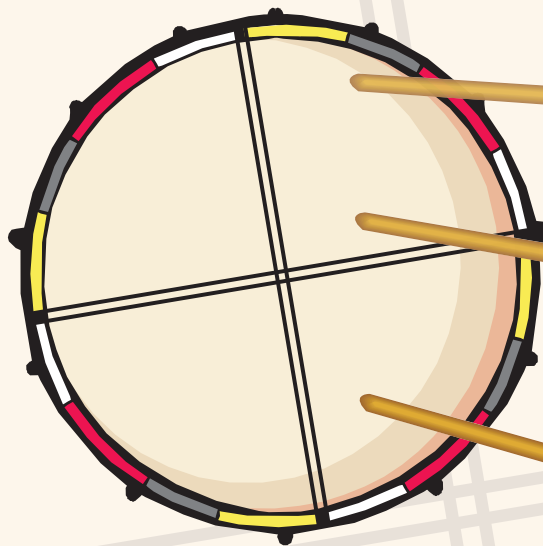


**STRATEGY
FOR
TEACHER EDUCATION
IN THE
NORTHWEST
TERRITORIES:
2007 – 2015**





Acknowledgements

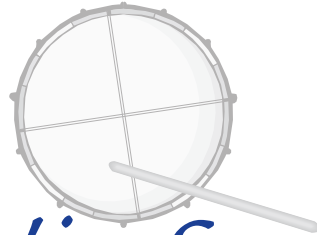
Education, Culture and Employment recognizes the continued, ongoing support that the Indian Teacher Education Program (ITEP) and the University of Saskatchewan have offered over the last 30 years of teacher education in the NWT. With their continued support and partnership, Aurora College is now able to deliver the Bachelor of Education degree within the NWT as well as community-based delivery of a teacher education diploma program. Their committed involvement and guidance also allows for the possibility of success in future endeavours,

such as delivery of a Master's of Education Program. Finally, Education, Culture and Employment would like to recognize the important role of ITEP and the University of Saskatchewan in providing a 'home' for TEP students completing their degree at the University of Saskatchewan. It is with this partnership between Aurora College, University of Saskatchewan and Education, Culture and Employment, that the growth and evolution of the Teacher Education Program in the NWT has been possible.



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Executive Summary

Teacher education in the NWT has a long and successful history – graduating 269 teachers since 1968, 78% of whom are Aboriginal. Graduates of the program are currently employed in all areas of education across the territory, bringing about critical systemic changes through the creation of a uniquely culture-based education school system.

This third Strategy for Teacher Education, developed by the Department of Education, Culture and Employment in collaboration with key stakeholders, supports a culture-based education system in the Northwest Territories. Since the percentage of Aboriginal teachers has decreased from 13% in 1997-1998 to 11% in 2004-2005, the program must refocus its energy and resources toward increasing this average. This strategy provides a path for achieving that vision.

A wide range of advice and experience has been gathered to develop this strategy – ranging from previous program evaluations, a comprehensive review of the program, trends in Canadian Aboriginal post-secondary education and recommendations from the NWT stakeholders. All sources agree that a combined community- and campus-based delivery model allows for the greatest program accessibility for Aboriginal students.

The focus of this strategy is increased accessibility of a program that provides personal, professional, cultural and academic learning. The key to success will depend on effectively recruiting and retaining Aboriginal students in a responsive, culture-based program that can be delivered in communities and the lead campus responsible for the Teacher Education Program.



Introduction

The Government of the Northwest Territories is a pioneer in the field of Aboriginal teacher education, offering the first teacher education program for Aboriginal peoples in North America in 1968 (ECE: 1991). Since then, one of the primary mandates of the Department of Education, Culture and Employment (ECE) has been to increase the number of Aboriginal teachers in the NWT education system.

This mandate has been reflected in the Department's strategic planning documents: *Learning, Tradition and Change* (ECE, 1982); *People: Our Focus For The Future: A Strategy to 2010* (ECE, 1994); and *Building On Our Success: Strategic Plan 2005 – 2015* (ECE, 2005). ECE's commitment to culture-based education, where schools and curricula are founded in the NWT Aboriginal languages and cultures, is clearly described in these three documents, all of which recognize Aboriginal teachers as essential for achieving this goal.

The vision of the current ECE Strategic Plan, *Building on Our Success: Strategic Plan 2005 – 2015*, identifies a northern teaching force as vital to the north's long-term development. A strong NWT Teacher Education Program will, in fact, support and contribute to the achievement of each of the five ECE goals:

1. pride in our culture;
2. education of children and youth;
3. education of adults;
4. skilled and productive work environment; and
5. people participating fully in society.

Research shows that culture-based education – education that reflects and respects students' heritage, language and life experience – enhances individual self-esteem leading to improved educational outcomes (Corson, 1998; Cummins, 1996; Ward, 2001). The result is students who have pride in their history as well as the knowledge, skills and attitudes they require to function confidently and responsibly in today's society and the society of the future. This is a goal of education in the NWT.

Permanent employment opportunities are available in schools in every NWT community, and Aboriginal teachers are needed if school programs are to truly reflect the cultures of the NWT. Aboriginal teachers will foster a sense of pride and ownership for educational programs at the community level, while contributing to the stability of the education system and the economy of the community.

Many of today's Aboriginal teachers began their careers as classroom assistants and special needs assistants and earned professional credentials through the Aurora College Teacher Education Program. As well, many went on to earn their B. Ed. degree through the University of Saskatchewan Indian Teacher Education Program in Saskatoon, Saskatchewan. In recent years, these graduates have made remarkable contributions to the NWT education system by becoming change agents – transforming the system to be more culturally reflective and responsive to the lives of Aboriginal children. Many of these graduates are now in senior positions, both in schools and in the Department of Education, Culture and Employment, where they can influence the future direction of education in the NWT.

While the Aurora College Teacher Education Program experienced success with high graduation rates in its first decade between 1969 and 1979, the results declined between 1980 and 1990, when Nunavut established its own program in Iqaluit. In the late 1980s it was clear that one campus-based program could not fulfill the need for Aboriginal teachers for the entire western NWT, so the Department of Education, Culture and Employment commissioned the first Strategy for Teacher Education. This strategy described a plan and identified funds to deliver community-based teacher education in every region of the NWT. The community-based programs ran concurrently with and were supported by the campus-based program in Fort Smith. In 1998, a second strategy, *Strategy for Teacher Education in the Northwest Territories: Past Experiences and Future Directions* (ECE, 1998), described a more centralized, three-campus delivery model. The results of these strategies and the earlier campus-only model of delivery provide lessons that shaped the planning for this third teacher education strategy from 2007 to 2015.

In light of the current declining percentage of Aboriginal teachers in the NWT education system and the recent declining graduation rates of Aboriginal students in the Aurora College Teacher Education Program (TEP), there is an urgent need to increase the numbers of Aboriginal educators across the NWT. The urgency is more evident as many of the early TEP graduates approach retirement.

Aboriginal educators are needed to provide culture-based education and to successfully implement the *Aboriginal Language and Culture-based Education Directive* (ECE, 2004) in all NWT schools. They use their experience and skills to: facilitate communication and understanding between the school, the parents and the community; to maintain continuity and consistency of school programming; and to improve the teacher retention rate. Aboriginal teachers help retain Aboriginal languages and cultures, and serve as role models for Aboriginal youth. As professionals within their communities, they contribute to the self-determination and development of self-reliant communities, contribute to the economic growth of their communities, and work toward eliminating cultural discontinuity in schools (Battiste, 2000; Cummins, 1996; Watt-Cloutier, 1993).

Using the lessons learned from 37 years of teacher education in the NWT, this strategic plan identifies opportunities and options for an effective culture-based Teacher Education Program that will attract and retain Aboriginal students through to graduation. It will promote equitable delivery of teacher education opportunities across the NWT and equitable financial support for teacher candidates. The final outcomes will achieve 70% Aboriginal enrollments in teacher education across the NWT, eventually resulting in a teaching force that supports a culture-based education system. Finally, this strategy will encourage the development of career plans for TEP graduates who are Aboriginal educators, leading them toward senior positions in the Divisional Education Councils, the Department of Education, Culture and Employment and Aurora College, and providing opportunities for advanced studies at our partner university, the University of Saskatchewan, and other post-secondary institutions.



History of the “TEPs” in Canada

Aboriginal Teacher Education Programs across Canada, generally known as TEPs, have their origins in the Northwest Territories. This NWT initiative, which brought about immediate success, quickly moved across Canada – taking shape in various forms but with the common purpose of responding to the under-representation of Aboriginal people in the teaching profession.

The TEP movement presented an opportunity for change in the education system and was driven by a desire to return the control of Aboriginal children’s education to Aboriginal people. This would be achieved by providing access to careers in education through the removal of systemic and social barriers that prevented access in the past. TEPs offered an opportunity to provide a culturally relevant education that was grounded in decolonizing methods. TEP graduates would become self-reliant Aboriginal role models, who could contribute to the preservation of their culture and language, while making vital social and economic contributions to their communities.

The history of the TEPs across Canada shows that various methods of delivery have been used – ranging from centralized to decentralized models, as well as a combination of both, in order to make the program accessible to Aboriginal students and responsive to the uniqueness of each culture and region. History also shows that the origin of many Canadian TEPs depended on strong partnerships representing Aboriginal organizations, education districts, ministries, colleges and universities and, in recent years, TEP alumni have become the strongest supporters and promoters of the continued role of these programs. Advisory committees or boards representing the partners continue to provide guidance in all aspects of the program.

Successful TEPs, by keeping the original goals in the forefront, have been able to find a way of existing in the complex environment of divergent expectations and values represented by the partners. Elements within TEPs that have and continue to cause tension and a need for resolution include:

- community vs. institutional expectations;
- traditional cultural values vs. mainstream values;
- student needs vs. institutional regulations; and
- academic program vs. community/school needs.

Other tensions common to all TEPs include:

- uncertain and/or inadequate funding and facilities;
- quality and length of practicums;
- relationships between the program and the school system; and
- integration of practical experience with course content (Tymchak, 2006).

TEPs have proven that addressing the related tensions and challenges through strong and trusting partnerships can bring about successes. The NWT Teacher Education Program is one example of a remarkable success story. The University of Saskatchewan ITEP has provided continued support and guidance over the last 30 years.

History of Teacher Education in the NWT

Teacher education in the Northwest Territories, which began as an experimental program in Yellowknife in 1968, was the first Aboriginal Teacher Education Program in North America. In 1970, the program relocated to Fort Smith and after a short affiliation with the University of Alberta, established a long-standing partnership with the University of Saskatchewan in 1977 that continues today. Until 1979 Nunavut students attended the program in Fort Smith; however, in that year a separate program was established in Iqaluit that became affiliated with McGill University in 1981.

