

Elementary
and
Junior Secondary School
Handbook

2006-2007

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Introduction

The Department of Education, Culture and Employment is committed to investing in and providing for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

With that end in mind, this handbook provides up to date information on relevant policies, guidelines, approved school curricula, and program and student support services in the Northwest Territories. This handbook is for the use of administrators, teachers and others involved in the delivery of elementary and junior secondary school programs.

The content of this handbook is based upon the following Departmental publications, which should be available for reference in all schools:

- *People: Our Focus for the Future: A Strategy to 2010*
- *Our Students, Our Future: An Educational Framework (1991)*
- *Education Act, 1996*
- *Regulations of the Educational Act, 1996*
- *Building on Our Success: Strategic Plan 2005-2015 (2005)*

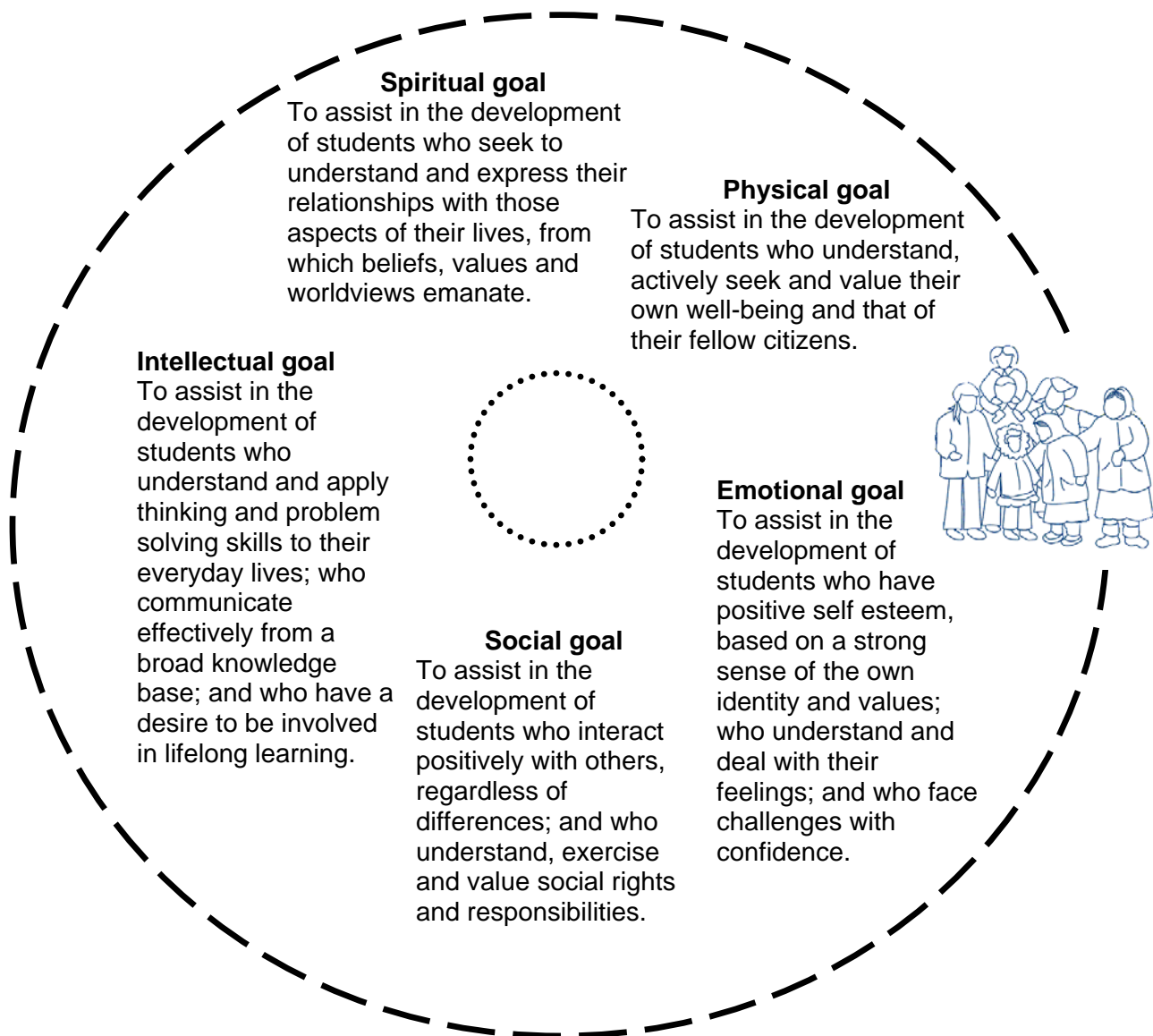
Departmental Directives:

- *Educating All Our Children: Departmental Directive on Home Schooling, 1997*
- *Educating All Our Children: Departmental Directive on Private Schooling, 1997*
- *Educating All Our Children: Departmental Directive on Magnet Facilities, 1998*
- *Educating All Our Children: Departmental Directive on the Management of Information in the Student Record and other Records Pertaining to Students, 1998*
- *Educating All Our Children: Departmental Student Assessment, Evaluation and Reporting, 2001*
- *Departmental Directive for Career Development Across the Lifespan, 2001*
- *Aboriginal Language and Culture Based Education Departmental Directive 2004*
- *Preparing for Tomorrow: Departmental Directive on Community Secondary Schooling 1994*
- *Religious Instruction in the Public Schools 1998*
- *Ministerial Directive – Use of Education Facilities 1998*
- *Direction Regarding Child Abuse Protocol 1998*
- *Directive Regarding School Fees for Treaty Right Holders 2003*
- *Clarification of Directive Regarding School Fees for Treaty Right Holders 2004*
- *Direction on Evaluation and the Promotion of Professional Growth for Teachers in NWT Schools 2004*
- *Directive on Standardized Testing – Alberta Achievement Testing 2004*
- *Directive Regarding Criminal Records Checks Upon Recertification (2006)*
- *Ministerial Directive on Inclusive Schooling, 2006*

The Goals of Schooling

In the Northwest Territories, we strive to offer schooling for our children which provides a secure, nurturing environment that reflects the culture of the community in which the school is located, and promotes the participation of educational staff, students, families and the community in making decisions about learning. Schools in the NWT work to promote the balanced growth of students, recognizing and responding appropriately to student diversity, including differences in learning styles and preferences. We teach students how to learn.

