 1997 and will graduate approximately 12 students in 2000.

Required Financial Resources

Table #13

ECE Funding for Teacher Education per year of Strategy

Western NWT	Strategy Costs	Totals
Community Teacher Education Program (1 year/2 locations)	\$400,000	
Part-time Bachelor of Education	50,000	
Aboriginal Language Teacher Education Program	160,000	
Access (Academic Preparation/ Aboriginal language immersion)	150,000	
Bachelor of Education - campus based (year 3/4)	50,000	
Community Teacher Education Program Coordinator	120,000	
Teacher Induction	90,000	
Western NWT Strategy Total	\$1,020,000	\$1,020,000
Western NWT TEP Base funding		\$365,000
Total Western NWT TEP Funding (Strategy + Base funding)		\$1,385,000
Nunavut		
Community Teacher Education Program (1 year/2 locations)	\$400,000	
Part-time Bachelor of Education	\$90,000	
Aboriginal Literacy Certificate	\$160,000	
Bachelor of Education (community-based)	\$160,000	
Community Teacher Education Program Coordinator	\$120,000	
Teacher Induction	90,000	
Nunavut Strategy Total	\$1,020,000	\$1,020,000
Nunavut TEP Base funding		\$554,000
Total Nunavut TEP Base funding		\$1,574,000
STRATEGY TOTAL	\$2,040,000	
TEP TOTAL (Strategy + Base funding)		\$2,959,000

Table #14
Estimated Student Financial Assistance Costs Per Year of the Strategy

Western NWT	Students	Costs
Community Teacher Education Program (1 year/2 locations)	40	
Aboriginal Language Teacher Education Program	15	
Access (Academic Preparation/ Aboriginal language immersion)	20	
Bachelor of Education - campus based (year 3/4)	20	
Western NWT Total	*95	\$1,058,775
Nunavut		
Community Teacher Education Program (1 year/2 locations)	50	
Aboriginal Literacy Certificate	25	
Bachelor of Education (community-based)	20	
Bachelor of Education - campus based	20	
Nunavut Total	*115	\$1,281,675
STRATEGY TOTAL	*180	\$2,340,450

Note: SFA costs are calculated at \$11,145 per student per year. (Guy Report 1997)

* These numbers are based on an average yearly student enrolment during the strategy which includes campus and community programs.

Required Human Resources

Roles and Responsibilities- Community Teacher Education Program

College	Responsibilities
<ul style="list-style-type: none"> • CTEP Coordinator (Strategy position) 	<ul style="list-style-type: none"> • Coordinates community-based programs • Orientation of instructors • Plans and supervises practica • Instructs courses • Provides professional support for instructors • Coordinates part-time B Ed courses • Coordinates instructor-trainees and casual instructors • Liaise with DEC's, DEA's, schools, ECE, universities • Promotion of program
<ul style="list-style-type: none"> • CTEP Instructors (Strategy position) 	<ul style="list-style-type: none"> • Plan and deliver courses • Maintain academic records • Integrate local resources into the program • Develop partnership with community schools throughout program • Arrange practica in partnership with CTEP Coordinator
<ul style="list-style-type: none"> • Instructor Trainees/Casual Instructors (Strategy position) 	<ul style="list-style-type: none"> • Plan and deliver courses • Maintain academic records • Integrate local resources into the program • Develop partnership with community school
<ul style="list-style-type: none"> • Student Counsellors/Community Elders (Strategy position) 	<ul style="list-style-type: none"> • Provide personal support to the students • Induction support
<ul style="list-style-type: none"> • TEP Principal (Base position) 	<ul style="list-style-type: none"> • Support in partnership with CTEP Coordinator • Professional support for CTEP Coordinator and CTEP instructors
<ul style="list-style-type: none"> • College Administration Staff (Base position) 	<ul style="list-style-type: none"> • All academic records • Provision of transcripts on request
Program Partners	
<ul style="list-style-type: none"> • Divisional Education Councils 	<ul style="list-style-type: none"> • Partnership with College in program planning • Member of Steering Committee • Support partnership between community schools and CTEP • Orientation of principal and school staff to CTEP • Support for practica • Support partnership between Teaching and Learning Centre and CTEP • Induction support
<ul style="list-style-type: none"> • District Education Authorities 	<ul style="list-style-type: none"> • Student selection • Community support for CTEP students • Support for cultural and language integration • Induction support
<ul style="list-style-type: none"> • Education, Culture & Employment 	<ul style="list-style-type: none"> • Financial support • Program support • Coordination of ECE initiatives with TEP • Induction coordination with education partners

