Career & Community Development

COURSE RESOURCES

In this section, learn about:

1 Course Books

2 Module Guides & Resources

3 Project Support Resources

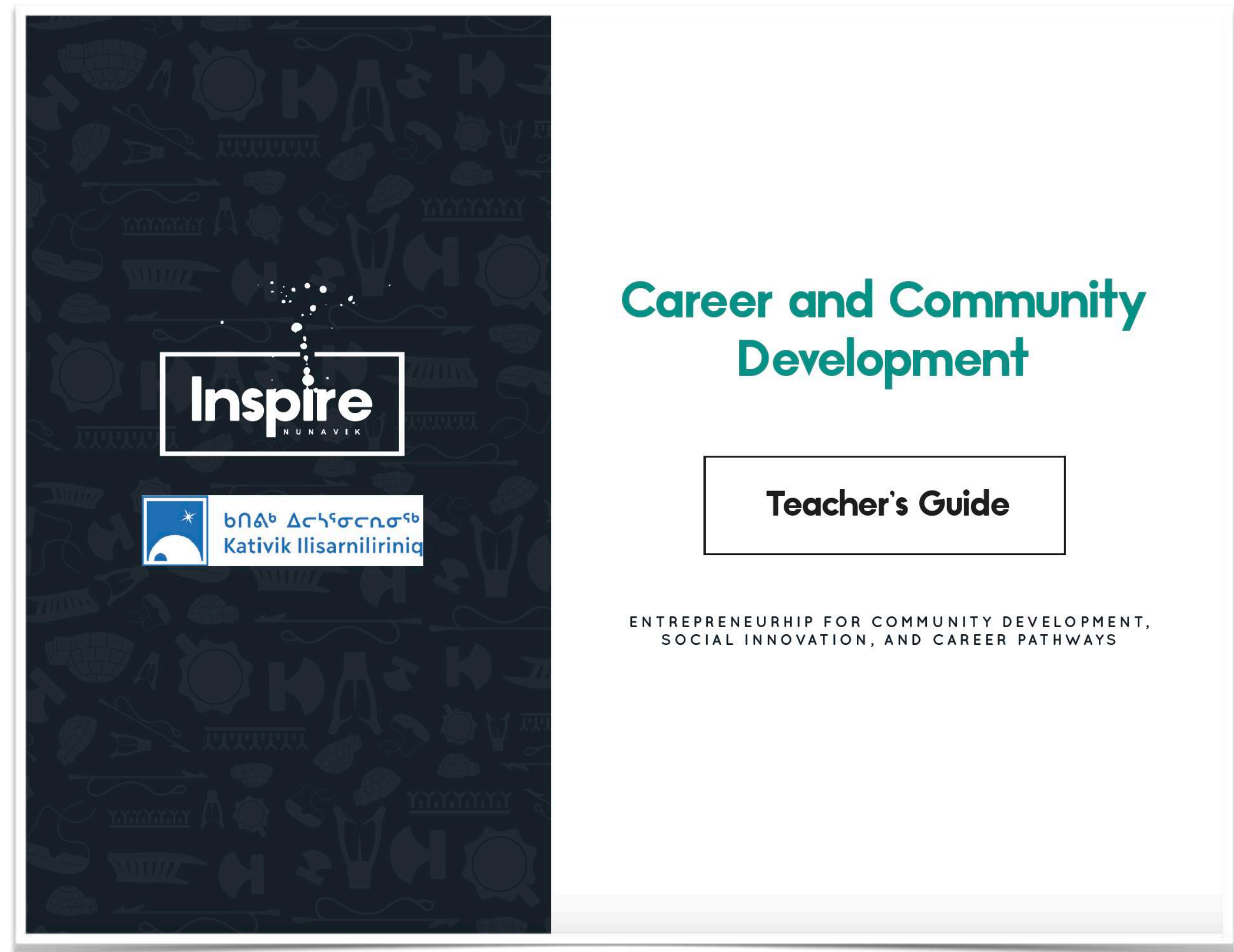# Course Books

Teacher's Guide

- Supports **all 3 years of CCD**

- Contains the **curriculum:** module competencies, indicators, critical skills, and concepts

- Provides the **core pedagogy** for CCD

Career and Community Development

Teacher's Guide

ENTREPRENEURHIP FOR COMMUNITY DEVELOPMENT, SOCIAL INNOVATION, AND CAREER PATHWAYS

Inspire
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The Role of the Teacher

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

To be effective, teachers should foster a sense of respect and trust between members of the group. They should be process-oriented, model flexibility and be able and willing to adjust to unforeseen obstacles while identifying the learning in the process. Teachers work with students to identify timelines, debrief and reflect upon learning experiences and define a project scope as needed to ensure success. Like the students, the teacher should reflect on how things are going and how they could be improved.

