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MINISTER'S MESSAGE



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EARLY CHILDHOOD
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ADULT LEARNING AND
EDUCATIONAL INITIATIVES





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Minister's Message

I am pleased to present the Department of Education's annual report for 2016 - 2017.

We have a unique education system in Nunavut built on a foundation of dedicated, talented teachers and administrators, well-funded programs and services, and engaged families. This year, 10,039 young Nunavummiut filled our 44 schools in 25 communities, eager to develop their skills, explore their passions, and uncover their full potential.

Following our government's mandate, *Sivumut Abluqta: Stepping Forward Together*, our department prepares and supports Nunavut students with access to the high-quality education and training they need to promote self-reliance and optimism, and to access employment opportunities.

The 2016 - 2017 annual report demonstrates the Department of Education's progress towards its commitments under *Sivumut Abluqta*.

Highlights

- A number of initiatives were undertaken to strengthen language across the territory. The Department has published over 300 Inuktitut books as part of *Uqalimaariuqsaniq*, a guided reading program. In addition, the Department launched *Uqausiit Pinnguarutiit*, or "playing with words," a language app for preschool and Kindergarten students. The app is widely available for smartphones and tablets, and gives parents and families an opportunity to practice Inuktitut at home with their children.



Students try out *Uqausiit Pinnguarutiit* at Nakasuk School, Iqaluit

This year, 10,039 young Nunavummiut filled our 44 schools in 25 communities, eager to develop their skills, explore their passions, and uncover their potential.



Screenshot of *Uqausiit Pinnguarutiit*, a language app for preschool and Kindergarten students.

- Continued collaboration with Nunavut Arctic College (NAC) on the Pathway to Adult Secondary School Graduation (PASS) program promotes Inuit employment throughout the territory. The program is designed for adults over the age of 19 who need to complete credits to finish their high school program requirements. The winter 2016 program was launched in 14 communities with 93 students enrolled.
- The Department embarked on an organizational re-alignment to better support schools and partner organizations. This allows the Department to develop and support a high-quality education system that is

effective, accountable, and standardized across all three regions of Nunavut. The Department received Cabinet approval for the proposed re-alignment in June 2016. This re-alignment will be implemented over the next two fiscal years and the new structure will be reflected in the Department's 2017-2018 annual report.

These are some of the highlights of the Department's work in 2016-2017. There is a great deal more to do to ensure the Department meets targets identified in the 2016-2019 Business Plan, through collaboration with communities, teachers, parents, and students. It is through these collaborative relationships that we will reach our goal of building confident, diverse, capable, young people ready for their next chapter, be it post-secondary education or the work force.

I truly believe we are on the right path, and I am excited to see how much further ahead we will be in another year. I look forward to our continued work together as we ensure that every Nunavut student has the support they need to reach their full potential.

Sincerely,

Honourable Paul Aarulaaq Quassa
Minister of Education



Overview

A healthy school environment requires the collaboration of parents, teachers, students, and administrators. The Department of Education is committed to developing strong partnerships between our communities and our government to build an education system that provides the best possible learning opportunities for Nunavummiut.

Under the Minister of Education, the Department is responsible for programs and services that support early learning and child care, the Kindergarten to Grade 12 (K-12) school system, and advanced education.

The Department of Education is responsible for 44 schools and 10 offices across Nunavut, with over 1,200 employees. In 2016-2017, the Department had a teaching staff of 648.5 educators to provide a student-educator ratio (SER) that is better than the national average.

Building on the successes of this past year, the Department has improved student achievement by focusing on:

- Strengthening languages
- Making child care more accessible
- Increasing Inuit employment

2016-2017 was a significant year as the Department travelled to all three regions for public consultations on the amendments to the *Education Act* and the *Inuit Language Protection Act*. The proposed amendments focused on inclusive education, language of instruction, roles and responsibilities of district education authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN), and many other structures.

Proposed amendments aimed to improve the quality and delivery of the Education Program, and served to establish a collective vision for education and student success in Nunavut.

This year has also been significant as the Department embarked on the final phase of its structural re-alignment. While initial work for this transition occurred in 2015-2016, the Department's divisions began realignment to their new structure late in 2016-2017. For the purposes of this annual report and for greater clarity, the information here is presented under the Department's former, pre-alignment structure.

Moving forward, the new organizational structure will allow the Department to better meet its mandate, and to support schools and partner organizations more effectively.

The information regarding programming and activities in this report is for the 2016-2017 school year (July 1, 2016 to June 30, 2017) while financial and budget information is presented for the 2016-2017 fiscal year (April 1, 2016 to March 31, 2017).

As part of the Department of Education's commitment to *Sivumut Abluqta: Stepping Forward Together*, the Department strives to ensure every decision it makes has a positive impact on the educational and future success of all Nunavut students.

Departmental Budgets and Expenditures by Division

	2016-2017	
	BUDGET	ACTUAL
ADVISORY AND ADMINISTRATIVE SERVICE BRANCH		
DIRECTORATE	\$1,221,000	\$5,593,882
CORPORATE SERVICES	\$4,152,000	\$4,003,638
POLICY AND PLANNING	\$1,716,000	\$1,617,213
EARLY CHILDHOOD EDUCATION		
KINDERGARTEN TO GRADE 12		
K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS	\$168,954,000	\$170,388,682
CURRICULUM SERVICES	\$7,554,000	\$5,767,254
RESOURCES SERVICES	\$4,111,000	\$3,340,161
BUREAU DE L'ÉDUCATION ET DES SERVICES EN FRANÇAIS	\$668,000	\$541,175
STUDENT SUPPORT SERVICES	\$4,126,000	\$2,076,667
EDUCATOR DEVELOPMENT AND ASSESSMENT SERVICES	\$3,052,000	\$1,428,948
ADULT LEARNING AND EDUCATIONAL INITIATIVES		
TOTAL	\$205,465,000	\$200,692,256

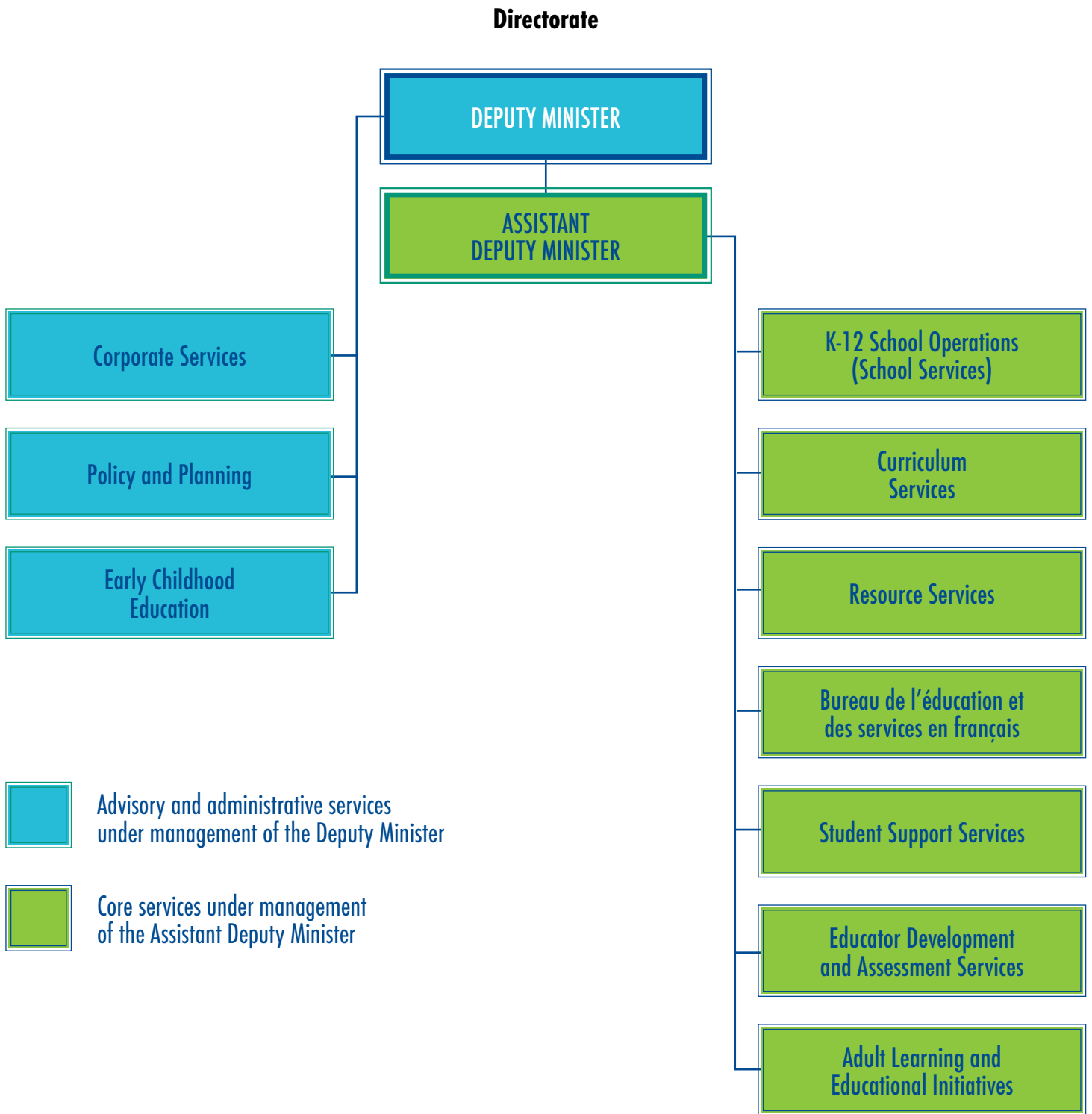
Employment Summary, by Category

	TOTAL POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
EXECUTIVE	2.00	-	2.00	100%	1.00	50%
SENIOR MANAGEMENT	20.00	4.00	16.00	80%	1.00	6%
MIDDLE MANAGEMENT	69.00	16.00	53.00	77%	10.00	19%
PROFESSIONAL	723.00	70.50	652.50	90%	173.00	27%
PARAPROFESSIONAL	167.80	26.00	141.80	85%	128.30	90%
ADMINISTRATIVE SUPPORT	310.91	51.00	259.91	84%	240.41	92%
TOTAL	1,292.71	167.50	1,125.21	87%	553.71	49%

The Department of Education is working diligently to increase Inuit employment numbers. These charts are produced by the Department of Finance, and reflect numbers as of June 2017.

For more information please visit: <https://www.gov.nu.ca/finance/information/inuit-employment-statistics>

Organizational Structure





ADVISORY AND ADMINISTRATIVE SERVICES BRANCH





Attagoyuk Illisavik, Pangnirtung

ADVISORY AND ADMINISTRATIVE SERVICES BRANCH

Corporate Services

CORPORATE SERVICES BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$881,000	\$977,433
FINANCE AND ADMINISTRATION	\$797,000	\$866,223
INFORMATION SYSTEMS PLANNING	\$1,153,000	\$959,142
HUMAN RESOURCES	\$794,000	\$352,881
CAPITAL PLANNING	\$178,000	\$201,403
COMPTROLLER - SCHOOL OPERATIONS	\$349,000	\$246,124
HEALTH AND SAFETY	\$0	\$400,431
TOTAL	\$4,152,000	\$4,003,638



Corporate Services is responsible for the management of a full range of administrative support services to the Department in the areas of financial, human, health and safety, technology, and infrastructure resources.

The division provides overall support to the Department to achieve its objectives and strategic priorities and ensures operations are carried out in accordance with the policies and procedures of the Department and the Government of Nunavut.

Financial Management

Corporate Services manages the Department's budget and expenditure controls (operations and maintenance, person years, and capital) and ensures resources are used wisely. The division delivers financial planning and administration services for the Department; safeguards assets; prepares and issues financial reports; maintains internal financial controls, and provides training and advice.

As of March 31, 2017 actual expenditures were well under budget, with a \$4.9 million surplus.

District Education Authority (DEA), Commission scolaire francophone du Nunavut (CSFN) School Funding Formulas

Developing and implementing the formulas used to determine operating funding for DEAs, the CSFN, and schools is another key responsibility of this division. Staff also oversee the distribution of funding and the development of audited financial statements for DEAs and the CSFN.

Human Resources Management

The Department must be able to hire and manage its staff effectively to support schools and ensure services are available to all.

Corporate Services assists the Department's management team with respect to GN hiring practices, advising on employee relations, casual and substitute staffing, and leave and attendance. By ensuring a clear, consistent, effective, fair and transparent staffing process that is compliant with the Priority Hiring Policy, the division creates efficiencies for departmental staff.

Development of standard service levels across the Department is ongoing. Tools to analyze response times have also been developed, but are not yet used consistently.



Attagoyuk Illisavik, Pangnirtung

Information Systems

Staff must have effective technology tools to ensure delivery of programs and support for schools across the territory. Corporate Services provides expertise and direction in the area of information and communication technology, and supports:

- Curriculum delivery
- Software and hardware project management
- Network design and implementation
- Distance learning

The division is accountable for developing and implementing plans to satisfy the Department's information technology needs and introducing technological solutions to improve both the work environment of staff and the learning environment of students.

Throughout 2016-2017 development of standard service levels was ongoing, and staff tested a system to log and track activities.

Health and Safety

School safety initiatives help ensure that our schools are safe and welcoming. Corporate Services provides comprehensive health and safety planning for departmental offices, schools and day cares to ensure the Department is in compliance with legislative requirements, standards and policies.

This division is tasked with inventorying departmental policies, procedures and resources and identifying gaps. During this fiscal year the Occupational Health and Safety Policy was inventoried and reviewed, and the School Excursion Policy was partially completed.

Another responsibility of the division in this fiscal year was the collection of risk management and school reports. Staff are currently working with the Department of Community and Government Services (CGS) to access all risk reports.

Capital Planning

Corporate Services provides capital planning for new facilities, as well as additions, repairs/replacements and renovations to existing facilities. Working closely with Community and Government Services (CGS), the division prioritizes needs to fit within the constraints of available funding. Consultation with stakeholders ensures needs are addressed as soon as possible.

In consultation with Community and Government Services (CGS), Corporate Services staff work with regional CGS offices to identify and prioritize projects in each region.

Facility Management

Working closely with CGS, Corporate Services ensures facilities are properly maintained and safe for all users. This includes emergency repairs and replacement of major construction materials and equipment. Staff work with regional CGS offices to identify projects.

Implement a Strategic Realignment of the Department's Organizational and Financial Structure

Corporate Services is leading the development and implementation of a strategic realignment of the Department's organizational structure to address the changing pace of development and the Department's priorities. The financial structure of the Department will reflect the new structure to ensure resources are allocated appropriately.

Cabinet approval for the realignment was received in June 2016, and an implementation plan was developed. Draft job descriptions and related paperwork were completed on schedule and some divisions were implemented prior to the end of the fiscal year.



Children in Rankin Inlet enjoy their new playground at Leo Ussak Elementary School. The department installed new playgrounds this year in Chesterfield Inlet, Qikiqtarjuaq, Arviat, Coral Harbour, Whale Cove and Kimmirut.