In this context, we work towards the following five goals of schooling:



(Our Students, Our Future, An Educational Framework, 1991)

Achieving the Goals

To build on our successes and to address the challenges involved in attaining the identified goals of schooling, strategic actions, priorities and foundational understandings have been agreed upon.

Inclusive Schooling

For complete information on Inclusive Schooling, please refer *Ministerial Directive on Inclusive Schooling, 2006*.

The *Education Act (1996)* incorporates the current “inclusive schooling policy” of the Department of Education, Culture and Employment. It gives all students, whenever possible, access to an education program in a classroom setting, and says that support services will be provided to assist students to be successful in their school program.

Inclusive schools educate all students in regular classrooms in one of three programs:

1. **Regular Program** -A regular program is determined by the learning outcomes articulated in the NWT curricula.
2. **Modified Program** -A modified program retains the learning outcomes articulated in NWT curricula, typically at a level other than the assigned grade level. Based on student strengths, needs and interests, a collaborative process is used to determine and document/record necessary program changes.
3. **Individual Education Program** - An Individual Education Program is a comprehensive written education plan with goals and objectives, determined through a collaborative process, driven by the strengths, needs and interests of the student. It may or may not include outcomes articulated in NWT curricula.
4. In the NWT, a standard template for planning Individual Education Programs (IEPs) has been developed and is required to be used in planning and documenting IEPs, as has an NWT template for a Student Support Plan to be used to plan for modified programming.

In addition to educating all students in regular classrooms, inclusive schools:

- build programs which respond to the diverse strength and needs of students;
- promote involvement of parents/guardians;

- have ongoing staff development to ensure that teachers have skills to respond to the range of challenges and learning needs;
- have staff and services to support the role of the classroom teacher;
- have a school team and an inter-agency team to support the role of various staff, and;
- provide public awareness about meeting the diverse needs of students.

While all students need support in order to reach their potential, the type and amount of support varies from one individual to another. A variety of specific, well planned supports at the school and board level can help students overcome problems which interfere with their learning, and help them reach their full potential – emotionally, socially, physically, spiritually and intellectually.

Support could include:

Academic Supports

- in specific subjects
- assistance with homework
- small group or individual instruction

General Skills Supports

- in organizing self and materials
- in focussing and staying on task

Personal and Counselling Supports

- in relating to others
- in anger management
- in problem solving
- attendance counselling
- behaviour support plan (group or individual)

Assessment Supports

- academic
- behavioural/social/emotional
- medical

Program Supports

- Individual Education Plan (IEP)
- Modified Education Plan (MEP)
- documented accommodations for success in a regular education program

Specialized Rehabilitation or Medical Supports

- Speech and language therapy
- Occupational therapy
- Physiotherapy

- Services for the hard of hearing or deaf
- Home care

Personal Assistance Supports

- Assistance with personal care
- Assistance with mobility
- Mobility aid (e.g. wheelchair)
- Alternative communication (e.g. sign)
- Communication aid (e.g. hearing aid, FM system, etc.)
- Alternative and augmented communication
- Special transportation
- Adapted furniture
- Life skills training
- Special materials
- Assistive devices
- Monitoring and/or administration of medication
- Alternative activities for reasons of medical conditions

Student support should benefit all students, but particularly those at risk of not completing school. While the specific supports available in any given school will vary according to local needs and board priorities, student supports will be most effective when there is an active school team and interagency team, as well as active family and community involvement.

Planning an Inclusive Program

Responding to individual needs does not mean that each student in the room should have a program which is completely different from every other student's program. That is an unrealistic expectation for any teacher with a classroom full of students.

Students in the classroom are grouped according to their strengths, interests and needs. The group of children who require enrichment challenges in a math unit however may not be the same children who require enrichment challenges in a language arts unit, although some students may be involved in both enrichment groups. The configuration of the group changes with the need for the skills being taught.

The number of students in a specific grouping may vary from one individual to a whole class. Within the concept of inclusive programming the teacher's perspective changes from one where students in the classroom are seen as "regular" or "special" to one where students are all learners requiring appropriate individualized educational programming. This necessitates accurate and ongoing assessment of those strengths and needs and flexible groupings which are constantly in flux as the learning requirements for individuals within those groups change.

Inclusive Schooling is mandated in the NWT. Each District Education Authority is funded for a consultant responsible for Inclusive Schooling who can provide additional support/information. For complete information on Inclusive Schooling, please refer to *Ministerial Directive on Inclusive Schooling 2006*.

Program Adaptations

Education staff shall make adaptations to the school program of a student (enrichment, modified, Individual Education Plan) where the education staff considers the adaptations necessary to accommodate the needs or abilities of the student through various program strategies to meet curricular expectations.

