

NUNAVIK

Inuit-Controlled Education in Arctic Quebec



Ann Vick-Westgate

Nunavik Inuitcontrolled Education In Arctic Quebec

Gorm Winther



Nunavik Inuitcontrolled Education In Arctic Quebec:

Nunavik Ann Vick-Westgate,2002 In the pages of this book you will read of the efforts of many to fearlessly audit the state of education in Nunavik To diligently seek improvement of an already good system To fix what is not necessarily broken so that those who come after us will have it even better than we did The various tensions and differences of opinion are to me not contentious at all The status quo however good or excellent is no place to stay I think all recognize this Zebedee Nungak from the Foreword As a history of the development of self government in education Nunavik Inuit Controlled Education in Arctic Quebec provides Native perspectives on formal education in Nunavik while offering readers a unique view into contemporary Inuit society This book documents the development of education from the arrival of the first traders and missionaries in the mid nineteenth century through the creation of the Kativik School Board and the evaluation of its operations by the Nunavik Education Task Force in the 1990s Nunavik takes a detailed look at the complex debate of the Inuit of Northern Quebec about the purposes achievements and failures of the public schools in their communities the first Inuit controlled school district in Canada Participants in these debates included elders who were educated traditionally their children with a few years of education in mission and government schools their grandchildren who attended southern high schools or residential schools and current students and recent graduates of the Kativik schools Qallunaat non Inuit were also participants as residents of Nunavik communities parents of Inuit children teachers administrators and expert consultants Illustrated with rich historical photographs many in colour and maps from the collections of the Avataq Cultural Institute and the Makivik Corporation Nunavik provides a uniquely Native perspective on school change in indigenous communities

Inuit Education and Schools in the Eastern Arctic Heather E. McGregor,2011-01-01 Since the mid twentieth century sustained contact between Inuit and newcomers has led to profound changes in education in the Eastern Arctic including the experience of colonization and progress toward the re establishment of traditional education in schools The milestone of the establishment of Nunavut Territory in 1999 was followed by the 2006 Berger Report which drew attention to problems remaining in the territory s education system As the first history of education in the Eastern Arctic this groundbreaking study provides the historical context needed to understand the educational challenges faced in Nunavut With an emphasis on cultural negotiation policy making and the role of tradition Heather McGregor assesses developments in the history of education in four periods the traditional the colonial 1945 70 the territorial 1971 81 and the local 1982 99 She concludes that education is most successful when Inuit involvement and local control support a system that reflects Inuit culture and Inuit visions for the future Encyclopedia of the Arctic Mark Nuttall,2005-09-23 With detailed essays on the Arctic s environment wildlife climate history exploration resources economics politics indigenous cultures and languages conservation initiatives and more this Encyclopedia is the only major work and comprehensive reference on this vast complex changing and increasingly important part of the globe Including 305 maps This Encyclopedia is not only an interdisciplinary

work of reference for all those involved in teaching or researching Arctic issues but a fascinating and comprehensive resource for residents of the Arctic and all those concerned with global environmental issues sustainability science and human interactions with the environment

Language, Politics, and Social Interaction in an Inuit Community Donna Patrick, 2013-06-10 Since the early 1970s the Inuit of Arctic Quebec have struggled to survive economically and culturally in a rapidly changing northern environment The promotion and maintenance of Inuktitut their native language through language policy and Inuit control over institutions have played a major role in this struggle Language Politics and Social Interaction in an Inuit Community is a study of indigenous language maintenance in an Arctic Quebec community where four languages Inuktitut Cree French and English are spoken It examines the role that dominant and minority languages play in the social life of this community linking historical analysis with an ethnographic study of face to face interaction and attitudes towards learning and speaking second and third languages in everyday life

