

**LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
7TH COUNCIL, 47TH SESSION**

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BASIC RECOMMENDATIONS OF THE "SURVEY OF EDUCATION, N.W.T., 1972".

The following pages provide a "digest" of the basic recommendations of the "Survey of Education, N.W.T., 1972". The recommendations stated provide the gist of the more fundamental principles which are raised in various sections of the report. They do not necessarily quote verbatim from the recommendations as they appear in the report but may be either paraphrases of a longer statement or combinations of several recommendations. The numbers of the recommendations referred to and the pages on which they are found are given at the end of each statement.

1. Acceptance of a statement of the Purpose, Objectives and Goals for Education in the N.W.T.

Recommendation #1. Page 8 - 23

2. Pre-school Education

That a viable kindergarten programme be established in every N.W.T. community school in which the parents indicate a desire for such a programme.

Recommendations #2 and #3. Page 24

3. Elementary Education

That a programme of individualized and continuous learning be established for all elementary pupils in schools which operate 12 months a year.

Recommendations #12 and 14. Page 28

4. Secondary Education

That secondary programmes be provided as follows:

- a) grades 7 and 8 in every school of more than 5 classrooms;
- b) grade 9 in every school of more than 9 classrooms;
- c) general diploma at grade 10, 11, and 12 levels in Fort Smith, Inuvik, Yellowknife, Frobisher Bay and Rankin Inlet;
- d) university entrance in Hay River, Fort Smith, Inuvik, Yellowknife, and Frobisher Bay;
- e) high school vocational and technical programmes in Yellowknife and Frobisher Bay.

Recommendations #30, 31, 32, 35, and 34. Pages 33 and 34

That a Territorial Junior High School programme of studies be introduced by September, 1973, and a Territorial Senior High Diploma Programme of studies be introduced by September, 1974.

Recommendations #36 and 37. Page 34

That university entrance programme at the Senior High School level should continue to be based on those provided by the Alberta Department of Education.

Recommendation #38. Page 35

5. Continuing & Special Education

That the Territorial Department of Education develop and offer programmes for out-of-school adults to meet their personal, family and community needs in adult education centres in each northern community.

Recommendations #44 and 45. Pages 37 and 38

That these adult education programmes should cover such areas as communication, basic literacy, community leadership, home management and family planning.

Recommendations #46, 47, 48 and 50. Pages 39 and 40

That post-secondary technical and vocational education be provided either in the Territories or in the Provinces as follows:

- a) dependents of bona fide northern residents who qualify for Family Allowances under the new Federal Regulations (1972 or 73), without cost to students or parents;*
- b) dependents of bona fide northern residents who do not qualify for Family Allowances as above, through a programme of student loans;*
- c) non-dependents of northern residents of at least 5 years residency on the same terms as those which are in effect for students in the provinces who qualify for assistance under the regulations of the Federal Department of Indian Affairs and Northern Development.*

Recommendations #52 and 53. Page 41

That the Territorial Government seek greater financial support from the Federal Government to provide educational programmes designed to overcome the disadvantages which exist in the north for that segment of the population which is disadvantaged and poverty-ridden.

Recommendation #58. Page 43

That the Territorial Teacher Education Programme be continued and that it maintain standards for certification that are acceptable throughout Canada.

Recommendations #61 and 62. Page 44

That the school guidance and counselling programme be expanded so that it provide adequate service at the elementary, secondary and adult education levels.

Recommendation #65. Page 45

That a Tradesman's Qualification Ordinance be enacted to register, test and certify tradesmen in the Territories.

Recommendation #69. Page 47

6. Higher Education

That a community college service be developed in the N.W.T. to serve the needs of northerners in the areas of occupational, vocational, avocational, paraprofessional, pre-professional, technical and preliminary undergraduate work.

Recommendation #74. Page 49

That financial assistance for students seeking higher education at provincial universities be provided on the same basis as that outlined in Recommendation #52; page 41.

Recommendation #78. Page 52

That legislation be enacted at an early date to provide for control of institutions of post-secondary education within the Territories.

Recommendation #79. Page 52.

7. Special Education

That a programme of special education for students with special education needs be developed within the Territories based on the following principles.