On a Modified Education Program, a student is meeting the regular curricular goals, but is provided with some modified form(s) of evaluation, (i.e. oral tests, scribes). If this is not sufficient to ensure success, one would add modification of student output (i.e. reduced amounts of work, modified criteria for assignments), then move to modification of information input (i.e. simplified text, taped text) and lastly to modification of learning goals. Where learning goals are significantly altered, an Individual Education Plan (IEP) is required.

If the objectives of the education program are too challenging for a student or do not challenge a student sufficiently, the principal may recommend to the student's parent the development of an Individual Education Plan for the student, or the student's parent may in writing request the principal to develop an Individual Education Plan. For students requiring an IEP, refer to the *NWT IEP Guidelines, (2006)*.

Consultation with Parent

The principal or a school team designated by the principal shall consult with the student's parent(s) in making any decision concerning an Individual Education Plan for the student including the development, content, implementation, evaluation and alteration of the Individual Education Plan.

The principal must obtain the written approval of the student's parent of the Individual Education Plan for the student before the Individual Education Plan is implemented. The student's teacher shall keep the student and the student's parent informed of the student's progress under the Individual Education Plan.

Appeal Procedures

Parents, as the primary advocates for their children, have a right to be informed about and involved in their children's educational programs. Decisions about an individualized education program and services for children involving an Individual Educational Plan (IEP) must be reached by mutual agreement between school personnel and parents/guardians.

Parents/guardians have a right to approve an IEP developed for their child. Where it has been decided that an IEP is not necessary for a particular child, parents/guardians may appeal that decision. In a few instances, parents/guardians may disagree with the individual education plan developed for their child. In such cases, they may appeal decisions about their child's plan. Parents who disagree with a decision made by school staff or the DEA must be informed of the resolution and appeal process.

Parents/guardians may also appeal other decisions of the Divisional Education Council/District Education Authority (DEC/DEA) that significantly affect the education, health or safety of students. For instance, the parents/guardians might appeal a decision regarding supports provided to a child.

The July 1996 enactment of the *Education Act* means that:

- the role of the Department of Education, Culture and Employment is to set the regulations for the appeal procedure; not to hear appeals;
- an appeal may only be made to the body that made the decision with which the parents/guardians takes issue; for instance, an appeal of a decision made by the District Education Authority may only be made with the District Education Authority; an appeal of a decision made by the Divisional Education Council may only be made with the Divisional Education Council;
- in each instance, there is no higher level of appeal, with the exception in the case of expulsion, which can be appealed to the Minister.
- the decision of the committee that hears the appeal is final.

It is assumed that education bodies, parents and students will proceed with an appeal as quickly as possible and with careful attention to the procedures outlined in the Education Appeal Regulations. All appeals will be conducted according to the principles of natural justice.

Procedures for Appeal At the District Level:

1. The parents/guardians shall be informed of their right to appeal and of the appeal procedures.
2. The process of resolving disagreements shall involve:
 - in the case of a decision by education staff, a review at the school level by the principal;
 - where a disagreement has not been resolved at the school level, the parent or student shall notify the District Education Authority, in writing, of the disagreement;
 - the District Education Authority shall attempt to resolve the disagreement; if it is unable to do so, it shall notify the parents and

student, in writing, that the parents may request an appeal committee to review the decision.

3. An appeal committee shall be established in accordance with procedures set out in the regulations with members chosen by the parent and the District Education Authority. The chairperson of the appeal committee will review the decision and decide whether there are sufficient grounds for the committee to hear the appeal.

If, in the opinion of the chairperson, there are insufficient grounds for the appeal, or the appeal is frivolous or vexatious, the appeal shall not be heard. A decision of the chairperson not to hear the appeal is final and the chairperson shall notify the student, student's parents and the District Education Authority of the decision and the reasons for the decision, in writing.

4. Where the chairperson agrees to hear the appeal, the appeal committee shall investigate and hear the appeal in accordance with the procedure set out in the regulations. Upon completion, the appeal committee shall report its decision and the reasons for its decisions, in writing, to the student, student's parents and the District Education Authority. The decision of the appeal committee is final.

Procedures for Appeal at the Divisional Level:

If the parent or student disagrees with a decision of the Divisional Education Council there are similar procedures in place to appeal that decision.

Particulars about time frames, the selection and composition of the appeal committee, and further details about roles and responsibilities of committee members for hearing appeals have been developed in accordance with the *Education Act* and have been set out in the Regulations.

Language and Culture

Today, the NWT embraces a broad diversity of cultures – aboriginal and non-aboriginal – evolving to meet the demands of a modern society. The worldview and value of each culture are embedded in its language.

The legislation of the NWT recognizes eleven official languages: Inuktitut, Inuinnaqtun, Inuvialuktun, North Slavey, South Slavey, Dogrib (Tlicho), Chipewyan, Gwich'in, Cree, English and French. The use of each language varies considerably. Some Aboriginal Languages are struggling for survival and renewal; others are striving to be maintained; all have a desire to be strengthened. Each community has its own cultural needs and priorities, and each must determine the programs and services that will respond to these priorities. In the NWT, bilingual education includes 1st language programs, 2nd language programs, and immersion language programs in one or more of the official languages.

All NWT curricula are written from a Northwest Territories' perspective, reflecting the health and vitality of many cultures in a rapidly changing environment. They incorporate traditional knowledge, use northern geographic examples, and are supported by culturally appropriate learning materials. They provide an opportunity for northern students to understand and experience each other's perspectives.