Resources and Sustainable Development in the Arctic Chris Southcott, Frances Abele, David Natcher, Brenda Parlee, 2018-10-04 Over the past thirty years we have witnessed a demand for resources such as minerals oil and gas which is only set to increase This book examines the relationship between Arctic communities and extractive resource development With insights from leading thinkers in the field the book examines this relationship to better understand what if anything can be done in order for the development of non renewable resources to be of benefit to the long term sustainability of these communities The contributions synthesize circumpolar research on the topic of resource extraction in the Arctic and highlight areas that need further investigation such as the ability of northern communities to properly use current regulatory processes fiscal arrangements and benefit agreements to ensure the long term sustainability of their culture communities and to avoid a new path dependency This book provides an insightful summary of issues surrounding resource extraction in the Arctic and will be essential reading for anyone interested in environmental impact assessments globalization and Indigenous communities and the future of the Arctic region

Unsettling the Colonial Places and Spaces of Early Childhood Education Veronica Pacini-Ketchabaw, Affrica Taylor, 2015-03-24 Unsettling the Colonial Places and Spaces of Early Childhood Education uncovers and interrogates some of the inherent colonialist tensions that are rarely acknowledged and often unwittingly rehearsed within contemporary early childhood education Through building upon the prior postcolonial interventions of prominent early childhood scholars Unsettling the Colonial Places and Spaces of Early Childhood Education reveals how early childhood education is implicated in the colonialist project of predominantly immigrant post colonial settler societies By politicizing the silences around these specifically settler colonialist tensions it seeks to further unsettle the innocence presumptions of early childhood education and to offer some decolonizing strategies for early childhood practitioners and scholars Grounding their inquiries in early childhood education the authors variously engage with postcolonial theory place theory feminist philosophy the ecological humanities and indigenous onto epistemologies

The Language of the Inuit

Louis-Jacques Dorais,2014-08-01 The culmination of forty years of research The Language of the Inuit maps the geographical distribution and linguistic differences between the Eskaleut and Inuit languages and dialects Providing details about aspects of comparative phonology grammar and lexicon as well as Inuit prehistory and historical evolution Louis Jacques Dorais shows the effects of bilingualism literacy and formal education on Inuit language and considers its present status and future An enormous task masterfully accomplished The Language of the Inuit is not only an anthropological and linguistic study of a language and the broad social and cultural contexts where it is spoken but a history of the language s speakers

American Indian Education Jon Reyhner,Jeanne Eder,2015-01-07 In this comprehensive history of American Indian education in the United States from colonial times to the present historians and educators Jon Reyhner and Jeanne Eder explore the broad spectrum of Native experiences in missionary government and tribal boarding and day schools This up to date survey is the first one volume source for those interested in educational reform policies and missionary and government efforts to Christianize and civilize American Indian children Drawing on firsthand accounts from teachers and students American Indian Education considers and analyzes shifting educational policies and philosophies paying special attention to the passage of the Native American Languages Act and current efforts to revitalize Native American cultures **Honoring**

Richard Ruiz and his Work on Language Planning and Bilingual Education Nancy H. Hornberger,2016-11-21 Richard Ruiz has inspired generations of scholars in language planning and multilingual education with his unique orientations to language as a problem a right and a resource This volume attests to the far reaching impact of his thinking and teaching bringing together a selection of his published and unpublished writings on language planning orientations bilingual and language minority education language threat and endangerment voice and empowerment and even language fun accompanied by contributions from colleagues and former students reflecting and expanding on Ruiz ground breaking work This book will be of great interest to both undergraduate and postgraduate students in language planning and multilingual education Indigenous and minority education as well as to junior and senior researchers in those fields **The Political**

