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SESSIONAL PAPER NO. 3

(First Session, 1968)

DESIRED QUALIFICATIONS FOR TEACHERS.

DISPOSITION:

Tabled.	To Committee:	Accepted: as Read:	Accepted: as Amended:	Deferred: (to Session)	Rejected:	Noted: not Considered

## DESIRED QUALIFICATIONS FOR TEACHERS

At its 35th session, Council adopted a motion that the following elements be established in future education planning:

- a) Preference be given in recruiting to those teachers whose academic training includes successful performance in courses in anthropology, applied anthropology, anthropology in education and similar types of special training;
- b) Teachers planning on applying for summer school courses and who are already adequately trained in the pedagogic skills be encouraged to enrol in courses of the type set forth in a); and
- c) Consideration be given to extra pay incentives for teachers who acquire such extra and desirable qualifications.

The Department of Indian Affairs and Northern Development attempts to recruit properly qualified teachers for specific positions within limitations. In most cases, teachers are recruited for settlement schools and in these appointments preference is given to teachers with elementary school experience and who have course credits in inter-cultural education and allied fields. Directives have been sent to the District Superintendents of Schools emphasizing the desirability of recruiting teachers with specific qualifications in inter-cultural education and in the socio-anthropological field. In this regard, too, there is a close association between the Department and the inter-cultural education programs of the Universities of Alberta and Saskatchewan. Graduates from the Alberta inter-cultural program are employed as interns with Branch teaching staff before they become permanently employed. Two graduate interns were employed last year and another six are expected to be employed next year. The Department's teaching staff is also encouraged to enrol in the inter-cultural programs at Alberta or Saskatchewan if they are planning to return to university.

Past programs and programs currently being developed in northern schools also provide ample evidence that the northern teaching staff is well-oriented to the anthropological and inter-cultural factors in their teaching. Last year at Frobisher Bay a group of teachers using an anthropological approach produced a new Social Studies program for primary grade children. At Fort Simpson, teachers developed a course outline in northern agriculture for pupils in the Junior High School grades. In physical education, teachers produced two publications, Physical Education Illustrated and Eskimo Games. This year one of the school principals has joined the Curriculum Section for the latter part of the year to complete a series of readers for northern schools. These are only a few of the more striking examples of the excellent work being done by northern teachers in relating the instructional program to the cultural experience and environment of northern children.

Teachers are kept fully informed of summer courses in inter-cultural education being held in Canada and in the U.S.A. Special emphasis has been given in recent years to the inter-cultural programs of the Universities of Alberta and Saskatchewan and to the special course conducted last year at Rankin Inlet. Normally teachers are not on duty during the summer months and are free to decide which summer courses they will enrol in. Each summer the Department conducts its own courses for teachers in which reference to inter-cultural factors is heavily emphasized. University courses and the Department's own courses involve approximately one hundred teachers each year.

Teachers may apply for educational leave with part-pay allowances to attend full-time university courses. When appraising educational leave applications, special consideration is given to teachers who are enrolling in courses in the socio-anthropological and inter-cultural fields and in other courses directly related to their work in northern schools. In each of the last two years, six

out of nine teachers on educational leave with allowances enrolled in sociology, anthropology or inter-cultural education programs.

A number of northern teachers are now learning the Eskimo language and instructional tapes have been sent on request to about twenty northern communities. To date approximately thirty teachers have made specific requests for the tapes and it is believed that this is the beginning of a growing demand for assistance in Eskimo language instruction.

It is agreed in principle that pay incentives should be provided for teachers with qualifications in inter-cultural education. Proposals on this matter have been developed and are at present under study. There are difficulties in implementing a proposal of this nature. In the first instance, pay premiums are negotiated through collective bargaining. This year the first round of bargaining will be concerned with existing salaries and conditions of employment; agreement on matters such as pay incentives for inter-cultural qualifications will require prior discussions between the Department and the teachers before final negotiation at the bargaining table.

The existing salary scale does make provision for the recognition of training in special areas by giving a salary increment for every year of post-secondary training in approved courses to a total of six years. Special courses related to the needs of northern education are given credit, whether these courses are given by teacher education institutions, universities or other approved agencies. A teacher can obtain credit for an additional year of teacher education by taking courses of this nature. Although the Department favours even higher special allowances for teachers who possess socio-anthropological training, there are a number of practical problems in administration to overcome. A strong case could be made for similar special allowances for teachers with special qualifications in mathematics, science, linguistics and pre-school teaching. At the present time any consideration of basic changes in salary structure is frustrated by the advent of collective bargaining. Until the classification revision has been completed and the preparatory steps for bargaining are completed, the climate for getting any structural changes approved are remote. After bargaining commences there will have to be further consultation and discussion between the Department, the universities and the teachers.