

Employees' Newsletter

June 2014



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MESSAGE FROM DIRECTOR GENERAL ANNIE POPERT

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Another school year ends soon... I would like to thank you all for your efforts and professional dedication, as you are preparing to run these last miles.

Some of our colleagues will also be taking their retirement this summer. I wish them well for this new chapter of their life. Some have been with the School Board since its creation, others for a varying number of years. No matter how long you have been with us, your contribution to this organization and to the development of our students is both valued and invaluable.

Finally, this year was marked by important progresses in the area of curriculum review and development. A culturally relevant school calendar was developed. It will be introduced as a pilot project in some of our schools next year.

In the meantime, I wish you all fun and restful summer holidays!

General Administration: overview of the rules governing the use of consulting services and contract awards



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The rules governing the award of supply, services and construction work contracts as well as those concerning the use of consulting services are specified in two distinct directives, EQU-01 and ADM-11.

Consulting Services

When it is envisaged to use the services of a consultant or of a consulting firm, Directive ADM-11 specifies that it is, at first, essential to contact the School Board's Human Resources department.

In fact, it is up to Human Resources to determine the eligibility of any consultant contract binding the School Board. To do so, a questionnaire is used (see Appendix B, ADM-11).

The latter is used mainly to establish that the proposed contract does not bind the School Board in an employer-employee relation with an external consultant who, by

definition, should have a freelance status and not one of salaried worker.

When contract eligibility is determined, the contract must then be developed and concluded with the consultant. This step always precedes the hiring or payment of a consultant. A sample contract can be found in Appendix A, ADM-11.

Contract Award

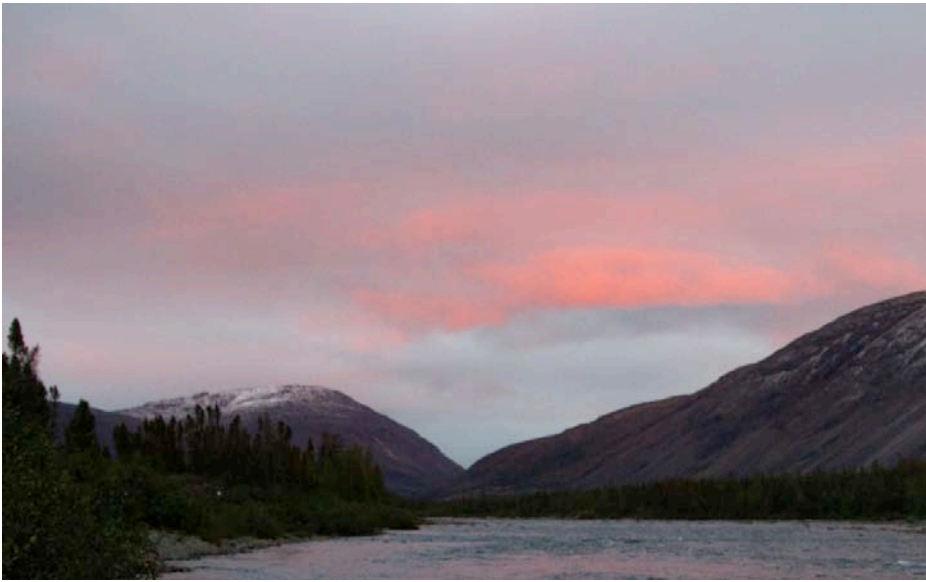
As specified by Directive EQU-01, different procedures must be followed for contract awards depending on the estimated expense amount.

As regards a contract worth \$25,000 or less, the department concerned (or the Material Resources department) may award the contract following a request for quotation directly to a supplier. However, it is necessary to be able to demonstrate that the price is justified and competitive.

For any contract worth \$25,000 to \$100,000, the department concerned (or the Material Resources department) must launch an invitation to tender to at least three different suppliers.

For contracts worth less than \$50,000, the contract with the selected supplier is then approved by the director of the department concerned. The contracts worth \$50,000 to \$100,000 are approved by the Director General of the School Board.

Finally, contracts worth \$100,000 or above must be subject to a public call for tenders. Depending on its value, the contract with the selected supplier is then approved either by the Executive Committee (up to \$250,000) or by the Council of Commissioners (for any contract of \$250,000 or more).



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Office of the Ombudsman

– Conflicts: Avoid or compete?

Avoid or compete? What to do when faced with a conflict?

Whether in our relationships with our neighbours, our friends, our family or our colleagues, the potential for conflicts or disagreements is often inevitable. The big challenge is to choose the right approach in order to prevent or resolve these disputes.

A first step in conflict management is to find out your preferred or naturally predominant style in a conflict situation. You can then determine if it is the most appropriate one in the circumstances; otherwise adopt another approach.

Thomas and Kilmann have identified 5 approaches that are usual responses in case of conflict:

Competition: approach in which a person gives little importance to the other person's needs and concentrates on reaching his/her own objectives or meeting his/her own needs. This approach can be adequate when a swift decision is required, in particular in emergency cases.