Teacher education in the Northwest Territories is a long-standing, successful program introduced to prepare Aboriginal teachers for Northwest Territories schools. Over the past 37 years, the program has regularly made adjustments in order to provide an effective program that serves the greatest number of students across the NWT. This responsiveness can be characterized in five distinct phases.

In Phase One the program was located at the Fort Smith Campus and students attended from both the current NWT and Nunavut. Following the creation of a Nunavut program, Phase Two involved students from the NWT only. In Phase Three, it became a field-based program coordinated from Yellowknife but without a campus base. Phase Four introduced community-based programs that rotated around the regions and were hosted by the Divisional Education Councils. The Fort Smith campus-based program continued to provide training as well as support for the community-based programs in this phase. Phase Five supported a three-campus model when the program was offered at the three Aurora College campuses in Fort Smith, Yellowknife and Inuvik.

Phase	Location	Dates	Description
Phase 1	Fort Smith Campus	1968 – 1979	NWT and Nunavut teacher trainees
Phase 2	Fort Smith Campus	1979 – 1986	NWT teacher trainees
Phase 3	Field-based Program	1987 – 1990	Coordinated from YK
Phase 4	CTEP + Fort Smith Campus	1991 – 2000	First TEP Strategy
Phase 5	Three Campus Model	2001 – 2006	Second TEP Strategy

Phase 1	Fort Smith Campus	(1968 – 1979)
Phase 2	Fort Smith Campus	(1979 – 1986)
Phase 3	Field-based Program	(1987 – 1990)
Phase 4	Community TEPs + Fort Smith Campus	(1991 – 2000)
Phase 5	3 Campuses – Fort Smith, Yellowknife, Inuvik	(2001 – 2006)

The program structure has also evolved over the years from the original one-year certificate to a two-year diploma in 1970 and then to a three-year diploma in 1998. A TEP Access Program was introduced in the early 1990s to prepare teacher candidates academically to meet the entrance requirements for TEP, and this component of the program continues to be essential for most of the applicants today. Since an agreement with the University of Saskatchewan was established in 1977, teacher candidates who completed an Aurora College diploma have transferred to the University of Saskatchewan to complete a Bachelor of Education. In 2005, Aurora College signed an agreement with the University of Saskatchewan allowing the College to deliver the full Bachelor of Education Degree; the first students will graduate with a Degree in 2008.

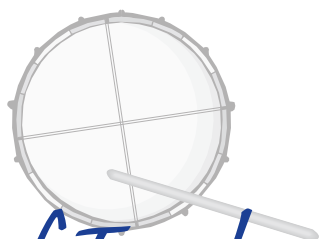
In 2006, an innovative Community Educators Preparation Program (CEPP) was introduced in the Thlcho Region that includes healing/wellness, Aboriginal language and culture, orientation to teaching as a career, and academic studies as a preparation for TEP Access (Appendix “H”).

The Aurora College Teacher Education Program curriculum has been revised regularly over the years in response to changes in the NWT school curriculum, feedback from school boards, requirements of the University of Saskatchewan, recommendations of the Aurora College TEP Curriculum Committee, and the Department of Education, Culture and Employment’s NWT Committee on Teacher Education. The program has also been influenced by the revision of the Education Act in 1996 requiring all NWT teachers to complete a Bachelor of Education in order to maintain certification.

Phase Four, guided by the First TEP Strategy, was driven by the goal of 50% Aboriginal teachers by the year 2000. Increased accessibility through community-based delivery and incentive loans made it possible for classroom assistants and Aboriginal language specialists, as well as new applicants, to become qualified teachers within their community or regional centre. Flexibility within the program allowed for regional variations incorporating Aboriginal language and culture content and various delivery models. At this time, the Aboriginal Language and Cultural Instructor Program (ALCIP) became an alternate exit for Aboriginal language teachers. In most regions, the Divisional Education Councils received the program funds and subcontracted Aurora College for program delivery.

In 2001-2002, Aurora College initiated a review of the Teacher Education Program, the results of which are outlined in the *“Stream to River: Strong Current Teacher Education Report”* (Saskatchewan Institutional Development and Research Unit, 2002). The recommendations focused on the expansion of the program to offer a full Bachelor of Education in the NWT, through the University of Saskatchewan, and the need to realign all aspects of the program under a common philosophy. An analysis of the recommendations identified nine key areas:

1. program philosophy and vision;
2. program design – curriculum;
3. program delivery model;
4. teacher trainee supports and incentives;
5. program leadership;
6. program coordination and staffing;
7. teacher trainee recruitment;
8. program funding; and
9. employment of graduates (Appendix “J”).



Key Areas of Teacher Education in the NWT





Past Results

Aboriginal Teachers in NWT Schools

In order to plan for the future, it is important to look at past results. In 1997-1998 there were 619 teachers in the NWT, of whom 82 (13%) were certified Aboriginal teachers with a Standard or Professional Certificate. The percentage of Aboriginal teachers within specific regions was as high as 40% in the Tłıchq and 26% in the Beaufort-Delta. If Aboriginal language specialists were included in the total, there were 110 (18%) in the NWT. The percentage within specific regions was as high as 49% in the Tłıchq and 37% in the Beaufort-Delta (ECE, 1998).

In 2004-2005, there were 743 certified teachers (K-12) with a Standard or Professional Certificate in the NWT; 81 (11%) of those were Aboriginal. In the Tłıchq, 26% of the teachers were Aboriginal and in the Beaufort-Delta 17% were Aboriginal. If Aboriginal language specialists were included in the total, there were 109 (15%) in the NWT, with the Tłıchq at 34% and the Beaufort-Delta at 22% (Appendix "D").

A comparison of numbers in 1997-1998 and 2004-2005 show the total number of Aboriginal teachers to be virtually the same; however, the percentage of Aboriginal teachers has gone down with the increase of teaching positions over all. Since the program began, Aurora College has graduated 269 teachers, of whom 209 are Aboriginal (Appendix "A"); however, a number of earlier graduates have moved from the schools into other education-related careers, changed careers completely or retired.

The long-term goal of the Department of Education, Culture and Employment is to have a representative teaching force (50.5%) in the NWT. Based on the current composition of the NWT teaching workforce, 400 Aboriginal teachers with a Standard or Professional Certificate are required. Taking into account 2004-2005 numbers, 319 additional Aboriginal teachers need to be trained and employed in the NWT school system. If Aboriginal language specialists are included in the totals, then in 2004-2005, there were 109 Aboriginal teachers or 15% of the total; therefore, 291 additional Aboriginal teachers are required for a representative teaching force (Appendix "D"). These numbers do not take into account those Aboriginal teachers who may change careers or retire.

It is important to note that the majority of NWT Aboriginal teachers (72%) in 2004-2005 who had a Standard or Professional Certificate taught at the K-9 level. The other 28% were administrators, coordinators or full-time Aboriginal language teachers (Appendix “E”). There are other Aboriginal educators working in education-related positions for the Department of Education, Culture and Employment and as Aurora College instructors outside the school system.

Aurora College Teacher Education Program Enrollments

Enrollments in the Aurora College Teacher Education Program (Appendix “C”) show a significant total increase between 2000 and 2005, with the highest year at 71 students in 2002-2003. During this time, the program was offered at the three College campuses; however, at this time there was also a remarkable decrease in the percentage of Aboriginal students. Over a six-year period, Fort Smith averaged 65% Aboriginal students in TEP, Yellowknife averaged 37% Aboriginal and Inuvik averaged 94%. These averages did not include students in TEP Access (Appendix “C”).

Aurora College Teacher Education Program Graduation Rates

Recent graduation rates in the Aurora College Teacher Education Program show a dramatic decrease in the number of Aboriginal graduates and an increase in the non-Aboriginal graduates (Appendix “A”). In Phase One (1968 – 1979) there were 75 (90%) Aboriginal graduates, in Phase Two/Three (1980 – 1990) there were 42 (88%) Aboriginal, in Phase Four there were 76 (81%) Aboriginal, and in Phase Five there were 16 (36%) Aboriginal. For the first time, the number of non-Aboriginal graduates in Phase Five outnumbered the Aboriginal graduates. The total number of graduates since the program began is 269, of whom 209 were Aboriginal. Of the 60 non-Aboriginal graduates, 28 graduated in the past five years (Appendix “A”).

Of the 269 TEP diploma graduates, 131 (49%) have gone on to complete a Bachelor of Education Degree outside the NWT (Appendix “B”). In 2004, new students entering the Aurora College Teacher Education Program were enrolled in the new Bachelor of Education Program; however, the College continues to offer the option to exit after three years with a Diploma. The first Degree graduates from the new Bachelor of Education Program offered completely in the NWT will graduate in 2008.



Lessons Learned

Based on a review of past results, it is clear that the highest number of Aboriginal graduates occurred in Phase Four, with 76 Aboriginal graduates, of whom 50 came through the community-based programs. Advantages of the community-based delivery model, along with valuable lessons learned, are provided in reports prepared for the Department of Education, Culture and Employment by Carney (1990) and Reddy (1991) (Appendix “K”).

