

Building a Strong Foundation

Working Together for Lifelong
Language & Literacy Development



Qikiqtani Regional Workshop
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Iqaluit



What Does Literacy Mean in Your Life?

<p>What does literacy mean in your family?</p>	<ul style="list-style-type: none"> • Family literacy is all oral (spoken) language. • Just to be able to read and write • To know how to read and the structure of language. • Reading and writing well. • Counting – mathematics. • Teaching the young to speak & write in Inuktitut. • Sign language. • Speaking. • Reading. • Body language. • Storytelling. • Singing. • Communication. • Literacy begins in the family. • Books/family time, become a solid foundation for family. • An opportunity to bond or connect personally. • Redefines relationships and opens doors to communicate. • Reveals non-verbal and instinctive truths about one another (can see what you are not saying) • Holistic (S.E.I.P.) • Literacy to us as families is to be able to do most anything at home that we do ie; work with computers, recipes, create instructions ect. • Computer literacy. • Survival. • Recipes. • Connects.
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What does literacy mean in your workplace?

- Workplace literacy is mostly written language.
- Ability to read and understand academic text.
- Produce academic text.
- To read and write standard Inuktitut.
- Being able to provide strong literacy programs.
- Tied to technical skills, accounting, ect.
- Speaking.
- Reading.
- Singing.
- Sign language.
- Body language.
- Email.
- Pressures.
- Understanding effective interpretation and translation.
- Intimidating and confusing.
- Sensitive, multi-dialects, cultures.
- Sharing of ideas and team work.
- Collaboration.
- Restrictive and unfair to people who are driven but may have lower literacy skills.



What does literacy mean in your schools?

- School literacy is oral and written language.
- To be bilingual and be literate in both languages.
- Difficult to learn to read in English first then in Inuktitut when switching back and forth.
- Sign language.
- Respond to what is given ie; text, literature ect.
- Sign/body language.
- Ability to read & write.
- Peer interaction.
- Reading & writing.
- Comprehension.
- Teacher directed.
- Not truly comprehensive - strictly task oriented – no broad personal goals.
- Listening and seeing.
- Disconnection between culture & literacy in the classroom (inconsistent).



<p>What does literacy mean in your community?</p>	<ul style="list-style-type: none"> • Community literacy is mostly oral language. • To include traditional skills in knowledge literacy. • “seeing and knowing what you see” • To be bilingual and be literate in both languages. • Being literate means you are able to communicate with others orally, written. • Different levels of Inuktitut in different communities. • More Inuktitut in north Baffin. • Less Inuktitut in western arctic and Iqaluit. • How you comprehend, understand affects how you interact – comprehension and interaction. • Programs. • Sign language. • Social interactions. • Signs and directions. • Reading. • Sign and body language. • Work together (English & Inuktitut) • Social interaction and learning from one another. • Networks, friendships. • Healing, strengthening (realizing not alone) • A sense of closeness and community. • Empowerment & desire to be involved.
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What has to change so we can develop strong bilingual & biliterate communities in Nunavut?

- More teamwork.
- More \$\$ to support programs.
- Less restrictions on who is considered ‘a teacher’.
- Increase the amount of T.V. programs being produced on Inuktitut.
- Families need to speak Inuktitut in the home.
- Provide Inuktitut literacy programs to people who do not speak it – especially those who serve the public.
- Promote cultural pride!!

- GN programs to teach non-beneficiaries and to improve the skills of non-beneficiaries in Inuktitut.
- Encourage people to be proud of being bilingual/biliterate.
- We have to work on changing our thinking, process/habits ie. this is printed in English.
- Children and young Inuit have to change their attitudes towards Inuit.
- Make learning more attractive and fun.
- When teaching youth always use two languages.
- When storytelling also use sign language.
- Make sure to encourage the young Inuit/people/Nunavummiut.



- It is important in our workplaces to speak in one language rather than mixing both Inuktitut and English.
- Trying to speak Inuktitut and English at the same time would make their minds confused.

- Literacy in our community is very mixed up. Different parents teaching their children different languages.
- Inuktitut only spoken at home.
- ECE graduates should be paid the same wages as teachers.

One group of workshop participants re-wrote the question: **“What has to change to make people (Inuit) speak more in Inuktitut”:**

- Educate more in Inuktitut (make Inuktitut curriculum)
- Make certain area/places speak Inuktitut only.
- Encourage more Inuktitut speaking.
- Make programs that only include Inuit traditions.



How have changes in the language situation affected you, your family and your community?

- Pro – Forces leaders to step forward and create policies to ensure sustainability.
- Pro – Opens up a world of possibilities.
- Con – Inability to communicate between generations in written and oral forms.
- Causes divisions.
- Sense of unimportance or inferiority.
- Hinders the passing on of important information.
- Loss of Elder/culture respect.
- Communicating with grandparents that don't understand English.
- Difficulty understanding what our Elders are saying in Inuktitut.
- Responses are mostly in English to Elders.
- We expect Inuit in the community to speak Inuktitut but some don't understand and are intimidated.
- Mistranslations with signs, directions, ect; are taken literally.
- You – shrinking vocabulary/traditional words.
- Family – feeling unconnected with family members if you can't communicate with 1st language.
- Community – inability to communicate with family members in 1st language can lead to frustration.
- There seems to be different levels Inuktitut language knowledge, ie; our Elders use advanced Inuktitut and the younger people simplified Inuktitut and the communication between the two becomes difficult at times.



Language & Literacy Goals at Work

What would you like the language goals of your organization to be?

Is there something that you heard about that you liked and you could imagine trying it at work? Think BIG! Never mind money & other barriers for now.

**What support would you need to make these new things happen?
How can the Nunavut Literacy Council support you?**

Responses from Librarian Group:

- Funding for an Inuit assistant/coworker.
- More Inuit materials with more appeal & colour. Small books – don't stand up – should be sturdier.
- More space for books and programs.
- Entrance – separate from the rest of the building, so it can be used more frequently.
- Adult materials – only government.
- Funding, funding & more funding!
- More time allotted for the library to be operating.

Responses from Daycare Group:

- In the daycare we would like to see the children learning in Inuktitut more than in English.
- Provide more Inuit games.
- Hire Elders to talk about history & terminology.
- \$\$\$.
- Storysacks.
- Labelling stuff.
- Inuktitut story books.
- Abigail discussion.



Support needed:

- Workshops from Nunavut Literacy Council.
- Interpretation/translation.
- Mentors, coaches, helpers.

Responses from Group 1:

- Attractive materials.
- More Inuktitut books.]
- Have more funding for the Elders to tell stories, make books, videos & recordings about their experiences in their past, their knowledge and culture.
- Translate popular children’s books into Inuktitut and/or interpret Inuktitut books into English. Not just children’s books.

Responses from Group 2:

- At work, those who speak good Inuktitut should teach all others on a regular basis.
- Use the Master/Apprentice program to teach children and youth.
- Also Inuktitut on this page.

Responses from Group 3:

Goals:

- More resources.
- Funding (easier access).
- ELDERS
- Culturally focused programs.
- Easy, affordable document translation.
- More spacious better facilities.
- Own vehicles, ie snowmobiles, qamutiit, SUV’s – staff/student use for use in the community and for going out on the land.
- Multiple programs running simultaneously.



Building a Strong Foundation - Evaluation Day 1

What kind of work do you do?

