

**LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
6TH COUNCIL, 40TH SESSION**

TABLED DOCUMENT NO. 14-40

TABLED ON OCTOBER 9, 1969

Proposed Agenda
for a Meeting of the
Northwest Territories Council and the N.W.T.T.A.
Curriculum Committee

I. MAJOR POLICY:

1. Holding a Centennial Policy Conference on Education in the North
 - representation: from all Northern peoples, N.W.T.T.A., universities, government, education administrators, and other interested persons.
 - purpose: to set long-range policy on Northern Education.
2. Reviewing the Fiscal Policy of Curriculum Financing
 - suggestion: a three-year policy in which the bulk of the money would become available in the first of the three years. Systematic curriculum change would then be possible. The present financing is geared to maintenance.

II. MAJOR SUBJECT AREA REVIEW:

1. Centennial Project - the development of a Social Science Program for the Elementary Grades (please see attached report.)
2. Language Arts - a new look at the Language Arts Program for Kindergarten to Grade 2, with special reference to the philosophy and findings of the Rough Rock Program, Chinle, Arizona. Emphasis would be placed on:
 - (a) the teaching of syllabics
 - (b) the child's first language as a subject at all grade levels
 - (c) English as a second language.

III. MISCELLANEOUS:

1. The position(s) of Research Teacher - Kewatin experiment suggested by Regional Director of Education. (please see attached report).
2. A Teacher's Handbook on Indian and Eskimo Cultures - in conjunction with the Social Science Project (please see attached report.)

Recommendation for a Centennial Project

for N.W.T.

Report No. 1

**Project - The Development of
a Social Science Program for
the Elementary Grades**

by N.W.T.T.A. Curriculum Committee

**Kamanituak Public School
Baker Lake, N.W.T.**

RESEARCH TEACHERS

During our committee's discussions on methods of revising the GCSSP it was often suggested that summer workshops could be used on certain aspects of these revisions. However, some of our members who had participated on summer workshops felt that for all their expense the workshops sometimes didn't produce affective material and there was no chance for immediate field evaluations. Lack of continuity over an extended period of time was another problem. We began to look for an alternative. From this was born the idea of the position of Research Teacher.

We will illustrate what we mean by a Research Teacher with the following example. Let us say that early in the next school year it was decided that the required revisions to the 'Human Adventure Series' in grade 5 and 6 could best be carried out by a Research Teacher. Notification would be sent to all schools in the N.W.T. outlining the project and requesting applicants for the position of Research Teacher for this project. The qualifications would be that the teacher be teaching grade 5 or 6, that this be at least their second year in the N.W.T., and that they have either a degree in the social sciences, a BEd. or be interested enough to do outside reading in the social sciences.

From the qualified applicants a number would be selected and sent the grade 5 and 6 GCSSP teachers guides and pupil textbooks of the Human Adventure Series. They would be requested to examine the materials, try teaching some of it to their students, and submit suggestions of a general nature on how they would carry out revisions. In the spring each of the selected applicants would be assessed and one would be chosen as the Research Teacher for the project.

The following September the Research Teacher would be housed in a community with good communications such as Yellowknife, Churchill or Frobisher Bay. He would be paid as a regular teacher with no loss of seniority but would have no teaching assignment. His only function would be to research and write the revisions required, and conduct field trials on these revisions. He would be given a budget for travel and would be free to consult university social scientists, teachers in the field and anyone else who could assist him. It is expected that he would complete the revisions and initial field trials in one academic year and return to a regular teaching position the following September.

Perhaps five or six Research Teachers would be required for revising the whole program. During their travels throughout the N.W.T. and at teachers' conferences, etc. they would be able to stimulate interest in and give talks on the new social science program. They might occasionally meet together with the curriculum

section staff to exchange ideas and discuss the total program as an integrated entity.

We feel that the use of Research Teachers would be much more effective and less expensive than convening summer workshops.

SPECIAL PROJECT - 'HANDBOOK' ON INDIAN AND ESKIMO CULTURES'

Most teachers coming into the North know very little about the cultural heritage of the Indian and Eskimo peoples of the N.W.T. They are also unaware of the complexities of the problems these people face in finding their place in Canadian society and in the shrinking village Marth. In addition the GCSSP assumes the teacher is familiar with the culture of the pupils and is, in fact, from that same (American) culture. Many of the changes that we are suggesting for this program would require that the teacher have a good understanding of those native cultures.

It is obvious that for this program to be effective every teacher would require a resource book which we suggest be researched and developed by a university department of Anthropology and Sociology. We hereafter refer to it as the 'Handbook on Indian and Eskimo Cultures'.

It should include, among other things, a treatise on the origins of the Indian and Eskimo peoples, histories of their cultural development, a chapter on archaeology in the North, the effects of contact with alien cultures, a description of their present way of life in different areas of the N.W.T., a sociological study of the problems they face now and in the immediate future, and a complete bibliography including recent research papers.

During the teaching of any aspect of this program where a teacher requires background information on one of the cultures, the teachers' guide or the teachers' guide supplement would indicate which section of the 'Handbook' to refer to.

