



Incorporating Inuit Societal Values



Government of Nunavut

2013

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INTRODUCTION

This report is a compilation of the Government of Nunavut's activities that reflect Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV). The first section of the report identifies legislation with references to IQ and ISV. The second section demonstrates each individual department's activities and/or programs in place to incorporate IQ and ISV into the workplace. It is important to note that this is not an annual report. Some *Acts* have specific requirements for annual reports and this report does not fulfil or replace those requirements. While this report encompasses all departments activities associated with implementing IQ and ISV, it is the responsibility of individual departments to ensure *Acts* are followed and initiatives and programs are implemented.

PART 1: References to Inuit Societal Values and Inuit Qaujimajatuqangit

References to Inuit Societal Values (ISV) and Inuit Qaujimajatuqangit (IQ) in legislation reviewed are summarized in this section, using point form and text directly from the legislation.

IQ Principles

- (a) *Inuuqatigiitsiarniq* (respecting others, relationships and caring for people);
- (b) *Tunnganarniq* (fostering good spirit by being open, welcoming and inclusive);
- (c) *Pijitsirniq* (serving and providing for family or community, or both);
- (d) *Aajiiqatigiinni* (decision making through discussion and consensus);
- (e) *Pilimmaksarniq* or *Pijariuqsarniq* (development of skills through practice, effort and action);
- (f) *Piliriqatigiinni* or *Ikajuqtigiinni* (working together for a common cause);
- (g) *Qanuqtuurniq* (being innovative and resourceful); and
- (h) *Avatittinnik Kamatsiarniq* (respect and care for the land, animals and the environment).

Acts Searched

Official Languages Act/ Inuit Language Protection Act

Under the *Official Languages Act (OLA)*, some of the duties and powers of the Languages Commissioner must be performed and exercised while considering Inuit Qaujimajatuqangit and other Inuit Societal Values.

Most explicit references to IQ/ISV appear in sections 21, 22, 22.1 and 30 of *OLA*, and apply to the Languages Commissioner when hiring staff or engaging elders, conducting mediation, and in exercising her/his investigative powers. These provisions are similar in the Inuit Language Protection Act.

Elders

OLA Section 21. (2) The Languages Commissioner may consult with or engage Elders for assistance with dispute resolution, or for the purposes relating to Inuit Qaujimajatuqangit in the exercise of the powers and performance of the duties of the Languages Commissioner that the Languages Commissioner considers appropriate.

OLA Section 22. Specific duties

(2) (b) developing mediation and other methods consistent with Inuit Qaujimajatuqangit, and using these methods when appropriate to resolve concerns about the performance of legislative, policy or procedural language obligations; and Inuit Qaujimajatuqangit

OLA Section 22.1. (1) The following general principles and concepts of Inuit Qaujimajatuqangit apply in respect of the exercise of the powers and performance of the duties of the Languages Commissioner under sections 20.1, 21, paragraph 22(2)(b), section 30 and sections 32(1) and (3):

(a) Inuuqatigiitsiarniq (respecting others, relationships and caring for people);

- (b) Tunnganarniq (fostering good spirit by being open, welcoming and inclusive);
- (c) Pijitsirniq (serving and providing for family or community, or both);
- (d) Aajiiqatigiinniq (decision-making through discussion and consensus);
- (e) Piliriqatigiinniq or Ikajuqtigiinniq (working together for a common cause);
- (f) Qanuqtuurniq (being innovative and resourceful).

Other Inuit societal values

OLA Section 22.1. (2) The Languages Commissioner may, in the exercise of the powers and performance of the duties of the Languages Commissioner, identify, use or incorporate other Inuit societal values that the Languages Commissioner considers to be relevant and beneficial.

Non-investigative resolution

OLA Section 30. The Languages Commissioner may recommend or use mediation and other means consistent with Inuit Qaujimajatuqangit in attempting to resolve concerns identified in an application or request made under section 26(1) or (2).

Under Communication with and Services to the Public in the Official languages, section 12(7) of *OLA* also makes indirect references to IQ/ISV by ensuring measures are taken by the administrative head of a territorial institution (a) “to provide an active offer of the services in question, making it known to members of the public that they have the right to communicate and receive available services in their Official Language of choice” and (b) “to ensure that the services in question are (i) delivered to members of the public on request; (ii) delivered with attention to cultural appropriateness and effectiveness; and (iii) of comparable quality”.

These provisions can be said to support the principles of tunnganarniq – being open, welcoming and inclusive; pijitsirniq - serving and providing for



the principles of Inuuqatigiitsiarniq, Tunnganarniq and Piliriqatigiinni.

- Reporting on behaviour to district education authority
 - Section 60. A principal shall, in accordance with the regulations, provide the district education authority with reports on student behaviour in his or her school.
- School rules
 - Section 61. (1) Subject to the approval of the district education authority, the principal may make rules in respect of his or her school.
- Inuit Qaujimajatuqangit
 - Section 61. (2) The school rules shall be developed in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq and Piliriqatigiinni.
- Discipline
 - Inuit Qaujimajatuqangit
 - Section 68. A district education authority and the members of the education staff, in acting under the Inuuqatigiitsiarniq policy and sections 62 to 67, shall act in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq, Tunnganarniq and Piliriqatigiinni
- (PART 10) Instructional Hours and School Calendars
 - Contents of calendar
 - Inuit Qaujimajatuqangit
 - Section 84. (3) A district education authority shall develop a school calendar in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Pijitsirniq and Aajiiqatigiinni.