NWT Teacher Education – Lessons Learned

- 1. All faculty and program planners must be well versed in all historical and recent aspects of TEP.*
- 2. Community-based programs must be supported by an Advisory Committee representing all the partners – ECE, College, Divisional Education Councils, Aboriginal organizations.*
- 3. Governance and administration of community-based programs should involve the partners.*
- 4. Campus and community-based programs must have one common philosophy and be mutually supportive.*
- 5. Roles and responsibilities must be clear in community-based programs.*
- 6. Adequate planning and lead-time for community-based programs is extremely important.*

- 7. Program promotion and public relations are critical.*
- 8. Teacher trainees must have access to resources and experiences outside the community.*
- 9. Flexibility with entrance requirements and opportunities for academic upgrading within the program are essential.*
- 10. All TEP graduates require induction/mentorship support in their first year of teaching.*
- 11. Aboriginal graduates teaching as a minority on school staffs need a support network.*

Advantages of Community-based Teacher Education

- 1. Continuous community support for teacher candidates and the program.*
- 2. Stronger focus on the role of the teacher as community member.*
- 3. Greater opportunities to join theory and practice throughout the program.*
- 4. Interaction between community- and campus-based faculty professionally beneficial.*
- 5. Elimination of loneliness, depression and disconnection from students’ social, cultural and family support networks experienced at campuses.*



Current NWT Education Environment

There are a number of key factors in the current NWT education environment that have implications for this strategy:

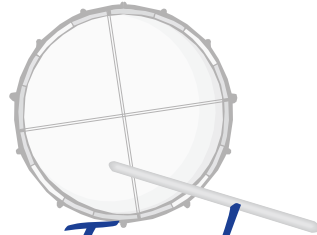
1. **Aboriginal children in NWT schools:** In the NWT, 64% of the school age population is Aboriginal. Research shows that Aboriginal children learn most effectively if they are taught about and through their culture and language. To achieve that goal, the Department of Education, Culture and Employment implemented the *Aboriginal Language and Culture-based Education Directive* (ECE, 2004). Aboriginal TEP graduates are the most effective and appropriate teachers to provide culture-based education since they share the cultural values, skills and knowledge required to provide a culture-based education program. The Aurora College Teacher Education Program is also designed to prepare teachers in this way.
2. **Aboriginal teacher retirements:** Many of the senior Aboriginal teachers are reaching retirement and a new generation of Aboriginal teachers is required to continue the systemic changes they have made. This translates into a need for continuous enrollment of new Aboriginal students in the Aurora College Teacher Education Program.
3. **Effects of teacher turnover:** Continued dependence on teachers recruited from outside the NWT results in an average annual teacher turnover rate of 18% across the NWT or as high as 31% in the Beaufort-Delta region (Appendix “G”). High teacher turnover results in discontinuity of teaching staff negatively affecting student commitment, achievement and school programming. It also burdens local and regional administration, reduces community confidence in the school, and impacts on the NWT education system as a whole.
4. **Cost of teacher turnover:** The high annual removal costs of teachers who are hired from outside the NWT require educational resources that could otherwise be directed into school programming. Between 2000-2001 and 2004-2005, the average annual removal cost for teachers was \$1,222,000. Other costs associated with hiring out-of-territory teachers include extensive orientation to the environment and cultures, and in-service in the NWT curricula (Appendix “G”).
5. **Lifelong commitment of TEP graduates:** Graduates of the Aurora College Teacher Education Program demonstrate a high retention rate, with 79% of graduates between 1991 and 2005 still working in the field of education in 2005 (Appendix “F”).

6. **Aboriginal teachers' career paths:** NWT Aboriginal teachers, with very few exceptions, spend their entire careers in the NWT and the education system benefits from the continuity they provide. Some become qualified for administration positions and advance as principals, superintendents, education consultants, curriculum specialists or College instructors (Appendix "F").
7. **Systemic changes:** In order to make significant and lasting changes to the school system for the benefit of the Aboriginal community, a critical mass of Aboriginal education professionals is needed. A sustainable and successful school system requires the continuous recruitment of Aboriginal educators at all levels.
8. **Community development:** Research shows that culture-based education programs lead to improved educational outcomes for the young people of the NWT because they equip students with the knowledge, skills and attitudes they require to function confidently and responsibly. Culture-based programs also enhance individual and community efficacy, which, in turn, are linked to positive health and economic outcomes for today's society and the society of the future.

Education, Culture and Employment Commitment

The Department of Education, Culture and Employment has stated its commitment to the development of a representative teaching force.

1. **ECE Strategic Plan:** One objective of the Department's Strategic Plan, *Building on Our Success: Strategic Plan 2005 – 2015* (ECE, 2005) is to double the number of Aboriginal teachers, senior managers and principals working in the NWT school system. Achieving this objective is dependent upon the ability of the Aurora College Teacher Education Program to graduate teachers who are qualified for these positions.
2. **ECE Aboriginal Language and Culture-based Education Directive:** The successful implementation of the *Aboriginal Language and Culture-based Education Directive* (ECE, 2004) is contingent on the availability of teachers with knowledge of, and experience in, Aboriginal languages and cultures of the NWT.



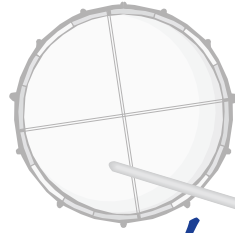
Strategy for Teacher Education in the NWT: 2007 – 2015

This new NWT Strategy for Teacher Education draws on the lessons learned from the past (Appendix “K”), the wisdom and experience of the NWT partners in education, and current research into Aboriginal post-secondary education (Appendix “I”). It sets out **five goals** for teacher education that are identified as primary and secondary to be achieved between 2007 and 2015. The primary goals are to be addressed immediately; the secondary goals are to be pursued later in the term of the strategy when outcomes for the primary goals are well established.

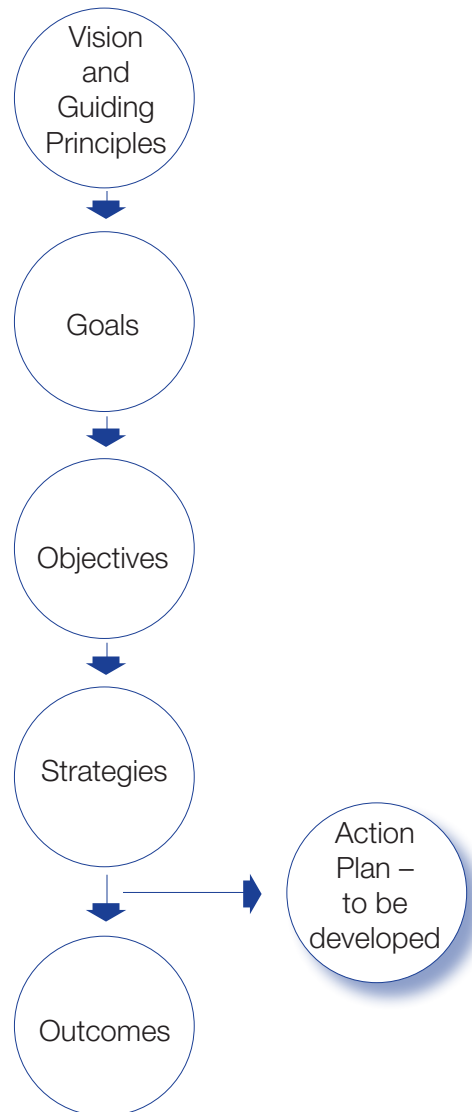
Each **goal** in this strategy generates a number of **objectives** and each objective identifies **strategies**. The achievement of each goal will be measured by a set of **outcomes**. A subsequent **action plan** will be developed to chart a process for moving the objectives forward in order to realize the goals.

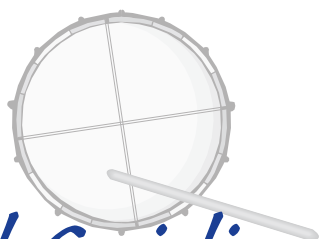
To achieve the five goals, this Strategy will emphasize increased program accessibility and enhanced opportunities for personal, cultural, academic and professional preparation within the program. Emphasis will be on increasing the number of Aboriginal teacher candidates entering the program and the number of Aboriginal graduates entering the NWT school system.

A successful teacher education program in the Northwest Territories in the future will depend completely on recruiting and retaining Aboriginal teacher candidates through to graduation. It is critical that the nine key program elements compliment and support each other so that the result will be an effective, unified program providing the Northwest Territories education system with the Aboriginal teachers it requires. The continued partnership and agreement with the University of Saskatchewan are critical to providing a B. Ed. degree program on site.



Strategy at a Glance





Vision and Guiding Principles

Vision

The Northwest Territories Teacher Education Program is a uniquely Aboriginal and northern Teacher Education Program working toward a teaching workforce that is representative of the school age population of the Northwest Territories.

Guiding Principles

The principles for teacher education were developed and finalized by the NWT Committee on Teacher Education in June 2003.

- 1. We are dedicated to a Program founded on the knowledge, experiences, values, skills and wisdom of NWT Aboriginal peoples: Dene, Métis and Inuvialuit.*
- 2. We believe that the Aurora College Teacher Education Program is premised on the knowledge and delivery of NWT curricula in cross-cultural settings, with Aboriginal culture and content as the main focus.*

- 3. We value quality programming that offers experiential, professional and academic learning.*
- 4. We believe that the Aurora College Teacher Education Program builds capacity through a broad network of partnerships.*
- 5. We recognize that the strength and uniqueness of the Program is sustained by a wide range of teacher candidate supports.*
- 6. We are committed to the research and documentation of Aboriginal worldviews.*

*NWT Committee on Teacher Education,
June 12, 2003*

We are appreciative of the continued support of the Indian Teacher Education Program, College of Education, University of Saskatchewan, which has provided the mechanism for the delivery and granting of the B. Ed. degree in the NWT.



Primary Goals

Goal 1

Increase the number of Aboriginal teachers representing all regions of the NWT

Goal 2

Increase the number of Aboriginal language teachers in all regions of the NWT

Secondary Goals

Goal 3

Prepare education assistants for all NWT schools

Goal 4

Prepare Aboriginal secondary teachers and program support teachers for NWT schools

Goal 5

Increase the number of Aboriginal school administrators,
College faculty and administration,
Education, Culture and Employment consultants and management



<p>Goal 1 – Increase the number of Aboriginal teachers representing all regions of the NWT</p>	<p>Objective 1.1 An NWT Teacher Education Program that provides personal, professional, academic and cultural learning and support for Aboriginal teacher candidates</p> <p>Objective 1.2 An NWT Teacher Education Program that is founded on the knowledge, experiences, values, skills and wisdom of NWT Aboriginal peoples, which is achieved through a network of partnerships</p> <p>Objective 1.3 Teachers who will deliver the NWT curricula in cross-cultural and Aboriginal settings</p> <p>Objective 1.4 An NWT Teacher Education Program that is both community- and campus-based</p>
<p>Goal 2 – Increase the number of Aboriginal language teachers in all regions of the NWT</p>	<p>Objective 2.1 A responsive NWT Aboriginal Language Teacher Education Program to be delivered regionally</p> <p>Objective 2.2 Aboriginal language teachers representing all NWT languages to meet the needs of language programs in schools, early childhood and adult education programs</p>
<p>Goal 3 – Prepare education assistants for all NWT schools</p>	<p>Objective 3.1 A training program for education assistants linked to the NWT Teacher Education Program</p>
<p>Goal 4 – Prepare Aboriginal secondary teachers and program support teachers for NWT schools</p>	<p>Objective 4.1 A process for preparing Aboriginal secondary teachers and program support teachers</p>
<p>Goal 5 – Increase the number of Aboriginal school administrators, College faculty and administration, Education, Culture and Employment consultants and management</p>	<p>Objective 5.1 Career plans for Aboriginal educators that lead to career opportunities in the school system, the College, and Education, Culture and Employment</p>



These strategies describe a pathway and process for achieving the goals and objectives.