Bold School (Jagdeo and Jensen, 2016) discusses three types of teaching styles that facilitate inquiry based learning and community classrooms.

Mentoring "Be an observer"
Teachers observe the verbal and non-verbal communication in a classroom, and look for ways to engage in individual curiosity. Moving from group to group, 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.

Co-learning "Partner with and alongside students"
Teachers should model the learning process by demonstrating that they have questions too. By engaging students in planning tasks and research that is normally done solely by teachers, students become insiders and own decisions in the learning process. All community members are able to share their strengths, bring something to the table and are valued in the co-learning model.

Coach "Provide feedback and personalize learning"
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.

Experiential Projects

Students today must now learn how to learn while responding to endlessly changing technologies and global conditions. Experiential learning – learning by doing – engages students in understanding what they would like to learn, how to achieve their goals, and has long-lasting impact on the student. This can be applied to any kind of learning through experience and engages students in a structured learning sequence, which is guided by a cyclical model of the learning cycle.
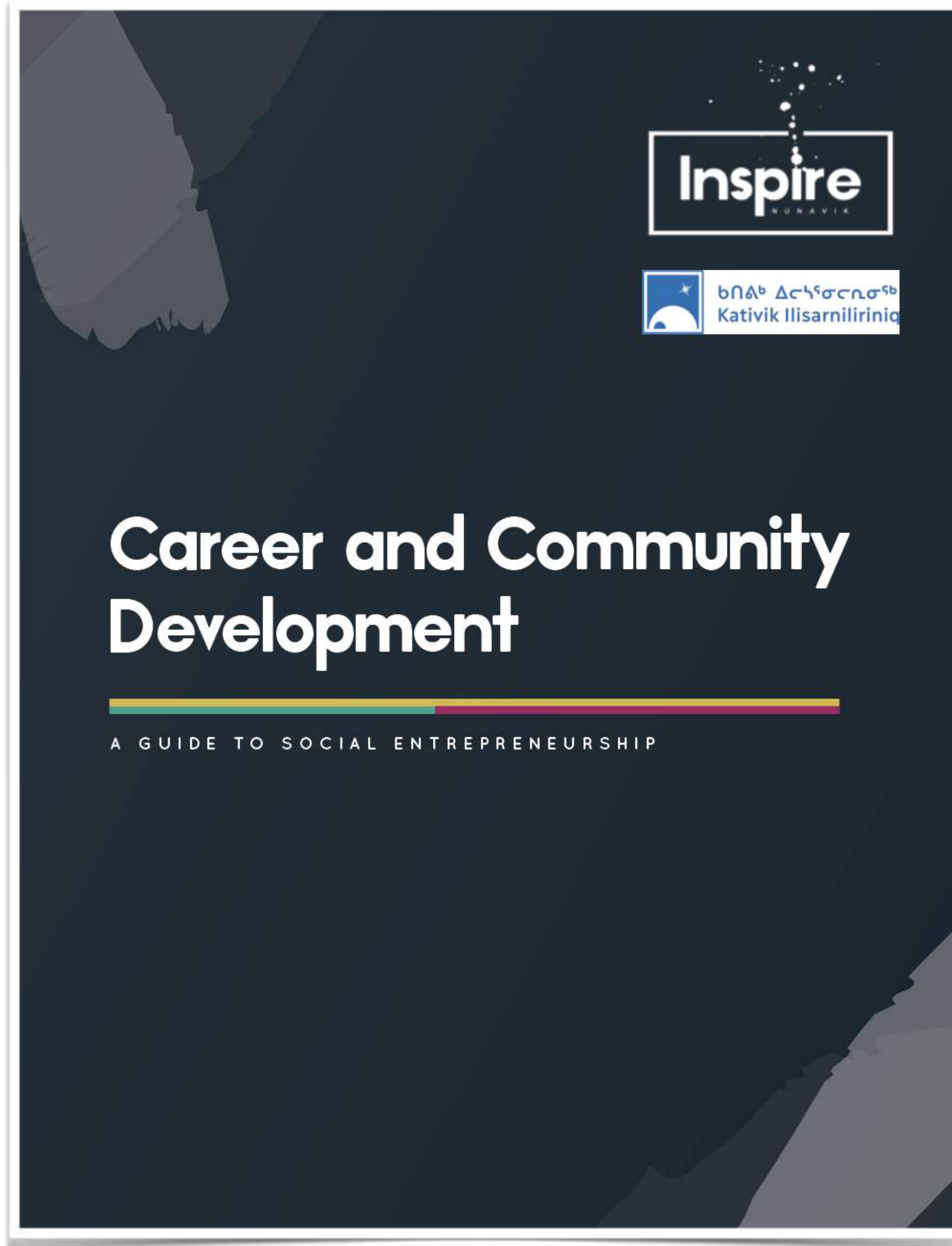
Teachers are increasingly recognizing experiential pathways, such as project-based learning, as a means to benefit the learner while also having a positive impact on the community. Experiential project-based learning has been touted as one of the most effective teaching frameworks that demonstrates students learn more deeply and have better understanding if they are involved. This involvement has the most impact on student achievement, more than any other variable, including student background and prior knowledge (Barron, 2008).

