



Building on Our Success

Strategic Plan 2005–2015

Progress Report as of March 31, 2009

Department of Education, Culture and Employment





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Minister's Message – Building on our Success 2009



It's with great pleasure that I provide this report on the progress of the Department of Education, Culture and Employment's (ECE) third Strategic Plan, Building on Our Success: Strategic Plan 2005-2015. Since the plan was introduced in 2005, ECE is making great strides towards fulfilling our five program goals. Moving forward, ECE is excited about future plans for continued success and growth in our service and program areas.

To improve postsecondary education and training, ECE is working with Aurora College to upgrade their college facilities. Moving forward, a ten-year facility plan is in development that includes ways to address student residence requirements at Aurora College and ensure facilities meet the needs of teachers and students.

Complementing these activities, ECE is reviewing Aurora College's Early Childhood Development Program so both students and teachers have the resources needed to reach their full potential academically, socially and professionally. To make sure early childhood programs are effectively administered, ECE is expanding the production of indicator reports monitoring early childhood and school programming.

ECE supports the fundamental belief that people learn better when their environment reflects their culture. ECE invests in initiatives that provide culturally relevant programs, beginning in early childhood and continuing through all stages of life. The Culture and Heritage Division develops new exhibits at the Prince of Wales Northern Heritage Centre that emphasize the connection between people and the land. ECE also coordinates teacher recruitment with the District Education Authorities, District Education Councils and the Commission scolaire francophone de division to ensure the many cultures that make our territory great are represented in our schools.

To strengthen Income Security program delivery, training conferences for Income Security Officers were held in 2007 and in 2008. The conferences help assure our front line workers have the resources necessary to assist clients. To monitor program delivery, ECE integrated Income Security responsibilities into the internal information management system.

ECE's departmental goal of a skilled and productive workforce expresses our commitment to supporting both employers and employees in the NWT. ECE is working with industry and Aboriginal partners to submit proposals for additional funding under the Aboriginal Skills and Employment Partnership program and facilitates career development workshops like the biannual LINX Conference.

Further details on ECE's achievements and next steps, alongside updates on our five cross-goal strategies, are outlined in this report. ECE made great strides in the last two years but just like education is a never-ending process, so is our work. ECE is dedicated to improving the way we do business to ensure residents of the Northwest Territories receive consistent quality programs and services.

Our stated vision is "Northern people leading fulfilled lives and contributing to a strong and prosperous society." ECE is filled with many committed and hard working people. With this team and through increased partnerships, our outlined goals are achievable by 2015.

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned to the left of the printed name.

Jackson Lafferty
Minister of Education, Culture and Employment

Culture, Heritage and Language

Northerners who are knowledgeable about and proud of their culture

Objective 1

Preservation and Promotion of our Heritage

- Several new museum exhibits developed with communities:
 - + *Pi Kennedy: The Life of a Trapper*;
 - + *History of Arctic Winter Games*;
 - + *Henry Busse*, an on-line photo exhibit;
 - + *Yamoria: the one who travels*;
 - + *Pibuaqtiuyugut: We are long distance walkers*; and
 - + *Through a Gwich'in Lens*: photos of James Jerome.
- Residential School Records requests were supported.
- Conservation outreach services were provided to the Northern Life Museum in Fort Smith.
- Mackenzie Mountain Ice Patch and Sambaa K'e archaeology projects were conducted.
- Three new Dene edukits developed for NWT schools.
- Twenty-five learning modules developed for the NWT Historical Timeline.
- Commissioner Stuart Hodgson and John Parker papers were acquired by the NWT Archives.
- Steppe Bison from the Prehistoric era was discovered in Tsigehtchic and is now being conserved.
- Contributions for heritage and cultural organizations increased from \$506,000 in 2007-08 to \$841,000 in 2008-09.

Performance Measure: Community Involvement

Indicator: Proportion of communities involved in one or more culture and heritage activities in conjunction with the PWNHC

2005 Baseline: 2004 – 2005	2007-08 Actual	2008-09 Actual	2010 Target	2015 Target
16 out of 33 Communities	23 out of 33 Communities	27 out of 33 Communities	30 out of 33 Communities	All Communities

Objective 2

Promotion of the Arts

- The following artists were featured at the PWNHC:
 - + Gavin Renwick;
 - + Mary Harrington Bryant;
 - + Sheila Hodgkinson;
 - + Archie Beaulieu;
 - + Robert Burke;
 - + Holman Cooperative;
 - + Don Cardinal; and
 - + Bob Wilson.
- Conservation workshop “Permanence of Artists’ Materials: Paintings and Works of Art on Paper” was attended by twenty participants.
- Funding for artists and arts organizations, through the Support to Northern Performers and NWT Arts Council programs, increased from \$426,000 in 2007-08 to \$541,000 in 2008-09.

Performance Measure: Equitable Access

Indicator: Degree to which the regional distribution of Arts Council applications matches the population distribution

Region	2005 Baseline: 2005-06	2007-08 Actual	2008-09 Actual	2010 & 2015 Targets*
Beaufort-Delta	9%	7%	7%	11% & 14%
Sahtu	7%	11%	4%	5% & 6%
T'áichô	1%	1%	1%	3% & 6%
Dehcho	13%	7%	2%	4% & 8%
South Slave	16%	30%	28%	22% & 17%
Yellowknife	55%	44%	58%	55% & 49%

*Distribution of Applications is within 3% of Population Distribution.



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Objective 3

Support and Promote our Official Languages

- The French Language Single Window Service Centre (Services TNO) was opened in Yellowknife in 2008 providing services on behalf of 7 agencies and departments, including ECE.
- Project Modules 1 to 6 of the Interpreter/Translator Pilot Training were completed.
- A certification process for Interpreter/Translators was piloted in 2007-08.
- Recommendations of the Special Committee on Official Languages implemented in 2007-08 and 2008-09 were:
 - + Development of the Aboriginal Interpreter/Translator pilot project mentioned above;
 - + Aurora College delivery of a new two year Aboriginal Language and Cultural Instructor Program (ALCIP); and
 - + Development of the Strategy for Teacher Education in the NWT: 2007-2015.