Strategies for Goal 1

<p>Objective 1.1 <i>An NWT Teacher Education Program that provides personal, professional, academic and cultural learning and support for Aboriginal teacher candidates</i></p>	<p>Strategy 1 – Establish a values-based Teacher Education Program founded on mutual respect, cultural identity and professional conduct</p> <p>Strategy 2 – Deliver a Teacher Education Program that prepares teacher candidates to implement the NWT curricula</p> <p>Strategy 3 – Provide personal, cultural and academic supports for teacher candidates that will lead them to success</p>
<p>Objective 1.2 <i>An NWT Teacher Education Program that is founded on the knowledge, experiences, values, skills and wisdom of NWT Aboriginal peoples, which is achieved through a network of partnerships</i></p>	<p>Strategy 4 – Maintain a strong consultation process with all education partners</p> <p>Strategy 5 – Apply the Aboriginal Cultural Perspectives Guidelines to all TEP courses</p>
<p>Objective 1.3 <i>Teachers who will deliver the NWT curricula in cross-cultural and Aboriginal settings</i></p>	<p>Strategy 6 – Infuse Aboriginal cultural perspectives in all courses throughout the program</p> <p>Strategy 7 – Make Aboriginal culture the foundation of all aspects of the program</p>
<p>Objective 1.4 <i>An NWT Teacher Education Program that is both community- and campus-based</i></p>	<p>Strategy 8 – Re-establish a community-based delivery model for the Aurora College Teacher Education Access and Diploma</p> <p>Strategy 9 – Maintain the campus-based TEP Access, TEP Diploma and Bachelor of Education Program</p>

Strategies for Goal 2

<p>Objective 2.1 An effective, responsive NWT Aboriginal language Teacher Education Program delivered regionally</p>	<p>Strategy 10 – Introduce a regional delivery model for the Aboriginal Language and Cultural Instructor Program using the new two-year ALCIP Diploma</p> <p>Strategy 11 – Deliver an Aboriginal Language and Cultural Instructor Program that prepares teacher candidates to effectively deliver Aboriginal language and culture programs in NWT schools</p>
<p>Objective 2.2 <i>Aboriginal language teachers in all NWT languages that meet the needs of language programs in schools, early childhood and adult education programs</i></p>	<p>Strategy 12 – Provide a program that responds to individual teacher candidates' needs</p>

Strategies for Goal 3

<p>Objective 3.1 A training program for education assistants linked to the NWT Teacher Education Program</p>	<p>Strategy 13 – Develop and deliver an Education Assistant Certificate Program to be delivered regionally and with the flexibility to adjust to regional differences</p>
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Strategies for Goal 4

<p>Objective 4.1 A process for preparing Aboriginal secondary school teachers and program support teachers</p>	<p>Strategy 14 – Identify a suitable program to develop NWT Aboriginal secondary school teachers</p> <p>Strategy 15 – Recruit NWT Aboriginal teacher candidates interested in secondary school teaching</p>
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Strategies for Goal 5

<p>Objective 5.1 Career plans for Aboriginal educators that lead to career opportunities in the school system, the College, and Education, Culture and Employment</p>	<p>Strategy 16 – Develop career plans for NWT Aboriginal teachers through a Master of Education Program that will lead into positions such as College instructors and administrators, Divisional Education Council and ECE staff and administration; develop succession plans to facilitate the advancement of Aboriginal educators into these key senior positions</p>
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Goal 1 – Increase the number of Aboriginal teachers representing <i>all regions</i> of the NWT	Outcome 1.1 – Maintain a minimum annual enrollment of 75 students in the Teacher Education Program, of whom a minimum of 70% are Aboriginal and representative of all NWT regions Outcome 1.2 – Graduate 10 to 15 teachers annually, of whom a minimum of 70% are Aboriginal
Goal 2 – Increase the number of Aboriginal language teachers in all regions of the NWT	Outcome 2.1 – Maintain a minimum annual enrollment of 30 teacher candidates in the Aboriginal Language and Cultural Instructor Program Outcome 2.2 – Graduate 10 to 15 Aboriginal language teachers annually representing all NWT languages
Goal 3 – Prepare education assistants for all NWT schools	Outcome 3.1 – Deliver a Certificate Program for education assistants Outcome 3.2 – Deliver courses from the Education Assistant Certificate in each NWT region annually
Goal 4 – Prepare Aboriginal secondary teachers and program support teachers for NWT schools	Outcome 4.1 – Graduate three Aboriginal secondary teachers annually
Goal 5 – Increase the number of Aboriginal school administrators, College faculty and administration, Education, Culture and Employment consultants and management	Outcome 5.1 – Divisional Education Councils, Aurora College, and the Department of Education, Culture and Employment hire Aboriginal educators



This third Strategy for Teacher Education presents a plan for increasing the number of Aboriginal teachers in the Northwest Territories. Building on the experience and successes of the past, and grounded in the common vision and guiding principles of its partners in education, it presents goals, objectives, strategies and outcomes that will bring about a unique and effective program.

NWT educators in the 1960s created and realized a vision for teacher education in the NWT that set a direction for the rest of North America. In 2007, the NWT, through this strategy, has an opportunity to continue its leadership by providing an accessible, responsive, culture-based Teacher Education Program – producing graduates that will meet the needs of NWT schools and NWT children in the future.



Appendix A

TEP Diploma Graduation Rates

Phase	Inuit/ Inuvialuit	Dene	Metis	Other/ Unknown	Total/Year
Phase 1					
1969	1	6	5	1	13
1970	1	1	0	0	2
1971	0	0	0	1	1
1972	2	2	2	4	10
1973	0	3	0	0	3
1974	5	3	0	1	9
1975	9	7	0	0	16
1976	7	1	0	0	8
1977	0	1	0	0	1
1978	3	7	0	0	10
1979	5	2	2	1	10
Total	33	33	9	8	83
Phase 2/3					
1980	4	3	2	0	9
1981	0	4	0	0	4
1982	1	2	1	1	5
1983	2	3	0	0	5
1984	2	3	0	0	5
1985	2	4	0	2	8
1986	1	3	0	2	6
1987	0	1	0	1	2
1988	0	0	0	0	0
1989	1	0	0	0	1
1990	2	1	0	0	3
Total	15	24	3	6	48
Phase 4					
1991	1	11	3	1	16
1992	1	3	3	3	10
1993	1	2	1	2	6
1994	0	1	1	4	6
1995	2	3	0	3	8
1996	8	15	2	3	28
1997	3	3	3	0	9
1998	0	3	1	0	4
1999	0	1	0	2	3
2000	0	3	1	0	4
Total	16	45	15	18	94 (CTEP – 50, Campus – 44)

Phase	Inuit/ Inuvialuit	Dene	Metis	Other/ Unknown	Total/Year
Phase 5					
2001	0	2	0	1	3
2002	0	0	0	0	0
2003	0	0	1	13	14
2004	2	2	1	4	9
2005	0	5	0	6	11
2006	0	1	2	4	7
Total	2	10	4	28	44
Grand Total	66	112	31	60	269

Note: CTEP graduate breakdown: 1991 – Dogrib 7; 1992 – Dogrib 1; 1995 – Beaufort-Delta 2; 1996 – Beaufort-Delta 19; Dogrib 7; 1997 – YK Dene 6; 1998 – Dehcho 3; 2000 – Sahtu 2.

Source: ECE TEP Database

Diploma Graduation Rates Summary

Year	Inuit/ Inuvialuit	Dene	Metis	Aboriginal Total	Other/ Unknown	Total
1969 – 1979	33	33	9	75 (90%)	8	83
1980 – 1990	15	24	3	42 (88%)	6	48
1991 – 2000	16	45	15	76 (81%)	18	94
2001 – 2006	2	10	4	16 (36%)	28	44
Total				209 (77%)	60	269

Appendix B

Bachelor of Education Graduation Rates

Year	Aboriginal	Other/ Unknown	Total	U of S	U of A	Yukon	McGill	Returning Diploma Grads	Continuing Teacher Trainees	M. Ed.
1974		1	1		1			1		
1975	1	1	2		2			2		
1976	1		1	1					1	
1977	2		2		2			2		
1978	2		2		2			2		
1979	1		1		1			1		1
1980	1		1		1			1		
1981	0		0							
1982	2		2	2				1	1	
1983	1		1		1			1		
1984	0		0							
1985	2		2	2				1	1	
1986	3		3	3					3	
1987	2		2	1			1	2		
1988	5		5	2			3	4	1	
1989	2		2	2				2		
1990	3		3	3				3		
1991	2		2	2				2		1
1992	0		0							
1993	1		1	1					1	
1994	3		3	2			1	2	1	1
1995	3		3	2			1	3		
1996	2	8	10	10				6	4	
1997	8	3	11	10	1			8	3	2
1998	3	2	5	4			1	1	4	
1999	9	1	10	8		2		8	2	
2000	3	1	4	4				3	1	1
2001	5	1	6	6				4	2	
2002	4		4	4				1	3	1
2003	3		3	3				3		
2004	5	13	18	17			1	5	13	
2005	5	1	6	6					6	
2006	8	4	12	12				3	9	
Unknown	2	1	3	3				3		
Total	94	37	131	110	11	2	8	75	56	7

Degree Graduation Rates Summary

Year	Aboriginal	Other/Unknown	Total
1969 – 1979	7	2	9
1980 – 1990	21	0	21
1991 – 2000	34	15	49
2001 – 2006	32	20	52
Total	94	37	131

Source: ECE TEP Database

Appendix C

TEP Enrollments: 1997 – 2005

Campus	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Fort Smith									
Access			7	8	2	2	8	11	11
Year 1 and 2	13	15	7	15	11	18	14	22	16
Year 3	6	5	4	0	4	5	9	5	7
Dehcho CTEP	6								
Campus Total	25	20	18	23	17	25	31	38	34
Inuvik Region									
Access				13		3	7	8	8
Year 1					8				
Year 2						9			
Year 3				6			3		
Sahtu CTEP	5	2	2						
Regional Total	5	2	2	19	8	12	10	8	8
Yellowknife Region									
Tłı̨chǫ Pre-access									15
Access			15		10	4	2	4	1
Year 1				28		13		7	
Year 2					17		13		
Year 3						17		12	
Regional Total			15	28	27	34	15	23	16
College Totals	30	22	35	70	52	71	56	69	58
University of Saskatchewan – B. Ed. Program	13	18	11	11	7	6	18	8	10

Source: Aurora College TEP Annual Reports

Notes: 1. Students at the University of Saskatchewan include students continuing directly from Aurora College Diploma Program and TEP Alumni on education leave returning to complete Degree.
2. Areas showing no enrollments indicate program not offered at that campus.

