

A photograph of two young women in a classroom setting, focused on a hands-on activity. They are standing at a table, working with soil. One student is using a small tool to mix soil in a white tub, while the other is reaching into a large yellow tub. Several bags of 'POTTING SOIL PREMIUM' are on the table. In the background, there are bookshelves filled with books, a calendar, and posters on the wall, including one that says 'WATER IS LIFE PROTECT THE SACRED' with a bison and another with a frog. The scene is lit by natural light from a window on the left.

# Career & Community Development

MINDSET & PEDAGOGY

A group of approximately 15 people, likely students and a teacher, are posed for a group photo outdoors. They are standing on a grassy field with a body of water and hills in the background. The image is overlaid with a semi-transparent blue filter. The text 'The future of learning' is prominently displayed in white on the left side.

# The future of learning

The **Career and Community Development course** takes a transformative approach to education. The teacher is a co-learner, a mentor, a coach, and students learn by ***doing***: building real projects they are passionate about to develop skills for the future.

# In this section, learn about:

1

**Inuit Values &  
Critical Skills**

2

**The CCD  
Framework**

3

**Transformative  
Classrooms**

4

**Entrepreneurial  
Learning**

# Inuit Values & Critical Skills



# Inuit Qaujimajatuqangit (IQ) Principles

A set of **core cultural beliefs and values** about how to nurture powerful, sustainable and impactful communities and learning experiences sets the foundation for this program, how we teach, and how we learn.

The framework we use is the **Inuit Qaujimajatuqangit (IQ) principles** developed by the Government of Nunavut.

# IQ Principles

**Inuuqatigiitsiarniq**

*Respecting others, relationships and caring for people.*

**Pilimmaksarniq/Pijariuqsarniq**

*Development of skills through observation, mentoring, practice and effort.*

**Piliriqatigiinniqlkajuqtigiinniql**

*Working together for a common cause.*

**Tunnganarniq**

*Fostering good spirits by being open, welcoming and inclusive.*

**Aajiiqatigiinniql**

*Decision making through discussion and consensus.*

**Qanuqtuurniq**

*Being innovative and resourceful.*

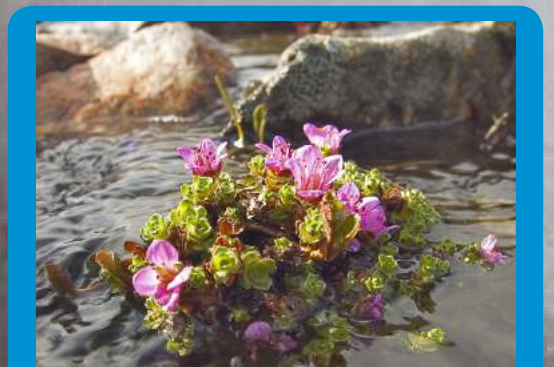
**Pijitsirniql**

*Serving and providing for family and/or community.*

**Avatittinnik Kamatsiarniq**

*Respect and care for the land, animals and the environment.*

# Inuit Societal Values



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**Avatittinnik**  
**Kamatsiarniq**

# les valeurs sociales inuit

# Critical Skills

The critical skills of CCD are practical life skills derived from the global research movement to develop 21st century, future and essential skills that are needed to be successful in the workplace and for entrepreneurship.

Each of these skills will allow students to build a subset of practical life skills that prepare them for future opportunities in school, work, higher education and in the community.

Here are the six critical skills students build throughout the course and how they relate to IQ:

Self Agency

Self Agency involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them.

*Pilimmaksarniq*

Collaboration

Collaboration involves the interplay of the cognitive, interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams to achieve a common goal.

*Aajiqatigiingniq | Pilvriqatigiingniq*

Critical Thinking & Inquiry

Critical thinking and Inquiry involve addressing complex issues and problems by acquiring, processing, analysing and interpreting information to make informed judgments, decisions and actions. This involves using reasoning and criteria to conceptualize, evaluate and synthesize ideas.

*Avatimik Kamattiarniq | Aajiqatigiingniq*

Communication

Communication involves sharing ideas through oral, written or non-verbal media. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one’s digital footprint.

