



Strategic plan 2016-2023



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Kativik Ilisarniliriniq

The services we deliver—as well as the curriculum and programs we develop—are rooted in the Inuit definition of Inuguiniq.

Definitions for the following terms are provided at the end of this document:

Holistic education, healthy communities, Inuit language, culture, worldview, values, organizational values, self-sufficient, empower, student success, stakeholders, strategic plan, strategic direction, strategic objectives.

We invite you to consult them.





Our mission statement

To provide the people of Nunavik with educational services that will guide and enable all learners to develop the qualities, skills, and abilities they need to achieve well being and self-actualization.

Our vision

Nunavimmiut are empowered, proud, and self-sufficient members of healthy communities grounded in Inuit values, language, and culture, where they are inspired to achieve their full potential within a global context.

Our approach to education

At the school board, we approach education from a holistic perspective. The services we deliver—as well as the curriculum and programs we develop—are rooted in the Inuit definition of Inuguiniq, an education process that seeks to develop the human being as a whole through direct engagement with the environment and the community.

Our objective is to provide students with access to learning based on Inuit values, culture, language, history, worldview, and approaches to pedagogy.

Who we are

The Kativik School Board (KSB) was created in 1975, under the James Bay and Northern Quebec Agreement (JBNQA). Over the following three years, the schools of the region that had been administered by the provincial and federal governments were transferred to us.

By 1978, we became the sole provider of educational services to the Nunavik population. The school board's programs are now offered in the 14 Nunavik communities. Teaching is done exclusively in Inuktitut, the mother tongue, from kindergarten to Grade 2. English and French are introduced as second languages in Grade 3, while Inuktitut continues to be taught as a subject. The school board currently operates 17 primary and secondary schools. Five adult education centres offering courses and vocational training in Inuktitut, French, and English are also under the authority of the school board.

Historical background

It is important to remember the historical context in which the Kativik School Board was created under the James Bay and Northern Quebec Agreement (JBNQA) in 1975.

The JBNQA was negotiated after a major hydroelectric project in James Bay received opposition from us, the Inuit of Nunavik, the James Bay Cree, and other Aboriginal groups. We filed for, and won, an injunction to stop the project, which was quickly overturned by the Quebec Court of Appeal.

In this context, the Cree and Inuit took part in the JBNQA negotiations. At the same time, work on the La Grande project continued to advance, destroying the Inuit and Cree territory.

Section 17 of the JBNQA states that the KSB has jurisdiction over and responsibility for elementary, secondary, and adult education. This jurisdiction applies to all of Nunavik (the Quebec territory north of the 55th parallel), including non-Inuit residing in Nunavik.

The JBNQA also provides that the teaching language in Nunavik will be Inuktitut. The JBNQA is a protected treaty under the Constitution of Canada.

As per JBNQA, our mission is twofold and includes unique powers and jurisdictions that aim to protect, maintain, and develop the Inuit language, culture, and way of life.

What makes us unique

Like any other regional school board, we provide educational services to all residents of a designated territory; in this case, to all Inuit and non-Inuit Nunavik residents (the Quebec territory north of the 55th parallel).

The Kativik School Board, however, differs from other non-Aboriginal school boards in the province. Indeed, under the JBNQA, we are granted the power and jurisdiction to develop and deliver specific educational services and programs consistent with Inuit culture.

The mission of the KSB is therefore twofold. On the one hand, we act as a regular regional school board for all Nunavik residents. On the other hand, we also act as an institution with unique powers and jurisdictions that aim to protect, maintain, and develop the Inuit language, culture, and way of life.

These unique powers are at the core of what we do as an organization. For example, they provide the legal and constitutional ground for the KSB to develop culturally appropriate educational programs in the mother tongue of Inuktitut and in the second languages of French and English.

Lastly, the KSB is regulated by the Education Act for Cree, Inuit and Naskapi Native Persons (SRQ I-14), whereas the Education Act (SRQ I-13.3) applies to all other non-Aboriginal school boards in the province.

Our services

The services we offer to Nunavik learners can be summarized as follows:

Development and implementation of trilingual curriculum, educational programs, and services that mainstreams Inuit culture, language, and identity while developing literacy and numeracy skills.

Kindergarten to Secondary 5 education.

Adult education and vocational training services.

A sponsorship program for post-secondary beneficiary students.