Enrollments by Ethnicity: 2002 – 2005

	Fort Smith	Inuvik Region	Yellowknife Region
2000-2001			
Aboriginal	59%	-	27%
Other/Non-Aboriginal	41%	-	73%
2001-2002			
Aboriginal	68%	88%	27%
Other/Non-Aboriginal	32%	12%	72%
2002-2003			
Aboriginal	60%	92%	35%
Other/Non-Aboriginal	40%	8%	65%
2003-2004			
Aboriginal	65%	100%	45%
Other/Non-Aboriginal	35%	-	55%
2004-2005			
Aboriginal	68%	100%	52%
Other/Non-Aboriginal	32%	-	48%
2005-2006			
Aboriginal	71%	88%	100% (Tłıchǫ community-based program)
Other/Non-Aboriginal	29%	12%	-
Average	65%	94%	37%

Source: Aurora College Student Records System

Appendix D

Percentage of NWT Aboriginal Teachers in 2004-2005

Region	Total Teachers per Region	Aboriginal with Standard/ Professional Certificate Actual/ Percent	Including Aboriginal Language Specialists Actual/ Percent	Percent of Aboriginal People in Region (NWT Bureau of Statistics)
Sahtu	64	11 (17%)	19 (30%)	73%
Tłıchǫ	61	16 (26%)	21 (34%)	93%
Dehcho	58	8 (14%)	13 (22%)	85%
Beaufort-Delta	139	23 (17%)	30 (22%)	75%
South Slave	127	17 (13%)	20 (16%)	59%
YK Boards	294	6 (3%)	6 (3%)	23%
Total NWT	743	81 (11%)	109 (15%)	50.5%

Number of NWT Aboriginal Teachers Required for Representative Workforce

Region	Aboriginal Teachers Required for Representative Workforce	Additional Teachers Required	Additional Teachers + Aboriginal Language Specialists
Sahtu	47	36	28
Tłıchǫ	57	41	36
Dehcho	49	41	36
Beaufort-Delta	104	81	74
South Slave	75	58	55
YK Boards	68	62	62
Total NWT	400	319	291

Source: Human Resources Record System

Appendix E

Aboriginal Teaching Workforce, 2004-2005

Aboriginal Educators Working in NWT with
Standard/Professional Certificate in 2004-2005

Kindergarten – Grade 3	39
Grade 4 – 6	15
Grade 7 – 9	4
Grade 10 – 12	0
Vice Principal	4
Principal	3
Supervisor of Schools/Director	3
Teaching and Learning Centre Coordinators/Program Coordinators	6
Counsellors	2
Aboriginal Language Teachers	5
Subtotal (11% of total NWT teachers)	81
Aboriginal Language Specialists	28
Total (15% of total NWT teachers)	109

Non-certified Aboriginal Educational Staff
in NWT School System

School Community Counsellors	7 ft; 4 pt
Classroom Assistants	14 ft; 4 pt
Special Needs Assistants	4 ft; 22 pt
Teaching and Learning Centre Coordinator (not certified)	1 ft
Total	26 ft; 30 pt

Source: Human Resources Record System

Appendix F

TEP Graduate Retention in Education

Employment Status of Recent TEP Graduates (1991 – 2005) in 2005-2006

Teaching/DEC Administrators, Consultants	65
College Instructors	3
Other Education-related Professions (ECE Consultants, Administration)	19
Teaching Outside NWT	6
Full-time University Studies (i.e. completing B. Ed., M. Ed.)	11
Other Employment	11
Other	16
Total	131

Source: ECE TEP Database

Of all TEP graduates between 1991 and 2005, 104 (79%) were retained in the field of education in 2005-2006.

TEP Graduate Impact on Selected Regions

Tłıchq Region

Tłıchq Grand Chief	1
Superintendent of Education	1
Program Specialist	1
Regional Student Counsellor	1
High School Assistant Principal	1
Employment Development Specialist	1
Classroom Teachers	11
Total	17

Beaufort-Delta Region

Assistant Deputy Minister	1
Supervisor of Schools	1
Principals	2
Assistant Principal	1
Language Coordinator	1
Inuvialuit Development Corporation	3
Inuvialuit Communication Society	1
Gwich'in Tribal Council	1
Family Counsellor	1
Renewable Resources	1
Classroom teachers	18
Total	31

Appendix G

NWT Teacher Turnover and Removal Costs

(Removal in/transfer + ultimate removal out)

Teacher Turnover Rates

NWT Average		5-year Average	
1999-2000	22%	Beaufort-Delta DEC	31%
2000-2001	17%	Dehcho DEC	19%
2001-2002	13%	Tłıchq CSA	23%
2002-2003	20%	Sahtu DEC	23%
2003-2004	18%	South Slave DEC	13%
NWT 5-year Average	18%	Yellowknife District #1	9%
		Yellowknife Catholic Schools	13%
		Commission scolaire	42%

Teacher Removal Costs

Region	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	5-year Average
Beaufort-Delta	\$328,000 66,000	\$561,000 69,000	\$381,000 131,000	\$343,000 58,000	\$291,000 126,000	
Dehcho	101,000 17,000	154,000 27,000	151,000 36,000	67,000 22,000	80,000 16,000	
Tłıchq	141,000 54,000	156,000 17,000	93,000 13,000	129,000 2,000	72,000 6,000	
Sahtu	223,000 45,000	105,000 11,000	165,000 63,000	206,000 131,000	320,000 50,000	
South Slave	247,000 113,000	121,000 35,000	229,000 61,000	121,000 59,000	72,000 24,000	
Total Removal In/Transfer	\$1,040,000	\$1,097,000	\$1,019,000	\$866,000	\$835,000	
Total Ultimate Removal	\$295,000	\$159,000	\$304,000	\$272,000	\$222,000	\$1,222,000
Total	\$1,335,000	\$1,256,000	\$1,323,000	\$1,138,000	\$1,057,000	

Note: These totals summarize the removal in and ultimate removal out for each of the five DEC's outside Yellowknife between 2000-2001 and 2004-2005.

Source: ECE Education Operations and Development

Appendix H

TEP Historical Timeline

Year	Program
1968	TEP started in Yellowknife – 1-year certificate; affiliated with University of Alberta
1970	TEP moved to Fort Smith – 2-year diploma
1977	Partnership with the University of Saskatchewan established
1979	Eastern Arctic TEP (EATEP) established in Iqaluit
1981	EATEP affiliated with McGill University
1990	First NWT Community Teacher Education Program – Tłıchq DEC (Behchokq)
1991	Community Teacher Education Program – South Slave DEC (Hay River Reserve)
1993	Community Teacher Education Program – Beaufort-Delta DEC (Aklavik, Inuvik, Tuktoyaktuk)
1993	Fort Smith Campus added 3rd year B. Ed. courses
1994	TEP Access introduced
1994	Community Teacher Education Program – Yellowknives Dene Band (Yellowknife)
1995	Community Teacher Education Program – Dehcho DEC (Fort Providence, Fort Simpson)
1996	Community Teacher Education Program – Sahtu DEC (Deline, Fort Good Hope, Tulita)
1996	TEP part-time community-based B. Ed courses
1998	TEP program extended from a 2-year diploma to a 3-year diploma
1998	Second TEP Strategy – <i>Strategy for Teacher Education in the NWT: Past Experiences and Future Directions 1998 – 2005</i>
1999	Yellowknife campus-based TEP started
2000	Inuvik campus-based TEP started
2002	TEP Review – Stream to River Report and NWT Symposium on Teacher Education
2004	Aboriginal Cultural Perspectives Working Group formed – developed guidelines to vet all TEP courses for Aboriginal cultural content
2005	Aurora College/University of Saskatchewan Agreement to deliver B. Ed. in NWT
2006	Tłıchq Community Education Preparation Program (Behchokq)

Appendix I

Aboriginal Peoples and Post-secondary Education: What Educators Have Learned

A Report prepared by the Canada Millennium Scholarship Foundation and presented to the Canadian Ministers of Education in 2004

This is an excerpt from a paper examining Aboriginal students in post-secondary education across Canada through the eyes of stakeholders working in the field. It looks at barriers experienced by these students as well as strategies, initiatives and practices that bring about success.

Barriers

- The legacy of residential schools
- Lack of academic preparation
- Rising academic entrance requirements
- Teacher trainees expected to adapt to conventional institutional norms and expectations where culture, traditions and values are not recognized
- Separation from financial and care networks in home communities
- Extensive family responsibilities – majority are mature teacher trainees with children
- Cultural knowledge, traditions and values not recognized or respected in the post-secondary system
- Teacher trainees feel they must accept a new form of consciousness that displaces or perhaps devalues their world view
- The environment may replicate the negative features that led teacher trainees to previously drop out of school
- Almost all faculty are from a different cultural and socio-economic group than Aboriginal teacher trainees
- Little recognition and understanding by faculty of the different cognition and learning styles
- Family stress, discrimination, loneliness, alien environment, distance from home

Strategies to Eliminate the Barriers

- Access programs that actively recruit teacher trainees and help them get the qualifications and financing they need to get into a post-secondary institution
- Special orientation to the institution, dedicated counselling services (personal, academic, career), assistance with housing, day care, adjustments to university life and a new community
- Teacher trainee recruitment – program staff travel to communities to present information about the program
- Packages of information sent to schools, agencies, TV and radio ads
- Programs that improve accessibility of post-secondary programs
- Assistance for teacher trainees with applications, financing, personal orientation, dedicated counselling services (academic, personal, career), housing, day care
- Preference given to Aboriginal applicants
- Introduction to content areas in formal Access programs
- Community delivery involving community input – part or all of program in home communities (Report points out that community-delivered Teacher Education Programs have led to more significant gains in teacher education than in all other post-secondary subjects.)
- Extended practicums in community delivery of teacher education
- Aboriginal institutions
- Broader entrance requirements – not just academics
- Aboriginal curriculum development
- Inclusion of Aboriginal language in the program
- Additional supports
 - Support and activities for spouses of teacher trainees
 - Emergency bursary for teacher trainees having problems with finances
 - A meeting place for teacher trainees
 - Elders available for support
 - Free phone for teacher trainees to call home
- Alternative forms of assessment – more emphasis on oral communication and Aboriginal learning styles (Malatest, 2004)

Appendix J

Stream To River: Strong Current Teacher Education Report – Recommendations

A: Partnerships And Governance: Involving the Broader Education Communities In Teacher Education

Recommendation 1. It is recommended that Aurora College create a senior Director or Dean of Teacher Education as part of a more integrated NWT-wide faculty of teacher education. This Director should act in the capacity of Dean and be responsible for all administrative, financial, policy, staffing and program dimensions of the new TEP faculty.

