



# *Inuit Circumpolar Council- Alaska Education Workshop Report*

April 16 and 17, 2014  
Nome, AK





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*Education Workshop Report*  
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**INUIT CIRCUMPOLAR COUNCIL – ALASKA**

ICC-Alaska is a 501(c) 3 non-profit organization that works to advance Inuit culture and society on behalf of the Inupiat of the North Slope, Northwest and Bering Straits; the St. Lawrence Island Yupik; and the Central Yup'ik of the Yukon-Kuskokwim Delta in Southwest Alaska. Member organizations include the North Slope Borough, Arctic Slope Regional Corporation, Inupiat Community of the Arctic Slope, NANA Regional Corporation, Northwest Arctic Borough, Maniilaq Association, Bering Straits Native Corporation, Kawerak, Incorporation and Association of Village Council Presidents. ICC-Alaska is a national member of ICC International, an international non-governmental organization. ICC was founded in 1977 and holds Consultative Status II with the United Nations. ICC is also a Permanent Participant at the Arctic Council. ICC strives to strengthen unity among Inuit of the circumpolar north; promote Inuit rights and interests on an international level; develop and encourage long-term policies that safeguard the Arctic environment; and seek full and active partnership in the political, economic, and social development of the circumpolar north.

ICC receives its mandate from Alaska, Canada, Greenland and Chukotka delegates gathered in a General Assembly held every four years. The Nuuk Declaration was the plan during the 2010-2014 term under which the Education Workshop occurred.

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## **COVER PHOTOS**

Top Left: Photo by Mary Sage

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Bottom Left: Photo by Malakias Jakobson

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## **ACKNOWLEDGEMENT**

This workshop report is based on the knowledge of and concepts generated by the ICC-Alaska Education Workshop participants. We are grateful for their wisdom and participation in this effort to make education of Inuit youth meaningful for individuals, impactful for communities, and sustainable for Inuit culture and knowledge.

**Thank you to our project funders for making this workshop possible!**



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*Establishing the elements of Inuit student success and the relationship among them.*

## *Executive Summary*

*Decolonization (noun, di,kal·ə·nə'zer·fən/): the undoing of colonialism and its deleterious impacts on a society.*

On April 16-17, 2014, in Nome, Alaska, Inuit leaders, education experts and practitioners, parents, students, community members, and invited guests met in a workshop format to begin to develop an Alaskan Inuit Education Improvement Strategy. The workshop was organized by the Inuit Circumpolar Council–Alaska (ICC–Alaska) in response to the mandates relating to Inuit education in the Nuuk Declaration of the ICC International. The Nuuk Declaration (2010-2014) calls for sharing of education best practices across the circumpolar Arctic, the development and improvement of culturally appropriate curriculum, and inclusion of Inuit languages as a critical component of education.

Workshop planning started in the fall of 2013, with the formation of the project Steering Committee that included one representative from each of the four Alaska Inuit regions (North Slope, Northwest Arctic, Bering Strait, and Southwest) and a youth representative. The Steering Committee was charged with researching best practices and initiatives in indigenous education, both in Alaska and elsewhere. The Steering Committee suggested guest speakers and nominated delegates. The third task of the Steering Committee was development of the agenda for the two-day workshop.

The workshop goals were: 1) to define education success from an Inuit perspective, 2) review the current state of Inuit education in Alaska, and 3) identify recommendations for the improvement of Inuit education. The Steering Committee will use the recommendations from the workshop to develop an actionable education strategy. The strategy will be published and used as an advocacy tool to improve Inuit education in Alaska.

Day one of the workshop featured 19 invited speakers in a variety of presentation formats. Keynote speakers Aviaja Lynge of Greenland and Jodie Lane of Canada spoke about the ongoing decolonization of education in their respective

*A key question answered by delegates was, “What is educational success from an Alaskan Inuit perspective?”*

countries. Delegates heard a presentation about the current status of Inuit education in Alaska. A highlight from the first day was the panel of four students who described what helped them to be successful. The afternoon of the first day featured concurrent sessions on successful Inuit education initiatives across the region, led by delegates and invited presenters.

The second day of the workshop was devoted to activities and sessions that resulted in recommendations for the steering committee. While observers were welcome during both days of the workshop, the discussions during the second day were between the twenty delegates. Foremost, there was unanimous agreement about the interconnectedness of all things – their Iñua. Delegates responded to the question, “What is educational success from an Inuit perspective?” with a host of characteristics that were either intrinsic or related to the family, community, or larger environment. Delegates concluded that a visual depiction of the characteristics of success needed to show interconnectivity, and that a chart or linear display was a Western, hierarchical methodology that did not work.

Expanding on the information presented on day one related to successful initiatives and strategies, the delegates on day two identified and prioritized the education gaps. The discussion of gaps led naturally into solutions or desired outcomes – self-determination and decolonization; parenting and discipline that leads children to become whole human beings; a strong voice and interest in Native language preservation and revitalization; and bridges of understanding between the community and the school.

The proposed solutions segued into the development of recommendations. Delegates were asked to dream big and consider a vision for the ideal in Inuit education. Delegates brainstormed then prioritized to reach the five top recommendations:

*The five major recommendations from the Education Workshop will form the basis of an Alaskan Inuit Education Improvement Strategy and accompanying implementation plan.*

1. The creation/establishment of mechanisms to advance both a decolonization agenda as well as a political agenda;
2. The development and implementation of cultural curriculum to enhance Inuit students' foundational studies;
3. Establishment of indigenous language schools with 100% support from all entities;
4. Actions that result in indigenous people holding policy-making leadership roles; and
5. Revitalization and implementation of traditional parenting skills featuring shared responsibility and intergenerational teaching of the skills.

These recommendations will go back to the Steering Committee that will use them to formulate an *Alaskan Inuit Education Improvement Strategy* and a coordinated implementation plan. The implementation plan will include practical steps and concrete action items that can be taken at local, regional, state, and national levels to achieve the outcome of an empowered Inuit community, where leaders, parents, and citizens take collective ownership of and responsibility for the education of children.



*Delegates listening attentively during day two of the ICC-Alaska Education Workshop.*

## *Context of the Workshop*

*“The Inuit language is a critical component of Inuit identity.”*

*ICC 11<sup>th</sup> Delegate Assembly  
Nuuk Declaration 2010  
(Mandate #26)*

Formal education of Inuit children today occurs within a western colonized framework that historically – and today still does – foster disparities in achievement for Inuit children. In response to this situation, on April 16-17, 2014, the Inuit Circumpolar Council–Alaska (ICC-Alaska) convened a meeting of stakeholders from the four Inuit regions of Alaska – North Slope, Bering Strait, Northwest Arctic, and Southwest – to develop an *Alaskan Inuit Education Improvement Strategy*. The ICC-Alaska Board of Directors established Inuit education as a strategic priority using the Nuuk Declaration of the Inuit Circumpolar Council International as a guiding document.

The Nuuk Declaration resulted from the 11<sup>th</sup> General Assembly of the Inuit Circumpolar Council International, wherein delegates agreed to a mandate to promote “educational exchanges, sharing of educational best practices, and to host an Inuit education summit to gather experts and practitioners across the circumpolar Arctic to help each other develop and improve upon culturally-appropriate curriculum and to develop further recommendations to improve the state of Inuit education” (Nuuk Declaration, 11<sup>th</sup> General Assembly of the Inuit Circumpolar Council, July 1, 2010, Item #27). The ICC Nuuk Declaration also “recognizes that the Inuit language is a critical component of Inuit identity (Mandate #26).

The ICC-Alaska Board of Directors subsequently set education as the organization’s second priority and secured funding through corporate sponsorship and grant funding to convene an Alaskan Inuit Education Workshop, and to develop Alaska specific recommendations and strategy, building on the examples of other circumpolar education expertise and best practices.

## *Delegates and Attendees*



*The ICC- Alaska Education Strategy Steering Committee (l to r): Madelyn Alvanna-Stimpfle, Renee Green, Pauline Harvey, Pausauraq Jana Harcharek, and Bernadette Yaayuk Alvanna-Stimpfle.*

The Education Steering Committee is representative of the four Inuit regions of Alaska: North Slope, Northwest Arctic, Bering Strait, and Southwest. Notably, the Steering Committee also includes a strong youth voice. Steering Committee members are Jana Harcharek (North Slope), Bernadette Alvanna-Stimpfle (Bering Strait), Pauline Harvey (Northwest Arctic), Renee Green (Southwest), and Madelyn Alvanna-Stimpfle (youth representative). The Steering Committee met on December 10, 2013, in a daylong session to plan for the Workshop slated for April 2014. The Steering Committee gathered research and discussed existing programs; developed the invitation list of delegates from each region, as well as suggested participant/observers (community members, teachers, administration, and business leaders); created the agenda and identified experts/speakers for the keynotes and concurrent sessions. To facilitate the work of the Steering Committee and the Education Workshop, ICC-Alaska engaged the services of a team of experienced facilitators known for working across rural Alaska.

The Steering Committee nominated representatives from the individual regions to be considered as delegates to the Education Workshop. The Steering Committee was attentive to the need for broad representation in terms of experience and viewpoint. The final list of Workshop delegates included five individuals from each region (four plus the Steering Committee member) and the youth representative to the Steering Committee. Two delegates were students (one was a Steering Committee member and one from the North Slope region). Altogether, the two-day workshop brought together 55 participants and observers on day one, including 20 Inuit delegates who continued the work on day two (for a complete list of delegates, speakers, and observers, see Appendix A). There were nineteen observers, and eleven speakers at the event. Among the delegates, there were nine current or former teachers, three school district administrators, two university administrators, two

students, and four business/community representatives. Five observers were from colleges or universities, two were school board members, two were school district administrators, and ten were Alaska Native organization leaders.



*Delegates to the ICC-Alaska Education Workshop and ICC-Alaska staff.*

Invitations to the workshop were sent to invited delegates, observers, and speakers by ICC-Alaska. The Steering Committee made suggestions for alternate choices when necessary, in order to achieve a balance in regional representation and expertise. The list of delegates and attendees is in Appendix A, along with a sample of the invitation letter.

## *The Truths We Hold Dear*

The ‘Truths We Hold Dear’ are the foundations that are so integral to one’s being, they are non-negotiable. Take them away, and individuals and groups are immobilized. The Steering Committee identified very early what it means to be Inuit, what it means to define educational success for Inuit students – in other words, the truths we hold dear and could not, should not be compromised. This activity was necessary as a precursor for determining the topics, behaviors, and activities that would and should be discussed and examined for change and suggestions.

*“We want to reclaim our own ways, including how we impart knowledge.”*

*“We value family and community engagement.”*

## **Workshop Objectives**

*The objective of the Implementation Plan is to empower the Inuit community – leadership, citizens and parents alike – to take a collective ownership of and to recognize we all have a responsibility to educate our youth.*

The *Truths We Hold Dear* that were identified by the Steering Committee were presented to participants at the beginning of the workshop to establish a common basis for the work ahead. Following the discussion, delegates affirmed these Truths as the desired foundational values of the Strategy.

- **We want school authorities to understand the student perspective**
- **We value family and community engagement**
- **Every person can learn**
- **We want to reclaim our own ways including how we impart knowledge**
- **We want teachers to be more supportive of students**
- **We need to teach teachers about our communities because so many of them come from Outside**
- **Students need to learn about and develop pride in their self-identity**
- **Students need to develop respect for Elders and the cultural knowledge and identity they can impart**

**T**he overall charge for the workshop and the Steering Committee was outlined by ICC-Alaska:

1. Define educational success from the Inuit perspective.
2. Examine existing education systems and policies.
3. Review successful educational programs and services offered in other indigenous communities in the circumpolar north.
4. Identify deficiencies, opportunities and best practices for Alaskan Inuit.
5. Begin development of a strategy and implementation plan for Inuit educational improvement.

*“The implementation plan will include practical steps and concrete action items that can be taken at local, regional, statewide and national levels.”  
-ICC-Alaska Project Proposal*

## ***Agenda and Workshop Processes***

The plan was also to include a circumpolar component in an Alaskan focused workshop by inviting experts from other Arctic indigenous organizations and communities to share their best practices and success stories. Alaskan Inuit will be able to take into consideration what they have learned from other circumpolar examples while developing the Alaskan-specific education improvement strategy.

The implementation plan will include practical steps and concrete action items that can be taken at local, regional, statewide and national levels. The objective is to empower the Inuit community – leadership, citizens and parents alike – to take a collective ownership of and to recognize we all have a responsibility to educate our youth. ICC-Alaska will be responsible for the implementation of the strategy as directed in the plan and intends to use the strategy in its advocacy efforts. The strategy will be shared with other Alaska Native groups and will serve as a model approach they can take with their communities.

**T**he agenda for the Education Workshop was established by the Steering Committee, after gathering research and suggestions from colleagues. The interest of the Steering Committee was ensuring that delegates would have access to a broad range of content related to the current status of Alaska Inuit education, and that the format of workshop sessions would allow for collaboration to formulate recommendations for advancement of an Inuit education initiative. The full two-day workshop agenda is in Appendix B.