That the programme to be developed for exceptional students adhere to the following principles:

- a) *That all students have exceptional needs in education and that with few exceptions, their needs can and should be met in the "regular" class room;*

- b) that the majority of exceptional students be provided with the special education programmes they need in the regular classes of the school in their own community or as close to their home environment as possible;
- c) that for those exceptional students who require instructional services and facilities not possible in the local school setting, one or more centres should be established in the Territories to provide for these special needs and that the students transported to these centres where their needs can be met;
- d) that for those students whose special needs require the skills and facilities found only in highly specialised institutions in southern Canada, these should be made available by sending the students to such institutions at government expense.

Recommendation #81. Page 56

8. Curriculum Development

That the school ordinance be amended to provide for a continuum of public education consisting of kindergarten and twelve additional years with the additional option of a pre-kindergarten programme.

Recommendations #93 and 94. Page 61

That the school ordinance be amended to remove all compulsory attendance regulations.

Recommendation #95. Page 61

That the school programme should provide a broad educational offering while mastering the art and science of communication during the first 7 years of school, to be followed in the last 6 years with a programme designed to provide the student with an opportunity to pursue learning experiences which are compatible with his own special abilities, needs and interests.

Recommendation #97. Pages 61 and 62

That the school programme of study should be related to the demands of a rapidly changing society with emphases upon such areas as, consumer education, law for the layman, environmental studies, social problems, etc.

Recommendation #98. Page 62

That the school system should abandon its role as a selection agency for post-secondary training for employment.

Recommendation #98. Page 62

That students should be encouraged to pursue their interests with the broader possible course offerings at the secondary school level without being under the compulsion to fulfill specific diploma or matriculation requirements.

Recommendation #98. Page 62

That the secondary schools be organized on a quarterly basis for grades 10 to 12, operating on a 12 month basis.

Recommendation #98. Page 63

9. *Student Residence Programme*

That the present system of church-run residences be discontinued and that a policy which would provide for greater community involvement in the student residence be established.

Recommendation #115. Page 69.

10. *School Construction, Management and Maintenance*

That a set of N.W.T. school building standards based on Federal and Provincial standards be prepared and maintained in order to provide a consistent policy for all school construction.

Recommendation #140. Page 75

11. *Teaching Personnel and Staff Training*

That the Territorial Department of Education should recruit teachers in the south who have a minimum of three years of teacher education for an initial probationary period of two years.

Recommendations #142 and 143. Page 77

That principals and vice-principals of Territorial schools should be appointed for renewable periods of 3 to 5 years.

Recommendation #145. Page 78

That preference should be given to candidates with special intercultural teacher education and experience when teachers are being recruited.

Recommendation #154. Page 79

That the Territorial Government must place high priority on a programme of making available adequate teacher housing that is compatible with the housing standards of the community.

Recommendation #156. Page 80

That the N.W.T. Department of Education should institute Northwest Territories Teachers' Certification which would be compulsory for all teachers employed in N.W.T. schools.

Recommendation #161. Page 81

That principals be given training and assistance in accepting their role as being one primarily concerned with supervision of instruction rather than administration.

Recommendation #163. Page 82

That the Department of Education expand its programme of orientation for new teachers by developing with the co-operation of southern universities, special credit courses emphasizing intercultural considerations, and that attendance at these courses be a condition of employment.

Recommendation #176. Page 86

12. Classroom Assistants Programme

That the Classroom Assistants programme be considered an integral part of the total education programme and that it be expanded until there is a classroom assistant for every primary classroom in the Territories in which an intercultural situation exists.

Recommendations #177 and 178. Page 90

That superintendents and teacher consultants must assume responsibility for ensuring that the classroom assistants role and function in the school is clearly understood and that the "assistant-teacher" team is working effectively.

Recommendation #159. Page 92

13. Educational Resources

That the Department of Education erect a three-tiered administrative structure to facilitate the provision of educational resources to the schools and communities as indicated in the following:

- a) a Resource Centre/Library in each school;*
- b) several regional Resource Centre/libraries to supplement the schools in a given geographic area;*
- c) one central Resource Centre/Library to provide those materials and services which are not feasible at the regional or school level.*

Recommendation #192. Page 93

That the Department of Education be given the responsibility for planning, developing and operating library services for all schools and communities in the U.K.T.

Recommendation #193. Page 94

That the Department of Education approach the Canadian Broadcasting Corporation through the responsible Federal Department with the object of having selected programmes from its vast audio and video archives, made available to the educational institutions of Canada.