Performance Measure: Access to Language Learning

Indicator: Percentage of students enrolled in Kindergarten to Grade 9 and Grades 10 to 12 who participated in Aboriginal language programs

2005 Baseline: 2004-05	2010 Target	2015 Target
45% K-9	55% K-9	70% K-9
6.4% Grades 10-12	15% Grades 10-12	20% Grades 10-12

Next Steps for 2009–11:

- Complete acquisition strategy for museum and archival collections.
- Continue to support Residential Schools Records requests - NWT Archives.
- Implement Museum Exhibit Renewal Strategy for new displays, traveling and on-line exhibits: Gwich'in Fish Camp Travelling Photo Exhibit, Yellowknife 75th Anniversary, Qilalukaat - Beluga Whales and Kuukpak, Inuvialuit Archaeology, Voices of the Land: five new dioramas planned.
- Continue the federally funded Historic Places Initiative program until March 2010 and process up to eight new Territorial Historical Sites with community input.
- Continue consultations for future Geographic Names.
- Coordinate Cultural and Performing Artists for the Vancouver Olympics.
- Adapt a Kindergarten to Grade 12 Arts Education Program from Alberta's proposed curriculum.
- Develop promotional materials on opportunities in the arts.
- Complete a feasibility Study of the Single Window Service Concept for NWT Aboriginal Languages.
- Complete a Review of Strategies for Supporting NWT Aboriginal Languages.
- Evaluate federally funded Aboriginal Language programs.
- Begin a GNWT Implementation Plan for French language services.
- Evaluate Services TNO.
- Hold an Aboriginal Languages Symposium in the NWT.
- Install an Aboriginal Languages Website.
- Develop Kindergarten to Grade 6 language curricula.

Action Plan Status Report

Culture, Heritage and Languages

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
Objective 1: <i>Preservation and Knowledge of Our Heritage</i>				
<i>Preservation of Our Heritage</i>	■			Partner with communities to document traditional knowledge and archaeological and historical sites.
	■			Working with communities, identify gaps in current documentation and develop plans to address information gaps.
		■		Develop a strategy to systematically collect museum and archival materials for public collections.
	■			Develop new exhibits that convey messages about the culture and heritage of the people of the NWT.
		■		NEW: Develop a new policy to support community heritage organizations in their efforts to preserve and make heritage information accessible.
		■		NEW: Incorporate traditional knowledge and Elders in education programs.
<i>Provide access to Heritage Information</i>	■			Prepare new exhibits to travel to NWT communities.
	■			Improve web access to heritage and archival collections.
	■			Ensure that outreach programs are meeting the needs of schools and culture and heritage organizations in the NWT.
	■			Fully integrate Culture and Heritage programs in the school and postsecondary education systems.
Objective 2: <i>Promotion of the Arts</i>				
<i>Provide opportunities for people to learn about and engage in the arts</i>		■		Adapt a K-12 Arts Education Program from Alberta's proposed curriculum.
		■		Develop promotional materials on opportunities in the arts..
	■			Provide contributions to support community festivals
<i>Support creation of arts</i>	■			Implement the NWT Arts Strategy.
	■			Provide funding to artists at various stages of their career through the NWT Arts Council.
	■			Provide opportunities for artists to display their work to the public.
	■			Partner with Industry, Tourism and Investment (ITI) to conduct regular reviews of the results of the NWT Arts Strategy Implementation Plan.

Priority	Complete Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	Objective 3: <i>Support and Promote our Official Languages</i>
<i>Provide program support</i>	■			Negotiate contribution agreements and support Aboriginal language communities and Aboriginal broadcasting societies.
	■			Provide funding to create learning environments that support the efforts of language communities to revitalize their languages.
	■			Provide funding and supports to promote the value of the NWT's Official Languages and their continued use in day-to-day activities.
	■			Support Aboriginal language communities in developing and implementing their strategic language plans.
		■		NEW: Implement GNWT bilingual Service Centre in Yellowknife
		■		NEW: Provide in service training to teachers on Dene Kede Curriculum
<i>Develop resource materials</i>		■		Provide language resource materials to promote the use of NWT official languages as living and working languages.
	■			NEW: Provide resources to schools to meet the objectives of the <i>Aboriginal Language and Culture-Based Education Directive</i> .
		■		NEW: Develop K-6 Dene language curriculum.
<i>Ensure compliance with the Official Languages Act</i>	■			Create an Official Languages Division within ECE to support and promote the language use within the GNWT and in communities of the NWT
	■			Consolidate administrative and policy support for the implementation of the <i>Official Languages Act</i> within that division.
		■		Conduct routine compliance reviews within the GNWT regarding availability of language services as required under the <i>Official Languages Act</i> and the <i>Official Languages Policy</i> .
	■			Report on an annual basis on GNWT activities associated with official languages.



Early Childhood and Schools

Northern families developing a strong foundation for their children's learning

Objective 1

A Strong Foundation for Learning

- The Early Childhood Environment Rating Scale (ECERS) was introduced to the NWT and training was provided to the Department's regional early childhood consultants.
- Training was delivered for Hay River Reserve Language Nest staff on how to develop computer games for learning an Aboriginal Language.
- 10 Family Literacy northern resource kits were developed and a Family Tutoring program was piloted in the Sahtu and in Yellowknife.
- In 2008-09, the Aurora College Early Childhood Education Training program had 68 registrations and 55 successful course completions by students from 14 communities.

Performance Measure: Access to Language Nest Programs

Indicator: Number of funded Language Nest programs, by fiscal year.

2005 Baseline: 2004-05	2007-08 Actual	2008-09 Actual	2010 Target	2015 Target
21	21	21	25	35

Objective 2

Students Achieving their Potential

- Kindergarten to Grade 12 physical education and Grades 10 to 12 trades training were supported by reducing the pupil teacher ratio by 1.0 in 2007-08 and 0.5 in 2008-09.
- In addition to providing large and small scale in-service training to teachers, the following were undertaken:
 - + Science: Experiential Science 10 and 20 student textbooks completed. Biology, Chemistry, Physics 20 and 30, new textbooks developed.
 - + Mathematics: Grades K to 9 student textbooks developed.
 - + Social Studies: Social Studies K to Grade 3 curriculum developed and Grade 7 Circumpolar World text revision completed. Curriculum for Social Studies 20-1 and 20-2 completed.
 - + French Programs: French Monitor Program established in 2007-08.
 - + English Language Arts 30-3 curriculum completed.