- (PART 11) School Staff
 - teachers
 - Orientation and mentoring programs)
 - Inuit Qaujimajatuqangit
 - Section 96. (2) Orientation and mentoring programs developed under subsection (1) shall be developed in accordance with and be based on Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
 - Specific additional duties of teachers
 - Section 98. In addition to anything else a teacher is required to do under this Act, he or she shall
 - (b) teach his or her students in a manner that is consistent with Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit and respect for Inuit cultural identity;
- Principals and Vice-principals
 - Duties of principal- general statement
 - Inuit Qaujimajatuqangit
 - Section 114. (2) The principal shall carry out his or her duty under subsection (1) in accordance with Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
 - Duty to monitor re: Inuit Qaujimajatuqangit
 - Section 114.1. (1) A principal shall monitor and evaluate the carrying out of the Inuit Qaujimajatuqangit duties of the members of the education staff in his or her school.
 - Information to be provided



- Section 122.1. (3) The committee may require the Minister to provide the committee with information in the possession of the Minister or the department relating to the carrying out of the Inuit Qaujimajatuqangit duties of the Minister and principals and other members of the education staff.
- Definition of "Inuit Qaujimajatuqangit duties"
 - Section 122.1. (7) In this section, "Inuit Qaujimajatuqangit duties" means duties relating to Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
- Duties of District Education Authorities
 - Additional duties and responsibilities)
 - Considerations
 - Section 138. (3) Before recommending that a regulation be made under paragraph (1)(a), the Minister shall consider the effect that the assignment of additional duties and responsibilities would have on
 - (b) the incorporation of Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit into the school program;
 - Report on Inuit Qaujimajatuqangit
 - Section 138.1. (1) A district education authority shall prepare and include in the report referred to in subsection 146(1) a report on the carrying out of the Inuit Qaujimajatuqangit duties of the district education authority and of principals and other members of the education staff in the schools under the jurisdiction of the district education authority.
 - Definition of "Inuit Qaujimajatuqangit duties"



- (a) Pijitsirniq/Ihumaliukti, which means that a person with the power to make decisions must exercise that power to serve the people to whom he or she is responsible;
- (b) Papattiniq/Munakhinik, which means the obligation of guardianship or stewardship that a person may owe in relation to something that does not belong to the person;
- (c) Aajiiqatigiingniq/Pitiakatigiiklotik, which means that people who wish to resolve important matters or any differences of interest must treat each other with respect and discuss them in a meaningful way, keeping in mind that just because a person is silent does not necessarily mean he or she agrees;
- (d) Pilimmaksarniq/Ayoikyumikatakhimanik, which means that skills must be improved and maintained through experience and practice;
- (e) Piliriqatigiingniq/Havakatigiiklutik, which means that people must work together in harmony to achieve a common purpose;
- (f) Avatimik Kamattiarniq/Amiginik Avatimik, which means that people are stewards of the environment and must treat all of nature holistically and with respect, because humans, wildlife and habitat are inter-connected and each person's actions and intentions towards everything else have consequences, for good or ill;
- (g) Qanuqtuurunnarniq/Kaujimatukanut, which means the ability to be creative and flexible and to improvise with whatever is at hand to achieve a purpose or solve a problem;



- (i) all reasonable alternatives to the activity that would reduce the impact on the species have been considered and the activity being authorized is the best among the alternatives, after considering relevant ecological, scientific, Inuit Qaujimajatuqangit, technological, and socio-economic factors,
- Rights and Authorities: Authorized persons
 - Section 21. (2) Only a conservation officer, wildlife guardian, scientist, Qaujimanilik/Ihumatuyuk, or a person acting under their authority, may be authorized under subsection (1).
- (PART 5) Conservation and Other Management Measures
 - Designating species at risk
 - Recommendations
 - Section 129. (1) The NSRC shall, at least once a year, make a report to the NWMB containing
 - (c) a status report summarizing the best available information on the status of a species, including knowledge from any scientist, Qaujimanilik/Ihumatuyuk or other holder of traditional knowledge that may be appropriate;
- (PART 6) Management Functions - Minister
 - Powers of Minister
 - Section 149. The Minister may
 - (d) support and implement suitable programs of education and training respecting Inuit Qaujimajatuqangit, safe and humane harvesting methods, harvester education and wildlife conservation;
- Advisory committees

- No references

Child And Family Services Act

- ISV
 - Preamble
 - And whereas it is recognized that decisions concerning children should be made in accordance with the best interests of children, with a recognition that differing cultural values and practices must be respected in those determinations;
 - Best interests of the child

Section 3. Where there is a reference in this Act to the best interests of a child, all relevant factors must be taken into consideration in determining the best interests of a child including the following factors, with a recognition that differing cultural values and practices must be respected in making that determination:

 - (a) the child's safety;
 - (b) the child's physical, mental and emotional level of development and needs, and the appropriate care or treatment to meet those needs;
 - (c) the child's cultural, linguistic and spiritual or religious upbringing and ties;
 - (d) the importance for the child's development of a positive relationship with his or her parent, a secure place as a wanted and needed member of the family, and a stable environment;
 - (e) the importance of continuity in the child's care and the possible effect on the child of disruption of that continuity;
 - (f) the risk that the child may suffer harm through being removed from, kept away from, returned to, or allowed to remain in, the care of a parent;
 - (g) the merits of any proposed plan of care for the child;

- "Inuit Qaujimajatuqangit" means traditional Inuit values, knowledge, behaviour, perceptions and expectations; (Inuit Qaujimajatuqangit)