The agenda was designed to be informational on day one and to have facilitated discussion and synthesis of the information on day two. The first day agenda started with Opening Remarks by ICC-Alaska President Jim Stotts followed by a welcome to Nome by Melanie Bahnke, Kawerak, Inc. President. In planning the agenda for the workshop, the Steering Committee recognized that other Inuit people are



*Photo by Mary Sage*

*"I want to go to school and be successful so that I can come back and help create Yup'ik resources to teach our culture."*

*-Youth Panel member*

also engaged in educational improvement and decolonization efforts and wanted the Workshop delegates to benefit from the experiences of others. To that end, Aviaja Lynge, an Inuit school reform expert from Nuuk, Greenland, and Jodie Lane, a member of the Canadian National Committee on Inuit Education from Nunatsiavut, Canada provided keynote remarks addressing the topic, "What we can learn from the education self-determination experience elsewhere."

After establishing the broader context for Inuit education reform improvement, the agenda topics became more specifically focused on the Alaska Inuit context, including the current status of Inuit student achievement according to Alaska Department of Education records. There is significant work already underway to improve Inuit education in Alaska and the Steering Committee worked earnestly to bring useful and interesting examples of best practices strategies to the delegates. Concurrent sessions gave delegates an overview of North Slope Borough School District's Inupiaq Learning Framework, which is the foundational and guiding document for curriculum development in the district. Another session highlighted the efforts of Ilisagvik College to bridge the transition from high school to college in ways that help students stay in school and be successful. A third session highlighted the theoretical and pedagogical work related to Inuit teaching and learning of the Director of the UAF Chukchi Campus.

A highlight of the first day of the workshop was a panel of four youths who unabashedly spoke about the conditions and factors that have helped them achieve success in K-12 and post-secondary education. The final session of day one of the Education Workshop featured Round Robin Table Topics. The purpose for this format was to allow delegates to gather more information and knowledge about regional best practices related to Inuit education while acknowledging that each delegate had his or her own unique knowledge and background. From the eight possible table topics, delegates selected four to attend in 15-minute

## Day 1

### Opening Remarks

*"I dream that education would be changed to fit us Inuit, not the other way around. My ideal school would have a calendar based around the subsistence seasons. Bilingualism would be the norm."*

*Melanie Bahnke, President  
Kawerak, Inc.*

sessions. Topics included Parent Involvement, Yup'ik Immersion School, Best Practices in Early Childhood Education, Issues in Assessment, Educator Evaluation System, Fostering Educational Leadership, and Teaching Inuit Language.

Workshop delegates and other participants arrived on day one of the two-day Education Workshop in Nome full of energy and with eager anticipation for the work to be accomplished. Day one opened with words from Jim Stotts, ICC-Alaska President, who encouraged thoughtful and deliberate conversation. Jim also urged delegates to be tough. He encouraged delegates to look at the topic of education holistically, dig into what it means to be Inuit, and to get at what cannot be taught in a classroom. "keep our total community in mind," Jim said. "We hope that there will be suggestions on how to improve coordination and collaboration among the different community stakeholders."

*"We have the ability and responsibility to find solutions that work for our communities. I hope you noticed that I said solutions that work for our communities; not for our students, not for our teachers, nor our institutions. We need solutions that work for the community level – the total community. We need to look at the topic of education holistically. In other words, from the Inuit point of view, from our own cultural perspective."*

*-Jim Stotts, ICC-Alaska President*

Melanie Bahnke, President of Kawerak, Inc. echoed the need to be tough. She told delegates Inuit should be children's first language and English their second language. She envisions curriculum and instruction with real-life examples, based on things like financial reports or study of economics based on tourism examples. The school system Melanie said she visualizes is bi-cultural, one where Inuit will succeed not in spite of the system but

## Keynote Speakers



Aviaja Lynge

because of it. Melanie used strong words of encouragement for the task ahead, exhorting delegates and observers to put hard topics on the table and hold people accountable. “Our Elders worked for a living, and we need to, too. Leadership,” she concluded, “is a verb, not a noun.”

*“We have educated our children for millennia. This is not something new to us. We have taught them to not only know the fundamentals of how to make a living, but we also instill them with the spirit to be an Inuit. Our children should succeed not in spite of the system, but because of it.”*

*-Melanie Bahnke, President  
Kawerak, Inc.*

Keynote speakers Aviaja Lynge and Jodie Lane addressed the topic, “What We Can Learn from the Education Self-Determination Experience Elsewhere.” Their biographical sketches are in Appendix A.

Aviaja Lynge works at the Institute of Learning Processes at the University of Greenland. Her work with Greenlandic school reform made her an ideal choice as keynote speaker for the ICC-Alaska Education Workshop. Aviaja echoed Jim Stott’s words of not living in the old ways but in modern times rooted in ancient ways. Aviaja told the group, “We have experience in a decolonized context for education. Now we need a decolonization of the mind. We have to take the colonial school system and the human impact of it, and combine that with our ancestral knowledge and ways of knowing.”

Aviaja described school reform in Greenland as rooted in the concept of “Anersaava”: every child is born equal and with the same abilities to learn. This means that all children deserve to have the same opportunities to learn. Aviaja used the diagram shown below to describe the need to move the

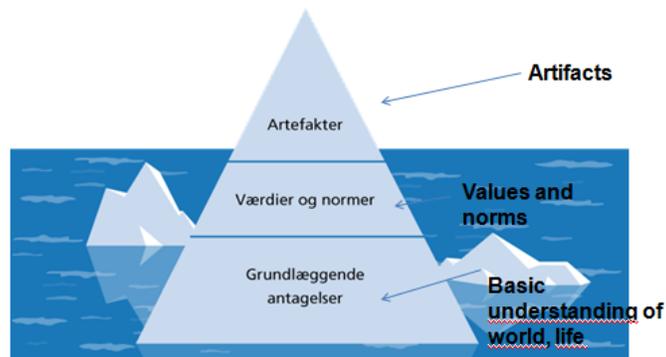
*“Why is it that indigenous kids worldwide are failing in education? Because they are in a system that is not rooted in their ways. Collectivism is our culture; we are defined by our relatives and our background.”*

*-Aviaja Lynge*

*“It is a long term process to change teacher behavior and pedagogy. Language is not a cultural pedagogy. Inuit education needs a cultural pedagogy.”*

*-Aviaja Lynge*

education reform conversation to a deeper level. She said artifacts are just the tip of the iceberg related to Inuit people; we need to get down to values and norms, and even deeper to the Inuit basic understanding of the world and life. Aviaja said that when we look into core values we can see that, “Just because we don’t look like that anymore doesn’t mean we are not still learning like that.”



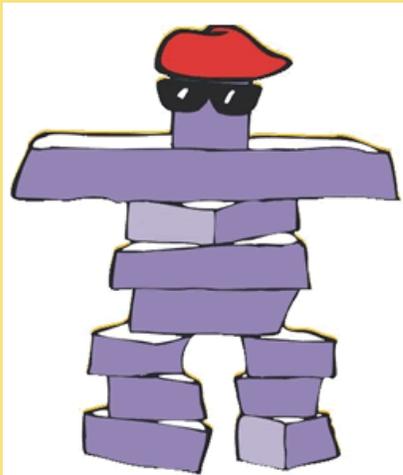
Aviaja described Inuit communication as collectivist based versus individual. Inuit communication gets meaning not only from words but also body language, mood, ways of behaving, norms, and the situation. Much is implied and hinted rather than said, in direct contrast to Western communication where more of the message is contained in words. When Inuit children face this difference in communication with their Western teachers, they are at risk of being labeled as shy, quiet, withdrawn – or worse – as incapable of learning.

Aviaja said, “In order to decolonize education you need the courage to ask, ‘Should the education system adapt to children’s identity and ways of learning, or should it remain static where children who cannot adapt to the culture of the system get lost? Successful systems or successful children? Or both?’”

Aviaja noted that it is a long term process to change teacher behavior and pedagogy. In Greenland, the current reform efforts are guided by the School Act passed in 2002 and four fundamental intentions: 1) backward design, starting with a vision of the ideal Inuit citizen; 2) a foundation of traditional Greenlandic values and ways of relating; 3) goals for

national economic success; and 4) a grounding of reform efforts in culture and education research. The reform efforts in Greenland are based on performance standards for students and teachers, and based on a culturally appropriate pedagogy.

Aviaja told delegates that based on the Greenland experience, education reform and decolonization is a long-term process that requires parents to take new responsibility for teaching and learning that had previously been wielded by schools. She called for continued work to shift the focus to pedagogy – the way Inuit children learn best – and new methods for preparing teachers. She cautioned that language is not the only culture bearer and that there is still a need for a common understanding of culture and education.



*Cool Ed, the logo of the Nunatsiavut Stay in School Initiative*

Jodie Lane presented the Canadian National Inuit Education Strategy and described the process and timeline for achieving some important milestones. Inuit Tapiriit Kanatami (ITK), the national Inuit organization in Canada, launched the effort to improve Inuit education in 2006. Notably, the group conducted extensive original research on indigenous people’s standards for education, successes and gaps in early childhood programs, engaging parents and communities, and successes and gaps in postsecondary education. Concurrently, ITK formed Education Advisory groups and engaged in a high level of stakeholder consultation. The research and stakeholder engagement efforts culminated in a Summit on Inuit Education in 2008. The vision of the national ITK Education Summit shared some similarities with the ICC-Alaska Workshop. Namely, the ITK Summit gathered educators and leaders to examine approaches “with the aim of developing a common understanding of what it will take to build and sustain an education system that contributes to the cultural, social, and economic well-being of Inuit communities”.

*“Closing the education gap in the post-apology era was the key to Inuit success.”*

*-Jodie Lane*

A pivotal action occurred shortly after the ITK Summit that provided impetus for development of a National Strategy on Inuit Education. Canadian Prime Minister Stephen Harper issued a formal, public apology for the deleterious effects of the historic residential schools policy in Canada. The government apology paved the way for new policy directions and led to the National Strategy on Inuit Education released in June 2011 that is comprehensive, long-term, and focused on significant large goals rather than day to day or individual, disparate activities. Canada’s National Strategy includes ten recommendations covering parent engagement, early childhood education, codification of languages, postsecondary education, K-12 curriculum, and the development of Inuit leaders.

Jodie described her own work as an education counselor working with students from kindergarten age through postsecondary. One of her newest projects is the development of an Inuit Bachelor of Education (IBED) program slated to begin in September 2014. The program will prepare teachers using curriculum infused with Inuit cultural content. An Inuktitut language program will run parallel with the IBED program so that graduates of the program are fluent in Inuktitut by the time they achieve their teaching degree.



*Chris Simon, Rural Education Coordinator, Alaska Department of Education and Early Development*

## *The Current Status of Inuit Education In Alaska*



*Vera Metcalf, Pausauraq Jana Harcharek, Aviaja Lyngé, and Kuutuuk Fannie Akpik. Photo courtesy of Aviaja Lyngé.*

Following the keynote speakers, Chris Simon, the Rural Education Coordinator for the Alaska Department of Education and Early Development spoke on the current status of Inuit education in Alaska. Chris presented the most recent and historic student achievement data for Inuit students, and then discussed some of the ways that participants could become involved to influence education policy and practices. For example, the State will be adopting new statewide tests for students, and there is a need for participants to study and examine test items for cultural bias and appropriateness. Chris also told the group the Department of Education is currently working on a new educator evaluation system to include specific evidence that teachers have achieved Alaska's Cultural Standards for Educators.

## Success from the Youth Perspective



Photo courtesy of North Slope Borough

*"Well, what makes me successful is my community."*

A highlight on day one was a lunch time panel of four youths who were resilient, persistent, and determined. They were individually selected for the panel because of their success and achievements. They spoke of what was most important to them in being successful high school and college students. The common themes were support from family, a strong encouraging adult, and support on campus. One youth said,

*"My grandma is a really big factor in why I am where I am now. She called me all the time and said...home is always there. It is tough to leave home, especially when you have a big family, and I am the first one to leave my family and my community and go away to school. It was very hard for me especially at the beginning. And then my Grandma would remind me: Home is always there. Get your education and come back."*

The youth spoke of extended families and a desire to know their own language or the satisfaction that they did. All four panel members indicated that their Native culture was the very thing that kept them going.

*"Success to me is learning about my language and culture and being able to teach it to another generation so it doesn't die or go away."*

One youth said that being a Native language learner herself will make her more successful as a language teacher of others. She pointed out that when individuals are highly fluent, they may not view the effort to learn language the same way as a novice. Other youth quotes included:

*"I've always had my family there with me when I was going through times when I questioned what my goal was and what I needed to do to be successful."*

*"I've made knowing my culture one of my priorities."*

## *Concurrent Sessions*

*"There are some people who think we're not really smart and can't learn anything. But we are strong. We are smart and have a lot of strength and motivation to succeed and enrich our culture and traditions!"*



*Youth panel members: Marjorie Tahbone, Madelyn Alvanna-Stimpfle, Audrey Leary, and Siakuk Maggie Sikvayugak.*

On the first day of the workshop, concurrent and round-robin sessions gave participants the opportunity to learn about successful Inuit programs in Alaska and to hear from local experts. In one of the concurrent sessions, Pauline Harvey, Director of the UAF Chukchi Campus, discussed university efforts to create awareness among teachers and others of the Inuit ways of knowing and teaching. The efforts include work to ensure incorporation of the Alaska Cultural Standards within the new educator evaluation system in Alaska.