Performance Measure: Student Engagement

Indicator: Percentage of Grade 1 to Grade 9 students with a Functional Grade Level below their grade of enrollment in English Language Arts (ELA) and in Math who have either a Student Support Plan (SSP) or an Individual Education Plan (IEP), by academic year.

2006 Baseline: 2006-07	2007-08 Actual	2008-09 Actual	2010 Target	2015 Target
58% ELA	84% ELA	82% ELA	100% ELA	100% ELA
59% Math	83% Math	82% Math	100% Math	100% Math



Objective 3

A Results-based Education System

- The Review of Student Assessment, Evaluation and Reporting was completed in 2007-08.
- Toward Excellence 2007 was published.
- Attendance information was publicly released for the first time as part of the Minister’s annual press release.
- A review of the Education Leadership program was completed and its recommendations were implemented.
- Schools began recording attendance data in eSIS and the Department conducted a preliminary analysis of this data.
- A NWT Principal Growth and Evaluation Model was completed and scheduled to be piloted in 2009-10 in two regions.

Performance Measure: Readiness for Work and Higher Education
 Indicator: Average percentage of high school graduates compared with the population of 18 year olds, by calendar year

2005 Baseline: 2001-2005 Average	2007 Actual: 2003-2007 Average	2008 Actual: 2004-2008 Average	2010 Target: 2006-2010 Average	2015 Target: 2011-2015 Average
43%	48%	51%	55%	60%

Next Steps: 2009 – 11:

- Increase funding to the NWT Literacy Council to expand the Family Literacy program.
- Allocate funding for new Language Nests and increase funding to existing Language Nests.
- Undertake a review of the Aurora College Early Childhood Development Certificate program.
- Update the NWT Child Day Care Regulations and complete an Implementation Handbook for Day Care Operators to ensure compliance with the Regulations.
- Review small community schools with the goal of defining best approaches for funding and programming.
- Each year, review all education authorities in one area; the focus for 2009-10 is attendance.
- Expand collection, analysis and reporting of student attendance.
- Implement a two-day culture-based orientation for all school staff to promote a better understanding of the culture, history, traditions and values of the communities in which teachers work.
- Introduce Aboriginal Student Achievement Initiative and develop an implementation plan under the direction of a working group.
- Continue to work with education authorities to develop improvement plans and report on progress.

Action Plan Status Report

Early Childhood and Schools

Objective 1: A Strong Foundation for Learning

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
<i>Increase access to and support for programs</i>	■			Assist communities to develop or expand early learning and childcare programs for children from infancy to preschool, according to their needs.
		■		Increase subsidy supports available to parents and licensed providers.
	■			Improve monitoring of the quality of early learning programs.
	■			Expand the number of affordable licensed programs and spaces.
		■		NEW: Provide a standardized orientation course for staff of early childhood programs.
		■		Provide guidelines and best practices to assist early childhood programs to implement the <i>Child Day Care Standards Regulations</i> .
	■			Work in cooperation with other GNWT, federal and Aboriginal governments to improve program coordination.
	■			Support family literacy programs offered through and in association with early learning centres.
		■		Evaluate early language immersion programs.
	■			Support the integration and inclusion of children who require additional assistance in early childhood programs.
<i>Increase the skills of early childhood educators</i>	■			Offer staff development and training to early learning and childcare educators through the Aurora College certificate program.
		■		Increase certification requirements for early learning and child care workers.
	■			Provide professional development for frontline staff during site visits by Departmental programming experts.
<i>Regulate and monitor program quality and effectiveness</i>		■		Establish mechanisms to support self-evaluation of programs by operators.
	■			Provide opportunities for operators to share knowledge and experiences with a goal to improving program quality.
	■			Conduct routine program monitoring in all regions and communities.
	■			Conduct quality-based monitoring and licensing in addition to monitoring health and safety requirements.

Priority	Completed Action or Ongoing Program/Service		Objective 2: <i>Students Achieving their Potential</i>
	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
<i>Involve family and community</i>	■		Regularly seek input and comments from parents regarding programs and services offered by ECE.
	■		Support parental understanding of the education system and build linkages between schools, teachers and parents.
	■		Increase information available to parents on early learning and school programs.
	■		Encourage community involvement in program development.
	■		Report to the public regularly on ECE supported programs.
<i>Focus on language and culture</i>		■	Develop K-6 Dene language curriculum and resources.
		■	Review Aboriginal second language delivery.
		■	Increase in-service and professional development for teachers in the area of Aboriginal Languages and culture.
		■	Develop resources and supports for the <i>Aboriginal Language and Culture-Based Education Directive</i> .
		■	Review the structures and functions of the Teaching and Learning Centres (TLCs) to increase linkages between language communities, TLCs and schools.
		■	NEW: Develop standards to assess Aboriginal Language proficiency.
		■	NEW: Increase the number of communities that have a Language Nest program.
		■	NEW: Increase human resources in Teaching and Learning Centres and Aboriginal Language Instructors in schools.
<i>Increase the availability of student support</i>		■	NEW: Examine the options of re-instating the language immersion program to revitalize languages.
	■		Develop a service delivery model in collaboration with other GNWT Departments and support partners to ensure that children's needs are identified and addressed at an early age and throughout their educational careers.
	■		Conduct the third Student Needs Assessment.
		■	Identify priority recommendations in the Student Needs Assessment and develop an implementation plan to address needs.
		■	Identify requirements for additional counselling and other required support services.
	■		Identify current use of student support services and increase accountability requirements of education authorities with respect to spending under the Inclusive Schooling Directive.
	■	Report, at least biannually, on spending related to student services.	