Human Resources and Teacher Certification Database (HEROS)

Corporate Services is developing a comprehensive human resources and teacher certification database to increase accuracy and efficiency in the management of the workforce. The database will allow for better reporting and simplify many manual tasks.

In 2016-2017, HEROS is in the test phase, with anticipated roll out in the next fiscal year.

Voice Over Internet Protocol for Schools (VoIP)

Schools are being converted to a VoIP system to provide better technology and support for schools. As of the end of this fiscal year, only three schools remain to have the system installed.

Educational Soundfield Systems

Enhancing the learning environment through technology supports staff in delivery of programs.

Hearing loss in Nunavut children is up to 40% higher than that of children in the rest of Canada. The installation of Soundfield systems in classrooms to amplify the voices of teachers increases the participation rates of children with hearing loss.

Qikiqtani School Operations, through its partner, Better Hearing in Education for Nunavut Youth (BHENV), has worked to install and operate Soundfield systems in classrooms in their jurisdiction. Corporate Services received training and assisted with installations during this fiscal year.

Playgrounds

Outdoor activity is essential to the health and well-being of students. In order to ensure that capital expenditures for playgrounds are equitable across the territory, Corporate Services developed a plan to spend \$1.7 million in federal funding for new playgrounds across Nunavut in the current year.

Equipment for five playgrounds was delivered on the sealift in 2016 for installation in the next fiscal year.

HIGHLIGHTS

Major capital planning projects:

- New Peter Pitseolak High School, Cape Dorset: Design began in the fall of 2016 and construction was underway early in 2017
- Qiqirtaq High School, Gjoa Haven: Phase II high school renovation and addition; grand opening held in November 2016
- New Amarjuaq High School, Igloolik: Construction started in 2016-2017
- New Tuugaalik High School, Naujaat: Grand opening held in September 2016

Information technology projects:

- 15 new paging systems were installed in schools
- 7 new closed-circuit television systems were installed in schools
- 15 new phone systems were installed in schools
- 353 devices (printers, smart projectors, laptops, scanners, mobile labs, and desktop computers) were distributed to schools



Tusarvik School. Community: Naujaat



ADVISORY AND ADMINISTRATIVE SERVICES BRANCH

Policy and Planning

POLICY AND PLANNING BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
POLICY AND PLANNING	\$777,000	\$897,453
COMMUNICATIONS	\$596,000	\$522,553
LEGISLATION	\$179,000	\$197,207
INUIT QAUJIMAJATUQANGIT COORDINATOR	\$164,000	\$0
TOTAL	\$1,716,000	\$1,617,213



Deputy Minister of Education Kathy Okpik at the Cultural Awareness Workshop for new educators in Iqaluit, February, 2017

Policy and Planning coordinates policy and legislation development, manages departmental planning, and provides advice and strategic direction to the Directorate (Deputy Minister and Assistant Deputy Minister) as required.

Additional responsibilities include synthesizing and analyzing statistics, providing guidance related to Inuit Societal Values, representing the Department on the Council of Ministers of Education, Canada, and responding to Access to Information and Protection of Privacy (ATIPP) requests.

Development and Maintenance of Departmental Policies

Working with other divisions within the Department, Policy and Planning is responsible for the identification of existing policy gaps, policy analysis, the development of policy and authoritative documents, and the administration of the approval process for the development of policy documents.

A key goal in 2016-2017 was to prioritize authoritative documents (including policies, directives and manuals) that needed to be created. The list was developed and work on those authoritative documents is ongoing. The Department is currently working on a Schools Social Media Policy, and finalizing the Research in Nunavut Schools Policy, and the School Excursion Policy and Directive.

Strategic Planning and Government Processes

Supporting Directorate and working with Corporate Services, Policy and Planning is responsible for establishing the strategic direction of the Department, including the development of its annual Business Plan.

Policy and Planning administers government-wide processes, including those that relate to sessions of the Legislative Assembly, meetings of Cabinet, and identifying options for governmental mandate priorities.

This year the division developed the 2017-2020 Business Plan, which aligns with government-wide priorities and defines department priorities. The division coordinated Cabinet submissions for various initiatives which were approved for implementation. These include the Grants and Contributions Policy, the University Feasibility Study, and the Alberta-Nunavut Grade 12 Examination Agreements.

Preparation and Coordination of Ministerial Briefing Materials

Policy and Planning is responsible for the synthesis, coordination and production of briefing materials for the Minister's office and the Department. Accurate and timely briefing materials ensure transparency and provide accurate information to the public. Activities include maintenance of updated briefing notes for sessions of the Legislative Assembly, meetings of Standing Committee, and for day-to-day use by departmental staff.

Coordination of Departmental Communications

This division is also responsible for providing services to all departmental divisions and schools, and supporting communications for the offices of the Minister of Education, the Deputy Minister, and Assistant Deputy Minister. Its activities include:

- Coordination of media requests
- Development and implementation of programs that make up the communications strategy
- Maintenance of the Department website and social media platforms
- Translation support for departmental communications
- News and press releases
- Minister's statements
- Minister's speaking notes
- Department of Education annual report

In addition to reviewing and releasing all printed and electronic departmental communications, the division created a centralized email address: info.edu@gov.nu.ca. This email address reflects an integrated corporate approach, and makes it possible to distribute communications to departmental employees with consistent messaging. This also reduces the number of communications from third parties and the media directly to schools, ensuring that instructional time is maintained.

Also this year, a comprehensive procedure was developed to ensure a prompt response rate to media inquiries. On average, the Department receives about 120 media and interview requests per year.

HIGHLIGHTS

- 1,248 emails sent via info.edu@gov.nu.ca
- 18 news stories
- 12 news releases
- 8 public service announcements
- 31 Minister's statements
- 10 speaking notes drafted for the Minister
- 128 media and interview requests were handled
- 6 features in the GN newsletter

NAUJAAT PRINCIPAL RECOGNIZED BY NATIONAL CHARITY

A Nunavut principal is one of Canada's best!

Aubrey Bolt, principal of Tuugaalik High School in Naujaat, was named one of Canada's outstanding principals by The Learning Partnership. The organization highlights the work of educators who demonstrate innovation in public education.

Bolt received the honour for his work building relationships with the community and developing new programming. The Learning Partnership praised Bolt for increasing student attendance from 50 to 80 per cent, and establishing a breakfast program.

Congratulations Aubrey, and the community of Naujaat!



Aubrey Bolt with Tuugaalik High School students.

Coordination of Departmental Statistics

Policy and Planning is responsible for the collection, analysis and presentation of departmental statistics and data, including information related to school staff, student enrolment, attendance, and graduation rates. Activities in 2016-2017 included:

- Tabling the 2014-2015 annual report and beginning development of the 2015-2016 annual report
- A trend analysis of student enrolment figures
- Calculation of statistical information on graduation rates
- Gathering and analysis of statistics on student attendance
- Ongoing work on a needs assessment related to gaps in the collection and analysis of statistics

Guidance Related to Inuit Societal Values

It is a priority of the Department that Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values is incorporated into all programs and services. Through the IQ coordinator, Policy and Planning is responsible for:

- Ensuring that new staff are oriented to the concepts of Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values
- Planning and coordinating IQ activities
- Providing strategic advice related to the implementation of IQ and Inuit Societal Values within the Department's day-to-day business
- Representing the Department as a member of Tuttarviit (an inter-departmental group of IQ coordinators)

Administration of Access to Information and Privacy Protection (ATIPP)

Policy and Planning is responsible for processing requests for information and the protection of privacy as it relates to the staff and records of the Department. Additionally, division staff oversee the development of Privacy Impact Assessments (PIAs) for all new projects undertaken by the Department.

Education Act Regulations Development

The ongoing development of *Education Act* regulations ensures that the Act is properly and consistently applied. As of 2016-2017, eleven of the required 15 regulations have been developed. Completion of the remaining four regulations is a high priority, with emphasis on those concerning student records and homeschooling. The development of the regulations will follow the review of the *Education Act*.

The Department is grateful to all Nunavummiut who participated in the public consultations for amendments to the Education Act.

Education Act Amendment Public Consultations

The consultation process occurred in two phases, with the first phase in June 2016, and the second from August to September 2016. Department officials consulted the public and DEAs in each of the following communities visited: Rankin Inlet, Cambridge Bay, Pond Inlet, Arviat, Pangnirtung, Arctic Bay, Kugluktuk, Apex, and Iqaluit.

The Department is grateful to all Nunavummiut who participated in the public consultations for amendments to the *Education Act*. Consultation feedback was incorporated into Bill 37.

Bill 37 responded to issues raised during the consultations, including:

- Reviewing the roles and responsibilities of District Education Authorities
- Clarifying the purpose of locally driven enhancements to the Education Program
- Clarifying the processes and timelines for Individual Student Support Plans and related parental rights
- Increasing government accountability through more detailed reporting requirements on language of instruction implementation and inclusive education supports.

Nunavummiut expressed the need to improve departmental programming to better support bilingual education, hire more Inuit educators, and to provide more specialized supports and services for students.

The Department recognizes its obligations to consult with Nunavut Tunngavik Incorporated (NTI) under Article 32 of the *Nunavut Land Claims Agreement*. The Department responded fully to NTI's formal written comments and incorporated many of their ideas.

Child Day Care Act Review

This work was put on hold in 2016-2017 pending resolution of the *Education Act*.

Elder Certification

The Policy and Planning division is responsible for the certification of Elders working in schools as Innait Inuksiutirijit.

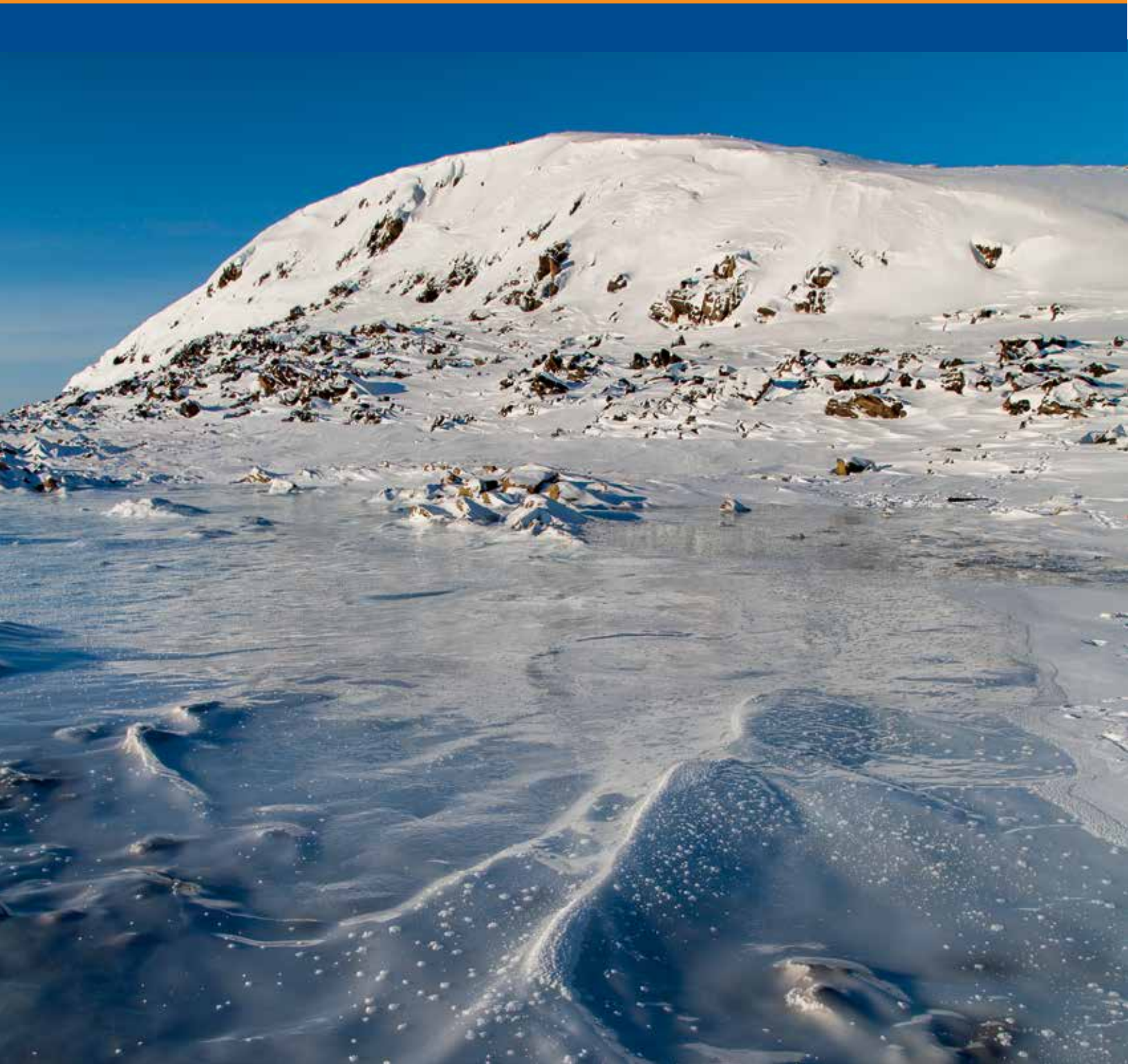
For general information, and media inquiries contact info.edu@gov.nu.ca.



Graduates of the Senior Managers' Series of the Government of Nunavut Hivuliqtikhanut leadership development program, Iqaluit



EARLY CHILDHOOD EDUCATION





EARLY CHILDHOOD EDUCATION

Early Childhood Education

EARLY CHILDHOOD EDUCATION BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
DAYCARE OPERATIONS AND MAINTENANCE	\$2,150,000	\$1,646,663
DISTRICT EDUCATION AUTHORITY - EARLY CHILDHOOD EDUCATION FUNDING	\$1,000,000	\$476,868
EARLY CHILDHOOD EDUCATION ADMINISTRATION	\$2,162,000	\$1,110,222
EARLY CHILDHOOD EDUCATION TRAINING	\$200,000	\$0
HEALTHY CHILDREN INITIATIVE	\$908,000	\$529,185
EARLY CHILDHOOD EDUCATION SECURITY FUNDING	\$833,000	\$289,172
YOUNG PARENTS STAY LEARNING	\$170,000	\$128,682
TOTAL	\$7,423,000	\$4,180,792



Early Childhood Education offers support for early childhood programs and services for children from birth to age six and for licensed out-of-school programs for children up to age 12.

The division promotes quality care and education for children by licensing, inspecting, and providing guidance and support to all licensed child care facilities. It also promotes early childhood development by providing support for children diagnosed with special needs, and by supporting all early childhood programs through workshops and training opportunities for parents, early childhood educators, and staff.

Healthy Children Initiative (HCI)

The Healthy Children Initiative (HCI) provides financial support to organizations and communities for programs and services that try to achieve the vision of “healthy children born to healthy parents, growing up in strong and supportive families in caring communities.”

This program supports children aged 0 to 6 years and their families with proposal-based funding for eligible community organizations to develop or enhance programs and services that assist children in reaching their full potential.

The HCI is administered through the regional education offices by early childhood officers and regional Healthy Children Initiative committees.

