



Policy on Languages of Instruction

Kativik School Board

Adopted by the Council of Commissioners on: April 03, 2003

As per resolution #: 2002/03-34

Amended by CC 2010/2011-25 and CC 2010/2011-26

The Kativik School Board strongly believes in the importance of Inuktitut as the foundation of Inuit culture, values, identity and self-esteem.

This Policy is meant to uphold and reinforce the use of Inuktitut throughout the Education activities so as to promote the cultural heritage of Inuit, place Inuktitut as the primary language of Nunavik and ensure the mastery of Inuktitut while acquiring proficiency in a second language (French or English).

The Board shall pursue this objective while respecting other languages and cultures in conformity with its Mission Statement and applicable federal and provincial legislation.

1. Premises

- 1.1 [purpose](#) In conformity with the Mission Statement and Objectives of the Board, and to ensure strong cognitive development and strong identity, students are expected to:
- a) Have mastery of Inuktitut;
 - b) Achieve proficiency in a second language (French or English);
 - c) Develop an appreciation for their culture and a strong sense of identity, self-esteem as well as respect for other cultures;
 - d) The objective of the Board is to increase the use of Inuktitut and better reflect the Inuit culture throughout:
 - i. Primary and Secondary
 - ii. Adult Education courses
 - iii. Post-Secondary
 - iv. Teacher Training Program
 - v. Life-long learning
- 1.2 [consultation](#) As required by the James Bay and Northern Québec Agreement, the Education Committees have been consulted on the rate of introduction of French and English in schools.

1.3 [definitions](#) In this Policy, the following expressions mean:

- a) **academic language:** language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study;
- b) **cognitive development:** the development of the thinking and organizing systems of the brain. It involves language, mental imagery, thinking, reasoning, problem solving and memory development;
- c) **curriculum:** the whole of the educational program and activities that help students to acquire the skills knowledge and values needed to meet the objectives of the education system;
- d) **other languages:** languages other than Inuktitut and the chosen second language;
- e) **second language:** French or English;
- f) **social language:** the aspects of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions including those that occur in a classroom.

2. The role of languages in the Curriculum

2.1 [Inuktitut](#) The mastery of Inuktitut is essential to ensure that:

Inuktitut be the living language which binds Inuit together, transmits, protects, preserves and develops cultural identity and allows Inuit to function autonomously as a distinct society;

Inuit culture is enriched. Language develops social values, kinship and ancestral relationships. It transmits, protects and preserves the value system and develop harmony between Inuit;

Student learning is strengthened. Strong Inuktitut language will help students to:

- i. Analyze, organize and make meaning of ideas
- ii. Develop confidence in themselves as learners
- iii. Develop stronger second-language skills
- iv. Become better problem-solvers

2.2 [second language](#) Academic competency and social competency in the second language (French or English) are essential to insure that students can:

- a) Have access to academic studies at the secondary and post secondary levels in all subject areas;
- b) Have access to information sources available in the second language;

- c) Enhance personal development in a global society;
- d) Have access to other choices in life.

2.3 [other languages](#) Students may also develop skills and knowledge in other languages.

3. Primary level

3.1 [rate of implementation](#) The rate of implementation of the rules established in the following provisions is set in the Five year Plan as adopted by Education Services and is subject to the budgets and resources available.

3.2 [kindergarten](#) Kindergarten, which is not compulsory, has an important role in preparing students for the transition from home to school. For Kindergarten, the following rules apply:

- a) **Content of language program:**
Inuktitut: developing social language;
Introduction to basic academic language.
- b) **Percentage of teaching time in Inuktitut and second language:**
100% teaching in Inuktitut.

3.3 [grades 1 and 2 \(cycle 1\)](#) For grades 1 and 2, the following rules apply:

- a) **Content of language program:**
Inuktitut: developing social language;
Introduction to basic academic language.
- b) **Percentage of teaching time in Inuktitut and second language:**
100% teaching in Inuktitut with the introduction of English and French with a maximum of 3 periods of 30 minutes per week.

