



NWTTA NEWS

VOLUME 20 • ISSUE 3
MARCH 2019

Celebrating the Official Languages of the Northwest Territories

The Northwest Territories recognizes eleven official languages, nine of which are Indigenous, belonging to three language families: Dene, Inuit and Cree.

[The eleven official languages](#) are:

Language	Traditional Name
Chipewyan	Dëne Sų́tíné Yatıé
Cree	Nēhiyawēwin
English	English
French	Français
Gwich'in	Dinjii Zhu' Ginjik
Inuinnaqtun	Inuinnaqtun
Inuktitut	ᐃᓄᐅᐅᐅ
Inuvialuktun	Inuvialuktun
North Slavey	Sahtúot'ı́nē Yatı́
South Slavey	Dene Zhatı́é
Tłı́chǫ	Tłı́chǫ Yatı́

Mahsı́ Kinanāskomitin Haj'
 Thank You Mársı́ Merci Thank You
 Haj' Kinanāskomitin
 Quana Quana
 Quyanainni Mahsı́ Quyanainni
 Kinanāskomitin
 Haj' Merci
 Thank You

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Bylaws Translated into French Règlements de la NWTTA traduits en français

Fraser Oliver, President

Hello/Bonjour,

Last April in 2018 at the NWTTA Annual Meeting of Central Council (AMCC), the voting members of Central Council voted unanimously to form a new Francophone region in the NWTTA. What this meant in the short term was that now the two schools of École Allain St. Cyr (Yellowknife) and École Boréale (Hay River) were now going to form their own region, CSFTNO. In the past, École Allain St. Cyr was considered part of the Tłı̨chǫ Region while École Boréale was part of the South Slave Region.

The NWTTA does not just have Francophone members at these two schools, but in all regions across the north. Many of our Francophone members can be found in French Immersion classrooms or teaching core French, and many others are found teaching many other classes in English.

The NWTTA would like to announce some great news to our Francophone members. To better serve our membership, our Bylaws have been translated into French. This year Central Executive approved the translation of the Bylaws, including the Code of Ethics from English to French.

This means half of our Bylaws & Policies Handbook is now available in French. Currently we do not have the in house capacity, ability or the budget to translate all the documents or correspondence we send out to our members. I am hopeful that the NWTTA will complete the whole Handbook into French for the fall of 2019.

In the next round of collective bargaining the NWTTA will pursue with the employer (GNWT, YCS & YK1) that the employer provide the membership with copies of the collective agreement in both French and English. I believe the NWTTA is moving in the right direction to provide our documents in both French and English.

Fraser

Fraser Oliver



Project Overseas 2019

Congratulations to **Cora America** from Joseph Burr Tyrrell School (Fort Smith region) who will be travelling to **Uganda** in July 2019 as part of a team of five volunteers for Project Overseas 2019!

[Project Overseas](#) is a joint endeavor of the Canadian Teachers' Federation (CTF) and its member organizations to support overseas partners in developing countries as they deliver professional services to teachers. Since 1962, Project Overseas has assisted teacher organizations in over fifty countries in Africa, Asia, the Pacific and the Caribbean. Project Overseas places over fifty volunteers in approximately ten countries every July.

NWTTA members have participated in Project Overseas since 1969. Below are some recent NWTTA participants:

2009 - Denise Paquette
Location: Burkina Faso

2010 - Kirstin Prescott
Location: St. Vincent

2011 - Deborah Reid
Location: St. Vincent

2012 - Karan Spoelder
Location: Granada

2013 - Deborah Reid
Location: St. Lucia

2015 - Obed Duru
Location: Ghana

2017 - Nashra Kamal
Location: Dominica

Northern Lights

Rencontrer Dominik Poirier Langford de Hay River (région du CSFTNO)



Q. Où avez-vous grandi?

J'ai grandi aux Iles de la Madeleine. C'est un petit paradis terrestre au milieu du golfe St-Laurent, dans la province de Québec.

Q. Qu'est-ce qui vous a décidé à devenir enseignant?

J'ai toujours été attiré par les jeunes. Je me rappelle que je gardais souvent les fins de semaine et par la suite, j'ai travaillé dans un camp de jour. J'aimais organiser des activités et avoir un groupe à ma charge. Je pense que le déclic s'est fait à ce moment...

Q. Qu'est-ce que vous enseignez?

J'ai étudié en enseignement en adaptation scolaire et sociale. J'ai commencé comme orthopédagogue au primaire dans les écoles montréalaises et ensuite j'ai enseigné dans une classe d'adaptation scolaire aux Iles de la Madeleine. Depuis que j'habite à Hay River en 2007, je me suis proménée entre la classe de 1re-2e et 3-4e. Toutefois, cette année, j'ai un nouveau rôle au sein de la CSFTNO. J'occupe le poste de coach en littératie et en francisation.

Q. Qu'aimez-vous le plus dans votre enseignement?

C'est vraiment d'être en contact avec les élèves de façon quotidienne. Les journées passent super vite dans une classe. De savoir que je peux leur donner des outils pour avancer dans la vie, c'est génial ! J'aime bâtir une relation significative avec chacun d'eux. De plus, l'accès privilégié que j'ai avec les élèves me permet de garder mon cœur d'enfant ! J'aime apprendre et découvrir des nouvelles méthodes pour maximiser mon enseignement. La réussite pour moi, c'est de voir mes élèves apprendre, grandir et évoluer malgré les obstacles de la vie.

Q. Comment engagez-vous vos étudiants?

Avec le temps, j'ai compris que les élèves ont besoin de vivre des situations d'apprentissage authentiques. Par exemple, j'aime exploiter les projets de correspondance entre les écoles. Je favorise désormais que les élèves bâtissent leurs propres affiches en classe afin de mieux assimiler les notions enseignées. Je sais aussi que les élèves sont plus engagés lorsqu'ils ont une bonne relation avec leur enseignant. Je prends donc le temps de créer une relation de confiance et de respect dès le début de l'année.

La francophonie c'est ma langue et ma culture

Pour moi, la francophonie c'est ma langue et ma culture. Il importe de la faire rayonner surtout dans un milieu minoritaire. C'est important en tant qu'école francophone que les élèves sortent bilingues afin de bien représenter notre pays. Faire découvrir aux jeunes de la musique francophone et des auteurs français sont des atouts.

Indigenous Language Revitalization at École Sir John Franklin High School

Scott Willoughby, YK1 Indigenous Education Coordinator

If a person is to walk up to the very top of École Sir John Franklin High School (Sir John) these days, they will likely hear a new sound flowing through the halls. They will hear conversations with Elders, songs, puppet shows, the laughing of games and stories being told - all in the Wiilideh language. For many years elementary students have been taking a fun and vibrant Wiilideh language class in the tipi at Mildred Hall School, only to enter the high school without the option to continue in an Indigenous language class. These students were often placed in a French class, without ever taking French, to fulfill the second language credit graduation requirements. All that is changing now.

Three years ago, along with yoga, welding, cosmetology, foods etc., Sir John included Dene Language and Culture as a possible period 4 option for grade 9s. At that time there wasn't a language curriculum, a teacher, a classroom or any resources. But there was a large amount of student interest. Two classes filled up right away. As it turns out, in this era of reconciliation, offering a high school Indigenous language class was a golden moment. The Department of Education, Culture

and Employment (ECE) had been simultaneously meeting with community language leaders, educators, curriculum developers and Elders to create a territorial-wide Indigenous language curriculum built on the foundation of Dene Kede and Inuuqatigiit. Along with this draft curriculum ECE developed new language instruction strategies, lots of great new teaching resources, a teacher's guide and provided huge amounts of training and support for the teachers.

The curriculum is titled "Our Languages." The opening paragraph states, "Guided by the wisdom of Elders, energized by the dedication of our community language leaders, parents and teachers and inspired by the hopes and dreams of our youth, Our Languages curriculum offers a pathway towards a bright future.... a future that holds a special place for the nine Indigenous languages of the Northwest Territories. It is a shared responsibility – student, educator, parent and community - to take pride in the language and use it on a day-to-day basis as the means of communication."

Today, Sir John has successfully completed six grade nine language classes and just this semester has offered an intermediate class, Our Languages 15, which students can continue on until graduation.