Two Aboriginal foundational documents have been developed: *Dene Kede* and *Inuuqatigiit*. They incorporate languages and cultures into the school, and provide a framework through which all NWT curricula are taught. Through *Dene Kede* and *Inuuqatigiit* we can sensitize ourselves, each other, and the world outside to Aboriginal cultures, knowledge, values and beliefs.

Dene Kede

Dene Kede encompasses the language, culture and the way in which five Dene nations view the world. Themes such as drumming, fire, water, and rivers, caribou, fish, and earth medicine are used to reinforce and teach the four concepts central to Dene perspective: the Spiritual World, the Land, the Self and the People. The purpose of the curriculum is not simply to enhance Dene culture and language, but to help students develop respectful relationships with themselves, other people, the spirit world and the land.

Inuuqatigiit

Inuuqatigiit is a curriculum which focuses on the enhancement and enrichment of Inuit culture, heritage and language. Students will learn about Inuit history, traditions, knowledge, values and beliefs. Inuuqatigiit is based on the philosophy and value system of the Inuit. Inuuqatigiit

means Inuit to Inuit, people to people, or family to family. It also implies a unity between people.

While Dene Kede and Inuuqatigiit are not Language Arts Curricula, they do promote meaningful language use. Language is interwoven with culture and heritage.

The development of a curriculum template for Aboriginal Languages is currently in progress.

Aboriginal Languages and Culture Based Education Directive

The Minister of Education, Culture & Employment issued a directive on Aboriginal Language and Culture Based Education in September 2004. This directive for schools clarifies use of funding directed toward Aboriginal language and culture instruction. The purpose of this directive is to:

- ensure the school system supports and reflects Aboriginal language and culture based education;
- give direction and ensure accountability for the use of the funding provided by the GNWT to DEC's and DEAs for language and cultural programming;
- provide direction and support to Boards for planning, developing, delivering, supporting and evaluating Aboriginal language and culture programming in the NWT schools;
- clarify roles and responsibilities related to the establishment of language and culture based education programs in NWT schools.

Early Childhood

Children's experiences during their early years are critical in forming the foundation for their development throughout their lives. During these years, children develop healthy bodies, self-confidence and strong sense of self-esteem. They learn their own culture and language – a strong basis for all other learning. NWT Early Childhood Programs support the development of community based child-care programs and support parents and the community in their delivery. Our programs and projects are based upon current early childhood research and best practice, which states that from conception and up to age six, all children develop the foundation of their physical, social, emotional, spiritual and intellectual skills and attitudes. Increasing positive stimulation, providing learning and supportive opportunities for parents and encouraging parents to read to their children all promote early childhood development. Potential difficulties in the child's later life can be minimized or prevented through effective early intervention with suitable programs and services.

Early Childhood Programs

Child care services are already making an important contribution to child development and family life in the NWT. The present program emphasizes childcare as a support for parents to access education or employment. Where childcare is located in a school, young parents and future parents gain an opportunity to learn about children's growth and development through working in an early childhood program. Early childhood programs that provide early learning and child care to children 0 to 11 years of age in absence of parents are governed by the NWT Child Day Care Act (1994) and its associated regulations and standards. For children who attend the formal school system, the NWT Child Day Care Act must be followed when they are in a program outside of regular school hours.

Kindergarten

Kindergarten programs in the NWT are to be provided for a minimum of 485 hours per year, for children age 5 by December 31 of the current school year. Kindergarten programs can be half-time or full-time. To qualify for full-time funding from the Government of the NWT, a Kindergarten program must be offered in a school for a minimum of 750 hours per year.

Attendance in Kindergarten is not mandatory in the NWT.

School Counselling Programs



Although specific school staff members most often implement School Counselling Programs, everyone has a role in the support of children, youth and families. The more that everyone understands and appreciates their own roles and the situations faced by children, youth and families, the more effective any support or intervention will be.

The Honouring the Spirit of Our Children (2004)

documents provide information about the history of school counselling positions, as well as models and suggestions for future school counselling practice. The model presented is based on the Goals of Schooling (*Our Students, Our Future: An Educational Framework, 1991*)

The model can be used in a variety of ways – to assess children, youth and families; to coordinate support and interventions; and to assess programs and services. This model helps identify what is required by individual students or groups to be more successful. School Counselling Staff may use this model as a referral so that they have the information from teachers who are concerned about a child or youth in your class.

The model for each child, youth or family may look very different. The purpose is to identify areas in which there is a lack of attention or activity and to provide accessible suggestions of how to support or intervene in that area. For example, we know that if a person is hungry or tired, it is very difficult to concentrate or problem solve. Ensuring that physical goals are attended to may mean that a child or youth is less disruptive and more successful in the classroom, the school and the community.

Honouring the Spirit of Our Children: a Handbook for School Counselling Programs in the NWT (2004) provides practical information about counselling practice and tools to support and intervene with children, youth and families. There are links to websites that provide additional information about each tool.

As per the *Directive Regarding the Child Abuse Protocol (1998)*, all personnel working in a school should be trained in handling disclosures and in reporting child abuse, as per *Dealing with Child Abuse: a Handbook for School Personnel*. This handbook was revised and reprinted in 2005.

Career Development

Career development occupies a pivotal role in schools. It links the needs of students to the community and it provides a bridge between the individual's current and past activities to his or her future.