*Tunnganarniq*

Citizenship

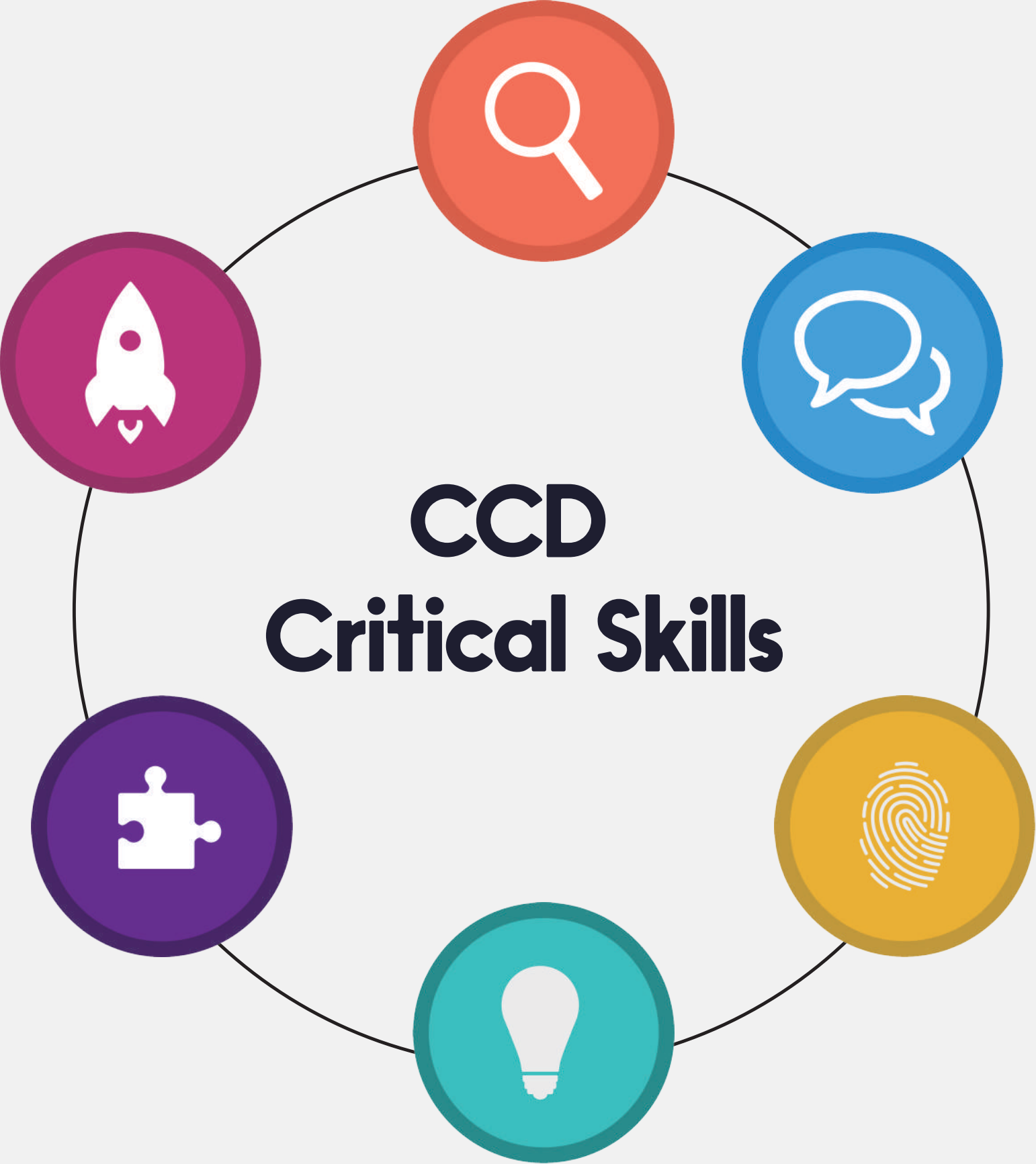
Citizenship involves understanding diverse worldviews and perspectives in order to address cultural, political, ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world.