NWT Language Small Scale Pilot Teachers
Back Row (l-r) Ty Hamilton, Scott Willoughby, Justin Heron, Paul Boucher, Brent Kaulback; 3rd Row (l-r) Judy Whitford, Holly Carpenter, Denise MacDonald, Kim Hardisty, Sally Drygeese; 2nd Row (l-r) Mary Joan Lafferty, Gladys Alexie, Shirley Lamalice, Madeline Chocolate, Gina Maclean; Front Row (l-r) Mindy Willett, Gayle Strikes With A Gun



Sir John Dene Language and Culture Class

What are the students saying about this class?



Grade 9 Student Stella Smyslo

"I was not born in the north. I think this class is an incredible opportunity, not only to stand out against other students from the south, but to learn and connect to the northern culture. I could never get the hang of French, but this class has given me a chance that no other school has to learn another official language." (Stella Smyslo, Grade 9)



Grade 11 Student Yamoza Beaulieu

"The reason why I want to learn the language is because I love my culture and I can talk to my grandma. I can help other people learn the language too." (Yamoza Beaulieu, Grade 11)

When a teenager sits down beside an Elder to have tea and introduces herself in the Dene language, there are two things happening. On one level, a young person and an Elder are having a nice, albeit, beginning conversation about themselves and sharing tea. On another level, these words are a resurgence of the culture and reconnection to the ancestors of the past, they are overcoming a dark era in Canada's history, and they are building a sense of place and pride for the future generations.

Northern Lights

Meet Mary Joan Lafferty from Dettah (YK1 region)



Q. Where did you grow up?
I was born in Yellowknife, spent my youth in Ndilo, then moved to the Wool Bay area. Today I live in Dettah with my family.

Q. What made you decide to become a teacher?
I spent two days as a substitute working along with a classroom teacher at Kaw Tay Whee school in Dettah. I was inspired watching the teacher and students interact and how she motivated and encouraged the students. It is important to pass on the knowledge and the teachings.

Q. What do you teach?
I teach a beginner and an intermediate Wiilideh language class at Sir John Franklin High School in Yellowknife.

Q. What do you enjoy most about teaching?
What I enjoy most is passing the language and culture on to the young people. It is so much fun watching the students playing games, having conversations and having fun all in an Indigenous language.

Q. How do you engage your students?
To teach this class we have been following the new "Our Languages" curriculum. Instead of having the students memorize single words or just repeating after me, we have been trying to encourage the students to make conversation. To do this, we teach them the vocabulary, then use games, songs, puppets, story books and technology to get them to speak in the language. We also go out to the community or invite Elders into the classroom to create conversation with students.

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Status of Women Committee

Gwen Young, Chair of the NWTTA Status of Women Committee

Introducing the 2018-2020 Status of Women Committee:

- Gwen Young – Chair, Central Executive Member
- Marnie Villeneuve – Vice President of NWTTA
- Lorelea Wark – YCS Region
- Wendy Tulk – Tłıchǫ Region
- Coleen McDonald – retired YCS Region
- Val Gendron – Dehcho Region
- Lori Rutherford – South Slave Region
- Lori Sinclair – South Slave Region
- Denise Broomfield - Dehcho Region
- Danielle Ferguson - Sahtu Region

The three mandated goals for the Status of Women Committee are promoting Leadership for Women, negotiating on issues affecting female members, and the development of a Women's Symposium, May 2020.

Time to have Your Voice Heard

Watch for a survey from the committee addressed to female members. The survey is an opportunity for women to give their input on areas of concern. These include violence in the workplace, promotion into leadership roles, leave issues and support of professional development. Make your views heard!

Every survey response submitted will be included into a draw for a prize!

Women's Symposium 2020

Planning, funding support and creation of a Women's Symposium is in the works. The committee has been directed by the Central Executive to create the first NWTTA Women's Symposium. This symposium will give the opportunity for female members to come together, discuss issues, plan for change and create negotiating platforms for the next negotiations.

Participants will represent the different regions as well as representatives from CTF, ECE, and GNWT. Having all partners at the table will bring about change for female educators.

Colville Lake Ice Rink

Heather Evans, Colville Lake School

Students at Colville Lake School have been learning how to ice-skate on the newly constructed outdoor ice rink. Martin MacPherson had a vision for the rink last school year and successfully executed that vision this year. A large section of ice was cleared and has been flooded multiple times.

Students have been involved each step of the way. Many students join Martin as he clears the ice and floods the rink.

My class took on the task of organizing and finding skates for every student in the school. The elementary and middle school students have used the rink during physical education blocks and after school. School staff work to ensure the rink is shovelled and maintained.



Northern Lights

**Meet
Judy Whitford**
from Yellowknife (YCS region)



Q. Where did you grow up?

I was born in Yellowknife. We lived in Rae for a few years but moved to Yellowknife when I started kindergarten, in the brand new school (St. Joseph's) that opened that same year.

Q. What made you decide to become a teacher?

As a child I was very shy and quiet. In elementary school I had an awesome teacher named Mr. MacEachern. He made learning fun and played us his guitar everyday. When it came to picking a career the thought of working with youth and finding different ways to make learning fun, seemed a natural fit. In teaching you never get bored or have to do the same thing day after day. It's always a new experience.

Q. What do you teach?

I'm lucky to be in the role of Indigenous Education Coordinator so I get to work not only with teachers but all students in the district from JK to grade 12. I love that my classroom often gets to be on the land.

Q. What do you enjoy most about teaching?

I love that everyday is something new. No matter what you have planned the kids will inevitably change the direction of the day. They will teach me something new each day. Elders say that each child is born with a gift, we just have to provide opportunities and experiences for them to find their gift. I love being able to find new ways to expand the possibilities and experiences for our northern kids.

Q. How do you engage your students?

I love getting to know the kids and work on building real relationships with them. It's important to me to find out what they love to do and try to build that into our day.

What Grounds Us

As a born northerner, I'm blessed to be surrounded by strong Indigenous leaders. I have the privilege to learn daily from my elders in both language and culture. As I work to become an emergent language speaker, I love learning the connections between the language and the land. Language and connections to the land is what grounds us to this amazing place we live in.

Promising Practices for Respectful and Harassment Free School Communities

Fraser Oliver, President

From the NWTTA member surveys, it has been reported that some of our members have experienced some form of harassing attacks through social media over the past couple of years from a person in their community. From these survey results, it was reported that 90% of these attacks, although few in number, come from parents.

Harassment is defined as: Unwanted conduct that can be reasonably considered to have the purpose or effect of violating an individual's dignity and can reasonably be considered to result in creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Harassment is an ongoing course of mean-spirited treatment which is known to be, or would be expected to be, unwelcome by a person or group. Harassment can include behaviours such as bullying, intimidation, humiliation, offensive jokes, and racial slurs or comments. It can also be unwanted physical contact from patting to pinching or punching, as well as showing sexually explicit images.

Members of the school communities include: students, teachers, principals, school staff, parents and families, Elders, education leaders, community leaders, volunteers, and community members.

I brought these concerns forward in the fall of 2018 to NWT Superintendents and Department of Education personnel with the goal of working together to develop guidelines to respond and take actions when these attacks occur. The three parties have been working on these guidelines for over a year and are now ready to start to implement them in the NWT school communities.

These harassing attacks can be devastating on a teacher's wellness, and if supports are not in place to assist the teacher during these times often the teacher will end up leaving the school and community. Yet we have found that when school administration, Superintendents and the NWTTA work together to support and counsel teachers who have been targets of attacks these members often come out surviving these attacks in much better condition than they would have been if supports were not given.

If you have found yourself a victim of one of these Harassing Attacks please use the following strategies:

- Bring all concerns of disrespectful behaviour and/or harassment forward to school administration as soon as possible.
- Ensure that the NWTTA is also aware by contacting the NWTTA Central Office on all concerns of disrespectful behaviour and/or harassment as soon as possible.
- Document all instances of the disrespectful behaviour or harassment, including date, time, location and people involved, as well as all future interactions with the individual.
- Make copies of all questionable messages, web postings, information and other related material and data, including URLs.
- Do not engage or respond to any emails, online posts or comments in a social media forum; group; page; or chat that are disrespectful or harassing.
- If you feel safe, try to meet with the person to find out more about the conflict and see if it can be rectified. Stay calm, speak about the facts, use 'I' statements, rather than 'you' statements and listen more than you speak.
- If you feel unsafe, do not attempt to meet with the person alone, instead seek assistance to resolve the issue from your supervisor and the NWTTA Central Office.

