



## FREQUENTLY ASKED QUESTIONS: NWT partnering with British Columbia for JK-12 school curriculum

Why did the NWT choose BC's curriculum?

The decision to partner with BC is the result of extensive research, analysis, and more than 40 consultation and engagement sessions with Indigenous governments, and key education partners including educators. Research by the Department of Education, Culture and Employment (ECE) found that BC's curriculum is the most aligned to the NWT's priorities for education.

The BC curriculum is one of the first in Canada to focus on competency-based learning. It's based on research and best practices in education, and BC is one of the top performers in education among all the provinces, according to the Conference Board of Canada.

BC's curriculum is modernized to meet the needs of students in an ever-changing world. It incorporates financial literacy skills, begins providing career education in the early grades, and offers applied design, skills and technologies curriculum that builds on students' natural curiosity and creativity. This all results in students being more prepared for the challenges of life after high school.

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How will this new curriculum reflect the NWT's Indigenous peoples, cultures, languages, and values?

Indigenous worldviews, knowledge, and perspectives are reflected in all BC's curricula and in mandatory learning for all students. Our research shows that BC has designed its curriculum to be flexible, which is a great benefit to the NWT. It allows us to adapt the curriculum to the NWT at the territory and local levels, by incorporating place, school and community ways of learning and doing.

In addition, Dene Kede and Inuuqatigiit will remain in schools. These foundational curricula weave Dene and Inuit core concepts, language and traditions into learning in NWT classrooms. NWT-created curriculum, such as Our Languages, Northern Studies, Health and Wellness, Hunter Education and Junior Kindergarten/Kindergarten, will also remain in schools.

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### Why can't the NWT have its own curriculum?

Although it would be ideal for the NWT to create its own JK-12 school curriculum, creating curriculum from scratch takes a lot of human and financial resources. Smaller jurisdictions, like the NWT, often partner with larger ones for curriculum and assessment tools.

Partnering with another province gives the NWT opportunities to share important teacher resources, access large-scale student assessment tools, and to participate in professional development activities. As well, it ensures high school students have the qualifications they need to access post-secondary programs across Canada.

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### How long will it take before this new curriculum is in NWT schools?

The switch won't happen overnight. Renewing the NWT's curriculum is a big process – it will take several years and will happen in phases. Indigenous governments, education bodies including educators, and the NWT Teachers' Association will be involved in the adaptation, planning, and transition to a new curriculum.

Teacher training and supports will be top of mind as we transition to a new curriculum, ensuring that all teachers are properly supported to offer this new curriculum to their students.

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### Will BC's curriculum prepare northern students for the future?

It's essential that the NWT school curriculum prepares students for life after high school, be it the trades, the workplace, college or university. BC provides a nationally and internationally recognized curriculum, ensuring that NWT graduates will be competitive at post-secondary institutions across the country.

In addition, BC's new curriculum is designed so students learn collaboration, critical thinking, and communication skills, which are competencies identified by post-secondary institutions and employers across the NWT as essential for employability.

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### How much is changing jurisdictions going to cost the NWT/taxpayers?

A new partnership with BC and the transition to a new curriculum can be managed within the GNWT's existing budget. As BC's curriculum is designed to be flexible, schools can continue to use resources they already have, such as literacy and numeracy programs, textbooks, and technology.

As well, teacher training and resources can be provided online, minimizing travel costs and time outside of schools and communities. Large-scale student assessment tools will continue to be provided at the same or lower cost.

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