

Education Renewal and Innovation Framework: Directions for Change

THREE-YEAR EDUCATION RENEWAL ACTION PLAN

Department of Education, Culture & Employment

Context for the Three-year Education Renewal and Innovation Action Plan

The Education Renewal and Innovation (ERI) initiative is a comprehensive review and renewal of the education system in the NWT. It is the first such undertaking since the early 1980's. This initiative has been prompted in part by the review and recommendations of the Office of the Auditor General (2010) and the GNWT Program Review Office (PRO), as well as through the growing evidence from data, research and our education stakeholders. All of these suggest that, while there are many examples of extraordinary programs, teachers and learning initiatives in the NWT that can be celebrated, the current approach to education is not producing the overall levels of student achievement that we need and should reasonably expect for the investments that are being made. This renewal is critical to developing the capable citizens the NWT needs.

It should be noted that many of the proposed actions will require interdepartmental and interagency collaboration because many of the actions are addressing underlying mental health, social, economic and wellness issues of students and communities. The Department of ECE and its partners in the Education system cannot be expected to address the myriad of issues students bring with them into the schools on their own. Improved service integration and targeted and available health and wellness programming is an essential precondition to improving educational outcomes.

The 18 initiatives described in this *Three-year ERI Action Plan* are the first ones to be identified for implementation from ECE's 10-year *ERI Framework: Directions for Change*. In that Framework document, a collection of potential initiatives were organized under 9 major commitment areas. It should be noted that commitment 5 (building on the strengths of small communities) and 9 (working with Aboriginal governments to facilitate their self-government aspirations in the area of education) do not have specific actions listed under them because they are overarching commitments which have informed the work under each of the remaining commitments.

The Commitment Area structure is repeated in the Action Plan. The more in-depth context which explains the need for these initiatives, and the processes used to identify them, are found in that Framework document, and interested readers are encouraged to go to the Framework for fuller explanations and overall context. It can be found online at: http://www.ece.gov.nt.ca/files/ERI/eri_framework_tabled.pdf

There are a few reasons that these particular 18 initiatives have been chosen for the *Three-year Education Renewal Action Plan*:

- They represent work that is already underway and that has been identified as needing to continue, to be made sustainable or to be expanded (Elders in Schools or Safe and Caring Schools are examples of this).
- They represent 'foundations' without which other important pieces of work cannot move ahead later in the implementation cycle. (Key Competencies for curriculum development, literacy and numeracy strategies, Aboriginal Language and Culture initiatives and inclusive learning are examples of this).

This will be a rolling Action Plan, with the third year being added annually. Actions will be reviewed, considered and evaluated regularly.

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Commitment 1: The GNWT will do its part to ensure that the school and community work together to build and renew positive relationships.

Areas for Action	Rationale	3-Year Deliverables
<p>1. Aboriginal Language Culture Based Education (ALCBE)</p> <p>Continue to provide all NWT students access to education that is based on the culture of Aboriginal peoples of the community, as well as supporting school programs and learning environments that reflect, validate and promote the values, world views and language of the community's cultures.</p>	<p>Over 50% of NWT students are Aboriginal. A renewed approach to Aboriginal language and culture is imperative to enhancing the relationship between schools and the communities which they serve.</p> <p>Further, since few NWT students have become fluent speakers of their Aboriginal language through school-based programs funded by the Ministerial directive on Aboriginal Language and Culture Based Education (ALCBE), a new approach is clearly needed - with greater structured supports and accountabilities for Aboriginal language and culture-based education programming, as indicated by the report from the Office of the Auditor General (OAG).</p>	<ul style="list-style-type: none"> • Renewed Aboriginal Language Culture Based Education (ALCBE) Directive funding model and accountability structures • Continued development of multiple Aboriginal language and culture options which schools/boards can opt into to best support their community's needs and desires • A repository of Aboriginal language and culture best practices and resources • Renewed teacher cultural orientation days <p>Targets</p> <p>2014-2015</p> <ul style="list-style-type: none"> • Finalize staffing for the Aboriginal Language Secretariat to help coordinate this Area for Action. • Renew ALCBE Directive, funding model and accountability structure, including review and renewal of new teacher cultural orientation days. • Continue to pull together existing Aboriginal K-6 language curriculum resources, re-initiate further development of this curriculum. • Develop Language Instruction Training Program for principals and Aboriginal Language (AL) instructors, focusing on supporting language instruction strategies and on enhancing the language culture of the school. • Continue to examine/learn from promising practices in language instruction from NWT Education Authorities. • Begin a central collection of promising practices in Aboriginal language and culture-based education (ALBCE). • Research a searchable content management data system (repository) of promising practices in Aboriginal language and culture-based education (ALBCE). <p>2015-2016</p> <ul style="list-style-type: none"> • Develop K-6 Aboriginal language curriculum, and continue development of curricular outcomes and measurable indicators to determine success of language acquisition strategies. • Pilot 1st wave of the Language Instruction Training Program for AL instructors and Principals (1 region). • Continue the central collection of promising practices in Aboriginal language and culture-based education (ALBCE). • Plan for development of a searchable content management data system (repository) of promising practices in ALBCE. <p>2016-2017</p> <ul style="list-style-type: none"> • Continue to support first region of Language Instruction Training Program for AL instructors and Principals and implement 2nd wave (1 more region). • Research the development of an Intensive Aboriginal Language Program based on the adaptation of existing language immersion resources for an interested language community. • Build a searchable content management data system (repository) of promising practices in ALBCE.