	<ul style="list-style-type: none"> • Lobby for TEP • Promotion of program • Responsibility for professional categories
• Steering Committee	<ul style="list-style-type: none"> • Provides program guidance and support • Recommends long range planning for program
• University	<ul style="list-style-type: none"> • Provides academic courses and guidelines • Coordinates course requirements for graduation • Provides program support
• NWTTA	<ul style="list-style-type: none"> • Induction support

Appendices

APPENDIX "A"

Correlation Between Education and Employment in the NWT

There is a very strong relationship between levels of education and employment. Fully 90% of the people in the NWT with a certificate or diploma and 93% who have a degree are employed.

Employment Ratio By Level of Education N. W. T. 1994

(bar graph available in hard copy)

High School Enrollment (10-12) By Division Education Council and District Education Authority 1993 to 1996

(bar graph available in hard copy)

Offering Community Teacher Education Programs has greatly increased access by Aboriginal northerners. Increased graduation rates in community high schools provides the necessary academic preparation for teacher training.

High School Participation 1986 to 1996

(bar graph available in hard copy)

APPENDIX “B” Community Impact

The health of any community is determined, to a large extent, by the educational, social and economic strength of its residents.

Educational Health

Stake holders across the NWT expressed their educational hopes in People: Our Focus for the Future. A Strategy to 2010. Culturally appropriate programs and services which are locally controlled, healthy learning environments, accessible and equitable education for all children, and community learning networks were ranked high on a list of priorities.

NWT Teacher Education Program graduates come to the profession with essential background and training to prepare northern children for the future while maintaining a full appreciation and understanding of the past. The Dene Kede and Inuuqatigiit culture-based curricula form a cornerstone of teacher training.

Continuity and stability are essential to the success of northern schools, particularly schools in smaller communities which experience constant high turnover of teachers. Aboriginal teachers with family and cultural ties in the community are more likely to make a long term commitment.

Social Health

By reaching out into the local community to find and train teachers, the whole community gains. There is more likelihood of congruence between the aims of the parents and that of the school. The teachers relate to the parents from a shared knowledge base of community expectations. They are also able to converse in the language of the parents, so there is more immediate and meaningful communication between the school and the community. The school becomes a microcosm of the community where local role models are looked up to and followed. This creates a sense of wholeness and a healthy school environment reinforced by and reflecting a social reality which is truly cultural and local. The Community Wellness initiatives of the GNWT are founded on similar premises.

Economic Health

Aboriginal teachers generally teach in their home communities or within their home region. They are more likely to invest in the community by owning their own homes, and contributing to the economy by purchasing goods and services locally.

A beginning teacher with a 3-year diploma receives a base salary of \$42,771. With a B Ed, that salary increases to \$46,226. If 15 diploma graduates entered the teaching workforce within a region, in the first year there would be an infusion of \$641,565 salary dollars into the economy. If those beginning teachers each had a degree, their total salary would be \$693,390. After 10 years of experience, each teacher with a degree would receive \$55,792 base salary; therefore, 15 teachers would receive a total of \$836,880 per year. These salary dollars demonstrates a strong, reoccurring economic benefit to NWT communities and regions. As teachers move into administrative positions, additional increments add to their income. This does not take into account the annual 4 percent attrition factor.

Related to income is the potential savings to District Education Councils as they have less need to hire teachers from the south. For a teacher with a family of four, estimated costs for recruitment and removal from southern Canada are as follows: Baffin - \$15,000; Sahtu - \$10,000. On an average of 5 recruitments per year over 5 years the totals would accumulate to Baffin - \$375,000; Sahtu - \$250,000.

