

## Summary of the KSB Strategic Plan Consultation

The three teams went to the schools to consult and inform staff and the community on the first KSB strategic plan. We were greeted warmly by the administration and the staff. The presentations were very well attended and participants were open and willing to comment on the plan. The mornings consisted of large group discussions as well as presentations on the mission, vision and strategic directions of the KSB strategic plan. Most schools broke up into linguistic groups to answer our six (6) questions.

We consulted with 17 schools in 14 communities in October 2016 (16 schools) and February 2017 (1 school). Adult Education was also consulted in August 2016 as well as staff at the Kuujuaq and Montreal offices in October 2016.

The fact that upper management took the time to go into the schools to interact with the staff was very well received. Once the day was over, participants were asked to give their impressions on the day. We heard them say words like: hope for the future, joy, fun, clear vision, and a sense of direction.

In the linguistic group discussions, we heard in more detail what was needed to ensure the plan meets all of its objectives. The following is a summary of these comments and of actions taken to address them:

- 1) **If we are to ensure student success, we need a more stable administration and workforce: constant turnover is discouraging and slows progress.**

Action taken: this point and point 3 are related and were addressed under the Action Plan developed by the Human Resources department. It foresees the development of a mentorship program for employees and allocates additional resources that would allow on-the-job training and better identification of training needs throughout the career of Inuit employees. In addition, a new objective was added to the strategic plan (SD3, OBJ 12). It focuses on ensuring support for the professional development of all Inuit and non-Inuit KSB employees, at all stages of their employment (from newly recruited to long-term employees). This would be done through access to comprehensive training and tools directly relevant to the Nunavik context, the Inuit culture, values and history.

- 2) **We need better communication at all levels.** The schools want to know what is going on at the Board and want to be better informed of who to contact for support, as well as the decisions that affect their work. Similarly, the consultations with the Montreal and Kuujuaq employees highlighted the need for better communication from schools to departments.

Action taken: this point was discussed at the March 2017 management committee meeting. Heads of departments were asked to pay particular attention to this issue, and the need for a more formal audit of the school board's internal communication mechanism and practices will be assessed by General Administration.

- 3) **An overwhelming majority of participants asked for better training for new staff (Inuit and non-Inuit).**

Action taken: see point 1 for action taken in response to this comment.

- 4) **Many want more cooperation within the schools between Inuit and non-Inuit staff, in order to help each other out to be better in their profession. This should be a two-way street (win/win).**

Action taken: A new 2-year goal was included in the strategic plan, under SD1 OBJ 4. It commits to support cross-cultural communication and awareness at all levels of the organization. This objective will be translated into concrete measures under the action plans of the General Administration and Human Resources departments.

- 5) **The schools asked for additional resources and non-teaching professionals to ensure the success of the strategic plan and guarantee a better impact on improving student retention and well-being.**

Action taken: This is an issue that has been a top priority for the senior management of the school board for a number of years now and it is being tackled on different fronts: negotiation of new budgetary rules for the school board, allocation of sustainable long-term funding for new professional positions (for example, the student support professionals) and prioritizing the assessment of our special needs clientele over the upcoming school year.

- 6) **The link with the community and the parents is also crucial to the success of the plan.**

Action taken: in their action plans, most schools included actions directly related to the involvement and mobilization of parents around education. At school board management level, it is our intention to pursue the dialogue with schools through consultations similar to the October 2016 consultations. Follow-up visits are being planned for the 2017-2018 school year, focusing on the definition of Inuit values and the implementation of our strategic plan.

- 7) **Positive Inuit role models should be visible in the school to inspire the students to what can be.**

Action taken: concrete measures to address this comment will be incorporated to the action plans of Education Services (Healthy Schools and Compassionate Schools) and General Administration (Communications).

- 8) **As much as possible, offer 100% positions for administration and other staff such as culture teachers.**

Action taken: this issue was brought to the attention of the Human Resources department.

- 9) **Language, culture and Inuit values and access to elders are very important.**

Action taken: this is strongly reflected in the strategic plan's first 2 strategic directions. The importance of first and second language literacy and numeracy skills was reiterated through the inclusion of objective 13, under SD3. The consultations with schools also highlighted the importance of better defining what Inuit values are and what Inuit culture is. Work on this direction is on-going at Education Services and the commissioners will also be involved in the exercise. The values identified will guide the school board's curriculum development work and will be used as a basis for follow-up consultations with our schools and Nunavik communities over the next school year.

- 10) Inclusion of student Success targets for post-secondary students

The document presented to KSB employees did not include objectives or targets related to post-secondary student success and perseverance. Under SD 3, Objective 8 was created to address that.

This summary reflects broad groups of concerns, such as increased stability, improved communication, more collaboration, additional resources, cooperation with the community, and the importance of language, culture and Inuit values. It is not restating everything that was said in each school, but discussions are ongoing on how to better support and meet the needs of our school population.