*Aajiqatigiingniq | Pijitsirniq*

Innovation, Entrepreneurship & Creative Thinking

Innovation, Entrepreneurship and Creative Thinking involves generating and applying ideas to create something of value.

*Qanuqtuurunarniq | Pijitsirniq*



# The CCD Framework



# CCD

## FRAMEWORK

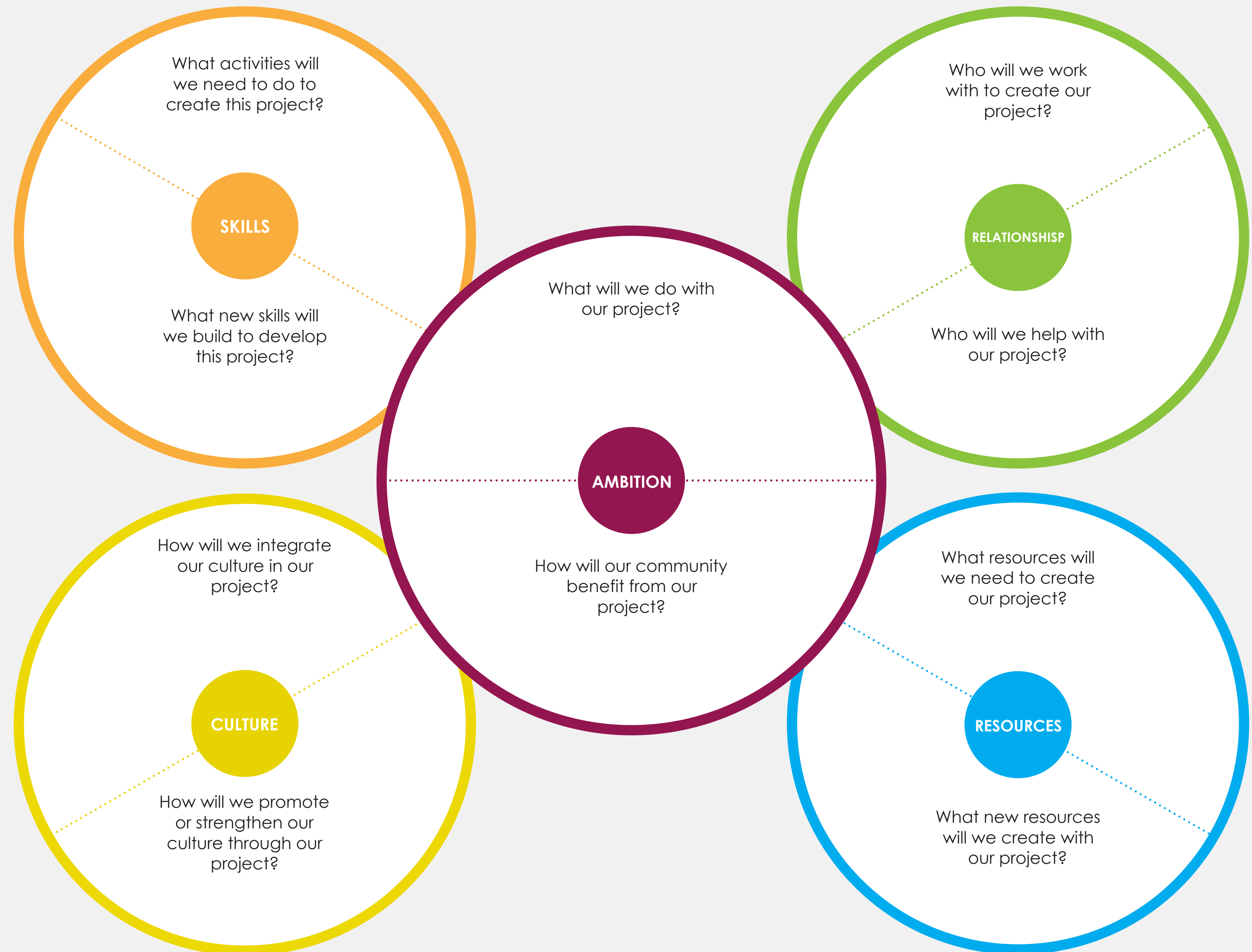
CCD projects strengthen communities by building critical life skills, building relationships, leveraging and creating community resources and strengthening culture through the creation of entrepreneurial projects.