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<p>2. Elders in Schools Program</p> <p>Ensure continued support for the implementation of the Elders in Schools program in all NWT schools.</p>	<p>The inclusion of Elders in schools is intended to strengthen Aboriginal language and culture based education and enable Elders to pass on language, traditional knowledge, cultural skills and northern history.</p> <p><i>This work will need to be fully integrated and aligned with a renewed Aboriginal Language and Culture Based Education Ministerial Directive.</i></p>	<ul style="list-style-type: none"> • Strengthen the integration of Elders in all NWT schools • A searchable repository of Elders’ knowledge
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • Review the pilot year of the Elders in Schools program and initiate second year of delivery.
		<ul style="list-style-type: none"> • Update Elders in Schools handbook based on first year pilot feedback and review.
		<ul style="list-style-type: none"> • Develop a toolkit to assist schools with integration of Elder.
		<ul style="list-style-type: none"> • Research a searchable content management data system (repository) of artifacts, recordings, etc. of Elders’ knowledge
		<p>2015-2016</p>
		<ul style="list-style-type: none"> • Review the second year of delivery of the Elders in Schools pilot and initiate third year.
		<ul style="list-style-type: none"> • Reprint and distribute the updated handbook and toolkit (based on the review of the pilot and on feedback).
		<ul style="list-style-type: none"> • Evaluate the Elders in Schools program through monitoring, evaluation and accountability process (3-year cycle).
		<ul style="list-style-type: none"> • Begin a central collection of artifacts, recordings, etc. of Elders’ knowledge.
		<ul style="list-style-type: none"> • Plan for the development a searchable content management data system (repository) of artifacts, recordings, etc. of Elders’ knowledge.
<p>2016-2017</p>		
<ul style="list-style-type: none"> • Continue delivering the Elders in Schools program (adapted based on the evaluation process). 		
<ul style="list-style-type: none"> • Continue the central collection of artifacts, recordings, etc. of Elders’ knowledge. 		
<ul style="list-style-type: none"> • Explore the possibility of an “Elder Certification” program. 		
<ul style="list-style-type: none"> • Build a searchable content management data system (repository) of artifacts, recordings, of Elders’ knowledge 		

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<p>3. Legacy of Residential Schooling</p> <p>Ensure that all NWT educators receive in-servicing on the legacy of residential schooling (RS).</p>	<p>A strong, healthy and respectful relationship between the school and community is essential for the development of capable northern students. Both school and community need to foster this relationship. In many NWT communities, through the legacy of the residential schools system, the relationship between the school and the community has been either damaged or broken. Creating understanding is an essential first step in the strengthening of the relationship between school and community.</p> <p><i>This work falls under the wider area of Aboriginal Language and Culture.</i></p>	<ul style="list-style-type: none"> • Ongoing and evolving in-servicing for all NWT educators on the legacy of Residential Schools (RS) • A handbook of promising practices for strengthening of school-community relationships
		<p>Targets</p>
		<p>2014-2015</p> <ul style="list-style-type: none"> • Continue to offer Residential School (RS) awareness in-service at regional in-services and the NWTTA territorial teachers' conference.
		<ul style="list-style-type: none"> • Build on the work with inter-agencies to ensure recipients of, and those delivering, RS in-services have access to ongoing supports.
		<p>2015-2016</p> <ul style="list-style-type: none"> • In collaboration with former RS students and other agencies, design an in-service for teachers who are former RS students themselves.
		<ul style="list-style-type: none"> • In-service all teachers of Northern Studies 10 (3-year cycle); include new teachers to the NWT for one-day RS awareness in-service.
		<ul style="list-style-type: none"> • Initiate design of a virtual in-service tool (with in-person component) for ongoing use with NWT educators, school staff, parents, other GNWT departments, etc. Module design/module research.
		<ul style="list-style-type: none"> • Evaluate RS in-servicing using monitoring, evaluation and accountability process (3-year cycle).
		<p>2016-2017</p> <ul style="list-style-type: none"> • Deliver first wave of the in-service for teachers who are former RS students themselves. • Deliver RS awareness in-servicing for new teachers to NWT.
		<ul style="list-style-type: none"> • Develop a virtual in-service tool (with in-person component) for ongoing use with NWT educators, school staff, parents, other GNWT departments, etc. • Develop a handbook of promising practices to build school-community relationships.

Commitment 2: The GNWT will do its part to ensure that student wellness and the development of a positive sense of identity are promoted and embedded in school experiences, programming and environments

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<p>4. Resiliency</p> <p>Support the expanded implementation of evidence-based practices in resiliency and leadership programming for students in NWT schools.</p>	<p>Identifying and building upon existing positive, protective influences and circumstances of life helps youth become stronger and better able to counteract risk factors, as well as cultivate leadership skills. Resiliency programming focuses on healthy, positive relationships, self-identity, goal setting, personal competence or coping strategies, and awareness of risk factors including addictions, crime and violence.</p> <p>This area for action is part of creating flexible structures, learning environments, programs and resources that best support the needs of students and the development of their sense of identity. In our northern context, resiliency and leadership programming is also intimately tied to Aboriginal Language and Culture.</p>	<ul style="list-style-type: none"> • A flexible model of northern best practices in resiliency and leadership programming for NWT schools • A manual of practice for northern best practices in resiliency and leadership programming
		<p>Targets</p>
		<p>2014-2015</p> <ul style="list-style-type: none"> • Continue to research best practices in resiliency and leadership programming for a northern context.
		<ul style="list-style-type: none"> • Pilot the established criteria for northern best practices in resiliency and leadership programming through 3 interested school communities.
		<ul style="list-style-type: none"> • Support the development of a demonstration site and of a manual of practice for northern best practices in resiliency and leadership programming.
		<ul style="list-style-type: none"> • Develop a flexible model of resiliency and leadership programming for NWT schools based on research and first year pilots.
		<ul style="list-style-type: none"> • Pursue partnership with other possible sources of funding (function of coordinator).
		<p>2015-2016</p> <ul style="list-style-type: none"> • Implement first wave of the NWT model of resiliency and leadership programming in 4 interested school communities.
<ul style="list-style-type: none"> • Pursue partnership with other possible sources of funding (function of coordinator). 		
<p>2016-2017</p> <ul style="list-style-type: none"> • Continue to support first wave school communities and implement second wave of the NWT model of resiliency and leadership programming in 4 more interested school communities. 		
<ul style="list-style-type: none"> • Pursue partnership with other possible sources of funding (function of coordinator). 		

