



Special Committee Recommendations & Proposed Options Approach

SC Recommendation	Approach to be considered
1. That future reviews and consultations on the education e education Act seek specific input from Nunavut students and address their insights on how they feel Nunavut's education system has supported or failed them in achieving their educational goals.	Not reviewable within the scope of this research.
2. That the Minister of Education's annual reports, as required under section 126(1) of the current Education Act, include specific and comprehensive information on the department's progress to administer and implement the Education Act.	Administrative - that does not require analysis
3. That the Minister of Education table in the Legislative Assembly an update on the DOEs "Education Act Implementation Work Plan", which was developed to address the observations and recommendations in the 2013 Report of the Auditor General of Canada Education in Nunavut, on an annual basis.	Administrative - that does not require analysis
4. That Nunavut's education system and its legislation focus on providing and implementing a consistent, standardized program and curriculum across all regions and communities of Nunavut, to prepare youth from early childhood education through High School graduation for further levels of education and future employment.	1 st approach and 2 nd approach
5. That specific reference to the incorporation of IQ in Nunavut's education system within the Education Act be removed from the legislation.	2 nd approach
6. That IQ be incorporated as core program or curriculum subjects within Nunavut's education system at all school levels.	2 nd approach
7. That the Education Act be amended to require that the Minister provide the necessary resources and training to ensure early childhood education programs are made available and provided in every Nunavut community.	1 st approach and 2 nd approach
8. That the DOE explore options to develop full-day kindergarten, taking into consideration space availability, costs of programming and resources and the impact of increasing the number of instructional hours at the kindergarten level.	1 st approach
9. That the legislation be amended to ensure that Nunavut's	1 st approach and 2 nd approach

education system delivers bilingual education according to a single standardized model for all schools across the territory.	
10. That accommodations be made within the legislation to enable DEAs to request and receive necessary resources and support to the deliver additional language programs that take into account regional, community or dialectical interests and also allow for the delivery of multilingual education including the Inuit language, French and English.	2 nd approach
11. That the deadlines for the implementation of language of instruction requirements that are currently included in the legislation be revised and amended or deleted at the earliest opportunity.	1 st approach and 2 nd approach
12. Given the limited capacity to deliver bilingual education in Nunavut's schools, the SC further recommends that the GN renew its efforts to promote, recruit and retain teachers and educators trained to deliver a bilingual education in the Inuit and English language.	2 nd approach?
13. That Part 6 of the Education Act, inclusive education be amended to clarify, in detail, the conditions under which a student may be entitled to receive a student support program, the professional services that will be made available for the development of student support programs and the process for determining and implementing amendments to student support programs.	To be addressed separately? Since it appears confused about the difference between social promotion and inclusive education? 1 st approach?
14. That the Minister undertake a comprehensive review of the current roles and responsibilities of Nunavut's DEAs and make amendments to the legislation which will establish a standardized set of duties and responsibilities for all DEAs that reflect their common capacity to meet the mandated obligations.	2 nd approach
15. That the Minister put a great emphasis on communicating the roles and responsibilities of DEAs, school administrators and regional school operations to each respective entity.	2 nd approach
16. That the legislation be amended to clarify and strengthen the relationship and distribution of responsibilities between the Minister, the DOE and the CSFN.	Not reviewable within the scope of this research.
17. That the rights and obligations of minority language rights-holders with respect to minority language education in Nunavut be clarified within the legislation.	Not reviewable within the scope of this research.
18. That the legislation be amended to provide greater clarity and accountability with respect to the status of education staff under the CSFN.	Not reviewable within the scope of this research.
19. That the legislation be amended to ensure that the MOE authority with respect to educational programming in	2 nd approach

Nunavut's schools is consistent across Nunavut.	
20. That the legislation be amended to re-define the role and responsibilities of the CNDEA and to ensure that it has a clear mandate and that the lines of accountability between the Ministry and the DEAs are clearly expressed.	2 nd approach
21. That the DOE work closely with other agencies, such as the Departments of Health and Family Services, Nunavut Housing Corporation, Nunavut's Child and Youth Advocate and others, to address key social factors that are affecting the successful delivery of education across Nunavut.	2 nd approach
22. That the lines of accountability and reporting structures between the Minister, departmental headquarters, regional school operations divisions, DEAs, the CSFN, school staff as well as the principals and teacher, parents and students be clearly articulated and well publicized.	1 st and 2 nd approach
23. That proposed amendments to the Education Act, especially with respect to sections on Language of Instruction, Inclusive Education, and the roles and responsibilities of DEAs and regulations be introduced within the term of the 4 th Legislative Assembly of Nunavut.	1 st and 2 nd approach

1st Approach – an analysis of Nunavut education in the context of aboriginal rights / Inuit specific requirements

2nd Approach – an analysis of the statutory components on an Education Act, assuming that the Assembly has the constitutional authority to enact these.