# CCCD

## FRAMEWORK

The framework serves as a tool to build projects and assess their impact on students and the community.



A photograph of five students in a workshop or classroom setting. They are gathered around a table, focused on a task that involves cutting or dissection. The background features shelves filled with various supplies, tools, and equipment. The entire image is overlaid with a semi-transparent blue filter. The text 'Transformative Classrooms' is centered in white, bold font.

# Transformative Classrooms

# Transformative Learning

Transformative learning happens when schools shift the focus from a paradigm that emphasizes knowledge acquisition to one that has a focus on the factors that tap into a student's potential toward affecting their community in a positive way.

This perspective teaches students that they can ask questions, develop their skills and knowledge alongside their teachers and to learn to solve problems.

## CONVENTIONAL LEARNING

## TRANSFORMATIVE LEARNING

<b>Purpose</b>	<ul style="list-style-type: none"><li>→ primarily for employment and post-secondary learning</li><li>→ the good employee</li></ul>	<ul style="list-style-type: none"><li>→ responsible citizenship</li><li>→ the good citizen</li></ul>
<b>Orientation to the Status Quo</b>	<ul style="list-style-type: none"><li>→ the world or its current mechanisms are fine and the role of education is to pass on what society knows and values</li></ul>	<ul style="list-style-type: none"><li>→ change or transformation is required to meet rising challenges</li><li>→ society does not have the answers</li></ul>
<b>Goals for Learners</b>	<ul style="list-style-type: none"><li>→ knowing the right answers through recall</li></ul>	<ul style="list-style-type: none"><li>→ critical thinkers who are able to challenge information based on facts, evidence and examined values; and pursue creative solutions</li></ul>
<b>Temporal Perspective</b>	<ul style="list-style-type: none"><li>→ the past and present</li></ul>	<ul style="list-style-type: none"><li>→ past, present and the future</li></ul>
<b>Choice of Learning Pathways</b>	<ul style="list-style-type: none"><li>→ standardized</li><li>→ learner fits into school</li><li>→ few pathways are available</li><li>→ divergence discouraged</li></ul>	<ul style="list-style-type: none"><li>→ personalized and idiosyncratic</li><li>→ school adapts to the needs and interests of the learner</li><li>→ many pathways for learning available</li></ul>
<b>Teacher's Role</b>	<ul style="list-style-type: none"><li>→ authoritative</li><li>→ command and control learning</li></ul>	<ul style="list-style-type: none"><li>→ coach, facilitator, co-learner</li></ul>

# Role of the teacher:

## Mentor, Coach, Co-Learner

The role of the teacher is changing to support the **transformative learning experience**, which includes inquiry and experiential learning opportunities.

Teachers now act as mentors, co-learners and coaches, providing guidance and modelling learning throughout the process.

They can learn and work alongside students to frame thoughtful questions, explore new ideas and plan and develop meaningful tasks.

# Role of the teacher:

## Mentor, Coach, Co-Learner

### **MENTOR**

The teacher facilitates questions and probes students to think, look for knowledge and create solutions to problems. From these observations teachers can further design exploratory moments.

### **COACH**

Teachers provide specific, ongoing, timely and descriptive feedback to students. Acting as a coach also develops trust and strong relationships between the teacher and student. This can lead to further feedback in all areas of life, creating a holistic understanding of what makes each student's learning journey unique.