Experiential projects increase students' abilities to think critically and creatively, plan projects and define problems with clear arguments, as well as capacity to improve motivation, attitudes towards learning and work habits (Barron, 2008). This type of learning has a focus on real-world problems that capture students' interest and excitement and has proven to increase later engagement in similar ventures (Efstratia, 2014).

The emphasis on collaboration common in experiential projects has also shown to have widespread benefits. Hundreds of studies

Competencies, Skills, and Concepts

Competency	Observes and understands Inuit Qaujimajatuqangit principles. Explores facts, knowledge, perspectives, and factors affecting a community.
Indicators	☐ Students will determine community ideals based on the collective good ☐ Students will identify their personal strengths in the classroom community ☐ Students will communicate what they understand about IQ using digital technology ☐ Students will develop a sense of belonging ☐ Students will develop empathy for and justifies multiple perspectives in the classroom community ☐ Students will reflect upon different identities: personal identity, cultural identity, community identity, & organizational identities
Critical Skills	Collaboration Self Agency
Concepts	Digital Technology Identity & Community Growth Mindset

Student Book

- Covers 9 core topics of **community and entrepreneurship**

- Supports **all 3 years of CCD**

- **Contextualized** and filled with local examples

- **Interactive** and visual

- Designed as **a reference book** (not meant to be taught from cover to cover)

- **Individual chapters are available for download** on Nunavik-ICE to be used as stand-alone booklets.

Cover of the student book:

Inspire NUNAVIK

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Career and Community Development

A GUIDE TO SOCIAL ENTREPRENEURSHIP

The Entrepreneurial History of the Inuit

The Inuit are amongst the most innovative and entrepreneurial people in the world. For centuries, they survived and thrived in some of the harshest conditions on the planet using only the limited resources around them. They used their ingenuity to create cutting edge technologies and tools that allowed them to perform the various tasks they needed to not only survive, but live fulfilling and purposeful lives.

Take a look at the resources listed below. These are some of the only resources the Inuit had at their disposal pre-European contact[1].