Recommendation 2. It is recommended that TEP be provided with dedicated classroom, office, curriculum resource centre and residence space that are separate from the current College campus in its program locations.

Recommendation 3. It is recommended that the Aurora College Board of Governors create, under its aegis, a TEP Council, devolving some decision-making authority to this Council for operational matters (e.g. for global budget expenditures, program and policy direction, field experiences and human resources with regards to teacher education to be shared with a Teacher Education Council).

Recommendation 3.1. Further, it is recommended that this Council have two representatives from Aurora College (e.g. one Board member and one member of the senior staff) (2), and one representative from each of the Divisional Education Councils (DECs) (6), the NWTTA (1), the University of Saskatchewan (observer) (1), the TEP Alumni (1), Education, Culture and Employment (ECE) (1), and the TEP Director (ex officio) (1) – for a total of 13 members.

Recommendation 3.2. That the TEP Council meet at least once per year, and possibly twice (at its discretion).

Recommendation 4. It is recommended that the new TEP Council and the government Standing Committee on Teacher Education collaborate with an external facilitator to explore the outcomes of this review and that their deliberations form the basis of a new TEP strategy to be implemented and financed for a period of five years.

Recommendation 4.1. It is recommended that the TEP Strategy be supported, evaluated and monitored by the ECE Teacher Education Consultant with the assistance of an external facilitator on behalf of the Minister and that there be an initial review of this in three years, and a full analysis after five years.

B: TEP Organization and Administration: A Strong Central Faculty Community and Permanence in All Regions

Recommendation 5. It is recommended that Aurora College make it possible for teachers from the NWTTA and the University of Saskatchewan to be seconded to the College on one year and/or indeterminate contracts. It is recommended that appropriate representatives of the NWTTA, Aurora College, University of Saskatchewan and the Union of Northern Workers schedule meetings and explore this issue.

Recommendation 5.1. It is recommended that Aurora College base its salary and benefits for teacher education on the NWTTA teacher salary grid that accounts for the years of experience and academic credentials of individuals. It should also include a TEP allowance to recognize the responsibility and expertise in keeping with the duties of faculty members, just as is the case with NWT educational system supervisors.

Recommendation 5.2. It is recommended that TEP staff be provided with the opportunity to achieve permanent faculty status in the College. This status should be part of a long-term faculty assessment and evaluation process that assesses faculty performance in the areas of teaching, research and program development.

Recommendation 6. It is recommended that the current three-campus system, with faculty answering to campus academic directors, be phased out and that a main campus, with supporting access and introductory year tributaries, be developed. The new senior officer of TEP should be given cross-campus authority to engage in program leadership, staff development and evaluation, academic planning and programming.

Recommendation 6.1. It is recommended that all faculty members be part of a NWT -wide faculty department that responds to the program needs of the entire NWT. This faculty would approve the direction of all programs and work in collaboration with the TEP Council and the College of Education of the University of Saskatchewan in matters of broad program change.

Recommendation 7. It is recommended that administrative roles be created for teacher trainee counselling, program access, teacher trainee services and field placement, and that these be shared amongst members of the main campus Faculty of Teacher Education. It is also recommended that the administrative leadership related to governance liaison, academic programming and faculty evaluation be the responsibility of the new senior position in teacher education to be located in the Faculty of Teacher Education at the main campus.

Recommendation 8. It is recommended that the following changes be made in program counselling and promotion:

- Teacher trainees should have the opportunity to get to know the counsellors at the U of S who they will be relating to before they go there and open a line of communication about what they can expect.
- Teacher trainees should receive more extensive program counselling about their entire program through Aurora College from the very beginning of their program.
- Teacher trainees should have the opportunity to visit the University campus to organize housing, see the facilities and plan courses before they go there.

- Teacher trainees should have the opportunity to have a more extensive orientation to the main campus in the NWT once they arrive there.
- Aurora College should arrange for the school counsellors and adult learning centres to be made more fully aware of TEP and encouraged to promote it with accurate information.
- Aurora College's TEP promotions budget should be increased.

Recommendation 9. It is recommended that each Divisional Education Council and the combined Yellowknife School Districts be invited to partner with TEP around the offering of regular access and introductory teacher education experiences in order to attract teacher trainees into TEP on a regular and consistent basis. It is recommended that this process be supported by permanent access funding and the current third party money that is spent delivering the two additional campus programs be redirected towards this permanent funding. Each DEC should be given a conditional annual grant of \$100,000 towards the staffing of their regional site. (See also recommendation 19.1.)

Recommendation 9.1. It is recommended that Aurora College work with the ECE Teacher Education Consultant, Assistant Deputy Minister of Education, NWTTA and Superintendents of DEC's to encourage each DEC to develop human resources plans that include a strategy to increase each DEC's Aboriginal teaching population to a level that is representative of its teacher trainee population.

Recommendation 10. It is recommended that Fort Smith be maintained as the location of the main campus programming for TEP in the short term. The choice of where the future fourth year and other main campus programming is offered in the long term should be decided by the new TEP Council in collaboration with the Minister of Education and Aurora College as part of a foresight activity strategy that explores short-term strengths and weaknesses and long-term opportunities and threats to TEP locations.

Recommendation 11. It is recommended that as the program becomes more concentrated around a main campus, that this main campus also be resourced as the main library for TEP. An electronic system that allows this main library to coordinate and communicate with teacher trainees and faculty to ensure access to on-line materials as part of an integrated library system is recommended, and this should be partially cost shared from TEP dollars. In addition, it is recommended that the main campus be provided with an additional \$10,000 per year to access resources for the library and that \$1,000 be allocated annually for each regional feeder site.

C: Aboriginal Dimensions of TEP

Recommendation 12. It is recommended that the College begin an affirmative action policy that ensures that its faculty complement is at least 50% Aboriginal. It is further recommended that the College be required to develop a strategy to accomplish this, and to account for its efforts to achieve this goal to the Teacher Education Consultant on an annual basis.

Recommendation 13. It is recommended that the percentage of non-Aboriginal teacher trainees in all future TEP cohorts be no more than 20%. In addition, we recommend that the current Yellowknife cohort and all subsequent cohorts be given numerous rich and varied direct experiences in Aboriginal contexts and schools to support a deep and full understanding of Aboriginal issues, contexts, challenges and programs.

Recommendation 14. It is recommended that TEP develop a central focus on cross-cultural and decolonizing approaches to Aboriginal education. This should be accomplished by hiring faculty in the two areas of Native Studies and Cross-cultural Aboriginal teacher education with a strong background in the sociological, political and pedagogical dimensions of post-colonial Aboriginal education and engaging them in the development of courses and a program focus that addresses this crucial dimension of Aboriginal education.

Recommendation 14.1. It is recommended that ACTE collaborate with TEP alumni and the NWTTA to develop an Aboriginal Teachers' Association affiliated with the NWTTA. It is also recommended that the NWTTA and ACTE collaborate to support professional development initiatives in Aboriginal education for all teachers.

Recommendation 15. It is recommended that there be a major re-examination of the courses offered as part of the Native Studies focus in TEP with the goal of making them more appropriate to the needs of the educational and social context of the NWT. It is also recommended that the Native Studies courses seek input from the various Aboriginal communities and be developed, led and taught by faculty that are predominately northern Aboriginal.

Recommendation 15.1. It is recommended that a person with Aboriginal language pedagogy expertise be hired at the main campus of TEP, and that this person lead all dimensions of Aboriginal language initiatives at the College, including:

- coordinate the development of introductory Aboriginal language courses in each region;
- collaborate with each cultural centre working on Aboriginal languages;
- be the liaison person in the government's new Aboriginal language strategy;
- administer and teach in the Aboriginal Language Certificate Program;
- support a deeper level of awareness and presence of Aboriginal languages in the overall ethos of TEP; and
- teach the senior course in curriculum development and pedagogy in Aboriginal languages.

D: Teacher Education Program Issues and Option

Recommendation 16. It is recommended that permanent faculty be hired as part of a long-range strategy to develop a four-year program that addresses the complex needs of the educational system of the NWT. Faculty department heads should be created for the main academic program areas of field experiences/teacher education, native studies, educational foundations, inclusive education, Aboriginal language and pedagogy, and curriculum and instruction in order to assist in the long-term development of these key areas.

Recommendation 17. It is recommended that TEP engage in a full program revision that involves its faculty and its educational partners in a process that identifies key philosophical underpinnings of its program. These underpinnings should be combined into a sequence of courses that is more connected to the particular needs of its teacher trainees, which should then be presented to the University of Saskatchewan for approval as a separate and distinctly NWT four-year program.

Recommendation 17.1. It is recommended that the new NWT TEP program ensure that teacher trainees receive a program that has university credit courses from the very beginning.

Recommendation 18. It is recommended that Aurora College concentrate its faculty mission around a main campus community, and that the TEP Director and appropriate University of Saskatchewan administration be responsible for ensuring program quality through the development of a staff review and teacher trainee course evaluation process.

Recommendation 19. It is recommended that the DEC and College develop partnerships to deliver limited “Introduction to Teacher Education” programming in the Sahtu, Dehcho, Beaufort-Delta, South Slave, Dogrib and combined Yellowknife School Districts that may lead to work in early childhood, special needs assistants, Aboriginal language instruction or teaching. College upgrading staff should be partnered with these “Introduction to Teacher Education” sites. (See also Recommendation 9.)

Recommendation 20. It is recommended that TEP concentrate its efforts around developing teacher trainee leadership in areas identified as of most importance to its education communities, namely literacy, inclusive education, technology, mathematics, culture-based programming, Aboriginal languages and school/community relations. It is also recommended that ECE consultants and DEC consultants with responsibilities in these areas be invited to become more centrally involved in the program design and implementation of these TEP areas.

Recommendation 21. It is recommended that all teacher trainees be required to do practicum experiences in both Aboriginal communities and regional centres/Yellowknife. Methods courses that are more connected with these particular field experiences should be offered when teacher trainees are doing field experiences in community/First Nations schools and in regional centres or Yellowknife.

Recommendation 21.1. It is recommended that Aurora College ensure teacher trainees receive field experiences in each year of their four-year program. These experiences should be connected more closely with the Saskatchewan field experiences and internship requirements in place at the University of Saskatchewan. TEP should develop an internship seminar in collaboration with the NWTTA.

Recommendation 21.2. It is recommended that TEP develop a longer internship model that is part of a four-year Teacher Education Program carried out, where possible and desirable, in fuller collaboration with teacher trainees’ home school divisions and the NWTTA.

Recommendation 22. It is recommended that Aurora College engage in cross program planning with social work, resource development and nursing, in order to identify the possibilities of beginning some limited secondary education program specialization related to Native Studies. It is also recommended that Aurora College engage in educational planning that would identify the possibilities of scheduling education courses so that both elementary and secondary teacher trainees could be connected to these courses.