Recommendation #195. Page 94

14. Financial Resources and Administration

That the preparation of estimates for education involve field staff, teachers, classroom assistants and local education advisory boards to as great an extent as possible.

Recommendation #202. Page 99

That school principals be required to maintain a simple system of commitment control for the financial operation of his own school, and that he receive regular monthly financial statements to assist him in maintaining this control.

Recommendation #212. Page 99

That the Territorial Government accept the following principles as the basis for financing the cost of education:

- a) each individual is entitled to an equal opportunity in seeking an education;*
- b) the quality of any individual's education must in no way be commensurate with his own or his parents' financial status, the financial status of his community or the value which his neighbors may place upon education.*

Recommendation #204. Page 100

That within three years an acceptable equalisation plan based on the principles set out in the preceding statement be established, whereby the senior government will pay all costs of education.

Recommendation #205. Page 101

That a plan be developed whereby the schools of the Territories would be turned over to the people on the following basis:

- a) *Local Advisory Committees - no financial responsibility;*
- b) *Local Advisory Boards or Societies - financial responsibility for the operation of cultural and co-curricular activities;*
- c) *Municipal School Districts - full financial responsibility.*

Recommendation #206. Page 101

15. General Administration

That the administrative organization in the headquarters of the Department of Education be changed so that:

- a) *line functions relative to both school and out-of-school programmes be centered in the office of the Chief of School Programmes;*
- b) *the title of this position be changed to that of Chief Superintendent;*
- c) *line functions of the Continuing and Special Education Division be carried out by the office of the Chief Superintendent with required staff, knowledgeable in these areas, provided to assist the Chief Superintendent in this particular function;*
- d) *"field reporting" for all parts of the programmes be channelled through the office of the Chief Superintendent who reports direct to the Director;*
- e) *staff functions of the headquarters operation relative to both school and out-of-school programmes be centred in the office of the Assistant Director;*
- f) *Chiefs of Divisions whose major function is related to "staff" type" operations, report to the Assistant Director who reports to the Director;*
- g) *that an office specializing in secondary (grades 7 - 12) education be created to strengthen this aspect of the secondary school programmes in the Chief Superintendent's office.*

Recommendation #210. Pages 103 and 104

16. Local Involvement in Education

That specific procedures designed to encourage all communities to participate in the decision-making processes of the operation of a public education system, be developed and that these procedures be so designed that they permit a degree of local participation commensurate with the educational interest and initiative of citizens of any given community.

Recommendations #214, 215, 216, 217 and 218. Page 105

17. Territorial Schools Ordinance

That a commission be appointed by the Commissioner of the Northwest Territories to carry out a complete revision of the Schools Ordinances and Regulations of the Northwest Territories to make it appropriate to present social, cultural, economic and political circumstances in the Territories, with special attention to the following areas.

- a) provision of authority for the establishment and operation of Territorial schools as distinct from Local District schools;
- b) the clarification of relationships, responsibilities and authority as between the Territorial Government and Local School Districts;
- c) needed legislation to make possible greater local participation in and control of educational policy by local communities even where full Local School District status is not practical;
- d) provision for much greater flexibility in the operation of the school system to meet the special cultural, social and economic needs of the northern residents;
- e) clarification of the consultative, advisory and supervisory authority and responsibilities toward education, vested in the various positions in the Territorial Government concerned with the operation of the education system in the Northwest Territories;
- f) establishment of a senior education authority to be known as the Council of Public Education and consisting of the Territorial Executive chaired by the Director of Education, to be responsible for all major education policy in the Territories and answerable only to the Council of the Northwest Territories;
- g) to make possible the use of the mother tongue of the majority of students as the language of instruction at appropriate learning levels in the school system where local opinion and other circumstances make such practical;
- h) to recognize the role of student residence services where such are necessary;
- i) to establish necessary direction and authority for the operation of programmes of pre-school, continuing and special education within the Territorial school system;
- j) removal of all ordinances or regulations making school attendance compulsory;

- k) provision for the orderly conduct of all items of mutual concern between school boards and their employees by stipulated procedures to include joint consultation, negotiation, conciliation and arbitration;
- l) provision for the regulation of private schools.

Recommendations #220, 221, 222 and 223. Pages 106, 107 and 108