A teacher training program for Inuit teachers to obtain their teaching certification from the Quebec Ministry of Education and/or to pursue further post-secondary education.



Our clientele

Overall, 30% of Nunavik residents are direct users of our educational services. This includes: kindergarten to Secondary 5 students, adult education and vocational training students, KSB-sponsored post-secondary students, and Inuit teachers enrolled in the KSB teacher training program.

In addition to students, our target clientele also includes parents, who represent at least 85% of the Nunavik population.

Nunavik is home to 10,755 Inuit, 98% of whom speak Inuktitut as their mother tongue (source: Statistics Canada, Fact Sheet for Nunavik, March 29, 2016). In Nunavik, 58% of the total Inuit population is less than 25 years old (source: Statistics Canada, Fact Sheet for Nunavik, March 29, 2016). All of our regular sector students belong to this group, as well as the vast majority of their parents.

Number of Nunavimmiut who are using our services (source: Kativik School Board, 2015-2016):

Regular sector (kindergarten to Secondary 5):
3,252

Adult education and vocational training:
420

KSB sponsored post-secondary students:
127

Teacher training:
40% of our Inuit teachers hold a teaching certification issued by Quebec Ministry of Education.

Our workforce

The Kativik School Board employs managers, support staff, professionals, and teachers in the 14 Nunavik communities.

Total number of employees:
942 (out of which 51.49% are Inuit)

Total number of employees per category:
Support staff: 295 (out of which 75.59 % are Inuit)
Professionals: 95 (out of which 54.74 % are Inuit)
Teachers: 462 (out of which 36.58% are Inuit)
Managers: 90 (out of which 45.56% are Inuit)
89.60% of the total KSB workforce is based in Nunavik

(Source: Kativik School Board, 2015-2016)

The department of Education Services is located in Kuujjuaq, where all curriculum development work and pedagogical support are coordinated. Support to schools, teachers, and students is also provided from Kuujjuaq, by the School Operations and Complementary Services departments.

Administrative and support services are also located in Montreal (including the Human Resources, Material Resources, Finance, and Payroll departments), in addition, the school board's department of Adult Education and Vocational Training Services.

It is important to note that the territory under our jurisdiction covers approximately 500,000 km². The Nunavik communities where our schools, adult education centres, and offices operate are located along the Ungava and Hudson Bays. These coastal communities are accessible by plane only.

Since the Kativik School Board was established, the various leaders of our organization have worked to obtain funding from the Quebec Ministry of Education to relocate all offices to Nunavik. In 2001, the school board was able to implement the Phase 1 and 2 of a 5-Phase relocation plan. At that time, we moved the following departments to a newly constructed building in Kuujjuaq: curriculum development, school operations, teacher training and complementary services.

In March 2015, the Council of Commissioners of the Kativik School Board demanded that Phases 3, 4, and 5 of the relocation plan be completed. The Council further resolved that future plans for the relocation of the Montreal office be developed on the basis of resolutions CC449-97/98-18 and 19. These two resolutions identify Kuujjuaq and Kuujjuaraapik as host communities. In addition to funding, the completion of the school board relocation would



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Why a strategic plan?

As we strive to fulfill our mission as an organization, the strategic directions, objectives, and 2-year targets outlined here will help us monitor progress and gaps to be filled. They will also ensure greater institutional cohesion and accountability. Ultimately, the KSB aims to develop a modern education system, adapted to the specific language, identity and cultural needs of Nunavimmiut, that prepares Nunavik youth for success in a global world.

The KSB is a young organization. Established in 1975, we took over complete management of the Nunavik school system in 1978, 39 years ago. This is a relatively short period of time, given the complexity of the task at hand.

Indeed, the James Bay and Northern Quebec Agreement (JBNQA) protects our right as Inuit to be educated in our language, Inuktitut, through programs and teaching materials adapted to our culture.

When the KSB started operating in 1978, it inherited a fragmented school system comprising federal and provincial schools. The school board worked to develop an education system for Nunavik that would, on the one hand, standardize the pre-existing education systems, while, on the other hand, incorporating instruction in Inuktitut and programs that reflected Inuit culture.

Crafted over a period of nearly 40 years, the resulting Nunavik education system reflects the efforts made to adapt a Western education model to a traditional Inuit education model. This in itself is a tremendously complex task, which requires constant adjustment to the rapidly evolving needs of our younger generations.