REPORT NO. 1

The curriculum committee began its investigation of the social science program during the spring term of 1968. At first we examined what existed now in the teaching of social science in the elementary grades. We found, to all intents and purposes, no program which provided materials for the schools of the Territories, nor any continuity in the work that was being done. There were hap-hazard attempts in the past by the curriculum section of the education division to produce outlines, but no text books or other material were produced. We recognized that in a few cases the subject was probably well taught but this was the exception rather than the rule. Because of the high turnover of teachers there was likely a great deal of repetition of what was being taught.

We were also aware that much research had been done by educational foundations in the United States on what was called the "new" Social Studies and that some of these foundations had produced materials which might be of value to the development of any program for the N.W.T. Certainly we felt we should take advantage of all the research that had been done in the United States.

Until the present time, the main efforts in education in the Territories had been in the establishing of the physical facilities for both staffs and pupils, and in getting everyone of school age into schools. As a result, our educational program had been centered around the development of literacy in the second language. We felt that all this had now largely been accomplished and that we should be looking at our program with a more critical eye. Some questions needed to be asked. What is our purpose for our students? How can we extend our program beyond a simple literacy program, particularly in the elementary grades? The answers were connected very closely, we felt, with the development of a social science program from Kindergarten to grade six with a view of extension to the higher grades.

We thus set some specific aims for this social science program:

1. To provide a sequential program in the social sciences from Kindergarten to grade six with appropriate classroom materials.
2. To relate the program not only to the child's age and grade but also to the child's cultural and economic background.
3. To relate his cultural background to the world at large.
4. To show the evaluation of the culture of the student from the past to the present.

5. To provide the teachers with adequate materials about the culture of the pupils.

Members of the committee who would be on the university campuses in the summer of 1968, were asked to investigate what programs would be available for the elementary grades in the social sciences, particularly those that might have been developed and researched recently. As a result of these investigations the committee decided to evaluate in some depth, the Greater Cleveland Social Science Program produced by the Educational Research Council of America. Two members of the committee had undertaken initial investigations on campus at the University of Alberta during the summer. In the fall of '68 the committee approached the Department of Indian Affairs and Northern Development with this proposal and requested a complete set of Teacher's Guides and Pupil Books for Kindergarten to grade six. The curriculum section approved the project and purchased the materials for the committee.

When the program was received the committee began a general overview of its aims and principles and then each member of the committee was assigned one grade to evaluate. During the investigation the committee met in plenary session to discuss each aspect of the program. We decided that the program's aims, content and principles would form an ideal base for the development of a social science program for the N.W.T.

Our present evaluation, which is now underway, is determining to what extent the program would have to be modified and in which ways. For instance, some parts of the program could be used with very little modification. Other parts would have to be completely re-written, using the same principles and objectives, thus keeping the continuity of the program. These modifications would be required to re-orient the program for relevance to our environment keeping in mind that the majority of our students are from Eskimo, Indian and Metis background. Certain supplemental materials would have to be produced in order to make the program more viable in our cultural context. The committee expects to complete their evaluation of the program by the middle of June. We will forward the detailed report with a brochure obtained from the producers of the Greater Cleveland Social Science Program giving complete details as to the program's principles, the materials and the projected materials. We will also include a wall chart illustrating the content of the program, and the principles and concepts of the academic disciplines of the social sciences developed in each grade. Specific recommendations will accompany this second report on how the program could be readily adapted for use in our schools.

We believe that the development of such a program is of great importance to the whole field of education in the N.W.T. Therefore, we would recommend that this be undertaken as a Centennial project

since its effects would be long lasting and would have a territory-wide impact.

We would like to make these recommendations on the development of this program:

1. That a member or members of this committee be sent to Yellowknife at the end of June to give a briefing to the Department of Education on the program and its required modifications as we see them.
2. That following this the Department of Education consider holding a policy conference, inviting experienced teachers from across the Arctic, curriculum specialists, administrators in the field of education and people from the academic disciplines of the social sciences.

This conference could consider the whole aspect of developing the program using as its base, but in no way limited by, the detailed report which will be forwarded from this committee. Any future work would come from recommendations made at this policy conference.

Some further suggestions that this conference could consider:

1. The appointment of a program director on the staff of the curriculum section of the Department of Education.
2. The establishment of liaison with the Educational Research Council of America, Cleveland, Ohio to discuss publishing arrangements of a N.W.T. modified Greater Cleveland Social Science Program.
3. The allotment of funds for research at universities or some aspects of the program.
4. The utilization of the N.W.T.T.A.
5. The establishment of summer workshops to develop some aspects of the program.
6. The establishment of experimental schools be in the N.W.T.
 - (a) of different types such as a three-room school, a seven-room school, etc.
 - (b) the staffing of these experimental schools to be supplemental with additional staff who would assist the regular staff members in carrying out research and evaluations of curriculum programs.
 - (c) two extension of experimentation to all areas of the curriculum.

We look forward to hearing any comments on this initial report and we will be forwarding our detailed evaluation of the program about the middle of June.

R.W.T. Garraway, Chairman
Linda Hudson, Secretary
Joan Forth, Member
R. MacQuarrie, Member
D. Siemens, Member
Judy Thomas, Member
Merle Tippet, Member

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

6TH COUNCIL, 41ST SESSION

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