APPENDIX “C” Nunavut Statistics

Table #15 –
**NUNAVUT TEACHER EDUCATION PROGRAM GRADUATION RATES:
1991 - 1999**

1991 - 1993	Diploma Graduates	Bachelor of Education
Campus-Based Program	15 diplomas	13 degrees
Community Based Program:		
Keewatin	33 diplomas	
Sub-total	48 diplomas	13 degrees
1993 - 1999		
Campus-Based Program	17 diplomas	45 degrees
Community Based Programs:		
Kitikmeot	21 diplomas	
Baffin	24 diplomas	
Cape Dorset	9* diplomas	
Coral Harbour	15* diplomas	
Sub-total	86 diplomas	45 degrees
Total	134 diplomas	58 degrees

* Programs in progress and completion dates: Cape Dorset - 1998; Coral Harbour - 1999

Table #16- KEEWATIN PILOT COMMUNITY-BASED PROGRAM (1991 - 1993)

COMMUNITY	Year 1 Full-time Equivalency	Withdrawals	Year 2 Intake	Full-time Equivalency	Graduates	Completion Rate
ARVIAT	14	3	1	12	12	86%
BAKER LAKE	10	3	2	9	9	90%
RANKIN INLET	11	3	4	12	12	87%
TOTAL	35	9	7	33	33	85%

NUNAVUT COMMUNITY-BASED PROGRAMS: 1993 - 1997

LOCATION	Year 1 Full-time Equivalency	Withdrawals	Year 2/3 Intake	Full-time Equivalency	Graduates	Completion Rate
KITIKMEOT						
Cambridge Bay	18	4	0	14	14	78%
Gjoa Haven	3	1	0	2	2	66%
Kugluktuk	6	3	0	3	3	50%
Taloyoak	2	0	0	2	2	100%
Sub-total	29	8	0	21	21	72%

Note: Two intakes:1993 and 1994; 11 graduated in 1995, 2 graduated in 1996, 8 graduated in 1997

LOCATION	Year 1 Full-time Equivalency	Withdrawals	Year 2 Intake	Full-time Equivalency	Graduates	Completion Rate
BAFFIN						
Arctic Bay	9	5	0	4	4	44%
Igloolik	10	4	5	11	11	80%
Pangnirtung	14	5	0	9	9	64%
Sub-total	33	14	5	24	24	79%
KITIKMEOT + BAFFIN	62	22	5	45	45	83%

NOTE: Cape Dorset started Sept 1995 with 12 students. We expect 9 graduates in 1998 (75%).Coral Harbour started Sept.1996 with 20 students. We expect 15 graduates in 1999 (75%).

Table #17 - Nunavut Teachers, 1996-1997

Totals and percentages include Aboriginal Language Specialists and Diploma/Degree Teachers

REGION	POSITION	TEACHING POSITIONS	% INUIT TEACHERS	# INUIT TEACHERS	INUIT GOAL	# NEEDED OR (SURPLUS)
BAFFIN	Teacher	185	27%	50	157	107
	Language	57	100%	57	48.5	(8.5)
	Sp.	20	15%	3	17	14
	Principal	15	27%	4	13	9
	A/Principal PST*	17	9%	1.5	14.5	13
	Sub-total	294	39%	115.5	250	134.5
KEEWATIN	Teacher	123	30%	37	105	68
	Language	13	100%	13	11	(2)
	Sp.	10	0%	0	8.5	8.5
	Principal	7	14%	1	6	5
	A/Principal					
	Sub-total	153	33%	51	130.5	79.5
KITIKMEOT	Teacher	76	16%	16	64.5	48.5
	Language	16	100%	0	16	0
	Sp.	8	13%	1	7	6
	Principal	5	0%	0	4	4
	A/Principal					
	Sub-total	105	16%	17	91.5	58.5
	NUNAVUT TOTAL	552	33%	183.5	472	272.5