The KSB operates its schools and education centres in an environment with a very specific set of challenges. The cultural, political, social, and economic systems that have been placed upon the Inuit of Nunavik by the governing society have had enduring repercussions on our communities. As we strive to provide Nunavimmiut with high-quality educational services that are consistent with traditional Inuit education and values, we continue to face the impact of a history of colonization and cultural oppression.

This situation has a direct impact on the needs of our students, the services we offer as a school board, and, more generally, the operation of our schools. Through a holistic approach to education, our main responsibility is to support the mental, physical, and emotional health of all students. Our students' ability to succeed remains closely tied to their mental, physical, and emotional well-being.

The education-specific challenges that the KSB seeks to tackle through this strategic plan include the following:

1. A low student graduation rate of 25.9%
(Source MEES, 2015);

2. A high student dropout rate of 73,3%
(Source, MEES, 2015);

3. The urgent need to instill a strong sense of cultural identity and pride in our youth.

In addition, certain organizational challenges must also be acknowledged. They include the following:

1. A high employee turnover rate;

2. Linguistic and cross-cultural communication challenges related to a multicultural work environment;

3. An ongoing lack of a Inuit workforce with postsecondary education.

Lastly, it remains a significant challenge to ensure the transmission of Inuit values, culture, and language when Inuit employees represent only 51.49% of the KSB workforce.

Strategic approach

The strategic directions presented in the next section outline the four priority areas where the school board seeks to make changes. Under each strategic direction, objectives and actions are identified, along with 2 and 5-year goals (2016-2013).

The strategic directions were determined through a series of consultations involving the school board's leadership, managers, school administrators, teachers as well as employees working in schools and offices. Initiated in 2014, the strategic plan development process continued during the 2015-2016 school year. In October 2016 and February 2017, employees at all our schools and offices were consulted on the content of the strategic plan. In March 2017, the strategic objectives were revised and adjusted to reflect the feedback received from employees during these consultations. The strategic Plan was approved by the Council of Commissioners at the end of March 2017.

When the KSB started operating in 1978, it inherited a fragmented school system comprising federal and provincial schools. The school board worked to develop an education system for Nunavik that would, on the one hand, standardize the pre-existing education systems, while, on the other hand, incorporating instruction in Inuktitut and programs that reflected Inuit culture.

Strategic directions

Strategic direction 1

STRENGTHEN INUIT VALUES, LANGUAGE AND CULTURE

The JBNQA guarantees the KSB jurisdiction over the area of education. It is our intention to fully exercise this right and act, within the scope of the educational services we provide, as the sole Inuit institution that protects, maintains, and develops the Inuit language, culture, and way of life. For our youth to succeed in today's global world, we must ensure that they are given the opportunity to evolve within an education system that instills pride and strengthens their Inuit identity. The transmission of our Inuit values, culture, and Inuktitut language must remain at the core of all the educational services we provide.

Strategic direction 2

ENSURE THAT KSB EVOLVES AS AN ORGANIZATION COMPOSED OF INUIT WORKING WITH AND FOR INUIT

The institutional development of the Kativik School Board as an organization working for and with Inuit was identified as its own strategic direction. However, it is important to stress that this approach must remain the basis of all our operations and educational programming, beyond the four objectives detailed here. Our vision is that of a school board led by strong and educated Inuit leaders, staffed at all levels by competent and self-confident Inuit professionals, managers, support staff, and teachers.

Strategic direction 3

ENSURE STUDENT SUCCESS AND WELL-BEING

There is a significant achievement gap between Inuit students and the provincial average in terms of completing secondary studies. For this reason, encouraging and supporting school perseverance is essential. In the current Nunavik context, where serious and complex social issues affect our communities, our schools and education centres must provide the safe spaces and stability our students need to succeed. As a school board, we must find ways to foster community and parental involvement in the education of our children and youth.

School perseverance must also go beyond the completion of a secondary school diploma. There is also an important achievement gap to be filled in the Nunavik job market if Inuit are to hold the technical, administrative, and professional positions available in our region. Currently, 35% of the jobs in Nunavik require either a college or a university diploma (source: KRG, 2015). Only 3.1% of the Inuit population holds a college diploma, while 2% holds a university diploma (source: KRG 2011). Ultimately, our objective as an organization is to ensure that beneficiaries of the JBNQA are in a position where they take full advantage of the economic opportunities offered by our land claims agreement.