*Pearl Brower leading the concurrent session, “Bridging to Postsecondary Education”.*



*Pauline Harvey leading the concurrent session, “Inuit Educational Pedagogy”.*

In another concurrent session, Pearl Brower, President of Ilisagvik College, discussed ways the College provides a supportive environment that leads to greater student success. She also spoke about the innovative Inupiaq Early Childhood Program that leads to a Bachelor’s degree through partnership with other institutions.

Pausauraq Jana Harcharek, the Director of Inupiaq Education for the North Slope Borough School District, presented the district’s Inupiaq Learning Framework (ILF), the result of work started in 2006 with North Slope communities to identify what a well-grounded, well-educated 18-year-old Inupiaq looks like today. The Inupiaq Learning Framework is foundational to the articulation of the district’s curriculum and assessments. The effort to develop the ILF was consistent with and in response to the School Board’s vision to ensure that “Learning in our schools is rooted in the values, history, and language of the Inupiat.”



*Pictured Above: The Inupiaq Learning Framework.*

*“Through a holistic and interdependent approach to education guided by, and deeply rooted in Iñua, we foster the development of spiritual, social, cultural, environmental, emotional, physical and economic connection leading to well-grounded, well educated individuals able to navigate effectively in a modern world. “*

## **Day 2**

### ***The Legislative Viewpoint***

**T**he day opened with a brief and question/answer session with Senator Donny Olson’s Chief of Staff, who discussed current education issues in Alaska and of specific interest related to Inuit students, the language preservation bill passed in the last legislative session, the base student allocation, Internet connectivity for rural education, and the constitutional amendment on school choice. Senator Olson hails from Golovin and represents constituents from Senate District T which includes Barrow, Kotzebue, Nome, and surrounding villages.

Delegates had a number of questions for Senator Olson’s aide regarding the Alaska Native Language Preservation and Advisory Council created by the Alaska Legislature two years ago. The Governor appointed to the council five voting members who are professional language experts and who represent diverse regions of the state. ICC-Alaska Education Project Steering Committee member



*Bernadette Alvanna-Stimpfle, member of the Alaska Native Language Preservation and Advisory Council*

## *Delegate Deliberations*

Bernadette Alvanna-Stimpfle is a member of the Language Preservation Council. The Council exists to provide recommendations and advice to both the Governor and Legislature on programs, policies, and projects; and to network and advocate in support of the Council's mission.

One of Senator Olson's major interests this session was broadband Internet connectivity for rural Alaska, and specifically for education. Another was successful passage of CSHB 216 which added the Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Aluti'iq, Unangax, Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages as official languages of the state.

**P**er the Education Workshop design, day two was to elicit conversation, ideas, and critical analysis by the delegates. ICC-Alaska President Jim Stotts focused the delegates on the work to be done, saying "It is a community effort that will save us. You can have all kinds of laws. You can do all kinds of different things but when we get right down to it, it is community action that gets us beyond the talking stage." Jim acknowledged the work ahead would be hard and reiterated the need for collective action, pledging the support of ICC-Alaska for locally and collectively generated solutions. "Really, if you want to save your culture, you have to do it together. We [ICC-Alaska] want to be part of the solution, but if you really want to save your culture you must reach out to friends and other villages. You have got to do it together."

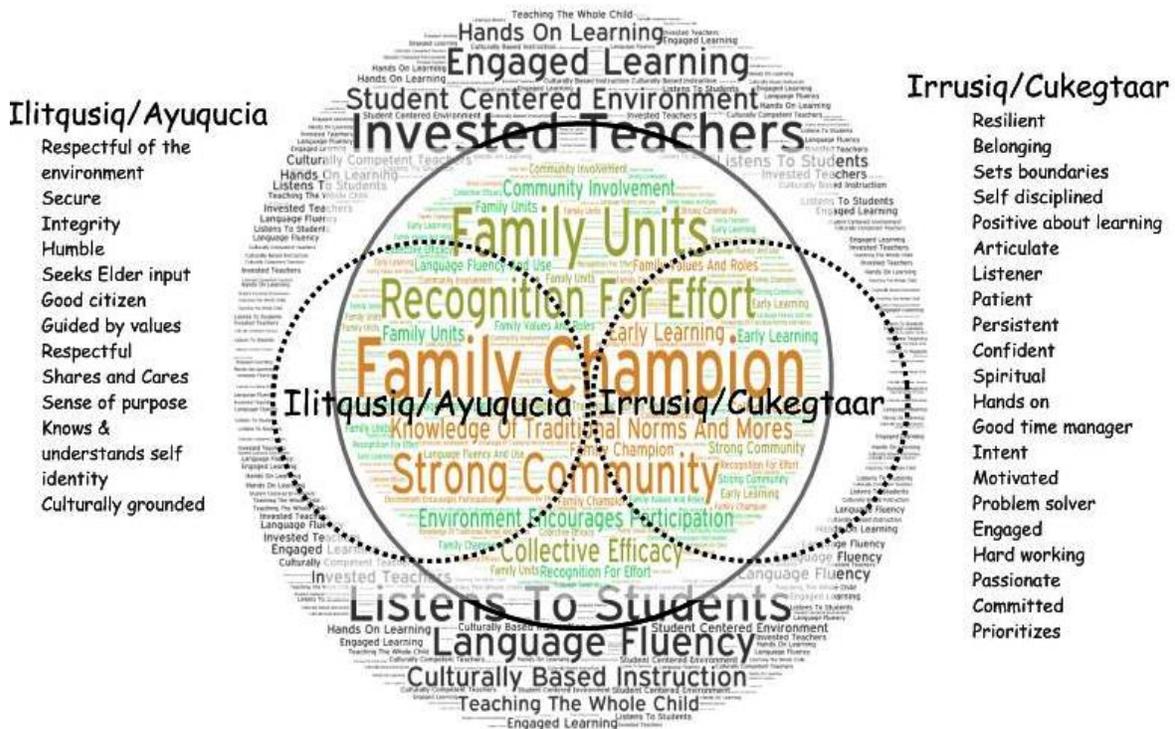
*"We need a grassroots movement. The solution is within our villages. Look at how the young now learn to hunt and to sew. The current education process is not our process. We need to do it ourselves. To use our own system. That is your charge."*

## Defining Success from an Inuit Perspective

*Iñua (noun): The spirit or soul that exists in all people, animals, lakes, mountains, plants – in everything. A foundational belief in the continuum and interconnectivity of all life and spirit of all that is, has been, and which is yet to be.*

With the charge or mission established, delegates worked in small and large groups to identify the qualities and characteristics of Inuit success. Ultimately, the terms or words that were identified could be classified as either intrinsic to the individual or evident in the family, community, or larger environment. The overarching terms for the collective qualities that contribute to Iñua are, in Inupiaq followed by Yup'ik, Irrusiq or Cukegtaar (personality, motive, being a good person), and Ilitqusiq or Ayuqcia (attitude and emotions, actions). Family and community are integral to student success. The formal education environment is shown in the outer circle. Delegates agreed that because all of the internal and external factors are interconnected, any visual model must show that in the representation.

## Alaskan Inuit Success



## Identifying and Prioritizing the Gaps

*“We need to identify what the road will look like to get us to a point in our history where we have truly reclaimed our ways.”*

*“We need to individually and collectively get our indigenous voice heard in a way that affects politics and achieves change.”*

Delegates engaged in a frank discussion about the areas they viewed as weaknesses or gaps related to Inuit education. Prior to that however, delegates were asked to pause, discuss, and celebrate the successes and wonderful examples of exemplary Inuit education programs and practices in place in Alaska. Examples named included the Inupiaq Learning Framework and Inupiaq Language program in place in all schools in the North Slope Borough School District; Inupiaq language instruction available through Rosetta Stone software; creation of between-term experiential learning for students (“s” term); and locally operated language immersion and culturally-based schools.

Taking into account all that was heard on day one from the speakers, the student panel, and dialogue with one another, delegates identified five key gap areas: 1) Self determination; 2) Parenting and discipline; 3) Language and schooling; 4) Communication; and 5) Cultural presence at home, in the community, and at school.

Related to **self determination**, delegates said we are not reclaiming who we are and determining for ourselves the way things should be; there has been too much colonization and assimilation; we are not establishing policies per our worldview; and we are not living our values thoroughly. Solutions to these issues should be directed toward the creation and implementation of policies and actions related to self-governance.

Gaps in **parenting and discipline** were summarized quite simply as, “we are not raising children who are whole human beings.” Delegates noted there is a loss of parenting skills over the generations and that consistent discipline is not administered or supported by the community. Children are not being praised enough for their accomplishments, and alcohol, drugs, and technology are all distractions getting in the way of effective parenting. Older and more experienced

*“I think we need to focus on the word ‘revitalize’. Parents are trying though some struggle. This is where local and regional tribes can be helpful for strengthening our communities.”*

*“I like to go on Facebook and see when parents and community Elders respond to some of the issues I post!”*

adults are not advising young parents about parenting skills. Delegates said that solutions need to be directed at social structures and development of self-identity in order to create well disciplined children.

In the area of **Language and Education**, delegates lamented that the Inupiat and Yup’ik languages are not being spoken at home and in the community and that students can either write their Native language but not speak it fluently, or vice versa. Further, Native language classes in the schools are elective and optional, but not required. Related to the structure of schooling, delegates noted that control of schools is governed by Western laws; school time is limited and finite for instruction; and there is a limited pool of resources for Native language and education. Solutions to these gaps will require community engagement and increased interest in and responsibility for becoming formal as well as informal educators – everyone can engage in teaching others.

Language recurred as a gap under the header of **Communication**. Delegates said that speaking our language fluently is not a focus or a priority. They also said there is a breakdown of communication between the generations. These gaps could be addressed by bolstering support systems and through networking.

Delegates expressed concern over a **lack of cultural presence at home, in the community, and at school** in three ways: first, we are not honoring our Elders enough; second, we lack a strong cultural presence in schools; and third, there is a disconnect between the state, communities, and schools. There was consensus that actions to address these gaps would take community involvement.

## ***Recommendations to Improve Inuit Education in Alaska***



*Delegates brought traditional foods to share during lunch on day two of the workshop. Pictured here are Jana Harcharek and Madelyn Alvanna-Stimpfle preparing food for the meal.*

Using a facilitated consensus building process, delegates developed a prioritized set of recommendations to be used by the Steering Committee for creating the ICC-Alaska *Education Strategy and Implementation Plan*. The top five recommendations, along with their suggested associated actions are listed here. A complete list of the recommendations is in Appendix C.

We recommend:

1. The creation/establishment of mechanisms by which to advance our decolonization agenda as well as our political agenda.
  - a. Assume personal responsibility – a mental freeing from colonization
  - b. Identify content for Alaska Studies that is important
  - c. Develop a personal interest and involvement in policy issues – speak up
  - d. Gather evidence
  - e. Use the structure of resolutions

*“The Eurocentric frameworks of education are going to continue to be problematic and we will solve neither inequities nor injustices by those means that are currently being used.”*

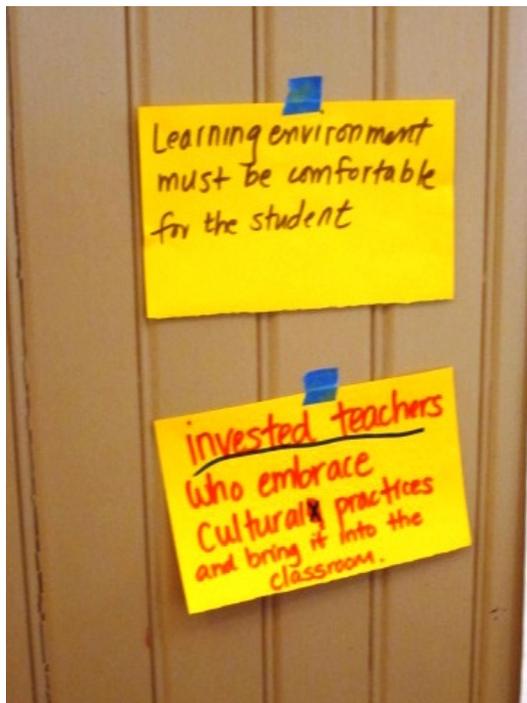
*-Dr. Marie Battiste  
University of Saskatchewan*

- f. The effort starts within individuals:  
Speak it, live it, do it
- g. Get endorsement for the recommendations
- 2. That cultural curriculum be developed and implemented to enhance our Inuit students' foundational studies.
  - a. Work with local advisory school boards to get them to support this action and carry it forward
  - b. Take individual action to create local materials – they are a form of evidence
  - c. Learn from others and use what they have already developed
- 3. A. Establishment of indigenous language schools with 100% support from all entities.
- 3. B. Policies and procedures for language revitalization be developed and implemented in all Inuit school systems and community based organizations.
  - a. Seek collaboration with the Alaska Native Language Preservation and Advisory Council
  - b. Look for linkages with others who have a stronger voice and are getting heard
  - c. Create and/or utilize local or regional language commissions as organizations or political entities that can forward this agenda item
  - d. Support individuals political office who will/do/can support this effort
- 4. Putting indigenous people into positions that affect policy.
  - a. Support Alaska Native candidates for political office
  - b. Create political capacity at the local level by talking about important issues



*Lolly Carpluk and Pearl Brower.*

5. Traditional parenting skills be revitalized and implemented by regional or local tribal entities.
  - a. Hold community meetings; find people who want to become involved
  - b. Find parents who need help, and those who can help
  - c. Teach parenting skills in school
  - d. Use social media to promote parenting skills (e.g. Facebook)
  - e. Schools could host “parent nights”
  - f. Community events focused on parenting
  - g. Collectively take responsibility for parenting
  - h. Social issues have led to a loss of parenting skills; local agencies could help by recording and writing down parenting skills
  - i. Consider using Migrant Education as a funding source for activities
  - j. Infuse parenting skills into subsistence activities



## *Assigning Responsibility for Action*

*“I know in our communities when we all get together we feel like we’re whole and we’re healed again. For example, at the New Year’s dance or Eskimo games, everyone is happy and they tell stories and you hear—I hear them speaking Inupiaq and it just kind of hit me, people are in their communities and can get community involvement to bring together our people with a desire to fix this issue.”*

During the addressing the gaps session, having prioritized the top five solutions, the delegates spoke at length about who should be responsible for action. First, they said, is to start with ourselves. “I think it resides within each of us to get on the road, if we’re not already on the road to freeing ourselves from the stronghold of colonization.” Furthering the thought was discussion that if we are not teaching our young people about who we are and how we came to be where we are, then they will not understand who we are. It was noted that many school children are too young to know about ANCSA, and because we don’t talk about it, they don’t understand it. Similarly, the participants felt, this conversation was about traditional ways, parenting, teaching and many other topics from the recommendations list, which all builds toward successful Inuit education.