Proposals are accepted from non-profit organizations, including organizations such as local DEAs, municipalities, Nunavut Arctic College, and family day homes.

In 2016-2017, 32 proposals were approved:

- Kitikmeot: 8
- Kivalliq: 4
- Qikiqtani: 20

Healthy Children Initiative Budget by Region

	2016-2017	
	BUDGET	ACTUAL
KITIKMEOT	\$235,000	\$114,313
KIVALLIQ	\$235,000	\$121,780
QIKIQTANI	\$438,000	\$293,093
TOTAL	\$908,000	\$529,186



Minister Paul Quassa introducing the Uqausiit Pinnguarutiit language app at Nakasuk School in Iqaluit.

Young Parents Stay Learning (YPSL)

Young Parents Stay Learning is a child care subsidy program to help young parents with the cost of child care while they attend school. It provides financial assistance for child care costs in licensed child care or approved unlicensed child care to parents working towards their high school diploma, or to parents under the age of 18 attending post-secondary institutions.

It is administered through the regional Early Childhood Education offices in Cambridge Bay, Rankin Inlet, and Pangnirtung.

Information about YPSL is sent yearly to all licensed child care facilities, schools and health centres in Nunavut.

This year 63 applicants were approved for YPSL. These 63 students would likely not have returned to school if this program had not been available. The students were located in:

- Kitikmeot: 24 applicants
- Kivalliq: 4 applicants
- Qikiqtani: 35 applicants

An impressive 80% of YPSL students attended school for the entire term/year. Five YPSL students graduated from high school in 2016, and five graduated in 2017.

The division is pleased to report that two new family day homes were licensed in Iqaluit in 2016 – 2017

Facility Inspection and Licensing

The Early Childhood Education division enforces the *Child Day Care Act* and Regulations through the inspection and licensing of early childhood programs (day cares, preschools, after-school programs, family day homes), and provides operating support to facilities.

Work continues to achieve higher compliance results on inspections, and to design and deliver a database that will allow staff to monitor the inspection and licensing status of early childhood facilities across Nunavut.

The division is pleased to report that two new family day homes were licensed in Iqaluit in 2016-2017. While these are currently the only licensed day homes in Nunavut, there is the potential for many more in future years.

Early Childhood Education Options Paper

Completed in late 2016, this important document evaluates the accessibility and affordability of child care spaces in Nunavut and presents options for how the Government of Nunavut can better address accessibility and affordability of child care. It includes an examination of how other jurisdictions support the creation of child care spaces, as well as an inventory of the various funding programs available in Nunavut to increase the affordability of child care.

Security and Safety Funding

This one-time funding allows licensed child care facilities to upgrade the security and safety features of their facilities. Uptake of this funding was limited by availability of contractors in the communities. 2016-2017 was the final year this funding was available.

SIXTEEN STUDENTS GRADUATE FROM CLYDE RIVER SCHOOL

Sixteen students graduated from Quluaq School in Clyde River in 2017. That's a big jump from eight graduates in 2016 and just five in 2015. Principal Rebecca Hainnu says the large graduating class is a direct result of strategies to keep kids in school, as well as efforts by the district education authority to incorporate traditional knowledge into the curriculum, and an increased focus on education in the community.



Graduates celebrate at Quluaq School in Clyde River.

Security and Safety Funding Amounts by Community

2016-2017

TOTAL

ARVIAT	\$10,613.28
BAKER LAKE	\$508.29
CAPE DORSET	\$11,000.00
CHESTERFIELD INLET	\$8,390.96
CORAL HARBOUR	\$7,654.50
IQALUIT	\$219,909.41
RANKIN INLET	\$31,096.00
TOTAL FOR 2016-2017	\$289,172.44
TOTAL TO DATE (MARCH 31, 2017)	\$905,894.89

In 2016-2017 32 proposals were approved under the Healthy Children Initiative

Tell Me a Story

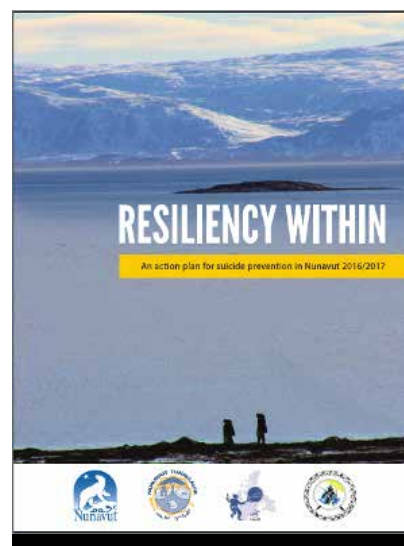
Tell Me a Story is a literacy program aimed at encouraging parents to read and/or tell stories to their young children. Tell Me a Story supports literacy by encouraging reading at an early age with culturally-rich books that engage learners in all languages. In partnership with the Resource Services division and the Department of Health, Early Childhood Education developed info sheets for parents and guardians and coordinated the distribution of book bags filled with children's books.

Over 800 bags of books were provided to the Department of Health for inclusion in their Baby Boxes in 2016-2017. As a result, parents of newborns and children under the age of two received a bag filled with books in all official languages, as well as an info sheet on literacy. Early childhood programs also received bags for their classrooms.

Resource Development

Early Childhood Education is responsible for developing resources for use in the early years. The division facilitates the development of resource units in all languages and distributes them to all licensed child care facilities so parents can access them. Resource units align with K-12 teaching and learning materials for a more seamless approach to literacy development in the early years and grades.

In 2016-2017, the division began work on a series of children's books related to social-emotional learning, as part of the Department's commitment under Resiliency Within: Nunavut Suicide Prevention Action Plan. These books will be accompanied by a resource for parents and early childhood educators to help support conversations around emotions.



Operations and Maintenance (O&M) Program Contribution

The Early Childhood Education division provides funding to eligible licensed child care facilities in the form of start-up grants and ongoing annual program contributions to assist in the operating costs of the facilities.

The Operations and Maintenance Program Contribution is an annual funding program that can be used for any operating expenses. This funding helps maintain established, licensed child care programs, and encourages the development of qualified staff and the provision of infant and special needs spaces.

The Department also makes funding available to open new child care facilities, reopen facilities that have been closed for more than three years, and to increase spaces in or relocate a facility.

The goal in this fiscal year was to create an additional 20 licensed early childhood spaces. While 16 spaces were created, unfortunately they were offset by losses due to the fire at Kugaardjuk Iihakvik in Kugaaruk.

District Education Authority – Early Childhood Education (DEA-ECE) Funding

The DEA-ECE program is proposal-based funding that enables DEAs to offer culturally- and language-relevant programming for children 0 to 6 outside of regular school programming (K-12).

Section 17 of the *Education Act* requires DEAs to provide an early childhood education program to promote fluency in Inuktitut and knowledge of Inuit culture. This requirement is modified with regard to programs falling under the Commission scolaire francophone du Nunavut to refer to promotion of French language and francophone culture.

In order to support DEAs and the CSFN in the implementation of this section, the Department makes available \$1 million each year to DEAs to submit proposals that support Inuit language and culture in early childhood programs.

Funds are distributed to DEAs and the CSFN based on whether proposals increase language and culture activities, such as Elder involvement, engaging parents, and using local resources.

The regulations require all DEAs to report on how they are complying with Section 17 of the *Education Act*. Funds not spent are returned to the Department.

The Department's early childhood language program coordinators encourage DEAs to work with early childhood programs in their communities to support language and culture activities.

In 2016-2017 proposals were approved from the following DEAs:

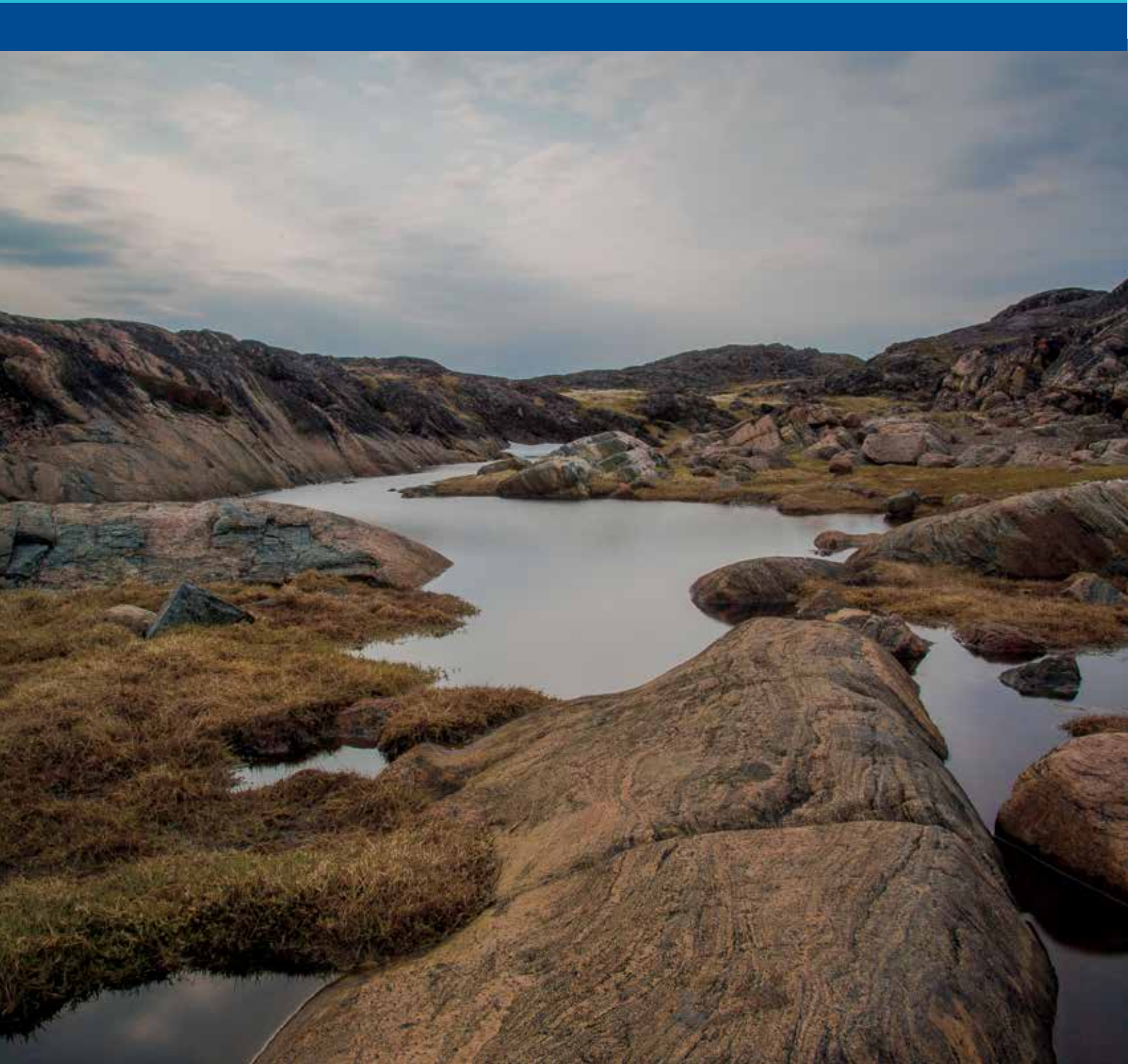
- Clyde River
- CSFN
- Gjoa Haven
- Iqaluit
- Kugluktuk
- Sanikiluaq
- Rankin Inlet
- Cambridge Bay

The division is pleased to report that in 2016-2017, there was an increase of \$74,720.27 over 2015-2016 funding, for a total of \$444,000. While the program continues to be underutilized, this is a positive trend.

For more information about Early Childhood Education Inuit Language and Culture funding or questions about resources for early childhood education, contact ecplc@gov.nu.ca.

This year 63 applicants were approved for YPSL. These 63 students would likely not have returned to school if this program had not been available

K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS





K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

Kindergarten to Grade 12

K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
K-12 INSTRUCTION	\$135,939,000	\$138,188,424
REGIONAL SCHOOL OPERATIONS	\$19,569,000	\$19,167,251
DISTRICT EDUCATION AUTHORITY CONTRIBUTIONS	\$12,838,000	\$12,420,269
COMMISSION SCOLAIRE FRANCOPHONE DU NUNAVUT AND FRENCH SCHOOL OPERATIONS	\$608,000	\$612,738
TOTAL	\$168,954,000	\$170,388,682



Niqitsialiurniq Program participants gain work experience at Meadowbank mine.

Regional School Operations (RSO) offices are responsible for the day-to-day operations of Nunavut schools, including supervision of administrators and educators and support to district education authorities (DEAs) so that the Education Program for K-12 is implemented as directed by the Minister.

There is an RSO office in each of the three regions of Nunavut (Kitikmeot, Kivalliq, and Qikiqtani) in addition to the Commission scolaire francophone du Nunavut (CSFN), a fourth administrative region which covers all of Nunavut to provide education to French rights-holders under section 23 of the *Canadian Charter of Rights and Freedoms*. The mandate of each RSO is to work in coordination with families, communities, and other stakeholders to support quality classroom instruction for students.

Common Operating Procedures and Expectations

At the same time that RSOs respond to the unique education needs of each region, they are also moving toward common operating procedures and expectations. Examples include:

- A common reference manual was implemented across the RSOs with developmental feedback provided
- Hiring practices are common to all regions, using a single, shared website
- Balanced literacy expectations are common to all regions

Support Effective Instruction

Effective instruction is the single most important aspect of the Department's mandate. RSOs provide guidance and support to schools and educators to improve student learning outcomes and the learner experience across all grades and programs of study. This support focuses on the identified needs of learners as well as the needs of school staff in relation to those learners.

In 2016 – 2017, RSOs collected feedback prior to and following professional development events to inform future training opportunities. Schools were in-serviced on balanced literacy, interactive read alouds, shared reading, and Inuktitut guided reading in spring 2017.

A Leadership Conference for principals/vice-principals was held in March 2017, and a Student Support Team (SST) workshop was held in March 2017 to foster engagement in support of instructional leadership and positive school environment. During this fiscal year, work also began on the initial draft of a standard balanced literacy checklist.

At the same time that RSOs respond to the unique education needs of each region, they are also moving toward common operating procedures and expectations

Support Effective Classroom Assessment

RSOs provide information, training and support so that one-on-one, small group and whole staff formative assessment assistance and guidance is available. This is a continuing area of need, and in 2016 – 2017, RSOs responded with the following initiatives:

- Learning coaches and program consultants were offered Cognitive Coaching training in January 2017
- Training was delivered by program consultants and RSO staff for:
 - Learning coach development
 - Math instruction strategies
 - Inuktitut support
 - Safe schools workshop
- Formative assessment was part of regional in-service training
- Support to Student Support Teams for Levelled Literacy Intervention process and procedures continued

STUDENTS HAVE BEEN RECORDING ELDERS FOR 15 YEARS

At Paatsaali School in Sanikiluaq part of the media class involves listening to and recording the stories of Elders. Recording Elders is something the students have been doing for 15 years, and the recordings have become increasingly valuable as a way to understand, document and preserve traditional knowledge. This session involved Elders Mina Eyaituq, Lottie Arragutainaq, Annie Novalinga, Bessie Crow and Annie Tookalook.