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3.4 [grades 3 and 4 \(cycle 2\)](#) For grades 3 and 4, the following rules apply:

- a) **Content of language program:**
Inuktitut: development of academic language skills;
Second language: development of social language skills.
- b) **Percentage of teaching time in Inuktitut and second language:**
Minimum 50% teaching in Inuktitut;
Maximum 50% teaching in second language.

3.5 [grades 5/6/7 \(cycle 3\)](#) For grades 5, 6 and 7, the following rules apply:

- Content of language program:**
Inuktitut: continuing development and strengthening of academic language skills;

Second language: development of academic language skills.

Percentage of teaching time in Inuktitut and second language:

Minimum of 30% teaching in Inuktitut.

(objective to increase up to 50% in Inuktitut as resources become available).

- 3.6 [naming numbers in English](#) Introduction of English number names at Grade 1, 2 and 3 levels will be done, while math teaching continues in Inuktitut. However, Inuktitut number names will still be learned within the Inuktitut language context.

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4. Subjects to be taught in Inuktitut and Second Language / Primary level

The percentage of teaching periods allocated for the following subjects to be taught must be decided by the Local Administration, after consultation with the Education Committee, the school staff, the Community and the Department of Education Services. However, the total teaching time for each language as outlined in section 3 must be respected.

- 4.1 [grade 3](#) The following rules apply concerning the subjects to be taught in grade 3:

a) Inuktitut subjects:

- i. Social Studies
- ii. Inuktitut Language
- iii. Personal and Social Development
- iv. Math/Problem Solving
- v. Science
- vi. Religion

b) Second language subjects:

- i. Second Language
- ii. Math

c) Subjects to be taught in either Inuktitut or second language depending on local resources:

- i. Art, Drama, Music, Physical Education and Computer

- 4.2 [grade 4](#) The following rules apply concerning the subjects to be taught in grade 4:

a) Inuktitut Subjects

- i. Social Studies
- ii. Inuktitut Language
- iii. Personal and Social Development
- iv. Math/Problem Solving
- v. Religion
- vi. Culture

b) Second language subjects:

- i. Second Language
- ii. Math
- iii. Science

c) Subjects to be taught in either Inuktitut or second language depending on local resources:

Art, Drama, Music, Physical Education and Computer.

4.3 [grades 5/6/7](#) The following rules apply concerning the subjects to be taught in grades 5, 6 and 7:

a) Inuktitut Subjects

- i. Inuktitut Language
- ii. Inuit Studies
- iii. Religion
- iv. Personal and Social Development
- v. Culture

b) Second language subjects:

- i. Second Language
- ii. Social Studies
- iii. Science
- iv. Math

c) Subjects to be taught in either Inuktitut or second language depending on local resources:

Art, Drama, Music, Physical Education and Computer

5. Secondary level

5.1 [MELS credits](#) In accordance with the Régime Pédagogique of the Ministry of Education of Quebec, secondary students at the Kativik School Board may receive credits for the following Inuktitut language subjects:

- a) Inuktitut language and Inuit studies (6 credits);
- b) Inuktitut culture and land survival skills (1 credit).

Therefore, a minimum of 20% of the teaching time should be in the Inuktitut language (at least five periods per week, per level).

The number of credits allocated is subject to revision (it may be increased).

6. Adult Education

6.1 [objective](#) Adult Education Services pursue the objectives as set in section 2 above and, subject to budget allocation, shall:

- a) Provide the adult population of Nunavik with literacy programs, secondary programs and enriched programs in Inuktitut;
- b) Foster the linguistic enrichment of the Inuktitut language;

- c) Provide pedagogical development services to support and enrich the Inuktitut language;
- d) Ensure that a gradual transition takes place, in vocational Training, from the use of French and English as languages of instruction to the use of Inuktitut.

6.2 [courses](#) In order to meet the Ministère de l'Éducation, du Loisir et du Sport du Québec requirements, twelve (12) compulsory credits are offered at the Adult Education Services. To increase the students' proficiency in Inuktitut, specific material will be developed in order to meet the specific objectives of these courses.