Strategic direction 4

WORK WITH INUIT COMMUNITIES & OTHER STAKEHOLDERS TO ENSURE OUR PEOPLE, OUR RIGHTS AND OUR COMMUNITIES ARE STRENGTHENED

As the provider of educational services for Nunavik, the Kativik School Board will continue to work closely with other regional organizations to develop a common vision of the future of Nunavimmiut. Beyond each organization's jurisdiction and designated area of expertise, the school board will remain actively engaged in the development of partnerships to help bring this vision to fruition.

Strategic direction 1

Strengthen Inuit values, language and culture

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
1. Strengthen Inuit values, language and culture through the education services offered by KSB.	1.1. Develop and implement policies and procedures to support land-based cultural instruction, rooted in local communities and schools, with the support of competent local guides and/or teachers.	1.1. Develop language and cultural programs, with pilot project implementation, including programs review and evaluation.	1.1. All students are competent in Inuit language and culture.
2. Continually develop culturally appropriate curriculum to meet the needs of Inuit learners.	2.1. Develop and apply curriculum quality control standards. 2.2. Provide curriculum development expertise to support curriculum developers, including the use and integration of new technologies. 2.3. Create a working group to examine language-teaching certification. 2.4. Pilot the pathways in selected high schools.	2.1. Provide curriculum up to Grade 6 for Inuktitut language. 2.2. Through close interdepartmental coordination ensure coherence between all relevant curriculum developed for the regular sector and those developed for Adult Education. 2.3. Evaluate and assess of the pathways pilot project 2.4. Expand the pathways to all KSB high schools, with adjustments based on the assessment review.	2.1. A Nunavik college and/or university has been established, which also supports Inuit curriculum developers with the participation of Elders to integrate Inuit knowledge in specialized fields.
3. Conduct evaluation and research for continual improvement of processes and systems that ensure quality education.	3.1. Complete KSB evaluation for compassionate schools, pilot project on land-based cultural instruction, Inuktitut curriculum development and any other special project implemented by KSB.	3.1. Establish a KSB research department mandated to identify best cultural practices in the area of education.	3.1. The KSB research and evaluation studies are published and used at the Nunavik college and/or university.

Strategic direction 2

Ensure that KSB evolves as an organization composed of Inuit working with and for Inuit

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
1. Educate and train Inuit employees in all categories of employment at all levels.	1.1. Offer mentoring, training and support to all Inuit employees, including measures and incentives to obtain high school or higher level diplomas.	1.1. Train KSB employees through targeted courses and workshops to improve efficiency at the workplace.	1.1. Full-time accredited college and university programs are offered, with the required community infrastructure where Inuit are training/educating Inuit.
2. Ensure the effective management of all KSB schools and centres.	2.1. Define KSB's vision of autonomous schools and centres 2.2. Identify areas where school and centre autonomy would be developed 2.3. Identify the resulting training needs for Inuit administrators.	2.1. Offer training to all Inuit schools and centres administrators, tailored to the KSB vision of school autonomy.	2.1. KSB autonomous schools and centres are provided with all required support within a common framework of operations.
3. Plan, develop and maintain infrastructure at all KSB premises.	3.1. Fill maintenance positions with skilled local employees: 3.1.1. Promote KSB careers in infrastructures maintenance with Inuit students and recent graduates (post-secondary and vocational programs). 3.1.2 Collaborate with adult education to ensure vocational trainings are tailored to KSB infrastructures maintenance needs. 3.1.3 Continually review and revise the KSB maintenance program.	3.1. Evaluate the KSB vocational and training programs related to the development and maintenance of infrastructures to ensure that KSB's needs are met. 3.2. Evaluate the KSB vocational and trainings programs related to the development and maintenance of infrastructures to ensure that other Nunavik organizations' needs are met.	3.1. A fully operational and efficient maintenance program is being offered. 3.2. All maintenance positions are filled with qualified and competent employees.
4. Recruit Inuit employees.	4.1. Define KSB's vision of an Inuit cultural foundation and ensure the organization evolves on that basis. 4.2. Ensure support for cross cultural communication and awareness at all levels of the organization.	4.1. Review and evaluate the KSB mentoring, internship and training programs to ensure all needs are met.	4.1. Attain 95% Inuit representation in the KSB workforce in all employment categories (management, professionals, teachers and support staff).