Human Rights Act

- ISV - Introduction
 - Whereas it is just and consistent with Canada's international undertakings to recognize and make special provision for Inuit culture and values that underlie the Inuit way of life;
 - (PART 3) HUMAN RIGHTS TRIBUNAL Establishment and Composition
 - Qualifications
 - Section 16. (2)A person appointed as a member of the Tribunal must have an interest in and a sensitivity to human rights and to Inuit culture and values that underlie the Inuit way of life.
 - (PART 5) Hearing
 - Order
 - Section 34. (3)If the Tribunal finds, under subsection (1), that a notification has merit in whole or in part, the Tribunal
 - (a) may order a party against whom the finding was made to do one or more of the following:
 - (x) to take any further action that the Tribunal considers appropriate having regard to Inuit culture and values that underlie the Inuit way of life; and
- IQ
 - (PART 1) Interpretation and Application
 - Purpose

respect of the offence, to one or more of the following:

- (c) to seek atonement in accordance with Inuit Qaujimajatuqangit;

Legislative Assembly And Executive Council Act

- ISV
 - No references
- IQ
 - Interpretation
 - Inuit Qaujimajatuqangit
 - Section 2. (3) In exercising its right referred to in subsection (1), the Legislative Assembly may take into consideration Inuit Qaujimajatuqangit. S.Nu. 2006,c.10,s.4(2).
 - Rights and Powers of Legislative Assembly and Members
 - Part of the law of Nunavut
 - Section 16. (2) The privileges, immunities and powers referred to in subsection (1)
 - (d) shall be exercised taking into consideration Inuit Qaujimajatuqangit.
 - Management and Services Board
 - Inuit Qaujimajatuqangit
 - Section 40. (7) In exercising its powers and carrying out its duties, the Management and Services Board shall give due consideration to the cultures and traditions of Nunavut and to Inuit Qaujimajatuqangit. S.Nu. 2002,c.15,s.3; S.Nu. 2010,c.13,s.11.

Values and Guiding Principles: This Code is founded on the following broad Inuit societal values:

Inuit Qaujimajatuqangit Values

- a) *Inuuqatigiitsiarniq*, or respecting others, loyalty and caring for people;
- b) *Tunnganarniq*, or fostering good spirit by being open, welcoming and inclusive;
- c) *Pijitsirniq*, or serving and providing for others;
- d) *Aajiiqatigiinniq*, or decision making through consensus;
- e) *Pilimmaksarniq / pijariuqsarniq*, or development of skills through practice, effort and action;
- f) *Piliriqatigiinniq / Ikajuqtigiinniq*, or working together for a common cause;
- g) *Qanuqtuurniq*, or being innovative and resourceful;
- h) *Avatittinnik Kamatsiarniq*, or respect and care for the land, animals and the environment;

Falling under these broad values are the following more specific guiding principles:

Guiding Principles

- i) *Sulittiarniq* – public servants must uphold the public trust by behaving honestly and with integrity;
- j) *Ajjiiktitsiniq* – public servants must carry out their responsibilities in a way that is, and that the public sees to be, fair, objective and impartial;
- k) *Ujjiqsuttiarniq* – public servants must perform their work in a courteous and conscientious manner and be respectful of the needs and values of co-workers and the public they serve;
- l) *Iqqanaijaqtitiavauniq* – public servants must seek to achieve high standards of service and use and manage resources in a responsible, economic and efficient manner;
- m) *Pijitsittiarniq gavamakkunnik* – public servants have a duty of loyalty to the GN and to the public, and must carry out their responsibilities to the best of their abilities, regardless of their personal or political affiliations;

n) *Kiggaqtuittiarniq iqqanaijarvigijaminut* – public servants must represent the GN with professionalism and not conduct themselves in a manner that could bring the reputation of the GN into disrepute.

Department of Environment

Program Initiatives

Social Science Research Program

In 2007, the Department of Environment created a Social Science Researcher position in the wildlife management division. The position develops and conducts research to gather Inuit Qaujimagangit on a variety of topics to complement scientific research being conducted in Nunavut. The Social Science Researcher also develops and conducts research to gather Inuit Qaujimagangit on a wide variety of management initiatives designed to meet the Ministers obligations under the NLCA and to provide a basis for management policies and practices in all areas of the department in Nunavut.

The Research Program uses qualitative and quantitative approaches to help the Department of Environment take into account the needs of Nunavummiut, particularly Inuit, and understand how Nunavut society views wildlife management services and measure how satisfied they are with the services provided.

Elders IQ on Climate Change

The Department of Environment completed a digitization project of IQ recordings with elders in the Baffin Region (carried out 2011-2012). This was done to archive the recordings for integration into future outreach and communications tools, such as climate change podcasts and other interactive climate change resources. These tools will be disseminated through the Nunavut Climate Change Centre.

Celebration of the Seal

- Arviat and Kugaaruk - Traditional knowledge consultations for proposed Territorial Parks.

Operational Initiatives

Inutuqait Mianiksijiit Angngutiksanic

The *Inutuqait Mianiksijiit Angngutiksanic* (Elders Advisory Committee on the Environment) was established under the *Wildlife Act*. It is composed of nine members, with three representatives from each Nunavut region. Each member must be a person recognized by the Minister as a *Qaujimanilik/Ihumatuyuk* having the appropriate wildlife expertise. Meetings are held on a regular basis.

The overall role of the *Inutuqait Mianiksijiit Angngutiksanic* is to facilitate application of the principles and concepts of *Inuit Qaujimajatuqangit* (as contained within the *Wildlife Act*) into wildlife and environmental management in Nunavut. In this capacity, the committee provides advice and recommendations to the Minister of Environment.