Schools are creating and supporting a career development climate including infusion of career awareness through curricula. In Kindergarten through grade 12, the foundation for lifelong career development is established. As defined in *The Departmental Directive for Career Development Across the Lifespan (2001)*, this foundation includes:

- A career development culture in the classroom, where teachers help students connect to and value work of all kinds, and experience a range of work choices, both traditional and contemporary.
- A developmental, progressive framework with clearly identified learning outcomes.
- Exposure of students to a variety of experiences to acquire skills and explore abilities and interests.
- Providing students and staff with high-quality career, labour market and financial information.
- Building strong partnerships with families, communities and employers to strengthen support for student choices and future success.
- Ensuring students have the skills, knowledge and attitudes to successfully make transitions from the school system to further education and/or work.

The following resources have been developed by Northwest Territories Education, Culture and Employment to support career development in the elementary and junior secondary grades:

NWT Blueprint for Life/Work Designs: A Teacher Resource Manual (2003)

Grades 4 to 6 Career Awareness Resource (2002)

Linking Professions (2001) for Grades 7-12

Making Connections (2000) for Grades 7-9

The completion of a Career and Program Plan (CPP) is a graduation requirement, must be completed before a student enters grade 10, and is worth one compulsory credit towards graduation. The CPP enables the student to choose appropriate courses for grade 10 and is updated annually so a student can reassess his/her goals in light of the year's academic and life experiences and appropriately select courses for the upcoming year. More information on the CPP is available in the Senior Secondary School Administrators' Handbook in section 9. The template for the Career Program Plan is available on the ECE website www.ece.gov.nt.ca

Information and Communication Technology

Technology is a part of almost every aspect of life and learning today.

Technology refers to the way we do things – the processes we use, such as the assembly line or the job procedures, and the tools and machines that we use to do work, such as computers. Today, we think of technology as computers, but computers are only a small part of what technology is all about. Our students need a broad range of technology skills that will serve them well in a variety of situations.

Technology provides the process and tools to identify and gather data, as well as classify and organize, summarize and synthesize, and analyze and evaluate information. These processes are best learned through applying them in activities, projects and problems that replicate real-life situations, and through applying technology knowledge and skills while learning in content areas such as language arts, mathematics, science and social studies.

Students will learn:

- That, although technology is often complex, it is simply “a way of doing things”
- About the impact of technologies in their lives and workplaces
- How to determine which processes, tools and techniques to use, and when to use them
- How to use and apply a variety of information and communication technologies to problem solving, decision making, inquiring and researching in the context of other subject matter.

Information and communication technology covers three different types of skills:

1. a **foundation** of knowledge, skills and attitudes that deals with topics such as basic computer skills, Internet safety, ergonomics and e-commerce;
2. a set of **skills** that address productivity, for example composing, organizing, managing, graphically displaying data and information and using networks
3. **applications** of these processes that provide practical experience in communicating, investigating, decision making and problem solving.

The NWT is committed to addressing ICT through infusion of ICT skills and knowledge into activities in other subject areas, with the purpose of enhance teaching and learning through a focus on ICT, as well as providing students with technology skills and knowledge. Teachers must plan classroom activities to include appropriate ICT activities, and provide opportunities in various subject areas for students to demonstrate their ICT competencies.

Authorized Curriculum Resources 2006-07

This section lists curriculum resources authorized by the Minister of Education for use in Northwest Territories schools. Curricula from jurisdictions other than those listed in this chart are not authorized for use in the NWT.

Approval of programs and learning materials developed to support approved curricula within regions/boards should be obtained through the appropriate Superintendent of Education of the jurisdiction. Similarly, all inquiries concerning curricula, learning materials and program implementation should be directed to the Superintendent of Education (or his/her designate) responsible for the jurisdiction.

Unless otherwise noted, curriculum documents are available on the ECE website at www.ece.gov.nt.ca.

Subject	Curriculum Document	Grades
KINDERGARTEN	<i>Northwest Territories Kindergarten</i>	K
	<i>Programme d'éducation de maternelle – français langue première (1999, Alberta)</i> http://www.learning.gov.ab.ca/french/maternelle/matfr.asp	M (Fr)
	<i>Programme d'éducation de maternelle – immersion (1999, Alberta)</i> http://www.learning.gov.ab.ca/french/maternelle/matimm.asp	M
DENE CULTURE	<i>Dene Kede K-6 (1993)</i> <i>Dene Kede 7 (2002)</i> <i>Dene Kede 8 (2003)</i> <i>Dene Kede 9 (2004)</i>	K-6 7 8 9
INUIT CULTURE	<i>Inuuqatigiit (1996)</i>	K-12
ABORIGINAL LANGUAGES	Under development	K-9
FRENCH (FSL)	<i>NWT French as a Second Language (1994)</i>	1-12
FRENCH (IMMERSION)	<i>French Language Arts: Immersion (Alberta, 1995)</i> http://www.learning.gov.ab.ca/french/FLA/	1-12
	<i>NWT Middle Immersion</i>	4-6
FRENCH (FFL)	<i>Français, arts langagiers (Alberta)</i> http://www.learning.gov.ab.ca/french/francais/	1-12 Fr.