Economy of Northern Regional Development: Introduction to the Project and The First Volume of The Political Economy of Northern Regional Development (POENOR) Gorm Winther,2010 Nordic co operation is one of the world s most extensive forms of regional collaboration involving Denmark Finland Iceland Norway Sweden and three autonomous areas the Faroe Islands Greenland and land **Latino Education** Pedro Pedraza,Melissa Rivera,2006-04-21 This landmark

volume represents the work of the National Latino a Education Research Agenda Project NLERAP an initiative focused on school reform and educational research with and for Latino communities NLERAP s goal is to bring together various constituencies within the broad Latino community who are concerned with public education to articulate a Latino perspective on research based school reform and to use research as a guide to improving the public school systems that serve Latino students and to maximizing their opportunities to participate fully and equally in all social economic and political contexts of

society Latino Education An Agenda for Community Action Research conceptualizes and illustrates the theoretical framework for the NLERAP agenda and its projects This framework is grounded in three overlapping areas of scholarship and activism which are reflected within the chapters in this volume critical studies illuminating and analyzing the status of people of color in the United States Latino a educational research capturing the sociohistorical cultural and political schooling experiences of U S Latino a communities and participatory action research exemplifying a liberation oriented methodology for truly transformative education The volume includes both descriptive educational research and critical analyses of previous research and educational agendas related to Latino a communities in the United States According to current U S Census data Latinos now comprise the largest minority group in the total U S population Historically reflecting larger sociohistorical and economic inequalities in U S society the Latino community has not been well served by U S public school systems More attention to the Latino students educational issues is needed to redress this problem especially given the tremendous population increase and projected growth of Latino communities in the U S Latino Education An Agenda for Community Action Research is a major contribution toward this goal

American Indian Education, 2nd Edition Jon Reyhner, Jeanne Eder, 2017-11-02 Before Europeans arrived in North America Indigenous peoples spoke more than three hundred languages and followed almost as many distinct belief systems and lifeways But in childrearing the different Indian societies had certain practices in common including training for survival and teaching tribal traditions The history of American Indian education from colonial times to the present is a story of how Euro Americans disrupted and suppressed these common cultural practices and how Indians actively pursued and preserved them American Indian Education recounts that history from the earliest missionary and government attempts to Christianize and civilize Indian children to the most recent efforts to revitalize Native cultures and return control of schools to Indigenous peoples Extensive firsthand testimony from teachers and students offers unique insight into the varying experiences of Indian education Historians and educators Jon Reyhner and Jeanne Eder begin by discussing Indian childrearing practices and the work of colonial missionaries in New France Canada New England Mexico and California then conduct readers through the full array of government programs aimed at educating Indian children From the passage of the Civilization Act of 1819 to the formation of the Bureau of Indian Affairs in 1824 and the establishment of Indian reservations and vocation oriented boarding schools the authors frame Native education through federal policy eras treaties removal assimilation reorganization termination and self determination Thoroughly updated for this second edition American Indian Education is the most comprehensive single volume account useful for students educators historians activists and public servants interested in the history and efficacy of educational reforms past and present

Addressing Wicked Problems through Science Education Marianne Achiam, Justin Dillon, Melissa Glackin, 2021-08-09 This book discusses a number of ways in which out of school science education can uniquely engage learners with wicked global problems such as biodiversity loss and climate change The idea for the volume

originated in discussions among members of the ESERA special interest group on Science Education in Out of School contexts It emerged from these discussions that out of school institutions and experiences offer opportunities for critical engagement in wicked problems that go far beyond what is possible solely in the science classroom The book opens with a principled discussion of the nature of wicked problems and what addressing them involves This introduction clarifies key terms and ideas to create a coherent backdrop for the rest of the book Subsequent chapters discuss the challenges of designing educational experiences to address wicked problems as well as the teaching and learning that takes place The authors offer perspectives across a range of out of school environments such as science centres natural history museums botanical gardens geological sites and local communities The book concludes with a chapter that synthesises the findings from the various contributions and points to the messages for educators Finally the editors outline an exciting research agenda to build knowledge of education addressing wicked problems The intended audience of the book includes teachers educators facilitators teacher educators curriculum developers and early career researchers as well as established researchers