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<p>5. Inclusive Schooling</p> <p>Strengthen equal access to quality education by effectively meeting the diverse needs of all learners in a way that is responsive, accepting, respectful and supportive.</p>	<p>Inclusive learning is a fundamental part of our education system and seeks to ensure the unique needs of students are addressed in ways that build upon strengths and allow students to reach their full potential as capable, contributing citizens. This philosophy is embedded in many of the areas for action within this Action Plan, as it is fundamental to our system of education, both current and as envisioned in the future.</p> <p><i>The following two Areas for Action (#6 and #7) emerge from this work around inclusive learning.</i></p>	<ul style="list-style-type: none"> • Renewed Inclusive Schooling Ministerial Directive, funding model and accountability structures • Revision of Student Support Plans (SSPs), Individual Education Plans (IEPs) and of the NWT Programming for Student Success Handbook (2008) • Standardized process for report cards for students on IEPs • Repository of professional learning and resources related to inclusive learning <p>Targets</p> <p>2014-2015</p> <ul style="list-style-type: none"> • Renew the Inclusive Schooling (IS) Directive, review the financial audit of inclusive schooling, and funding to develop new accountability structures. • Initiate a collection of professional learning and resources related to IS, to support individual roles within education. • Develop a communication tool to be used regularly to share information and highlight successes within the realm of inclusive learning across NWT schools. • Research best practices around the integration of positive mental health in schools for inclusion in new NWT Health curriculum (in collaboration with HSS). • Research a searchable content management system (repository) of professional learning and resources related to inclusive learning. <p>2015-2016</p> <ul style="list-style-type: none"> • Review the Individualized Education Plan (IEP) template document. • Work with PowerSchool to develop an IEP report card. • Plan for the development of a searchable content management system (repository) of professional learning and resources related to inclusive learning. • Launch communication tool to be used to regularly share information and highlight successes within the realm of inclusive learning across NWT schools. • Integration of best practices around positive mental health in renewed NWT Health Curriculum. <p>2016-2017</p> <ul style="list-style-type: none"> • Build a searchable content management system (repository) of professional learning and resources related to inclusive learning • Review and revise the Student Support Plan (SSP) template document. • Review and revise NWT Student Support Handbook (2008).

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<p>6. Self-Regulation</p> <p>Support the gradual roll out of self-regulation strategies in NWT schools.</p>	<p>Self-regulation refers to the ability of individuals to recover after stress. Stress can come from many different levels of life experiences: biological, emotional, social, and intellectual. There is a growing awareness that the better children can self-regulate, the better they can rise to the challenge of mastering ever more complex skills and concepts. Data from classrooms around the world (including some in the NWT) are showing that when educators support students to take charge of their learning and their behaviour and become self-regulating, that students approach learning in an energized but calm manner and with focused engagement.</p> <p><i>This work falls under the wider area of Inclusive Learning.</i></p>	<ul style="list-style-type: none"> Gradual, supported implementation of self-regulation (SR) strategies in interested NWT schools
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> Distribution of materials and supports to schools currently implementing self-regulation (SR).
		<ul style="list-style-type: none"> Gather data and best practices from schools and boards currently implementing SR.
		<ul style="list-style-type: none"> Work with HSS to establish common language, SR awareness and recommendations for resources and literature.
		<ul style="list-style-type: none"> Expand professional learning around SR for interested NWT educators and staff from other GNWT departments (ex. facilitated online book club).
		<ul style="list-style-type: none"> Explore opportunities to partner with universities for NWT educators to access SR distance learning courses.
		<ul style="list-style-type: none"> Develop a sustainable plan for SR implementation in NWT schools – in consultation with SR experts within/out of NWT, including possible SR demonstration classroom(s).
		<ul style="list-style-type: none"> Research compatibility of SR with traditional Aboriginal culture, with Positive Behaviour Support, and with high school programming.
		<ul style="list-style-type: none"> Develop a SR public awareness plan.
		<p>2015-2016</p>
		<ul style="list-style-type: none"> Support and evaluate first wave of ECE initiated SR implementation in up to 5 interested schools. Distribute equipment to all schools and offer training.
		<ul style="list-style-type: none"> Targeted training for new implementers and continue professional learning around SR for interested NWT educators.
		<ul style="list-style-type: none"> Develop northern SR resource in partnership with HSS.
<ul style="list-style-type: none"> Partner with Literacy Council and other groups to expand communication around SR. 		
<p>2016-2017</p>		
<ul style="list-style-type: none"> Maintain supports for schools currently implementing self-regulation (SR). 		
<ul style="list-style-type: none"> Support and evaluate next wave of ECE initiated SR implementation in up to 5 more interested schools. 		
<ul style="list-style-type: none"> Targeted training for implementers and continue professional learning around SR for interested NWT educators. 		
<ul style="list-style-type: none"> Develop northern SR resource in partnership with other GNWT departments. 		
<ul style="list-style-type: none"> Maintain partnership with Literacy Council and other groups to expand communication around SR. 		
<ul style="list-style-type: none"> Provide recommendations reflective of SR for capital planning. 		