ENGLISH LANGUAGE ARTS	<p><i>Northwest Territories English Language Arts K-6 (2003 (interim document)</i></p> <p><i>WNCP Common Curriculum Framework for English Language Arts (1998)</i> http://www.wncp.ca</p>	<p>K-6</p> <p>7-9</p>
MATHEMATICS	<p><i>WNCP Common Curriculum for K-12 Mathematics, 1995</i> http://www.wncp.ca</p> <p><i>PONC Mathématiques</i> http://www.wncp.ca</p>	<p>K-9</p> <p>M-9 Fr.</p>
SCIENCE	<p><i>NWT K-6 Science and Technology Curriculum (2004)</i></p> <p><i>NWT Junior High Science (2003)</i></p> <p><i>Sciences 7e, 8e, 9e TN-O (2003)</i></p>	<p>K-6</p> <p>7-9</p> <p>7-9 Fr.</p>
SOCIAL STUDIES	<p><i>NWT Elementary Social Studies (1993)</i></p> <p><i>NWT Social Studies Grade 4 Kits (2006)</i></p> <p><i>Elementary Civics (1992)</i></p> <p><i>Sciences humaines 1-6 (NWT)</i></p> <p><i>Junior Secondary Civics (1998)</i></p> <p><i>Junior Secondary Social Studies (1993)</i></p>	<p>1-6</p> <p>4</p> <p>1-6</p> <p>1-6 Fr</p> <p>7-9</p> <p>7-9</p>
PHYSICAL EDUCATION	<p><i>Alberta Physical Education Guide to Implementation (2000)</i> http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/default.asp</p>	<p>K-12</p>
HEALTH	<p><i>NWT School Health Program (1991)</i></p> <p><i>NWT Skills for Healthy Relationships (1998)</i> (To be taught before the end of grade 9)</p> <p><i>NWT Tobacco Education (2004)</i></p> <p><i>Alberta Health and Life Skills, Kindergarten to Grade 9, (Catholic Adaptation) (2002)</i> http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/health.pdf</p> <p><i>Alberta Santé et préparation pour la vie – Maternelle à 9^e année (2003)</i> http://www.education.gov.ab.ca/french/sante/sante.pdf</p>	<p>K-9</p> <p>7/8/9</p> <p>3/4, 5/6, 8/9</p> <p>K-9 (YCS)</p> <p>M-9</p>

ARTS (Dance, Drama, Music, Visual Arts)	<i>Saskatchewan Arts Education Curriculum (1991, 1994)</i> http://www.sasked.gov.sk.ca/docs/artsed/artsmain.html	K-9
CAREER AND TECHNOLOGY STUDIES (CTS)	<i>Career and Technology Studies</i>	7-12
CAREER DEVELOPMENT	<i>NWT Blueprint for Life/Work Designs – A Teacher Resource Manual (2003)</i> http://siksik.learnnet.nt.ca/PDF/02_K-12/Oct%202403%20BlueprintsTRM.pdf <i>Grades 4 to 6 Career Awareness Resource (2002)</i> <i>Career Program Plan Template</i> <i>Linking Professions (2001)</i> <i>Making Connections (2000)</i>	K-9 4-6 9-12 7-12 7-9
COUNSELLING	<i>The Honouring the Spirit of Our Children: A Framework for School Counselling Programs in the NWT (2004)</i> <i>Honouring the Spirit of Our Children: a Handbook for School Counselling Programs in the NWT (2004)</i>	K-12 K-12
STUDENT SUPPORT	<i>NWT Individual Education Program Guidelines and Template</i> <i>NWT Student Support Plan Guidelines and Template</i> <i>Dealing with Child Abuse: A Handbook for School Personnel (2005)</i>	K-12 K-12 K-12
ASSESSMENT	<i>Rethinking Classroom Assessment with Purpose in Mind, Assessment For Learning, Assessment As Learning, and Assessment Of Learning (2005)</i>	K-12

Terminology

Primary: Kindergarten to grade 3
Elementary: Kindergarten to grade 6
Intermediate: Grades 4 to 6

Secondary: Grades 7 to 12
Junior Secondary: Grades 7 to 9
Senior Secondary: Grades 10 to 12

Instructional Planning

When students are active participants in learning, they are involved in planning and making decisions about their own learning. Teachers, and other significant people in the student's life, facilitate learning through encouragement, guidance, consultation and participation in problem solving.

When teachers become facilitators responding to individual student strengths and needs, the way in which they plan may also change. Facilitators often prefer to schedule blocks of time for themes or units. During these blocks, students may be involved in whole group activities, or they may be working independently, in pairs, or in small groups. Teachers must ensure that all students are allowed adequate time to obtain maximum benefit from the goals and objectives of each curriculum. The actual amount of time required will vary, according to each student's interests, strengths and needs.

Guidelines for minimum time allocations have been prepared and must be given due consideration when timetables are developed. In many elementary and junior secondary classrooms, these guidelines are effectively met in an integrated day. While flexibility is necessary, teachers are responsible to students, parents and employers for ensuring that curriculum expectations are met.

Distance Education

The Department of Education, Culture and Employment has a memorandum of Agreement with the Alberta Distance Learning Centre for the provision of distance education services for K-12, when required. For further information, contact the superintendent of schools in your jurisdiction.

Hours of Instruction and Timetabling

In section 126, the *NWT Education Act (1996)* states that a school day shall consist of:

- a maximum of five and one-half hours for grades one to six: no less than 997 hours per year
- a maximum of five and three-quarters hours for grades seven to nine, no less than 1045 hours per year.

1. Language of Instruction	21%	(approx. 210 hrs.)
2. Another Official Language of the NWT	9%	(approx. 90 hrs.)
3. Mathematics	18%	(approx. 180 hrs.)
4. Science	9%	(approx. 90 hrs.)
5. Social Studies	9%	(approx. 90 hrs.)
6. Physical Education	9%	(approx. 90 hrs.)
7. Career & Technology Studies	6%	(approx. 60 hrs.)
8. Health	6%	(approx. 60 hrs.)
9. Arts Education	6%	(approx. 60 hrs.)
10. Local Discretion*	7%	(approx. 70 hrs.)
	<hr/>	<hr/>
	100%	(approx. 1000 hrs.)

* This 7% of “local discretion” instructional time may be distributed by the principal in consultation with the District Education Authority and the approval of the Superintendent/Director of the Board.