- Daycare Caregiver
- Freelance Interpreter/Translator
- Teacher at Arctic College
- Adult Educator
- Adult Educator
- Attending NTEP
- Librarian – Administrative
- Daycare Caregiver
- Teacher at Arctic College
- Local librarian
- Daycare Facilitator – Joamie Afterschool Program
- Coordinator – Family Literacy Program
- Public Librarian
- Community Librarian
- Librarian
- Public librarian and CPNP Prenatal
- Inuktitut Instructor
- I am a teacher
- I am going to NTEP
- Teacher
- I counsel in the Inuit Traditional Knowledge, Inuit Qaujimagajuqangit
- I teach Inuktitut Literacy to Inuit and Qallunaat
- I am learning to be a caregiver at a Daycare

1. We talked about literacy – how it is defined, how it can mean different things in different places and cultures and what it means in your family, workplace, school, community.

Please answer these questions:

Do you feel you have a better understanding of what literacy is?

- Yes, I really do understand now what literacy means. I thought it was just reading.

- Yes ✓✓✓
- My definition of literacy has been expanded and I feel that I have a broader perspective of what it means, especially to others.
- Yes, the table group work brought out individual differences along with the council's definition.
- I am learning about literacy and how to teach it in my NTEP program so what we are discussing today is not new to me, but it is good to become more familiar with it (literacy).
- Somewhat, but a full definition still escapes me.
- Yes, I do feel I have a better understanding of literacy because every day we use literacy and who would not want to understand more about communication?
- A lot more understanding. It opened more doors to understanding.
- Yes, I really do.
- Yes, the definition has many interpretations. Each person has their own spin on the meaning.
- I certainly have a broader understanding of literacy, of text and distinctions and connections between language and literacy.
- A lot better.
- I always learn from the others. I appreciate the fact that others shared their opinion.
- I have always been aware of literacy but never stopped to actually consider all that is involved with it or connected to it.
- I definitely have a better understanding!
- I think the way literacy was explained has really helped me in terms of my work as a teacher.
- We have a better understanding of literacy from the workshop (we learned) and it has reaffirmed what we've been teaching our students.
- Yes, the workshop has really helped me to better understand.
- We have been able to work better together by asking each other questions on what we're not sure about.
- My mind has learned new comprehension, for example; that Literacy is not just about reading and writing but that our mind is literate just by observing our sky, stars, snow...
- Yes, I understand what literacy is but I feel I need to learn more definitions.



Do you think about literacy in a different way now? If yes, how?

- Yes, I do think of it in a different way – that it's all there – ie. Writing, singing, telling stories and reading.
- Yes, that it's not only reading & writing.
- My definition has expanded to include such things as body language, oral storytelling, singing.
- Not really, it really confirms that literacy does not just mean being able to read and write.
- Yes, again the activity reinforced this.
- Not really, I always looked at literacy as the ability to read/write/communicate. I still see literacy in the same way.
- Yes, I see how the social environment affects literacy and that literacy is dependent on when and how languages are taught to children.
- Yes, I used to think that literacy is just about reading and writing. From this workshop I now know that it's not just about reading & writing. It's about communicating and understanding with other people not just through talking.
- Yes, need to understand and to learn what literacy is.
- Not really because I have always known what it is.
- Literacy is more than just reading & writing. To be literate is to be able to interact with each other through communication methods other than reading and writing and as well as reading & writing.
- A broadened concept.
- No.
- Yes, I feel increased sensitivity and a desire to be more observant of the various styles and types of literacy.
- Yes, communication through body language, sign language.
- When the others shared their ideas I think it increases my own comprehension on the subject.
- Yes – it makes me more aware of many daily activities that I just naturally do without thinking about it.
- I never thought about these things before I started working and I've come to start thinking about literacy more.



- I feel we need to produce more literacy material in Inuktitut for better grammar or pronunciation. There is not enough resources available for our schools.
- It has become clearer to me that having a good Literacy foundation in the original language is very important to learn another, for example; if I speak only in Inuktitut at home it will improve my grammar in my language.
- I feel that Inuktitut literacy needs to become stronger.
- I would respond in the same way as the first answer above.
- I feel that we need to have good literacy in both Inuktitut and English as we can only be hired today with good literacy skills in any job (employers will most likely hire you first if you have good literacy skills in all areas).



Do you have any other comments about this part of the workshop?

- Not really.
- I'm glad I was invited to the workshop. There's so much new information.
- Lots to think about . . .
- No ✓✓
- This is really good for us to have this workshop because it will help us improve literacy work.
- Very insightful.
- Having a broader definition of literacy inspired me to be more attentive when people were speaking in this workshop. So, I learned literacy is listening!
- Very happy that I came to this workshop.
- I'd like to see material produced according to the dialect of the community.
- They should be kept in one place.
- I think that the page numbers in Inuktitut and English should coincide as they didn't make sense, so we should have the same page numbers in both languages.
- I feel that Literacy teachers should only speak in Inuktitut when they are teaching in the communities and that the next time there is a workshop, we should have more Elders so that we can learn different dialects from them.
- I would definitely recommend it and this will be very useful to the daycare and thank you very much for having me in the workshop.
- We need to be more open about Inuktitut way of living, spousal and children relationship foundations.
- I don't have anything to say.
- I have only learned literacy in English. I would definitely recommend learning different languages literacy as all are important.



2. We talked about language acquisition and we did a table setting demonstration in French to show how people learn language.

Please answer these questions:

Did this demonstration help you to understand how people learn language?

- Yes, the demonstration helped me just by watching the French lady.
- Certain parts, but I need to see it again.
- This was a great demonstration (visual) to show the process of language acquisition.
- Yes ✓✓✓
- Yes, great idea! I was able to follow along even though I didn't understand.
- A very straight forward explanation.
- The demonstration definitely helped me understand how people learn language and I am now looking forward to communication with Elders that don't understand English.
- Yes, I think that's the best way to teach kids.
- Yes, helped a lot.
- Yes, people learn by observing first and then participating in the interaction.
- Yes, this was very well done.
- Yes, in a way.
- I am going to work harder to teach literacy to my students and not give up.
- I had to listen very carefully in trying to learn how people learn.
- We did know how to help people understand but there aren't enough resources available, so it has been hard in understanding how people learn.
- Yes, it helped to understand better and especially learning from our Elders how literacy works (it makes you think; that's how it works?).
- I'm sorry I couldn't understand someone talking to me in a language I don't understand, I need an interpreter to understand.
- Now I have a better understanding about literacy, as I have been just learning along like the students have.
- I know this already.



Do you have any other comments about this demonstration?

- No ✓✓✓✓
- I could tell that you had at least a small foundation of French because the question words were understood. Or you were using other visual cues in addition to the words to understand what was being asked of you.
- It's good to have this part because it takes you back to when you started learning a language, which may be a long time ago.
- No, but if time permitted, it would have been fun & worthwhile to experience it ourselves.
- Yes, the demonstration made it easier to understand how people learn language.
- How about doing the same thing in Inuktitut?
- Basic example of how people learn a language. Seeing, hearing and then doing. It is a three step process.
- It was a great way to show since describing is the typical way of explaining it.
- I would like to try this in my adult education program and have the students lead the program in Inuktitut for to understand their language.
- Yes, in a way it helped to understand.
- It helped me remember a few things – words – I had forgotten since I have not had much exposure in the past few years to the French language. But action also helps to reinforce the statement.