Once individuals take responsibility, delegates recommended actions begin at the local level with tribal entities, and with the local advisory committees to the district School Board. With regard to the second recommendation, cultural curriculum needs to be developed and implemented to enhance Inuit students’ foundational studies and the local advisory committee makes a good advocate. Following a leadership progression, the local recommendation could go to the district School Board which has a voice at the state level, including to the Governor and Alaska Legislature.

Discussion also focused on recommending that traditional parenting skills be revitalized and initiated by regional and local tribal entities by utilizing a committee of elders and parents who want to be involved in revitalizing traditional parenting skills. This interested group could create an outline or collection of traditional parenting skills, to be offered to people within the communities who need that help. “We have some parents who are pretty young and they need help from us.” It was noted that some young people are becoming teachers and taking child development

*We need to push for these kinds of talks to happen at the local levels. It will encourage people to step forward as leaders.”*

*One delegate noted that students who participate in activities such as fish camp, logging, and berry gathering with their families tend to do well in school and learn healthy values. “So, subsistence activities undertaken in the family environment, helps to promote good kids.”*

classes, which is a good method to learn traditional parenting skills. A very specific suggestion was offered to have students complete an assignment to interview Elders using the question, “How were you raised?” This would be a step toward a decolonized classroom environment because we’d be applying our own ways of how we teach children and how we raise them.

The power of collective action for achieving change was described this way by one delegate: “I know in our communities when we all get together we feel like we’re whole and we’re healed again. For example, at the New Year’s dance or Eskimo games, everyone is happy and they tell stories and you hear—I hear them speaking Inupiaq and it just kind of hit me, people are in their communities and can get community involvement to bring together our people with a desire to fix this issue.”

Related to recommendation 4, voting Alaska Native people into office, it was noted that the grassroots activity was getting people to vote. Alaska Natives in elected leadership positions is a good way to affect policy. It requires constituents to get out and vote. “Get the word out and have everybody vote and just think about the strong voice we can create in our communities.” At this point many people applauded, and buoyed by the enthusiasm, one delegate asked who from this room was going to run for governor, which received many cheers.

One delegate noted that often people leave a conference, workshop, or gathering full of energy and ready for action but on returning home, “we end up just doing what we are doing because we get busy. We need to push for these kinds of talks to happen at the local levels. It will encourage people to step forward as leaders.”

**T**hat the ICC-Alaska Education Workshop was a success has already been demonstrated by the number of delegates eager to report the results back to their own constituency. The call for individual

## Next Steps

and collective action was heard and was acted upon. This report of the workshop proceedings was created with intentionality, as a document to be used to promote local action. Background research, workshop documents, and speaker notes are all available through ICC-Alaska to aid delegates and interested audience members in efforts to improve Alaskan Inuit education.

The Education Project Steering Committee will use the workshop results and background information including research collected over the last six months to draft the *Alaskan Inuit Education Improvement Strategy* and an accompanying coordinated implementation plan, to be publicly available by late summer 2014. The Strategy document will be published and is intended for use as an advocacy tool at the local, regional, state, national, and international levels to improve Inuit education, specifically in Alaska. The implementation plan will include the practical steps and concrete action items identified by workshop delegates on day two. The implementation plan is intended for local, regional, statewide, national, and international action. The overarching objective is empowerment of the Inuit community – leadership, community members, and parents alike – to recognized and take collective ownership of the responsibility to educate our youth.



*Aviaja Lynge and Madelyn Alvanna-Stimpfle, youth member of the Education Steering Committee, sharing a chuckle during the Workshop.*

## *Appendix A*

Workshop Agendas

Letters of Invitation to Delegates and Speakers

List of Delegates, Speakers, and Observers



*Photo by Chris Danner*



**ICC---Alaska Education Workshop  
April 16 and 17  
Old Saint Joe's Church  
Nome, Alaska**

**Day 1: April 16, 2014 Open Session**

<b>Time</b>	<b>Topic</b>	<b>Speaker(s)</b>
<b>8:00 – 8:30am</b>	<b>Registration and Coffee</b>	
<b>8:30 am 30 min.</b>	<b>Welcome and Opening Remarks</b>	Jim Stotts, ICC Alaska, President Melanie Bahnke, Kawerak, Inc. President
<b>9:00 am 15 min.</b>	<b>Introduction of Steering Committee</b>	Kelly Eningowuk, ICC Alaska Executive Director
<b>9:15 am 1 hr. 15 min.</b>	<b>What we can Learn from the Education Self Determination Experience Elsewhere</b>	Aviaja Lynge – Greenland Jodie Lane -- Canada
<b>10:30 am 15 min</b>	<b>Break</b>	
<b>10:45 am 45 min.</b>	<b>The Current Status of Inuit Education in Alaska</b>	Chris Simon, State of Alaska Department of Education and Early Development
<b>11:30 am 1 hr.</b>	<b>Lunch --- <i>Provided</i> Review topics for Round Robin Session below Youth Panel begins halfway through</b>	
<b>12:00 pm 1 hr.</b>	<b>Youth Panel Student Voices: What Helps You be Successful?</b>	Maddy Alvanna Stimpfle Marjorie Tahbone Siakuk Maggie Sikvayugak Audrey Leary
<b>1:00 pm 1 hr. 45 min.</b>	<b>Concurrent Sessions (30 min. ea., 5 min. between)</b> <ul style="list-style-type: none"> <li>• Inupiaq Learning Framework</li> <li>• Bridging to Postsecondary Education</li> <li>• Inuit Educational Pedagogy</li> </ul>	Jana Harcharek Pearl Brower Pauline Harvey
<b>2:45 pm 1 hr. 15 min.</b>	<b>Round Robin Table Topics (15 min. each) Best Practices in and for Inuit Education Defining Education Success from an Inuit Perspective (Select 5 sessions to attend)</b> <ul style="list-style-type: none"> <li>• Parent Involvement</li> <li>• Yup'ik Immersion School</li> <li>• Best Practices in Early Childhood Education</li> <li>• Teacher Education</li> <li>• Issues in Assessment</li> <li>• Educator Evaluation System</li> <li>• Fostering Educational Leadership</li> <li>• Teaching Inuit Languages</li> </ul>	Moderator  Annie Conger Loddie Jones Janet Balice  Lolly Carpluk Chris Simon Martha Gould---Lehe Barb Amarok Bernadette Alvanna---Stimpfle
<b>4:00 pm 30 min.</b>	<b>Wrap up and Preparation for Day 2</b>	

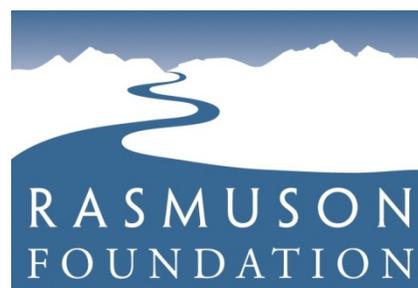


**ICC---Alaska Education Workshop  
April 16 and 17  
Old Saint Joe's Church  
Nome, Alaska**

**Day 2: April 17, 2014 Closed Session**

<b>Time</b>	<b>Topic</b>	<b>Activity/Responsibility</b>
8:00 am 30 min.	Overview and Setting the Stage for Day 2	Mix up the group (Kelly and Laurie)
8:30 am 30 min	The Legislative Perspective – Senator Donny Olson	
9:00 am 2 hrs.	Define Student Success	Pair Share/ Development of Matrix (Laurie)
11:00 am 15 min	Break	
11:15 am 45 min.	Identify and Prioritize Gaps	Small groups, sharing out (Chris)
12:00 1 hr.	Lunch -- <i>On Your Own</i>	
1:00 pm 1 hr. 15 min.	Development of Recommendations	Individual and Full Group (Laurie)
2:15 pm 1 hr.	Prioritize Recommendations for Steering Committee	Facilitate Prioritization activity with voting dots (Laurie)
3:15 pm 1 hr.	---Who is responsible? ---How will it occur?	Small table groups with reporting out (Laurie)
4:15 pm 30 min. (finish 4:45 pm)	Wrap up ---What are the next steps?	(Kelly and Laurie)

**Thank you to our project funders for making this workshop possible!**





**Inuit Circumpolar Council – Alaska  
Education Workshop  
April 16 and 17, 2014  
Nome, AK**

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**Opening Guest Speakers**

**Aviaja Egede Lynge** - Aviâja received her M. Sc. in Social Anthropology from Edinburgh University, Scotland in 2002. Her fields of interests were post-colonialism, culture, development of indigenous societies, and rural areas. Her professional experience includes working for the Greenland Home Rule Government as a Secretary to the Minister of Industry, Agriculture, and Labor; and private sector work with research, courses, integration of Danish and Greenlandic children in the public schools, and development of a Greenlandic empowerment concept. She is currently based at the Institute of Learning Processes, with the University of Greenland. Aviâja works with the Greenlandic school reform, an organization whose mission is 'education for all,' as a study leader for higher education programs for school teachers. She also teaches educational anthropology.

She has traveled most of the world, and her greatest interests are how to better educate native peoples, cross-cultural understanding between peoples, post-colonialism, and indigenous peoples' affairs. Her interests also cover the influence of colonialism on Greenlandic identity and self-determination, and how to motivate Greenlanders to study where they came from so they can better understand who they are today. Aviâja has a great deal of experience as a public speaker. She has given lectures to various groups, including academics, teachers, communities, international audiences, politicians, and young people.

**Jodie Lane** – Jodie Lane was born and raised in Makkovik, Nunatsiavut. She attended the University of Guelph, where she earned her BA Honours in Sociology. She then returned home and began working for the Labrador Inuit Association (now Nunatsiavut Government) as a Career Fair Coordinator, and later as the Education Counsellor for the Post-Secondary Student Support program. She then returned to post secondary studies and earned her Masters in Education from Mount Saint Vincent University. She is now the Education Manager for the Dept. of Education and Economic Development. She is also the Nunatsiavut rep for the National Committee on Inuit Education.

Jodie spent much of her career developing Stay in School initiatives and tools to help students explore their career options. Each year, she travels to all schools in Nunatsiavut spreading the message of the importance of education and helps guide students through the high school system and into post secondary studies.



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## **The Legislative Perspective – NOTE: This will occur at the beginning of Day 2**

**Senator Donny Olson** – Senator Olson is originally from Golovin. He has been a member of the Alaska State Senate since 2000 and currently is the Chair of the Community and Regional Affairs Committee. He is also a member on the Senate Finance Committee. Senator Olson will provide insight into legislative activity that has an impact on Iñuit education.

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## **The Current Status of Iñuit Education in Alaska**

**Chris Simon** – Chris is the Rural Education Coordinator for the Alaska Department of Education and Early Development. Alaska and Idaho are the only two states with an official whose sole responsibility is rural education. Chris is originally from Huslia and has a long career in public education, as a teacher, principal, superintendent, and school counselor. Chris will provide information about current student achievement, framed within his strong understanding of the educational needs and challenges faced by small rural communities.

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## **Concurrent Session Descriptions**

Each session will last 30 minutes. Audience members will have the opportunity to attend each session.

**Iñupiaq Learning Framework – Jana Harcharek** - This workshop will describe the journey of the North Slope Borough School District to make schooling relevant for Iñupiaq students. The Iñupiaq Learning Framework (ILF) resulted from efforts started in 2006 by the North Slope Borough School District to work with all of the communities in the school district to define what a "well-grounded, well-educated 18 year old Iñupiaq looks like today." The effort was consistent with and in response to the School Board's vision to ensure that, "Learning in our schools is rooted in the values, history and language of the Iñupiat." For the last five years, the North Slope Borough School District has been articulating a coherent standards-based curriculum K3/K4 through grade 12 with the Iñupiaq Learning Framework as the foundation.