Beluga Whale

Caribou

Water, Snow & Ice

How many Inuit innovations were created using **only these resources?**

Driftwood

Walrus

Seal

Rocks

Bones
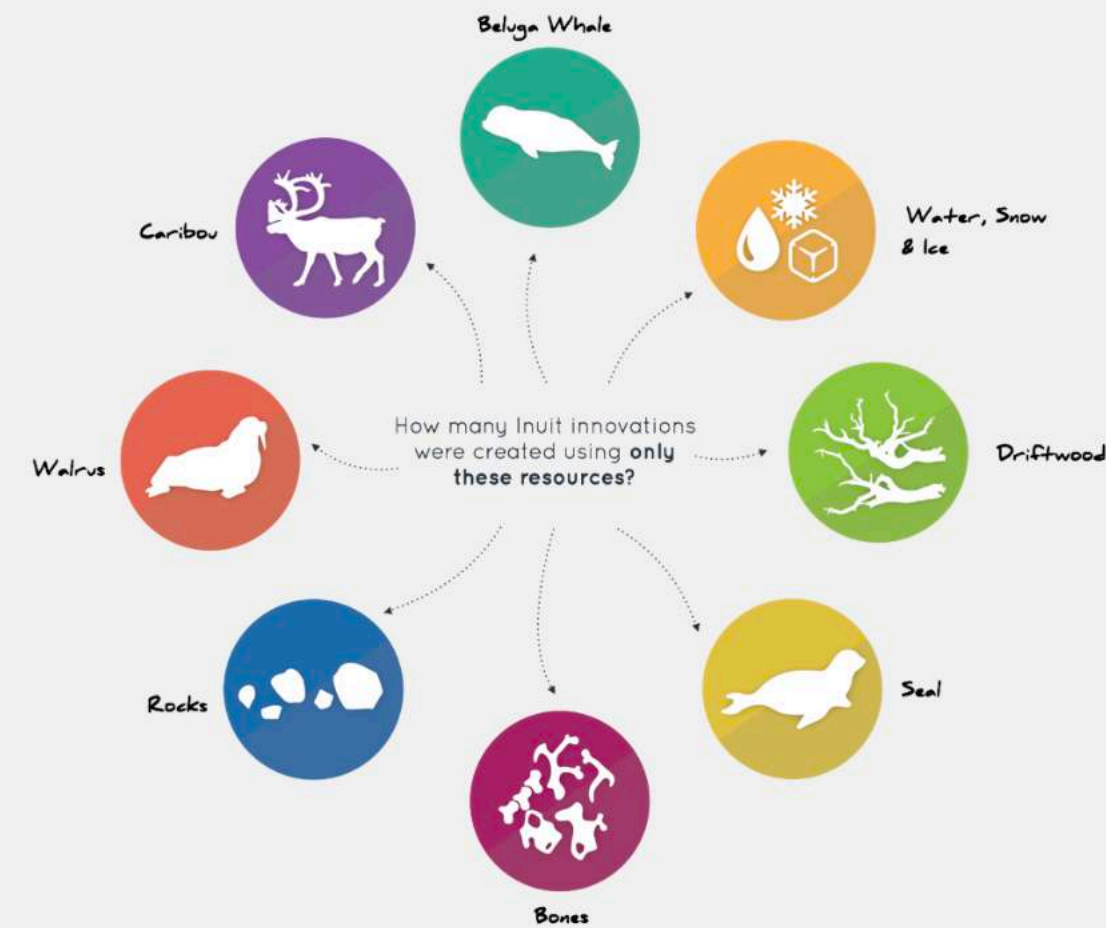
Inuuvunga Designs, Kuujjuaq

Inuuvunga Designs is a Nunavik based label that offers Inuit designs made by Dawn Forrest, based in Kuujjuaq. Inuuvunga Designs offers a variety of clothing for toddlers, kids, and adults as well as other products like mugs with Inuit inspired designs[15].

Pirnoma Technologies Inc., Ivujivik

Pirnoma Technologies Inc. is a multimedia company that creates things related to design, such as creating posters, websites, animation, and much more.[16]

Qarmaapik House, Kangiqsualujjuaq

The Qarmaapik House is a non-profit organization based in Kangiqsualujjuaq. The Qarmaapik House was created as a place where parents or guardians are supported to meet their children's needs better, to improve the bond within their family, and to instill traditional Inuit family values in the community[17].

Tivi Galleries, Kuujjuaq

Tivi Galleries is a gallery that features Inuit art from Quebec's Nunavik region and across Inuit Nunangat. Tivi Galleries has strong roots in the region. Being the only Art Gallery in Nunavik, they are proud partners with the community and the artists. They co-dependently operate with the region's talented artists and generally buy art directly from them[18].