3. We talked about emergent literacy.

Please answer these questions:

What did you learn about emergent literacy that you didn't already know?

- Didn't really understand.
- All of it.
- I have prior experience learning about emergent literacy.
- The word for it . . .
- Terminology – emergent behaviours – brought back memories of my own children.
- I learned some examples of what emergent reading behaviours might include. (eg holding a book and pretending to read)
- That there is a larger environment and exposure to literacy than I first imagined.
- I didn't know the definition for emergent literacy, so I learned that.
- All the emergent literacy in the text is important to teach them.
- I learned that kids can learn in different ways.
- There is a variety of behaviours associated with emergent literacy. Scribbling is an indication of emergent literacy.
- I wasn't familiar with the term 'emergent' prior to the workshop.
- I learned how important to be careful and be involved in activities.
- We need to teach more emergent literacy to our students.
- Our Eder's traditional literacy makes a lot of sense and apparently we have long been literate in our own language.
- We can learn Inuktitut starting at home and we need to start teaching Inuktitut Literacy at home.
- I realized that I had been just going along with learning literacy without really comprehending emergence literacy and we have to pay more attention to really teaching good literacy skills to have good grammar and comprehension.
- Emergent literacy is new to me, but now I have better understanding how and where literacy starts.
- Now I know that our children must learn their tradition first in their own language and then learn literacy in English and Inuktitut.



Do you have any other comments about this part of the workshop?

- No ✓✓
- It made me miss my 8 month old baby.
- Seemed a bit rushed. Could have been 'an experience' to reinforce this – but I understand that we were behind schedule.
- Nope.
- NA.
- I'm finding this very informative.
- It is something that anyone in a 'teaching' position – ie. Parent, pre-school, early school and other family members of babies, small children – needs to be aware of.
- How to teach in Inuktitut in schools and other environments.
- They we're doing Qulupaaq and it has another name called ("Illukitaaq" - "Juggling") I know it as singing along with the juggling.
- I really enjoyed the French demonstration, by talking only in one language and communicating.
- It would work very well if we had good interpreters and demonstrations provided in all communities in their language.
- We need to do more demonstrations.
- Language is very important and I will be more creative in teaching by demonstrating.
- We need to keep teaching Inuktitut Literacy.
- No, I think the way we teach is already appropriate.
- We need to work more together although we don't have the same language.
- We have no choice today but to be working in a workplace, so we have to teach our children good literacy in Inuktitut and English.

4. You listened to a tape of Inuktitut songs. You looked at a song book and a Nutaraqsiutit Program Guide.

Do you think parents and children in your community would participate in a program like this?

- Yes, because we had fun singing together.
- Yes ✓✓



- I think that a library singing program would be well received in the community.
- If it was more widely available, I think so. Personally, yes.
- Yes, great resource.
- I think many people would be interested in participating in a program based on Inuktitut songs.
- Did not attend this session.
- Yes, I think parents would do more Inuit activities if they had time.
- Yes, it is important to pass on our songs.
- Yes, they would be interested.
- I think they would. It's a cultural thing that parents and children alike would benefit from. Children can learn the songs and parents can sing along and remember the songs of their past. Family fun.
- Some, yes.
- Yes! Absolutely.
- Very much. Children learn from songs because they aren't just singing songs.
- Yes because in this way more people are involved and the language still alive.
- Maybe – I'm not sure – but it would be a good thing to get them involved in.
- I would be happy to have parents participate.
- We need to work together and have parents, Elders and communities participate who wish to do so and make our language stronger and learn other languages.
- Yes, our Elders will never point out their strengths unless we ask for help from them and we should start asking more of our Elders for help as they are always willing to participate.
- Yes, our mothers' willingness to participate is always there, especially when we have programs such as this.
- I would be willing to participate as I enjoy anything resourceful such as this program.

Would you like support from the Nunavut Literacy Council to run a program like this in your community? If yes, what kind of support do you need?



- I will do more to teach literacy to people who haven't been to school by doing radio programs which are geared towards children, by teaching reading along with the sing-along's, as I sometimes go over the radio to do public education.



Do you have any comments about the Nutaraqsiutit Program Guide?

- But I would like to help more children – I mean I would like to sing with children.
- Keep writing them.
- Is there a translation (English) of the songs? A little blurb that says what the song is about would be useful. Knowing what the songs are about would enable program directors to discuss the songs during a singing program. (i.e. their meaning, what lessons they are conveying)
- It gives me a base, something to work with.
- No ✓✓
- This program is helping me a lot. It is giving me good ideas.
- It is fun and interesting. Kids and parents alike would have fun with the program.
- Filled with a great deal of good info. The interviews have inspired me to take my students out of the classroom and into the community to open the door to communication and attaining knowledge and wisdom at the community level.
- I wish it was in our dialect.
- For sure, it's helped me to provide for the future person who will take care of the story time program.
- These program guides are very good.
- We need to produce more program guides to be used at not only in the schools, but to be used at home as well.
- All I have to say is that the Daycare Program is just starting in Hall Beach and the new Board had just started the learning process and it would be a very good idea to hold a workshop with them on this type of program.
- We need to produce more even if they are different types of guides.
- We should have more workshops for others who work different hours from us who work in these types of programs in our communities and please visit the communities.



5. We presented information on a research project by the Nunavut Literacy Council.

Please answer these questions:

Do you understand what the research was about?

- Not really √√
- Yes √√√√
- I understand the research to be about discovering what the language trends are in Nunavut's communities. This research will be used to determine if there is a positive correlation between first language and literacy. (a strong first language = strong literacy skills)
- The research was about strengthening language (first language) and strong literacy skills in Nunavut.
- Yes, I understand what the research was about. It was about finding out how many knew Inuktitut well and if we are the only ones losing our language.
- Yes, it tells us how strong our language is.
- Yes. They went to different communities and asked people through radio. Questions were about how they speak to their children and what do you want them to learn.
- Linking the language with the literacy
- Exposure to and opportunities of Inuit to develop Inuit language skills.
- I have an idea.
- I am not sure. Maybe more tools could help to understand.
- It was very interesting but I lose a lot of the good comments of Quluag. I would like to know more about the results, interviews.
- It has been very helpful.
- Bilingualism in any language can be very strong.

Do you have any comments about the NLC research or about this presentation?

- Nope √√
- Keep the research going.
- Presentation was a bit too long.



- No.
- What is the most language use?
- The analysis on this would be very interesting to hear about – especially to apply for language lesson grants.
- Research results are not surprising to me and the information is consistent with what I've experienced in my community as an adult educator, thought in Sanikiluaq it is not as progressive (the language loss) as some other communities.
- It is something that I have noticed on many occasions.
- It has to proceed.
- Although we have different dialects in our communities, it is obvious we have similar ways of teaching.
- We have different languages in this world but it has become more aware of wanting to preserve our language. Also, can you do different language and literacy research presentations collected from other countries?
- Our children are learning more English in school as that has become the primary literacy and because of that we have started to lose our language through school and television.
- I think we should hold meetings from time to time to discuss language issues.
- I'd like to recommend some type of research on our traditional language on why our literacy is changing in terms of speaking Inuktitut but the meaning being in English literacy.



6. Quluaq & the Elders talked about children learning the Inuktitut language before English was in the environment

Please answer these questions:

What did you like hearing about or learning in this part of the workshop?