**Bridging to Post Secondary Education – Pearl Brower** - Inuit students from traditional learning environments must navigate the transition to mainstream post-secondary education, whether for college or vocational training. This session will discuss ways to assist bridging Inuit K-12 education with post-secondary options.

There are also many regional options available, including technical training options. In this session, Pearl will discuss the ways Ilisagvik College incorporates Inupiaq pedagogy and epistemology into its philosophy and courses. She will also provide information about the innovative Inupiaq Early Childhood Program which moves students into a four-year degree program through partnership with other degree-granting institutions.

**Inuit Educational Pedagogy – Pauline Harvey** - Reclaiming Inuit Epistemology and Pedagogy, or Inuit ways of knowing and teaching. Re-acknowledge Inuit ways of learning, coming to knowing and how we impart our knowledge to our children.

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## **Lunch Presentation**

**Student Voices: What helps you be successful?** - Four Inuit students speak to what assists their success, their persistence in overcoming obstacles to completing high school and enrolling in/transitioning to/succeeding in post-secondary education.

**1. Maddy Alvana Stimpfle** - Maddy Alvanna-Stimpfle is a senior attending the University of Alaska Anchorage majoring in Early Childhood Education and minoring in Alaska Native Studies. She will graduate in December 2014. Maddy was born and raised in Nome Alaska. Her mother's family is from King Island and her father is from Virginia. Maddy spends her summers at camp, berry picking, boating, fishing. Maddy has been dancing with the King Island Dance Group since she was able to walk!

**2. Marjorie Tahbone** – Marjorie Tahbone is Inupiaq and Kiowa from Nome, Alaska. She has earned her bachelor's degree in Alaska Native Studies with a minor in Inupiaq Language from the University of Alaska Fairbanks in December 2012. While going to college Marjorie participated in the North2North program where she studied abroad in Iqaluit, Nunavut in Canada for one year in 2010. Marjorie currently works for Kawerak, Inc. as the Community Wellness Coordinator in her hometown of Nome. Marjorie was Miss Indian World 2011-2012 and is an accomplished artist and will soon teach her Inupiaq language at Nome Beltz High



School in the fall of 2014. She hopes to become a cultural knowledge bearer and take part to keep her Inupiaq tradition strong.

**3. Siakuk Maggie Sikvayugak** – Maggie Sikvaygak is a senior at Barrow High School. She is the oldest of nine children. Maggie spent her early childhood in Anaktuvuk Pass, moving to Barrow when she was seven. Maggie said, “I love both cultures, land and ocean traditions. My interest after high school is to further my education in Environmental studies or Biology. I love Barrow too much to live elsewhere.” Maggie plans to go to UAA or UAS to further her education. Maggie’s toughest high school subject is Math. She is tenacious about succeeding in Math and therefore goes to tutoring on Tuesday, Thursday, and Saturday to get addition help. Maggie credits her family as a motivating force for succeeding in school.

**4. Audrey Leary** - Audrey is currently a junior pursuing a Bachelor's degree in Elementary Education at UAA. She is both Yup'ik and Athabascan and has had the privilege of growing up and learning through both cultures. She grew up in Bethel and Napaimute. She has a strong desire to return back to her people as a leader in the education field, both as a teacher and eventually a principle. In her own words she wrote, "The youth found in our classrooms hold much significance for the future of our cultures and are my drive towards everything I do; I want to become an effective teacher for our youth."

This past summer she was an intern for First Alaskans Institute and placed at UAA's Center for Alaska Education Policy Research. She worked under Diane Hirshberg. She conducted a research study on rural and distance teacher education programs in Alaska as a way to gain a better understanding of how to decrease the teacher turn-over rate in rural Alaska and increase our numbers of Alaska Native teachers.

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### **Round Robin Table Topics**

Participants will rotate among the tables of speakers, who will have 15 minutes. Each speaker will choose his or her own format, such as presenting a brief topic overview and Q/A, a lecture/infomercial, or a round-table discussion.

**Parent Involvement** – Discussing how this definition means different things to different people; parents still feel a level of discomfort when they enter a school building because of issues stemming from internalized oppression. Recognizing that school administration time is better spent on building relationships with parents and families and discussing what everyone is doing right rather than focusing on



what Indigenous parents are doing wrong.

***Yupik Immersion School*** – Presenting the culture and curriculum of the Yupik immersion school, focusing on culture based education and Indigenous knowledge and pedagogy, reclaiming our ways of learning, knowing and teaching.

***Iñuit Best Practices in Early Childhood Education*** – Understanding how to use a holistic perspective that encapsulates the whole child/system, anticipating pre-k to college, utilizing elders and understanding the role of environments, including the family, cultural and village contexts.

***Teacher Education*** – Presenting cross-cultural options for regular classroom teachers who come into villages unprepared for teaching Iñuit students, particularly second language learners. Discussing different approaches to cross-cultural training of teachers.

***Issues in Assessment*** – Bringing a decolonized context into assessment; understanding Alaska Native educational policy and developing SBAs to ensure cultural bias is adequately and appropriately addressed.

***Teaching Iñuit Languages*** – Bringing the language into the classroom as a class option rather than as a first-language immersion, and understanding the opportunities and challenges of teaching Iñuit Languages in this manner.

***Educator Evaluation System*** – Understanding the new assessments for educators, including the cultural standards.

***Fostering Educational Leadership*** – Assisting Indigenous teachers to become principals and administrators in their education system. What programs exist and what opportunities are available for this training in both the Western and Indigenous frameworks.

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## **Inuit Circumpolar Council Leadership**

### **James Stotts, President**

James Stotts (Jimmy) was born in 1947 at Barrow, Alaska and raised in Barrow and other communities throughout rural Alaska. Like many of his generation he attended Mt. Edgecumbe High School, a Bureau of Indian Affairs boarding school



located in Sitka, Alaska. After high school he attended the University of Alaska Anchorage where he earned a degree in Business Management.

Jimmy has extensive managerial experience in the private sector. He worked for his village corporation (Ukpeagvik Inupiat Corporation) and regional corporation (Arctic Slope Regional Corporation). Over a thirty year career he worked in various executive capacities at both organizations and served on the Board of Directors of both organizations.

Jimmy had a brief career in local politics as an Assembly Member of the North Slope Borough from 1978 through 1983. He was elected President of the Assembly the last two years he served.

Jimmy has a long history of involvement with the Inuit Circumpolar Council (ICC). He represented Alaska on the first ICC Executive Council in 1980, eventually serving three consecutive terms from 1980 to 1989. In the early 1990s he worked for ICC Greenland as Environmental Projects Coordinator in Nuuk, Greenland. Since January 2008 he worked for ICC-Alaska as Executive Director in Anchorage, Alaska. In June 2009 he was appointed by the ICC Executive Council to serve as ICC Acting Chair through June 2010. Jimmy currently serves as the President of ICC-Alaska.

### **Kelly Eningowuk, Executive Director**

Kelly Eningowuk currently serves as Executive Director for ICC-Alaska. Previous to that position, Kelly was the Director of Administration and has worked for ICC-Alaska since 2008.

Kelly is Inupiaq and was raised in Shishmaref, Alaska by her grandparents. She graduated from Mount Edgecumbe High School in Sitka, Alaska in 1997. She has a Bachelor of Arts degree in Political Science and a Master of Arts degree in Rural Development from the University of Alaska-Fairbanks.

While Kelly lived in her home community, she worked for Kawerak, Incorporated, who is a member organization to ICC-Alaska. She was also involved in local government in Shishmaref. She has previously served as Vice President of the Native Village of Shishmaref, member of the City of Shishmaref and Co-Chair of the Shishmaref Erosion and Relocation Coalition.



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### **Kawerak, Inc.**

**Melanie Bahnke** – Melanie is the President/CEO of Kawerak, Inc., the regional non-profit tribal consortium in the Bering Strait Region of Alaska, where there are 20 federally recognized tribes. She has been employed by Kawerak, Inc. since 1999 and was promoted to the President position in 2012. She holds a Master of Arts degree in Rural Development from the University of Alaska, Fairbanks, and a Bachelor of Education degree in Elementary Education from the University of Alaska, Anchorage.

Melanie is an Alaska Federation of Natives (AFN) Board Member and co-chairs the Council for Advancement of Alaska Natives, which is comprised of the CEO's of the 12 regional non-profit tribal consortia and other Alaska Native non-profit organizations. She is also a board member of the Alaska Children's Trust and an active member of the Bering Sea Lion's Club in Nome. Melanie is a previous Executive Council member of the Inuit Circumpolar Council, as well as a previous member of the Tribal-State Collaboration Group.

Melanie is a tribal member of the Native Village of Savoonga, was raised in rural Alaska in a rich cultural and subsistence lifestyle, and speaks St. Lawrence Island Yupik as her first language.

Melanie is married to Kevin Bahnke, a lifetime Nome resident and Alaskan Native. Together they have three children. Melanie is personally vested in working hard to make rural Alaska a positive, nourishing environment where children have opportunities to grow into productive citizens, rooted in the strength of their culture. Melanie's professional goals are to continue to improve the social, economic, cultural, and political conditions in rural Alaska. Melanie previously served on the ICC Alaska Board of Directors as the Kawerak representative.



March 15, 2014

XXXXXXX  
XXXXXXX  
XXXXXXX

Dear XXXXXXXX,

The Inuit Circumpolar Council-Alaska (ICC-Alaska) is pleased to be leading an effort to empower Alaska Inuit to define education success and guide improvement of Alaska Inuit education. The effort will culminate with an education implementation plan and concrete action. Recognizing that parents, students, community members, and leaders from the Inuit community all share ownership and responsibility for educating our youth; we sought nominations from our membership for potential delegates.

You have been nominated to serve as one of five Inuit delegates from your region. There will be a total of 25 delegates, five from each Inuit region of Alaska. If you are willing to accept this nomination, please plan to join us for a two-day workshop in Nome on April 16-17, 2014. ICC-Alaska will provide travel costs and arrangements for the delegates. Please let me know as soon as possible if you are available on these days.

The workshop will include the opportunity to hear from Inuit leaders, teachers and students, administration and curriculum specialists, state education representatives, and other education stakeholders and experts from across Alaska. ICC-Alaska works to promote Inuit culture and society and is pleased to serve as the convener of this workshop as education as been recognized by our leadership as a priority area we must focus on.

We look forward to hearing from you as soon as possible about your interest and availability to participate in this exciting endeavor. If you have any questions or require any further information, please do not hesitate to contact me or Kelly Eningowuk, Executive Director at phone number 905-274-9058 or by email at [kelly@iccalaska.org](mailto:kelly@iccalaska.org).

Regards,

James F. Stotts,  
President

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ICC ALASKA

3900 Arctic Boulevard Suite #203 • Anchorage, AK 99503 • Phone: (907) 274-9058 • Fax: (907) 274-3861 • [www.iccalaska.org](http://www.iccalaska.org)

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March 15, 2014

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XXXXXXX  
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For the Education Workshop we will convene a total of 25 delegates, five from each Inuit region of Alaska. Other representatives from education and government are invited as observers of the process. Our Steering Committee has expressed interest in your work and would like to extend an invitation to you to be a presenter at the Education Workshop in Nome, AK on Wed.-Thurs., April 16-17, 2014. The ICC will provide travel costs and arrangements. Please let me know as soon as possible if you are available and willing to be a Workshop presenter.

The Workshop will include the opportunity to hear from Alaska Native teachers and students, administration and curriculum specialists, state education representatives, and international Inuit leaders.

To assist you in considering this opportunity, we have attached a copy of the workshop Agenda and summary of speakers/topics that will be presented that day. We look forward to hearing from you as soon as possible about your interest and availability to observe this exciting endeavor. Thank you.

Regards,

James F. Stotts,  
President

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March 15, 2014

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For the Education Workshop we will convene a total of 25 delegates, five from each Inuit region of Alaska. Other representatives from education and government are invited as observers of the process. The Workshop will include the opportunity to hear from Alaska Native teachers and students, administration and curriculum specialists, state education representatives, and international Inuit leaders.

We know that you may have an interest in Inuit education and the outcomes that will be produced as a result of our work. For that reason, we are extending an invitation to you to be an observer at the Education Workshop in Nome, AK on Wednesday, April 16, 2014.

To assist you in considering this opportunity, we have attached a copy of the workshop Agenda and summary of speakers/topics that will be presented that day. The second day of the Workshop is a closed session for delegates to synthesize and formulate conclusions based on Day 1. We look forward to hearing from you as soon as possible about your interest and availability to observe this exciting endeavor. Thank you.