Consultation Meetings with Hunters and Trapper Organizations(HTOs), Regional Wildlife Organizations(RWOs) and the Public

The Department of Environment has and will continue to work with the Nunavut public across a broad range of decisions and policy issues. Nunavut society is usually engaged through consultations meetings between the department and community Hunters and Trappers Organizations or Regional Wildlife Organizations. Special consultation meetings have also been held on some far reaching issues, such as the development of the Caribou Strategy. Through these consultation efforts, the Department of Environment is gathering information on and communicating with Nunavut society to make sure that the services provided are meeting the values and interests of Nunavummiut, particularly Inuit.

clients in Inuktitut in most locations. The department strives to promote cross training and to “help each other out” regarding culturally related issues.

The department has held monthly Celebration of Accomplishment events in the past, where employee accomplishments in the workplace and as volunteers in the community are recognized. Donations of traditional food are welcomed at these events.

The department undertook formal consultations with NTI and the Regional Inuit Associations in 2011 on Cultural Immersion Days and incorporating Inuit Qaujimagatuqangit in the workplace.

Staff within the Department of Finance take pride in their capabilities and competence. The department constantly strives to meet or exceed the expectations of the Nunavut Public Service Code of Values and Ethics for all public servants, both individually and collectively.

Department of Culture and Heritage

The Department of Culture and Heritage will ensure it reflects the values and beliefs of the people it serves by incorporating Inuit Societal Values into departmental policies, programs and services that support Nunavummiut. At the heart of the IQ principles lies the core value of *Ikajuqtigiiniq* -working together for a common cause. In practice, *Ikajuqtigiiniq* is realized through discussion and consensus based decision making across the department.

Program Initiatives

The department’s Inuit Qaujimagatuqangit Division administers ISV funding to non-profit organizations to promote ISV in Nunavut. Examples of program initiatives funded include traditional skills and knowledge workshops, land-based healing workshops, wellness and counseling workshops, an IQ conference, promoting *Inummariit Inusilirijjusia* (Inuit social survival skills) and cultural teaching opportunities with elders.

To better integrate ISV into its initiatives, the department's Elders and Youth Division established their programs on the basis of the 2010-2014 Elder Program Strategy. The recommendations of this strategy were set by elders on the basis of ISV. The division works closely with elders for direction through monthly teleconference calls and workshops in communities. Elders in communities assist division staff with implementing the strategy recommendations and programming such as:

- Elder lectures in communities: selected elders from various communities talk on local radio stations about how Inuit use to deal with such things as child rearing, family relationships, roles of individuals and respect for the elders.
- Oral history collection: adults or younger people conduct interviews in their community to collect stories from the elders.
- Collecting historical site stories: using maps, elders are gathered to tell stories on how the name of an area of land came to be, examine significant events that have happened in certain areas, as well identify what areas are dangerous and what areas provide the best camp sites.
- Family relations and genealogy project: this is a promotion of kinship terms to be revived and a mechanism for both elders and youth to learn more about t family lines.

Through the department's grants and contributions, funding is provided to applicants that propose projects to promote and preserve the Inuit culture, tradition and language.

Inuit Uqausinginnik Taiguusiliuqtiit (IUT)

Inuit Uqausinginnik Taiguusiliuqtiit (IUT) was created by the Inuit Language Protection Act (ILPA) on September 18th, 2009 and established as an arms-length public agency on September 19th, 2011. As a public agency, IUT is founded on the principles of IQ and ISV because its specific mandate is to expand knowledge and expertise in the area of the Inuit Language. The following six principles form the foundation of IUT's reason for being:

- *Pijitsirniq*: Given its main concern with respect to the Inuit Language, IUT is a link between the Government of Nunavut and Nunavummiut.
- *Aajiiqatigiingniq/piliriqatigiingniq*: IUT carries out its duties to the GN and Nunavummiut by way of consultations and partnerships, and by way of direction from its Board which is comprised mainly of Inuit elders selected for their capabilities and experience and the respect they command in their communities and Nunavut.
- *Pilimmaksarniq/pijariuqsarniq*: Through its terminology work, IUT is inherently a learning organization with a forward perspective in developing and creating standardized terminologies and in its efforts to preserve traditional terms and expressions.
- *Qanuqtuurunnarniq*: As a new entity, IUT is pioneering work on the promotion of the Inuit Language. As such, its work to address structural and operational needs has been, up to this point, a continually innovative process.
- *Sulittiarniq*: Given that IUT is mandated to publish, promote and maintain a terminology database of traditional and standardized terms and expressions, a high quality of written materials and definition of terms has to be ensured.
- *Kiggaqtuittiarniq iqqanaijarvigijaminut*: As a public agency designed and created to represent the Inuit Language, IUT staff take IUT's role seriously and are ever-cognizant that, as a conduit between Government and Nunavummiut, they must maintain a high level of professionalism and integrity in all their dealings with GN Departments and Nunavummiut.

Inuit Qaujimagatuqangit Katimajit (IQK)

IQK was established in 2003 and is made up of non-governmental members who have expertise in IQ. Its mandate is to make recommendations to the government on how to incorporate IQ in its efforts to meet the goals of the government. IQK meets regularly three times a year, or as many times is necessary by the number of requests from GN departments. IQK undertake the following actions:

- Provides advice, as requested by departments, on their efforts to deliver programs and services within the context of IQ;

- Provides advice to departments, on their efforts to demonstrate traditional Inuit values through their day-to-day operations;
- Provides advice to departments on the viability of suggested approaches for improving governmental progress on IQ; and
- May offer advice to the government on IQ issues at any time.