The Promising Practices for Respectful and Harassment Free School Communities Guidelines will be shared with school administration and staff in March of 2019. With the implementation of these guidelines it is hoped that harassing behaviours directed at teachers will be reduced and when these attacks occur teachers will feel supported and valued by school administration, Superintendents and the NWTTA.

Outstanding Principal

Congratulations to **Jeff Seabrook**, principal of École William McDonald Middle School in Yellowknife (YK1 region), one of Canada's Outstanding Principals for 2019 as awarded by [The Learning Partnership!](#)

Jeff is committed to a middle school philosophy of nurturing and challenging adolescent learners, in order to realize the twin goals of improved achievement and well-being. Jeff's boundless enthusiasm and relationship-building is exemplified in the design of the school's unique programming. He values trust and respect, and maintains an excellent rapport with students and families. Jeff works with the Parent Advisory Committee to organize activities celebrating teacher appreciation, through which he makes everyone feel special. A Morning Wake-Up program is supported by Jeff to ensure all students receive morning exercise. Jeff works regularly with Elders to offer students on-the-land experiential and culturally responsive activities. He has also developed strong relationships with community agencies to provide wrap-around supports for his students and their families.



Northern Lights

Meet **Donna Fradley** from Smbaa K'e (Dehcho region)



Q. Where did you grow up?
I grew up in Kitchener-Waterloo in Southern Ontario. I attended University of Waterloo (Bachelor of Environmental Studies) and Nipissing University (Bachelor of Education) in North Bay, Ontario.

Q. What made you decide to become a teacher?
After working for 25 years as a self-employed jewelry designer and business owner, I decided that I wanted to get back into education, doing what I love, which is working with children. Young people are the future of this country. It is my hope to be able to have a positive impact on the lives of children by igniting in them an inner curiosity and sense of self confidence that will propel them on a pathway towards academic and personal discovery and achievement.

Q. What do you teach?
I am currently teaching grade 5-9 students in a multi-grade classroom at Charles Tetcho School in Smbaa K'e.

Q. What do you enjoy most about teaching?
As an educator, I really enjoy working with and encouraging young people. I am passionate about learning myself, and I derive great satisfaction from both teaching and continuing to learn alongside of my students and colleagues. In my new role as teacher/principal in Smbaa K'e, I find myself challenged to learn new things every day.

Q. How do you engage your students?
I engage my students by getting to know them as people and finding out what they are most interested in. In Smbaa K'e this means making every effort to ensure that lessons are relevant by incorporating Indigenous language, culture and traditions into my unit plans as well as our whole school environment.

Special Moments Which Motivate Me
In education, moments of success are experienced daily, however small those may sometimes be, in the smiles on my students faces, the spark in their eyes and laughter in the classroom. These are indications to me that positive learning experiences are happening. Knowing that I am able to facilitate these positive experiences and make learning fun for my students is the most satisfying reward for me. Those are special moments which motivate me and help me to stay energized in this profession.

Education Renewal

Northern Distance Learning

Northern Distance Learning (NDL), a program that allows students to remain in their community and take higher academic level courses, is being expanded to 4 new communities in the 2019-20 school year. Fort Providence, Łutselk'e, Paulatuk and Whati will join 11 other schools that currently offer this comprehensive education in students' home communities. ECE has committed to ensuring the student experience is high quality and uninterrupted through the purchase of a dedicated video conferencing network to address bandwidth and connectivity issues experienced in some small communities.

High School Pathways

The High School Pathways initiative will include new high school completion options, new courses, counselling supports and technologies to better support students and offer new opportunities. Focus groups with students and teachers, as well as community town halls, will take place in the Spring of 2019 and the new model will roll out across the NWT one grade at a time, starting with grade 7 students in September 2019-20.

As a part of this initiative and as a further contribution to Indigenizing education, ECE will develop a new Northern Studies 20 course that will be required for graduation. Northern Studies 20 will be focused on opportunities for students to learn about land claims, treaties and implementation agreements, as well as more in-depth learning about the NWT's style of consensus government.

The students entering Grade 7 in the fall of 2019 will be the first cohort to graduate from Grade 12 with the fully implemented High School Pathways model and requirements.

Career and Education Advisors

Through the Department of Education, Culture and Employment's (ECE) Skills 4 Success strategy, new Career and Education Advisors (CEAs) are being piloted to help high school students navigate their academic path from 'classroom to career'. The CEAs have been hired for initial two-year terms in Yellowknife. This will enable the team to research and develop a consistent approach for delivering the advisory services to students and youth across the NWT. They will work as a mobile team to provide services both in person and by distance.

Keep up to date on Education Renewal by following us on Facebook at NWT Education Renewal.

Government of
Northwest Territories



Students in Fort Resolution take part in a real-time Northern Distance Learning (NDL) lesson.
Photo: B. Braden

NWT Literacy Council Indigenous Language Resources

Aggie Brockman, NWT Literacy Council

The number of Indigenous language resources for teaching and learning is increasing in the NWT, though more are needed.

Most NWT Literacy Council [resources in Indigenous languages](#) target parents with young children. On The Right Track helps families understand how to encourage early literacy in babies and toddlers. The Building Aboriginal Literacy resource encourages the use of Indigenous languages in the early years. The Love Grows Brains pamphlet encourages positive early experiences to help babies grow healthy brains.

The Council's Indigenous Languages and Literacies resources webpage also has ideas for celebrating NWT Indigenous Languages Month. This month has been celebrated in March, but is moving to February in 2019. The Council also has a poster of some Children's Books by Indigenous authors, some of which are in Indigenous languages.

The Council's [Indigenous language and literacies research](#) web page, includes its Languages of the Land: Resource Manual for Aboriginal Languages Activists. You will also find there research the Literacy Council did on Indigenous literacies, as well as on ways it could better support Indigenous literacy.

The NWT Literacy Council has focused in recent years on providing networking opportunities for community and regional Indigenous language champions. Out of one of these meetings came a request for a workshop presentation to be turned into a video, [How Children Learn Language](#) that can be used in NWT communities to help parents and others understand the advantages of speaking Indigenous languages to babies from birth, and even before.

The [South Slave Divisional Education Council](#) is an important source of information about Indigenous language books. Check out the bibliographies for the Dene languages. The Tłıchǫ Community Services Agency and the University of Victoria worked together on a [Tłıchǫ multimedia dictionary](#). Contact the Tłıchǫ government or Tłıchǫ Community Services Agency for other resources.

The [Inuvialuit Regional Corporation](#) has some online language lessons in Sallirmiutun, Uummarmiutun, and Kangiryuarmiutun, the three languages that are spoken in the Inuvialuit Settlement Region, collectively known as Inuvialuktun. You can also go online to learn some [Gwich'in basics](#).

Ever wondered how to type the L in Łutselk'e? [The Prince of Wales Northern Heritage Centre](#) has orthography tools and other useful Indigenous languages information on its website.

There are likely other books and teaching and learning materials produced by the regional Teaching and Learning Centres, which used to exist.

What other useful resources do you know about?

Northern Lights

Meet
Rebecca
Aylward
from Hay River
(South Slave
region)



Q. Where did you grow up?

I was born and raised in Hay River.

Q. What made you decide to become a teacher?

I decided to become a teacher because I admired many of my teachers, enjoyed children and believed that teaching would be a career with endless variety and potential for lifelong learning.

Q. What do you teach?

I teach Dene Yatıe at Harry Camsell School after a lengthy career teaching grades 2-12 at Chief Sunrise Education Centre.

Q. What do you enjoy most about teaching?

The thing I enjoy most about teaching is hearing my students use the Dene Yatıe language outside of the classroom! It makes me feel proud and I hope it makes my ancestors proud as well.

Q. How do you engage your students?

I do my best to make learning Dene Yatıe enjoyable! I use games and centres to teach and practice language learning and challenge my students to set and meet goals for themselves.

Language of the Land

I believe it is possible for everyone to learn and use even just a little bit of the language of the land they are living and working on.

A busy start to 2019 at Helen Kalvak School

Shawn Feener, Helen Kalvak School

The beginning of 2019 has been busy with cultural activities. Since the start of 2019, our regular cultural programming has included bannock making, a Return of the Sun ceremony and storytelling with elders.