*PST - Program Support Teacher

Source: Consolidated Inuit Employment Plan, July 1996

Table #18 - Certified Aboriginal Teachers in Nunavut with Diploma and Degree

REGION	1992		1997		1999	
	Number	Percent	Number	Percent	Number	Percent
BAFFIN	44/215	20%	58/240	24%	72/240	30%
KEEWATIN	18/105	17%	37/121	31%	52/121	43%
KITIKMEOT	10/68	14%	22/93	24%	22/93	24%
TOTAL	72/388	19%	117/454	26%	146/454	32%

Note: 1999 Projections based on BAFFIN: Cape Dorset - 9 Diplomas (1998); Iqaluit - 5 Diplomas (1999)
KEEWATIN: Coral Harbour - 15 Diploma graduates (1999); KITIKMEOT program finished in 1997. We anticipate another graduation in 2001.

Table #19 - Certified Aboriginal Teachers in Nunavut with a Diploma and Degree in 1997

REGION	TEACHERS	INUIT	PERCENT	# OF B ED	% OF B ED
BAFFIN	240	58	24%	24	8%
KEEWATIN	121	37	31%	8	7%
KITIKMEOT	93	22	24%	3	3%
TOTAL	454	117	26%	35	8%

Note: The total number of B Ed's is 52 (June 1997). Of the 17 not teaching in schools, 9 are working for Nunavut Arctic College, 1 is a Supervisor of Schools, 1 is a consultant, 1 is on sick leave and 5 are outside teaching. (Source: Nunavut Board Staff List)

Table #20 - Economic Benefit to Aboriginal Teachers in Nunavut as a Result of the Strategy

Region	Aboriginal Teachers 1992	Aboriginal Teachers 1997	Aboriginal Teachers 2005
Baffin	44 teachers = \$1,637,548	58 teachers = \$2,353,756	90 teachers = \$3,652,380
Keewatin	18 teachers = \$669,906	37 teachers = \$1,501,534	67 teachers = \$2,718,994
Kitikmeot	10 teachers = \$372,170	22 teachers = \$892,804	52 teachers = \$2,110,264

Note: Salary figures based only on a base salary at Step 1, Level 3 (beginning salary with a diploma) with no allowances or experience increments shown in the totals. NWTTA salary schedule for 1992 and 1997 used.

APPENDIX “D”

Nunavut Proposed Six-Year Plan

Region	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	Graduates
Baffin	Diploma, Yr 3 Pond Inlet 12 graduates	Diploma, Yr1 Clyde/ Broughton 25 students	Diploma, Yr2 Clyde/ Broughton continued	Diploma, Yr3 Clyde/ Broughton 20 graduates	Diploma, Yr1 Sanikiluaq 12 students	Diploma, Yr2 Sanikiluak continued	32 diploma 20 B Ed
	Aboriginal Lit. Cert. 40 students	Aboriginal Lit. Cert. continued	Aboriginal Lit. Cert. 32 grads				32 ALCert
	B Ed year 3 10 students	B Ed year 4 10 grads		B Ed year 3 10 students	B Ed year 4 10 grads		20 B Ed
Keewatin	Diploma, Yr 1 Rankin Inlet 20 students	Diploma, Yr2 Rankin Inlet continued	Diploma, Yr3 Rankin Inlet 15 grads	Diploma, Yr 1 Rankin Inlet 20 students	Diploma, Yr2 Rankin Inlet continued	Diploma, Yr3 Rankin Inlet 15 grads	30 diploma
	Aboriginal Lit. Cert. 20 students	Aboriginal Lit. Cert. continued	Aboriginal Lit. Cert. 15 grads				15 ALCert
			B Ed year 3 12 students	B Ed year 4 12 grads		B Ed year 3 12 students	12 B Ed
Kitikmeot	Diploma, Yr 2 Cam. Bay 20 students	Diploma Yr 3 Cam. Bay 15 grads	Diploma, Yr1 Cam. Bay 20 students	Diploma, Yr 2 Cam. Bay continued	Diploma, Yr3 Cam. Bay 15 grads	Diploma, Yr 1 Cam. Bay 20 students	30 diploma
	Aboriginal Lit. Cert. 20 students	Aboriginal Lit. Cert. continued	Aboriginal Lit. Cert. 15 grads				15 ALCert
		B Ed year 3 10 students	B Ed year 4 10 grads		B Ed year 3 10 students	B Ed year 4 10 grads	20 B Ed
Students	142	145	141	99	94	65	92 diploma 62 AL Cert 52 B Ed