At its two last meetings (June 2012 and March 2013), the IQK provided feedback on proposed changes to the Child and Family Services Act and on the Nunavut Representative for Children and Youth Act and discussed concerns relating to GN policies, reflecting Inuit traditional laws regarding family, parental and elder life-long responsibilities for an offspring's wellbeing and guidance.

Tuttarviit

Tuttarviit is an inter-departmental working group consisting of IQ coordinators from each GN department. Tuttarviit draws on IQK as a resource and develops IQ related initiatives for the GN.

In the last two years, Tuttarviit held a strategic planning retreat to develop an implementation plan and reviewed and provided recommendations on the following issues:

- *Official Languages Act*
- Food Security
- Cervical Cancer Screening
- *Nunavut's Representative for Children and Youth Act*
- The Act to amend the *Access to Information and Privacy Protection Act*
- Legislative proposal on the Nunavut Business Credit Corporation
- Legislative proposal on Health and Social Services
- *Public Health Act*
- Legislative proposal on collaboration for Poverty Reduction Act
- Fur Harvester Support Program Policy
- Environment and Inuit survival
- Alternative Social Policy Framework for Nunavut

Tuttarviit also sponsored two presentations on IQ in academia – lessons learned for IQ in government (Dr. Janet Tamalik McGrath) and IQ as an Indigenous governance system (Keiichi Omuna – Osaka University).

Inuit Society Values Katimajit (ISVK)

ISVK was established in June 2011. The membership consists of senior officials from the GN departments of Culture and Heritage, Finance, Education, Environment, Justice, Nunavut Arctic College, Health, Economic Development and Transportation, and Family Services. The majority of the members are Inuit senior officials. ISVK was very active in assisting and providing advice to Human Resources (HR) in two key areas of HR Directives.

Operational Initiatives

The GN's established IQ principles serve as a guide for the department's Corporate Services Division, which is updating internal processes for the administration of the department's Grants and Contributions. *Ikajuqtigiiniq* will provide space for innovation in the division's use of resources as it updates its processes according to the Grants and Contributions Policies and Financial Administration Manual. It is implicit that observation and mentorship will provide the foundation for any changes going forward.

As the lead department for official languages, the Department of Culture and Heritage is coordinating efforts to ensure *Tunnganarniq* and to ensure ISV are preserved. By ensuring rights to communicate with, and receive services in Nunavut's official languages, the department ensures Nunavummiut are being included in their communities. It is working to ensure service standards within its own department by providing communications and publications in Inuktitut, Inuinnaqtun, French, and English. It also provides translation services and support to other departments to allow them to build their service capacity.

The department's Heritage Division is working to advance Inuit Societal Values by making every effort to strengthen the role of Elders and community members in addressing Nunavummiut interests in historic and archaeological sites. The division recognizes the role that Elders have in

conserving vulnerable Inuit heritage sites and historic Inuit land use. The role of Elders has become increasingly important with the recent Environmental Impact Assessments of natural resource development and similar activity within the Inuit Settlement Area. The department has encouraged incoming proponents of mining development to engage Elders in order to have community-level input on locations for exploratory work and the subsequent monitoring of the areas where ongoing projects are taking place.

The Inuit Qaujimajatuqangit Division is committed to the promotion and integration of Inuit societal values at all levels of its operations. Almost every undertaking by the division is related, in one way or another, to Inuit societal values. Major initiatives include the coordination of the IQK and Tuttarviit.

Nunavut Housing Corporation

Program Initiatives

Nunavut Housing Corporation (NHC) delivery of Home Ownership Assistance Programs and the Public Housing Program is community based through its Local Housing Organizations, which are 84% staffed by Inuit and governed by locally elected boards. As such, Inuit Societal Values are inherent in all aspects of daily operations and client contact. Application forms and information are provided in local dialects.

Operational Initiatives

NHC has established an ILPA/OLA/ISV Advisory Committee with representation from each of its five offices to ensure implementation in a consistent and participatory fashion.

Igluliuqatigiilauqta, and changes to the Public Housing Rent Scale were developed in accordance with *aajiiqatiginni*, *pijitsirniq* and *piliriqatinni* / *ikajuqtiinni*. The NHC's Tunngasugvik Policy in particular embodies the principals of *tunnganarniq* and *qanuqtuurniq*.

The principal of *avatittinnik kamatsiarniq* is embodied in NHC's energy efficient housing designs and upgrades, along with funding for energy efficiency improvements for qualifying homeowners under the Homeownership Renovation Program and the Heating Oil Tank Replacement Program.

Pilimmaksarniq / pijariuqsarniq is demonstrated through the NHC's community development focus whereby Local Housing Organization staff is recruited locally and provided training and supports.

NHC has identified the need for an IQ and Uqausivut Coordinator as part of its internal organization review.

NHC actively participates as a member of Tuttarviit Committee.

NHC hosts regular IQ/ISV cultural outings involving elders.

NHC uses Inuktitut almost exclusively in its Arviat offices, and can serve clients in Inuktitut in all locations.

Department of Economic Development and Transportation

Program Initiatives

Contribution agreements for all non-governmental organizations partnering with the Department of Economic Development and Transportation (ED&T) in 2013/14 will include a requirement for ISV, in addition to following the Nunavummi Nangminiqaqtunil Ikajuuti (NNI) policy and other conditions.