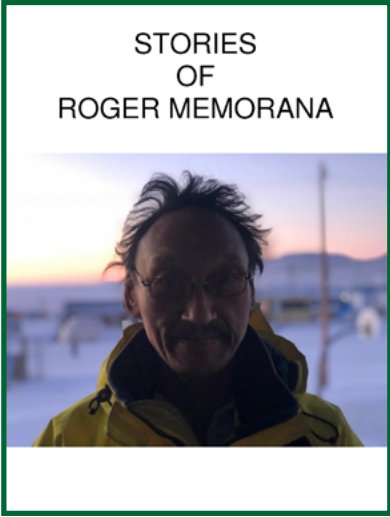
In addition to regular cultural programming, Helen Kalvak School has been lucky to collaborate with Indspire Canada and the Ulukhaktok Community Corporation through a project called Nunamin Illihakvia: learning from the land. Such partnerships are critical as vast amounts of time and effort go into the planning and execution of the cultural activities.

As part of the partnership, university student Miguel van der Velde, has been doing an Arctic journalism course with high school students. There are four main components of this course including a storybook, a photobook, a report and a video.

Cultural activities through Nunamin Illihakvia have included getting ice for elders, fox trapping, skinning and preparing fox furs, looking for seal holes (aglu), making seal hooks, making harpoons and harpoon heads (naulak), setting up camp and tents (tupik), using a snow knife and ice safety.

There are many more cultural activities planned through Nunamin Illihakvia including learning survival skills, musk ox hunting, tracking animals, navigating on the land, making snow knives, making fox drying racks, and preparing for ice fishing by making a tuuk, ilout, and aulitit.

Arctic Journalism documents:
(click images to hyper linked PDF documents)



Photos:
Left (l-r) Devon Notania, Trent Kuptana & Teegan Taptuna ready to go trapping
Right (l-r) Lucy Ann Okheena & Lexy Banksland are ready with supplies



Duty Travel and Car Rentals

Adrien Amirault, Assistant Executive Director

Teachers in the NWT often travel for duty to other communities in the NWT, or even further abroad to numerous courses, conferences, and conventions. Sometimes teachers are travelling with students for sports, clubs, or even exchanges. No matter what the reason for your travel, you may at some point while on duty travel choose, or be required, to rent a vehicle.

The question that came from a member was about the liability and requirement for insurance when renting a vehicle. We went into research mode to check out what is covered by the employer, or the Association when renting a vehicle. There are some very specific concerns that the driver of a rented vehicle needs to be aware of.

The first thing to do is to ensure that a rental car will be covered for your travel. Rental cars can be a convenience, but may not always be an approved expense. Always check to make sure it is an allowable expense, and that your employer allows rental cars to be claimed.

One example is that for medical travel with the GNWT, car rentals are allowed up to \$50 per day. No gas or parking will be covered. It is important to know the restrictions and rules before you assume an expense will be covered.

Once you know it is okay to rent a vehicle, the next thing to do is ensure that you are protected by insurance. There are a few places that insurance coverage is available to you, and you will need to make sure you understand your own situation.

Some examples of available coverage are:

1. You may have rental coverage on your personal auto policy. It is an available option. Make sure you understand your policy, and ensure it protects you while renting a vehicle.
2. You may have a credit card that provides auto coverage while renting a vehicle. Not all cards offer this, and not all cards have the same options. If you are relying on the coverage from your credit card, ensure you know the particular rules for your card.
3. All rental companies offer insurance protection at an additional cost to the rental of the vehicle.

The most important thing to remember is that the insurance is protecting the driver from liability. Your employer or your Association is not at fault if you need to make a claim, even if you are on work or duty travel. It is your insurance that is protecting you as the driver, and also the passengers that you may have with you.

Northern Lights

Meet
Melissa
Mantla
from Behchoko
(Tłı̨chǫ region)



Q. Where did you grow up?
Born and raised in Behchoko, NWT.

Q. What made you decide to become a teacher?
The TEP program was being offered in the community. Not much was offered and there was this one teacher who inspired me. She was my grade 4 teacher. She was very hands on and taught by doing. I wanted to be like her.

Q. What do you teach?
Grade 2 at Elizabeth Mackenzie Elementary School.

Q. What do you enjoy most about teaching?
I enjoy when we see old students. When they say hi and the smile they have on their face really feels good. Even around the community seeing them is good.

Q. How do you engage your students?
When I start singing they start singing and start focusing on the task.

You Can Become Their Teacher
Teaching Indigenous languages is important because we are losing our language. I always tell the students you need to learn Tłı̨chǫ from the teacher because we are losing our language and most of your parents don't speak our language and you can become their teacher.

Confessions of a Travelling PST

Denise Broomfield, Dehcho Program Support Teacher

Before I begin to delve into the confessional part of this article, I feel it incumbent upon me to explain the acronym PST. PST stands for Program Support Teacher. We are the people who advocate for the inclusion of all in our schools, support teacher programming through the development of student and individual support plans, and work side by side with our colleagues to help deliver said programs. Some days, it is a daunting task. Often, we are tied to our computers, forever endeavoring to ensure that our students are receiving the best support possible through achievable goals.

I am a PST. However, I am unique in that I travel to several small schools in the Dehcho Region that are geographically isolated. It is a new position designed primarily for small school support. I feel like a pioneer, ready to set out at a moments notice for whatever comes my way! I sometimes wonder what motivated me to leave a permanent teaching position back on the Rock (Newfoundland). I was in my golden years of teaching, cruising to retirement with a Mai tai in one hand, and a travel brochure in the other - and yet, here I am!

This is not my first kick at the proverbial Northern cat. (For the record, I would never kick a cat - I love cats!) My first teaching position started in the North as a Grade Three/Four teacher in a remote community in Northern Ontario. I loved it. My older girls became bilingual in Oji-Cree. My youngest was born there and travelled to her babysitter's every morning via a traditional cradleboard.

Fast forward thirty years.



In late August, I found myself calling Fort Simpson home. The leaves changed colour and fell to the ground a little too quickly for my liking. The snow once again, crunched loudly beneath my feet. I never realized how much I missed that sound! The darkness has become my friend, and the daylight, only a welcomed visitor. But like everything, this too, will change. Since September, I have travelled to Wrigley, Yellowknife, Fort Providence, Kakisa, Jean Marie River, Nahanni Butte, and Saamba K'e.

There will be many return trips. By car when the roads cooperate, or by plane when it doesn't.

Confession #1. I am directionally challenged. I kid you not. Embarrassingly so. I couldn't find my way out of a boot, even if the directions were written on the heel. With a brand-new GPS attached to the dash, I first forayed into Wrigley, toilet paper in hand. Yup - it's a thing! I knew those deep knee bends would eventually pay off. 'You can't get lost,' they said. 'There is only one road in and out,' they said. Hellllllooooo!!! Have we met?? I managed to put in the wrong postal code for the return trip, and ended up heading down the dump road, which proceeded to get narrower the further I travelled. I finally clued in when I was

hemmed in on both sides by trees. Do you have any idea how hard it is to turn a vehicle around on a goat path? And no, I didn't dare back out - that would have most certainly been a recipe for disaster. The people who know me best can attest to my questionable backing up skill. I use the term 'skill' loosely here.

Confession #2. The more I fly, the more I contemplate the meaning of life - particularly my own. I have logged numerous air miles since September 2018, and yet, I can't apply any of them



to my dream vacation. Au revoir all-inclusive! Adios Cabana Boy! My usual mode of air transportation to date has been of the single engine variety. This infers that they are small, and I find myself literally rubbing elbows with the pilots. No coffee, tea, or snacks are offered on such excursions; however, I am compiling a fine stock of ear plugs as we speak. Let me know if you need any. I can hook you up. When the weather is good, I thank my lucky stars for being able to see such wonders. When it isn't, I wonder what ever possessed me to put my fate in a tin can with wings? Having said all of that, I did get a chance to fly one of these planes earlier this Fall. I giggled like a child while trying to stay the course. Would have done a lot better if I could have seen over the dash...

Confession #3. I like to dress well. I always have. My motto when it comes to dressing is, "If you can't hide it, decorate it." Travelling in the North has sort of put a hitch in my stockings though. One must be cognizant of the fact that when one straddles the pilot's seat in order to get to your own, one must wear clothing that leaves everything to the imagination. Can't afford to pay for the pilot's therapy or take the chance of ending up on social media in one of those dreaded memes due to a wardrobe malfunction. Dressing warmly for winter travel here is a no-brainer. My jacket of choice resembles a sleeping bag with the bottom removed.