Regards,

James F. Stotts,  
President

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**ICC ALASKA**

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### ICC-Alaska Education Workshop Delegates, Speakers, and Observers

<b>Region</b>	<b>Type</b>	<b>Name</b>	<b>Title/Affiliation</b>
Bering Straits	Delegate	Ethel Fuller	Shaktoolik Inupiaq Teacher
Bering Straits	Delegate	Annie Conger	Nome Public Schools Former Elementary Teacher/Inupiaq Bilingual Teacher
Bering Straits	Delegate	Jolene Nanouk	Inupiaq Bilingual Teacher
North Slope	Delegate	Suakpak Edna Ahmaogak	Elementary Teacher at Alak School in Wainwright
North Slope	Delegate	Siakuk Maggie Sikvayugak	Barrow High School Student and Mayor's Youth Advisory Council
North Slope	Delegate	Pearl Kiyaan Brower	President, Ilisagvik College
North Slope	Delegate	Qaqsu Terry Tagarook	North Slope Teacher Retired
Northwest Arctic	Delegate	Raymond Woods	Bilingual Coordinator, NWASD
Northwest Arctic	Delegate	Erica Nelson	President of Aqqaluk Trust
Northwest Arctic	Delegate	Terri Walker	Principal, Buckland School
Southwest	Delegate	Loddie Jones	LKSD
Southwest	Delegate	Sarah Bass	Kindergarten/1st grade Yup'ik Immersion Teacher
Southwest	Delegate	Janet Johnson	Kotlik Teacher-Future Principal of Kotlik
Southwest	Delegate	Lillian Olson	Chevak Former Superintendent Secretary, Certified Teacher
Statewide	Delegate	Madelyn Alvanna-Stimpfle	Steering Committee/Youth representative
Bering Straits	Delegate/Speaker	Marjorie Tahbone	Community Wellness Coordinator, Wellness Program
Bering Straits	Delegate/Workgroup Member	Bernadette Alvanna-Stimpfle	Steering Committee/Kawerak Eskimo Heritage Program
North Slope	Delegate/Workgroup	Jana Harcharek	Steering Committee/NSBSD



<b>Region</b>	<b>Type</b>	<b>Name</b>	<b>Title/Affiliation</b>
	Member		
Northwest Arctic	Delegate/Workgroup Member	Pauline Harvey	Steering Committee/Director Chukchi Campus
Southwest	Delegate/Workgroup Member	Renee Green	Steering Committee/5th Grade Teacher Hooper Bay Schools
Statewide	Faciliator	Laurie Evans-Dinneen	Faciliator
Statewide	Faciliator	Dale Cope	Director, Education and Training Services, The Chariot Group
Statewide	Faciliator/Speaker	Chris Simon	Rural Education Coordinator State of Alaska Department of Education and Early Development
Bering Straits	Observer	Bridie Trainor	Kawerak Wellness Director
Bering Straits	Observer	Marilyn Koezune-Irelan	Kawerak Workforce Development and Chair of NPS Native Education Parent Committee
Bering Straits	Observer	Lisa Ellanna Strickling	King Island IRA
Bering Straits	Observer	Panganga Pungowiyi	Community Development Coordinator/Kawerak Wellness
Bering Straits	Observer	Barb Nichols	School Board Member Nome Public Schools
Bering Straits	Observer	Jerry Ivanoff	NSEDC EET Director
Bering Straits	Observer	Gael Moto	Youth Education Coordinator NEC
Bering Straits	Observer	Josie Bourdon	Cultural Studies Teacher Nome Public Schools
Bering Straits	Observer	Joel Alowa	Nome Eskimo Community
Bering Straits	Observer	Bob Metcalf	Director, Northwest Campus UAF
North Slope	Observer	Peggy Cowan	Superintendent of the NSBSD
North Slope	Observer	Debby Edwardson	North Slope Borough School District
North Slope	Observer	Lisa Parady	Assistant Superintendent North Slope Borough School District
Statewide	Observer	Dr. Kathryn Ohle	Assistant Professor, Early Childhood UAA



<b>Region</b>	<b>Type</b>	<b>Name</b>	<b>Title/Affiliation</b>
Statewide	Observer	Nancy Boxler	University of Alaska Anchorage School University Liason
Statewide	Observer	Claudia Dybdahl	Professor, University of Alaska Anchorage
Statewide	Observer	Natalie Gomez	Visiting Nome-Rural Experience UAS
Bering Straits	Observer (Board Member)	Vera Metcalf	ICC Alaska Vice President/Kawerak
Northwest Arctic	Observer (Board Member)	Percy Ballot	ICC-Alaska Board Member
North Slope	Observer (Chaperone)	Kuutuuq Fannie Akpik	Inupiaq Education Coordinator at NSBSD
Bering Straits	Speaker	Barbara Amarok	Sitnasuak Native Corporation Foundation Board Member
Bering Straits	Speaker	Melanie Bahnke	President Kawerak
Bering Straits	Speaker	Janet Balice	Early Childhood Teacher Nome Public Schools
International	Speaker	Aviaja Lynge	Institute of Learning Processes University of Greenland
International	Speaker	Jodie Lane	Nunatsiavut Government
Statewide	Speaker	Audrey Leary	UAA Student
Statewide	Speaker	Martha Gould Lehe	Cultural Specialist-SERRC
Statewide	Speaker	Lenora "Lolly" Carpluk	UAF
Statewide	Speaker	Jimmy Stotts	ICC-Alaska President
Statewide	Staff	Kelly Eningowuk	ICC-Alaska Executive Director
Statewide	Staff	Minnie Naylor	ICC-Alaska Project Assistant

## *Appendix B- The Steering Committee*

Steering Committee Members

Steering Committee Planning Meeting Agendas

Alaska Department of Education PowerPoint

Workshop Facilitation Team Members



*Photo by Jackie Cleveland*



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## **Iñuit Circumpolar Council – Alaska Education Workshop Steering Committee**

### **Renee Green, Hooper Bay**

Renee Green has a Bachelor's degree in Elementary Education (Alaska Pacific University, 2004) and Master's Degree in Applied Linguistics from University of Alaska Fairbanks, earned in 2010. She is currently a 4th/5th grade teacher in Hooper Bay. Renee has been teaching for 10 years. She is married and has four children. Renee's hobbies include anything related to subsistence.

### **Bernadette Yaayuk Alvanna-Stimpfle, Nome**

Bernadette Yaayuk Alvanna-Stimpfle was born and raised at East End in Nome, Alaska where the King Island people resettled. Yaayuk graduated from Nome-Beltz High and University of Alaska, Fairbanks. Her Bachelor's degree is in Inupiaq and her Master's degree is from School of Education in Language and Literacy. Yaayuk taught Inupiaq language and culture, regular classroom and English as a Second language with Nome Public Schools for 25 years. She is currently the Eskimo Heritage Program Director at Kawerak, Inc. Yaayuk was appointed by Governor Parnell to the AK Native Language Preservation and Advisory Council in 2012. She is also a member of the King Island Native Community Elders Advisory Committee. She is a first time Aaka this spring.

### **Pauline Harvey, Kotzebue**

Pauline Harvey is a long-time rural Alaska educator with over 32 years in the profession, Pauline spent 24 years as a K-6 teacher in rural and urban Alaska, 4 years as a K-12 principal in rural Alaska, and 4 years as Director of a UAF rural campus. Pauline's first teachers were her paternal grandparents at the fish camp, where she says, " I learned everything I needed to know to be a happy and grounded Inupiaq woman."

### **Pausauraq Jana Harcharek, Barrow**

Pausauraq Jana Harcharek (*Iñupiaq*) has worked with the North Slope Borough School District (NSBSD) in the Department of Iñupiaq Education for 14 years, the last 7 of which have been as Director. Pausauraq facilitated a number of district initiatives including the Iñupiaq Education Initiative that resulted in the development of the Iñupiaq Learning Framework (ILF). Adopted by the NSBSD Board of Education in 2010, the ILF is the foundation upon which the current Curriculum Alignment, Integration and Mapping initiative is based. Pausauraq has



devoted her entire professional life to promoting and perpetuating the Iñupiaq language and way of life.

**Maddy Alvanna---Stimpfle** --- Maddy Alvanna---Stimpfle is a senior attending the University of Alaska Anchorage majoring in Early Childhood Education and minoring in Alaska Native Studies. She will graduate in December 2014. Maddy was born and raised in Nome Alaska. Her mother's family is from King Island and her father is from Virginia. Maddy spends her summers at camp, berry picking, boating, and fishing. Maddy has been dancing with the King Island Dance Group since she was able to walk! While a summer intern at ICC Alaska, Maddy assisted in developing the education initiative and has continued to be involved with the organization as the Youth representative on the Education Steering Committee.



## ICC- Alaska Steering Committee Meeting December 10, 2013

**Project Coordinator:**

Kelly Eningowuk, Inuit Circumpolar Council – Alaska

**Steering Committee:**

Jana Harcharek (North Slope Region)

Pauline Harvey (Northwest Arctic Region)

Bernadette Alvanna Stimpfle (Bering Straits Region)

Renee Green (Southwest Region)

Madeleine Alvanna Stimpfle (Youth Representative/UAA Student)

**Facilitators:**

Dr. Dale Cope, The Chariot Group

Laurie Evans-Dinneen, Alaska Humanities Forum

Chris Simon, Alaska Department of Education and Early Development

Time	Activity	Facilitator Responsibility
9:00 – 9:10	Introductions	Dale
9:10 – 9:25	Setting the Objectives: -What is the charge? -Why are we doing this?	Dale with Kelly
9:25-10:15	Team Building -Name Game (communication ground rules) -How do you distinguish between education and schooling? (Discussion question)	Laurie
10:15 – 10:45	Status Report on Alaska Native education and rural Alaska communities	Chris
10:45 – 11:00	Break	
11:00 – 11:15	Truths We Hold Dear	Laurie
11:15 – 12:00	Prethinking the Gaps: What are the Burning Questions/Hot Topics?	Chris
12:00 – 1:00	Lunch	
1:00 – 1:30	Who are the Stakeholders?	Laurie
1:30 – 2:45	Crafting the Workshop Agenda -Based on Workshop Outcomes (p. 5 of proposal) -Guest Presenter ideas -Attach names to stakeholder groups -Speakers	Dale, with Laurie and Chris



2:45 – 3:00	Break	
3:00 – 3:15	Setting the Date/Location for the Symposium	Laurie with Kelly
3:15 – 4:00	Take Away Assignments -Agenda Topics -Potential Participant invitations -Invited Experts -Logistical details (with Kelly)	Chris with Kelly



**Inuit Circumpolar Council  
Education Summit Steering Committee  
Planning meeting: January 17, 2014, 3:00 – 5:00 p.m.**

**Conference Call Line: (907) 561-2160**

**Directions for logging into Bridgit:**

You've been invited to join a meeting using SMART Bridgit.

**Server:** [tcgbridgit.chariotgroup.com](http://tcgbridgit.chariotgroup.com)

**Meeting name:** ICC Steering Committee

**Password:** January

Click this link to download SMART Bridgit software and join the meeting:

<http://tcgbridgit.chariotgroup.com/BL?cid=sjJL8zgDyrtSh7jpwYdTop>

To join the meeting manually:

1. Download and run SMART Bridgit from: <http://tcgbridgit.chariotgroup.com>
2. Select "ICC Steering Committee" from the list of meetings.
3. Enter the password if needed, and click "Join Meeting".

**NOTE that you should mute your microphone and speakers on your computer. We will use the conference line for audio to eliminate any relay delays and ensure good sound quality for everyone.**

**I. Review of notes from December Planning Meeting**

**II. Discussion of Education Summit Structure**

**A. Thematic Areas**

**III. Speakers and Presenters**

**A. Alignment of Presenters with Themes**

**IV. Discussion/Identification of Guest Participants**

**V. Tasks and Assignments**

**A. Dropbox folder for background literature and reports:**

<https://www.dropbox.com/sh/odax3c9helmrmsf/RpiNcZbzn4>



# Status Report on Alaska Native Education and Rural Alaska Communities.

ICC- Alaska Steering Committee Meeting  
December 10, 2013.

Alaska Department of Education & Early  
Development

Mike Hanley, Commissioner

Chris Simon, Rural Education Coordinator

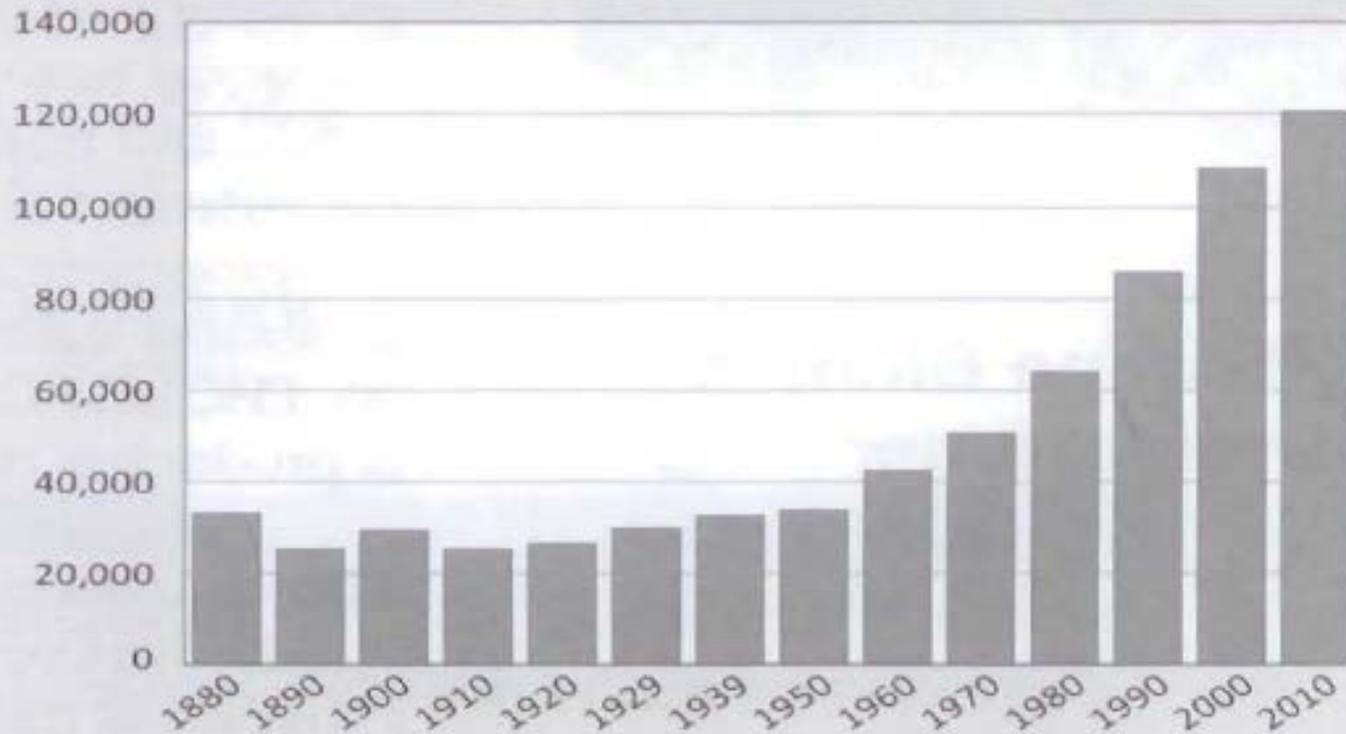


## Alaska Natives in Alaska 2010

- Population of 120,000
- 17% of Alaska's population
- Total Alaska Population: 722,190
- Majority Native areas are remote western and northern Alaska.