Operational Initiatives

ED&T are including ISV in all job descriptions, so they are becoming an essential part of how all staff work.

All meetings are held using consensus decision making, with a clear expectation that all ISVs will be utilized in the meetings.

ISV were used by the advisory group and consultants in the recently completed *Tunngasaiji, a Tourism Strategy for Nunavut*. ISV is recognized on the first page of the strategy's executive summary and in the guiding principles of the document.

All future strategies will include ISV in a similar manner.

Nunavut Arctic College

Program Initiatives

Piqqusilirivvik

The Piqqusilirivvik Inuit Cultural Learning Facility is a prime example of ISV being used in the workplace, as all aspects of the new cultural centre are based on ISV, including instructors and staff working together to incorporate ISV into the foundation of the courses offered. The following are a few examples:

- *Tunnganarniq*: Fostering good spirits by being open, welcoming and inclusive.
 - The layout of the common area is based on an igloo. Therefore the students and staff mingle during break times and hold gatherings at the beginning of each day in that area. Visitors come to use the common area, and it is also used during meal times.
- *Pilimmaksarniq*: Development of skills through observation, mentoring, practice and effort.
 - **Teaching**: teaching students about survival on the land by making harpoons, lears, etc., and using them while on a hunting course, in addition to the making of igloos and shelters, preparation and preservation of harvested animals for consumption, and the making of clothing from the skins. It provides hands-on experience for all participants.
 - **Working**. A resident elder is passing on knowledge to others who work with him, therefore mentoring all of the younger generations.

- Qanuqtuurniq: Being innovative and resourceful.
 - **Teaching.** In the fall camp, students are taught how to be prepared for any emergency situation, such as being stuck on the land due to bad weather or broken motors. They are taught that the land provides what is needed to survive.
 - **Working.** Instructors and curriculum coordinators have to create courses, as there are no written course outlines about survival, hunting, making hunting clothing, making small tools etc.
- Avatimik Kamatsiarniq: Respect and care for the land, animals and the environment.
 - **Teaching.** Students go on the land frequently and are taught about survival, hunting and shelter making. They are taught the fundamental values of respecting the animals and the environment throughout the land courses.
 - **Working.** The instructors lead by example while teaching.

Operational Initiatives

All course and program outlines have to describe how ISV are built into the curriculum. There is an internal approval and sign off process.

The Board of Governors approved a statement of Teaching and Learning Principles built on the foundation of ISV. These are published and displayed in the college.

The instructor development and staff development courses offered internally use the ISV based Teaching and Learning Principles.

The department has a manual on Working with Elders for Adult Educators and Instructors and other College Staff based on ISV.

Department of Community and Government Services

Program Initiatives

Partnership with Nunavut Arctic College IT Diploma Program

As part of incorporating *pilimmaksarniq/pijariuqsarniq*, the Department of Community and Government Services (CGS) continues to fund a two year IT Diploma program through NAC directed at Inuit Beneficiaries. This program designed to teach and enhance Inuit Beneficiaries skills in informatics and promote meaningful employment within Nunavut.

Technical Professional Studies Scholarship and Computer Award Program

CGS supports an annual Technical Professional Studies Scholarship, which is provided to high achieving students studying in the fields of engineering, informatics, community planning, business studies, and college programs of firefighting, training and prevention and land administration, for which there is ongoing need for accredited and trained staff. This scholarship program is meant to encourage students to stay in school until degree or certification completion. This technical professional studies scholarship supports the value of *pilimmaksarniq/pijariuqsarniq*, as students learn and develop skills through observation, mentoring, practice, and effort.

In addition, the continued Computer Award Program offered by CGS further supports the value of *pilimmaksarniq/pijariuqsarniq*. In conjunction with Department of Education officials and the foregoing programs, it is hoped that that the GN will observe early awareness of career opportunities and more meaningful improvements in Inuit and northern representation in Informatics Planning and Services.

Search and Rescue

CGS continues to recommend and support that each community has an Elder committee which can advise and assist in community search and rescue initiatives. These committees are able to share their traditional knowledge on appropriate hunting areas to search, land and ice conditions, and assist in Inuktitut/Inuinnaqtun public announcements regarding how to make safe travel plans and be prepared on the land.

Further, the Elders committees serve in an advisory role as to when a search and rescue operation should continue or cease based on their knowledge of weather and likelihood of survival. The committees are fundamental in fostering the values of *inuuqatigiitsiarniq*, *piliriqatigiinniq/ Ikajuqtigiinniq*, *qanuqtuurniq*, *pijitsirniq* and *aajiiqatigiinniq*, and strengthen the value of working together for a community cause, while being resourceful and generating decision making through discussion and consensus.

Nunavut Municipal Training Organization (MTO)

CGS continues to support the MTO, which is focused on providing Nunavut-specific training, community-specific ‘targeted’ training and other development opportunities to enhance every aspect of municipal operations. The MTO organization strives to support the values of *pilimmaksarniq/Pijariuqsarniq*, *pijitsirniq*, and *piliriqatigiinniq/ikajuqtigiinniq* through continued educational and skills development initiatives and further providing the municipalities the capacity to do as such.

Sport and Recreation

Nunavut’s sport and recreation Organizations are a key element of the territory’s sport delivery system, and are involved in the planning and development of community level sport programming, intercommunity events and the selection and preparation of athletes and coaches for major games. CGS fosters a partnership with various Nunavut sport and recreation organizations through the Sport and Recreation Division. CGS works with these sport organizations to plan program delivery for programming seasons. This partnership honors the value of *pilimmaksarniq/pijariuqsarniq* by enriching the continued development of the communities in a sport and recreation capacity.