### **CO-LEARNER**

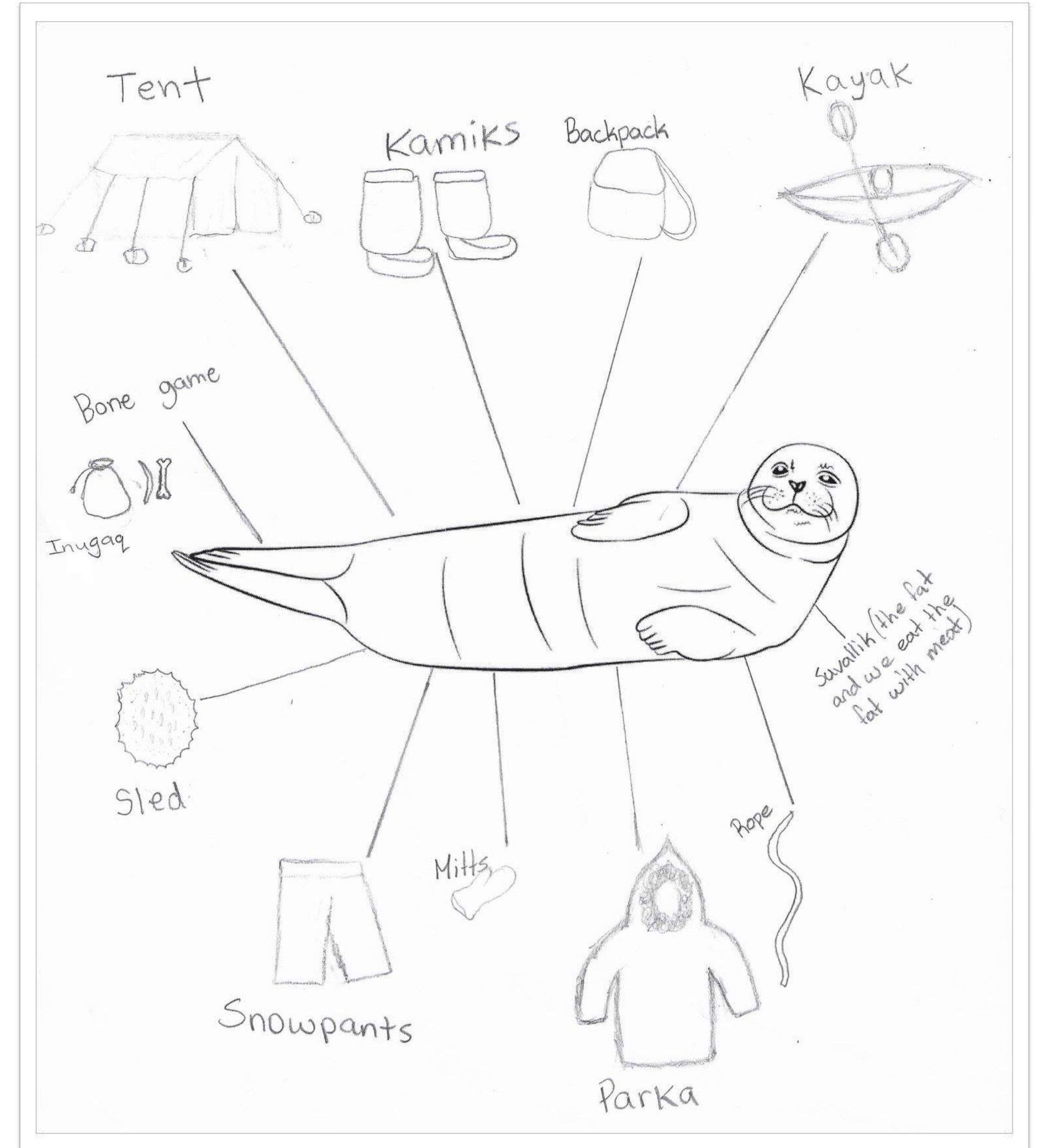
Teachers should model the learning process by demonstrating that they have questions too. All community members are able to share their strengths, bring something to the table and are valued in the co-learning model.