Avoidance: approach used more or less consciously where the person postpones the settlement of the conflict, ignores it totally or appears indifferent to the way the problem will be resolved and to the impact on others. Avoidance is appropriate when the emotional level is high, when your odds of succeeding are nil or when you could aggravate the situation by taking action.

Accommodation: approach focused only on meeting the other person's objectives/needs. This approach can be adequate when harmony and stability are important or if you have found out that you are mistaken.

Compromise: approach aimed at meeting halfway and offering solutions that partly meet the objectives and needs of all. This approach

(continued...)

Find out your preferred or naturally predominant style in a conflict situation...

is adequate when you have to show that you are sincere or when some complex issues must be resolved in a temporary way, in particular when time is of the essence. Compromise is more effective for concrete issues; it is less so for human and identity-related issues.

Collaboration: approach focused on meeting the objectives/needs of all where the relationship remains important. Although it takes time and efforts, this approach can be adequate when people's commitment is required, when the objective is to learn or when seeking to bring together ideas rooted in different perspectives.



If, when facing conflict, you have a high tendency to:

Compete/Contest: try and listen more to your interlocutor's viewpoints and feelings. Avoid using power to strengthen your position. Be on the lookout for the objectives and needs that you might have in common. Competing can be quite intimidating for your interlocutors.

Avoid: take up the challenge and initiate a meeting with the other person, where you will identify the benefits for you and him/her. Openly communicate your objectives and needs and listen to that of the other. This meeting could be a learning opportunity.

Accommodate: think first of all about your own objectives/needs. Avoid accepting the other person's viewpoint too quickly. Think about what is really important for you and take some risks or some distance before making a decision. Too much accommodation breeds resentment.

Look for a compromise: remember that a compromise must be a temporary approach especially when the values and needs are threatened. After showing your honesty or calming things down, determine if it could be more appropriate to sometimes collaborate and to sometimes accommodate.

Collaborate: even though this is our favoured approach in terms of conflict management, it is not always appropriate. Avoid this approach if you feel you are being manipulated or if your interlocutor does not want to communicate or to resolve the dispute.



Conflicts and disagreements are inevitable. Although they are a source of learning and personal development, it is not always easy to determine the right approach to resolving them. Ultimately, choosing an appropriate approach prevents the conflict from deteriorating, which could impact our productivity, the quality of our work, our motivation and even our ability to be happy.

The first step to avoiding a conflict or to preventing it from deteriorating is, on the one hand, being able to recognize what is going on. On the other hand, we must be aware of our predominant response when faced with conflict. Adjusting our approach then becomes a collective responsibility; by taking this responsibility, we see to each and everyone's well-being.

For more information about these 5 approaches, please visit: www.kilmannndiagnostics.com/conflict.html



Choosing an
appropriate
approach
prevents
conflict
deterioration.

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What's up in our schools?

Throughout the last two weeks of June, schools of Nunavik will hold their graduation ceremonies and their end of the school year activities. From community to community, these will include picnics and feasts, scavenger hunts, talent shows, sports competitions and Inuit games for students of all ages.

In Akulivik, Tukisiniarvik School will celebrate the upcoming summer holidays by holding its traditional Qullik games. This special event brings together primary and secondary level students, who compete in a variety of fun challenges.

In Puvimituq, Iguarsivik and Ikaarvik schools will end the year in a similarly fun way, with the Inuksuk games. Initiated by

Claude Vallières, the latter have been taking place every year since 1979. They bring together primary and secondary level students who join forces in seeking victory for the team they have been assigned to.

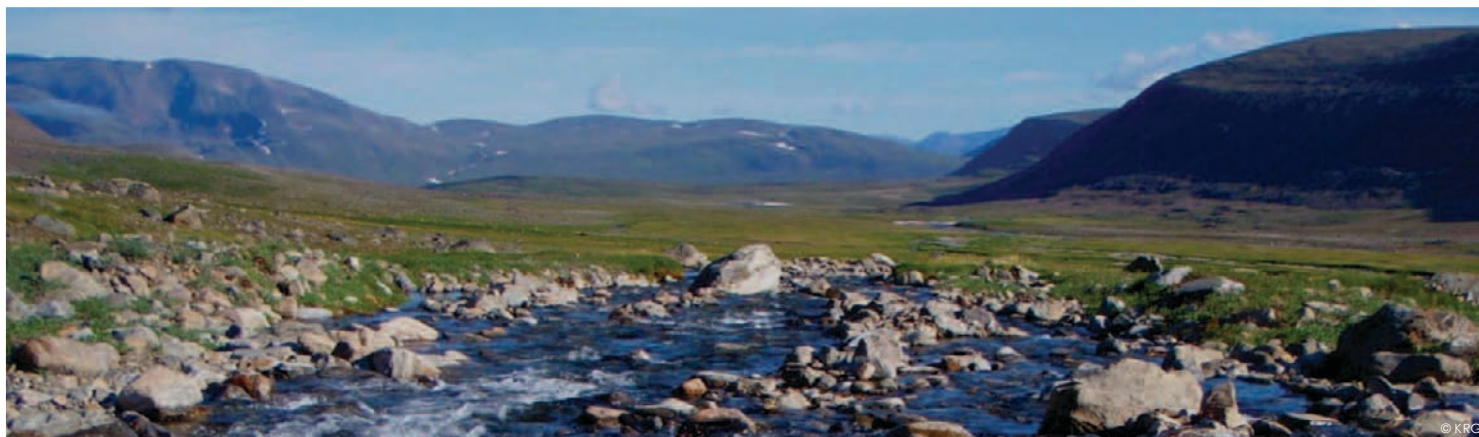
Some of our graduates have also been fundraising for weeks and months in order to finance a year-end trip, marking the completion of their secondary level studies. For example, at Innalik School, in Inukjuak, our future graduates are planning a trip to Cuba. At Tukisiniarvik School, in Akulivik, students took advantage of the Easter Holidays to tour Montreal, as part of an early year-end trip.