Tivi Inc., Kuujjuaq

Tivi Inc. (1987) provides a wide range of services including: expediting and logistical support, consulting, local cartage, vehicle rentals and sales, plus worldwide moving services[19].

EXAMPLE: Ugly Fish[5]

A few years after she began selling jewelry, Adina of Ugly Fish remembered a story her grandmother told her. People had known her as "kanayuk." Kanayuk, or Arctic Sculpin, is a type of fish that she called "ugly fish" growing up.

This is where she got the name. It is an ode to her grandmother, who never wasted anything and always made use of what was around her. It symbolizes the foundational values of the business and Adina's love for her grandmother.

EXAMPLE: Qarjuit Youth Council[6]

➜ The organization chose an Inuktitut name that represented their culture.

➜ The 15 spears represent the 15 communities represented by Qarjuit.

➜ The bow and arrow represents one of Qarjuit's core mission: *culture and identity for the youth*. With a qarjuit, you have to pull back in order for the arrow to go forward. This means that in order for the youth to go forward, the youth first need to pull back and reconnect with their culture, the land, traditions and language. Once they do, they can then move forward into the modern world, with their culture.

TIP!

"When creating your brand identity, express an important core piece of an identity and don't try to appeal to anyone. When I design logos, I speak with clients and get to know who they are, and what is their intention. Keep it simple, it is easier to expand an identity than it is to continuously try to reduce it due to the large number of elements[6]."
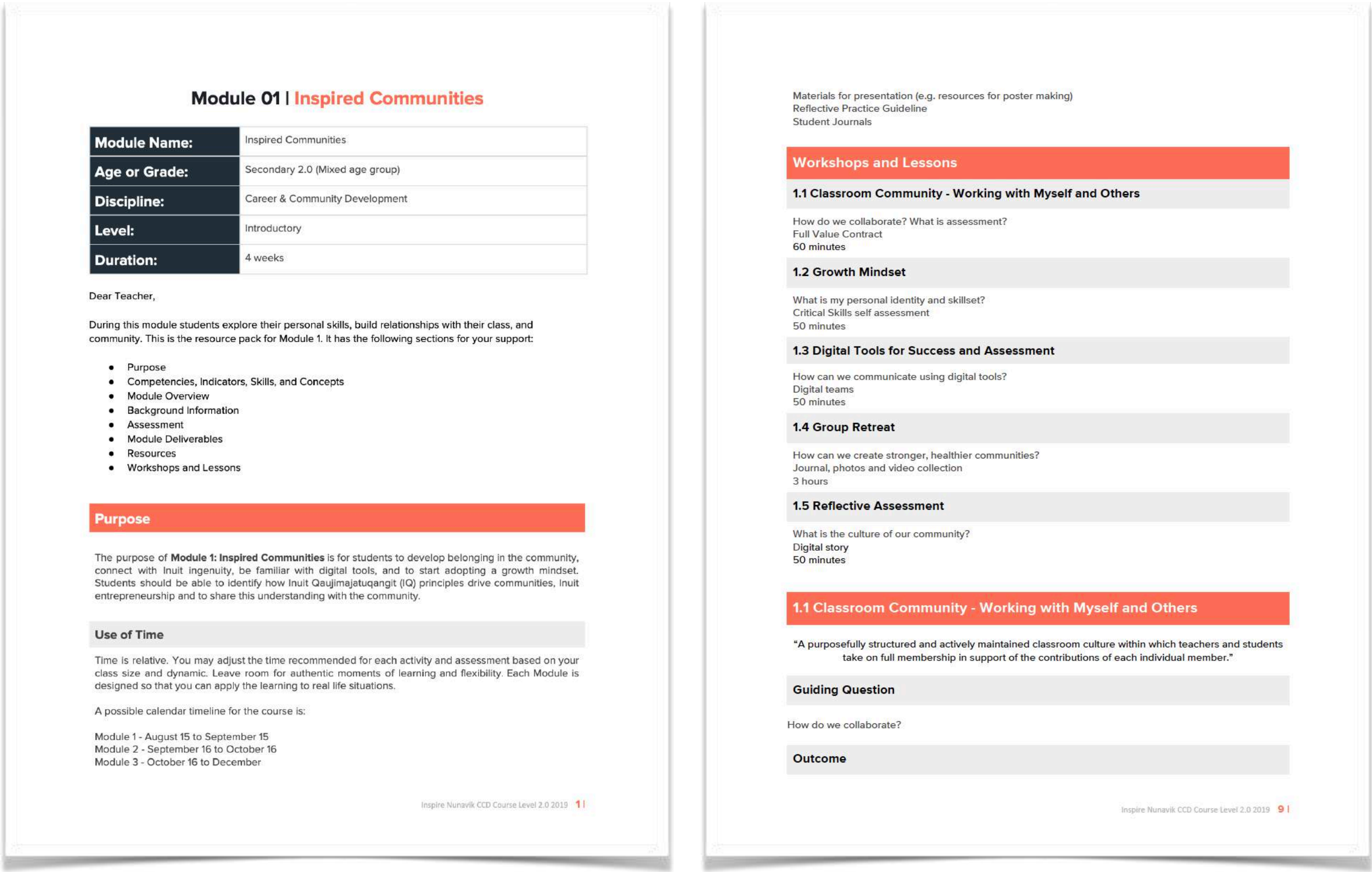
- Thomassie Mangiok, Founder of Pirnoma Technologies Inc.
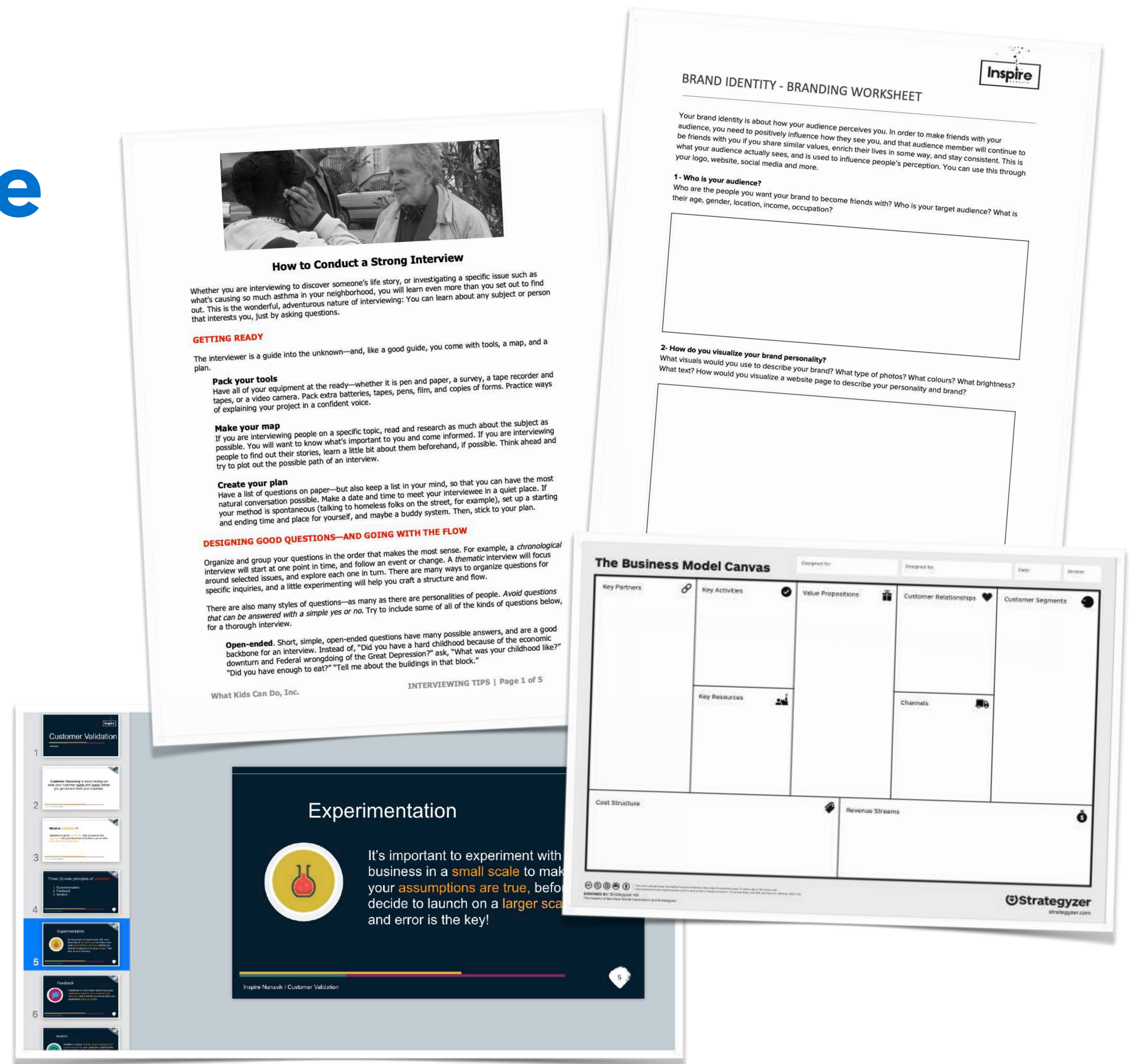
Modules Guides & Resources