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<p>7. Complex Needs</p> <p>Support the creation of a flexible interagency model, information sharing protocols, and a database of resources to support an interagency/interdepartmental approach to supporting students with complex needs.</p>	<p>Social envelope departments within the GNWT have made it a priority to improve the integration of programs and services; schools are one aspect of this work.</p> <p>Sustainability of practices and programs to meet the needs of children with complex needs requires databases of community resources and guidelines for working in the community. Interdepartmental collaboration is essential to support students with complex needs and their families. Clarity of roles and responsibilities between departments and better information sharing will improve services, decrease redundancy of, or conflicting programming and ultimately help to use funds more effectively.</p> <p>The pace of this work will be determined by the collaboration of departments involved.</p> <p><i>This work falls under the wider area of Inclusive Learning, and involves collaboration with Action 10 of the Right From the Start: Early Childhood Development Framework and Action Plan.</i></p>	<ul style="list-style-type: none"> Development of a NWT information sharing protocol and of a flexible interagency model for supporting students with complex needs, including database of shared information
		<p>Targets</p>
		<p>2014-2015</p> <ul style="list-style-type: none"> Research current practices in supporting students with complex needs through an interagency approach.
		<ul style="list-style-type: none"> Draft various components of an interagency protocol for supporting students with complex needs (including interdepartmental and school-based responsibilities) in collaboration with Education Authorities, and other GNWT departments.
		<ul style="list-style-type: none"> Develop and offer interdepartmental professional learning on implementing wraparound services for students with complex needs.
		<p>2015-2016</p> <ul style="list-style-type: none"> Complete development of a NWT information sharing protocol and flexible interagency model that allows for regional individualities.
		<ul style="list-style-type: none"> Partner with HSS to support remote community schools in accessing services and agencies through communication and information sharing protocols.
		<ul style="list-style-type: none"> Continue to offer interdepartmental professional learning on implementing wraparound services for students with complex needs.
		<p>2016-2017</p> <ul style="list-style-type: none"> Establish protocols and partner with NGO agencies and Aboriginal governments to support students with complex needs and their families.
		<ul style="list-style-type: none"> Develop a mean for sharing of permissible information among stakeholders to ensure access to information for students with complex needs.
<ul style="list-style-type: none"> Continue to offer interdepartmental professional learning on implementing wraparound services for students with complex needs. Participate in hosting a territorial symposium (or regional symposiums) to build understanding and knowledge of interdepartmental approaches to support children with complex needs. 		

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<p>8. Healthy Foods and Healthy Food Programming</p> <p>Provide universal access to healthy foods and healthy food programming in all NWT schools.</p>	<p>Many factors are shaping young peoples’ development, academic achievement, identity and overall well-being. Health is one such factor. In fact, health and education are interdependent - healthy students are better learners, and individuals with higher levels of education are healthier. Supporting healthy northern children involves ensuring access to healthy foods and nutrition-based programming in schools to increase food-related competencies, health, wellness, and engagement in learning.</p> <p>This area for action responds to goals both within the GNWT Antipoverty Strategy and within Education Renewal.</p>	<ul style="list-style-type: none"> • Access to healthy foods and healthy food programming in all NWT schools through a partnership with other GNWT departments, and coordination with interagency partners
		<p><u>Targets</u></p>
		<p>2014-2015</p> <ul style="list-style-type: none"> • Support schools in integrating annual sustained Anti-Poverty Strategy funds for healthy foods programming.
		<ul style="list-style-type: none"> • Develop a resource package for schools which includes support for food purchase, menu planning, food preparation and connection to NWT nutrition personnel.
		<ul style="list-style-type: none"> • Develop communication tools to increase the awareness of around ‘Healthy Food in Schools’ activities with families, community partners and school staff.
		<ul style="list-style-type: none"> • Research a searchable content management system (repository) of resources and best practices around ‘Healthy Food in Schools’
		<p>2015-2016</p> <ul style="list-style-type: none"> • Distribute resource package to schools.
		<ul style="list-style-type: none"> • Develop and implement communication plan about the importance of healthy foods for school success and as a component of general health and wellness.
		<ul style="list-style-type: none"> • Support connections among healthy foods initiatives within school programming, community nutrition goals and community wellness plans.
		<ul style="list-style-type: none"> • Engage local, territorial and federal organizations in funding, program and policy development and implementation.
<ul style="list-style-type: none"> • Plan for development of a searchable content management system (repository) of resources and best practices around ‘Healthy Food in Schools’ 		
<p>2016-2017</p> <ul style="list-style-type: none"> • Integration of healthy foods programming into renewed NWT health curriculum. 		
<ul style="list-style-type: none"> • Build a searchable content management system (repository) of resources and best practices around ‘Healthy Food in Schools’ 		

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<p>9. Safe and Caring Schools</p> <p>Ensure that all members of the school community have a safe, caring and welcoming learning/work environment consistent with principles of respect, responsibility and rights.</p>	<p>Through bullying prevention surveys, community engagements and the Aboriginal Student Achievement (ASA) regional forums, we have heard that bullying is a major concern in the NWT, as it is in the rest of Canada.</p> <p>In October 2013, legislation was passed in the NWT to support school boards and schools in dealing with bullying.</p> <p>A working group representing schools, government and community interests was established to develop the Territorial Safe Schools Plan.</p> <p>This area for action is the continuation of that work, where all NWT schools are being supported in the development of their own individual Safe and Caring School Plan.</p>	<ul style="list-style-type: none"> • Safe and Caring School Plans in place in each NWT school • Safe and Caring School policies in place in each Education Authority
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • Provide feedback and direction to schools about their newly developed individual Safe & Caring School Plans and support their implementation (annually).
		<ul style="list-style-type: none"> • Support the piloting of selected recommended Safe and Caring Schools programs in interested schools.
		<ul style="list-style-type: none"> • Develop regulations related to Safe Schools legislation changes. Review and feedback by Safe Schools inter-agency Committee.
		<ul style="list-style-type: none"> • Provide and support initial training, in-servicing and resources to boards, schools and communities, based on needs expressed in Safe and Caring School plans.
		<ul style="list-style-type: none"> • Review and revise the Safe and Caring Schools workbook.
		<ul style="list-style-type: none"> • Initiate development of interagency/interdepartmental protocols to deal with instances of bullying of educators (Depts. HR and Justice, NWTTA, WCSS, etc.).
		<ul style="list-style-type: none"> • Develop public awareness campaign (ie. Anti-bullying).
		<p>2015-2016</p>
		<ul style="list-style-type: none"> • Direct and support Education Authorities in the development of Safe and Caring School policies.
		<ul style="list-style-type: none"> • Continue to provide and support training, in-servicing and resources to boards, schools and communities, based on needs expressed in Safe and Caring School plans.
		<ul style="list-style-type: none"> • Continue/expand the piloting of recommended Safe and Caring Schools programs in interested schools.
<ul style="list-style-type: none"> • Research Safe School/Community programs upon which to build interdepartmental/ interagency/community partnerships. 		
<p>2016-2017</p>		
<ul style="list-style-type: none"> • Develop a cyclical plan of training and in-servicing around Safe & Caring Schools. 		
<ul style="list-style-type: none"> • Develop interdepartmental/interagency/community partnerships and protocols to expand reach of safe and caring environments outside of school. 		
<ul style="list-style-type: none"> • Continue/expand the piloting of recommended Safe and Caring Schools programs in interested schools. 		