- I learned that children learn from their parents, that if parents are not happy, the child follows the parents and does not feel happy in school. If parents are happy, the child would be happy at school.
- I like the information about how we can approach children and teach them properly.
- I enjoyed hearing the personal stories from the workshop participants.
- I agree with it.
- Did not attend this session.
- I find it interesting how grandchildren cannot communicate with their grandparents. I thought every family communicates through speaking.
- Learning was a key point for me.
- I like the one about the parent telling his children about Inuit tradition.
- Intuitive.
- This reinforced what I had learned in that Inuit people are kinetic learners (very hands-on) and this is obviously because in the culture children were traditionally taught in very physical & gestural ways.
- How to get along with difficult children and make them listen and get along with others.
- I enjoyed it all.
- We need to be with our Elders to get a strong foundation.
- We can start teaching them from a very infant age and that is how we are going to preserve our language.

Do you have any other comments about this presentation?

- Parents have to be more responsible to their children – like watch themselves to keep them happy.
- No ✓✓✓
- People need to understand that we need the best of both worlds.
- I wish more parents would talk to their children about traditional culture.



- I didn't think I'm getting this much information.
- At this point in time – no. I like to think about things for a long time – then the ideas come.
- I learned that Literacy is observation as well.
- I feel that Inuit, young and old, from Nunavut communities should be given a chance to have these types of workshops.
- Even though communities defer from each other they have similar teaching foundations.
- We need to produce more story sacks with the sing-a-longs, so that everyone, even adults, can learn emergent literacy and not just learn how to read.
- Yes, we've had so many types of languages immigrate to the Arctic from the south and as such have affected the way our language has evolved and contributed to shifting our language.
- I don't have anything to say.

7. We talked about language shift and how changes in the language situation affect you, your family and your community.

Please answer the following questions:

Do you understand language shift?

- Yes, I did understand that children are talking more in English to their grandparents who don't understand them.
- Yes ✓✓
- I feel I have an understanding of the difference between language shift and language change.
- I do now.
- I was a bit confused at first but after Cayla clarified at the end of presentation, I was OK.
- Did not attend this session.
- Yes, language shift is learning a language and then losing it to another language.
- Yes, using Inuktitut to English or English to Inuktitut.

- Yes, the language switched from Inuktitut to the working language of English.
- After some clarification, yes.
- Not really.
- When a language becomes at risk of extinction or is being replaced by a dominant language.
- Yes, I do.
- I never notice that we use language shift and we are slowly losing some words.
- Yes, slightly confusing at first but it became more clear after Cayla's explanation.
- I learned that Literacy is observation as well.
- I feel that Inuit, young and old, from Nunavut communities should be given a chance to have these types of workshops.
- Even though communities defer from each other they have similar teaching foundations.
- We need to produce more story sacks with the sing-a-longs, so that everyone, even adults, can learn emergent literacy and not just learn how to read.
- Yes, we've had so many types of languages immigrate to the Arctic from the south and as such have affected the way our language has evolved and contributed to shifting our language.
- I don't have anything to say.



Did you learn anything new during this exercise – either from the presentation or from other participants?

- Yes, I learned that language shift and loss are different.
- It was interesting to hear what everyone had to say about this issue.
- Yes.
- No.
- Yes, the difference between language shift and language loss.
- Yes, each person had different comments about language shift.
- Many people, no matter their background, shared similar answers.
- The difference between language shift & loss / how it effects northern communities.
- Language change or evolution does not necessarily constitute loss of language. Loss of language is representative by the shift or replacement of one language with another.
- From both the exercises as well as what other participants had to say.
- It is not just our communities that have been affected; other communities who hadn't had a chance at the workshop have been affected as well.
- Yes, what Quluaq stated about teaching a child only one word or syllabics will go a long way as children do not ever forget what they've learned.
- Yes, I learned that what we are learning is completely true in every sense.
- Storytelling, reading and speaking are very clear to everyone even if people don't always say anything; it has a profound effect in having pride in themselves.
- I learned a lot more.

8. We talked about bilingualism – the definition, the positive things about being bilingual and how bilingualism can be achieved in Nunavut.

Please answer these questions:

What did you learn about bilingualism that you didn't already know?

- I don't understand what bilingualism means.
- That it's starting to be promoted.



- The majority of the younger generation of Inuit are bilingual – English – Inuktitut.
- As English speaking – I think often we do not put out as much effort as we could/should on many occasions – but we do already know that!
- Even if we don't quite understand each other we have to forge ahead.
- We should be able to learn to read in any language we wish.

Would you change anything about this presentation? Is there anything that was difficult to understand? Do you feel like you need more information on bilingualism?

- No ✓✓
- No it's not difficult to understand – just that we need to put out more effort rather than being too complacent.
- It is beneficial to be bilingual so that different cultures can understand each other.
- If people had understood the same thing no matter where they are, even if it is Inuit Culture and not Qallunaat culture, you can understand bilingualism.
- Mixing of different languages.
- We should be bilingual and make it very clear and concise in both languages.

Do you have other observations or thoughts about bilingualism in Nunavut?

- That it's being treated as important.
- The declining Inuktitut speakers to learn from is making the language harder to learn. Bilingualism has now become a struggle.
- We have so many different dialects and bilingualism in Iqaluit that most people speak what they are comfortable with.
- Yes, we are speaking more English today so that we have become to start losing our Inuktitut language and we must start preserving our language instead of just letting it go because of job description requirements.
- We should produce written material using storytelling, sing-a-longs and story sacks in our languages.



- If we talk to our children in Inuktitut, we will halt the deteriorating of our Inuktitut language.
- Bilingualism in any two languages can be very powerful if balanced and used well.

9. Quluaq presented the Storysack called 'Ullaktut'. You looked at the Storysack Guide and heard about Storysacks programs.

Do you think parents and children in your community would participate in a program like this?

- I'm sure they would be interested.
- Yes ✓✓✓✓✓
- I think children would love these and the parents as well because it might bring back memories for them.
- YES! This is an awesome project. NAC is very happy to support it.
- Did not attend this session.
- If they had more information about the program.
- Of course they would. I really enjoyed the little show.
- It's fun & interactive. Easy enough for anyone to make their own Storysack. Yes, I do believe parents and children would participate.
- Absolutely ✓✓
- We are doing Storysacks in my community.
- I would like to say yes but am not sure about that. Hopefully so.
- I think there would be interest for this program.
- Yes, the stories are valuable and there's a better chance that children can remember them for a long time if it intrigues them - maybe never forget.
- Quite possibly but not sure.
- Yes, it seems like fun.
- For sure, may open some new ideas.
- Yes, because I work at the Family Resource Centre and the mom & tots would like these.
- I would love to have funding to be able to start.
- Yes, I think people in my community would like programs like this.
- Our Elders are hiding a lot of traditional knowledge and they won't say anything unless you ask of them the information.



- Yes, if we make these programs available along with the directions on how to use them, we'd have more participation in our communities as long as they explain what it's meant to do.
- I don't know.
- If we explain the program content our community can participate.
- Of course, if the parents wish to participate they could.
- I would definitely participate and we can be creative as long as we try.
- I think only a few people would want to participate.
- In my community, there are parents who take their kids to school and then they wait till their children enter and that is when I can talk to them about what I've learned as the mothers are creative and would want to participate.