Qulliq Energy Corporation

Operational Initiatives

Qulliq Energy Corporation (QEC) has created and filled the position of IQ and Language Plan Advisor. The individual in this position has been active

on Tuttarviit and continues to communicate with the Language Office as needed. He is also a member of Uqausiit, which is a terminology group working under Tuttarviit.

QEC is currently creating guidelines and terms of reference to create an ILPA/OLA/ISV Advisory Committee with proportionate representation from each region in Nunavut and QEC's two headquarter offices to ensure implementation in a consistent and cohesive manner.

QEC has also translated all documents and forms for its customer service group that deal directly with the public.

Department of Justice

Program Initiatives

Corrections

All correctional facilities try to incorporate Inuit values through traditional programming. Correctional programs facilitate communication with and access back to the community. Offenders have access to traditional healing programs in order to maintain cultural values and traditions, and one of the ways this is achieved is through the Inuit Cultural Skills Program (ICSP). It is also vital for offenders to be able to communicate with family and friends in their hometowns while incarcerated, so that community ties can be maintained.

Legal Will Guide

The Department of Justice has created the first guide to drafting a will in the Inuit language. The department created a language working group in order to translate some of the complex terminology issues related to writing a will. This guide will allow more Nunavummiut to make their wishes known in their language of choice.

program, as it would apply to all employees, not just those in positions which require the use of a second language. The development of assessment tools and language programs will get started in 2013-14.

Sivumuaqatigiit Mentorship Program

The following are initiatives undertaken by the Department of Executive and Intergovernmental Affairs with regards to the Sivumuaqatigiit Mentorship Program:

- Mentoring is a tradition and strength deeply rooted in Inuit culture. The Mentorship Program is designed to reflect an Inuit cultural model for learning, where an elder/expert passes their skills to a new learner with proven aptitude.
- A made-in-Nunavut “Introduction to Mentorship” booklet and supporting DVD are available for employees considering becoming a mentor.
- A call for current and retired public service mentors is currently being prepared so a roster of trained mentors become available for any GN employee who wishes to have one.

Sivumuaqatigiit Cultural Orientation Program

The following are initiatives undertaken by the Department of Executive and Intergovernmental Affairs with regards to the Sivumuaqatigiit Cultural Orientation Program:

- Cultural orientation sessions are delivered in conjunction with employee orientation sessions.
- The deliveries can be in a classroom setting or seasonal, one day, on-the-land sessions to introduce employee to:
 - The History of Nunavut
 - Inuit Societal Values
 - 8 Guiding Principles
 - GN Mandate
 - Traditional Inuit Activities
- EIA offers assistance to departments who want to deliver customized cultural orientation workshops tailored to their respective department.

Devolution

In cooperation with Inuit Uqausinginnik Taiguusiliuqtiit (IUT), the Department of Executive and Intergovernmental Affairs' Devolution Division developed Inuit language terms and guiding principles relating to devolution. The division had assistance from language experts across Nunavut with various backgrounds and held terminology workshops in 2011. The term “devolution” was standardized through IUT in 2012. *Namminiqsurniq/nangminiqsurniq* or ‘achieving greater autonomy’ is now in use for all communications and is the standard term used for translating “devolution”.

It was further recommended by the division during consultations that more than one term was required to convey the different nuances and importance of devolution to the Inuktitut speaking audience. Five terms were recommended to explain the importance of devolution using ISV. The following terms were approved by IUT to build on the current IQ Guiding Principles when communicating about devolution:

- *Paqqijautuinnarumanniq* (striving to be autonomous)
- *Kajungittiarniq* (perseverance and determination)
- *Aangainniq* (awareness, clear purpose)
- *Qanuqtuuttiaqsimaniq* (thoughtful coordination and planning)
- *Tunngaviqattiarniq* (reflecting and establishing a solid foundation)

Operational Initiatives

Executive Council (Cabinet)

All recommendations for decision to Cabinet must outline how the recommendation will advance Inuit culture, language and/or societal values. They are required to identify which guiding principles - *Inuuqatigiitsiarniq, Tunnganarniq, Pijitsirniq, Aajiiqatigiinniq, Pilimmaksarniq/ Pijariuqsarniq, Piliriqatigiinniq/Ikajuqatigiinniq,*

Qanuqtuurniq, and Avatittinnik Kamatsiarniq - are most relevant and how they apply.

Legislative proposals are reviewed by Malingaksanik Qimirrujiit (MQ). MQ has six members: EIA's Legislative Coordinator (Chair), Director of the Legislation Division of the Department of Justice, and Directors of Policy from the departments of EIA, Finance, and Culture and Heritage. MQ provides input from a government-wide perspective with particular attention to legal, policy, ISV, and financial issues.

The Cabinet room has interpretation equipment and Ministers in Cabinet meetings are able to speak freely in either Inuktitut or English.

Government Liaison Office

A Government Liaison Officer (GLO) is each community's central point-of-contact with the Government of Nunavut. All GLOs are bilingual, ensuring Nunavummiut have access to information in the language of their choice.

The first training that GLOs participated in was IQ training.

Communications

Ensuring that the GN provides information in all official languages and that it follows both the *OLA* and *ILPA* is crucial to the success of the government.