Module Guides

- Module guides are **step by step breakdowns of modules** with background information, suggested resources, assessment planning, as well as detailed workshops and lessons

- The guides are **designed to provide teachers with many resources for teaching** the modules.

- Teachers can follow the lessons and workshops step by step, use them to **get ideas and inspiration,** or they can make up their own lessons.

Module 01 | Inspired Communities

Module Name:	Inspired Communities
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development
Level:	Introductory
Duration:	4 weeks

Dear Teacher,

During this module students explore their personal skills, build relationships with their class, and community. This is the resource pack for Module 1. It has the following sections for your support:

- Purpose
- Competencies, Indicators, Skills, and Concepts
- Module Overview
- Background Information
- Assessment
- Module Deliverables
- Resources
- Workshops and Lessons

Purpose

The purpose of **Module 1: Inspired Communities** is for students to develop belonging in the community, connect with Inuit ingenuity, be familiar with digital tools, and to start adopting a growth mindset. Students should be able to identify how Inuit Qaujimajatuqangit (IQ) principles drive communities, Inuit entrepreneurship and to share this understanding with the community.

Use of Time

Time is relative. You may adjust the time recommended for each activity and assessment based on your class size and dynamic. Leave room for authentic moments of learning and flexibility. Each Module is designed so that you can apply the learning to real life situations.

A possible calendar timeline for the course is:

Module 1 - August 15 to September 15
Module 2 - September 16 to October 16
Module 3 - October 16 to December

Materials for presentation (e.g. resources for poster making)
Reflective Practice Guideline
Student Journals

Workshops and Lessons

1.1 Classroom Community - Working with Myself and Others

How do we collaborate? What is assessment?
Full Value Contract
60 minutes

1.2 Growth Mindset

What is my personal identity and skillset?
Critical Skills self assessment
50 minutes

1.3 Digital Tools for Success and Assessment

How can we communicate using digital tools?
Digital teams
50 minutes

1.4 Group Retreat

How can we create stronger, healthier communities?
Journal, photos and video collection
3 hours

1.5 Reflective Assessment

What is the culture of our community?
Digital story
50 minutes

1.1 Classroom Community - Working with Myself and Others

"A purposefully structured and actively maintained classroom culture within which teachers and students take on full membership in support of the contributions of each individual member."

Guiding Question

How do we collaborate?

Outcome

Additional Module Resources

- Additional resources are provided to **support the learning and teaching** of each module.

- These resources range from **templates, powerpoint presentations, hand-outs, pedagogical resources,** etc. and are referenced throughout the module guides.

Project Support
Resources

Tech Cart

- A tech cart is available in **every school for CCD classes** to use.

- Tech carts are available to **support digital skills development** and projects.

- Tech carts contain **6 laptops, cameras, microphones, camera accessories, design tablets,** and more.

Financial Resources

- A **$500 Start-Up Grant** is available to CCD projects through KI

- A **CCD Guide to Fundraising & Budgeting** is available for teachers to use with their students

- The CCD team can support classrooms to **find and apply to other funding programs** if additional funds are needed.