

LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
6TH COUNCIL, 36TH SESSION

SESSIONAL PAPER NO. 5-36

TABLED ON FEBRUARY 7, 1968



January 29, 1968

CONFIDENTIAL -

Not for release before
tabling during the 36th
Session of Council

Sessional Paper 5-36
Tabled on Feb 7, 1968.

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SESSIONAL PAPER No. 5

(First Session, 1968)

ORIENTATION COURSES FOR TEACHERS

DISPOSITION

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

ORIENTATION COURSES FOR TEACHERS

At its 35th session, Council adopted a motion that planned teacher orientation courses of three weeks to one month's duration be held for all teachers to be employed in the Northwest Territories, including the following elements:

- (a) the engagement on contract of an outside expert or experts in the fields of anthropology, anthropology in education, cross-cultural communication, inter-cultural community relations;
- (b) each course to be conducted at a northern center appropriate to the region of intended postings; and
- (c) each course to receive specific instruction in the cultures of the areas to which the teachers are going.

Members of the Education Division staff studied this matter in its northern context with reference to two basic areas of concern: administration, and education as it applies to members of the teaching profession; and outlined the main points in brief.

Administration

Using previous statistics as a guide, it is estimated that a program for the next school year would involve 150 teachers new to Northwest Territories schools: 100 for the Mackenzie District and 50 for the Arctic District. Accordingly, total program costs, exclusive of various related services referred to subsequently, may be expected to range from about \$111,000 (three weeks) to about \$145,000 (four weeks). These costs would be as follows:

<u>Requirement</u>	<u>Daily Cost</u>	<u>15-day Course</u>	<u>20-day Course</u>
A. <u>New Staff</u> (150)			
1. Salary - calculated on an average of \$8,500 per annum and a 21-day month formula (\$34 x 150)	\$5,100	\$76,500	\$102,000
2. Living expenses - at the rate of \$7.50 per day (\$7.50 x 150) for 21 and 28 days respectively	1,125	23,625	31,500
3. Transportation - required regardless of courses.			
No provision for additional field trips.	-	-	-
 SUB TOTALS		<u>\$100,125</u>	<u>\$133,500</u>

- B. Instructors (6)** ESTIMATED COST
- Ratio 1:25 teachers.
- Allowance for inter-disciplinary team: Mackenzie District (4), Arctic District (2).
- (a) three anthropology and related fields and

Salary (3 x \$1200),
Living expenses (at
\$7.50 per day) and
transportation.
(Planning time excluded.) \$ 5,200

(b) three professional
educators with
northern experience

Extra-duty pay (3 x \$800)
living expenses (at \$7.50
per day) and transportation.
(Planning time excluded.) 4,000

SUB TOTAL \$ 9,200

C. Resources

Purchase, loan and
shipment of films,
books, etc. \$ 2,000

These estimates are made on the assumption that in each district there would be one location which would have adequate accommodation for living and course work during the summer months. Of course more than one center could be used as suggested. But such an arrangement gives rise to concern on several points: for example, costs, limited use of experts (if they work independently) and restriction on regular orientation programming in such areas as general administration, courses of study and the teaching of English as a second language.

Additional costs associated with the use and maintenance of government facilities are not included here. The same applies to expenses for possible field trips.

In terms of administration and program, staffing would be the most difficult problem. To ensure the services of suitable persons, arrangements should be made at the earliest possible date. Such persons are few in number--especially in terms of northern experience in addition to academic training. Moreover, demands on their services are considerable, particularly during the summer months. For example, both the Universities of Saskatchewan and Alberta offer northern-oriented field courses for credit at this time.

Before new teachers are employed, it would be necessary to determine whether attendance at the proposed course is to be a condition of employment. Many teachers, especially those with families, must plan for moves, studies and vacations well in advance. In any case, it is likely that a number of prospective candidates would request permission to attend various university courses during the summer--to earn credits toward degrees--for study on some topic of direct application to northern service (for example, linguistics or social psychology).

Early planning of courses would be essential for a number of reasons. To be effective, program experiences would have to relate to significant problems of several native cultures. Moreover, such study would have to relate to the work and purposes of education in an integrated school system. (Basic curricula apply to pupils of various Indian, Eskimo, Metis and other backgrounds.) Practical consideration would also have to be taken into account: time, expense and facilities required to conduct other orientation services. Northern teachers come from all parts of Canada and beyond. They are new to the North and the operation of its school system.

Teacher Education

Throughout the years, teacher education programs in the Northwest Territories have involved attempts to improve the quality of instruction by involving teachers wherever possible in the development of northern-oriented curricula. An essential requirement in all

such work has been the teacher's need to acquire and apply an objective and sympathetic understanding of the various native cultures. In addition, most teachers have been required to acquire skills in the complex field of teaching English as a second language. English remains the medium of formal instruction and the "link language" for children of all linguistic-cultural backgrounds in northern schools, hostels and communities.

Continuity is an important factor in the success of all northern teacher education programs. Initial instruction of any kind, however excellent, must relate to unique conditions of diversity among pupils, parents, teachers and communities. Provisions for continuity in professional supervision and curricula must somehow be built into any orientation course. Experts who serve temporarily cannot easily provide this vital service. From the outset, there is need for the cooperation and support of professional education staff who are responsible on a fulltime basis to the people of the Northwest Territories for the operation of their schools.

Summary

In view of the relatively high costs of the proposed courses which have not been included in the education budget for the year 1968-69, as well as the numerous administrative problems inherent in the proposal, implementation of the plan on the basis suggested is not considered a practical possibility for the coming summer. Within the limits of funds available, the orientation courses will include elements of the content as outlined in the proposal and the courses themselves will be related as far as possible to the various regions.