Strategic direction 3

Ensure student success and well-being

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
1. Improve secondary school graduation rate.	1.1. Establish a baseline 1.2. Review secondary school graduation data over the last five years. 1.3. Determine a benchmark for secondary school graduation rate increase for the 2018-2023 period.	1.1. Meet the 2018-2023 benchmark for secondary school graduation rate increase 1.2. Determine a 2023-2028 benchmark for secondary school graduation rate increase.	1.1. Close the gap between the secondary school graduation rate of KSB students and the secondary school graduation rate of Quebec's non-aboriginal students.
2. Improve elementary school success rate.	2.1. Establish a baseline 2.2. Determine a benchmark for elementary school success rate increase for the 2018-2023 period.	2.1. Meet the 2018-2023 benchmark for elementary school success rate increase (see footnote 1). 2.2. Determine a 2023-2028 benchmark for elementary school success rate increase.	2.1. Close the gap between the elementary school success rate of KSB students and the elementary school success rate of Quebec's non-aboriginal students.
3. Improve student retention.	3.1. Establish a student retention baseline at the primary level. 3.2. Determine a student retention rate increase at the primary level for the 2018-2023 period. 3.3. Establish a student retention baseline at the secondary level. 3.4. Determine a student retention rate increase at the secondary level for the 2018-2023 period.	3.1. Meet the 2018-2023 benchmark for student retention rate increase at the primary level (see footnote 1). 3.2. Meet the 2018-2023 benchmark for student retention rate increase at the secondary level (see footnote 1). 3.3. Determine a 2023-2028 benchmark for student retention rate increase at the primary and secondary level.	3.1. Successful strategies have been developed and are implemented, enabling KSB to effectively achieve student retention at the secondary and primary levels.
4. Reduce bullying in schools and centres.	4.1. Offer training and provide intervention tools to school employees to achieve the following: a. Improve the identification and management of bullying and cyberbullying situations b. Establish a baseline of data on violent incidents occurring in our schools c. Determine a violent incidents reduction benchmark for the 2018-2023 period. d. Bridge anti bullying measures and interventions with the Compassionate Schools project and use PBIS data when feasible and applicable.	4.1. Continue to offer training and intervention tools to school employees to achieve the following: a. Continue to improve the identification and management of bullying and cyber bullying situations b. Meet the 2018-2023 benchmark for violent incidents reduction (see footnote 1). c. Determine a violent incidents reduction benchmark for the 2023-2028 period. d. Continue to bridge anti bullying measures and interventions with the Compassionate Schools project and PBIS when feasible and applicable.	4.1. Interventions are successful and there are immediate resolutions. Incidents of bullying are exceptions.

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
5. Improve success rates for students with learning difficulties.	<p>5.1. Establish a baseline to measure the success of students with learning difficulties, including a detailed overview per school and centre.</p> <p>5.2. Determine a benchmark for improving the success rate of students with learning difficulties for the 2018-2023 period.</p>	<p>5.1. Continue to offer training to support teachers in identifying and managing students with learning difficulties.</p> <p>5.2. Identify the needs and funding required to address gaps in improving the success rate of students with learning difficulties.</p> <p>5.3. Meet the 2018-2023 benchmark for improving the success rate of students with learning difficulties (see footnote 1, p. 4).</p> <p>5.4. Determine a benchmark for improving the success rate of students with learning difficulties for the 2023-2028 period.</p>	<p>1.1. Close the gap between the secondary school graduation rate of KSB students and the secondary school graduation rate of Quebec's non-aboriginal students.</p>
6. Improve retention and graduation rates for students in Adult Education and Vocational Training (AEVT).	<p>6.1. Establish a baseline.</p> <p>6.2. Determine a benchmark to improve the retention rate among students in Adult Education and Vocational Training for the 2018-2023 period.</p> <p>6.3. Determine a benchmark to improve the graduation rate among students in Adult Education and Vocational Training for the 2018-2023 period.</p>	<p>6.1. Meet the 2018-2023 benchmark for improving the retention and graduation rate among students in Adult Education and Vocational Training (see footnote 1, p. 4).</p> <p>6.2. Determine a benchmark to improve the retention rate among students in Adult Education and Vocational Training for the 2023-2028 period.</p> <p>6.3. Determine a benchmark to improve the graduation rate among students in Adult Education and Vocational Training for the 2023-2028 period.</p>	<p>2.1 Close the gap between the elementary school success rate of KSB students and the elementary school success rate of Quebec's non-aboriginal students.</p>
7. Increase the number of students enrolled in Adult Education and Vocational Training (AEVT).	<p>7.1. Establish a baseline</p> <p>7.2. Determine a benchmark to increase the number of students in Adult Education and Vocational Training for the 2018-2023 period.</p> <p>7.3. Determine a benchmark to increase the number of students enrolled in AEVT programs through referrals from the regular sector for the 2018-2023 period.</p>	<p>7.1. Meet the 2018-2023 benchmark for an increased number of students in Adult Education and Vocational Training (see footnote 1, p. 4).</p> <p>7.2. Meet the 2018-2023 benchmark for an increased number of students enrolled in AEVT programs through referrals from the regular sector (see footnote 1, p. 4)</p> <p>7.3. Determine a benchmark to increase the number of students in Adult Education and Vocational Training for the 2023-2028 period.</p> <p>7.4. Determine a benchmark to increase the number of students enrolled in AEVT programs through referrals from the regular sector for the 2023-2028 period.</p>	<p>7.1. Successful strategies have been developed and are implemented, enabling KSB to effectively increase the number of students enrolled in Adult Education and Vocational Training.</p>