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	Objective 2: <i>Students Achieving their Potential</i>
<i>Expand course offerings in schools</i>	■			Remove legislative barriers that prohibit full-day Kindergarten.
			■	Develop a program for full-day Kindergarten.
	■			Continue regular renewal of existing curriculum at all levels.
	■			Maintain linkage of high school curriculum with that used in the Province of Alberta.
	■			Provide a broader range of choices at the senior secondary level - particularly those related to preparation for occupations.
		■		Support the development of Aboriginal language and culture materials linked to the Dene Kede and Inuuqatigiit curricula.
		■		Complete a review of small high schools with the goal of defining best approaches to programming and funding.
	■			Complete an analysis of senior secondary enrollments.
	■			Examine alternative models of senior secondary delivery.
	■			Research, promote and test innovative approaches to support student achievement and success.
<i>Provide pre-employment and in-service professional development for educators and other school staff</i>		■		Work with education authorities and professional and employee representative organizations to design and implement pre-service training programs.
		■		Target improvement of the instructional skills for teachers and other staff that support student learning.
		■		Increase teacher skills in the assessment of student literacy.
		■		Evaluate current in-service and professional development models and research alternatives.
	■			Implement the Teacher Growth and Development Model to assess teacher performance and plan further development of teacher skills.
	■			Maintain a teacher induction program for new teachers.
	■			Review the structure of the Educational Leadership Program delivery model to ensure school principals are well prepared for their tasks.
		■		Open a dialogue with the Northwest Territories Teachers' Association (NWTTA) about a coordinated plan to increase student achievement.
			■	Double the number of Aboriginal teachers, senior managers, and principals in the school system.

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	Objective 3: <i>A Results-based Education System</i>
<i>Strengthening educational leadership</i>			■	Create a human development strategy that brings together the initiatives to strengthen educational leadership in the NWT school system.
	■			NEW: Joint meeting with Superintendents and H&SS - support for common areas of work.
<i>Assess system performance</i>	■			Gather student performance information from functional grade level assessment, Alberta Achievement Test scores, and senior secondary analysis.
	■			Report to the public on a regular basis about how students are doing in our school system.
	■			Set requirements for school and education authority planning.
	■			Review and confirm the roles and responsibilities of schools, education authorities and ECE with respect to planning and reporting.
	■			Assess student progress through the Student Assessment, Evaluation and Reporting Directive.
	■			Conduct regular reviews of key Departmental policy and operational matters.
	■			Renew the education authority review process.

Adults and Postsecondary Education

Northern adults continuing to learn and grow to meet the requirements of daily living

Objective 1

Access and Choice for Adult Learners

- *Towards Literacy: A Strategy Framework 2008-2018* was developed and distributed.
- The Tlicho Community-Based Teacher Education program (CTEP) was delivered.
- The two year Aboriginal Language and Culture Instructor program (ALCIP) diploma was delivered in Behchoko.
- New ALBE curriculum and resources were developed and distributed including: English 110-130; Math 110-140; and Science 110-140 courses and Science labs.
- Six trades courses in two communities were delivered using the new Mobile Trades Training Unit in the Beaufort Delta.
- The Aurora Campus Indigenous Wellness and Addictions Prevention program

Performance Measure: Preparation for Higher Learning

Indicator: Percentage of students enrolled who completed their Adult Literacy and Basic Education program or Access program, by academic year.

2005 Baseline: 2004-05	2007 Actual: 2006-07	2008 Actual: 2007-08	2010 Target	2015 Target
30%	40%	41%	45%	50%

Objective 2

A Responsive College

- Conducted a review and accreditation of technical training courses for Thebacha Campus apprenticeship programs resulting in significant enhancements to trades programming in the NWT.
- Hosted a pan-territorial professional development event for community adult educators.
- Worked with Aurora College through the annual business planning process to secure new funding for Adult Literacy and Basic Education (ALBE) and Apprenticeship programs.
- Four underground miner training programs were delivered by Aurora College and its partners using the underground mining simulator. The underground miner simulator was also used to provide workshops, as well as job refresher and assessment sessions.

Performance Measure: Graduate Satisfaction

Indicator: Percentage of graduates surveyed who were satisfied, overall, with the quality of their Aurora College program. (Graduates from the four years up to and including the year of the survey are approached two years later for feedback.)

Baseline: 2004	2006 Actual	2008 Actual	2010 Target	2015 Target
92.1%	93.7%	Survey currently underway	94%	96%



Objective 3

An Integrated Adult Learning Network

- Worked with a multi-stakeholder Literacy Strategy Renewal Working Group to guide the development of a NWT Literacy Strategy and Accountability Framework.
- The NWT Secondary School Diploma: Adult Recognition Model was developed.
- The NWT Prior Learning Assessment and Recognition (PLAR) committee, process and related ALBE course were established.
- Facilitated NWT Training Forum 2007 to build partnerships, and improve coordination and outcomes.
- Aurora College provided support to students through Student Success Centers at the three campuses.

Next Steps for 2009 – 11:

- Conduct research and gap analysis of youth literacy needs and develop a youth literacy action plan.
- Continue work with ALBE curriculum committees to develop curriculum outcomes, resources and assessment instruments for all subject areas with a focus on Social Studies and Information Technology.
- Implement the Private Vocational Training Designation Directive to regulate the quality and stability of private training.
- Establish a formal process for ongoing trade program accreditation at Thebacha Campus.
- Conduct evaluation of the Tlicho ALCIP program.
- Launch the NWT Secondary School Diploma for adults and implement the PLAR course.
- Support the establishment and activities of regional training partnerships.
- Include adult and postsecondary results in *Towards Excellence*, the Departmental education indicators report.
- Develop an Aurora College accountability framework.

Performance Measure: Readiness for the Labour Market

Indicator: Number of Aurora College certificate, diploma and trades program graduates, by academic year.