Social media communications included Facebook, Twitter, and YouTube posts, among others. EIA communications staff ensure that:

- Videos are uploaded to YouTube in Inuktitut and English (including subtitles for both languages as needed);
- Facebook posts appear in four languages;
- Information provided on the new GN website is displayed in both Inuktitut and English, followed by Inuinnaqtun and French as translations are received. Department websites will follow suit in the near future;

- Emails received through Info@gov.nu.ca are responded to in the language they are received in;
- The GN newsletter is distributed in all languages;
- All GN documents are available in all languages, printed or electronically;
- All GN advertisements are in the language of the intended audience;
- Accessing people and services at EIA is mainly done through the 1-800 number or reception – both are answered in Inuktitut and English.

IQ Activities

EIA is responsible for planning and organizing community events and dignitary visits. All events, whether private or public, promote and include country food and traditional Inuit activities.

EIA staff work together with the Premier's Office, NTI, AANDC, and Nunavut Tourism to coordinate Nunavut Day activities.

EIA staff activities include celebrations of personal milestones, retirements and achievements. All celebrations include country food and often Inuit games. Along with annual IQ days, Inuit educational videos are shown in the EIA boardroom every few months and staff are encouraged to attend.

Department of Education

Program Initiatives

The following are some examples of Department of Education policies and programs supporting ISV and IQ:

- Curriculum review and development is done by teams made up of Inuit educators and long-term northern educators in consultation with Elders. Elder Advisory Committees research all elements of Inuit culture required for the education system. They provide input to all projects and materials developed. The Department of Education also works in partnership with the western provinces and the other two territories to develop curriculum frameworks for major areas of study

like Social Studies, Math and English. This is done so that everyone involved has similar expectations for what students learn.

- All teachers are provided with three foundation documents published by the department that outline cultural laws, beliefs, values, stages of learning and integrated learning strands for all curriculum development, as well as for assessment and inclusion.
- The K-6 Planning Guide shows teachers how to incorporate the foundation documents, IQ principles, Inuit societal values in their classrooms.
- A teacher evaluation tool assesses how well teachers incorporate cultural knowledge and skills, IQ and values in teaching.
- Principal evaluation tools assess how well principals incorporate cultural knowledge and skills, IQ and values in the school.
- Principals have to report annually on their plans for staffing to meet teacher requirements for their Language of Instruction model.
- Principals have to report monthly to the District Education Authority (DEA) on Elders in schools on the cultural components of the school program.
- Principals have to incorporate information on IQ, ISV and cultural content and skills into annual School Program plans.
- Principals have to provide information on IQ, ISV and cultural content and skills into their bi-annual school effectiveness reports.
- DEAs have received a set of guidelines and reporting tools for community consultation related to the *Education Act* and major curriculum projects.
- A bilingual screening tool helping to assess language proficiency has been piloted in Kindergartens.
- Bilingual teaching units and learning resource kits are being developed for grades 1-3.
- A new K-6 Inuktitut Language Arts curriculum is starting this year.
- Inuktitut Language Arts courses and teaching/learning materials are already available for grades 10-12.
- New Inuktitut Language Arts materials are under development for grades 7-9.

- The *Education Act* allows DEAs to modify education curriculum by to developing programs that reflect local language and culture. DEAs, working with the schools have begun sending in their local programs with expected learning outcomes for approval by the Minister of Education. This type of program development helps involve parents and promotes community involvement in the school program.
- It is legislated in the *Education Act* that DEAs report on how they and the school staff have been providing school programs based on ISV and the principles and concepts of IQ. The DEAs understand these expectations and forms have been provided to them for reporting.
- To support the use, development and revitalization of the Inuit language the *Education Act* requires that children in every community be taught in the Inuit language from Kindergarten to grade three. This requirement is being met.
- In Nunavut it is believed that bilingual education can contribute to the preservation, use and promotion of Inuit language and culture. Bilingual education is legislated under the *Education Act* to produce graduates who are able to use both languages competently in academic and other contexts.
- The Department of Education is dedicated to working toward a strong Inuit language presence in schools in Nunavut. It is committed to providing students with the supports they need to become strong bilingual Inuktitut-English/French speakers. Several models of instruction were suggested to meet the needs of each community. Communities established Language Committees to assist with the selection of models and development of long-term staffing plans for their schools.
- All DEAs have selected their Language of Instruction model and approximately 60 additional teachers were hired in 2011 to support bilingual education and to help provide a wide range of programs. Next steps involve developing long term staffing plans and providing in-service on language of instruction to teachers.
- Section 17 of the *Education Act* requires DEAs to provide an early childhood education program to promote fluency in the Inuit language and knowledge of Inuit culture. \$1.6M has been made available to DEAs in 2013/2014 to support language and culture programming in early childhood.

Passed in May 2013, this Act emphasizes the central role of collaboration – working together and helping one another – as the principal path the government must follow to reduce poverty.

The Nunavut Anti-Poverty Secretariat

The Nunavut Anti-Poverty Secretariat supports the Nunavut Roundtable on Poverty Reduction. The Roundtable is leading the development of Nunavut's five year poverty reduction action plan through a process of public engagement that prioritizes ISV.

Training and Orientation

The Department of Family Services has been working with the Department of Culture and Heritage to improve training so that it includes ISV content in its orientation and training of frontline staff and supervisors in the social services side of the operations. Regarding income assistance services, there is code of ethics developed for all Income Assistance Workers.

Training Supports

The Department of Family Services delivers funding through the Adult Learning and Training Supports and Training on the Job programs and in association with partners with other funding sources to assist individuals to take advantage of training opportunities. To become self-reliant, social assistant clients are encouraged to undertake productive choices and are often referred to Career Development Officers for employment and career counseling or to access funding for education upgrading or training.