Historical Dictionary of the Inuit Pamela R. Stern, 2013-09-26 The Inuit do not represent a very large population only 160 000 or so spread over a very large portion of the Arctic region and located in four different countries Although they are a people there are many variations from one group to the next and any study of them must consider both similarities and differences The Historical Dictionary of the Inuit introduces us to the Inuit as they actually are and not as they have been traditionally pictured and some would still like to see them looking after their traditional chores and engaged in time honored practices but rather as a modern people trying to shape their worlds in their own interest This second edition includes an updated chronology as well as an introduction to provide a broader view of who the Inuit are where they live and what they do But it is the dictionary section that is most interesting with many new informative entries on persons places events and institutions shedding light not only on the culture but also on the society economy and politics For those seeking further information there is a considerably expanded bibliography This book is an excellent access point for students researchers and anyone wanting to know more about the Inuit

Arcticness Ilan Kelman, 2017-08-14 Climate change and globalisation are opening up the Arctic for exploitation by the world or so we are told But what about the views interests and needs of the peoples who live in the region This volume explores the opportunities and limitations in engaging with the Arctic under change and the Arctic peoples experiencing the changes socially and physically With essays by both academics and Arctic peoples integrating multiple perspectives and multiple disciplines the book covers social legal political geographical scientific and creative questions related to Arcticness to address the challenges faced by the Arctic as a region and specifically by local communities As well as academic essays the contributions to the book include personal reflections a graphic Topics covered in the essays include indigenous identity and livelihoods such as reindeer herding and adapting to modern identities a graphic essay on the experience of Arctic indigenous peoples in residential schools the effects of climate

change energy in the Arctic and extractive industries and their impacts on local communities essay and poetry to ensure wide and varied coverage of the Arctic experience what the contributions all have in common is the fundamental human perspective The book includes reflections on the future of Arcticness engaging with communities to ensure meaningful representation and as a counterpoint to the primacy of environmental national and global issues **The Right to Be Cold** Sheila Watt-Cloutier, 2018-05-01 A courageous and revelatory memoir Naomi Klein chronicling the life of the leading Indigenous climate change cultural and human rights advocate For the first ten years of her life Sheila Watt Cloutier traveled only by dog team Today there are more snow machines than dogs in her native Nunavik a region that is part of the homeland of the Inuit in Canada In Inuktitut the language of Inuit the elders say that the weather is Uggianaqtuq behaving in strange and unexpected ways The Right to Be Cold is Watt Cloutier s memoir of growing up in the Arctic reaches of Quebec during these unsettling times It is the story of an Inuk woman finding her place in the world only to find her native land giving way to the inexorable warming of the planet She decides to take a stand against its destruction The Right to Be Cold is the human story of life on the front lines of climate change told by a woman who rose from humble beginnings to become one of the most influential Indigenous environmental cultural and human rights advocates in the world Raised by a single mother and grandmother in the small community of Kuujuaq Quebec Watt Cloutier describes life in the traditional ice based hunting culture of an Inuit community and reveals how Indigenous life human rights and the threat of climate change are inextricably linked Colonialism intervened in this world and in her life in often violent ways and she traces her path from Nunavik to Nova Scotia where she was sent at the age of ten to live with a family that was not her own to a residential school in Churchill Manitoba and back to her hometown to work as an interpreter and student counselor The Right to Be Cold is at once the intimate coming of age story of a remarkable woman a deeply informed look at the life and culture of an Indigenous community reeling from a colonial history and now threatened by climate change and a stirring account of an activist s powerful efforts to safeguard Inuit culture the Arctic and the planet *Alliance and Conflict* Ernest S. Burch, 2005-01-01 Alliance and Conflict combines a richly descriptive study of intersocietal relations in early nineteenth century Northwest Alaska with a bold theoretical treatise on the structure of the world system as it might have been in ancient times Ernest S Burch Jr illuminates one aspect of the traditional lives of the Iñupiaq Eskimos in unparalleled detail and depth Basing his account on observations made by early Western explorers interviews with Native historians and archeological research Burch describes the social boundaries and geographic borders formerly existing in Northwest Alaska and the various kinds of transactions that took place across them These ranged from violence of the most brutal sort at one extreme to relations of peace and friendship at the other Burch argues that the international system he describes approximated in many respects the type of system existing all over the world before the development of agriculture Based on that assumption he presents a series of hypotheses about what the world system may have been like when it consisted entirely of hunter gatherer societies

and about how it became more centralized with the evolution of chiefdoms Accounts of specific people places and events add an immediate experiential dimension to the work complementing its theoretical apparatus and sweeping narrative scope Provocative and comprehensive Alliance and Conflict is a definitive look at the greater world of Native peoples of Northwest Alaska