Thank goodness it isn't white - visions of the Michelin Man, or the Pillsbury Dough Boy spring to mind. I am grateful for small favours. I am also armed for winter survival should it come to that. I have enough matches and dryer fluff to start a roaring blaze, once I chop down some logs and split them with my trusty pocket knife.

Confession #4. I have learned to give wild creatures with fur a wide berth. I am a huge animal lover, but my heart tries to overrule my head in that I always want to get closer. I must remember that because I often travel alone, I have no one to outrun should the need ever arise. I have seen bison on the runway 'buzzed' by a pilot, in hopes of making them leave. They weren't impressed and left hefty reminders behind to express their displeasure. I have had the company of a bat in my bedroom flapping like crazy and screeching. Oh wait. That was me. The little sucker finally flew out of the door into the hallway. Enough said. I have been told to lock my door because of a nearby bear. My first thought was, "Who gave him a key?"

Confession #5. I wouldn't change a thing. I have loved it all. I smile everyday. I am awed and humbled by my experiences since coming back to the North. The people I have met and the colleagues I work with have welcomed me like a long lost friend. As a travelling PST, my role has allowed me to fall in love with teaching all over again. My fears have been allayed and my doubts put to rest. It is a challenging position, and often misunderstood by those not seeing what happens behind closed doors. Schools fortunate enough to have their own PST, have an invaluable resource. Please connect with them - discuss your students' needs; they will work to help you, and the students, in whatever way they can.

They say confession is good for the soul. I agree. But living in this amazing part of our country is right up there. So, the next time you see a little plane droning overhead, don't forget to smile and wave - I'll be sure to smile and wave right back!

Mahsi!



Are you Experiencing Presenteeism?

Dr. Andrew Miki, R.Psych., CEO & Founder, Starling Minds Inc.

Think about your best year as an educator. Take a moment to consider why you picked that year. How was your level of stress? Was it manageable such that you felt in the "zone" for much of the year?

The best year that you just identified represents a high level of productivity when you are fully engaged as a working professional. You were most likely to feel confident (but not arrogant), assertive (but not aggressive), decisive (but not impulsive), and patient (with good boundaries)– especially in the presence of frustrating people or issues. That year, you were likely to be a model leader.

To get a feel for how stress affects productivity, compare your current school year with your best year that you identified earlier. Consider all of the factors that have contributed to your level of stress from both your personal and professional life. If you did not have significantly more stress, you are probably having another great year and your productivity was likely within 80 – 100% of your best year. However, if it was less, you were likely experiencing higher levels of stress and you may have exhibited signs of presenteeism.

According to the UK's Institute for Employment Studies, "the most helpful and concise definition of presenteeism is '**showing up for work when one is ill.**'" If your productivity was generally between 60-79% of your best year, you are beginning to exhibit signs of presenteeism as it is similar to functioning with a head cold. You may be pushing yourself despite falling more behind than usual. You likely had periods of increased irritability, concentration problems, and fatigue.

A productivity level between 40 – 59% from a presenteeism perspective is like working with a head cold and intermittent migraines. In addition to more irritability, forgetfulness, and fatigue, you may also experience sleep problems, fluctuations in your diet/weight, and increased alcohol use. You can keep pushing yourself but your confidence, decision-making, and interpersonal effectiveness have noticeably declined.

When productivity is between 20 – 40%, it is



equivalent to working with a head cold, intermittent migraines, and the flu. You feel terrible and should stay home to rest so that you recover faster.

Presenteeism is the highest when people are unhealthy at work and their level of productivity is between 1 – 19%. In addition to the head cold, migraines, and flu, you are dehydrated. You are having difficulty with simple responsibilities and tasks.

Following the maximum level of presenteeism, people experience absenteeism where they are unable to work due to stress. For any administrator, this is a scary and overwhelming experience. It is similar to having the stomach flu for the first time.

Starling Minds is an online mental health resource that can help prevent presenteeism and absenteeism, and is available to you and your families for free. Taking a Starling assessment will provide a snapshot of your placement on the mental health continuum. Starling also provides members with online training and education modules to move you to the healthiest end of the continuum and keep your mental fitness as high as possible. Remember: prevention and early intervention is the best approach to all aspects of our health.

How do you Register For Starling Minds?

It's never too late to get started. To register for Starling Minds, visit: app.starlingminds.com/registration. You'll need your unique 4-digit NWTTA member number to sign-up. Your NWTTA member number can be found on your membership card. If you don't know your number please email membership@nwtta.nt.ca.

Access to Starling Minds is a partnership between the NWTTA and GNWT Department of Education, Culture and Employment through the NWT Education Renewal Initiative. There is no cost to NWTTA members and their families to use Starling Minds.



High Performance Badminton in Paulatuk

My name is Casey Tai and I am a high school student that has lived in Paulatuk for less than two years. This summer 2 students from Paulatuk were able to travel to Vancouver to do a high performance athlete training camp. There are lots of possibilities for students to train in a sport with the use of Rising Star Program. We actually applied but because the two students were just a few weeks too young they did not qualify. We scrambled our brains and got funding from a variety of other sources to get them to go. Next year they are empowered to go again and they know how to get the funding. I have been playing badminton for ten years now with the help of many coaches and now I want to help others as well. I travelled around the north as I grew up and in each community I love helping the people there, and that includes badminton. In all the places I have been, I have never seen athletes quite like in Paulatuk. I can see the potential many of the students here in Paulatuk have, and am doing my best to expand on that. I believe that the students here, and anyone else, need goals to keep inspired. Right now, the athletes here still have the determination from the Arctic Winter Games (AWG) trials to keep them inspired, but soon it will wear off. The next goal for the students right now is the next AWG trials held in 2020, and that is too far away to really feel obtainable, so they may feel discouraged (but it's good as a long-term goal in order to keep them focused). Events like tournaments throughout the year can keep them inspired to play and also something to look forward to. Thinking, "Hey, I've got three weeks to prepare for this tournament", sounds a lot better than, "Well, I've got two years until that tournament".

Before attending AWG, Team NT hadn't been able to practice with each other due to the distance between us. We managed to meet in Fort Smith for a week and were able to use their gym. In exchange, we helped coach the students at the school. This experience helped a great deal and we were able to bring back 4 medals. I think that I had advantages that people in remote communities do not. I hope that I may have made a difference because everyone should have a chance to work hard to obtain their goals.

We are now working on making it to a tournament in Inuvik. The challenge is finding funding for airfare. My mom, a teacher in the school, is trying to apply for lots of funding and so far 6 of us will go.

Photo (l-r): **Tracy Wolki** (parent), **Jennifer Giffin** (teacher), **Chase Wolki** (student), **Misty Wolki-Ruben** (student), **Melissa Ruben** (parent)



Northern Lights

Meet Regina Lennie
from Fort Good Hope
(Sahtu region)



Q. Where did you grow up?
Fort Good Hope, NT

Q. What made you decide to become a teacher?
I was hired as a classroom assistant and I really enjoyed working with kids and being in the school environment. I then started to take more training and courses so that I could become a language teacher at our school. This combined my two favourite things: working with children and infusing culture and tradition into the school.

Q. What do you teach?
My current role is Language Coordinator. I enjoy working with teachers to support the cultural initiatives in their classrooms such as story-telling with elders, take a kid trapping, conducting outdoor classes in our teepee and creating new ways to pass on the language with the help of our new language curriculum.

Q. What do you enjoy most about teaching?
I absolutely love watching the children enjoy and embrace their Dene culture inside the classroom. I am happy to be a part of connecting their traditions and culture with their school experience. This is so important because we need to get kids excited and engaged in learning their language in order to keep our Dene culture alive and vibrant.

Introducing Our Culture

Every year, the kids at our school look so forward to our spring cultural camp that I organize. They start asking about it really early in the year and that makes me happy to know they value it. We skin muskrat, beaver, pluck ducks, clean fish, make medicine from spruce gum and more. It is also a nice time to introduce our culture to our southern staff and provide a time for everyone to work together outside.

Indigenous Languages in the Beaufort-Delta Region

Devin Roberts, Assistant Superintendent, Beaufort-Delta Education Council

Congratulations are in order for the Beaufort-Delta schools and the Indigenous Language Instructors as they have been working extremely hard since the September “Our Languages Curriculum” (OLC) in-service. We are very proud of the “will and willingness” of our administrators and their school teams as they move forward with the various entities of the OLC in the Beaufort region. Each of the schools are unique and have many cultural and language practices embedded in their schools. We appreciate the continued excellence in teaching practice and team reflection on strengthening their current pedagogy in language and cultural inclusion.