APPENDIX “E”

<p>Snapshot of a Community School Attagoyuk School Pangnirtung, NWT</p> <p><i>Based on an interview with Lena Metuq, Principal , Alookie School, Pangnirtung, NT.</i></p>
<p>Staff</p> <p>Inuit teachers fill 12.5 positions out of a staff of 14. The culture of the school reflects that of the community and Inuktitut is the working language. The principal and program support teachers are Inuit.</p>
<p>Curriculum</p> <p>The new Inuktitut curriculum, Inuuqatigiit, is the basis of all programs. The Inuit teachers are thoroughly familiar with the content. They know its importance to the students and understand the connection between Inuuqatigiit and the community.</p>
<p>Elders</p> <p>The staff met last year to set guidelines for having elders in the school. Inuit teachers are able to communicate clearly, in Inuktitut, what they want the elders to do. They are also able to relate to the elders with culturally appropriate behaviours. Elders are used as a resource to both the students and staff.</p>
<p>Attendance</p> <p>Attendance was remarkably increased during the year. Inuit teachers are able to speak directly to parents about students' performance and parents feel more comfortable with the school. Communication with parents results in good working relationships, improved behaviour patterns and better learning by students.</p>
<p>Role Models</p> <p>The Inuit teachers see themselves as role models in the community. They feel pride in being professional Inuit educators. This gives students the necessary models to emulate and creates a sense of pride in the school and in oneself.</p>
<p>Community</p> <p>The school is working hard at being part of, not apart from, the community. The teachers speak the language of parents and students. The curriculum reflects the beliefs, values and knowledge of Inuit. Elders, teachers and students interact in positive ways in an environment which reflects the local culture.</p>

APPENDIX “F”

Testimonials

Nunavut educators comment on community based programs:

1. In three years we have more than doubled our number of Aboriginal teachers. This never would have happened without the community programs.
2. Look at the number of Inuit teaching now in the Keewatin, Kitikmeot, Igloodik, Pangnirtung and others! The kids in these schools are learning in their first language!
3. If we had never offered the community based programs, where would we be with Inuktitut in those communities and regions?
4. They (CTEP's) enable us to obtain our certification at home where we can be with families and have less worries.
5. The school is able to hire more Inuit which the community can understand and work more closely with.
6. They (CTEP's) attract potential teachers who could not attend college or university away from home.
7. Educators are more willing to take professional development if courses are offered in their home town or region.
8. You can practice teach with students who are familiar with you.
9. Community councils do the selection or make recommendations.
10. They receive training on the job and confidence is gradually increased.

Thanks to Lena Metuq, Nellie Kusugak, Elizabeth Karetak, Edna Elias, Metro Solomon, Tom Stewart, Ruth Paungrat and Naullaq Arnaquq for these comments.

APPENDIX “G” Western NWT Statistics

Table#21: **Community teacher education programs/Graduates: 1991 - 1999**

1991 - 1993	Diploma Graduates
Campus-Based Program	23 diplomas
Community Based Program:	
Rae/Edzo	10 diplomas
Sub-total	33 diplomas
1993 - 1999	
Campus-Based Program	28 diplomas
Community-Based Programs:	
Beaufort-Delta	22 diplomas
Dogrib	8 diplomas
Yellowknife	6 diplomas
Dehcho	8*diplomas
Sahtu	6*diplomas
Sub-total	78 diplomas
Total	111 diplomas

