

MEETING HIGHLIGHTS

COUNCIL OF COMMISSIONERS JUNE 8-10, 2021 | KUUJJUARAAPIK

The Council of Commissioners was briefed on the progress of a two-year Education Research that examines the school board's curriculums, programs and pathways aimed at enhancing Nunavik student success. More specifically, researchers presented some preliminary findings related to the review of KI curriculums and programs for remaining subjects and compared it to the Québec Education Program (QEP).

The review found that the KI elementary level Social Sciences curriculum is richer and more diverse than the Québec Education Program (QEP). It also includes elements relevant to Nunavik and the circumpolar environment.

The review of the KI French as a Second Language (FSL) curriculum found that the required competency level at end of secondary school is below what is necessary for successful post-secondary education in French. The researchers also noted that the Language Initiative currently under development by Education Services could address weaknesses identified in the FSL curriculum.

The review of the Physical Education and Health curriculum found that most elements covered in the QEP are mastered in the same year at KI (326 elements out of 334).

Additional contextual information on this research project:

- On December 13, 2019, the Executive Committee mandated two researchers affiliated with the *Chaire-réseau de recherche sur la jeunesse du Québec* to conduct this research.
- The research and its findings will guide the school board in providing quality educational services to all residents of the territory of Quebec north of the 55th parallel (excluding the Cree village of Whapmagoostui).
- The completion of Phase 1 is expected for December 2021, while Phase 2 of the research is due for completion in 2022.
- The Education Research is under the scientific direction of Professor Sylvain Bourdon from *Université de Sherbrooke*, seconded by Professor Frédéric Deschenaux from *Université du Québec à Rimouski*.

The Language Initiative is progressing, and a final report should be presented to the Council of Commissioners in December 2021. Initial findings have highlighted the need for the full implementation of the current bilingual education model at Kativik Iisarniliriniq (KI), with the objective of moving towards a stronger model that would reflect the school board's Language of Instruction Policy.

Research conducted as part of the Language Initiative confirmed that the model currently used at the school board was developed based on best practices from the 1970s. This model is now considered a weak or transitional bilingual education model.

Research into bilingual education models used around the world has also found that the effectiveness of bilingual education has more to do with how well it is implemented, rather than which particular model is used. Building community and school awareness around the effective implementation of bilingual education is therefore essential.

The following factors were identified as hindering the full implementation of the current bilingual education model at KI: education, certification, and support for local (Inuit) teachers.

The Language Initiative's final report will include survey results, interpreted alongside international literature on best practices in Indigenous bilingual education. The Bilingual Language Initiative research is conducted by Professor Shelley Tulloch, Chair of the Anthropology Department at the University of Winnipeg.

The Commissioners reviewed and approved the Kativik Iisarniliriniq budget for the 2021-2022 fiscal year. The approved budget includes operational and investments expenses.

The Commissioners approved the renewal of partnership agreements with McGill University and Université du Québec en Abitibi-Témiscamingue (UQAT). Both institutions presented convincing plans for the implementation of programs that would allow Inuit teachers to obtain a teaching license that would be valid on territories outside of Kativik Iisarniliriniq's administrative jurisdiction.

The training pathways proposed by both universities answered the commissioners' concerns related to the long delays for enrolled Inuit teachers to graduate from their program and obtain a teaching license.

Although UQAT and McGill will continue to offer a different program format, both will integrate distance learning, as well as options for Inuit teachers to obtain a teaching license valid in Quebec after successfully passing the English or French Exam for Teaching Certification.

The Council of Commissioners approved the award of a 3-year contract to Frontier College for the implementation of the successful Literacy and Math Tutoring program (2021-2024).

This successful program has been implemented in Nunavik schools since 2016-2017. Not only has it driven student success, but it has also resulted in the hiring of talented teachers who had been introduced to Nunavik while working as tutors.

Although restrictions due to COVID-19 resulted in a slow start in 2020-2021, 5 tutors were deployed to the communities of Inukjuak, Kuujjuaq, Quaqaq, Kuujjuaraapik and Tasiujaq, while 1 worked as a substitute teacher in Kangirsuk and 2 others provided support at-a-distance working from Montreal.

The Commissioners approved the Policy on Evaluation of Student Learning in the youth sector, which entered into force immediately.

The policy aims to ensure the implementation of uniform standards across all Nunavik schools in relation to the evaluation and promotion of students. The standards defined by the policy are aligned with principles established by the Minister of Education and practices of the Quebec Education Program.

The policy provides a framework to identify at-risk students, promotes evaluation that allows all students to achieve their full potential within clear educational standards, and codifies the communication of evaluation results to students and their parents.

In the youth and adult sectors, graduation ceremonies are to be held in the fall once students' grades have been confirmed by the Ministry of Education. The Commissioners discussed year-end events organized in some communities, and the importance of community momentum surrounding the celebration of students' achievements. They also expressed the need for further discussions on this matter at the October Council meeting.

In the youth and adult sectors, graduation ceremonies take place in the fall, as per a decision made by the school board in November 2019. The objective is to allow time for the Quebec Ministry of Education to validate the students' grades and issue their Secondary School Diploma.

Adult Education and Vocational Training reported 29 graduations from its Vocational Training offer, while 75 students registered in General Education courses and 900 individuals participated in trainings offered under Continuing Education.

Under Continuing Education, the project "Together, let's end DUI" contacted 103 clients out of the 114 cases initially identified in collaboration with the SAAQ. Out of these, 81 clients remain engaged in the process. This project fills a gap, since the SAAQ does not have a continuous presence in Nunavik.

The Council of Commissioners reviewed and approved a new 5-year Investment Plan. The plan is based on an analysis of the student population growth and aims to address the classroom, housing, office and warehouse space deficit that affects all 14 Nunavik communities. At the proposed annual investment rate, the school board would be able close the current infrastructures gap by 2035.

The plan will be revised periodically and submitted to the Council of Commissioners for review and approval every 3 to 5 years. Infrastructure projects submitted to the Ministry of Education will be prepared in accordance with the calendar detailed in the 5-year Investment Plan.