2005 Baseline: 2005-06	2007 Actual: 2006-07	2008 Actual: 2007-08	2010 Target	2015 Target
296	246	288	296	300

Action Plan Status Report

Adult and Postsecondary Education

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
Objective 1: <i>Access and Choice for Adult Learners</i>				
<i>Establish high school certification of adult learners</i>	■			Identify students who did not complete high school and offer them opportunities to complete basic education courses.
	■			Define requirements for adult high school certification.
	■			Further develop the existing partnership with Alberta Distance Learning to increase course offerings for adults.
	■			Develop adult learning needs model to ensure adult access to accreditation.
<i>Increase student services</i>		■		Provide additional funding for student accommodation and supports, and create additional residence spaces at Aurora College campuses in Yellowknife and Inuvik.
	■			Provide ongoing funding support for student success centres at each of the three Aurora College campuses.
	■			Expand linkage between career development centres and College campuses so that College graduates have ready access to information regarding careers and jobs and can begin planning their careers prior to leaving school.
		■		Adjust Student Financial Assistance funding to reflect inflation and the cost of postsecondary education.
		■		Establish mechanism to provide financial assistance for students enrolled in upper-level adult basic education courses offered by Aurora College.
<i>Regulate private sector provision of programs</i>	■			Implement Private Vocational Training Directive to regulate the quality and stability of private training.
		■		Monitor private sector compliance with the directive.
		■		Measure the success of students enrolling in private sector training programs.
	■			Identify additional opportunities for collaboration between private sector trainers and Aurora College.
			■	Identify opportunities for effective private sector training and support the development of appropriate programming.
Objective 2: <i>A Responsive College</i>				
<i>Define College Mandate and Priorities</i>	■			Establish planning framework to guide Aurora College strategic planning that is linked to the ECE Strategic Plan.
	■			In cooperation with Aurora College, develop a business-planning model to guide program and service planning for College activities.
	■			Update the <i>Public Colleges Act</i> to reflect the evolution of the NWT College system.
<i>Provide high quality programs</i>		■		Develop a results-based accountability framework for the College.
		■		In cooperation with Aurora College, establish a schedule for the regular external evaluation of programming.
	■			Support College actions to maintain and expand current credit and program transfers with other postsecondary institutions.
	■			Seek student and employer feedback on College programs and graduate skill levels.
	■			Integrate workplace essential skills into adult programming.

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
<i>Provide pre-employment and in-service staff development for College personnels</i>		■		Ensure that cultural awareness orientation training is provided for College staff.
		■		Provide mentorship supports for community adult educators.
	■			Share professional development activities between College and Education Authority staff.
		■		Support the College to fully implement a growth and development assessment model for instructional staff.
	■			Support the College's establishment of a comprehensive human resource development plan which focuses on technical and instructional excellence.
	■			Maintain Adult Learning Certificate program to encourage those training adult learners to build their skills and knowledge.

Objective 3: *An Integrated Adult Learning Network*

<i>Encourage partnerships in program delivery</i>	■			Work with Aboriginal governments and other training parties to establish regional and community training coordinating committees.
		■		Establish a regular consultation process for engaging communities, Aboriginal governments, employers and industry in identifying education and training priorities as well as supports for students and trainees.
	■			Share results of education and training outcomes with partners.
	■			Examine the potential for increased linkages between College Community Learning Centres and the school system.
		■		Establish pilot projects to test resource sharing and systems integration between senior secondary education, adult literacy and basic education, and trades and technology.
	■			Strengthen collaboration between Aurora College and school governance bodies.
<i>Accreditation of learning across the system</i>		■		Establish formal mechanisms for assessing prior learning.
		■		Increase understanding of prior learning by staff members working within the NWT learning system.
			■	Examine opportunity for a broad system of certification of training activities offered by public and private sector training institutions.
	■			Determine requirements for record keeping to document learner achievements.
<i>Regularly evaluate program effectiveness</i>			■	Develop schedule, process, and criteria for program and service reviews.
			■	Involve College, departmental and private sector representatives in evaluative activities.
	■			Implement Private Training Directive to ensure the quality of private sector training delivery.
			■	Report publicly on evaluation activities.



Employment and Labour

Northerners participating in a strong and prosperous environment

Objective 1

Northerners Making Informed Career Choices

- The Career Development Directive was reviewed based on regional consultations with schools, career centres and College campuses.
- A series of analytical sessions on key labour market trends were provided in partnership with the NWT Bureau of Statistics.
- The training and development of qualified career practitioners was supported through the Career LINX Conference hosted in February 2008.
- Evidence was prepared for and employment and training interests presented to the Joint Review Panel.
- Education, training and employment commitments were monitored and reported on under socio-economic agreements with BHP, Diavik and DeBeers.

Performance Measure: Effective Client Support

Indicator: Percentage of career centre clients who have worked on a career action plan by fiscal year.

2007-08 Baseline	2008-09 Actual	2010 Target	2015 Target
36.08%	32.14%	40%	50%

Objective 2

A Skilled Workforce

- Alberta Centennial Scholarships were awarded to 25 apprentices and occupational certification candidates in 2007-08 and 2008-09.
- Supported and monitored development of national certification for “Underground Miner” in cooperation with the Mining Industry Human Resource Council.
- Trade Advisory Committees were established for:
 - + Carpenter
 - + Electrician
 - + Plumber
 - + Housing Maintainer
 - + Heavy Duty Equipment Technician
 - + Welder
 - + Hair Stylist
- Worked with Yukon and Nunavut to negotiate Territorial Labour Market Agreements with the federal government for non-EI eligible clients.
- Negotiated agreement with the federal government for a Targeted Initiative for Older Workers.
- Supported Status of Women Council’s Northern Women in Mining, Oil and Gas project to research barriers, issues and success factors for women participating in mining and oil and gas industries.

Performance Measure: Qualified Workers

Indicator: Number of certifications issued in designated trades and occupations by fiscal year.

2005 Baseline: 2005-06	2007-08 Actual	2008-09 Actual	2010 Target	2015 Target
105	87	106	110	120



Objective 3

A Productive Work Environment

- NWT Regulatory Authorities were consulted to ensure understanding of, and compliance with, the Labour Mobility chapter of the Agreement on Internal Trade.
- Negotiated with Canada to establish Agreement on Provincial Nominees and developed NWT Nominee program to support employers in meeting labour demand in critical occupations.
- Signed Immigration Portal Agreement with the federal government to provide information on settlement and integration supports for newcomers to Canada.
- Provided funding and in-kind support and worked with employers and industry through the Mine Training Society and Aboriginal Futures Society.
- Employment standards legislation and regulations were revised, updated and came into force on April 1, 2008.