- Show this program to our bosses and seek support to run it.
- We need more material to teach adults proper Inuktitut fluency, for people who are genuinely interested.
- Even adults are not literate in Inuktitut and English and we need to produce programs for our communities to help them.
- I would need support from someone to help me run this program.

10. Do you have anything else you would like to say about Day 1 of the workshop?

- Thank you very much. I learned a lot.
- Keep up the good work.
- It was excellent.
- Lots of good info.
- You did the best you could to keep it moving. Unfortunate that it got so far behind, but nevertheless helpful and enjoyable.
- No.
- I am happy that I had the chance to attend the workshop.
- As an English speaking resident of Iqaluit, I have learned so much in one day of the focus on Inuktitut that has opened my eyes to the power of literacy in the North. I'm looking forward to day two.
- Excellent so far.
- I think sub-consciously we know – but it's easier to be somewhat lax.
- I have really enjoyed this workshop which was facilitated in Inuktitut.
- If we wanted to hold a workshop in either one of the other communities would you be willing to hold it somewhere else?



Building a Strong Foundation - Evaluation Day 2

What kind of work do you do? Where do you live?

- Research on language - Iqaluit/Quebec City
- Adult Educator – Pond Inlet
- Family Literacy Coordinator – Ottawa
- Daycare caregiver – Grise Fiord
- Freelance interpreter/translator – Clyde River
- Adult Educator – Hall Beach
- Librarian/CPNP – Arctic Bay
- Teacher at Arctic College – Arctic Bay
- Community librarian – Clyde River
- Afterschool daycare caregiver.
- Teaching in Inuktitut - Iqaluit
- I teach Inuktitut to Inuit and Qallunaat - I live in Iqaluit
- I am Acting Director at the Daycare - Pond Inlet
- Counsellor in Inuit Tradition - Clyde River



1. We talked about bilingualism – the definition, the positive things about being bilingual and how bilingualism can be achieved in Nunavut.

Please answer the following questions:

What did you learn about bilingualism that you didn't already know?

- I was not aware of all the programs that were introduced and that definitely will favour bilingualism e.g. Inuktitut daycare immersion classes.
- I learned that switching/inserting words from a 2nd language into sentences does not always indicate a low level of competency in the 1st language.
- I still don't know what bilingualism means.
- That it's a special skill when fluent.
- That some people are unconscious about their bilingualism.
- On a subconscious level I knew this – the workshop is bringing this to my attention – that I also have been taking the easy way as most speak English as well as Inuktitut.
- The struggle for bilingualism is much more serious than I had thought.
- That it is more than just talking in two languages.
- That we are using one language more than we think but actually we are using 2 languages.
- I didn't know what it meant and I learned a little bit about it.
- Bilingualism in Inuktitut and Qallunaatit can work as long as we teach good grammar and the meaning of the word.
- I understand now the bilingualism has its benefits.
- I understood what they we're saying, as I already am.
- It's better to be able to speak in English anywhere, for example: for the benefit of unilingual English.
- Both Languages need to have good foundation for strength.



Would you change anything about this presentation? Is there anything that was difficult to understand? Do you feel like you need more information on bilingualism?

- Maybe it would have been helpful to provide more practical examples of bilingualism.
- The ways non-Inuktitut speakers can make a difference.
- Discussion on the stats about learning more than one language as early as possible.
- Yes, it was very difficult for me to understand what bilingualism means. Yes, I need more information.
- No. No. Yes.
- No, it was fine.
- For me this is great – of course I cannot speak for everyone else.
- I wouldn't change a thing about this presentation. No. No.
- No, but I should have brought my mapping project for everyone to see.
- Yes, my difficulty to understand is which to blame – youth or Elders. Some admire, some don't since we are losing our language.
- No, I wouldn't want to change it but I think I need more information about this bilingualism.
- Speak only in Inuktitut and don't add any English words to a sentence and if you're speaking in English, speak English only and not add Inuktitut words.
- I really liked the presentation and everything said was very clear.
- We need to learn both languages.
- No.

Do you have other observations or thoughts about bilingualism in Nunavut?

- Nope.
- I will in the future.
- There just aren't enough Inuit bilinguals. It would help ease some pressure on those that are strong bilinguals if there were more. Interpreting/translating especially printed materials is very high in demand for translation.

- I am sure I represent a majority of 'English speaking'. I am/have been picking up words & expressions – but need to apply more effort rather than just 'baby talk'.
- I want to learn more about it.
- Our people are talking in broken language, using both English and Inuktitut in one sentence and we need to be more observant and start teaching proper grammar and dialect, so that we they can become more fluent in both languages.
- We need to strengthen bilingualism by strengthening Inuktitut in the Schools, Daycares and the workplace.
- No.
- When you're supposedly bilingual and trying to be centered in both languages, that is where it gets confusing as to which language to use.

2. We talked about language revitalization.

Was it helpful and/or interesting to hear about the language situation in other indigenous communities?

- Yes, the example of New Zealand was very revealing. Maybe a short video documentary and maps would have helped.
- Yes, it was. I think it is important to know that other communities all over the world are going through or have gone through the same language problems. This makes you feel like you are not going through it alone and it offers potential solutions/ideas.
- Very.
- Yes, it was very interesting.
- Yes✓✓✓
- Yes, we are not alone and we should learn best practices. No need to reinvent the wheel.
- Yes, I now know what Maori is.
- Yes, it is good to show that it is happening all over the world.
- Yes, it was very interesting to hear about it.
- I have come to realize that we have to take our language and culture back and we need to help strengthen it by using our language.



- I was encouraged and happy to know that Inuit Language can be brought back and strengthened.
- I have learned that we need to work closer together.
- Maori losing their language and then getting it back.

3. Navarana Beveridge presented information on the new language legislation.

Have you heard about the new language legislation?

- Yes √√√
- No, I had only heard that by the year 2020 the GN wants Inuktitut to be the language of business communication.
- A bit.
- Not really.
- Some.
- No √
- Yes, hope it will go to the final step.
- No, I never heard about it before. I'm learning a lot.
- I have heard about it already.
- I've heard about it before.
- I'm happy to be informed of it on a regular basis.

Did this presentation help you understand the new legislation?

- More about NTI's view of the legislation.
- I found that there were a lot of terms that I did not know (i.e. Inuktitut terms). It would have furthered my understanding if these terms were explained.
- Yes √√√√√
- More understanding of the new legislation.
- Yes, it kind of helped me understand a bit about it.
- It helped me to understand clearly as it is very clear.
- I was aware of the contents and I understood what the presenter was talking about.
- I really enjoyed listening to the presenter.

- I am sure I represent a majority of ‘English speaking’. I am/have been picking up words & expressions – but need to apply more effort rather than just ‘baby talk’.
- I want to learn more about it.
- Our people are talking in broken language, using both English and Inuktitut in one sentence and we need to be more observant and start teaching proper grammar and dialect, so that we they can become more fluent in both languages.
- We need to strengthen bilingualism by strengthening Inuktitut in the Schools, Daycares and the workplace.
- No.
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- I found that there were a lot of terms that I did not know (i.e. Inuktitut terms). It would have furthered my understanding if these terms were explained.
- Yes ✓✓✓✓
- More understanding of the new legislation.
- Yes, it kind of helped me understand a bit about it.
- It helped me to understand clearly as it is very clear.
- I was aware of the contents and I understood what the presenter was talking about.
- I really enjoyed listening to the presenter.



Do you have any other comments about this presentation?