Future graduates will not be the only ones to travel this year.

Indeed, five students from Ikusik will be spending the month of July in Trois-Rivières, as part of a French language immersion funded by the Canadian program Explore.

In Puvimituq, a group of grade 6th students from Ikaarvik School will be visiting the Guillaume Couture School, in Levis, as part of a cultural exchange program initiated by the two schools.

Finally, in Inukjuak, two students will spend the summer in Perou, after having been selected to participate in the cultural exchange program Canada World Youth. Their involvement with this program came as a result of the leadership class offered at Innalik School.



Retirements



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We would like to underline the work accomplished throughout their career with the Kativik School Board by employees who will be leaving us this year for a well-deserved retirement.

At the Montreal office, three of them will be retiring: **Gilles Leblanc**, truck driver with the Transport department, **Marthe Lajoie**, secretary at the Material Resources department and **Denise Allard**, pedagogical counsellor with the Adult Education department. All three of them devoted more than twenty years of their professional life working at the Kativik School Board.

At Asimauttaq School in Kuujjuaraapik, **Sarah Cookie** will be retiring after four years of service as a janitor.

Sarah Esperon, janitor at Kiluutaq School in Umiujaq, will be retiring after 12 years of service.

In Inukjuak, **Christian Ganéo**, who was back with us this year, will be retiring after teaching at the Nunavimmi Pigiursavik Centre, with the Adult Education department. Janitor at Innalik School, **Sepora Kumarluk**, will be retiring after 14 years of service. **Mosessie Idlout**, pedagogical counsellor, will also be leaving us after 8 years of service.

In Puvirnituaq, **Aipilie Kenuajuak** will be retiring as principal of Ikaarvik School, after a 31-year career with the Kativik School Board. At Iguarsivik School, **Martha Iqiquq-Putugu** will retire from teaching after a long career. Martha had been back with the School Board for 13 years now. On the other hand, her colleagues **Pierre Jean** and **Ghyslaine Godbout** will go on retirement after 4 and 6 teaching years respectively. Finally, **Thomassie Kenuajuak-U.**, who came back to the School Board 8 years ago, will also be retiring from teaching.

In Salluit, at Piguirvik School, **Uqituk Alaku**, former education counsellor, will be retiring as a teacher after 8 years of service. As for **Claude Deschênes**, teacher in Ikusik, he will be retiring after 3 years of service.

First a teacher and then principal of Isummasaqvik School in Quaqtuaq, **Gilles Dubé** will be retiring after a little over three years with the School Board.

Denise Paradis, teacher at Ajagutak School in Tasiujaq, will be retiring after 8 years de service.

Sore Moller, currently assistant director of Complementary Services, will be retiring after more than twenty years of service.

Olive Woods, administrative agent with Education Services in Kuujjuaq, will be retiring after 13 years with the School Board.

Jaanimarik School in Kuujjuaq says goodbye to two teachers this year: **Elaine Condie**, who has been a teacher there for 5 years and **Joanne Barrett**, who ends a career of 36 years teaching with the School Board.

Last but not least, in Kangiqsualujjuaq, the following three employees will be going on retirement: **Susie Emudluk**, a teacher for 31 years now, **Hilda Jararuse**, a teacher for 24 years, and **Kenny Angnatuk**, accredited janitor for 17 years.

New Employees

- **Mbosowo Andrews** joined Student Services on February 3, 2014, as Administrative Officer. Her main tasks are related to providing housing related services and advice to our students.
- **Jeannie Nayoumealuk** joined Student Services as Student Counsellor, on February 10, 2014. Her main tasks are related to counselling students at the John Abbott College and other English-language institutions.

Dates to keep in mind

- **June 18 or 19, 2014:** Last day of the 2013-2014 school year (as per each school's calendar).
- **June 21, 2014:** National Aboriginal Day, Canada.
- **June 25-27, 2014:** Council of Commissioners meeting, Montreal.
- **July 4, 2014:** Graduation Teacher training program, Salluit.
- **August 4-8, 2014:** School Administrators meeting, Estérel.
- **August 11-15, 2014:** Teachers' orientation week, Kuujjuaq.
- **Week of August 18:** Start of the school year for students of the regular sector (primary and secondary levels), all Nunavik communities.

Anything you would like to read in our next issue?

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