Next Steps for 2009 – 11:

- Host bi-annual LINX conference for Career Practitioners.
- Update the *Apprenticeship, Trade and Occupations Certification Act and Regulations*.
- Develop Employment Support for Community Employers, a wage subsidy program for youth in small and remote communities to gain essential skills.
- Develop programs and services to support women and Aboriginal persons to prepare for, participate in and successfully complete trades programs.
- Launch the NWT Nominee Program.
- Launch programs and services under the Canada-NWT Labour Market Agreement.
- Develop new Labour Force Development Framework.
- Update regulations and implement changes to increase minimum wage in the NWT.
- Research and develop policies and procedures for employment standards complaints and investigations.
- Implement pan-Canadian framework for Foreign Credential Recognition with NWT regulatory authorities.

Performance Measure: Timely Service

Indicator: Percentage of labour complaints resolved in 90 days or less by fiscal year.

2005 Baseline: 2005-06	2007-08 Actual	2008-09 Actual	2010 Target	2015 Target
58%	46%	56%	65%	70%

Action Plan Status Report

Employment and Labour

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
Objective 1: <i>Northerners making Informed Career Choices</i>				
<i>Improve access to career development services</i>		■		Dedicate career counseling resources specifically to support students and staff attending NWT schools and Aurora College.
	■			Build increased understanding of existing services through improved linkages with employers, schools, Aboriginal governments and communities.
		■		Update the Career Development Directive to ensure the roles, responsibilities and mandates for career development partners are clear and reflective of new and changing relationships.
			■	Provide access to career development services using new and emerging technologies.
<i>Provide effective career counseling services</i>	■			Increase skill levels of career counseling staff.
		■		Develop and implement process for obtaining results information about career development services.
	■			Partner with the schools and college on professional development activities.
	■			Provide routine updates of labour market information to educational institutions and the public.
	■			In cooperation with the NWT Bureau of Statistics provide labour market information along with career counseling information at school.
		■		Create career awareness with parents of students.
		■		Develop an employer survey to identify essential skills required by employees.
<i>Link skilled employees with work</i>	■			Raise awareness of job opportunities and the required skills for those jobs.
	■			Work with employers to remove barriers to employment.
	■			Encourage preference for employment of Northern workers by industry and new employers.
	■			Involve industry and employers in training to the greatest extent possible.
Objective 2: <i>A Skilled Workforce</i>				
<i>Provide institutional and workplace skills development</i>	■			Develop and deliver programs through Aurora College that meet current and emerging labour market needs.
		■		Encourage employers to support the development of their employees by sharing best practices and exchanges of information.
	■			Support people to acquire workplace skills through “training on the job” subsidies.
	■			Partner with the schools and college to support the development of skills that lead to occupational certification.

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
<i>Certify workers</i>	■			Identify key occupational categories in which certification is preferred by employers.
	■			Partner with employers and industry to identify required occupational skill competencies.
		■		Strengthen mechanisms to identify Northerners for apprenticeship programs and to help them enter into them.
	■			Promote training associated with all types of occupational certification.
	■			Work with employers to certify and re-certify employees.
<i>Provide supports related to skills development</i>		■		Work with the federal government to provide support for clients who are not eligible for employment insurance.
	■			Provide opportunities for high school students and youth to acquire skills required for the labour market.
	■			Work with Aboriginal organizations to coordinate efforts.
	■			Assess barriers to skills development and develop strategies to overcome them.
	■			Develop specific programs and services to address barriers to enrollment of Northerners in skill development programming.

Objective 3: A Productive Work Environment

<i>Develop and monitor labour standards</i>	■			Update the <i>Labour Standards Act</i> .
	■			Identify and implement efficient procedures for handling labour service issues.
	■			Promote labour standards and services with employers and employees.
<i>Work with employers to define human resource requirements</i>	■			Work with employers and employees to identify and clarify workplace expectations.
			■	Develop human resource planning frameworks for use by small and medium employers.
			■	Support the development and operation of economic sector councils focused on strengthening the skills and abilities in the labour force.
	■			Work with other provinces and territories to identify key issues and ways in which to collaborate to provide human resource requirements.

Income Security

People actively participating in community and society to their fullest potential

Objective 1

An Integrated System of Program Supports

- The Income Security Reform Framework was developed, including vision, guiding principles and goals.
- The Income Assistance and Child Care User Subsidy programs were reviewed and revised to align with new framework.
- A new Student Child Care User Subsidy program was developed for recipients of student financial assistance.
- An initial review of Income Security programs for persons with disabilities was completed.
- A Service Management model was developed and training provided to frontline staff on the first module.

Performance Measure: Self-Reliance

Indicator: Percentage of Income Assistance clients between the ages of 19 and 29 who exited the Income Assistance program for a period of 6 months or more, by fiscal year.

2005 Baseline: 2005-06	2007-08 Actual	2008-09 Actual	2010 Target	2015 Target
75.3%	72.3%	72.5%	75%	77%

Objective 2

A Comprehensive System of Financial Supports

- Through the Income Security Redesign initiative, enhancements were made across program areas.
- Senior Citizens Supplementary Benefits were increased from \$135 to \$160 per month.
- Senior Home Heating Subsidy income thresholds were increased by \$10,000 to allow more seniors to access benefits.
- Annual program audits and ongoing special audits were completed.
- The repayable Student Loan limit was increased from \$1,100 to \$1,400 per month and the lifetime student loan limit was increased from \$46,000 to \$60,000.
- Benefits for tuition and books under the Student Financial Assistance program were increased.

Performance Measure: Quality Client Services

Indicator: Percentage of survey respondents who were very and somewhat satisfied, overall, with services received from Student Financial Assistance staff.

2005 Baseline	2008-09 Actual	2010 Target	2015 Target
77%	Next SFA survey to be carried out 2010-11	82%	87%



Objective 3

A Responsive Income Security System

- Customer satisfaction surveys were completed for income assistance and public housing rental subsidy programs.
- Income Security program staff at headquarters received customer service training.
- The number of ECE Service Centres in smaller, remote communities was increased.
- The Income Assistance Policy and Procedure Manual was revised.
- The 2007-08 Student Financial Assistance Annual Report was developed.
- Client Services Officer statutory training was expanded and training was provided to all Client Services Officers.
- Completed independent consultation with land claim groups regarding Income Assistance program requirements.
- NWT Social Assistance Appeal Board and Administrative Review Group members received training.