Breaking Ice Arctic Institute of North America, 2005 From the pressures of development technological advances globalization and climate change to social and cultural life this book attempts to define the nature of competing demands and assess their impact on the environment These essays provide a detailed examination of ocean and coastal management in the Canadian north exploring a wide range of issues critical to environmental stewardship and breaking the ice to connect academics government managers policy makers aboriginal groups and industry Book Jacket

Canada's Relationship with Inuit Sarah Bonesteel, 2008 Inuit have lived in Canada's north since time immemorial The Canadian government's administration of Inuit affairs however has been generally shorter and is less well understood than the federal government's relations with First Nations and Métis We hope to correct some of this knowledge imbalance by providing an overview of the federal government's Inuit policy and program development from first contact to 2006 Topics that are covered by this book include the 1939 Re Eskimo decision that gave Canada constitutional responsibility for Inuit post World War II acculturation and defence projects law and justice sovereignty and relocations the E number identification system Inuit political organizations comprehensive claim agreements housing healthcare education economic development self government the environment and urban issues In order to develop meaningful forward looking policy it is essential to understand what has come before and how we got to where we are We believe that this book will be a valuable contribution to a growing body of knowledge about Canada Inuit relations and will be an indispensable resource to all students of federal Inuit and northern policy development

Canada's Residential Schools: The Inuit and Northern Experience Commission de vérité et réconciliation du Canada, 2016-01-01 Between 1867 and 2000 the Canadian government sent over 150 000 Aboriginal children to residential schools across the country Government officials and missionaries agreed that in order to civilize and Christianize Aboriginal children it was necessary to separate them from their parents and their home communities For children life in these schools was lonely and alien Discipline was harsh and daily life was highly regimented Aboriginal languages and cultures were denigrated and suppressed Education and technical training too often gave way to the drudgery of doing the chores necessary to make the schools self sustaining Child neglect was institutionalized and the lack of supervision created situations where students were prey to sexual and physical abusers Legal action by the schools former students led to the creation of the Truth and Reconciliation Commission of Canada in 2008 The product of over six years of research the Commission's final report outlines the history and legacy of the schools and charts a pathway towards reconciliation Canada's Residential Schools The Inuit and Northern Experience demonstrates that residential schooling followed a unique trajectory in the North As late as 1950 there were only six residential schools and one hostel north of the

sixtieth parallel Prior to the 1950s the federal government left northern residential schools in the hands of the missionary societies that operated largely in the Mackenzie Valley and the Yukon It was only in the 1950s that Inuit children began attending residential schools in large numbers The tremendous distances that Inuit children had to travel to school meant that in some cases they were separated from their parents for years The establishment of day schools and what were termed small hostels in over a dozen communities in the eastern Arctic led many Inuit parents to settle in those communities on a year round basis so as not to be separated from their children contributing to a dramatic transformation of the Inuit economy and way of life Not all the northern institutions are remembered similarly The staff at Grandin College in Fort Smith and the Churchill Vocational Centre in northern Manitoba were often cited for the positive roles that they played in developing and encouraging a new generation of Aboriginal leadership The legacy of other schools particularly Grollier Hall in Inuvik and Turquetil Hall in Igluligaarjuk Chesterfield Inlet is far darker These schools were marked by prolonged regimes of sexual abuse and harsh discipline that scarred more than one generation of children for life Since Aboriginal people make up a large proportion of the population in Canada's northern territories the impact of the schools has been felt intensely through the region And because the history of these schools is so recent the intergenerational impacts and the legacy of the schools are strongly felt in the North

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Nunavik Inuitcontrolled Education In Arctic Quebec Introduction

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