* It is understood that *Dene Kede* and *Inuuqatigiit* outcomes and activities will be integrated throughout the school day. If separate cultural programs are also provided in a school, such programs would be part of the 7% instructional time allocated by the principal in consultation with the DEA.

* Public denominational education authorities (e.g. Yellowknife Catholic Schools) could choose to use this “local discretion” time for providing religious studies.

* “Local discretion” time, or a portion of it, can be designated for learning study habits/organization if these times are structured and intentional activities are provided for all students to that end.

Schools or jurisdictions wishing to provide additional programming may provide more than 997 hours of sessional time, subject to the limits of the collective agreement and the maximum number of hours per day stipulated in the Education Act.

Student Assessment, Evaluation and Reporting (SAER)

Assessment is an integral component of all teaching and learning processes. Teacher year plans, unit or course plans, and daily lesson plans identify specific learning outcomes, and outline how student achievement will be measured in relation to those outcomes. What teachers assess, and how they assess it, is based on what teachers teach and how students learn.

On an on-going basis, classroom teachers are in the best position to determine what needs to be assessed, to select methods for assessing, and to develop classroom assessment instruments. From time to time, teachers will also be required to administer external assessments that will validate what they already know about their students, provide additional information about the achievements and learning needs of students, and/or answer questions about quality and equity of the education system.

The Education Act of the Northwest Territories states that every student is entitled to have access to an education program in a regular school setting in the community in which the student resides (*Ed. Act 7.1*). Schools are extensions of the culture(s) and language(s) of the communities they serve, and involve the community in the education of their children. In this context, assessment:

- must reflect the vision, the values, and the goals of the community;
- is an integral part of all teaching and learning processes in the school, at home and in the community;
- is based on the educational needs of all students; and
- measures growth with respect to specific learning outcomes.

People in communities want to be sure their children receive the best possible education. Communities, parents, students, teachers, school administrators, education authorities and the Department share the responsibility for determining what students are learning and should be learning, as well as for collectively identifying what is involved in improving learning. At all levels, there is a need to establish a comprehensive approach to setting standards, monitoring and measuring actual results, and planning improvements.

The SAER Directive

The focus of this directive is on **Classroom Assessments** for the purpose of evaluating the progress of individual students, and on **Systemic Assessments** as a means of evaluating the performance of education systems. Each of these evaluations is based on the collection of data gathered through assessing students. However, the data are collected for different purposes, the methods of assessing and evaluating are different, and the results are reported to different clientele.

Principles of Student Assessment

Student assessment practices must be consistent with the inclusive schooling process (*Ministerial Directive on Inclusive Schooling, 2006*) and with the following principles:

- Assessment methods should be appropriate for the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate growth in knowledge, skills and attitudes in all five domains: physical, emotional, social, intellectual and spiritual.
- Procedures for judging or scoring student performance should be appropriate for the assessment method being used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the goals and objectives of instruction for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audiences for whom they are intended.

For further information, please refer to *Educating All Our Children: Departmental Directive on Student Assessment, Evaluation and Reporting (2001)*, and the WNCPC teacher support document on assessment, *Rethinking Classroom Assessment with Purpose in Mind, Assessment For Learning, Assessment As Learning, and Assessment Of Learning*, (2005)

Standardized Testing

To plan supports and track student success, ECE needs system-wide information on student achievement. All NWT schools participate in Alberta Achievement Testing in Language Arts and Mathematics in Grades 3, 6 and 9. Because NWT curriculum is similar, though not identical, to that of Alberta in these two subject areas, the Alberta Achievement Tests are considered an appropriate means at this time for system-wide monitoring of student achievement in the NWT. The object of the testing is not to compare schools or jurisdictions, but rather to form a baseline of student achievement data to assist schools, boards and ECE in focussing on particular instructional areas.

Alberta Achievement Testing takes place in May and June of each school year, according to a pre-determined schedule. The testing schedule for NWT can and does differ from the Alberta schedule and is provided to all schools in the fall of each school year.

Functional Grade Level

The term “grade” is confusing as it is currently used to refer to placement, as well as to programming and promotion. Although for some students these designations are the same, for others they are not, so it is necessary to distinguish between class placement and functional grade level.

Functional grade level is the grade level at which the student is functioning in relation to the learning outcomes articulated in a specific curriculum. The functional grade in one area (e.g. language arts) may not be the same as in another (e.g. mathematics). The classroom teacher, in consultation with the program support team, uses a variety of classroom-based assessments over time to determine the functional grade. This decision is validated from time to time in relation to systemic assessments. The determination of functional grade is separate and distinct from class placement.

Accountability Template

The Department of Education, Culture and Employment is committed to improving the overall achievement of students in the NWT. Reliable data related to student learning is critical to making informed curriculum, funding and policy decisions. To inform policy development and education decision making at all levels, education jurisdictions submit data to ECE on an annual basis, in the form of an accountability template. This template requires certain information to be submitted from schools. Districts/boards determine the appropriate processes for collection of the data in their respective jurisdictions.

Annually, jurisdictions collect information about actual sessional days, teacher turnover, student enrolment, culture-based education, programs, services, and attendance. Schools are required to provide data on functional grade level of students in English Language Arts and Mathematics for students in grades 1 through 3.

NWT Student Success Initiative

The NWT Student Success Initiative (NWT SSI) was implemented in NWT school jurisdictions, beginning in the 2002/2003 school year, to support and promote improved student learning and performance in the Northwest Territories.