- Navarana made the topic very clear.
- Keep up the good work.
- It was an eye-opener for sure, being from a small community with a strong Inuktitut speaking majority, even though I am aware that Inuktitut is not spoken as prominently in larger communities.
- Not at this point in time.
- Insightful.
- Yes, I would like to come back and learn more about this conference.
- It's fine.
- I know that the new legislation is still too weak and will not help much.
- Yes, we need more Inuit speaking employees in the workplace.
- I am very happy with the way you handled this.



4. You looked at posters of language and literacy programs in Nunavut and from other places in the world.

Did these posters help you to learn about the programs?

- I have learned something new and something to think about.
- Yes, it will help within the workplaces and schools.
- It's always good to put words together with a picture to get a better understanding, so I think you are doing a good job.

What program or programs do you think would work in your community?

- I think if we work hard together in our communities it can be implemented.
- I would like to have recorded material to be used to better our literacy to go along with the posters.
- As long as you show them to people these programs can generate interest.

5. In groups you worked to answer the question: "What has to change so we can develop strong bilingual and biliterate communities in Nunavut?"

What changes did you hear that you feel are most important?

- Inuktitut language programs offered to non-beneficiaries and beneficiaries in their communities (i.e. Language course for GN employees)
- There needs to be a sense of pride for all the languages that people know. This could help give people the confidence to use their languages.
- Developing pride in being Inuit and the language that defines the culture.
- Ask the Elders to teach at school and tell them that we can pay them.
- Children and young Inuit attitudes.
- Instilling pride in bilingualism.
- Workplaces that support it.
- Schooling: to provide a strong base on both languages.

- For us 'unilinguals' (English) accessible language classes. I often ask someone 'how do you say this?' but not enough. Again, it boils down to some effort but not enough to get out of the comfort zone.
- More money.
- Encourage Inuktitut speaking.
- At home talking.
- I think everything was important.
- When I start speaking I have to speak in Inuktitut only and same goes with English.
- Unfortunately, our older generation just went along with the shift and left our language behind.
- I know for a fact it hasn't changed and you also believe that.
- We need to do more to implement this.

Do you have any other comments about this discussion?

- I have really enjoyed what you've done and want to encourage you to keep going ahead.



Panel Discussion – Day 2

What kind of work do you do? Where do you live?

- Research on language - Iqaluit/Quebec City
- Daycare Director - Clyde River
- Freelance interpreter/translator - Clyde River
- Daycare Facilitator for Joamie After School Program – Iqaluit
- Daycare worker caregiver – Grise Fiord
- Local librarian – Pond Inlet
- Caregiver – Grise Fiord
- Librarian & Prenatal Coordinator – Arctic Bay
- Interpreting/Translating – Iqaluit
- Adult Educator – Sanikiluaq
- Teaching adults – Pond Inlet
- Literacy Program Coordinator – Ottawa
- Teacher at Arctic College – Arctic Bay
- Adult Educator – Hall Beach
- Community Librarian – Clyde River
- Librarian – Iqaluit
- After school caregiver
- I’m learning to be a childcare worker - Hall Beach
- I am acting Director at the daycare centre - Pond Inlet
- I instruct Inuktitut curriculum - I live in Iqaluit
- I’m a Counsellor to people in need in the Inuit Tradition - Clyde River

1. What did you hear that inspired you?

- The immersion courses in schools.
- Using picture story in the daycare and speak one language.
- That the organizations are actually producing Inuktitut literature.
- Every member of the panel was extremely motivated for change in a positive direction. From what they all said, they are taking steps to make their dreams a reality.
- I think the most important for me is people who are Inuk should talk more in their language – not just English.



- That someday in the future the Inuktitut language will be finally recognized fully.
- I am inspired to share everything with my adult Ed students as this is very appropriate material for our 'Preparing for Change Course'. ???
- Hearing the speaker talk about learning many languages through childhood (i.e. Navarana), excited for me to try to become able to communicate in another language (i.e. Inuktitut)
- The hope and belief that the necessary changes can be made to ensure language preservation.
- Leadership that they have. More Inuit leaders in high job positions.
- Multilingualism.
- Greenland, they interpret 'Harry Potter' in their language.
- I was inspired about the childcare programs and I will do my best to implement them in my line of work.
- I want to speak more in Inuktitut at the daycare.
- I heard that our language is on the brink of shifting and I want to do more to preserve our language through my grandchildren.
- Inuktitut language and culture.



2. What are one or two things that you heard that you feel are very important to share with people in your community?

- Need to change the legislation so that emergency calls can be formulated in Inuktitut/Inuinnaqtun/English/French.
- Almost everybody in my community still speaks Inuktitut and I'm so proud of it. I'm going to tell them we can still keep our language.
- The importance of being able to read and write in fluent Inuktitut.
- NTI was slandered in the newspaper. NTEP is not as successful as people expect. There is an increasing demand for teachers that are literate in Inuktitut. NTEP is not producing teachers as fast as they should be.
- One thing is that people should start singing with family, storytelling or talking in Inuktitut.
- When Eva Aariak talked about 'titiraliritti' because there are a lot of Elders who have stories about our history.
- The fact that Inuit language will not be available from K-12 until 2019.
- It is good to hear all sides of an argument, presentations. Discussion is very important to come up with ways to try and preserve the language and/or revive it.
- What are already available that can be useful for the Inuit children to read that has been produced.
- For the survival of the Inuktitut language people need to make a conscious effort to ensure Inuktitut is used and displayed in the home, workplace, community, in businesses, ect.
- The importance of having a strong foundation of language and this is done by having a strong first language.
- Keep our language strong (home, work, community)
- Preserve and strengthen Inuktitut.
- To name what is new to Inuit when we don't have a word for it.
- That funding may be available to translate books into Inuktitut.
- The Inuktitut language discussion we had is.
- Working together.
- I think it's important to have more written and reading material in Inuktitut and English.



- I think the Inuktitut Protection Act is a very important step, but still too weak.
- We have to work together as a community in teaching our children.

3. Is there anything you heard from the panel discussion that you disagree with?

- No, I agree with them.
- No ✓✓✓✓✓✓
- N/A
- I don't think so.
- I am concerned with a watered down version of education to accommodate the need to protect culture and language. I think greater creativity needs to be demonstrated so that quality preparatory education is not sacrificed. This effort shouldn't be a battle for a stature but rather a mission to make Nunavut education diverse, culturally focused and academically anchored.
- The need for unilingual Inuktitut daycare workers. I understand the need/desire to have Inuktitut spoken there but I don't agree this can only be done with a unilingual speaker. As long as the employees know Inuktitut and use it with the children, it should not matter if they know another language. I believe that multilingualism not unilingualism, should be embraced.
- None at all.
- Everything seemed fine.
- We have to start speaking more in our language and not just go with the easiest dominant language and make our language literacy clear and concise.

4. Did you hear anything that was new information to you?

- That picture story was a very good idea. (2)
- Yes, the pilot project at Nakasuk School.
- The plan to produce Inuktitut words in the future.



- For me, information centres to get enough support for the Inuit teachers to exchange what they may need and share.
- The benefit to and importance of having both beneficiaries and non-beneficiaries supporting a strong bilingual/multilingual community. (Be proud of all the languages you know)
- Culture programs in school.
- Not as strong as it used to be.
- None.
- Issue of shortage of trained staff and the lack of funding for language programs.
- We need to repeat it.
- No.
- There should have been more Unilingual people, both Inuit and Qallunaat.
- We need to work together as a team, Qallunaat and Inuit, no matter the ethnicity, we need to start showing what we've learned. Start talking about the programs along with our Elders by our side and promote self esteem and pride in our culture.