Commitment 3: The GNWT will do its part to ensure that educators have access to experiences and resources that enhance their wellness in order for them to focus on excellence in teaching.

Areas for Action	Rationale	3-Year Deliverables
<p>10. Supporting Northern Professionals</p> <p>Support conditions for excellence in teaching by enhancing professional supports, accountability and evidence-based practices.</p>	<p>Increasing educator professional capacity and efficacy is key to improved learning environments for K-12 students. This involves orientation and induction of educators new to the NWT, to ongoing professional development and learning opportunities, sharing of expertise and best practices, and support to educational leaders. Teachers are the single greatest influence on student achievement. Their wellness, growth and support are of paramount importance in our education system.</p> <p><i>*Note that the term educator is used to signify all school educational staff (including principals).</i></p>	<ul style="list-style-type: none"> • New, comprehensive approach to Professional Development (PD)/in-servicing of NWT educators • 2-year pilot of an alternative model of student-teacher contact time ratios • Renewed educator leadership program (ELP) and NWT teacher mentorship program • 2-year pilot of an annual gathering for educators new to the NWT • 1-year pilot of an ECE small school (principal) support team • Continue partnership with the NWT Housing Corporation and the Northwest Territories Teachers’ Association (NWTTA) to further address teacher housing needs
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • Research contemporary understanding of the role of the teacher and educator workloads across jurisdictions (include NWTTA research to-date).
		<ul style="list-style-type: none"> • Research contemporary and alternative models of student-teacher contact time ratios (ie. Fort Providence).
		<ul style="list-style-type: none"> • Research forms of ongoing alternative PD/in-service delivery.
		<ul style="list-style-type: none"> • Summarize best practices in selected areas of research (above) to inform a renewed model and structure that support 21st century teaching and learning (with possible Education Act and collective agreement implications).
		<ul style="list-style-type: none"> • Draft a strategy for a new, comprehensive approach to PD/in-servicing of NWT educators (ongoing, job-embedded, blended distance and in-person, etc.).
		<ul style="list-style-type: none"> • Research the development of a Professional Learning platform, considering alternative approaches to PD/in-servicing.
		<ul style="list-style-type: none"> • Develop an alternative structure to the current model of student-teacher workday/school year/contact time, with monitoring, evaluation and accountability plan. Consider preparation needed for collective agreement negotiations.
		<ul style="list-style-type: none"> • Review and renew the Educational Leadership Program (ELP).
		<ul style="list-style-type: none"> • Draft a plan for a “New to the NWT” educators’ conference (including Residential Schooling in-servicing).
		<p>2015-2016</p>
<ul style="list-style-type: none"> • Implement and evaluate renewed teacher cultural orientation days and ELP. 		
<ul style="list-style-type: none"> • Pilot the “new to the NWT” educators’ conference (<i>in conjunction with other in-servicing such as Northern Studies 10</i>) 		
<ul style="list-style-type: none"> • Research best practices in educator mentorship. 		
<ul style="list-style-type: none"> • Develop a plan to meet the needs of small school principals through an ECE small school support team. 		

		<ul style="list-style-type: none"> Develop a strategy to track and share educator best practices and expertise in the NWT to enable connections across the territory through technology networking (<i>integrated to the new PD/in-servicing model</i>) 	
		<ul style="list-style-type: none"> Plan for the development of a Professional Learning platform, considering alternative approaches to PD/in-servicing. 	
		2016-2017	
		<ul style="list-style-type: none"> Implement and evaluate first wave of the new, comprehensive approach to PD/in-servicing of NWT educators. 	
		<ul style="list-style-type: none"> Pilot the alternative structure to the current model of student-teacher workday/school year/contact time in a select number of interested schools through partnerships with the NWTTA and interagency in those communities (DEC) 	
		<ul style="list-style-type: none"> Pilot the “new to the NWT” educators’ conference for a second year 	
		<ul style="list-style-type: none"> Continue research into educator mentorship (<i>pilot new mentorship program in 2017-18</i>) 	
		<ul style="list-style-type: none"> Initiate a viable and sustainable strategy for the sharing of NWT educator expertise and best practices (ex. communities of interest through online networking) 	
		<ul style="list-style-type: none"> Pilot the ECE small school support team in interested schools 	
<ul style="list-style-type: none"> Build a Professional Learning platform, considering alternative approaches to PD/in-servicing. 			

Commitment 3: The GNWT will do its part to ensure that educators have access to experiences and resources that enhance their wellness in order for them to focus on excellence in teaching.

Areas for Action	Rationale	3-Year Deliverables
<p>11. Post-secondary Education Opportunities for NWT educators</p> <p>Enhance current practical and relevant post-secondary education opportunity to NWT educators.</p>	<p>Research shows that career-long teacher learning is connected to student success. NWT educators need courses that provide guidance on the teaching context specific to the NWT. Learning needs, as indicated by NWT educators, will be supported through on-the-land and online courses.</p>	<ul style="list-style-type: none"> • An NWT-developed on-the-land masters levels course for NWT educators • A variety of post-secondary courses available to NWT educators and facilitated through ECE’s partnership with various post-secondary institutions
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • Promote/advertise the first on-the-land masters level course for educators developed in the NWT in partnership with the Dechinta Center for Research and Learning and the University of Alberta.
		<ul style="list-style-type: none"> • Adapt and deliver courses in continued partnership with Queens University (ie. reading, kindergarten, and behavior courses).
		<ul style="list-style-type: none"> • Identify additional courses to offer NWT educators through Aurora College or other post-secondary institutions, based on educator feedback and other ERI areas for action (ie. self-regulation).
		<ul style="list-style-type: none"> • Pursue funding sources to assist educators with costs of taking courses (ie. Grants and bursaries).
		<p>2015-2016</p>
		<ul style="list-style-type: none"> • Offer summer on-the-land masters level course for NWT educators.
		<ul style="list-style-type: none"> • Continue to offer existing and/or new post-secondary courses in response to needs/interests of NWT educators.
		<ul style="list-style-type: none"> • Pursue national collaboration with Council of Ministers of Education, Canada (CMEC) around adding residential school curriculum to Canadian B.Ed. programs, including Aurora College.
		<ul style="list-style-type: none"> • Review and revise on-the-land master’s course content and delivery based on year one feedback and experiences.
		<ul style="list-style-type: none"> • Research the development of a system of Additional Qualification courses for NWT educators (ex. inclusive learning, teaching and learning with ICT, etc.).
<ul style="list-style-type: none"> • Evaluate the need for a plan for teacher recertification requirement that, in part, require choices within a list of 21st Century and northern instructional approaches. 		
<p>2016-2017</p>		
<ul style="list-style-type: none"> • Continue to offer existing and/or new post-secondary courses in response to needs/interests of NWT educators. 		
<ul style="list-style-type: none"> • Coordinate efforts with Education Authorities to avoid duplication of efforts in the offering of post-secondary courses to NWT educators. 		