Recommendation 23. It is recommended that the current arrangement in which ACTE teacher trainees collaborate with ITEP to offer fourth year on campus services and programming be continued until such time that the NWT is able to build a strong permanent faculty that can offer a similar quality of fourth year programming which teacher trainees can obtain at ITEP.

Recommendation 23.1. It is recommended that the option to attend ITEP be maintained. It is also recommended that opportunities be explored to formalize program relationships with the YNTEP program in the Yukon so that teacher trainees in the Beaufort-Delta region may be better served.

Recommendation 23.2. It is recommended that once the NWT develops its own fourth year programming, that an on-campus experience at the University of Saskatchewan for a minimum of one summer or spring semester be maintained.

Recommendation 23.3. It is recommended that the present option of a three-year diploma exit be eliminated as soon as the fourth year of new programming can be delivered in the NWT.

Recommendation 24. It is recommended that academic access to teacher education remain of the highest priority by ensuring:

- As people enter the first year of TEP that they still possess four more years of post-secondary funding, regardless of the time required to upgrade in order to enter TEP.
- Where possible, TEP upgrading access programming is streamlined and more consistent across nursing, education and other professional programs so individuals have equally rigorous academic and regular programming using the nursing model of English 140/150, ABE Math 130/140 and Biology 30, and the addition of Northern Studies 30.

- Individuals have a strong focus upon English language programming that is cognizant of English as a second language/dialect learning needs and that ensures they enter TEP with a literacy level equivalent to English 30. English bridging courses of Introduction to Writing about Literature (011-213) and Literature and Communication (011-109) should continue to be made available in the introductory year of TEP.
- The level of teacher trainee financial assistance be increased to the level that is available to teacher trainees in Saskatchewan.
- Upgrading access is provided in each Divisional Education Council region so individuals from a wider variety of communities are more likely to enter TEP.
- A fuller, more coordinated use is made of Aurora College adult education learning centres in the communities by the TEP Director working closely with the individuals in charge of these centres.
- Access teacher trainees begin introduction to teaching university credit courses in conjunction with non-credit upgrading courses in English and mathematics.

Recommendation 25. It is recommended that a special category of teacher trainee financial funding be established for TEP and those rates be reviewed and set at a level equivalent to that available to TEP teacher trainees in Saskatchewan. Rather than identifying a maximum number of years for post-secondary funding, teacher trainees should be given whatever funding is necessary to prepare them for access to TEP. If teacher trainees do not attend TEP, these years should count as post-secondary education funding years. If teacher trainees do attend TEP, post-secondary funding years for TEP should begin only once teacher trainees enter TEP.

Recommendation 25.1. Access to affordable housing must be available to all TEP teacher trainees regardless of their program location.

Recommendation 25.2. High quality, low cost day care services need to be available at all campus locations for children of all ages.

Recommendation 26. It is recommended that the College develop a plan to consult with individuals that want to complete their degree and develop appropriate programming to support their diverse needs. Such a plan should consist of both summer and full-time programming based around one site that is responsive to teachers needs for appropriate, relevant, accessible programming.

Recommendation 26.1. It is also recommended that ECE, which has created the need for this program, find a way to be flexible on its regulations so that teacher trainees' professional needs take precedence over the pure regulatory nature of certification. If this cannot be accomplished, it is recommended that this regulation be discontinued. This program should be funded independently from, and in addition to, the current budget.

E: Budget and Administration

Recommendation 27. That the appointment of a Principal, Dean or Director of TEP (see Recommendation 6.1, above) be done so as to create a Chief Executive (Operations) Officer responsible for the program, and further, that the TEP budget be consolidated under this officer.

Recommendation 27.1. That part of the operations responsibility of the Chief Executive Officer be to develop and maintain readily available enrollment and budget information that permits comparative analysis from year to year. And further, it is recommended that this information, along with other program information, be included in an annual report to the Board of Aurora College and ECE.

Recommendation 27.2. That every effort be made to maintain and, where necessary, expand the current TEP budget (see DEC regional sites, below, Implementation) and to stabilize its base funding (minimizing 'soft' monies) to permit the establishment of a strong and stable core program.

Implementation

Implementation Strategy 1: In order to ensure that these recommendations are moved from this report into an action plan, it is recommended that the government and Aurora College respond to these recommendations and begin a process of prioritizing them for action.

Implementation Strategy 2: It is further recommended that the government and Aurora College and its new TEP Council collaborate with external partners with expertise in northern Aboriginal teacher education to advance Aboriginal teacher education and to assist with this implementation process.

Appendix K

Summary of TEP Reviews/Reports

Kw'atindee Bino (Rae-Edzo) Community Teacher Education Program

Dr. R. J. Carney, August 10, 1990

These recommendations are taken from a report prepared by R. J. Carney dated August 10, 1990. The purpose of the report was to review and critique documents relating to the development and implementation of the Kw'atindee Bino Community Teacher Education Program (CTEP) scheduled to begin at the Chief Jimmy Bruneau School in Rae-Edzo in the fall of 1990. The recommendations are taken from the report and slightly paraphrased in places using the generic CTEP rather than the title of this individual program in Rae-Edzo. (The term, CTEP interns, refers to teacher trainees in the program.)

Recommendations

Background

1. Program planners should be aware of the nature, length and outcomes of previous Teacher Education Programs in the NWT.
2. CTEPs establish close links with current Teacher Education Programs in the NWT through sharing materials and program outlines and by teacher trainee and staff exchanges and joint conferences.
3. CTEPs maintain close links with the NWTTA through conference and workshop participation. NWTTA should be asked regularly to give suggestions and support measures to the CTEPs.
4. CTEP interns should be familiar with the Code of Ethics and be associate members.
5. CTEP interns should be thoroughly familiar with the history and traditions of their Aboriginal culture and education.
6. CTEP interns should acquire basic proficiency in reading and writing in the Aboriginal language.

7. CTEP interns should study the character of formal education in their communities, including missionary instruction, residential and day school arrangements and programs of the Divisional Education Councils. Such studies should include interviews with community members on their school experience, with particular reference to their perceptions of its relevancy and worth.

Rationale

8. Program planners should consolidate various philosophy, mission and objective statements at the earliest possible date and make them available to program participants, members of the community and other interested parties.
9. Philosophy, mission and objective statements should be updated on a regular basis and reflect program changes, research outcomes and inputs from the community.
10. The relationship between the CTEP, school, Divisional Education Council and District Education Authority should be clarified.
11. Philosophy, mission and objective statements should be made available to NWTTA, ECE, Aurora College and U of S.
12. There should be a high level of concurrence between the CTEP rationale and that espoused by ECE and other NWT agencies involved in the program.
13. Training routes and certification outcomes of the program should be made explicit in the program's rationale statements.

Format

14. Clarify the role of the ECE steering and working committees with respect to the CTEP.
15. CTEPs and the campus-based program should be unified and mutually supportive.
16. Roles of CTEP staff members should be outlined fully and updated.
17. Intern research and other outside training schedules be planned well in advance and take place during regular program hours.
18. Intern teaching assignments be allocated on the basis of training, experience and performance and that they be based on such factors as interest and preparation, and following consultation with teaching teams.

19. Governance arrangements for the CTEP be carried out at the local level in appropriate program- and school-based forums.
20. CTEPs be adequately funded and that sufficient administrative, teaching and material resources enable it to function on a cooperative, non-dependent basis with other school programs.
21. All significant matters relating to the CTEP be fully documented and that such records be properly stored and kept.
22. Objectives of the community-based Teacher Education Program should include: staffing, teacher trainee selection, course requirements, teaching methods, evaluation procedures, community involvement, organizational and administrative arrangements (p. 7).

A Discussion Paper on Teacher Education in the Northwest Territories

Prepared by Strini Reddy for the Department of Education, November 1991

Mr. Reddy, who was Chief Superintendent of the Frontier School Division in northern Manitoba, highlighted some of the noteworthy features of the community-based programs in his report, including opportunities and possibilities as well as some cautions and suggestions for future consideration.

Opportunities and Possibilities

1. CTEPs offer a good opportunity for communities to obtain a better understanding and appreciation for the amount of effort and dedication required to become a teacher. They also give teacher trainees an opportunity to build good rapport and community support.
2. Greater likelihood of community ownership for the program.
3. Stronger focus on role of teacher as community member.
4. Opportunity to correct the incongruity between many teacher education institutions and the reality faced by teachers in schools.
5. Greater opportunity to join theory and practice in every component of a future teacher's preparation.
6. Teacher trainees benefit from the collaboration, cooperation and mutual support they get from each other

7. Community resources are easily accessible.
8. Co-teaching situations can be utilized where professionals and language and culture experts learn to work together.
9. Community-based program eliminates the fear that prevents many teacher trainees in remote communities from going to campuses where they often experience depression, loneliness and sensitivity to being dominated by people from other regions.
10. Greater opportunity to utilize strategies such as peer coaching and micro-teaching as a method of analyzing and reflecting upon teaching practice on an ongoing basis.
11. Trainees discover the areas they need to concentrate on most because they spend extensive time in the schools.
12. Regular interchange between the DEC and the trainees.
13. Strong links between the school and the trainees.
14. Healthy interaction between community-based and campus-based faculty can be professionally rewarding and beneficial.

Cautions and Suggestions

1. Principals and staff of host schools must be fully informed about and supportive of the Teacher Education Program. Roles, relationships and responsibilities must be clearly defined at the outset
2. It is important that the question of having a certified teacher in charge of a pod must be directly addressed.
3. Monitor the effect of the CTEP on the children in a pod.
4. It would be a good idea to assign on-going formative evaluation to one CTEP staff member.
5. It is extremely important that more lead time be allowed for launching future programs.
6. Trainees must have intensive experience with more than one grade level.
7. Trainees need to have access to a variety of resources outside the site (i.e. DEC, College library, circulating libraries, etc.).
8. Some provision should be made for opportunities for interns to interact with peers from other programs.