Building a Strong Foundation - Evaluation Day 3

1. What did you like about today?

- All the different cultures needing the same help.
- Having a group discussion in professional groups.
- Language and literacy goals at your work.
- Having the youth panel.
- Group discussion in professional groups.
- All of it.
- The youth panel.
- I really enjoyed the Nuttaujaq game.
- I liked it when youth came in to talk about their struggles with Inuktitut language.
- As with any workshop, I always enjoy learning something new – or sometimes I know something but haven't thought of it in that way – or it helps recall things I did not realize I knew. I also enjoy the interaction and feedback from everyone else very much.
- Ms. Pilakapsi's creative with the children particularly in the early age - they can learn more from what they see and touch.
- Talking about the communication strategy. I learned about communication and literacy.
- The youth panel – actually everything – a good day.
- Answering the question about the communication strategy because I improved a lot about public speaking. I noticed a lot.
- Sharing their things in common.
- The draws.
- The story at the end of the day. It was funny.
- Quluqaq's stories are always very good ideas. Quluqaq keep up the good work. Thanks.
- The game was great. Awesome idea. I enjoyed the discussion with the youth panel and hearing the legend also.
- Talking to young people.
- I enjoyed what we learnt today and have a clearer understanding how I can improve the way I'm teaching.



- I liked the way they did the presentation of written, pictures, oral and written role playing.
- There was some really good questions raised today about how I could help new young mothers.

2. What didn't you like? What did you find hard to understand?

- I do not like the fact that our Inuit language is not as strong as it needs to be but we are doing something about it. That's great.
- I found the Elder in the youth panel took more of the youth's time.
- None.
- Getting confused when I see something new and it gave me new ideas on how to deal with it.
- It would be better not to include an Elder on a youth panel. If you want to include Elders, have their own panel.
- I understood everything.
- Everything was understandable.
- It is hard to put in writing about how to explain in changing your language to others in order to be understood – that is about shift to other language.
- Nothing.
- I wish the youth would have had more time to share.
- I didn't like the two hours of this morning because I missed a whole lot. I felt sick and had to nap.
- Nothing I guess. They were all understandable because everybody speaks Inuktitut and English.
- The person to person game. Too many new words in such a short time. I got eliminated first.
- Everything was understandable. Not enough breaks for smokers but it was okay.
- I have a better understanding and am happy with the presentations.
- Everything was presented so well even though some were negative to hear and gave us constructive ways to deal with them.
- Everything was clear.



3. What would you change about today – to make the workshop better?

- Do more workshops more often.
- I have no comment for this one (so sorry)
- None.
- Nothing except for the comment on #2 (It would be better not to include an Elder on a youth panel. If you want to include Elders, have their own panel.)
- I wouldn't change anything.
- I cannot think of anything to make it better than it was. Thank you for planning this and inviting us. I am sure there is so much more that eventually will all come together for improvements.
- For the younger Inuit to practice to become representative within the large group.
- It is very beneficial to have the facilitators 'float' from table group to group to clarify and assist with group tasks.
- Nothing.
- Since this is my first time in a workshop, I'm enjoying it. I don't have any better things to say.
- Nothing. The workshop was interactive. It was fun.
- More breaks for 5 minutes for smokers.
- I was happy with everything.
- We have to hold these workshops and please present these to anyone interested.
- I think we should hold more panel discussions so that our youth be given more opportunity to speak their mind.

4. Would you attend another workshop by the Nunavut Literacy Council?

- Yes I would. There's a lot more to learn about our culture.
- Yes √√√√√
- Yes. I learned a lot at this one. It's my first time meeting with the Nunavut Literacy Council so thank you.



- Depending on what it was for. I didn't know much about the NLC before this one.
- Yes, I would.
- Yes, definitely.
- I would love to very much if there is enough funding to have the Elders involved.
- Yes, I would really like to.
- Yes, workshops really help us understand more.
- Yes, since I've dropped out, I would just love to go every time there's a workshop. I need to learn more.
- It would be great if I was attending with the teacher or the teacher could have a workshop like this one.
- Absolutely!
- I would like to attend another workshop.
- I have come to realize that I want to help more and would be interested in another workshop.
- I would be interested again but I have to teach at school.

5. The Nunavut Literacy Council does different kinds of training workshops. Would you be interested in the Nunavut Literacy Council delivering a workshop in your community? If yes, what kind of workshop?

- More literacy workshops.
- Land skills.
- Yes. Informing community on the importance of language use in home and family.
- Yes. Almost anything for daycares because my daycare co-workers need to learn too. They all need to remember – it's their first time.
- Yes. How to get and improve Inuit culture and traditions.
- Yes, a Storysacks and bilingualism as well as talking about the importance of keeping Inuktitut strong.
- Yes, I think it would be very beneficial.
- No.
- Yes.



6. Is there anything else you would like to tell us about this 3-day workshop?

- Fast, short workshop for some subjects.
- It's been very fun and learned a lot so keep up the good work.
- Keep up the good work.
- Good job.
- No.
- Yes, we need more of these so we can build the awareness of everyone. I think for many – we all sort of get stuck in a rut so we need a bit of an eye opener at times, or reminders so that we can also grow.
- It helps a great deal to the Inuit to gather together to exchange as well as understanding that the Inuktitut language is very important to be spoken within the communities to keep it strong as it is connecting to our culture, tradition and spirituality.
- I like to thank people that made this happen. I think I maybe learned more than I think.
- There was a lot of information to cover. Very worthwhile. At times the talking was a bit long. I would suggest more variety in the participants' tasks. Flip chart responses is key but there may be other ways to get information from the participants, i.e. Case studies, scenarios, role plays ect. The demonstration of setting the table was a great strategy to reinforce concepts.
- Excellent resources and demonstrations.
- Provide a networking list of participants so we can contact others who are in the same business.
- The 3-day workshop really helped me a lot to understand more about languages.
- I think it's a bit too short – actually, it's okay. If it takes more than 3 days that will do.
- I had a really good time.
- If we have more time to attend this workshop, I think we would get more ideas to work with our community.
- It was a great way for me to get a better understanding of how language in Nunavut is changing, how Elders view it and the steps I can take as a



non-Inuit to encourage Inuktitut and the maintenance of culture in my own work.

- Literacy, whether it's reading or writing is very important to an individual's life as it contributes to the holistic well being of a person, not just culturally but as a whole being, so the government has to keep providing the funding.
- I am very happy to say that the people who work in literacy and you are very competent in program development for our communities and I expect there will be another workshop at some point in time because it is very important for different cultures even though we have different languages.
- We need to have ongoing Literacy development in all the communities.