- Develop networking methods the new approach to PD/in-servicing of NWT educators, following course completion.

Commitment 4: The GNWT will do its part to ensure that learners experience supported and personalized quality education

Areas for Action	Rationale	3-Year Deliverables
<p>12. High School Pathways and Graduation</p> <p>Address graduation requirements to provide for all students appropriate high-expectation exit paths which are engaging, personally meaningful and relevant towards leading fulfilled lives and contributing to a strong, prosperous society.</p>	<p>The current number of NWT students attaining graduation requirements is significantly below the Canadian average.</p> <p>Engaged students will remain in high school and respond positively to programs, structures and processes that best support their educational goals, learning styles and personal interests while maintaining high expectations.</p>	<ul style="list-style-type: none"> • A new NWT high school system complete with various pathways and recognized school completion milestones
		<p>Targets</p>
		<p>2014-2015</p> <ul style="list-style-type: none"> • Research cross-jurisdictional graduation requirements, post-secondary entrance requirements, school leaving processes, dual credit programs and workplace skills expectations.
		<ul style="list-style-type: none"> • Conduct facilities inventory for all NWT communities.
		<ul style="list-style-type: none"> • Develop options for a renewed NWT approach to high school pathways and graduation requirements in collaboration with multiple partners.
		<p>2015-2016</p> <ul style="list-style-type: none"> • Engage Stakeholders in selection process of best option(s) for the renewed NWT approach to high school pathways and graduation requirements (Online survey tools and in person community engagements).
		<ul style="list-style-type: none"> • Identify changes needed to the Education Act <i>(Internal operations – no additional costs)</i>
		<ul style="list-style-type: none"> • Seek approval of plan for a renewed approach to high school pathways and graduation requirements <i>(Internal operations – no additional costs)</i>
		<ul style="list-style-type: none"> • Develop a detailed implementation strategy and schedule.
		<p>2016-2017</p> <ul style="list-style-type: none"> • Create an in-service/educator training plan; deliver to educators involved in first year implementation – Includes all grade 9-12 teachers, admin and PSTs. • Public awareness campaign.

Commitment 4: The GNWT will do its part to ensure that learners experience supported and personalized quality education

Areas for Action	Rationale	3-Year Deliverables
<p>13. Distance Learning</p> <p>Determine and implement the best distance learning options and pedagogies for the NWT.</p>	<p>NWT students need multiple options to achieve high school credits when small schools lack the capacity to offer a wider variety of courses; when scheduling conflicts occur in larger schools; or when courses are not available in French. Distance Learning provides a solution to these dilemmas and include solutions as simple as using teleconferencing, or as sophisticated as sharing files between computer screens, or perhaps the best model, videoconferencing to see the and speak to the teacher and other students in the class.</p> <p>Similarly, modern technologies are being used to advance professional learning opportunities and access to expertise.</p>	<ul style="list-style-type: none"> Implementation of the best Distance Learning (DL) options and pedagogies for NWT schools
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> Research the business requirements of a distance learning system that will meet the needs of NWT schools, and from which criteria for selection of best options are derived.
		<ul style="list-style-type: none"> Research and evaluate technologies, promising practices, teacher qualifications and curriculum pedagogies that meet the business requirements.
		<ul style="list-style-type: none"> Pilot and evaluate the Beaufort Delta Education Council e-learning model in two schools outside of the region (\$500K approved in 2013/14).
		<ul style="list-style-type: none"> Select best learning model for NWT school needs with Education Authorities.
		<ul style="list-style-type: none"> Explore possible funding sources.
		<p>2015-2016</p>
		<ul style="list-style-type: none"> Evaluate <i>Beaufort Delta Education Council e-learning model</i> pilot Implement first wave of selected distance learning model in select number of interested small NWT high schools.
		<ul style="list-style-type: none"> Support, monitor and evaluate of selected distance learning model.
		<ul style="list-style-type: none"> Work with partners to review and assess the technology infrastructure, Internet access and bandwidth needs of all NWT communities.
		<ul style="list-style-type: none"> Explore possible funding sources for second wave implementation.
		<p>2016-2017</p>
<ul style="list-style-type: none"> Expand implementation into additional small interested high schools. 		
<ul style="list-style-type: none"> Support, monitor and evaluate of selected distance learning model. 		
<ul style="list-style-type: none"> Work with partners to review and assess the technology infrastructure, Internet access and bandwidth needs of all NWT communities. 		
<ul style="list-style-type: none"> Secure funding for ongoing implementation and possible future expansion. 		
<ul style="list-style-type: none"> Host the annual Provincial and Territorial Distance Education Association (PTDEA) meeting. 		

Commitment 5: The GNWT will do its part to ensure that the strengths and realities of small communities are recognized and built upon in order to ensure equitable, quality education in all NWT communities.

Initiatives that are intended to particularly address the challenges of providing quality education in small communities (for instance – how to provide a full range of high school programming) are addressed in specific initiatives under all commitment areas as opposed to being listed under this commitment area.