Students at Paatsaali School in Sanikiluaq have been recording the stories of Elders for 15 years.

Support for School Staff Regarding Inclusive Education

RSOs ensure schools are in compliance with Part 6 of the *Education Act*, which covers inclusive education. Students who require supports or modifications to the Education Program are being identified, plans are developed to support them, and those plans are updated three times annually during regular report card periods.

Guidance and Support in Relation to Department Projects

Throughout this report there are examples of projects that are planned or underway, and each requires regional office participation in order to be successful. This participation can range from feedback about where and when to pilot new projects, to allocation of financial or human resources to support the implementation of new initiatives. Regardless of the project, its long-term success is contingent upon careful consideration of its impact on schools and their capacity for change.

Regional involvement in projects balances the need to ensure a measure of standardization across the territory with the requirement that the unique needs of each region and community be taken into consideration.

RSOs play a critical role in terms of ensuring compliance and follow-up so that projects remain sustainable and meet their intended objectives. This directly relates to improving student outcomes.

Throughout this report there are examples of projects that are planned or underway, and each requires regional office participation in order to be successful.



Human Resources Management

RSOs work to ensure that school-based positions are staffed and monitored. RSOs are accountable for all aspects of the staffing process for Nunavut Teacher's Association positions ranging from hiring to leave and attendance, discipline, termination, etc. The hiring and retaining of casual employees is also a RSO responsibility.

In addition to the above, RSOs ensure that all superintendents and executive directors receive ongoing training and support on employee relations processes, including fact finding and disciplinary measures.

District Education Authority Formula Funding

Each Nunavut community has a DEA, an elected group that meets regularly to make decisions about education issues. In Iqaluit, a similar elected body, the Commission scolaire francophone du Nunavut (CSFN) offers educational services to the francophone community. It manages Trois-Soleils school, a K-12 school. Its senior high school classes are based at Inuksuk High School in Iqaluit.

Under the *Education Act*, DEAs and the CSFN have authority over many aspects of schooling in their communities including: budget; programs such as language of instruction and cultural activities; school calendars; staff hiring together with principals; Innait Inuksiutlirijit (Certified Elders in schools); Registration and Attendance Policy; Inuuqatigiitsiarniq Policy (positive school environment); and Storm Closure Policy.

The following chart is a summary of funding amounts from the Department of Education to DEAs.

District Education Authority 2016 – 2017 Funding from Department of Education

	TOTAL	GENERAL FUNDING	INNAIT INUKSIUTILIRIJIIT FUNDING	INNUQATIGIITSIARNIQ FUNDING	OTHER FUNDING
KITIKMEOT	\$2,583,861	\$1,784,584	\$296,266	\$158,011	\$345,000
CAMBRIDGE BAY	\$565,535	\$352,609	\$70,185	\$36,741	\$106,000
GJOA HAVEN	\$516,816	\$367,834	\$57,979	\$31,003	\$60,000
KUGAARUK	\$455,671	\$347,474	\$52,683	\$28,514	\$27,000
KUGLUKTUK	\$577,567	\$365,156	\$66,774	\$35,137	\$110,500
TALOYOAK	\$468,272	\$351,511	\$48,645	\$26,616	\$41,500
KIVALLIQ	\$3,745,556	\$2,625,539	\$487,613	\$255,455	\$376,949
ARVIAT	\$857,874	\$597,729	\$120,445	\$60,366	\$79,334
BAKER LAKE	\$816,209	\$518,257	\$93,161	\$47,541	\$157,250
CHESTERFIELD INLET	\$210,428	\$144,423	\$17,860	\$12,145	\$36,000
CORAL HARBOUR	\$453,024	\$329,598	\$55,645	\$29,906	\$37,875
RANKIN INLET	\$758,742	\$536,153	\$117,573	\$59,016	\$46,000
NAUJAAT	\$435,057	\$324,794	\$58,517	\$31,256	\$20,490
WHALE COVE	\$214,222	\$174,585	\$24,412	\$15,225	
QIKIQTANI	\$5,568,763	\$4,143,297	\$762,608	\$410,967	\$251,891
APEX	\$67,100	\$53,586	\$6,642	\$6,872	
ARCTIC BAY	\$346,957	\$281,196	\$42,183	\$23,578	
QIKIQTARJUAQ	\$177,918	\$148,044	\$17,771	\$12,103	
CAPE DORSET	\$516,179	\$319,823	\$59,594	\$31,762	\$105,000
CLYDE RIVER	\$387,701	\$307,690	\$51,876	\$28,135	
GRISE FIORD	\$136,229	\$124,167	\$5,654	\$6,408	
HALL BEACH	\$372,696	\$252,666	\$39,131	\$22,144	\$58,755
IGLOOLIK	\$600,586	\$467,010	\$88,314	\$45,262	
IQUALUIT	\$1,193,704	\$838,123	\$220,965	\$107,616	\$27,000
KIMMIRUT	\$258,126	\$158,541	\$23,604	\$14,845	\$61,136
PANGNIRTUNG	\$439,836	\$336,341	\$67,851	\$35,644	
POND INLET	\$553,062	\$436,374	\$76,826	\$39,862	
RESOLUTE BAY	\$144,898	\$127,822	\$9,065	\$8,011	
SANIKILUAQ	\$373,771	\$291,914	\$53,132	\$28,725	
CSFN	\$276,182	\$102,857	\$13,822	\$10,247	\$149,256
CSFN	\$276,182	\$102,857	\$13,822	\$10,247	\$149,256

Engagement and Support to District Education Authorities to Assist with the Education Program

Due to the nature of the working relationship between RSOs and DEAs, RSOs are ideally placed to provide guidance and assistance to DEAs on matters relating to the Education Program and areas of DEA accountability. While other branches within the Department such as Corporate Services and Policy and Planning develop policies and procedures that impact the operations of DEAs, it is the RSOs who provide the timely and direct support that has the greatest impact on schools.

RSOs have DEA staff who provide assistance to DEAs by:

- Informing them of policy changes
- Coordinating opportunities to consult with the Department
- Providing guidance and support in relation to managing budgets and complying with regulatory requirements
- Supporting community efforts to increase school attendance
- Developing local policies and procedures

Working with DEAs helps ensure a more consistent education system across the territory. Responsibilities related to DEAs include reviewing DEA budgets, providing feedback, and responding to requests for support, as well as visiting DEAs within the first three months of each school year to maintain relationships, address needs, and provide support.

Community and Family Engagement

RSOs play a critical role in community and family engagement, as well as informing the Department about community issues and concerns.

Working primarily with DEAs, RSOs can assist in the development of policies and activities that enhance the Education Program and encourage family and community participation in schools and in their child's success. These measures can increase school attendance, contributing to improved student outcomes.

RSOs work with DEAs to ensure that policies are approved, in use, and regularly reviewed.



Student Headcounts by Region

	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
INUIT	9391	1856	2859	4676
FEMALE	4616	924	1403	2289
MALE	4775	932	1456	2387
*NON-INUIT/UNKNOWN	648	32	256	360
FEMALE	309	14	132	163
MALE	339	18	124	197
TOTAL	10039	1888	3115	5036

Appendix Tables 6 and 7 show the headcounts by school and gender; and by grade and ethnicity.

Notes:

- * 'Non-Inuit/Unknown' combines students who are marked as First Nations, Métis, Non-Aboriginal or Unknown in the Student Information System (SIS)

Attendance by Ethnicity, Gender and Region

	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
INUIT	67.4%	68.6%	71.2%	64.5%
FEMALE	67.6%	68.1%	71.5%	64.8%
MALE	67.2%	69.2%	70.8%	64.1%
*NON-INUIT/UNKNOWN	79.1%	78.4%	77.5%	80.9%
FEMALE	78.7%	79.3%	78.1%	79.4%
MALE	79.5%	77.7%	76.9%	82.2%
TOTAL	68.2%	68.8%	71.9%	65.6%

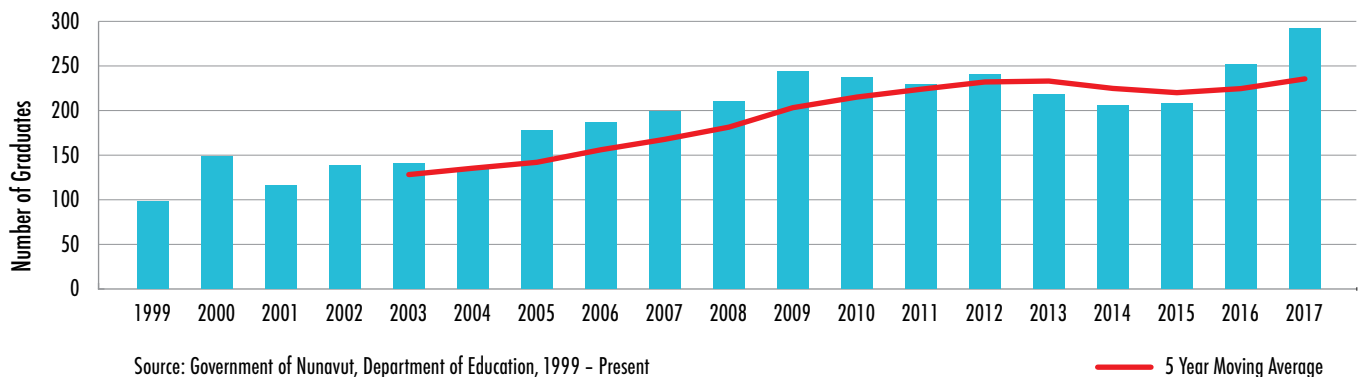
Appendix Table 8 shows attendance by region, community and school.

Graduates by Ethnicity, Gender and Region

	PERCENTAGE	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
INUIT	91.8%	268	35	106	127
*NON-INUIT/UNKNOWN	8.2%	24	1	2	21
FEMALE	55.8%	163	19	65	79
MALE	44.2%	129	17	43	69
TOTAL	100.0%	292	36	108	148

Appendix Tables 9 and 10 show graduates by community; and by age group, ethnicity and gender.

Nunavut Secondary School Graduates 1999 to 2017



Notes:

1. Because of small population sizes in the communities, graduate counts may naturally vary a lot from year to year.
2. The number of graduates are totalled by December 30th after the calendar year has ended in order to capture corrections after the school year.
3. Graduates include students who completed secondary school but excludes those who completed equivalency or upgrading programs such as PASS.

* 'Non-Inuit/Unknown' combines students who are marked as First Nations, Métis, Non-Aboriginal or Unknown in the Student Information System (SIS)



Curriculum Services

CURRICULUM SERVICES BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
CURRICULUM SERVICES	\$7,554,000	\$5,767,254
TOTAL	\$7,554,000	\$5,767,254



Curriculum Services is responsible for the development, adoption/adaptation and implementation of all curriculum and foundation documents associated with programs of study from Kindergarten to Grade 12 in the Nunavut school system.

The unit ensures that all materials used in Nunavut schools reflect education best practices, Inuit Qaujimaqatugangit (IQ), and the philosophical approaches of the Department.

Curriculum Services works closely with other divisions to develop, pilot, promote, evaluate and provide training and implementation for programs and resources that make up Nunavut's Education Program.

Development of Education Program Content

The development of the Nunavut Education Program is one of the primary responsibilities of this division. This includes design, development, adoption and review of Education Program content including curriculum, in the form of programs of study or resources for students, teachers and administrators, as well as those required to support inclusive education in the school system.

The process for developing this content culminates in final approval by the Minister and the publication of an annual Nunavut approved curriculum and resources list, and supporting documents such as operational handbooks for school staff.

This ensures accessible, relevant language and culturally-rich curriculum that engages learners. A standard approach to curriculum development and strong review processes facilitate the acquisition of skills, knowledge and attitudes leading to high school graduation and successful transition to post-secondary opportunities and the labour market.

Health Curriculum Review

During this fiscal year, the Department completed a comprehensive review of the existing K-12 Health curriculum. As a result of the review, it was determined that the Health curriculum for K-9 requires substantial curriculum renewal.

As well, a review of the suicide prevention-related content in the Nunavut Health curriculum from Grades K-9 was completed. Areas were identified that informed instruction involving social emotional skill sets, as well as gaps identified for future curriculum updates.

Working with partner organizations provides opportunities for collaboration and expertise the Department might not otherwise have.

Inuktitut Language Arts Curriculum

A draft Inuktitut Language Arts (ILA) curriculum was distributed to principals and schools in September 2016 to gather feedback to inform the final draft, which will include a teacher guide and exemplars. Based on that feedback, work on the K-6 Inuktitut Language Arts curriculum in 2016 - 2017 included:

- A review of the feedback provided by Nunavut teachers on the draft curriculum document;
- Regular meetings of the working group by teleconference and in person;
- Identification of illustrative examples that are culturally and linguistically appropriate to guide teachers in planning instruction and assessment; and
- Determination of next steps regarding further ILA curriculum and supporting resources.



Reviews of Third-Party Requests Related to Curriculum

The Department of Education is frequently asked to support, collaborate and review material and/or programs for inclusion in schools as Nunavut approved curriculum and resources.

Engaging with recognized third-party partners supports the development of an Education Program that ensures that student learning is relevant and responsive to the needs of key educational stakeholders. Working with partner organizations provides opportunities for collaboration and expertise the Department might not otherwise have.

In 2016 -2017 Curriculum Services was asked to review and provide feedback for third-party projects in the areas of archaeology, Aboriginal Shield (learning modules related to personal safety), and a module from Nunavut Tunngavik Incorporated (NTI) on the *Nunavut Agreement*. Curriculum Services' role included providing assistance on proposal development; reviewing resources; and offering advice regarding alignment to curricular outcomes.



Heritage, Language and Culture

Culture and heritage advisors and curriculum coordinators in the Department work together with the Elder Advisory Committee to capture essential understandings of Inuit education in the past and its relevance to 21st century learning. Territory-wide Elder Advisory Committee meetings further establish a holistic and integrated approach within the IQ curriculum framework.

In order to build a culturally and linguistically relevant curriculum, the work of the Elder advisors offers specific expertise in areas of Inuit knowledge, thereby ensuring that Nunavut students build a sense of identity and are motivated to continue to achieve and become successful learners.

Elder Advisory Committee meetings occurred twice in 2016 – 2017, with 24 Elders attending from all three regions of Nunavut, including the Elder culture and heritage advisors from the Department.

Curriculum and Resource Introduction and Support

Upon approval of a new or revised curriculum or resource, an accompanying plan to introduce that material into the Education Program is developed to communicate any changes to school staff and to develop mechanisms that support school-based staff to fully and successfully implement these new materials. This implementation takes place in collaboration with other divisions responsible for supporting the work of the Curriculum Services division.

In 2016 – 2017, new Sustainable Tourism courses for Grades 11 and 12 were introduced. These courses were co-developed by the Departments of Education of Nunavut and Manitoba. They are designed to help students

understand the relationships between tourism activity and conservation issues, taking into account the local context, natural environment, and social considerations. Students will learn to contribute to and become leaders in implementing sustainable principles in tourism, including some of the knowledge and skills required to manage sustainable tourism organizations.