Evaluation of Nunavut Literacy Council Resources

Resource	Please comment on these resources:	Would you use this resource: At work? At home? Somewhere else?
Nutaraqsiutit (Song book & Program Guide)	<ul style="list-style-type: none"> • I'm going to use it with my kids. • Good • It is a good idea – all of them (the resources) • Keep the good literacy materials coming and thanks (refers to all the resources on this page) • Great to use with kids – they have so much fun when we sing along with them. • Excellent resource. I would find it helpful if there was a brief explanation of what the song is about in English. • I work as a caregiver so we always sing Inuktitut songs and to hear different songs was great. • I am proud to see these materials done in Inuktitut. • A general comment – the resources produced by the NLS are fabulous! – including the CD – it was a great idea. • I really liked it. • I think it's the most important. • Interesting – mainly for young children. • I'm going to use this book in our daycare and make it fun. • Very good. • I really like them! • They are very good! 	<ul style="list-style-type: none"> • Yes, they will help us a lot. • Yes. • Yes, since I am working at the daycare (training) – also at home. I'm interested to work with children. All of the resources (I would use) • Work/home • I use it with children on family literacy day. • I would use this resource at home with young family members. This would also be a good resource for a community program (i.e. Singing time). • Yes, I would use this for children. • Being a unilingual librarian, I would use it at the library during children time. • For my children as well for them to share it with their friends. • Yes, I would use them. I can use them for sure at home. • Yes, I would use this at home and at work. I know that children would really like it because it was so interesting when Quluvaq showed it. • In pond I use this resource at daycares but I barely use it at home. • At work . . . not so much because of the age of the kids I look after – work. • Anywhere. • I have already used it and was able to teach myself so that I could pass them on. • I would use them in the School, Daycare and at home. • I will speak more Inuktitut. • I want to start using it in the school.



Resource	Please comment on these resources:	Would you use this resource: At work? At home? Somewhere else?
<p>Storysacks & Storysacks Guide (like Ullaktut and Bear on the Bed)</p>	<ul style="list-style-type: none"> • I think this will help a lot in daycares. • Just love that. • Good to help make a story come alive. • These were beautiful resources. • The Storysacks were good for stories because there was actions going on behind the Storysacks. • I have already used this at the library – making up my own stories – the ilnati – children really enjoyed it. They also like to play with the puppets. • Daycare workers need to make use of these resources. Boards of Directors must be aware of the Nunavut Literacy Council’s work as often staff are shy about asking for help – workshops, workshops, workshops – you have so much to show – or more train-the-trainer sessions. • So interesting. • Very interesting • Interactive for all ages. • It was very good idea and looks great for the kids. • Wonderful to see up close. • I really like them! • They are very good! • The Storysack was very interesting! 	<ul style="list-style-type: none"> • As much as I can with my kids. • I have used part of this. • Work • Yes, and would encourage parents & children workers to learn to use them if they haven’t already as a program like Tirak’s maybe. • If I had children at home I would use this resource there. At work, I can see a program being run to have the students make a Storysack. • I would use this at daycare. It’s great to keep the children’s attention. • Already have. • Yes, but I don’t think I would use it as much as the song book. • Yes. • Exactly anywhere in public places. • Yes. It might keep the kids busy. At work. • I would use it at work. • I’d love to have workshops for parents to make them for our childcare programs. • Yes, I would use the resources. • I made my own Story sack!



Resource	Please comment on these resources:	Would you use this resource: At work? At home? Somewhere else?
<p>Handmade books & Book Making Guide</p>	<ul style="list-style-type: none"> • I have made one for my kids with photos and paintings. • I love these. • These were works of art. • I liked the handmade books that Qluaq made. I think that is a great idea for Inuit kids. • I am not a crafts person but that looks doable project especially for groups, children. • These are also helpful to understand we are creative. • I will start this with the afterschool kids. • I would love to make one. • For the artistic. • Qluaq is very thoughtful. She is very good at everything. • Beautifully made and inspiring. • I really like them! • I think they are very good! 	<ul style="list-style-type: none"> • Definitely • Everywhere • These books could be made during a community program and then they could be given to the library to share with the community. • I would definitely use this at daycare. The children would love it. • I am interested to teach in schools as well as at home to non-speakers of Inuktitut. • Yes, probably just at the library. • Yes, definitely in daycare and to other schools. • Arts and crafts day could be implemented. At work. • At work. • Definitely. At work. • I would use the resources. • Anything made by hand is very interesting no matter where the resource is used!



Resource	Please comment on these resources:	Would you use this resource: At work? At home? Somewhere else?
Environmental Print Labels	<ul style="list-style-type: none"> • It's great to see that we can do more. • Inuktitut to translate. • Very useful and excellent idea to be able to change into specific dialects. • This is a great idea for children struggling with Inuktitut. • When I got these and showed them, I was told – 'they are the wrong words for here!' • It will help my children and their children. • It will help people to keep the Inuktitut language. • That helps a lot anywhere. • I can learn them too. • The FACE poster was a good idea. • I really like them! • We need to produce more environmental print labels. 	<ul style="list-style-type: none"> • I would like to see them at the store and health centre. • At home for sure. • Work • Yes, at home for some. • I can't wait to put these up around my house and workplace. • Yes, I would use this at the daycare because the children there are struggling with Inuktitut and this would help them a lot. • They can be useful for the communities to bring them to the school. • I really don't mind making some dolls or book making. • Yes, at work and at home. • When I go home I will start doing labeling. • At work. The school could benefit from this. • At work. • Yes, at work. • I would use the resource at home and work. • We definitely need these resources.
Qanuiliuriaksat	<ul style="list-style-type: none"> • It's nice to know that people actually want to take actions. • I do not know what this is. • Don't remember doing this. • If the weather is good you could play out with them most children get tired of staying inside the building. • A good selection of activities. • I really like them! • If I don't know where to start from, now I know where to ask for information. 	<ul style="list-style-type: none"> • Work/home/school • I would use this at work. • In daycare we mostly do that and children really enjoy it. • Great stuff to do with parents to take home as well as with children in childcare. • This is a very good place to start.



Resource	Please comment on these resources:	Would you use this resource: At work? At home? Somewhere else?
Nuuttaujaq Game	<ul style="list-style-type: none"> • I will play with this every day. • Fun as snakes & ladders but better. • This is a great game as it teaches animals, tools, counting, ect. • The game wasn't so bad. • It will help my own personal comprehension – as I am sure it will others. • This game can help open everyone to speak to each other in Inuktitut and it is fun. • We – the library receive this 2 or 3 weeks ago. • That's an interesting game. • Snakes and ladders rock! • That game is a very good idea. • Love it!! It will help many people I work with. • They are very good. • We use them to play games within the school. 	<ul style="list-style-type: none"> • Home, work. • Work/home/schools • Yes, at work and maybe home. • I would play this at home with young family members and even my husband to help us practice these words! • The children at daycare would like this game so yes, I would use it. • Also at library and at home on occasion. • At home & somewhere else. • Of course. • Yeah, I would use this in public places. • Work . . . It's a good way to get kids to say the Inuktitut words. • At work, home, any working with the kids. • Yes, for sure at work. • I would use the resources. • The children really enjoy them.
lipitikiikului	<ul style="list-style-type: none"> • I know they can help so much with kids – they move them around. • Make more! • I do not know what it is. • This is also helpful and can be used with those who do not speak Inuktitut. • They are really nice. I would really want to receive this at the library. • I would love to have Inuktitut alphabets. • I would want to have one. • Great idea. • They are very good. • The children really enjoy putting them together 	<ul style="list-style-type: none"> • I would like to get one for my kids. • How can I order? • Work/home/schools • Yes at home! • At home & somewhere else. • I'd love too. • I would put it up on the wall at the library. • Especially in daycares. • At home and work. • At work. • I would use these important resources. • We have been using the resources we received.