Commitment 6: The GNWT will do its part to renew the K-12 curriculum and ensure it is taught in relevant, research-based, innovative ways

Areas for Action	Rationale	3-Year Deliverables
<p>14. NWT Key Competencies</p> <p>Develop and redesign curricula, including learning and teaching practices and resources, to support a renewed definition of student success based on the NWT Key Competencies.</p>	<p>NWT key competencies stem from the characteristics of a northern, capable person as defined by the citizens of the NWT. Competencies are life-long and are achieved along developmental stages. They will provide a frame for adapting and developing curriculum.</p> <p><i>*A Competency is the ability to draw on integrated sets of knowledge, skills, attitudes and judgments as needed to meet a wide variety of demands.</i></p>	<ul style="list-style-type: none"> • Establishment of the Key Competencies of a northern, capable person • Development of NWT literacy and numeracy strategies • Pilot of Northern Studies 20 curriculum and resources • Initiation of new K-9 health curriculum development • Establish community libraries in communities who want them and do not currently have them
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • Develop understanding of the capable northern person through data from recent ECE engagements and focus groups with various stakeholders (ASA forums, ECD, ERI roundtables, etc.).
		<ul style="list-style-type: none"> • Draft the NWT key competencies defining the ‘capable northern person’.
		<ul style="list-style-type: none"> • Obtain feedback on draft of NWT key competencies from a wide NWT audience and revise accordingly, through online survey and existing planned engagements.
		<ul style="list-style-type: none"> • Seek interdepartmental and legislative endorsement of final NWT key competencies.
		<ul style="list-style-type: none"> • Pursue graphic design of NWT key competencies.
		<ul style="list-style-type: none"> • Research models of competencies assessment
		<ul style="list-style-type: none"> • Develop assessment model for new NWT key competencies (scales of competencies) with key education partners.
		<ul style="list-style-type: none"> • Write scales and develop tools for student assessment.
		<ul style="list-style-type: none"> • Publish and share NWT Key Competencies and scales of assessment.
		<ul style="list-style-type: none"> • Develop Northern Studies 20 curriculum and teacher resources.
		<ul style="list-style-type: none"> • Initiate development of new selected grade levels of NWT health curriculum.
		<ul style="list-style-type: none"> • Initiate the development of NWT literacy and numeracy strategies through collaboration with key education partners.
<ul style="list-style-type: none"> • Establish a new school library in a community without one. 		
<p>2015-2016</p>		
<ul style="list-style-type: none"> • Create a guideline document for curriculum writers and strategy developers to integrate NWT key competencies in their work. 		

		<ul style="list-style-type: none"> • Develop NWT literacy and numeracy strategies through collaboration with key education partners. 	
		<ul style="list-style-type: none"> • Complete development of new selected grade levels of NWT health curriculum. 	
		<ul style="list-style-type: none"> • In-service and pilot Northern Studies 20 curriculum and teaching resource. 	
		<ul style="list-style-type: none"> • Establish a new school library in a community without one. 	
		<ul style="list-style-type: none"> • In-service educators around inquiry-based learning to change instructional practice. 	
		2016-2017	
		<ul style="list-style-type: none"> • Pilot NWT literacy and numeracy strategies in a select number of interested schools/boards. 	
		<ul style="list-style-type: none"> • Establish a new school library in a community without one. 	
		<ul style="list-style-type: none"> • Pilot Northern Studies 20 curriculum and teaching resource for second year. 	

Commitment 7: The GNWT will do its part to ensure that assessment of learning and actions taken in response to systemic data are comprehensive and growth-oriented

Areas for Action	Rationale	3-Year Deliverables
<p>15. Assessment, Evaluation and Reporting</p> <p>Create a comprehensive and consistent approach to assessment, evaluation and reporting that serves to guide learning in NWT schools.</p>	<p>There is a need to gather, interpret, and share meaningful data about the progress of learners and their environments, in relation to authentic indicators of success, in order to inform education planning and decision-making.</p>	<ul style="list-style-type: none"> • The selection of systemic assessment tool(s) for the NWT • A repository of assessment tools, best practices, exemplars, webinars, etc.
		<p><u>Targets</u></p>
		<p>2014-2015</p> <ul style="list-style-type: none"> • Research 21st century assessment concepts and best practices.
		<ul style="list-style-type: none"> • Research and pilot alternative large-scale assessment tools to replace AATs which are being phased out. Support and evaluation of the piloting of Alberta's SLA in participating NWT schools.
		<ul style="list-style-type: none"> • Begin a central collection of assessment tools, best practices, exemplars, etc.
		<ul style="list-style-type: none"> • Research a searchable content management data system (repository) of assessment tools, best practices, exemplars, etc.
		<p>2015-2016</p> <ul style="list-style-type: none"> • Develop public awareness campaign and tools related to NWT approach to assessment.
		<ul style="list-style-type: none"> • Continue piloting AB's SLA and/or another systemic assessment tool appropriate for NWT schools.
		<ul style="list-style-type: none"> • In-service educators on assessment practices (<i>in conjunction with scales of competencies</i>).
		<ul style="list-style-type: none"> • Continue central collection of assessment tools, best practices, exemplars, etc. • Plan for development of a searchable content management data system (repository) of assessment tools, best practices, exemplars, etc.
		<p>2016-2017</p> <ul style="list-style-type: none"> • Public awareness campaign related to NWT approach to assessment.
		<ul style="list-style-type: none"> • Selection of systemic assessment tool(s) for the NWT. • Continue building competencies in educators around assessment (in conjunction with the development of scales of competencies and an emphasis on inquiry-based learning).

- Build a searchable content management data system (repository) of assessment tools, best practices, and exemplars, that will articulate with existing tools (Power School, Maximus Tienet, Grade Book, etc.).