# Entrepreneurial Learning: Design Thinking and Growth Mindset

# Entrepreneurial Learning

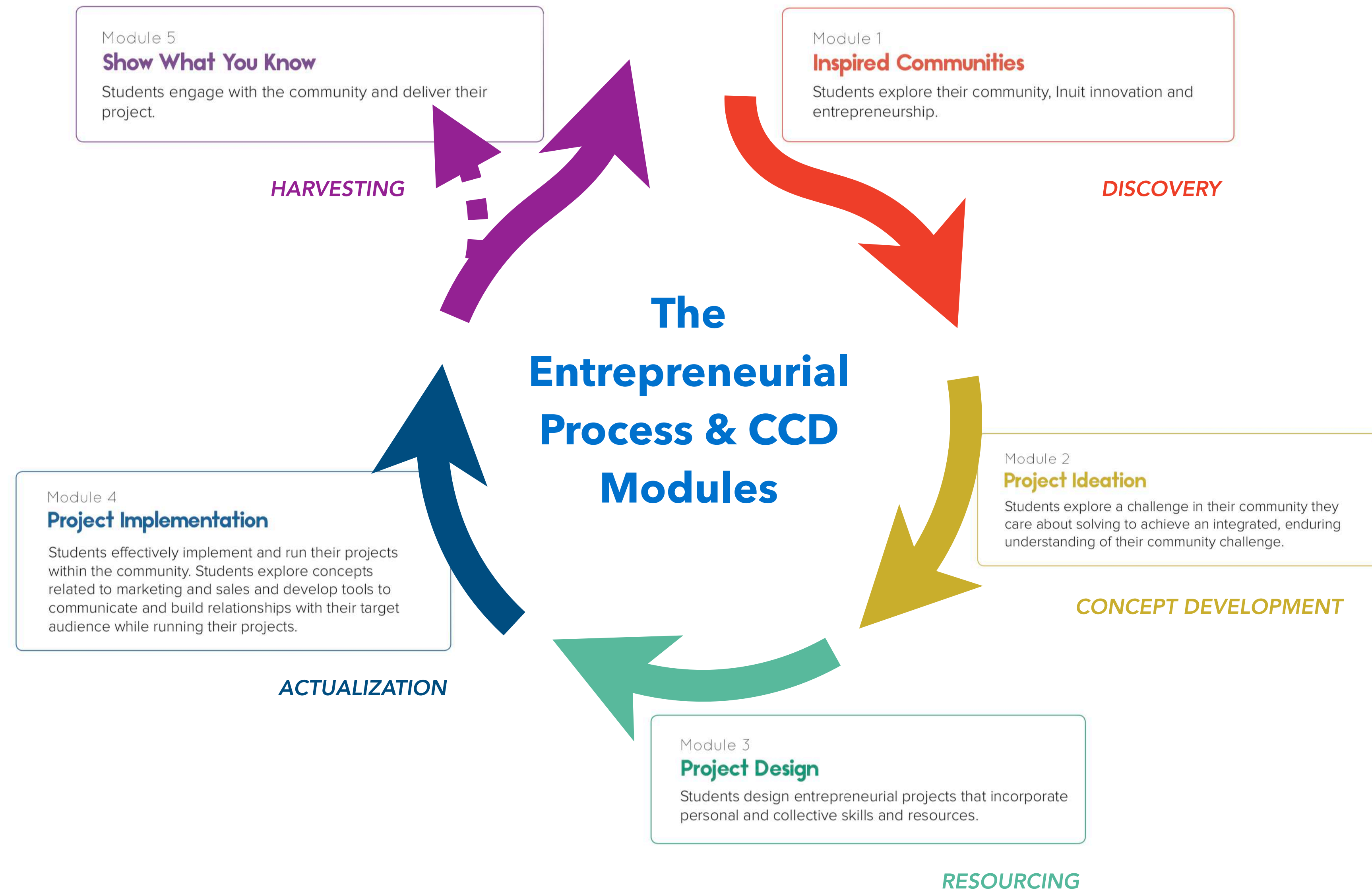
Entrepreneurship is about transforming challenges into opportunities, problem solving, being resourceful, creative and innovative.



*Created by CCD students in Ivujivik.*

# Entrepreneurial Process

Curriculum modules follow the **entrepreneurial process** to enable the development of projects, for students to **experience** building community initiatives, social enterprises, and passion projects.



# Design Thinking

- Design thinking is about **believing we can make a difference.**
- **Having an intentional process** in order to get to new, relevant solutions that create positive impact.
- **Transforming difficult challenges** into opportunities for design.

# Growth Mindsets