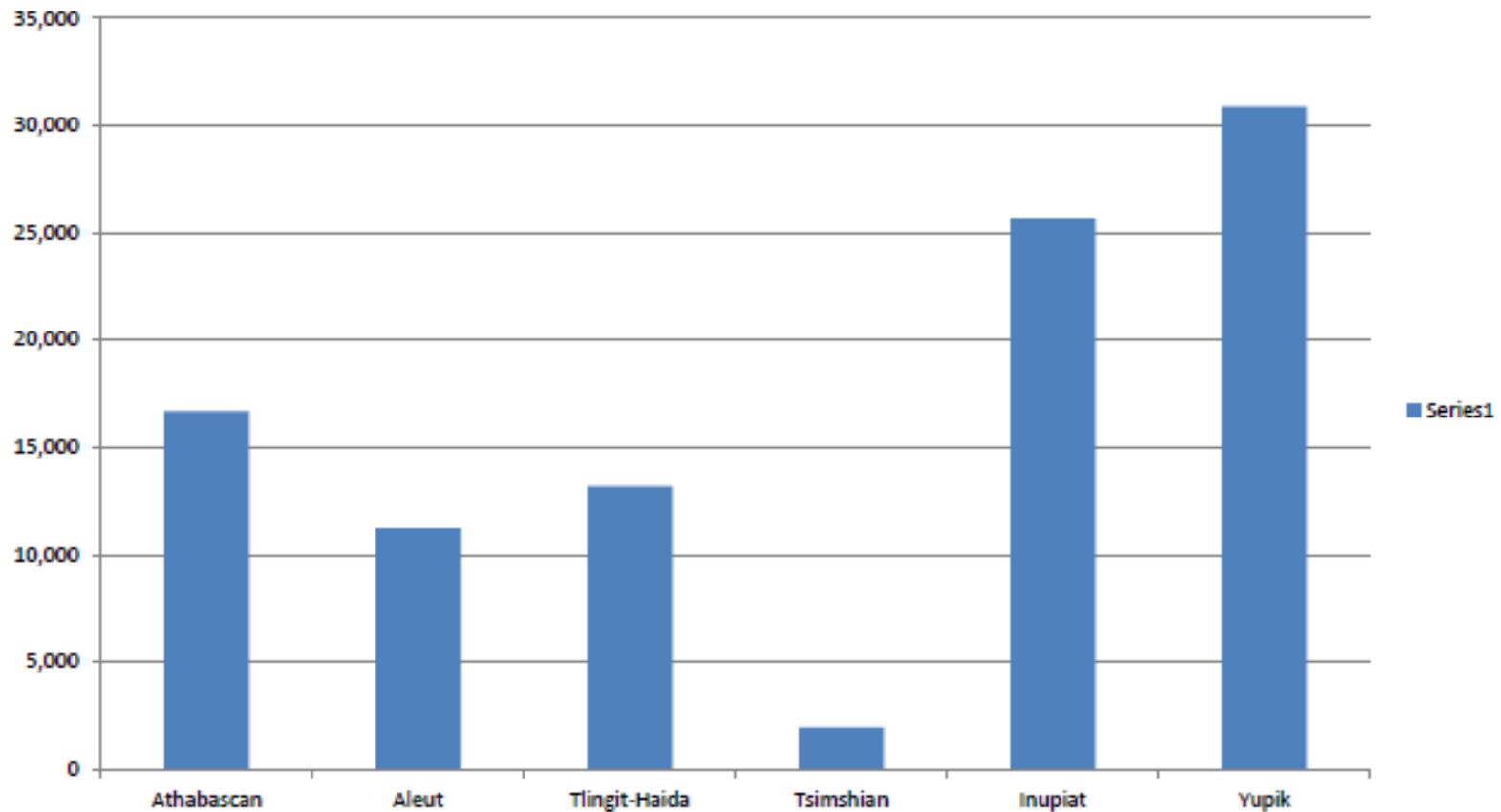
# 1

## Alaska's Native Population 1880 to 2010



Source: Alaska Department of Labor and Workforce  
Development, Research and Analysis Section

# Alaska Native Populations 2010 Census



# Rural Migration

Contemporary Rural-Urban Migration in Alaska, Institute of Social and Economic Research, UAA, *Alaska Journal of Anthropology* vol. 8, no. 2 (2010)

## Key Findings:

- Moving mainly for employment opportunities and rising cost of living
- Access to Education and broader life opportunities
- Existing family connections in the city or family troubles
- Housing shortages
- Families are moving but a large number of school-age children moving independently
- High school aged children experience the most difficulty
- Regional hubs
- Overall a larger migration number from road system communities.



## The Movement between Alaska's major Native areas and Anchorage. *Alaska Economic Trends*, Feb 2010

### Key Finding

- Moving from hub communities
- Increased steadily since 2004 to about 1,400 each year in 2008-09
- Around 800 people per year move back to rural Alaska
- Roughly 10% migration rate into Anchorage in last 10 years
- About 70% of the people were under 35
- Young adults just out of high school, young women and young families with children
- An average of 74 men moved for every 100 women



Community Migration in Alaska's North: The Places People Stay and the Places They Leave. *Polar Geography* Vol. 32, Nos. 1-2, March-June 2009

### Key Findings

- Moving for jobs and/or better paying jobs, improve wellbeing, schools, less crime, and/or better weather.
- Population 1970 = 13,250, 2006 = 23,675, slight decrease since 2000
- After 2000, out-migration larger than the birthrate
- Migration is not one way (60 – 80% match and village to village)
- Some villages are growing due to a growing economy, housing stock, and a continuity of family and culture represented by a large elder population.



# School Status Report

- 1) Bering Strait
- 2) Kashunamiut (Chevak)
- 3) Kuspuk
- 4) Lake & Peninsula
- 5) Lower Kuskokwim
- 6) Lower Yukon
- 7) North Slope
- 8) Northwest Arctic
- 9) Saint Mary's
- 10) Southwest Region



## SY 2013 SBA Reading Results for Alaska Native/American Indian Students in Select Districts

District	Count	# Adv	# Prof	# BP	# FBP	% Adv	% Prof	% BP	% FBP
Bering Strait	934	62	372	350	150	6.6%	39.8%	37.5%	16.1%
Kashunamiut	159	3	48	71	37	1.9%	30.2%	44.7%	23.3%
Kuspuk	181	16	62	72	31	8.8%	34.3%	39.8%	17.1%
Lake and Peninsula	134	22	69	35	8	16.4%	51.5%	26.1%	6.0%
Lower Kuskokwim	2336	91	629	947	669	3.9%	26.9%	40.5%	28.6%
Lower Yukon	1145	26	312	473	334	2.3%	27.2%	41.3%	29.2%
North Slope	747	55	295	261	136	7.4%	39.5%	34.9%	18.2%
Northwest Arctic	1021	71	359	370	221	7.0%	35.2%	36.2%	21.6%
Saint Mary's	108	11	48	45	4	10.2%	44.4%	41.7%	3.7%
Southwest Region	316	5	101	140	70	1.6%	32.0%	44.3%	22.2%
<b>TOTAL</b>	<b>7081</b>	<b>362</b>	<b>2295</b>	<b>2764</b>	<b>1660</b>	<b>6.6%</b>	<b>36.1%</b>	<b>38.7%</b>	<b>18.6%</b>



## SY2013 SBA Writing Results for Alaska Native/American Indian Students in Select Districts

District	Count	# Adv	# Prof	# BP	# FBP	% Adv	% Prof	% BP	% FBP
Bering Strait	934	32	378	429	95	3.4%	40.5%	45.9%	10.2%
Kashunamiut	159	3	43	78	35	1.9%	27.0%	49.1%	22.0%
Kuspuk	181	5	66	93	17	2.8%	36.5%	51.4%	9.4%
Lake and Peninsula	134	11	82	38	3	8.2%	61.2%	28.4%	2.2%
Lower Kuskokwim	2340	30	597	1328	385	1.3%	25.5%	56.8%	16.5%
Lower Yukon	1137	11	274	601	251	1.0%	24.1%	52.9%	22.1%
North Slope	753	21	263	365	104	2.8%	34.9%	48.5%	13.8%
Northwest Arctic	1023	36	349	472	166	3.5%	34.1%	46.1%	16.2%
Saint Mary's	108	9	52	42	5	8.3%	48.1%	38.9%	4.6%
Southwest Region	317	3	83	183	48	0.9%	26.2%	57.7%	15.1%
<b>TOTAL</b>	<b>7086</b>	<b>161</b>	<b>2187</b>	<b>3629</b>	<b>1109</b>	<b>3.4%</b>	<b>35.8%</b>	<b>47.6%</b>	<b>13.2%</b>



## SY2013 SBA Mathematics Results for Alaska Native/American Indian Students in Select Districts

District	Count	# Adv	# Prof	# BP	# FBP	% Adv	% Prof	% BP	% FBP
Bering Strait	933	122	304	202	305	13.1%	32.6%	21.7%	32.7%
Kashunamiut	165	5	53	37	70	3.0%	32.1%	22.4%	42.4%
Kuspuk	181	10	52	65	54	5.5%	28.7%	35.9%	29.8%
Lake and Peninsula	134	31	54	30	19	23.1%	40.3%	22.4%	14.2%
Lower Kuskokwim	2343	142	536	593	1072	6.1%	22.9%	25.3%	45.8%
Lower Yukon	1144	53	265	269	557	4.6%	23.2%	23.5%	48.7%
North Slope	750	84	244	187	235	11.2%	32.5%	24.9%	31.3%
Northwest Arctic	1020	111	300	236	373	10.9%	29.4%	23.1%	36.6%
Saint Mary's	108	28	39	26	15	25.9%	36.1%	24.1%	13.9%
Southwest Region	313	10	88	87	128	3.2%	28.1%	27.8%	40.9%
<b>TOTAL</b>	<b>7091</b>	<b>596</b>	<b>1935</b>	<b>1732</b>	<b>2828</b>	<b>10.7%</b>	<b>30.6%</b>	<b>25.1%</b>	<b>33.6%</b>



## SY2013 Four-Year Adjusted Cohort Graduation Rate for Alaska Native/American Indian Students in Select Districts

District	Graduates	In Cohort	Grad Rate
Bering Strait	68	111	61.3%
Kashunamiut	9	18	50.0%
Kuspuk	6	17	35.3%
Lake and Peninsula	17	26	65.4%
Lower Kuskokwim	90	257	35.0%
Lower Yukon	62	131	47.3%
North Slope	54	84	64.3%
Northwest Arctic	62	98	63.3%
Saint Mary's	5	7	71.4%
Southwest Region	21	33	63.6%
<b>TOTAL</b>	<b>394</b>	<b>782</b>	<b>55.7%</b>



## District Strategic Plans

Bering Strait	Yes
Kashunamiut	
Kuspuk	Draft
Lake and Peninsula	
Lower Kuskokwim	
Lower Yukon	Listed
Nome	Yes
North Slope	Yes
Northwest Arctic	
Saint Mary's	
Southwest Region	
Yupiit	Yes



## Boarding or Residential Schools

### 170 – 180 Days

- Mt. Edgecumbe
- Galena Interior Learning Academy (GILA)
- Nenana Student Living Center
- Bethel Alternative Boarding Schools

### Variable Length

- Northwestern Alaska Career & Technical Center (NACTEC)
- Voyage to Excellence
- STAR of the Northwest



## DEED Initiatives

- Alaska Performance Scholarship
- Alaska Learning Network
- K-3 Literacy Screening
- New Teacher Mentoring
- Video-Conferencing Courses



## ICC---Alaska Education Workshop Facilitation Team

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**Dale L. Nelson Cope, Ph. D.** – Dale was born and raised in South Central Alaska. Her career in education spans over 25 years during which she has been a middle and high school teacher, community college instructor, high school principal, and Executive Director for Curriculum and Assessment. Dale has a Bachelor of Science degree in Foods and Nutrition from Oregon State University, and a Master’s of Education degree from University of Puget Sound. Her Ph. D. is from University of Alaska Fairbanks in Education Leadership and Business Administration. Dr. Cope has traveled and worked extensively in rural Alaska. Currently she is the Director of Education and Training Services for The Chariot Group in Anchorage.