Funding is made available by the Department of Education, Culture and Employment to each of the eight school jurisdictions in the NWT for school improvement projects for both preschool and all K- Grade 12 students, and for professional development within the projects through provisions of the collective agreement. The number of jurisdiction-sponsored projects is a decision that is made at the board/district level.

To address the particular needs of small communities, funding has been set aside to give an intense focus on one or two small community schools. A focus school is one that has some of the following characteristics: a significant percentage of students functioning below grade level, identification of a high percentage of students with special needs or learning disabilities, the need for cultural enrichment, or a high rate of non-attendance. Focus schools will be identified in communities where the *school community* demonstrates the readiness to address the issues that have been identified for its school. Focus Schools will be determined by the Department of ECE.

Submissions are provided by each jurisdiction to the Education Operations and Development Division of ECE no later than June 15 of each year. Each school jurisdiction will establish its own process of selection of projects to submit prior to that date. A committee of ECE staff and NWTTA representatives reviews the submissions to ensure that they meet the NWT SSI requirements.

The *NWT SSI Administrative Handbook*, prepared for each specific school year, provides the NWT SSI program and implementation details. It can be downloaded from the ECE website.

Websites for Educational Reference

- ▶ Pathways to School Improvement
<http://www.ncrel.org/sdrs/pathwayg.htm>
- ▶ Canadian Education on the Web
<http://www.oise.utoronto.ca/~mpress/eduweb.html>
- ▶ ASCD
<http://www.ascd.org>
- ▶ Educational Resources
<http://www.educationindex.com/educator/>
- ▶ National Association of Elementary School Principals (US)
<http://www.naesp.org/>
- ▶ Canadian Association of Principals
<http://www.cdnprincipals.org/>
- ▶ Canada Schoolnet
<http://www.schoolnet.ca/>
- ▶ MathCentral Index - Saskatchewan Teachers Federation
<http://MathCentral.uregina.ca/>
- ▶ Tammy's Technology Tips for Teachers
<http://www.essdack.org/tips/index.html>
- ▶ Alberta Learning: Curriculum & Student Support Documents
<http://www.edc.gov.ab.ca/>
- ▶ WNCP Curriculum / Documents / Annotated Bibliographies
<http://www.wncp.ca>
- ▶ Blueprint of Life/Work Designs
<http://www.blueprint4life.ca>
- ▶ Looking at Student Work
www.lasw.org
- ▶ Education Canada – NWT Divisional Education Councils
<http://www.educationalcanada.com>

Northwest Territories' Websites

- ▶ Department of Education, Culture and Employment, GNWT

<http://www.ece.gov.nt.ca/>

- ▶ Aurora College

<http://www.auroracollege.nt.ca/>

- ▶ Tourism

<http://www.nwttravel.nt.ca>

- ▶ Prince of Wales Northern Heritage Center

<http://pwnhc.learnnet.nt.ca/>

- ▶ Northern News Services

<http://www.nnsl.com>

- ▶ Sport North

<http://www.sportnorth.com>

- ▶ NWT Statistics – NWT cost of living, etc

<http://www.stats.gov.nt.ca>

- ▶ NWT Teacher Induction

<http://www.newteachersnwt.ca/>

- ▶ Northwest Territories Teachers Association

<http://www.nwtta.nt.ca/>

NWT DECs/YKDEAs

Beaufort-Delta Division Education Council

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INUVIK, NT X0E 0T0

Phone : (867) 777-7136
Fax : (867) 777-2469

Communities: Aklavik, Inuvik, Fort McPherson, Paulatuk, Sachs Harbour, Tsiigetchic, Uluhaktok and Tuktoyaktuk

Dehcho Divisional Education Council

P.O. Box 376
FORT SIMPSON, NT X0E ONO

Phone : (867) 695-7300
Fax : (867) 695-7348

Communities: Fort Liard, Fort Providence, Fort Simpson, Kakisa Lake, Jean Marie River, Nahanni Butte, Trout Lake, and Wrigley

Sahtu Divisional Education Council

P.O. Box 64
NORMAN WELLS, NT X0E 0V0

Phone: (867) 587-3450
Fax: (867) 587-3467

Communities: Colville Lake, Deline, Fort Good Hope, Tulita, and Norman Wells

South Slave Divisional Education Council

P.O. Box 819
FORT SMITH, NT X0E 0P0

Phone: (867) 872-7215
Fax: (867) 872-2150

Communities: Fort Resolution, Fort Smith, Hay River, Lutsel K'e, Hay River Reservee

Tlicho Community Services Agency

Bag Service #5
Behcho Ko, NT X0E 0Y0

Phone: (867) 392-3000
Fax: (867) 392-3001

Communities: Behcho Ko, Wekweti, Gameti, Wha Ti,

Yellowknife District No. 1 Education Authority

(also known as Yellowknife Education District #1)

P.O. Box 788
YELLOWKNIFE, NT X1A 2N6 Phone: (867) 776-5050
Fax: (867) 776-5050

Yellowknife Public Denominational District Education Authority

(also known as Yellowknife Catholic Schools)

P.O. Box 1830
YELLOWKNIFE, NT X1A 2P4 Phone: (867) 776-7400
Fax: (867) 776-7401

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YELLOWKNIFE, (T.N.-O.) Phone: (867) 873-6555
X1A 2P5 Fax: (867) 873-5644

Communities: Hay River, Yellowknife

Community DEAs : Dettah, N'dilo

Contact : Yellowknife Education District #1

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Cette publication peut aussi être disponible en français sous le titre: *Guide de l'enseignement élémentaire et secondaire première cycle 2006-2007.*

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