Several highlights come to mind as we go into the Celebration of Indigenous Language month. Chief Paul Niditchie School (Tsiigehtchic) has been immersed in the whole school approach and strengthening their understanding as they build upon their new insights. The staff come together to do their own personal team learning once a month with the Indigenous & Language Education Handbook. This has provided them guidance with their efforts. Their Monday Immersion program for the students is a hit with all stakeholders.

East Three Secondary School (Inuvik) staff have been building upon their cultural programming and strengthening their efforts to include more Indigenous Language as part of their programs. Staff have been receptive to mini Language lessons that have been occurring in their staff meetings.

East Three Elementary School (Inuvik) staff have also been utilizing their resources in a more effective manner to be inclusive of Cultural and Language opportunities for the students. They are working closely with the Cultural Resource person to strengthen their On The Land opportunities.

Moose Kerr School (Aklavik) staff have reflected on their strengths and building upon those. The team effort to provide Mondays for material and resources for teacher in-class use has been going extremely well. This supports the whole

school approach. This effort has been noted by long term staff members who see the positive effects of the initiative as more language is in the whole school and more importantly within individual teacher classrooms. The Gwichin Indigenous Language teacher and the community Language Instructor have begun initial planning and collaboration with shared efforts. This has been a great example of revitalization efforts on both parties part.

Mangilaluk School (Tuktoyaktuk) has been working hard with strengthening their Language and Cultural efforts for this school year. The Administration and Indigenous Language (IL) Instructor have worked on Digitalizing some of the community’s historical stories on Moodle. The IL Instructor has taken advantage of NWTTA Language Acquisition funds with an Elder mentorship to help develop her own language skills and strengthen her cultural practices.

Helen Kalvak School (Ulukhaktok) continues to grow with their strong community relations in respects to Cultural Inclusion and have focused on Language as a main platform for their OTL programming. In respects to the school’s new OLC, the Indigenous Language Instructor has received in-class support from ECE with implementing strategies and pedagogy.

The Beaufort-Delta Divisional Education Council, in partnership with ECE, hosted an Oral Proficiency workshop that supports the OLC curriculum, December 5-7, 2018. Indigenous Languages Instructors from Inuvik, Tsiigehtchic, Tuktoyaktuk, and Aklavik were invited to attend. Local elders joined the sessions, which was led by Gayle Strikes-With-a-Gun from ECE and organized by Velma Illasiak and Devin Roberts of the BDDEC. A second Oral Proficiency workshop is scheduled for February 2019.

Photo (l-r) Shannon Kailek, Lillian Elias, Alice Kimiksana, Anna Pingo, Clara Day, Annie Smith, Sarah Jerome, Velma Illasiak. Photo credit: Devin Roberts



Together We Can Grow Our Languages Ełets’áhthídı T’áh Nahe Zhatie Nezheh Gha

Tłı̨chq



Photo: T.Macintosh

What teachers should know about Tłı̨chq

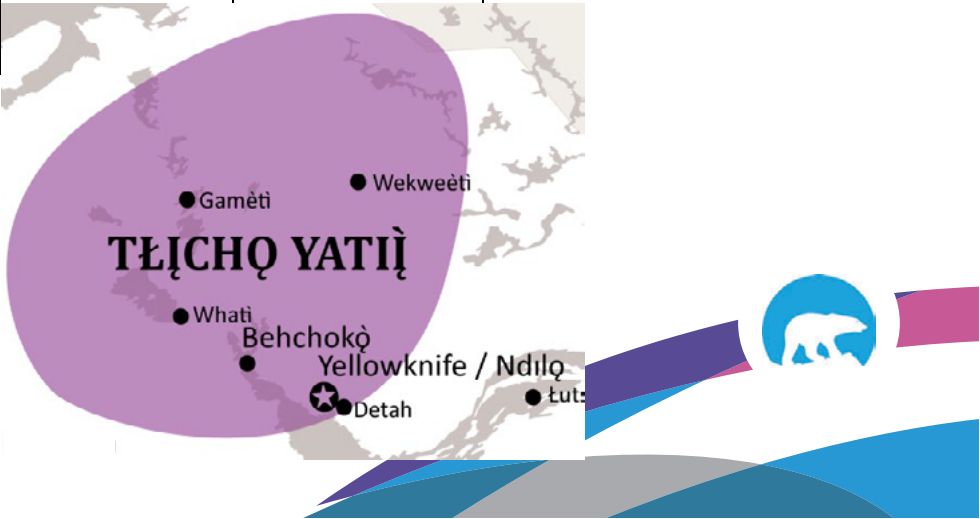
Tłı̨chq, which is part of the Dene-Athabaskan linguistic language family, is recognized as an official language of the Northwest Territories (NWT). Speakers may refer to Tłı̨chq itself, or one of its dialects/sub-dialects, as Tłı̨chq Yatı̨, Wı̨lı̨deh Yatı̨, or other names.

According to the 2014 NWT Community Survey, there are a total of 2235 territorial resident speakers of Tłı̨chq, aged 15 years and older, living in the following communities:

Community	Number Tłı̨chq	Proportion of Tłı̨chq speakers
Northwest Territories	2235	100.0 %
Behchokq	1095	49.0 %
Yellowknife/Ndilo	341	15.3 %
Whati	294	13.2 %
Gameti	200	8.9 %
Dettah	97	4.3 %
Wekweeti	89	4.0 %
Fort Smith	35	1.6 %
Deline	15	0.7 %
Hay River	14	0.6 %
Other Communities (Colville Lake, Fort Good Hope, Fort Liard, Fort Providence, Fort Resolution, Fort Simpson, Hay River Reserve, Inuvik, Jean Marie River, Łutselk'e, Norman Wells, Smbaa K'e, Tuktoyaktuk, Tulita, Ulukhaktok)	55 (low number of respondents)	2.5 %

Did you know there are 11 Official Languages in the NWT? Learn more at www.ece.gov.nt.ca and stay tuned for the next newsletter for another NWT official languages feature!

For more information visit: www.ece.gov.nt.ca
Or email: aboriginallanguages@gov.nt.ca



Government of Northwest Territories

Setting Fish Nets

Heather Evans, Colville Lake School

The students of Colville Lake School love going out on the skidoo to check the school fish net. In the Fall the school staff ventured out onto the lake and set the school fish net. As a new teacher to the North, I have loved the opportunity to be involved in such a culturally relevant activity. The net is checked every 3 to 4 days and averages about 15 fish each time. The fish that are collected are handed out to the community.

The fish net has created relevant connections between staff and students. Students are learning how to collect, cut, and prepare fish. Pictures of the outings are used as writing prompts.



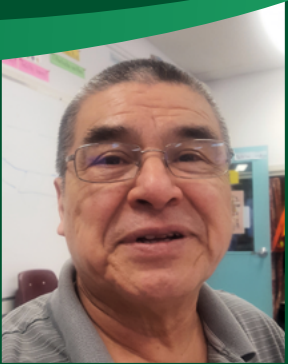
Above: students check the fish net through the ice
Right: drying fish on a rack by wood stove
Below: students expertly fillet the fish they caught



Northern Lights

Meet Steve Lafferty

from Fort Smith (Fort Smith region)



Q. Where did you grow up?

I grew up in the small town of Fort Resolution, NT where my family immersed me in the language and culture before leaving to attend high school. I lived each day using the language and did hands-on cultural chores for the elders in the community while speaking the language to fully understand it. Growing up in Fort Resolution was perfect for me. I learned so much from the Elders, and applied myself to give back to the community as an Aboriginal language teacher today.

Q. What made you decide to become a teacher?

I discovered that my love of learning made me very passionate about becoming a teacher. I wanted to make a difference like Mr. Audie Dyer, my former high school social studies teacher, for he believed in his students. He inspired me for he was a respectful teacher, a compassionate leader, and later as my mentor at the University of Saskatchewan.

Q. What do you teach?

I teach the Chipewyan language to the K-6 students at JBT School in Fort Smith, NT. The students learn to communicate by sharing their knowledge, ideas and experiences with others in a variety of cultural contexts. The culture component promotes a strong sense of personal identity and positive self-esteem as students become engaged in exceptional opportunities that develops their emotional, mental, physical and spiritual selves. By engaging in authentic learning experiences the students analyze the role of language and culture by reflecting on the past, present, and the changes today.