7. Post-Secondary

7.1 [college level Inuktitut courses](#) In order to increase the students' proficiency in Inuktitut, two accredited Inuktitut courses shall be offered at the Post-secondary level and are mandatory to graduate from College.

8. Teaching

8.1 [language competency of teachers](#) The teacher has to be fluent and show competency in the language used to teach.

8.2 [teaching techniques](#) All teachers who are teaching in the second language shall receive training in Second language teaching techniques as well as cross-cultural studies.

8.3 [collaboration between teachers](#) Collaboration between first and second language teachers has to be ensured.

8.4 [teaching context](#) To ensure that students see the relevance of learning in the second language, relevant and authentic cultural teaching contexts have to be provided.

8.5 [legal qualifications](#) All teaching personnel shall have the accreditation and professional qualifications required under sections 17.0.66 and 17.0.74 of JBNQA.

8.6 [positive reinforcement](#) Education Services will foster amongst its teachers the understanding and use of culturally appropriate strategies to motivate students in their learning.

8.7 [teaching material](#) All teachers, pedagogical counsellors and school principals shall be informed of and provided with materials, as it becomes available, to assist them in their functions, in Inuktitut and in second languages.

8.8 [professional training and support](#) Professional training and support shall be provided to all teachers and school principals.

9. School, parents and community roles and responsibilities

- 9.1 [roles and responsibilities of parents and community](#) The School shall encourage parents and the community to foster:
- Use of Inuktitut at home;
 - Development of proper learning environment at home and in the community;
 - Development of a collective effort to achieve these goals.
- The Education Committees shall support the school and be actively involved in achieving these goals.
- 9.2 [language of communication](#) Notices and communications within the school, to the parents and to the population shall be in all languages taught in the school, with an emphasis on Inuktitut.
- 9.3 [role of the organizations](#) The Board shall encourage all other organizations to join in a collective effort to make Inuktitut the primary language of Nunavik.

10. Obligation to provide instruction in the child's mother tongue

- 10.1 [Charter of the French language in Nunavik](#) The Charter of the French Language grants an exemption to the Nunavik education system with regards to the application of the rules pertaining to mandatory instruction in French. It allows for Inuktitut to be the language of instruction in kindergarten and at the elementary and secondary levels (*section 88 of the Charter*).
- 10.2 [number of students](#) The Kativik School Board is under no obligation to provide instruction in French or in English if the number of children concerned does not justify the provision of publicly-funded instruction (*section 23 of the Canadian Charter of Rights and Freedoms*).
- The School Board may implement all necessary measures to provide a student with instruction in his mother tongue through other means.
- 10.3 [choices for JBNQA beneficiaries](#) When either French or English, or both, are introduced in a school, parents who are JBNQA beneficiaries may choose to enroll their children in either the French or the English sector, regardless of the language in which they received their instruction.
- 10.4 [admission to English sector for non-beneficiaries](#) Admission to the English sector, however, of children whose parents are not beneficiaries, are governed by the rules of the Charter of the French Language. A non-beneficiary student who wishes to study in English is not automatically entitled to do so; a specific authorization must be obtained from the Government before he can be enrolled in the English sector. It must be shown that the child is eligible for that authorization under the following conditions set forth in the Charter of the French Language:
- Art. 73 "The following children, at the request of their father or mother, may receive their instruction in English:*

- (a) *a child whose father or mother is a Canadian citizen and received elementary instruction in English in Canada, provided that this instruction constitutes the major part of the elementary instruction received in Canada;*
- (b) *a child whose father or mother is a Canadian citizen and who received elementary or secondary instruction in English in Canada, as well as his brothers and sisters, provided that this instruction constitutes the major part of the elementary or secondary instruction received in Canada.”*

11. Application of this Policy

- 11.1 [previous provisions](#) The present policy replaces all other policies of the Board pertaining to this subject.
- 11.2 [responsibility](#) The Director General is the person responsible for the application of this Policy.