Commitment 7: The GNWT will do its part to ensure that assessment of learning and actions taken in response to systemic data are comprehensive and growth-oriented

Areas for Action	Rationale	3-Year Deliverables
<p>16. Wellness Information and Data</p> <p>Contribute to an ecological model of systemic assessment by gathering and using information on health indicators of school-aged children and youth for use in evidence-based decision making.</p>	<p>Student achievement and success is closely related to the conditions in which the learning takes place, as well as to the overall wellness of our students. Limiting data collection to standardized tests scores in Language Arts and Math limits the areas where schools, boards, and ECE can make meaningful differences to improve student learning.</p>	<ul style="list-style-type: none"> • Establishment of a new approach for effective use of data emerging from the Early Development Instrument (EDI) and the Healthy Behaviours of School Age Children (HBSC) survey by school communities • Pilot new tool needed to fill any identified student health and wellness information/data gaps • Interdepartmental information sharing agreement <p><u>Targets</u></p> <p>2014-2015:</p> <ul style="list-style-type: none"> • Administer the Early Development Instrument (EDI) with 4 year olds in Junior Kindergarten (JK). • Complete a scan and need assessment to determine which health-related assessment tools (ie. surveys) are being used across the NWT and where information/data gaps may exist. <ul style="list-style-type: none"> • Research assessment tools which may meet identified information/data gaps (ie. Middle Years Development Instrument (MDI)). • Develop an approach for regions, schools and communities to effectively use data emerging from the Early Development Instrument (EDI) and the Healthy Behaviours of School Age Children (HBSC) survey. <p>2015-2016</p> <ul style="list-style-type: none"> • Select additional assessment tool(s) to meet information/data gaps and initiate small-scale pilot with interested regions, schools, and communities (ie. MDI). • Pilot the new approach for effective use of data emerging from the EDI and the HBSC surveys by a select number of interested regions, schools, and communities. • Collaborate with social envelope departments to determine the issues surrounding the sharing of information between departments. <p>2016-2017</p> <ul style="list-style-type: none"> • Expand the use of the new approach for effective use of data emerging from the EDI and the HBSC surveys by more interested regions, schools, and communities. • Expanded pilot of additional assessment tool(s) to meet information/data gaps with more interested regions, schools, and communities.

- Develop an interdepartmental information sharing agreement

Commitment 8: The GNWT will do its part to ensure that the education system is monitored, measured and reported on to provide transparency and accountability in order to best support student success.

Areas for Action	Rationale	3-Year Deliverables
<p>17. Monitoring, Evaluation and Accountability Planning</p> <p>Develop and implement accountability mechanisms to address OAG recommendations.</p>	<p>The Office of the Auditor General (OAG) conducted an audit of the Department in 2010 as well as a status report in 2012. Both audits focused on the Department’s planning, monitoring and reporting; and identified that the Department has some significant deficiencies in the areas of:</p> <ul style="list-style-type: none"> • A comprehensive plan to improve student outcomes; • The development of measures and use of data to assist in evidence-based decision making and improved transparency and accountability; and • The development of measures to ensure education authorities and Aurora College comply with relevant education legislation, policies, and directives. 	<ul style="list-style-type: none"> • A Monitoring, Evaluation, and Accountability (MEA) Plan Review and update of all Ministerial Directives • Establish activity reporting for current School Funding Formula • Action Plan and annual reporting
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • MEA training of stakeholders
		<ul style="list-style-type: none"> • Development of MEA Plan components for all Education Renewal and Innovation (ER) initiatives and data requirements gathering
		<ul style="list-style-type: none"> • Review and update directives
		<ul style="list-style-type: none"> • Draft activity reporting for the current funding formula
		<ul style="list-style-type: none"> • Action Plan and Annual Action Plan report
		<p>2015-2016</p>
		<ul style="list-style-type: none"> • Continued development and finalization of MEA Plan components for all ERI initiatives and data requirements gathering
		<ul style="list-style-type: none"> • Development and finalization of umbrella MEA Plan for ERI Framework and data requirements gathering
		<ul style="list-style-type: none"> • Development, finalization, and training related to MEA reporting requirements
		<ul style="list-style-type: none"> • Annual Action Plan report
<p>2016-2017</p>		
<ul style="list-style-type: none"> • 1st ERI Framework performance report with recommendations 		
<ul style="list-style-type: none"> • Adjustments to ERI Initiatives based on recommendations of performance reporting 		
<ul style="list-style-type: none"> • Annual Action Plan report 		

Commitment 8: The GNWT will do its part to ensure that the education system is monitored, measured and reported on to provide transparency and accountability in order to best support student success.

Areas for Action	Rationale	3-Year Deliverables
<p>18. Education Funding Framework</p> <p>Ensure that the education system has the necessary supports and is fully accountable for the delivery of quality programming in NWT schools.</p>	<p>The Office of the Auditor General, in its report on Education in 2010, identified a need to improve the current funding and accountability frameworks of the education system.</p> <p>There have also been discussions around the extent to which education resources are equitably distributed amongst education authorities.</p>	<ul style="list-style-type: none"> • An Education Funding Framework Report with recommendations in the following areas: <ul style="list-style-type: none"> ○ The Education Funding Formula ○ Surplus/Deficit Policy ○ Financial Reporting Requirements ○ Proposals on how to improve overall effectiveness and efficiency of the education system
		<p>Targets</p>
		<p>2014-2015</p>
		<ul style="list-style-type: none"> • A Steering Committee with representation from Education Authorities, the Departments of Finance and ECE will guide the work
		<ul style="list-style-type: none"> • The Steering Committee will produce the Education Funding Framework Report
		<ul style="list-style-type: none"> • The report will be submitted to the Minister of ECE by December 31, 2014 for his consideration • The GNWT will formally respond to the recommendations contained in the report • Implementation of accepted recommendations can begin as early as February 2015

Commitment 9: The GNWT will continue to work with Aboriginal governments to be successful as they draw down jurisdiction over the education of their people.

Aboriginal governments have been invited to participate in all phases of the education renewal process. This includes participation in Working Groups that have produced the essential content of the draft Action Plan. The ERI initiative welcomes the evolving role of Aboriginal governments in the delivery of education in the NWT, and will continue to work with them during the next phases of this work.