*Programs in progress and completion dates: Dehcho - 1998, Sahtu - 1999

Table #22: Aboriginal Teachers with a minimum 2-year teaching diploma

PRE-STRATEGY			DURING STRATEGY		POST-STRATEGY	
DISTRICT EDUCATION COUNCILS	*NUMBER/ TOTAL 1992	% 1992	*NUMBER/ TOTAL 1997	% 1997	**Projected Number 2000	Projected Percent 2000
Beaufort-Delta	5/84	6%	27/102	26%	27/102	26%
Dehcho	6/37	16%	10/49	20%	16/49	33%
Dogrib	12/41	29%	21/53	40%	21/53	40%
Sahtu	8/32	25%	7/45	16%	11/45	24%
South Slave	14/117	12%	13/112	12%	13/112	12%
YK #1	1/141	0%	1/165	1%	4/165	2%
YK #2	2/73	3%	3/93	3%	6/93	6%
Total	48/525	9%	82/619	13%	98/619	16%

Source: DEC Survey, January 1997 and GHRS. Number of aboriginal teachers/ total number of teachers per board

**Projected number and percent of aboriginal teachers using '97 DEC totals in regions where there is a CTEP which will be completed by 2000. This does not take into account any increase in the total number of teachers in the region.

Table #23: Aboriginal teachers including Aboriginal Language Specialists and Aboriginal Teachers

PRE-STRATEGY			DURING STRATEGY		POST-STRATEGY	
DIVISIONAL EDUCATION COUNCILS	NUMBER/ TOTAL 1992	% 1992	*NUMBER/ TOTAL 1997	% 1997	**Projected Number 2000	Projected Percent 2000
West						
Beaufort-Delta	15/94	16%	38/102	37%	38/102	37%
Dehcho	12/43	28%	15/49	31%	21/49	43%
Dogrib	18/47	38%	26/53	49%	26/53	49%
Sahtu	11/35	31%	13/45	29%	17/45	38%
South Slave	15/118	13%	14/112	13%	14/112	13%
YK #1	1/141	1%	1/165	1%	4/165	2%
YK #2	2/73	3%	3/93	3%	6/93	6%
Total	74/551	13%	110/619	18%	126/619	20%

Source: DEC Survey, January 1997 and GHRS. Number of aboriginal teachers/ total number of teachers per board

**Projected number and percent of aboriginal teachers using 1997 DEC totals in regions where there is a CTEP which will be completed by 2000. This does not take into account any increase in the total number of teachers in the region.

Table #24: Aboriginal Population and Aboriginal School-Age Children Per Region per Region

Region	Aboriginal Population		Aboriginal School-age children	
Beaufort-Delta	4360/6267	70%	1455/1645	88%
Dehcho	2090/2656	79%	621/721	86%
Dogrib	2220/2442	91%	782/811	96%
Sahtu	1605/2224	72%	542/663	82%
South Slave	3555/7328	49%	1182/1953	61%
Yellowknife	2625/15179	17%	1009/3721	27%

1991 Canadian Census (Aboriginal population ECE Student Records, October 31/96 breakdown not available for 1996 Census.)

Table #25: Projected Number of Aboriginal Teachers to Reach Representative Workforce by 2005 in Western NWT

Teaching Positions 96/97	% Aboriginal Teachers	# Aboriginal Teachers	Aboriginal Goal 47%	Aboriginal Teachers Needed	Aboriginal Teachers Needed with 4% Annual Attrition
619	18%	110	291	181	207

Source: DEC Survey, January 1997 and GHRS

Table #26: Economic Benefit to Aboriginal Teachers in Western NWT as a Result of the Strategy

Region	Aboriginal Teachers 1992	Aboriginal Teachers 1997	Aboriginal Teachers 2005
South Slave	14 teachers = \$483,821	13 teachers = \$527,566	24 teachers = \$973,968
Dehcho	6 teachers = \$223,302	10 teachers = \$405,820	22 teachers = \$892,804
Beaufort-Delta	5 teachers = \$186,085	27 teachers = \$1,095,714	42 teachers = \$1,704,444
Sahtu	8 teachers = \$297,736	7 teachers = \$284,074	13 teachers = \$527,566
Dogrib	12 teachers = \$446,604	21 teachers = \$852,222	36 teachers = \$1,460,952
Yellowknife	3 teachers = \$111,651	4 teachers = \$162,328	25 teachers = \$1,014,550

Note: Salary figures based only on a base salary at Step 1, Level 3 with no allowances or experience increments shown in the totals. Salary for 1992 and 1997 used.