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
8. Increase the number of students enrolled in post-secondary education and improve retention and graduation rates among post-secondary students.	8.1. Establish a baseline 8.2. Determine a benchmark to improve retention rate among post secondary students for the 2018-2023 period. 8.3. Determine a benchmark to improve graduation rate among post secondary students for the 2018-2023 period.	8.1. Meet the 2018-2023 benchmark for an improved retention rate among post secondary students (see footnote 1, p. 4). 8.2. Meet the 2018-2023 benchmark for an improved graduation rate among post secondary students (see footnote 1, p. 4). 8.3. Determine a benchmark to improve retention rate among post secondary students for the 2023-2028 period. 8.4. Determine a benchmark to improve graduation rate among post secondary students for the 2023-2028 period.	8.1. Close the gap between the graduation rate of KSB post-secondary students and that of Quebec non-aboriginal students. 8.2. Successful strategies have been developed and are implemented, enabling KSB to effectively achieve student retention at the post-secondary level.
9. Promote healthy living habits.	9.1. Promote and support projects and school initiatives that reinforce healthy living habits. 9.2. Ensure that all Nunavik schools implement at least 1 sustainable project a-year focused on the promotion of healthy living habits, including but not limited to eating habits and physical activity.	9.1. Ensure that all Nunavik schools implement at least 2 sustainable projects a-year focused on the promotion of healthy living habits, including but not limited to eating habits and physical activity.	9.1. Sustainable projects promoting healthy living habits are implemented in our schools.
10. Work with our communities to achieve the well-being of our students.	10.1. Develop internal protocols for youth support and well-being	10.1. Implement and evaluate yearly the compassionate schools project.	10.1. Nurture and protect the well-being of children.
11. Inspire parents, family members, and communities to engage in their children's education and well-being	11.1. Identify the needs of parents, family members, in order to develop measures that would improve their involvement with the school and in their child's education.	11.1. Develop a plan to foster the involvement of parents, family members in their child's education (parental involvement plan).	11.1. Continue to support parental and family involvement in all aspects of their child's educational life: parents are actively involved with children's education by nurturing their children, volunteering at the school, meeting the educational needs of their children at home and continually working to create a safe community.

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
12. Ensure student success by providing professional development support to all KSB employees through access to comprehensive training and tools directly relevant to the Nunavik context and Inuit culture, values, and history.	12.1. Determine the professional development support needs of new and long term KSB employees working in various capacities (teaching, professional, support staff, and management positions) 12.2. Develop a comprehensive and coherent professional development support program available to all KSB employees 12.3. Identify mandatory components of the training and professional development program	12.1. Offer the training and professional development program to all KSB employees 12.2. Monitor the program implementation as well as its impact on student success and staff retention	12.1. Kativik School Board staff is trained and proficient.
13. Ensure the development of literacy and numeracy skills as the foundation to all student learning in Inuktitut, French, and English	13.1. Incorporate literacy and numeracy development into all curriculum development work 13.2. Develop tools to assess the student's literacy and numeracy skills and monitor their progress 13.3. Establish a baseline 13.4. Determine benchmarks and assess progress.	13.1. Monitor and assess progress	13.1. Kativik School Board students are engaged in their learning.