**Laurie Evans---Dinneen** – Laurie Evans---Dinneen has resided in Alaska for over twenty years and brings with her extensive experience in federal grant management and working among Alaska's unique and diverse populations. Her career includes work with Alaska Native organizations managing programs and departments, as well as teaching composition and grant writing at the universities,. She has facilitated stakeholder meetings with her work at Alaska Pacific University’s Rural Alaska Native Adult (RANA) Distance Education Program and Online Services, as well as with the Alaska Humanities Forum’s many grants with rural communities, school districts and Alaska Native organizations.

**Chris Simon** --- Chris grew up in Huslia, began his tenure as Rural Education Coordinator for the Alaska Department of Education & Early Development in August 2012. He previously served as superintendent of the Yukon---Koyukuk School District, dean of students at the Nenana City Schools, executive director of administrative services for the Yukon---Koyukuk School District, principal in Huslia and Hughes, and a counselor serving Minto, Allakaket, Hughes, Huslia, Ruby, and Nenana. Chris holds a bachelor’s degree in secondary education and a master’s degree in education leadership from the University of Alaska Fairbanks. He holds a post---graduate certificate in educational leadership from the University of Alaska Anchorage.

## Appendix C – Workshop Results

Results File: Defining Student Success

Results File: Identification of Gaps

Results File: Recommendations





## **Inuit Circumpolar Council – Alaska Education Workshop 2014**

### **What Does Student Success Look Like?**

**Irrusiq = personality, inner man, motive, spirit**

**Ilitqusiq = how the Eskimo are; how you are is motivated by your spirit (happy, sad, calm. Etc)**

**Ayuqucir – Attitude**

**Cukegtaar – good person**

Words from the yellow sheets:

Early involvement  
Family engagement  
Family support and buy in  
Knowing family values and roles

Resilient  
Feeling included  
Setting boundaries  
Self discipline  
Being positive in the classroom  
Being aware of community (involvement/development)  
Able to articulate thoughts clearly  
Listening  
Patience  
Desire – persistence  
Confidence  
Students know who they are where they are from  
Sense of purpose  
Students know how to help, share, give: their knowledge learned, food, time  
Live our values  
Knowing and understanding their self identity with pride  
Connected to spirituality

Participates because the environment encourages it  
Has a champion from the family  
Knowledge of unspoken traditional policies



Strong community/family units  
Community support

Each child should be recognized for his/her efforts  
Collective efficacy/community involvement

Invested teachers who embrace cultural practices and bring them into the classroom  
Learning environment must be comfortable for the student  
Listening to students  
Whole being (Irrusiq)  
Harmony/balance between Western and traditional cultural values  
Language fluency

Hands on  
Time management  
Engaged (by themselves and by the teacher)  
Hard working  
Passionate  
Committed  
Setting priorities  
Motivated to be successful  
A problem solver (able to look at the whole picture)

Secure with their teacher and in community life  
Have respect for all cultures, showing respect  
Integrity  
Humility  
Elder input  
Being a good citizen  
Respect for the environment around them

Words from the orange sheets that were clustered around the pillars:

Be more encouraging to each other. Help each other!  
Teach our own history from our stories, our perspective  
Hold a gathering of educators and artists to write books based on traditional ways  
Provide support groups statewide/teleconference/Internet/issues facing, etc.  
Hold dance classes to share the protocols that come with it (high language is present in the humanities)  
Break free from the stronghold of colonization/oppression  
Learning our history – arriving at an understanding as to how we got to where we are socially, economically, psychologically



Arriving at an understanding as to how to influence politics so as to more effectively maneuver and manipulate the political arena  
Establishing our own research agenda using our research methodologies  
Be a mentor and/or a mentee  
Find local mentors

Find the works  
Meet weekly (rain or shine) and spend 2-3 hours to practice fluency  
Submit proposals to present at statewide organizations e.g. AASB on the importance of language preservation and revitalization  
Immersion schools  
Speak Inupiaq fluently  
Learn my Native language  
All tribal councils make their Native language an official language  
Invite all fluent speakers to hold a Native language and culture conference – NO English spoken!  
Fund immersion schools in all villages  
Native languages taught first, English second  
Make Native language a required class to take  
Speak it – at home and in the community  
Learn Inupiaq and speak it at home to family  
Language in our dialects (Qaviaraq/Malemiut) documented/digitally available for anyone to learn via Internet programs  
Start speaking and teaching, communicating between all age groups  
Community language nests for 0-5 year olds  
Language nests that begin earlier (Pre-K)  
Post Native language words around the school  
Elected officials practice equality by holding hearings/open communication before eliminating administrators or changing policies that will be good for the whole entity/agency  
Get rid of Western rules and regulations and write policies of the people  
Honor our traditional professors – learned from practicing and living culture  
Encourage leaders to run for boards that support language development; become vocal inside school staff development; build teams to promote self determination  
Live it – show our way of life  
Learn more traditional skills  
Take the class out of the classroom – go out on the tundra, ice, ocean, rivers, camp  
Divide our school time half and half academic classes held in the morning and cultural classes held in the afternoon  
Do it – show by examples  
Base school year calendar around subsistence patterns  
Hunting and camping trips



Cultural camps: 3<sup>rd</sup> – 5<sup>th</sup> grade, 6<sup>th</sup> to 8<sup>th</sup> grade, and 9<sup>th</sup> – 12<sup>th</sup> grade: one to two weeks long to learn about their irrusiq and ilitqusi. Include Elders and community participants  
I wish we could take ALL the students and families to camp to work together on traditional survival skills, gathering and hunting  
Form men's qasgi and women's too  
Create a common "policy" book for all to use as guidelines  
Create a statewide handbook for communication within all school districts in our state

Become governors, presidents, and superintendents in order to affect policy  
Have school boards incorporate policy for language revitalization  
Statewide policy committee on Alaska Native affairs – report to the governor – Clout!  
Mandate a law to say our Native language will be taught at school  
Saturday School for elementary children who are in English strand classrooms  
Indigenous educational policies with major statewide policy-making entities: University of Alaska, especially teacher preparation; Governor's office, DEED, and indigenous organizations  
With leadership in each community, create a cultural presence center for individuals to go to for guidance  
Put in use in home  
Act on it in your life and in the community  
Cultural presence: celebrate, celebrate, celebrate!  
Have own learning expectations instead of state standards  
Develop and implement curriculum that is relevant to cultural practices  
Create a culturally rich classroom. Become a principal and create a culturally rich school  
Develop our own discipline plan  
Help to shape a curriculum that celebrates and recognizes Yupik/Cupik culture  
Create a state/region wide curriculum with the same themes, that is compatible for each language and dialects using subjects common to all  
Develop a comprehensive plan that has an Indigenous entity coordinating it  
Elder resources  
Communicate from advice of Elders to youth  
Offer full time positions to Elders to come into the school and teach our language through cultural activities  
Elders in the school or students visiting Elders during school  
Use social networking (Facebook) to inform and reach parents  
Parenting workshops: how to be successful parents, the responsibilities and roles of parents, why suak instead of side up, video/radio broadcasting tips for parenting  
Incorporate parenting skills into school curriculum; hold community gatherings to talk about parenting skills  
Importantly, have Elders talk about parenting skills and make sure skills and values are documented in some way  
Have the school or community teach parenting skills to young parents



Volunteer for parenting nights  
Traditional parent training  
Provide culturally appropriate skills (do's and don'ts) to new parents  
Offer parenting classes, mandatory for some  
Mentor young parents on traditional parenting: Pair them with Elders and/or cultural experts  
Create a council for parenting skills: include Elders, parents, and students  
Offer parenting and discipline classes, also topics such as hunting, dancing, and language, from an Elder/teacher/leader  
Summer institutes for all of us



## **Inuit Circumpolar Council – Alaska Education Workshop 2014**

### **What We are Doing Well – Successes**

- **The Iñupiaq Learning Framework**
- **The Iñupiaq Language Program at all schools in North Slope Borough School District**
  - All schools
  - VIVA (Visual Iñupiaq Vocabulary Acquisition)
  - Language instruction available on Rosetta Stone
- **The “S” -term**
- **Operating schools**
- **Local control of schooling**

### **Gaps and Solutions**

- **Self determination**
  - We are not reclaiming who we are and determining for ourselves the way things should be
  - There has been too much colonization and assimilation
  - We are not establishing policies per our worldview
  - We are not living our values thoroughly
  - Area to address: policies and self-governance
  - **We want:** More of our Native educators to raise their voice and be heard by our own leaders so the leaders can be better advocates for us
- **Parenting and discipline**
  - We are not raising kids who are whole human beings
  - There is a loss of parenting skills over the generations
  - Alcohol, drugs, and technology are all distractions and getting in the way
  - We are not instilling “tough love”, not just to one’s own children but to others as well
  - We are not administering and supporting consistent discipline
  - We are advising one another about parenting (algaqsruiniq)
  - We are not praising children for their accomplishments
  - Areas to address: societal structure and self identity
  - **We want:** Children who are disciplined



- **Language and Education**
  - We are not speaking Inupiat or Yup'ik at home and in the community
  
  - Our schools are under the umbrella of the Western system of schooling (i.e. laws)
  - Our students can either write their Native language but not speak it fluently, or vice versa
  - There is a limited pool of resources for Native language and education
  - Native language classes are elective and optional, not required
  - School time is limited
  - **We want:** Teaching done by Inuit teachers, both for Native language and general education classes
  - **We want:** Schools and classes where students are told “You cannot speak English” rather than “You cannot speak Inupiat or Yup'ik”
  - **We want:** To write our own curriculum
  - **We want:** College credit for Native language classes
  - **We want:** Our children to be fluent Native language speakers by the time they leave high school/enter college
  
- **Communication**
  - Speaking our language fluently is not a focus or a priority
  - There is a breakdown of communication between the generations
  - Areas to address: support systems and networking
  
- **Cultural presence at home, in the community, and at school**
  - We are not honoring our Elders enough
  - We lack a strong cultural presence in schools
  - There is a disconnect between the state, communities, and schools
  - **We want:** To build a bridge between school and the community
  - **We want:** Local mentors for college students



## **Inuit Circumpolar Council – Alaska Education Workshop 2014**

### **Recommendations**

#### **Top Recommendations (in order of number of votes)**

**We recommend:**

- 4. the creation/establishment of mechanisms by which to advance our decolonization agenda as well as our political agenda. (16 votes)**
  - a. Assume personal responsibility – a mental freeing from colonization
  - b. Identify content for Alaska Studies that is important
  - c. Develop a personal interest and involvement in policy issues – speak up
  - d. Gather evidence
  - e. Use the structure of resolutions
  - f. The effort starts within individuals: Speak it, live it, do it
  - g. Get endorsement for the recommendations
- 5. that cultural curriculum be developed and implemented to enhance our Iñuit students foundational studies. (16 votes)**
  - a. Work with local advisory school boards to get them to support this action and carry it forward
  - b. Take individual action to create local materials – they are a form of evidence
  - c. Learn from others and use what they have already developed
- 6. A. establishment of indigenous language schools with 100% support from all entities. (15 votes)**
- 6. B. policies and procedures for language revitalization be developed and implemented in all Iñuit school systems and community based organizations. (10 votes)**
  - a. Seek collaboration with the Alaska Native Language Preservation and Advisory Council
  - b. Look for linkages with others who have a stronger voice and are getting heard
  - c. Create and/or utilize local or regional language commissions as organizations or political entities that can forward this agenda item
  - d. Support individuals political office who will/do/can support this effort
- 7. putting indigenous people into positions that affect policy. (13 votes)**
  - a. Support Alaska Native candidates for political office
  - b. Create political capacity at the local level by talking about important issues

**8. traditional parenting skills be revitalized and implemented by regional or local tribal entities. (13 votes)**

- a. Hold community meetings; find people who want to become involved
- b. Find parents who need help, and those who can help
- c. Teach parenting skills in school
- d. Use social media to promote parenting skills (e.g. Facebook)
- e. Schools could host “parent nights”
- f. Community events focused on parenting
- g. Collectively take responsibility for parenting
- h. Social issues have led to a loss of parenting skills; local agencies could help by recording and writing down parenting skills
- i. Consider using Migrant Education as a funding source for activities
- j. Infuse parenting skills into subsistence activities

**Other recommendations:**

- **Everything we do needs cultural presence (2 votes)**
- **Invite and implement Elders knowledge into the classroom (7 votes)**
- **Promote Elder involvement with youth and young parents (5 votes)**
- **Men and women qargi (8 votes)**
- **Require parent participation (5 votes)**
- **Encourage and support healthy parenting activities (4 votes)**
- **Reach out to fluent Native language speakers for Native language planning in education and the community (6 votes)**
- **Mandate that cultural resources be available to each Iñuit community in the state to enhance instruction (1 vote)**