APPENDIX “H”

Aurora College Proposed Six-Year Plan

	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	Graduates
Region A Inuvik	Year 2 Sahtu CTEP	Access	TEP Year 1 ALTEP	TEP Year 2	TEP Year 3	Access	15 diplomas 15 ALTEP
Region B Yellowknife	Access	TEP Year 1 ALTEP	TEP Year 2	TEP Year 3	Access	TEP Year 1	15 diplomas 15 ALTEP
Region C Fort Smith	TEP Year 1 Year 3/4	TEP Year 2 Year 3/4	Access Year 3/4	TEP Year 1 ALTEP Year 3/4	TEP Year 2 Year 3/4	Access Year 3/4	30 diplomas 15 ALTEP 60 B Ed
Aurora College HQ	TEP Coordinator	TEP Coordinator	TEP Coordinator	TEP Coordinator	TEP Coordinator	TEP Coordinator	Totals 60 diplomas 45 ALTEP Cert 60 B Ed

The Aurora College Teacher Education Program six-year plan is a blueprint for program delivery. It is based on the assumption that the present two-year diploma will be extended to a three-year diploma. An additional fourth year will be required for the Bachelor of Education. It also assumes that Aurora College will become a degree-granting institution.

An Access program will include Aboriginal Language Immersion for students who do not have the language requirements for the Aboriginal Language Teacher Education Program. It will also provide an academic preparation for entrance into the Diploma program which includes English, Math and Science.

Each year, B Ed courses will be available on a part-time basis to multiple sites during the fall/winter through distance or on-site delivery. Summer School will be available on-site to 2 locations each year and rotated throughout the regions. Locations will be determined by interest and need of the DEC's.

The Aboriginal Language Teacher Education Program will be available on a full-time basis and run in conjunction with year one of the Diploma program in each location.

APPENDIX "I"

Snapshot of a Community School Chief Jimmy Bruneau School Rae/Edzo, NWT <i>Based on interview with Jim Martin, Principal, Chief Jimmy Bruneau High School, Edzo, NT</i>
Staff In the community, there is a great deal of pride in Aboriginal teachers, particularly among the elders. They provide stability and continuity to language and cultural programs which now happen "automatically".
Curriculum Dene Kede is facilitated by having Dogrib teachers in the school. Cultural/traditional values are reflected in the school through Dogrib Language 15, 25, 35; Special events such as The Birchbark Canoe Project, Spirituality Week and the annual canoe trek for elders, students, community members.
Elders At all levels there is an increased appreciation of the need and usefulness of elders in the school. As Dogrib teachers make up 25% of our staff -- their viewpoint is more predominant than before -- a greater focus on spirituality and wellness from Dogrib teachers that includes elders in the school.
Attendance Attendance has historically been getting better -- it is difficult if not impossible to attribute this solely to Dogrib teachers. There are other factors: recognition in the community that education equals jobs and this message is given again and again by leaders and industry. Other contributing factors are the renovation of the school and course changes.
Role Models When students see talented Dogrib teachers working in close proximity it has a very positive effect. The Dogrib teachers can empathize so much better because they KNOW what the kids are going through. Students believe that they can do what they see their own people doing. Our high school students see others going on to college, university and now are eager to follow. We have over 40 students out of the community in college, trade schools etc. and it is having a significant impact on younger students' attitudes.
Community The Dogrib teachers give the school a familiar face that provides some reassurance and increases comfort levels for community members. Homework, study, course requirements, credits, modules, graduation requirements are more regularly discussed in the community and understood because of the Dogrib teachers.