Next Steps for 2009 – 11:

- Complete independent review of the Public Housing Rental Subsidy program.
- Update Public Housing Rental Subsidy Cost of Living Rent Reduction.
- Transfer the Public Housing Rental Subsidy program to the NWT Housing Corporation.
- Distribute pamphlets on Income Security Programs.
- Complete 2008-09 Student Financial Assistance Annual Report.
- Complete Income Security Reform Update Report, 2009.
- Review Income Security forms to streamline delivery.
- Analyze Student Financial Assistance program in light of Canada Student Loan program changes.
- Complete review of Student Financial Assistance benefits.
- Complete Persons with Disabilities program design.
- Continue to expand the number of ECE Service Centres in small and remote communities.
- Complete Student Financial Assistance and Senior Home Heating Subsidy customer satisfaction surveys.

Performance Measure: Effective Client Support

Indicator: Percentage of clients surveyed who were very or somewhat satisfied, overall, with the Income Assistance program.

2005 Baseline	2008-09 Actual	2010 Target	2015 Target
Not available: first survey held in 2008	76.7%	80%	85%

Action Plan Status Report

Income Security

Priority

Completed Action or Ongoing Program/Service

Scheduled For 2009 – 11

Scheduled For 2011 – 15

Objective 1: *An Integrated System of Program Supports*

Program linked to expected outcomes



Identify and plan a program with an understanding of services provided by the Government of Canada.



Identify clear outcomes for GNWT income security program and services that support people in need.



Improve the match of program and benefits with expected outcomes.

Strengthen service management



Develop and introduce an integrated service management approach describing how various service providers will work together.



Implement a service management service audit to identify best practices and make improvements where required.

Objective 2: *A Comprehensive System of Financial Supports*

Access to program and services



Create one-stop community access centres linked to regional career centres.



Make greater use of broadband technology to support program delivery in all communities.



Work with communities and Aboriginal governments to coordinate delivery of program and services.

Consolidation and simplification of program



Assume responsibility for administering the Public Housing Rental Subsidy program.



Reduce complexity of application processes through program consolidation and application simplification.



NEW: Transfer the Public Housing Rental Subsidy Program to the NWT Housing Corporation.



Identify and assume responsibility for other income security program.



Publish information on program and services in a simple format to improve understanding of the purpose, benefits, processes and expectations.



Expand use of the Case Management and Administration System (CMAS) to assess applicants of other program offered by the GNWT. (Ongoing)



NEW: Establish child care user subsidy program for SFA recipients.



Action Plan Status Report

Income Security

Priority	Completed Action or Ongoing Program/Service	Scheduled For 2009 – 11	Scheduled For 2011 – 15	Objective 3: <i>A Responsive Income Security System</i>
<i>Comprehensive income security policy</i>				Develop and introduce a common, comprehensive policy for GNWT income security program.
				NEW: Introduce changes to income assistance program based upon new income security model.
<i>Assess the income security system</i>				Develop an approach for reviewing the income security system (including individual program) against the goals and objectives described in the Income Security Policy.
				Develop a process for, and conduct, routine and periodic program compliance audits.
				Report to the public on a regular basis regarding the activities associated with income security program and services.
				NEW: Evaluate client outcomes of the service management approach.



Cross-Goal Strategies

Strong people...

A Strong North

Strategy 1

Strong and Effective Partnerships

- The Department worked with industry and Aboriginal partners to access additional funding under the Aboriginal Skills and Employment Partnership program.
- A multi-stakeholder working group, comprised of GNWT, Aurora College, NWT Literacy Council, nongovernmental literacy service providers and Aboriginal organizations was formed to oversee the implementation and evaluation of the NWT Literacy Strategy.
- The Department updated its Curriculum Review, Development and Implementation Cycle in consultation with education partners.

Next Steps for 2009 – 11:

- The Aboriginal Student Achievement Initiative will be led by a working group made up of industry, NWT Teachers' Association, education authority, NWT Literacy Council, and department of Justice and Health and Social Services representatives.

Strategy 2

High Quality Human Resources

- A training conference for Income Security Client Services Officers was held in 2007 and 2008.
- Conference for teachers across the NWT was held in February 2009.
- A museum workshop on artifact conservation was delivered in Fort Smith.
- Archives workshops were delivered in Deline and Fort Providence.

Next Steps for 2009 – 11:

- Aurora College and the Department will undertake a review of the Early Childhood Development Certificate program.
- A biannual teachers' conference will be established in collaboration with the NWT Teachers' Association.
- Pan-territorial in-service training will be provided for community adult educators and career practitioners on the adult high school diploma and Prior Learning Assessment.
- A new career development program will be established for students in grades 8 to 12 and adults in, or contemplating, career transition.



Strategy 3

Responsive Information Systems

- The Interprovincial Computerized Examination Management system was used in the NWT to generate, mark and analyze Red Seal exams.
- MyAccount for SFA recipients was installed.
- Several pilot projects were undertaken to investigate alternative methodologies for network services to address bandwidth issues.
- The eSIS web based school information system was implemented in all NWT schools.

Next Steps for 2009 – 11:

- The Department website will be updated to ensure that information is accessible and user friendly.
- A NWT Immigration Portal and enhanced jobsnorth.ca website will be developed to ensure job seekers and newcomers to the NWT can access current and accurate online information.
- An audit and verification module for CMAS will be developed.
- Bandwidth requirements will be determined for ECE, schools and the College. The information gathered will be used as a basis for developing a strategic plan toward the development of future networks.

Strategy 4

Facilities that Match Program Delivery Requirements

- The Department worked with Aurora College to access the Postsecondary Infrastructure Trust Fund to improve College facilities in Tsiigehtchic, Lutselk'e, Hay River Reserve, and at the Aurora Research Institute.
- Funding for 10 community libraries located in schools was increased to maintain a minimum of 20 hours a week for public access.
- A new school was built in Tulita, and an addition to Ecole Allain St-Cyr in Yellowknife was completed.