Curriculum Website

A newly developed curriculum and resource website will be a repository for all approved Nunavut curriculum and resources to ensure that any Education Program content approved by the Minister is published on the site. This will be the official mechanism for notifying school staff and the public of changes to curriculum and resources.

In 2016 – 2017, core curriculum outcomes and associated materials, programs of study, and approved resources were uploaded to a test version of the website. The site will be launched in 2017-2018.

Balanced Literacy

In 2014, the Department of Education announced a phased-in, territory-wide plan to improve literacy outcomes for all students. That plan included implementation of balanced literacy as a standard approach to literacy instruction across all languages. The project also includes the development of balanced literacy resources and in-servicing for learning coaches who will support teachers to successfully implement balanced literacy strategies in their classrooms.

In 2016 – 2017, work around balanced literacy primarily focused on the ongoing development of guided reading resources. More information can be found in the Resource Services section of this annual report.

Graduation Requirements

Nunavut's graduation requirements closely follow those of Alberta. Students must complete 100 credits of secondary school course work. Courses can be one, three, four or five credits, depending on total course hours. Each credit is equivalent to at least 25 hours of instruction.

Graduation requirements for 2016 – 2017 are unchanged from 2015-2016.



Resource Services

RESOURCE SERVICES BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
RESOURCE SERVICES	\$4,156,000	\$3,340,161
TOTAL	\$4,156,000	\$3,340,161



Resource Services is responsible for the design, publication and distribution of teaching resources and learning materials for Nunavut schools, from Kindergarten to Grade 12.

Collaborating with other divisions, Resource Services develops high-quality resources that reflect the Department's philosophies and goals, in Nunavut's official languages, to meet the legislative requirements of the *Education Act*.

Resource Development

Working with translators, graphic designers, website developers, videographers, and editors to ensure consistency and quality in all Department of Education resources is a key accountability. This includes managing the editing, design, production and publication of print and other media for Nunavut schools.

Resource Services also provides recommendations and direction regarding technical and design options for materials produced by the Department and works closely with staff in other divisions to identify needs and manage projects.

Inventory and Warehousing

This division manages a large inventory of student books, teacher resources, DVDs, posters, classroom aids, and legacy materials in various media. All resources are entered into a database that tracks orders from schools, inventory counts, and shipping information. The database is populated and maintained by Resource Services staff, and provides up-to-date information regarding the availability of materials.

Delivery and Distribution of Resource Materials

Liaising with schools and Regional School Operations to deliver materials produced by the Department is another responsibility of this division. These materials support student achievement through the development and distribution of culturally-rich resources in all languages.

In 2016 – 2017, the Resource Services division managed the distribution of literacy resources developed by the Departments of Health and Family Services to support the guided reading program.

Translation and Language Support

Resource Services provides translation services to the Department to support the ongoing development of resources in Inuktitut. This includes translation and editing services, as well as participating in the development of terminology and standards for departmental resources.

In 2016 – 2017, the division partnered with the Department of Health on Inuktitut terminology specific to health-related topics to inform curriculum and resource development.

Digitizing and Archiving

The division is working toward the digitizing and archiving of historical and cultural teaching material found in many schools and offices. The material is digitized, transcribed, catalogued, and archived to ensure it is available to schools electronically.

In 2016 – 2017, the division focused on digitizing resources from the Elders Advisory Committee meetings and other legacy materials located in the Arviat media centre.

Inuktitut Guided Reading

Resource Services is creating a series of teaching and learning resources to support the Department's balanced literacy initiative, which includes Uqalimaariuqsaniq, a guided reading program. This program is based on a series of levelled books that become progressively more difficult as students move through the levels.

In 2016 – 2017, Resource Services completed the following:

- Levelled books for Grade 2 were printed and shipped to all schools, along with associated teacher resources to support educators
- A series of video training modules on specific strategies for literacy instruction, including dialect lessons, an overview of guided reading, and establishing literacy centres
- Additional teacher supports including a phonics program, materials for literacy centres, ebooks, and classroom resources
- Preliminary work for the next levels of the guided reading program including additional levelled books, literacy centres, in-service videos, program binders, and supplementary books
- Preliminary work in Inuinnaqtun for Kindergarten and Grade 1 guided reading materials to complement those created in Inuktitut





K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

Bureau de l'éducation et des services en français

BUREAU DE L'ÉDUCATION ET DES SERVICES EN FRANÇAIS BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
BUREAU DE L'ÉDUCATION ET DES SERVICES EN FRANÇAIS	\$668,000	\$541,175
TOTAL	\$668,000	\$541,175



The Bureau de l'éducation et des services en français is involved in all services offered by the Department of Education to ensure the provision of equal services to the francophone community, as is required under the *Canadian Charter of Rights and Freedoms*, which recognizes the special status of the francophone minority.

Pursuant to the Department of Education's obligations under the *Official Languages Act of Nunavut* and the *Official Languages Act of Canada*, the role of the Bureau de l'éducation et des services en français is to support each division in fulfilling the mandate it was given by the Government of Nunavut.

The Bureau de l'éducation et des services en français supports French language curriculum, projects, and programs in French as first and additional languages.

Management of the Canada-Nunavut Agreement

This agreement ensures additional funding to provide members of the French-language minority in each province/territory with the opportunity to be educated in their own language and to experience cultural enrichment associated with that community.

The Canada-Nunavut Agreement also provides the residents of each province/territory with the opportunity to learn French as an additional language, along with the opportunity for cultural enrichment through knowledge of the culture associated with French communities.

This requires submitting the annual financial and anecdotal reports, as well as evaluation and assessment of the action plan on an annual basis.

In 2016 – 2017, an evaluation and assessment of the effectiveness and relevance of the action plan was submitted, and an amendment to the action plan approved by Canadian Heritage.

Services to the Commission scolaire francophone du Nunavut (CSFN) and l'école des Trois-Soleils

The Bureau de l'éducation et des services en français supports the priorities of all other divisions, including programs, literacy projects, information and training sessions for teachers, inclusive education and student support, early childhood, assessment and evaluation, translation of classroom resources, Student Information System (Maplewood), and correspondence with the CSFN.

The Bureau de l'éducation et des services en français ensures that projects released by departmental divisions are made available in French within a reasonable timeframe.

Projects this year included:

- Literacy part I in-service was provided
- Literacy part II was offered
- Nunavut Secondary School Administration Handbook is being updated for the 2017-2018 school year
- Grade 12 Social Studies Assessment project is ready for layout
- The two units: *My Family* and *My Family in My Community* have both been adapted, translated, and are currently being revised
- Crisis Response Guidelines for Nunavut Schools Staff Manual updates for 2016 – 2019 were completed
- Safety in Schools Principal's Planning Manual 2016 – 2017 was completed

Development or Update of the List of Approved Programs of Study in Partnership with the CSFN and Curriculum Services

Recognizing that the Minister has the final authority to approve programs of study, the Bureau de l'éducation et des services en français ensures that recommendations are made to source programs that align with Nunavut-approved programs of study and better reflect the francophone reality. Recommendations are also provided as to which French as additional program of study must be used.

This year the list was made available to the CSFN and published on the GN website so that teachers could access information on approved programs.

Support to Qikiqtani School Operations (QSO) and the Iqaluit District Education Authority (IDEA) for French as an Additional Language programs

The Bureau de l'éducation et des services en français is responsible for keeping aligned with best practices in teaching French as an Additional Language; providing training for teachers on these practices; and ensuring principals are well informed in order to support teachers and address parents' concerns or questions.

Teachers of French as an Additional Language (FAL) receive training on best teaching practices at least annually. In 2016 – 2017, four teachers received training in three sessions. Also, two meetings were held with teachers and principals concerning programming, curriculum, and project needs. Finally, oral proficiency assessments of Grade 7 participants showed that 83% of students achieved the Basic Low level of proficiency, which is the level of fluency expected at the end of the intensive portion of the year.

The Bureau de l'éducation et des services en français supports French language curriculum, projects, and programs in French as first and additional languages

French Language Communications

Responsibilities include translation and editing of documents such as classroom resources, educational publications, and official letters and daily correspondence between the Department of Education and the public.

The translation and verification process is improving, but further work is necessary to ensure that all outgoing communications are made available in French.

Participation in the Interdepartmental Working Group on French Services

This advisory committee ensures that services offered by all departments and public agencies are also available in French. This working group resumed activity during this fiscal year with the following tasks:

- Redefining the working group terms of reference
- Gathering comments on the Uqausivut Plan from departments
- Gathering input on and finalizing the *Nunavut Writing Guide for the French Language*

Organization of Complementary Activities to Make Up for the Reduction of FAL Instructional Time in Iqaluit Schools

This includes hiring and coordinating casual staff, development and ongoing assessment of the educational value of the programs, financial management, and promotion and communication with stakeholders.

Through complementary activities, students have greater exposure to oral structures, enabling them to improve their skills not only in their additional language, but also in their first language.

Due to the considerable decrease of FAL instructional time, students lack opportunities to practice the target language in an authentic situation, which this project provides.

This year the after-school French program ran successfully from October to May, which allowed registered students to be exposed to an additional 50 hours of French language instruction. The summer camp ran for 7 weeks to its full capacity. Forty spots were available every week for children aged 6 to 12 years old. The winter French Literacy Camp was cancelled due to the lack of an adequate venue.

Council of Ministers of Education, Canada (CMEC) Programs

Explore



Explore is a five-week, intensive language-immersion program offered in the spring or summer. The role of the Bureau de l'éducation et des services en français is to promote the program, help students complete their registrations, provide information and guidance to students and their families before the start of the program, remain available in case of unforeseen situations during the program, and process credit and reimbursement requests.

The quota of seven participants was filled, and three bursary recipients completed the program.

Destination Clic



Destination Clic is a bursary for enrichment in French as a first language, delivered in the form of a three-week program for students in Grades 8 and 9 residing outside of Quebec. This program allows Grade 8 and 9 students attending French as a First Language schools outside of Quebec to build their cultural identity as Francophones by being with other students that are in the same situation elsewhere in Canada.

There were no applicants for Destination Clic in 2016 – 2017.

Odyssey



Odyssey is a language-assistant program. Under the supervision of a teacher, students are encouraged to improve their knowledge of the French language and cultures, and to use French on a daily basis. The Bureau de l'éducation et des services en français facilitates the hiring of three language assistants, and collaborates on the organization and financial management of training sessions.

Three positions per year are awarded in Nunavut. The program met its quota at the beginning of the school year, but one resigned in November, leaving a vacant position.



K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

Student Support Services

STUDENT SUPPORT SERVICES BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
STUDENT SUPPORT SERVICES	\$4,126,000	\$2,076,667
TOTAL	\$4,126,000	\$2,076,667



Nakasuk School in Iqaluit

The mandate of the Student Support division is to lay the foundation of inclusive education in Nunavut. This is enacted through developing a vision, establishing policies, defining common role expectations for all stakeholders, and identifying and allocating required resources such as funding, personnel and services.

Student Support also develops resources and tools and delivers in-service training to staff regarding their use, and develops and enhances staff knowledge and skills on an ongoing basis.



Implementing the Inclusive Education Review Recommendations

In 2016 – 2017, this division continued to implement the recommendations described in *Reaching and Teaching All Students – A Model to Guide the Practice of Inclusive Education in Nunavut*. Work completed in 2016 – 2017 included:

- Drafting the *Nunavut Inclusive Education Handbook* and toolkits, *Student Support Assistant Handbook* and *Ilinniarvimmi Inuusilirijiit Handbook*. Two of these handbooks are in draft form and the latter has been distributed, in-serviced, and sent for layout and publication
- Finalizing an action plan to develop and implement a comprehensive inclusive education model
- Continuing implementation of the Inclusive Education Action Plan, including selecting a platform for electronic individualized student support plans
- Examining a number of platforms for electronic individualized student support plans and finalized plan templates
- Action planning the Inclusive Education review response

Staff led a department-wide response to *Reaching and Teaching All Students – A Model to Guide the Practice of Inclusive Education in Nunavut* that resulted in the development of an action plan to guide how the Department will implement recommendations made by the reviewer. The five-year action plan was developed, and Year 2 of implementation was concluded.

The mandate of Student Support is to lay the foundation of inclusive education in Nunavut.

Ilinniarvimmi Inuusilirijiit Training

Ilinniarvimmi inuusilirijiit play an important role in helping to ensure that students develop the life skills they need to succeed. The Department is prioritizing training of ilinniarvimmi inuusilirijiit to support them in their work of counselling and guiding students.

During the 2016 – 2017 school year, the Department field-tested the *Ilinniarvimmi Inuusilirijiit Handbook* to help ilinniarvimmi inuusilirijiit understand their roles and responsibilities in schools. The Department also delivered the following training to all ilinniarvimmi inuusilirijiit:

- Be Safe! personal safety promotion
- Crisis prevention, intervention and response in schools
- *Ilinniarvimmi Inuusilirijiit Handbook* in-service

Ilinniarvimmi inuusilirijiit from each school in Nunavut attended the national Canadian Association for Suicide Prevention's Hope, Help and Healing conference held in Iqaluit in October 2016. Sessions were organized in three strands: prevention, intervention, and postvention; as well as sessions targeted specifically for ilinniarvimmi inuusilirijiit.

Supporting the Development of Safe Schools and Communities

This work supports community-level violence prevention training and development of violence prevention action plans in partnership with the Canadian Red Cross. This was year two of a three-year contribution agreement with the Canadian Red Cross. Through its partnership with the Red Cross, the Department provided healthy relationship building, bullying prevention, and violence prevention support to all schools in Nunavut.

Supporting Resiliency Within

Staff provided leadership on the Nunavut Suicide Prevention Implementation Committee, collaborating with the Embrace Life Council, Nunavut Tunngavik Incorporated, the Royal Canadian Mounted Police, and other Government of Nunavut departments. The focus of this initiative is to support community-level suicide prevention, intervention, and postvention capacity-building and development.

In 2016 – 2017, all Grade 4 teachers, as well as all ilinniarvimmi inuusilirijiit, received personal safety training using the updated, translated, adapted-for-Nunavut Be Safe! Kits produced by the Canadian Red Cross in partnership with the Department of Education.

Student Support staff also reviewed K-12 Health curriculum outcomes with an initial focus on K-9, in order to ensure there are age- and developmental stage-appropriate expectations for learners in relation to social-emotional resources.

Promoting Whole School Health

Whole school health is a planned, integrated and holistic way to support improvements in student wellness and achievement. It is the mechanism through which issues like physical activity, positive mental health, and injury prevention are addressed in school.

Throughout 2016 – 2017, the division worked to fulfill their responsibilities as outlined in the *Healthy Schools Framework* and *Healthy Schools 2016 – 2017 Action Plan*. These documents guide the Department’s efforts to increase opportunities for students to participate in health-promoting activities around safety, health, and social-emotional learning.

Supporting Student Social-Emotional Learning and Development

A key goal in 2016 – 2017 was to train all student support teachers (SST) in functional behaviour assessment. This goal has been deferred and SST training instead focused on the *Inclusive Education Handbook* (since renamed *Programming for Student Achievement*).