Q. What do you enjoy most about teaching?

I enjoy watching the students' growth educationally and socially from k-6 throughout at JBT School. They work independently, with partners or in small groups in discovering, questioning, applying and reflecting on concepts learned. I love seeing the students pursue a language or cultural interest because they want to learn and understand it as they reflect with pride on their accomplishments. I ensure that learning is purposeful with active engagement in interpreting and creating meaning in interaction with others. I encourage the students to learn the language, use the language, learn about the language and learn through the language in variable contexts beyond the classroom setting.

Q. How do you engage your students?

I ensure the authentic tasks and materials used build Aboriginal understandings, abilities, values and attitudes. I establish positive teacher-student relationships through modeling the proper way of doing specific Aboriginal language and cultural activities as I relate it to their cultural and linguistic backgrounds. I plan many discussions on why being engaged in these activities are worth pursuing, when and how they can be used in real life. I incorporate additional hands on approach with emphasis on collaborative learning on many Aboriginal languages, processes and knowledge events for increased student engagement. I use speech, text and visuals that are enhanced by the use of technology in engaging learning activities to address diverse learning styles.

Developing Appreciation for Other Cultural Perspectives

I believe it is very important to incorporate Aboriginal content and use age appropriate resources written to the language level to support the students' varied interests, aptitudes and abilities. Creating differentiated learning experiences engages the students in a variety of meaningful activities and contexts for learning about Aboriginal issues, cultures and perspectives. I organize activities that are personally meaningful that connects them to each other, the people, curriculum, community, and environment. The students are always active in interpreting and exchanging meanings using appropriate language, prior knowledge, and developing appreciation for other cultural perspectives.

Indigenous Educators and Leadership Council

Marnie Villeneuve, Chair, Indigenous Educators and Leadership Council

The mandate of the Indigenous Educators and Leadership Council (IELC) is to:

- (i) PROMOTE active participation of Indigenous educators in the affairs of the Association
- (ii) PROMOTE effective programs for advancement of Indigenous people in education including training in leadership and administration.

DID YOU KNOW that 9.5% of NWTTA Members who participated in an October 2018 survey self identify as Dene, Inuit or Metis Indigenous to the present boundaries of the NWT?

DID YOU KNOW that 7.26% of NWTTA Members who participated in an October 2018 survey self identify as a Canadian Indigenous person?

DID YOU KNOW that as an Indigenous person of the NWT and Canada that you are able to access funding to aid in extending educational opportunities to promote your own learning and increase your leadership opportunities within the NWT?

DID YOU KNOW that as a GNWT NWTTA member you are eligible for funding for the purpose of professional improvement of language proficiency in one or more of the Indigenous languages of the NWT. Funding is available for:

- Language acquisition and instruction courses
- Individual language learning activities
- Workshops, seminars and conference participation

Eligible expenses that may be covered include tuition, honoraria to Elders, substitute teacher costs, on site accommodation, materials, travel costs and so much more up to stated amount. Christina Steen, NWTTA Professional Development Coordinator, is available to assist NWTTA Members who qualifies to extend their skills, education, and programming. Contact Christina at 867-873-5759 or at pd@nwttta.nt.ca.

DID YOU KNOW that Indigenous NWTTA educators are eligible for many bursaries but must be Indigenous to be awarded the following two bursaries to aid in the

completion of a first or second education degree:

- Alice Bolduc Bursary
- Ed Jeske Bursary

DID YOU KNOW that The Liz Hansen Indigenous Education Award is awarded to a person who has made a significant contribution to Indigenous education?

There are many opportunities to support NWTTA Indigenous Members to aid in the IELC mandate of promoting participation and advancing Indigenous educators in leadership and management positions. The IELC encourages more representation of our Indigenous Members in leadership positions - together we are stronger!

In February 2019, Indigenous Languages Month, the IELC would like to say congratulations to the Indigenous Language instructors who just completed the linguistics courses LING111 and LING211 with the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) at the University of Alberta. Many people left their families for two weeks to travel to Yellowknife, NT to attend this incredible learning experience and our students are better for your dedication.

If you would like to inquire about the Indigenous Educators and Leadership Council (IELC) and our mandate please contact one of the Council Members listed below.

Mársı, Kinanāskomitin, Thank you, Merci, Hąı', Quana, Qujannamiik, Quyanainni, Máhsı, Máhsı, Mahsi

Marnie Villeneuve
Teacher, Paul W. Kaeser High School, Fort Smith
24 years teaching in the NWT

Matthew Miller
Vice Principal, East Three Secondary School, Inuvik
12 years teaching in the NWT

Michelle Wright
Teacher, East Three Secondary School, Inuvik
8 years teaching in the NWT

Elizabeth Catholique
Teacher, Lutsel K'e Dene School, Lutselk'e
13 years teaching in the NWT

Catching Up Members' Life Events

Send your **Catching Up** life events for future newsletters to news@nwttta.nt.ca

Congratulations to **Kelly Toth** from Angik School in Paulatuk (Beaufort-Delta region) on the birth of **Michael Ian Marsh**, born November 5, 2018 at 8:55 pm weighing 8lbs 15oz. Michael is now home in Paulatuk settling into life with his two big sisters. Mom and baby are both doing well.



Above: Nice to meet you **Michael Ian Marsh**
Below: First photo as a family of 5!
(l-r) **Duncan, Elizabeth, Michael, Victoria & Kelly**



Congratulations to **Matthew Sharpe** and **Elaine Wang** of Deninu School in Fort Resolution (South Slave region) on the birth of their son, **Solomon Yonglin Sharpe**. He was born on December 8, 2018 in Yellowknife weighing 8lbs 8oz.



Above: Welcome to the world **Solomon Yonglin Sharpe**

Below (l-r) **Steve Elms** (N.J. Macpherson School), **Teegan Rendell** (Chief Jimmy Bruneau School), **Stephen Offredi** (École Sir John Franklin High School) performed on stage at the Northern Arts & Cultural Centre from November 29-December 1, 2018 for *Bella Dance: The Nutcracker*.



Working for Our Members A Glimpse of What We Do

David Murphy, Executive Director

Members often contact us for assistance and when they do we try to be very prompt in answering their concerns. A few of the concerns members continue to contact us to seek assistance with include their medical travel, leave, pay, Workers' Safety & Compensation Commission (WSCC) benefits, accommodation in the workplace, transfer assignments, evaluations, certification, retirement, hours of work for teachers, health benefits, teaching assignments, professional development, professional relations and code of ethics when dealing with others.

Off Duty Conduct

One thing that we have been spending a lot of time on this year is the off duty conduct of our members. There have been times when the employer has deemed the off duty conduct of our members to be unprofessional and in these cases have asked members to meet with them to discuss the off duty conduct in question or a formal investigation of events surrounding the alleged incident initiated. If you find yourself in either of these situations, you should immediately contact us at Central Office. We can meet with you prior to the meeting or investigation to advise you and we can as well attend the meeting or investigation with you either in person or teleconference. In most cases of off duty conduct, where there was a meeting with the employer or an investigation was set up, we found that at least one of these were involved - alcohol or social media.

Sometimes there may be discipline of a member depending on the findings. The discipline can range from a verbal warning, to a written warning and in some cases suspension without pay. At times the employer believed the findings were significant enough to warrant termination of employment. In many cases we were able to work with the school district involved to find a resolution satisfactory to our members. I won't elaborate too specifically so as not to identify the members involved, but I do wish to remind you that what you do off duty does get noticed and may cause you to be in a position where you have to explain your behaviour to your employer. In these cases, we are there to assist you.

Member Incident Reports

Another concern which we become aware of through Member Incident Reports, submitted online from the NWTTA website or occasionally faxed to us, highlights abuse experienced by our members. Recently we have received a number of these where members are reporting physical attacks, damage to personal property, insults, threats, abusive language and feelings of generally not always feeling safe at work. In these cases we have contacted the member who submitted the report to discuss this with them and find a solution that may work for them. As well we often call the principal to seek solutions at the school level and have, depending on the situation reported, contacted the superintendent to notify them of the problem and work with them to find a possible solution.

We encourage you to submit a [Member Incident Report](#) or contact us if you ever feel threatened, abused or generally feel unsafe.

