

Future Planning

One of the recommendations in the *2019 OAG Report on Support for High School Students and Adult Learners* indicated that the Department of Education should, in collaboration with other departments and partners, increase students' access to opportunities for hands-on learning, including work placements or cooperative education options. The department agreed with this recommendation and is working to address the gaps identified in the report.

Since the report was released, the Department of Education, in collaboration with the Department of Family Services and Nunavut Arctic College have taken several actions to address the recommendations of the OAG including the following:

- As part of ongoing efforts to strengthen the Pathway to Adult Secondary School (PASS) graduation program, the department is collaborating with Nunavut Arctic College (NAC) to develop a strategy to engage Inuit men who may benefit from PASS and to build work placements and cooperative education options into the program.
- The department recently hired an Adult and Post-Secondary Education Coordinator. The Coordinator is currently reviewing the PASS program for potential inclusion of work placements and cooperative education opportunities to allow adult learners to explore a variety of possibilities for post-secondary training and employment.
- The department is working with the Department of Family Services to review the former Nunavut Early Apprenticeship Training (NEAT) program, to see whether an updated plan for high school students to begin apprenticeship training early can or should be implemented.

Question 2: Broken down by community, how many Trades and Career Training programs, modules and or curriculum were delivered in Nunavut schools during the 2017-2018, 2018-2019 and 2019-2020 school years?

Response:

The Department of Education does not have this information readily available. However, the department will work with its Regional School Operations to collect this information and provide it to the MLA.

Question 3: How does the Department of Education track and/or inventory the specific equipment and/or infrastructure needed to deliver Trades and Career Training programs, modules and/or curriculum?

Response:

When schools are built, the Career and Technology Studies (CTS) rooms are developed based on local needs, which is determined through community consultation. The equipment and/or infrastructure within these rooms is not tracked per se. However, the department has standardized equipment and infrastructure that would be necessary for each type of CTS room, based on what a community chooses as the best option for their students.

The below demonstrates what type of equipment and/or infrastructure would be required in three (3) different types of CTS rooms.

1. Small Engine Repair and Wood Working (this is a typical setup in schools)

- Small Engine Repair
 - Purpose: To teach basic concepts of small engine components, repair, and maintenance. The room would be equipped for a small group of students and instructor. The room is required to be a separate room due to presence of gasoline for the engines.
 - Includes items like tailpipe exhaust fan, steel workbench, toolboxes, test engines.
- Wood Working Shop
 - Purpose: To teach general carpentry and fabrication of items out of wood.
 - Includes items like wood lathes, drills, saws, dust collector, planer, jointer, sander.

2. High-Technology Space

- Maker Space
 - Purpose: To teach concepts associated with rapid prototyping, coding, and interfacing between computer programs and physical design.
 - Includes items like 3D printer, computer workstation, CNC machine, laser cutter, vacuum molder, etc.

- Electronics Repair, Building Computers
 - Purpose: To learn basic skills associated with building simple electrical circuits, electronics, computers.
 - Includes items like soldering stations, testing equipment, breadboard, etc.

3. Artistic Spaces

- Carving and Jewelry Room
 - Purpose: For learning techniques associated with metal work (plating, soldering, etc.), carving, natural materials, etc. Workstations would be designed to collect dust and prevent hazardous fumes.
 - Includes items like fume hood for solvents, carving tools, workbenches, baking oven.
- Welding & Metal Work
 - Purpose: To teach welding and metal work skills, working with sheet metal.
 - Includes items like welder booth, angle grinders, fume collection, Metal lathe, sheet metal break, grinders, etc.

Question 4: What lessons were learned from the Pilot of the “Multiple Options” Program in selected Nunavut schools?

Response:

The Multiple Options Program was intended to be a career pathway program that offered multiple options and opportunities for students to work towards a career. It was aimed at building the strengths of individual students as well as economic strengths of a community. Based on extensive community consultations that took place in 2003, the six (6) multiple options included:

- Community Caregiving and Family Studies
- Entrepreneurship and Small Business Studies
- Fine Arts and Crafts
- History, Heritage and Culture
- Information Technology/Communications/Media
- Introduction to Trades and Engineering

One of the key elements of the Multiple Options Program was for communities to guide how programs would be developed based on what the community felt was most relevant. For example, in communities where there is mining activity, it was thought that a community would recommend the Introduction to Trades and Engineering option.

The Department conducted the pilot for this option in Kugluktuk because the community had expressed an interest in such a program. The community support included an advisory committee and an interest in taking students for related work experience and summer employment.

Kugluktuk began a pilot of the Introduction to Trades and Engineering option. That pilot was instrumental in influencing the proposed changes to graduation requirements through multiple options.

There was no additional funding for staffing and resources, so the program relied heavily on community partnerships to share human and physical resources. At the time the program was developed, there was limited capital funding available for any schools that needed to upgrade their facilities to facilitate any of the multiple options.

Barriers to the program include the need to have resources, strong partnerships within communities, and strong links made between other departments such as the Department of Economic Development and Transportation, Family Services (Apprenticeship division), etc.

The department's made-in-Nunavut curriculum development plan will develop its career-based courses based on the identified barriers that limited the multiple options program in the past. Focus on community and interdepartmental partnerships will be critical to successful career training for students.

Question 5: What specific barriers to increasing trades and/or career training opportunities within Nunavut schools have been identified by the Department of Education?

Response:

Barriers to increasing trades and/or career training opportunities in Nunavut schools varies depending on the community. However, one of the largest barriers across the territory is having the facilities, equipment, and tools necessary to deliver a trades program. Having an adequate number of trained instructors also presents a barrier.

While schools are limited by the resources available in a community, individual teachers and school leaders are encouraged to seek out or take advantage of unique opportunities in their communities to increase hands-on learning.

Some examples of career training and experiential learning in schools include:

- Maani Uluyuk Illinniarvik in Rankin Inlet has partnered with the Rankin Inlet Legal Services Office to engage students about the justice system for a legal studies course.
- Last February, Victor Sammurtok School in Chesterfield Inlet partnered with Agnico Eagle to take Grades 9-12 students through a TASK Week, where they learned auto mechanics and survival first aid.
- Qiqirtaq High School in Gjoa Haven has an Entrepreneurship Class, and works with Elders and other experts to produce materials that they then sell to the community.