Student Support staff reviewed evidence-based social-emotional learning programs used across Canada and recommended by the suicide inquest and began adapting a number of them for use by ilinniarvimmi inuusilirijit. A *Group Processing Handbook* was developed for ilinniarvimmi inuusilirijit and the training was planned for 2017-2018.

In addition to student assessment and evaluation, Educator Development and Assessment Services collects student data

Student Support Staff Development

Supporting and training school-level staff helps build capacity and improve employee retention, and leads to improved student achievement and program outcomes. Staff development categories include:

- **Student Support Assistant training:** Student Support staff worked with Nunavut Arctic College (NAC) and an external reviewer to conduct and complete a program review of the existing Student Support Assistant Certificate. The program review was completed and a report submitted to NAC.
- **Student Support Teacher training:** Staff collaborated with regional school operations to develop and deliver differentiated instruction training using the *Programming for Student Achievement Handbook* and kits.
- **Ilinniarvimmi Inuusilirijit training:** Student Support staff developed and delivered training in collaboration with the Canadian Red Cross and other partners to ilinniarvimmi inuusilirijit in personal safety, bullying prevention, and other counselling strategies. They also coordinated the in-servicing of the personal safety resource with all Grade 4 teachers through videoconferencing.



HIGHLIGHTS

Student Support Services

New services: Establishing education support services (occupational therapy and speech language therapy) in the Qikiqtani region where these services were previously unavailable, and expanding their delivery in the Kivalliq, where they were already available through the Department of Health. In addition, behaviour support and psychosocial support after social emergencies was delivered in communities that requested support.

Conferences

- Organizing, hosting, and managing training for the first annual Nunavut Student Support Assistant Conference which focused on supporting students with fetal alcohol spectrum disorder, held in Cambridge Bay, Rankin Inlet, Pangnirtung, and Iqaluit

- Organizing, hosting and facilitating the second annual Nunavut Ilinniavimmi Inuusilirijit Conference
- Organizing and hosting the second annual Healthy Relationships Regional Youth Conference, this year held in Cambridge Bay

Consultations: To finalize Individual Support Service Plan (ISSP) templates and to inform the new ISSP Handbook.

Directives: Completion of an Assistive Technology Directive, Distance Learning Directive, and a draft of the Education Support Services Directive to clarify steps in accessing support services, implement recommendations, and improve record-keeping associated with the process.

RespectEd Training: Organizing and supporting the RespectEd training in schools and providing on-site co-facilitation with the Red Cross team.



Student sewing with the help of an Elder in Kugluktuk



K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

Educator Development and Assessment Services

EDUCATOR DEVELOPMENT AND ASSESSMENT SERVICES BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$375,000	\$357,935
TEACHER CERTIFICATION AND STUDENT RECORDS	\$579,000	\$580,643
STUDENT ASSESSMENT AND EVALUATION	\$1,695,000	\$197,173
STUDENT INFORMATION SYSTEM	\$403,000	\$293,197
TOTAL	\$3,052,000	\$1,428,948



Assistant Deputy Minister
John MacDonald at Education
Act community consultation,
Cambridge Bay

Educator Development and Assessment Services is responsible for student assessment and evaluation for K-12. Primary areas of work include research, development, implementation, and evaluation of student assessment policies, programs, approaches and tools that promote quality education programming in Nunavut schools.

In addition to student assessment and evaluation, Educator Development and Assessment Services collects student data in order to identify strengths and learning needs of students; contributes to teacher professional development; and funds and supports school staff education, orientation, mentoring, and training.

Teacher Certification and Registration

The evaluation of teacher credentials must be carried out to determine certification eligibility in accordance with the *Education Act* and regulations. The Nunavut Educator Qualifications Service committee (NEQS) places teachers at the appropriate salary levels and makes salary adjustments in accordance with the *Education Act*; Education Staff Regulations; the Nunavut Teachers' Association (NTA) Collective Agreement; and NEQS policies and procedures. Educator Development and Assessment Services also administers the NEQS and the Hearing Committee System for teacher certification on suspension and/or cancellation of teaching certificates.

During 2016 – 2017, the division focused on improving service standards for teacher certification and salary placements.

Professional Development for Teachers

The Government of Nunavut and the Nunavut Teachers' Association (NTA) share a commitment to lifelong educator professional development through the NTA Collective Agreement. Professional development is an important tool towards improving the quality of instruction and evaluation of students.

In 2016 – 2017 the Department contributed approximately \$3.3 million to the NTA Professional Development Fund. The contribution covers:

- Nunavut-wide special professional development activities
- Annual professional leaves with or without allowances
- Short-term professional development activities
- School and individual professional development activities

The Nunavut Professional Improvement Committee, with members representing the Nunavut Teachers' Association and the Department of Education, determines procedures and purposes for how these funds are spent.

As well, in-service days are used to provide information or training to teachers in their schools during the school year. Four days are set aside each year for this purpose. In 2016 – 2017, topics for in-service days included balanced literacy, RespectEd training (creating safe schools), and school safety planning and reporting.

Teacher Orientation and Mentorship

The division is developing and delivering a teacher orientation and mentoring program in partnership with the Nunavut Teachers' Association (NTA). This program targets all new teachers, including graduates of the Nunavut Teacher Education Program (NTEP) and teachers coming from the south, whether they are new or experienced teachers.

The Nunavut Teacher Induction Program (NTIP) includes three main components:

- Website (<https://ntip.gov.nu.ca>) providing essential pre-orientation resources and information to support new teachers;
- School-based orientation for teachers at the beginning of the school year in their respective communities:
 - An orientation kit was developed this year to ensure the resources and information provided to new hires is standardized across Nunavut; and
 - A mentoring program that will see experienced teachers act as mentors to new teachers.

In addition to the above orientation efforts, a cultural awareness workshop for 50 new educators from across Nunavut was delivered on February 14-16, 2017 during their professional development week in Iqaluit.



Educators taking part in the 2017 Cultural Awareness Workshop, Iqaluit

Certification in Educational Leadership in Nunavut (CELN)

CELN is offered in association with the University of Prince Edward Island and consists of five graduate-level university courses focused on school leadership. CELN is a mandatory requirement for Nunavut principals to maintain their certification.

In 2016 – 2017, the division expanded existing courses through the Certification in Educational Leadership in Nunavut (CELN) program to include graduate level courses focusing on educational leadership and literacy leadership in schools. These courses were also made available to student support teachers, learning coaches, and classroom teachers.

Courses offered in 2016 – 2017 included:

- Core leadership courses (mandatory for principals and vice-principals):
 - ED509 Foundations of Transformational Leadership in Nunavut Education
 - ED511 Proactive Instructional Leadership in Nunavut Communities
- Elective literacy courses:
 - ED512 Educational Leadership: Engaging Nunavut Parents, Elders, and Community
 - ED513 Leadership of the School Improvement Process in Nunavut Communities
 - ED514 Reflective Practice in Educational Leadership for Nunavut

The division expanded existing courses through the Certification in Educational Leadership in Nunavut (CELN) program

TUUGAALIK HIGH SCHOOL DROPS THE POP FOR EARTH DAY

Students and staff at Tuugaalik High School in Naujaat celebrated Earth Day with a Drop the Pop campaign. Drop the Pop aims to help students make healthy choices, starting with their beverages.



Tuugaalik High School students Felix Akakannuaq, Jack Kopak and Ernie Inksajak.



ADULT LEARNING AND EDUCATIONAL INITIATIVES





ADULT LEARNING AND EDUCATIONAL INITIATIVES

Adult Learning and Educational Initiatives

ADULT LEARNING AND EDUCATIONAL INITIATIVES BUDGET

	2016 - 2017	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$436,000	\$766,531
EDUCATION ACT	\$467,000	\$130,964
DISTRICT EDUCATION AUTHORITY DEVELOPMENT COORDINATOR	\$421,000	\$242,223
GENERAL EDUCATION DIPLOMA	\$29,000	\$0
LITERACY	\$360,000	\$351,128
NUNAVUT ADULT LEARNING STRATEGY IMPLEMENTATION	\$730,000	\$262,999
TOTAL	\$2,443,000	\$1,753,844



Pond Inlet students in the PASS program participants in Pond Inlet: Front L to R: Geela Tagak, Listina Koonark Back L to R: Mark Tigullaraq, Ryan Lahti (PASS Instructor), Mike Harttrup (Online Course Designer)

The Adult Learning and Educational Initiatives division is responsible for research, policy development and strategic planning regarding the Nunavut Adult Learning Strategy (NALS), with programs such as the Pathway to Adult Secondary School graduation (PASS) program and adult literacy. This division is also responsible for district education authority development.

The division provides advice and governance for adult learning in Nunavut, delivers adult programs in support of the economic growth of the territory, and provides support to high-priority initiatives of the Department.

Since PASS began in 2013 – 2014, overall enrolment totals and number of communities involved have more than doubled

University Feasibility Study

The Department of Education is accountable for responding to requests from institutions and training providers seeking to deliver post-secondary education programs or develop new institutions in Nunavut. Providing these opportunities for study improves access to education, and increases the likelihood that Nunavummiut will study at the post-secondary level.

Phases 1 and 2 of a Nunavut university feasibility study were completed in 2016 – 2017, and the Department of Education and Nunavut Arctic College are developing a joint venture/partnership to bring more university program options to the territory.

Family Engagement

Family engagement is a high-priority, department-wide effort that is linked to other activities ranging from student assessment to working with DEAs. A project plan for the family engagement website was developed in 2016 – 2017.

Nunavut Teacher Education Program (NTEP)

The Department provides annual funding to Nunavut Arctic College for delivery of the Nunavut Teacher Education Program. This funding supports the development of Inuktitut-speaking educators for Nunavut classrooms. Having qualified Inuit educators who can speak and instruct in Inuktitut allows the Department to provide a more consistent Education Program, ensuring that students in all communities are able to receive a quality education in their own language.

In 2016 – 2017, a request for proposals was issued and a contractor hired to conduct a formal review of NTEP. This review will assess whether program offerings meet the needs of the Department of Education and determine the degree of alignment between course content and program and departmental priorities.



Educators at the 2017 Cultural Awareness Workshop, Iqaluit.

Nunavut Adult Learning Strategy (NALS) Implementation

NALS recommends the creation of a Nunavut Mature High School Diploma to allow those who did not complete high school to obtain their high school diploma. Pathway to Adult Secondary School graduation (PASS) was launched in 2013 with Nunavut Arctic College as the delivery agent.

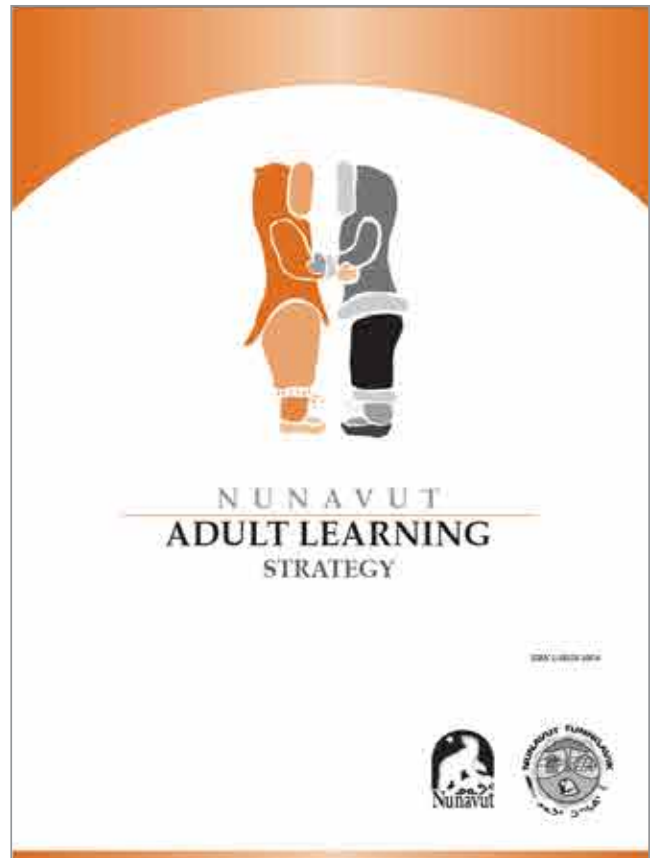
PASS is a part-time program designed for adult students over the age of 19 who need just a few credits to complete their high school program requirements. PASS is delivered through online learning, which enables students to learn anytime and anywhere, and allows for consistent delivery of courses. Students are supported locally by facilitators in each community, who hold multiple weekly student assistance sessions and are available between sessions via email.

The time required to complete the PASS program depends on the number of courses that a student needs, as well as the pace at which they complete it. For some students, it may take several years to complete the program.

In the 2016 – 2017 academic year, there were 77 students enrolled across 15 communities in the fall 2016 semester, and there were 65 students enrolled across 14 communities in the winter 2017 semester. There were 5 program graduates and 26 successful course completions in the 2016 – 2017 academic year.

Since the program began in 2013-2014, overall enrolment totals and number of communities involved have more than doubled. The Department and Nunavut Arctic College continue to work together to improve program results.

PASS is delivered through online learning, which enables students to learn anytime and anywhere, and allows for consistent delivery of courses.



QAQQALIK SCHOOL CELEBRATES INUIT CULTURE

With the help of teachers, staff and 13 Elders, Qaqqalik School in Kimmirut celebrated Inuit language and culture with activities such as Iglu building, dancing, and making traditional clothing.



Jawlie and Naomi Akavak model skin clothing.

FALL 2016 SEMESTER		WINTER 2017 SEMESTER	
COMMUNITY	STUDENTS	COMMUNITY	STUDENTS
ARVIAT	12	ARVIAT	3
BAKER LAKE	7	BAKER LAKE	12
CAMBRIDGE BAY	10	CAMBRIDGE BAY	6
CAPE DORSET	2	CAPE DORSET	1
CHESTERFIELD INLET	1	CHESTERFIELD INLET	1
CLYDE RIVER	1	CLYDE RIVER	1
CORAL HARBOUR	1	GJOA HAVEN	4
HALL BEACH	2	HALL BEACH	1
IGLOOLIK	2	IGLOOLIK	2
IQALUIT	19	IQALUIT	19
KUGAARUK	1	KUGLUKTUK	1
KUGLUKTUK	1	PANGNIRTUNG	1
PANGNIRTUNG	3	POND INLET	6
POND INLET	5	RANKIN INLET	7
RANKIN INLET	10		
TOTAL: 15 COMMUNITIES	77	TOTAL: 14 COMMUNITIES	65

FALL 2016 SEMESTER		WINTER 2017 SEMESTER	
SUCCESSFUL COURSE COMPLETIONS	GRADUATES	SUCCESSFUL COURSE COMPLETIONS	GRADUATES
6	0	20	5



Pond Inlet

DEA Development

COALITION OF NUNAVUT DEAS 2016-2017 BUDGET

BUDGET	ACTUAL
\$665,000	\$665,000

The DEA Development Coordinator is responsible for coordinating DEA development, training, and consultation, particularly in support of implementation of the *Education Act* and associated regulations and directives.

The Department offers annual regional training for DEA office managers. This was the third consecutive year the Department invited DEAs to send a DEA member, together with their office manager, to regional training events. Three regional training events were delivered across the territory, in September and October 2016.