Strategic direction 4

Work with inuit communities & other stakeholders to ensure our people, our rights and our communities are strengthened

OBJECTIVE	2-YEAR GOALS (2016-2018)	5-YEAR GOALS (2018-2023)	VISION
1. Collaborate with Nunavik leaders to ensure that the education services provided by KSB are aligned to a common vision of the future of Nunavimmiut.	1.1. Contribute to the establishment of a process with all Nunavik leaders, in order to reach a common vision and understanding of the future of Nunavimmiut. 1.2. Determine areas where the education services provided by KSB can be aligned to this common vision.	1.1. Identify priority educational issues within the framework of the Nunavik partnerships.	1.1. Acknowledge partnership achievements.

Definitions

Holistic education

Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, the natural world, and spiritual values (Source: Ron Miller, 2000). Inuguiniq (the Inuktitut term for “education”) reflects this approach. Inuguiniq seeks to develop the human being as a whole, through direct engagement with the environment and the community.

Healthy communities

Communities where individuals are able to realize their aspirations, satisfy their needs, change or cope with their environment, and experience physical, mental, and social well-being (Definition adapted from: World Health Organization (1984) and Ontario Healthy Community Coalition).

Inuit language

The Inuit language is Inuktitut. The James Bay and Northern Quebec Agreement specifies that, for education services provided by the Kativik School Board, the language of instruction is Inuktitut.

Culture

At the Kativik School Board and in the context of the Nunavik, the term culture refers to the Inuit way of knowing, to the system of knowledge shared by the Inuit as a group of people. It includes the way of life, behaviours, beliefs, and values that Inuit passed along from one generation to the next (Definition adapted from: Merriam-Webster).

Worldview

Conception of the world derived from a specific standpoint, which is formed of elements such as one's culture, personal, and collective experiences.

Values

The moral principles and beliefs or accepted standards of a person or social group. Values constitute the foundations for coexistence in a community and relations with others. They regulate our behaviour to the benefit of collective

wellbeing (Source: Juan Carlos Jimenez, 2008). In the context of Nunavik, Inuit values would be the moral principles and beliefs or accepted standards shared by the Inuit as a group. The Kativik School Board has undertaken concrete steps to define and identify Inuit values. This process is ongoing as of January 2017. It will guide all our curriculum development work and serve as a basis to define the school board's organizational values. A school board publication dedicated to Inuit values is planned for the 2017–2018 school year.

Organizational values

In an organization, values serve as a framework for the behaviour of its members. These values are based on the nature of the organization (its purpose), why it was created (its objectives), and its projection into the future (its vision). To this end, they must encourage the attitudes and actions required to achieve the organization's objectives (Source: Juan Carlos Jimenez, 2008).

Self-sufficient

Capable of providing for one's own needs; having confidence in one's own ability or worth (Source: Merriam-Webster).

Empower

To enable, to promote the self-actualization of someone, to make someone stronger and more confident, especially in controlling their life and claiming their right (Adapted from: Merriam-Webster).

Student success

The Kativik School Board defines success as the ability of students to engage in learning to reach their goals for the future, share their worldview, and contribute to the development of their communities and the rich culture of Nunavik, Quebec, and Canada.

Stakeholders

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and

its students, including the administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, municipal officials, and state representatives. Stakeholders may also be collective entities such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions. Organizations that represent specific groups are also stakeholders, such as teacher unions, parent-teacher organizations, and associations representing principals, school boards, or teachers in specific academic disciplines. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern (Source: The Glossary of Education Reform).

Strategic plan

A strategic plan is a tool used by an organization to set priorities, guide decision-making, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment (Adapted from: Balanced Scorecard Institute).

Strategic direction

A priority area towards which the school board concentrates its resources, energy, and actions (Adapted from: Business Dictionary).

Strategic objectives

Strategic objectives help convert a mission statement from a broad vision into more specific plans and projects. Strategic objectives set the major benchmarks for success and are designed to be measurable, specific, and realistic translations of the mission statement (Adapted from: Business Dictionary).