Other comments worth noting from Mr. Reddy's report:

1. "In the literature on First Nations Teacher Education Programs in Canada, flexibility of admission requirements is identified as a positive feature of such programs, as are orientation and support programs designed to prepare candidates for participation... There is, then, a need to continue to remain flexible with entrance requirements, so as not to shut out people who have probably already suffered exclusion for various reasons frequently beyond their control. However, it is equally important that every effort be made to provide opportunities for upgrading academic skills where required to enable teacher trainees to benefit fully from the teacher education programs." (p. 33-34)
2. Potential pool of teachers – classroom assistants, special needs assistants.
3. Recognized need for Aboriginal teachers in high schools.
4. There is a need for more cooperation, collaboration and sharing of information about program content and practices among all the partners.
5. Collaboration between TEP and teaching and learning Centres can be of mutual benefit.
6. Aboriginal teachers that are in a minority situation in their first years of teaching express a need for a support network without which they could easily retreat into isolation. They are under tremendous pressure to succeed and to prove themselves.
7. On-going contact between TEP and TEP graduates can be beneficial as a form of support.
8. Leadership training will prepare Aboriginal teachers to move into leadership positions in schools, boards, colleges, ECE, etc. The leadership style should fit Aboriginal values. This could be achieved through a wide range of approaches: courses, mentoring, co-principalships, exchange visits, principal certification program, etc.
9. Governance and administration of Teacher Education Programs in the NWT should reflect the desire for meaningful involvement of all partners in the process of setting directions and making important decisions concerning these programs. Particular attention must be paid to Divisional Board and local needs and views on teacher education. An advisory committee should include boards, TEP staff/administration, TEP teacher trainee, principal, teacher, citizen/Elder, ECE, College. The setting up of these advisory committees should serve to make a strong statement about the need for joint ownership of Teacher Education Programs.
10. Create a coordinator position with responsibility for: 1) facilitation of communication among the different parties; 2) dissemination of important information; 3) liaising between DEAs, DEC, schools, College, ECE, TEP; 4) encouraging efficient utilization of resources; 5) helping sort through the bureaucratic structures that affect programs for SFA, etc.
11. Staffing CTEPs with local staff from Boards, schools and TLCs, and fund replacement staff for the duration of the program.
12. Because the major initiative in teacher education will involve creative and innovative programs intended to address matters of linguistic and cultural preservation and enhancement, equity and equality of access to quality education for peoples in northern and isolated Aboriginal communities, as well as efforts to prevent dropouts and increase the rate of literacy, it should be possible to justify funding from sources other than the GNWT budget. Vigorous efforts should be made to explore all sources of special funding such as education foundations, federal compensatory programs, etc.
13. Aboriginal teachers from NWT communities have a critically important role to play in helping to achieve the major goals of education; therefore, budget increases for the expansion of Teacher Education Programs should be given high priority.
14. Promotion and public relations is critical. A video should be made involving trainees, graduates, school personnel, board members, the Minister of Education, etc. and should be available in all the official languages.

Aurora College Teacher Education Program Evaluation

September 1996

This is an evaluation initiated by the Aurora College's Board of Governors in 1996 to examine the past and present TEP in order to make improvements to address future needs. The recommendations were intended as "...a foundation upon which to build a quality Teacher Education Program specific to the present and future needs of northern communities/schools" (p. 5).

Recommendations

1. Entry Requirements
 - a. Broaden admission requirements so that candidates are selected through "portfolio assessment" and not a "screening out" process based on individual criteria. A holistic, rather than piecemeal, selection process is a more appropriate way to determine suitability for candidates wishing to enter TEP.
 - b. Broaden the present selection criteria to encompass candidates who have demonstrated successful work experience in:
 - the school system and other sectors of the educational system, i.e. Classroom Assistants, Special Needs Assistants, Aboriginal Language Instructors, Early Childhood Educators;
 - other field, for example, an employee who has consistently carried out assigned duties and responsibilities;
 - attaining individual learning experiences that have resulted in achievement, for example entrepreneurs;
 - community activities, for example, volunteer, committee member/chair.
 - c. Verify qualifications of applicants prior to entering TEP.
2. Support
 - a. Easily accessible and consistent support services regardless of geographic location.
 - b. Support system that is available prior, during and post-TEP.
 - c. Support system that includes career and personal counselling, an orientation that involves teacher trainees, instructors, administration and other groups associated with TEP.
 - d. College must be proactive and an advocate for TEP by establishing partnerships that provide TEP teacher trainees with: 1) cost-effective available day care, information orientation program, transition support to career (mentorship), on-going professional development after graduation.
 - e. Position responsible for mentorship.
 - f. TEP teacher trainee handbook.
 - g. Enhance advertising and marketing plan.
3. Course Content
 - a. A more current program attuned to the NWT curriculum.
 - b. Broaden the culture-base of the program and increase Aboriginal language instruction and courses, literature, sociology, traditional knowledge and skills, Elders, use of community resources.
 - c. Increased emphasis on integrating subject matter, multi-grade classroom delivery, inclusive schooling methods, holistic approach to instruction.
 - d. Increased emphasis on teacher trainee evaluation
 - e. Increased emphasis on classroom management skills.
 - f. More emphasis on music and art as methods of instruction.
 - g. Increased use of technology.
 - h. Internships that give opportunity to practice what has been learned in courses.
 - i. All curriculum changes incorporated into the present course load and time period by changing scope and focus of each course.

4. Program Delivery
 - a. Where numbers warrant, continue to deliver the campus and community delivery
 - b. TEP instructors who have previously taught in a college program and have extensive northern experience in teaching the NWT curriculum. Preferably, instructors with sensitivity to cross-cultural issues, hold a graduate Degree and fluent in an Aboriginal language.
 - c. Deliver Aboriginal language courses by bilingual instructors.
 - d. TEP utilize distance education for course delivery.
 - e. Offer a third year of teacher training in NWT.
 - f. Develop a four-year Degree that satisfies the needs of the NWT.
5. Graduation Requirements
 - a. Maintain and adhere to present graduation requirements.
 - b. Exit requirements need to be identified, defined, clearly understood and consistently managed through all courses.
 - c. Teacher trainees need to be informed of expectations and acceptable performance outcomes.
 - d. Practicums need to have identical standards as all other TEP courses and incorporate all aspects of the classroom teacher's total responsibilities.

Appendix L

Criteria for Community-based Teacher Education

Taken from *Community-based Teacher Education: A Guideline for Proposal Development* (ECE, 2006) and Brandon University Teacher Education Program guidelines for field-based programs.

1. Begin planning nine to 12 months before planned start of program.
2. Form a regional Advisory Committee representing the Divisional Education Council, Aurora College and Education, Culture and Employment, with possible additional membership from Aboriginal organizations, etc.
3. Prepare a proposal guided and approved by the Advisory Committee to be submitted to Education, Culture and Employment. Proposal should contain:
 - a. Written support from community leaders, DEC chair, superintendent of education, school principal
 - b. Needs assessment to determine potential interest
 - c. Adequate classroom space and access to labs and gym
 - d. Identified housing for instructors and students (if required)
 - e. Local transportation needs
 - f. Sufficient classroom space for practicums
 - g. Available teaching/learning resources
 - h. Staff selection and hiring procedures
 - i. Provision for orientation of TEP staff to community, culture and Aurora College Teacher Education Program
 - j. Plan to provide student orientation
 - k. Process for student selection – i.e. selection committee
 - l. Regional goals for the program
 - m. Timeline for program planning and delivery
 - n. Program description – delivery schedule, program outline, unique regional features
 - o. Program budget
 - p. Student support services – academic and personal counselling, day care, financial assistance
 - q. Link with the school program in the community
 - r. Roles and responsibilities
 - s. Program monitoring and evaluation plan
 - t. Plan for employment of graduates

Copies of “*Community-based Teacher Education: A Guideline for Proposal Development*” available from ECE Consultant, Teacher Training.

Appendix M

Terms of Reference NWT Committee on Teacher Education

Statement of Purpose

We are a diverse group of committed northern educators who provide direction for a uniquely Aboriginal and northern culture-based Aurora College Teacher Education Program.

The Committee will provide guidance and direction for teacher education in the Northwest Territories by:

- proposing goals and objectives for the program;
- monitoring the development and delivery of Aurora College Teacher Education programming;
- reviewing and making recommendations for the Teacher Education Program review process;
- providing ongoing comments and review of NWT teacher education as a whole;
- promoting and fostering both teamwork and communication within the teacher education partnerships;
- identifying ways to address key challenges and opportunities;
- reviewing, advising and/or responding to recommendations;
- proposing, researching and documenting of Aboriginal world views; and
- reviewing and advising on the implementation of relevant development strategies and review documents.

Committee Membership and Responsibilities

Members of the NWT Committee on Teacher Education:

The membership of the NWT Committee on Teacher Education shall, at all times, include representation of all NWT partners in education. These include the Department of Education, Culture and Employment, Aurora College, Aurora College Teacher Education Advisory Committee, the Divisional Education Councils (DECs), the Northwest Territories Teachers' Association (NWTTA), ACTE Alumni, Teaching and Learning Centres, and a current ACTE student. The Director of Indian Teacher Education Program, University of Saskatchewan will have observer status. It is the responsibility of the members of the committee to communicate information from the committee to their stakeholders:

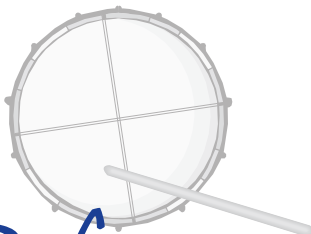
- The ECE representative(s) shall be responsible for surveying applicable departmental divisions with regards to any general, administrative and financial concerns or issues which relate to NWT teacher education;
- The College representative(s) shall be responsible for discussing with their staff, students, Advisory and Curriculum Committees, any concerns and issues related to teacher education, and reporting these issues to the Committee. They shall also communicate back all discussions of the Standing Committee;
- A representative(s) of the Divisional Education Council (DEC) Directors and Superintendents shall be responsible for surveying the DECs about general program initiatives, concerns and issues, and will report these issues to the Committee. The Directors shall also communicate back to the DECs on the activities of this Committee;
- The NWTTA representative(s) will be responsible for discussing with its membership, any issues or concerns relating to teacher education, and reporting these issues back to the Committee. They shall also communicate back all discussions of this Committee;
- The ACTE Alumni representative(s) will be responsible for discussing with fellow alumni any issues or concerns relating to teacher education, and reporting these issues back to the Committee. They shall also communicate back all discussions of this Committee;

- The Teaching and Learning Centres (TLCs) representative(s) will be responsible for discussing with other TLCs, any issues or concerns relating to teacher education, and reporting these issues back to the Committee. They shall also communicate back all discussions of this Committee;
- The ACTE student representative will be responsible for canvassing fellow ACTE students regarding issues and concerns relating to teacher education, and reporting these issues to the Committee; and
- The Director of the Indian Teacher Education Program, University of Saskatchewan will sit on the committee as an observer, to provide advice to the program.

Frequency of Meetings

The Committee shall meet on a periodic basis, at least twice per year. Communication between members will occur between meetings to provide regular information on activities related to the Strategy.

The membership of this Committee will maintain a 50% Aboriginal membership.



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