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Co-Developing Inuit Teacher Education in Nunavik: Partnership, Language, and Self-Determination

Short description / Abstract:

This presentation explores Inuit teacher education in Nunavik, a northern region of Canada, where communities have experienced a rapid shift from traditional life to formal schooling since 1950. Today, education remains a key space for strengthening local control and cultural relevance.

Focusing on the communities of Puvirnituq and Ivujivik, the presentation highlights a long-standing effort to develop community-based schooling. In partnership with Université du Québec en Abitibi-Témiscamingue (UQAT), these communities co-manage a teacher education program delivered locally. This collaboration is grounded in a participatory action research approach that values local knowledge, shared decision-making, and sustained relationships.

The presentation centers on a project to co-develop a professional teaching lexicon in Inuktitut. Built through ongoing dialogue between community members and university partners, the lexicon responds to locally identified needs and supports the development of professional knowledge in Inuktitut.

Guided by an Indigenous research paradigm, this work contributes to educational self-determination by supporting Inuit educators to shape teaching practices in their own language and strengthen the role of Inuktitut in contemporary education.