Canadian Teachers' Federation (CTF)

The NWTTA is a member of the Canadian Teachers' Federation and plays an important role in this organization. The NWTTA is the smallest member organization in CTF with 815 members compared to the Elementary Teachers' Federation of Ontario (ETFO) with 83,000 members. Regardless of the size of each member organization when they all meet at the CTF Board of Directors' Meeting about four times a year they each have two delegates, the President and the Executive Director. At these meetings the NWTTA has a voice equal to the other teacher organizations.

The top political and professional priorities for Member organizations as of the November 2018 Board of Directors meeting were collective bargaining, teacher workload, violence in the classroom, equity and inclusion and class size and composition. These are very much in keeping with the priorities we are focusing on at Central Office.

Member organizations selected collective bargaining as their top-ranked organizational priority. Currently there are five Member Organizations with expired collective agreements and seven member organizations with collective agreements due to

expire in the next twelve months. All three NWTTA collective agreements expire at the end of the 2020 school year.

Member organizations have ranked their top four collective bargaining priorities as teacher salary increases, teacher workload, class composition and recruitment and retention. These are also priorities that we at Central Office find ourselves focusing on.

CTF and Member Organizations provide tremendous resources and support to each other. We are very honoured to be part of such a great organization.

Remember, we are here to serve you, our members. Please let us know if there is ever anything we can do to assist you.

The NWTTA hosted the **Presidents of the West Member Organizations meetings January 22-23, 2019.** Minister of Education, Culture & Employment Caroline Cochrane was a guest for a portion of the meetings.



Below (l-r) Standing: **Fraser Oliver (NT), Norm Gould (MB), Glen Hansman (BC), Greg Jeffery (AB), Patrick Maze (SK);** Sitting: **Mark Ramsankar (CTF President), Caroline Cochrane (GNWT Minister of Education, Culture & Employment), Sue Harding (YT)**



Educational Leadership Program

Christina Steen, Professional Development Coordinator

The Educational Leadership Program (ELP) is a two-phase program that is designed to help participants develop their leadership skills for use in a northern educational setting. Each phase consists of 65 hours of class time plus a practicum. The program is based on the NWT School Leadership Profile and is organized around these key themes. All principals in Northwest Territories schools must complete this program to be eligible for Principal's Certification. The program is also open to all educators who are not currently school principals. (NWT School Handbook, Education Culture & Employment)

Phase II of the ELP program is being offered this year in Fort Smith from June 29 – July 9, 2019. Remember, in addition to ECE's application to attend ELP, you must also complete an NWTTA application to receive funding to be reimbursed for eligible expenses. Applications can be found on the NWTTA website.

- YCS and YK1 members can contact their District Office to inquire about accessing funding for ELP.
- GNWT NWTTA members are eligible to receive reimbursement of up to \$2500 for ELP expenses.

For further details, contact Christina Steen, Professional Development Coordinator with the NWTTA at pd@nwtta.nt.ca.



www.facebook.com/nwtta

Follow us on Facebook, where we post additional Professional Development opportunities and celebrate the great work you are all doing in NWT schools.

Do you have a Professional Development opportunity you think other Members may be interested in? Email the information to Christina at pd@nwtta.nt.ca to be shared on our Facebook page.

Official Languages of the NWT Tools

Adapted from a communiqué by the Department of Education, Culture and Employment, Government of the Northwest Territories

For more information, contact Rajiv Rawat at rajiv_rawat@gov.nt.ca

The Northwest Territories recognizes 11 official languages. Except for Inuktitut that uses Canadian Aboriginal Syllabics, Inuvialuktun, Cree, Dene, and European languages all use Roman Orthography, with Dene languages requiring additional diacritical marks (i.e., “accents”) and phonetic symbols (i.e., glottal stop, barred l) that are often lacking in various font sets and keyboards.

Fortunately, with the advent of the international Unicode character standard over the last decade, Windows and Mac system fonts such as Arial, Times New Roman, Calibri, and Cambria can be used for Dene transcription. Installation of older legacy fonts and their associated keyboards is no longer necessary or advisable.

To facilitate adoption of the newer standards, staff at the Prince of Wales Northern Heritage Centre have developed several tools and guides to facilitate Indigenous language word processing, including but not limited to:

- Tables and descriptions of all specialized marks and symbols used by Dene languages.
- A complete list of system and open source fonts that have been evaluated on various platforms and browsers for optimal Dene orthographic fidelity.
- An online converter for legacy documents written with Vowel First Dene and WinMac fonts. The converter accepts legacy text and outputs its Unicode compliant version.
- A simple script that modifies Microsoft Office AutoCorrect tables to include official Dene place names. Once run, this tool will apply across all Microsoft Office applications and modify names with their proper accents as they are typed.
- An integrated NWT-specific keyboard layout for Windows and Mac systems. Unlike Language Geek keyboards, this layout can be used for all NWT languages without altering basic keyboard functionality.

These helpful tools are available from: www.pwnhc.ca/orthography-tools/



Run a Pride or GSA Event in your Community!



We've partnered with TakingItGlobal's Rising Youth program to support youth to access microgrants up to \$1500! We are currently endorsing applications for projects until March 31st 2019.

Email us today to get your application started!
STUDENT@RAINBOWCOALITIONYK.ORG

EQUIPPING YOUNG PEOPLE FOR WORK & LIFE!



THE HIGHEST RECOGNITION A YOUTH CAN RECEIVE IN CANADA

The Award is an inclusive leadership and self development framework for **youth aged of 14-24** which strives to support them in fulfilling their potential.

We offer resources and support including:

- **Tailored presentations** for community leaders, teachers, parents and youth
- **Assistance in implementing** the Award in your school
- **Free training** for all community leaders, teachers, guidance counsellors and/or volunteers interested in becoming mentors
- **Ongoing support** as needed

SCHOOL CREDITS FOR DOING THE AWARD

The Award is currently an option for NWT students to receive school credit! Please see page 39. of the NWT School Handbook to see how you can incorporate the Award in your school.

Sophie Kirby - Program Officer NWT
skirby@theaward.ca | (867)-873-1088 | dukeofed.org/ab



Northern Lights

Meet **Annie Jane Charlie** from Inuvik (Beaufort-Delta region)



Q. Where did you grow up?
I grew up in Teet'lit Zheh-Fort McPherson, Northwest Territories.

Q. What made you decide to become a teacher?
I started out as a teacher assistant and over the years Elizabeth (Crawford) Hansen used to always encourage me to go for training. When she would talk to me about it, I would just laugh at her. At that time I did not think I had the qualifications to be a teacher. So, I enrolled in the Teacher Education Program and attended for half a school year and then I switched over to the Aboriginal Language Certificate Program.

Q. What do you teach?
I currently teach my Gwich'in Language to grade 7, 8 & 9. I also teach about the Gwich'in Land and Traditional and contemporary cooking.

Q. What do you enjoy most about teaching?
I enjoy sharing my language, culture and traditional values which I learned from my parents Peter and Mary Kay as well as my grandparents Chief Johnny and Edith Kay and William and Mary Vittrekwa.

Q. How do you engage your students?
I get them engaged by inspiring them about my Gwich'in culture and by teaching about Respect as well as sharing. I also enjoy sharing stories about our Gwich'in History. I also get them engaged by sharing my experience of how I learned the traditional values and beliefs. One of the things too is teaching about the Gwich'in Calendar. We as Gwich'in People have always followed our calendar for years.

How I know students are learning
When you teach, you want the students to remember what they are learning as well as to speak the Gwich'in Language. The way I know they are learning is when I see them in the hallway and I asked them something in Gwich'in. If they respond with the proper answer...I know they are learning. If they do not respond correctly, I correct them and then I know what I need to focus on in my class.

Newsletter Trivia

Send your answers to the trivia questions below to news@nwtta.nt.ca with subject *Trivia*.

Trivia answers are contained within this edition of the newsletter. Newsletter Trivia contests are open to active NWTTA members.

Deadline for entries: **April 15, 2019**



Win a \$50 Starbucks Gift Card!

1. What are the three language families that the nine Indigenous official languages of the Northwest Territories belong to?
2. Where is Cora America spending July 2019?
3. What dollar value is allowed for rental cars while on GNWT medical travel?
4. Who was Steve Lafferty's high school social studies teacher?

Sarah Kelly from Mackenzie Mountain School in Norman Wells (Sahtu region) won the December 2018 Newsletter Trivia!

Newsletter Cover: **Markus Kuptana** from Helen Kalvak School in Ulukahaktok (Beaufort-Delta region) with a snow block

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