To build on current successes, the Department contracted Nasaijit Services to assist in the development and delivery of the training events in each of the regions. The purpose of having one contractor and trainer was to ensure territory-wide consistency in the quality of training, as well as a standardized approach to its delivery.

Office manager training dates and locations were:

- Kitikmeot: Cambridge Bay, September 19 – 21, 2016
- Qikiqtani: Iqaluit, October 3 – 5, 2016
- Kivalliq: Rankin Inlet, October 17 – 19, 2016

In 2016 – 2017, an online training module was completed, but office managers have not yet participated in its delivery. Staff are designing incentives to encourage participation.



Kitikmeot DEA Training, Cambridge Bay



Qikiqtani DEA Training, Iqaluit



Kivalliq DEA Training, Rankin Inlet

Attendance at Regional Sessions by Region

REGION	OFFICE MANAGERS	DEA/CSFN MEMBERS
KITIKMEOT	100%	80%
KIVALLIQ	86%	57%
QIKIQTANI (INCLUDING CFSN)	87%	67%
TOTAL	89%	67%

Adult Literacy

Literacy funding supports community organizations to develop and deliver local projects that help people improve their reading and writing skills and raise awareness of the importance of literacy in all official languages.

The Department allocates \$100,000 to community literacy programs in Nunavut each year in the form of grants and contributions. Proposals to access this funding are submitted to the Adult Learning and Educational Initiatives division.

Niqitsialiurniq is a program of Ilitaqsiñiq (the Nunavut Literacy Council). The Department approved funding for Niqitsialiurniq for a total of \$200,000 over two fiscal years, and also supports Ilitaqsiñiq with an additional \$75,000 annual contribution agreement. 100% of participants who successfully completed the program either returned to school or entered the workforce.



Niqitsialiurniq Program participants gaining work experience at Meadowbank mine

APP BRINGS INUIT LANGUAGE TO LIFE

A new app invites children to play with Inuktitut syllabics, learning their shapes and sounds. Uqausiit Pinnguarutiit, or “playing with words” has already proven a hit with kindergarten and preschool students.

The game, released in Iqaluit, works in three regional dialects, as well as in roman orthography, and will eventually be updated to the new, standardized Inuit language. The app invites children to add the syllabics in a word, while saying the sounds. The character dances when children are successful.

Uqausiit Pinnguarutiit was created by Taqqut Productions, and can be downloaded free from iTunes and the Play Store.

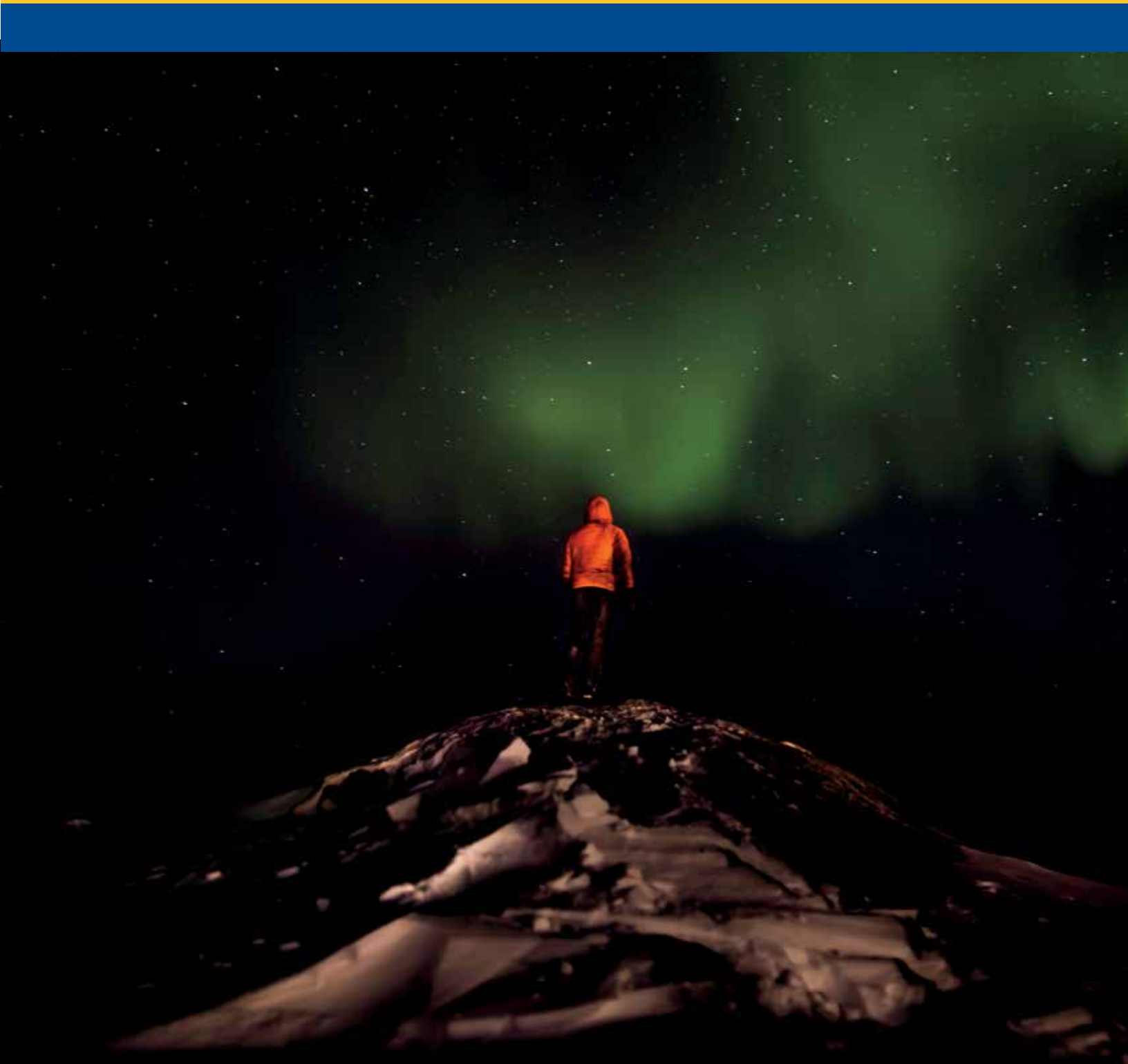


A student plays with the Uqausiit Pinnguarutiit language app





APPENDICES



Appendix Table 1: Licensed Early Childhood Education Facilities and Spaces by Type and Region*

	KITIKMEOT	KIVALLIQ	QIKIQTANI**	IQALUIT	NUNAVUT
TOTAL PROGRAMS	9	12	12	18	50
LICENSED DAYCARES	4	8	8	8	28
ABORIGINAL HEAD STARTS	3	2	1	0	6
LICENSED PRESCHOOLS	2	2	1	3	8
LICENSED AFTERSCHOOL	0	0	1	5	6
LICENSED HOME	0	0	0	2	2
TOTAL SPACES	218	235	226	370	1049
FULL-TIME PRESCHOOL	86	133	104	163	486
PART-TIME PRESCHOOL	104	60	44	44	252
FULL-TIME INFANT	28	42	48	51	169
AFTERSCHOOL SPACES	0	0	30	112	142

*As of March 31, 2017

**The Qikiqtani column above does not include figures for Iqaluit, which has its own column.

Appendix Table 2: Primary and Secondary Language of use in Licensed Early Childhood Education Facilities (Percentage)*

	NUNAVUT
PRIMARY LANGUAGE	
INUKTITUT	48.4%
INUINNAQTUN	3.2%
ENGLISH	45.2%
FRENCH	3.2%
TOTAL	100%
SECONDARY LANGUAGE	
INUKTITUT	36.4%
INUINNAQTUN	9.0%
ENGLISH	51.5%
FRENCH	3.1%
TOTAL	100%

* Not all facilities responded to the language survey. The numbers reported are of all those that did respond. Of those facilities which responded with a primary language of use, not all responded with a secondary.

Appendix Table 3: Staff Working in Licensed Facilities*

	NUNAVUT
INUIT	74.8%
NON-INUIT	25.2%
TOTAL	100%

*Total differs from expected sum of Inuit and non-Inuit, reflecting those staff whose Inuit status was undeclared at data collection.

Appendix Table 4: Healthy Children Initiative Funded Proposal*

(CI: Community Initiatives, SS: Supportive Services)

	KITIKMEOT	KIVALLIQ	QIKIQTANI**	IQALUIT	NUNAVUT
TOTAL FUNDED PROPOSALS	8	4	7	13	32
FUNDED CI PROPOSALS	5	3	6	5	19
FUNDED SS PROPOSALS	3	1	1	8	13
FUNDED CI AND SS JOINT PROPOSALS					
COMMUNITIES WITH FUNDED PROPOSALS	5	3	5	1	14

* As of March 31, 2017

**The Qikiqtani column above does not include figures for Iqaluit, which has its own column.

Appendix Table 5: District Education Authorities That Accessed Early Childhood Education Funding

	FUNDS		ACTIVITY		
	REQUESTED	APPROVED	ELDERS PARTICIPATION	RESOURCE DEVELOPMENT	FAMILY ACTIVITIES
NUNAVUT	\$582,711	\$594,365			
KITIKMEOT	\$118,214	\$129,868			
Cambridge Bay	\$52,723	\$52,723	Yes	Yes	Yes
Gjoa Haven	\$20,491	\$32,145	Yes	Yes	Yes
Kugaaruk					
Kugluktuk	\$45,000	\$45,000	Yes	Yes	Yes
Taloyoak					
KIVALLIQ	\$87,250	\$87,250			
Arviat					
Baker Lake					
Chesterfield Inlet					
Coral Harbour					
Rankin Inlet	\$87,250	\$87,250	Yes	Yes	Yes
Nauyasat					
Whale Cove					
QIKIQTANI	\$377,247	\$377,247			
Apex					
Arctic Bay					
Cape Dorset					
Clyde River	\$37,632	\$37,632	Yes	Yes	Yes
CSFN	\$40,000	\$40,000	Yes	Yes	No
Grise Fiord					
Hall Beach					
Igloodik					
Iqaluit	\$259,615	\$259,615	Yes	Yes	Yes
Kimmirut					
Pangnirtung					
Pond Inlet					
Qikiqtarjuaq					
Resolute Bay					
Sanikiluaq	\$40,000	\$40,000	Yes	Yes	Yes

Appendix Table 6: Student Headcounts by School and Gender 2016 - 2017

	TOTAL	GENDER	
		FEMALE	MALE
NUNAVUT	10039	4925	5114
KITIKMEOT	1888	938	950
CAMBRIDGE BAY			
Kiilnik High School	199	100	99
Kullik Ilihaktivik	222	110	112
GJOA HAVEN			
Qiqirtaq Ilihaktivik	176	83	93
Quqshuun Ilihaktivik	223	115	108
KUGAARUK			
Kugaardjuk Ilihaktivik	313	146	167
KUGLUKTUK			
Jimmy Hikok Ilihaktivik	205	99	106
Kugluktuk High School	216	109	107
TALOYOAK			
Netsilik Ilihaktivik	334	176	158
KIVALLIQ	3115	1535	1580
ARVIAT			
John Arnalukjuak High School	277	140	137
Levi Angmak Ilinniarvialaaq	394	201	193
Qitiqliq Middle School	184	82	102
BAKER LAKE			
Jonah Amitnaaq Secondary School	291	144	147
Rachel Arngnamaktiq Elementary School	274	122	152
CHESTERFIELD INLET			
Victor Sammurtok School	101	51	50
CORAL HARBOUR			
Sakku School	307	156	151
NAUJAAT			
Tusarvik Elementary	253	110	143
Tuugaalik High School	179	89	90
RANKIN INLET			
Leo Ussak Elementary School	262	137	125
Maani Ulujuk Ilinniarvik	317	160	157
Simon Alaittuq School	122	67	55
WHALE COVE			
Inuglak School	154	76	78

Table 6 continued on following page

QIKIQTANI	5036	2452	2584
APEX			
Nanook School	46	15	31
ARCTIC BAY			
Inuujaq School	269	127	142
CAPE DORSET			
Peter Pitseolak School	160	83	77
Sam Pudlat School	219	90	129
CLYDE RIVER			
Quluqaq School	334	169	165
GRISE FIORD			
Umimmak School	32	15	17
HALL BEACH			
Arnaqjuaq School	283	144	139
IGLOOLIK			
Ataguttaaluk Elementary School	399	183	216
Ataguttaaluk High School	222	101	121
IQALUIT			
Aqsarniit Ilinniarivik	308	166	142
École des Trois-Soleils	84	47	37
Inuksuk High School	419	211	208
Joamie School	253	120	133
Nakasuk School	364	186	178
KIMMIRUT			
Qaqqalik School	146	60	86
PANGNIRTUNG			
Alookie School	199	93	106
Attagoyuk Illisavik	252	123	129
POND INLET			
Nasivik High School	237	109	128
Ulaajuk School	302	155	147
QIKIQTARJUAQ			
Inuksuit School	117	65	52
RESOLUTE BAY			
Qarmartaluk School	56	23	33
SANIKILUAQ			
Nuiyak School	154	81	73
Paatsaali School	181	86	95

Appendix Table 7: Student Headcount by Grade 2016 – 2017

	TOTAL	INUIT			*NON-INUIT/UNKNOWN		
		FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
K	817	359	394	753	22	42	64
1	817	412	371	783	17	17	34
2	846	421	386	807	16	23	39
3	804	366	398	764	19	21	40
4	794	356	364	720	38	36	74
5	736	313	381	694	20	22	42
6	691	337	316	653	17	21	38
7	712	321	362	683	17	12	29
8	702	297	317	614	41	47	88
9	690	313	315	628	34	28	62
10	957	449	468	917	20	20	40
11	730	316	364	680	22	28	50
12	743	356	339	695	26	22	48

Notes:

* 'Non-Inuit/Unknown' combines students who are marked as First Nations, Métis, Non-Aboriginal or Unknown in the Student Information System (SIS)