APPENDIX “J”

Western NWT Testimonials

1. (Remembering her experience during her practicum). *It was so exciting to see the response of the children. They were really relating to the culture in the schools. Even the quietest children had some responses.* (South Slave TEP graduate)
2. *The principal is a bridge between the school and the community.* (South Slave TEP graduate)
3. *Aboriginal teachers are in the best position to make a difference if we can improve the quality of native children’s lives and give them the freedom of creativity without compromising their own identity. Native teachers have been there and lived it. We understand.* (South Slave TEP graduate)
4. *Whenever I’m working in the school, I feel I am giving to the community. It is very important to do a good job. I am teaching the children to be good Dene students.* (Dogrib Region TEP graduate)
5. *I just love teaching! I care for them (students) all and I want them all to know that. I am also very firm and have high expectations for behaviour.* (Dogrib Region TEP graduate)
6. *I really want my B Ed so much. It is a financial struggle without it.* (Dogrib Region TEP graduate)
7. *Aboriginal teachers should make the school comfortable for the children--a community place.* (Dogrib Region TEP graduate)
8. *In TEP at Fort Smith, I learned a commitment to doing things and keeping to deadlines. It was very challenging - lots of assignments - instruction very well structured.* (Dogrib Region TEP graduate)
9. *Support of the community and family gave me a lot of courage to make that commitment.* (Dogrib Region TEP graduate)
10. *A teacher can continue to learn from her students.* (Dogrib Region TEP graduate)
11. *There is a real need for bilingual teachers who are strong in the profession. Language is a gift to the children.* (Dogrib Region TEP graduate)
12. *Holding on to your language and being a teacher shows students how important it is.* (Dogrib Region TEP graduate)

13. *As principal, I saw the school as a community school to serve the parents and children. (Sahtu Region TEP graduate)*
14. *There was an open door policy for all parents to come in any time. (Sahtu Region TEP graduate)*
15. *Education in the north followed a three-step approach. First, parents sent their children to school with no questions asked. Second, parents started to question the system. This was a positive step. Third, parents started to support the school and became involved. (Sahtu Region TEP graduate)*
16. *The look on a child's face when he/she has grasped a difficult concept is one of the best rewards in teaching. (Inuvik Region TEP graduate)*
17. *Children need to see that there are opportunities out there for them and all they have to do is work for them. (Inuvik Region TEP graduate)*
18. *It was a really good feeling to come back to Jean Marie River as a teacher. Mom still lived there. Teaching in a multi-grade situation was not the big problem I expected. (Dehcho Region TEP graduate)*
19. *When I went back to Jean Marie River as a teacher only two children in the school were fluent and two spoke passable Slavey. This made me decide to do more work developing language and cultural programs. (Dehcho Region TEP graduate)*
20. *Progress has been made in language and cultural programs. When I first started teaching I had to use a store room and no learning materials. Now we have a curriculum. (Dehcho Region TEP graduate)*
21. *As a teacher, your life has to be calm. You have to be real dedicated; know where you stand in life; really understand what you are teaching; believe in good things; help everyone see the good things in life and work toward them. (Dehcho Region TEP graduate)*
22. *I realized you should never give up on any child; believe in each individual child and you will find his/her special quality. (South Slave Region TEP graduate)*
23. *I'll never forget my first teaching experience in Fort Good Hope. The people were so good to me. The teachers helped me set up my classroom and often fed me at the end of an exhausting day. The principal and his wife were almost like parents. (Sahtu Region TEP graduate)*
24. *You have to gain the trust of the community and then you can become very productive. (Sahtu Region TEP graduate)*

25. *TEP has opened doors for me and I know I can always go back. TEP has been an excellent educational foundation. (Sahtu Region TEP graduate)*
26. *TEP builds self-esteem, self-confidence and provides on-going language development for life to refine you in every aspect and to make you a very professional person. (Sahtu Region TEP graduate)*
27. *A child's father went to the school twice recently to inquire about his daughter. He had never even considered doing that in the past but the atmosphere in the school is now very comfortable and inviting. (Inuvik Region TEP graduate)*
28. *Some of my best teaching experiences involve bringing children and elders together. It brings back that connection and the necessity to bridge the gap. (Inuvik Region TEP graduate)*
29. *It's so critical how we present ourselves because of the impact we have on lives. Students are not our clients; they're possible friends and they could very well be our own. (Inuvik Region TEP graduate)*
30. *Some of the things that are integral to the lives of western society is now reverting back to such as respect for the land, nature and the animals. That's the biggest factor for keeping us humble. Western society has put itself above nature and we are all now feeling the effects of it. (Inuvik Region TEP graduate)*