Next Steps for 2009 – 11:

- The Ten Year Facility Plan, including ways to address residence shortfalls, will be developed for Aurora College.
- A long-term plan for public library space in communities will be developed.
- Three new Community Learning Centres will be built with funding from the federal Knowledge Infrastructure Program.
- A new Aurora Research Institute will be built with funding from the federal Arctic Research Infrastructure Fund.
- Projects identified in the Infrastructure Acquisition Plan will be completed as scheduled.

Strategy 5

Effective Performance Planning, Monitoring and Measurement

- Towards Excellence 07: A Report on K-12 Education in the NWT was published.
- A summative evaluation of the Canada-NWT Labour Market Development Agreement was completed.
- Conducted comprehensive review of Apprenticeship and Occupational Certification program and developed an Action Plan.

Next Steps for 2009 – 11:

- A comprehensive review of Adult Literacy and Basic Education will be carried out.
- Planning and accountability frameworks will be developed for education programs, including Aurora College.

Priority	Action Status Report <i>Cross-Goal Strategies</i>		
	Completed or ongoing	Scheduled For 2009 – 11	Scheduled For 2011 – 15
<i>Strengthen local, territorial and federal partnerships, and work collaboratively to address problems and achieve results</i>			■
		■	
		■	
		■	
		■	

Strategy 1: *Strong and Effective Partnerships*

- Develop a partnership strategy in each of the key areas of the mandate.
- Target and invest in partnerships that provide the most benefit to Northerners.
- Promote public awareness of the partnerships and the roles and responsibilities of the various partners.
- Develop staff skills related to working in partnership with others.
- Celebrate and promote key outcomes of partnerships.

Priority	Completed or ongoing	Scheduled For 2009 – 11	Scheduled For 2011 – 15	Strategy 2: <i>High Quality Human Resources</i>
<i>Develop a skilled, productive workforce that represents the people it serves</i>				Develop a human resource strategy tailored to key areas of Departmental responsibility.
				Coordinate teacher recruitment with the DEAs, DEC's and the Commission scolaire Francophone des Territoires du Nord-Ouest.
				Work to ensure Northern students and graduates are hired, particularly from the Aurora College Teacher Education program.
				Identify and develop training and education programs required to prepare Northerners for entry into jobs related to Departmental activities.
				Develop strategies to increase the number of Aboriginal and Northern students in the Aurora College Teacher Education program.
				Collaborate with the NWT Standing Committee on Teacher Education to ensure that the content of the Aurora College Teacher Education program is closely linked to the needs of employers.
				Celebrate and promote the quality of our human resources in their service to the public
	<i>Ensure our staff get the education and training that they need</i>			
				Maintain and enhance the New Teacher Induction program to include a focus on cross cultural awareness.
				Increase coordination and collaboration with the Northwest Territories Teachers' Association as well as regional management personnel, in planning and supporting professional improvement for teachers.
				Plan and support skills development among College staff by working with the College to develop a comprehensive approach to instructor development.
				Encourage common professional development opportunities among key partners.
				Expand Departmental staff development opportunities to include training programs related to the new realities of service delivery, such as collaborative management of programs and services, program assessment and evaluation.

Priority	Completed or ongoing	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
				Strategy 3: <i>Responsive Information Systems</i>
<i>Simplify processes and improve efficiency utilizing new technology</i>	■			Improve or expand the capability of internal information systems by focusing on strengthening the Case Management and Administrative System (CMAS) that supports program delivery.
	■			Integrate new Departmental responsibilities such as Income Security and Labour into the internal information management system.
		■		Develop an audit and verification module in CMAS that will enable ECE to monitor compliance and improve accountability.
		■		Conduct an audit of the CMAS system to ensure that it continues to perform as designed and intended.
	■			Replace various student records systems in use by the education councils and authorities with a single system.
		■		Design and implement a database repository to capture student record information.
	■			Expand Web-based information systems and services: • Virtual Library Project
	■			• Student Financial Assistance
	■			• Student Records for teachers and students online
		■		• Aboriginal Languages Website
	■			• Museum Website
	■			• Distance Learning
	■			Work with the Department of Public Works and Services and the Chief Information Officer to address bandwidth issues.
		■		Assess new technologies that could support the work of organizations responsible for revitalizing and enhancing Aboriginal language use and literacy.
		■		Ensure information about Department programs and services on websites is accessible and user friendly.
				Strategy 4: <i>Facilities that Match Program Requirements</i>
<i>Provide suitable facilities for schools and college programming</i>	■			Identify facilities that need renovation to meet health and safety requirements and the associated costs.
	■			Identify facilities that need changes to meet emerging program needs and define those changes.
		■		Address Aurora College residence shortfalls.
		■		Secure long-term solution to college program delivery requirements in Yellowknife.
		■		Identify opportunities for the College and high schools to share facility space.

Priority	Completed or ongoing	Scheduled For 2009 – 11	Scheduled For 2011 – 15	
<i>Define and address additional facility requirements</i>		■		Establish long-term plan for the provision of public library space in communities.
		■		Complete renovation of the Prince of Wales Northern Heritage Centre.
		■		Review contribution policies related to space provision for heritage and childcare facilities.
			■	Identify and address the requirements for office and other support facilities needed to deliver programs and services.

Strategy 5: *Effective Performance Planning, Monitoring and Measurement*

<i>Confirm program planning and reporting processes</i>		■		Review and update existing program planning and reporting requirements for education authorities and Aurora College.
	■			Define mechanisms to share planning and activity information between ECE and its boards and agencies.
	■			Link and sequence planning and reporting efforts between ECE and its boards and agencies.
<i>Create a program evaluation framework and function</i>		■		Identify employees who will be responsible for coordination of performance measurement and reporting within ECE.
		■		Establish a plan which includes measurable goals and targets to improve ECE's activities; collaborate on this activity with those in regional, divisional and central agency roles.
<i>Develop an accountability framework and an indicator report for each of the five main program areas.</i>		■		Develop a results-based management and accountability framework for education program.
			■	Develop a results-based management and accountability framework for the remaining main program and service areas.
		■		Expand production of indicator reports which monitor early childhood, schools and postsecondary education to include the remaining three program areas: culture, heritage and languages, employment and labour, and income security.