Appendix Table 8: Attendance Rates (%) by Region, Community and School

	TOTAL	INUIT		*NON-INUIT/UNKNOWN	
		FEMALE	MALE	FEMALE	MALE
NUNAVUT	68.2%	67.6%	67.2%	78.7%	79.5%
KITIKMEOT	68.8%	68.1%	69.2%	79.3%	77.7%
CAMBRIDGE BAY	61.1%	60.4%	61.0%	71.2%	74.2%
Kiilnik High School	57.2%	55.8%	57.7%	68.9%	68.7%
Kullik Ilihavvik	81.4%	83.3%	78.8%	100.0%	87.2%
GJOA HAVEN	58.4%	56.8%	60.1%	90.5%	89.5%
Qiqirtaq Ilihavvik	60.3%	57.4%	63.7%	–	–
Quqshuun Ilihavvik	48.9%	53.8%	41.6%	90.5%	89.5%
KUGAARUK	83.1%	84.5%	81.8%	100.0%	–
Kugaardjuk Ilihavvik	83.1%	84.5%	81.8%	100.0%	–
KUGLUKTUK	69.0%	68.6%	68.9%	85.7%	77.8%
Jimmy Hikok Ilihavvik	72.1%	71.1%	72.7%	92.0%	76.5%
Kugluktuk High School	68.7%	68.4%	68.5%	85.4%	77.9%
TALOYOAK	77.9%	76.4%	79.4%	91.8%	81.0%
Netsilik Ilihavvik	77.9%	76.4%	79.4%	91.8%	81.0%
KIVALLIQ	71.9%	71.5%	70.8%	78.1%	76.9%
ARVIAT	65.9%	65.3%	65.7%	70.9%	73.9%
John Arnalukjuak High School	66.7%	65.2%	67.4%	71.2%	73.9%
Levi Angmak Ilinniarvialaaq	60.1%	63.6%	55.8%	70.2%	73.8%
Qitiqliq Middle School	66.8%	69.8%	64.0%	63.3%	73.2%
BAKER LAKE	75.2%	76.8%	73.2%	76.9%	81.3%
Jonah Amitnaaq Secondary School	74.3%	75.9%	72.2%	76.9%	80.8%
Rachel Arngnamaktiq Elementary School	82.6%	85.1%	80.6%	75.7%	96.5%
CHESTERFIELD INLET	78.3%	75.2%	80.1%	78.9%	86.1%
Victor Sammurtok School	78.3%	75.2%	80.1%	78.9%	86.1%
CORAL HARBOUR	73.5%	75.4%	71.5%	72.5%	75.1%
Sakku School	73.5%	75.4%	71.5%	72.5%	75.1%
NAUJAAT	71.3%	72.0%	70.3%	68.8%	74.0%
Tusarvik Elementary	69.5%	68.2%	70.4%	66.0%	–
Tuugaalik High School	71.8%	73.0%	70.2%	69.0%	74.0%
RANKIN INLET	78.1%	75.7%	78.5%	83.6%	78.7%
Leo Ussak Elementary School	85.4%	83.5%	85.8%	91.4%	83.4%
Maani Ulujuk Ilinniarvik	77.0%	73.9%	77.6%	82.7%	78.3%
Simon Alaittuq School	85.8%	88.4%	82.4%	95.0%	76.5%
WHALE COVE	52.3%	55.0%	48.7%	49.4%	62.9%
Inuglak School	52.3%	55.0%	48.7%	49.4%	62.9%

Table 8 continued on following page

QIKIQTANI	65.6%	64.8%	64.1%	79.4%	82.2%
APEX	90.0%	90.0%	89.1%	92.0%	92.0%
Nanook School	90.0%	90.0%	89.1%	92.0%	92.0%
ARCTIC BAY	65.9%	65.0%	66.7%	0.0%	—
Inuujaq School	65.9%	65.0%	66.7%	0.0%	—
CAPE DORSET	75.7%	73.0%	78.6%	—	95.0%
Peter Pitseolak School	74.4%	71.5%	77.8%	—	—
Sam Pudlat School	84.0%	85.7%	82.7%	—	95.0%
CLYDE RIVER	66.2%	70.7%	61.9%	64.0%	85.1%
Quluqaq School	66.2%	70.7%	61.9%	64.0%	85.1%
GRISE FIOR	63.2%	69.2%	60.8%	72.3%	37.6%
Umimmak School	63.2%	69.2%	60.8%	72.3%	37.6%
HALL BEACH	60.6%	60.7%	60.4%	80.0%	—
Arnaqjuaq School	60.6%	60.7%	60.4%	80.0%	—
IGLOOLIK	56.6%	56.2%	57.0%	41.3%	67.0%
Ataguttaaluk Elementary School	68.9%	70.2%	67.7%	—	67.0%
Ataguttaaluk High School	54.2%	53.2%	55.0%	41.3%	—
IQUALUIT	73.9%	71.1%	72.4%	81.5%	83.2%
Aqsarniit Ilinniavik	84.0%	84.2%	81.1%	90.0%	89.0%
École des Trois-Soleils	79.3%	78.6%	81.0%	78.0%	80.4%
Inuksuk High School	71.9%	68.6%	70.6%	80.4%	82.1%
Joamie School	90.3%	90.4%	88.8%	91.7%	92.7%
Nakasuk School	77.7%	76.8%	76.1%	85.6%	83.8%
KIMMIRUT	68.6%	68.8%	68.5%	—	—
Qaqqalik School	68.6%	68.8%	68.5%	—	—
PANGNIRTUNG	50.9%	50.4%	51.1%	82.7%	82.0%
Alookie School	78.8%	82.3%	75.4%	—	82.0%
Attagoyuk Illisavik	46.0%	44.1%	47.3%	82.7%	—
POND INLET	59.3%	59.9%	58.6%	60.5%	55.8%
Nasivik High School	56.4%	56.7%	56.0%	60.7%	51.2%
Ulaqjuk School	72.1%	74.5%	69.6%	56.0%	88.0%
QIKIQTARJUAQ	67.4%	70.0%	65.1%	6.3%	—
Inuksuit School	67.4%	70.0%	65.1%	6.3%	—
RESOLUTE BAY	87.9%	91.0%	84.7%	96.2%	96.0%
Qarmartaluk School	87.9%	91.0%	84.7%	96.2%	96.0%
SANIKILUAQ	56.2%	57.5%	55.1%	24.1%	83.0%
Nuiyak School	71.9%	73.2%	70.4%	—	83.0%
Paatsaali School	54.3%	55.4%	53.4%	24.1%	—

Notes:

* 'Non-Inuit/Unknown' combines students who are marked as First Nations, Métis, Non-Aboriginal or Unknown in the Student Information System (SIS)

Highlighted fields indicate period attendance, while unhighlighted fields denote AM/PM attendance

— indicates that attendance data is not applicable for this category

Appendix Table 9: Graduates by Community

	GRADUATES
NUNAVUT	292
KITIKMEOT	36
CAMBRIDGE BAY	12
GJOA HAVEN	7
KUGAARUK	6
KUGLUKTUK	8
TALOYOAK	3
KIVALLIQ	108
ARVIAT	36
BAKER LAKE	9
CHESTERFIELD INLET	5
CORAL HARBOUR	12
NAUJAAT	15
RANKIN INLET	29
WHALE COVE	2
QIKIQTANI	148
ARCTIC BAY	5
CAPE DORSET	6
CLYDE RIVER	13
GRISE FIORD	2
HALL BEACH	7
IGLOOLIK	17
IQALUIT	59
KIMMIRUT	1
PANGNIRTUNG	18
POND INLET	9
QIKIQTARJUAQ	3
RESOLUTE BAY	0
SANIKILUAQ	8

Appendix Table 10: Graduates by Characteristic

	GRADUATES	%
TOTAL	292	100%
AGE GROUP		
UNDER 17	6	2.1%
17 TO 18	170	58.2%
19 AND OVER	116	39.7%
ETHNICITY		
INUIT	268	91.8%
NON-INUIT	24	8.2%
GENDER		
FEMALE	163	55.8%
MALE	129	44.2%

Appendix Table 11: Language of Instruction Regulations

TABLE OF BILINGUAL EDUCATION MODELS – TIME OR CREDITS RELATED TO EACH LANGUAGE BY GRADE LEVEL				
GRADES	QULLIQ MODEL	IMMERSION MODEL	DUAL MODEL	
			<ul style="list-style-type: none"> Students are assigned to one of the following streams by the school team in consultation with the parents Both streams must be available 	
			Inuit Language Stream	Non-Inuit Language Stream
GRADES K-3	<ul style="list-style-type: none"> Inuit language: 85 – 90% Non-Inuit language, taught as a subject: 10 – 15% 	<ul style="list-style-type: none"> Inuit language: 85 – 90% Non-Inuit language, taught as a subject: 10 – 15% 	<ul style="list-style-type: none"> Inuit language: 85 – 90% Non-Inuit language, taught as a subject: 10 – 15% 	<ul style="list-style-type: none"> Non-Inuit language: 85 – 90% Inuit language: 10 – 15%
GRADES 4-6	<ul style="list-style-type: none"> Inuit language: 70 – 75% Non-Inuit language: 25 – 30% 	<ul style="list-style-type: none"> Inuit language: 80 – 85% Non-Inuit language: 15 – 20% 	Grade 4: <ul style="list-style-type: none"> Inuit language: 70 – 75% Non-Inuit language: 25 – 30% 	Grade 4: <ul style="list-style-type: none"> Non-Inuit language: 70 – 75% Inuit language: 25 – 30%
			Grade 5 <ul style="list-style-type: none"> Inuit language: 60 – 70% Non-Inuit language: 30 – 40% 	Grade 5 <ul style="list-style-type: none"> Non-Inuit language: 60 – 70% Inuit language: 30 – 40%
			Grade 6: <ul style="list-style-type: none"> Inuit language: 55 – 60% Non-Inuit language: 40 – 45% 	Grade 6: <ul style="list-style-type: none"> Non-Inuit language: 55 – 60% Inuit language: 40 – 45%
GRADES 7-9	<ul style="list-style-type: none"> Inuit language: 55 – 65% Non-Inuit language: 35 – 45% 	<ul style="list-style-type: none"> Inuit language: 65 – 70% Non-Inuit language: 30 – 35% 	<ul style="list-style-type: none"> Inuit language: 50 – 60% Non-Inuit language: 40 – 50% 	<ul style="list-style-type: none"> Non-Inuit language: 50 – 60% Inuit language: 40 – 50%
MINIMUM CREDITS REQUIRED – GRADES 10 – 12, ALL MODELS				
GRADES 10-12		<p>Grade 10 courses:</p> <ul style="list-style-type: none"> Inuit language: 15 credits Non-Inuit language: 15 credits <p>Grade 11 courses:</p> <ul style="list-style-type: none"> Inuit language: 10 credits Non-Inuit language: 10 credits <p>Grade 12 courses:</p> <ul style="list-style-type: none"> Inuit language: 10 credits Non-Inuit language: 10 credits <p>Additional courses:</p> <ul style="list-style-type: none"> Inuit language: 15 credits Non-Inuit language: 15 credits 		

Appendix Table 12: Nunavut Approved Programs of Study K – 12

Updated Needs review In development Pending approval

STRAND AND PROGRAM OF STUDY	K	1	2	3	4	5	6	
UQAUSILIRINIQ								
INUKTITUT LANGUAGE ARTS	BDBE Inuktitut Language Arts K-6 (NU) 1999							
	Inuktit Language Arts K-6, 2013 / Inuktit Transitional Language Arts (ILT) 2016 / IL2 NU K-6 - In Development							
ENGLISH LANGUAGE ARTS	NWT English Language Arts Curriculum K-6, 2011							
	EL2 NU K-6 - In Development							
ARTS	Arts Education K (SK) 2010	Arts Education 1-5 (SK) 2011					Arts Education 6-9 (SK) 2009	
FRENCH AS AN ADDITIONAL LANGUAGE (FAL)					French as an Additional Language for Grades 4-9 in Nunavut: Communication and Culture Grades 4 to 12 (MB) 2014			
NUNAVUSIUTIT								
SOCIAL STUDIES	n/a	NWT Elementary Social Studies Curriculum Gr 1-6, 1993						
INUUQATIGIIT	Inuuqatigiit (NWT) 1996							
IQQAQQAUKKARINGNIQ								
MATH	Mathematics K-9 (AB) 2007 (updated 2014)							
SCIENCE	NWT Grade K-6 Science and Technology Curriculum 2004							
AULAJAQTUT								
HEALTH	School Health Program (NWT) 1995							
PHYSICAL EDUCATION	Fitness Management Curriculum K-6 (MB) 2001							
	Movement Curriculum K-6 (MB) 2001							
OTHER								
CAREER AND PROGRAM PLANNING							Aulaarhiquit: Career and Program Planning Preparing for the Journey Gr 6-8, The Journey Begins Gr 9 (NU/NWT) 2001	

* Special permission required for students to take this course

Terms List:

BDBE – Baffin Division Board of Education;

Revised – the document was reviewed with significant changes

Updated – the document was reviewed with some minor changes

Table 12 continued on following page

Appendix Table 12: Nunavut Approved Programs of Study K – 12

■ Updated
 ■ Needs review
 ■ In development
 ■ Pending approval

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12
UQAUSILIRINIQ						
INKTITUT LANGUAGE ARTS	BDBE Inuktitut 7-9 Language Arts (NU) 2000			Inuktitut / Inuinnaqtun 10 (NU) 2010	Inuktitut / Inuinnaqtun 11 (NU) 2010	Inuktitut / Inuinnaqtun 12 (NU) 2010
ENGLISH LANGUAGE ARTS	NWT English Language Arts Curriculum 7-9, 2011			English Language Arts 10-1 (AB) 2003	English Language Arts 20-1 (AB) 2003	English Language Arts 30-1 (AB) 2003
				English Language Arts 10-2 (AB) 2003	English Language Arts 20-2 (AB) 2003	English Language Arts 30-2 (AB) 2003
				Communications 10 (NU) 2013	Communications 11 (NU) 2013	Communications 12 (NU) 2013
				Reading 10 (AB) 1987*		
				Knowledge and Employability English Language Arts 10-4 (AB) 2006*	Knowledge and Employability English Language Arts 20-4 (AB) 2006*	Knowledge and Employability English Language Arts 30-4 (AB) 2006*
				English as a Second Language (EL2): Level 1-5 (AB) 1997*		
ARTS	Arts Education 6-9 (SK) 2009			General Music 10-20-30 (AB) 1994		
				Instrumental Music 10-20-30 (AB) revised 1991		
				Choral Music 10-20-30 (AB) revised 1991		
				Drama 10-20-30 (AB) revised 1989		
				Katak (NU) 2013	Art 10-20 (AB) revised 1986	
FRENCH AS AN ADDITIONAL LANGUAGE (FAL)	French as an Additional Language for Grades 4-9 in Nunavut: Communication and Culture Grades 4 to 12 (MB) 2014			French 10-20-30 9Y (AB) 2004		
				French 10-20-30 3Y (AB) 2007		
NUNAVUSIUTIT						
SOCIAL STUDIES	NWT Jr. Secondary Social Studies, 1993			Social Studies 10-1/10-2 (NU) 2014	Social Studies 20-2/20-2 (AB) 2015	Social Studies + (NU) Project 30-1/30-2 (AB) 2015
INUUQATIGIIT	Inuuqatigiit (NWT) 1996					
ENTREPRENEURSHIP				E-Spirit + Business Devevelopment (NU) 2013	Entrepreneurship 11 (NU) 2013	Entrepreneurship 12 (NU) 2013
TOURISM					Sustainable Tourism 20 (NU/MB) 2015	Sustainable Tourism 30 (NU/MB) 2015

* Special permission required for students to take this course

Table 12 continued on following page

Appendix Table 12: Nunavut Approved Programs of Study K – 12

Updated Needs review In development Pending approval

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12
IQQAQQAUKKARINGNIQ						
MATH	Mathematics K-9 (AB) 2007 (updated 2014)			10-12 Mathematics Prog. of Studies (AB) 2008	10-12 Mathematics Prog. of Studies (AB) 2008	10-12 Mathematics Prog. of Studies (AB) 2008
		Knowledge and Employability Mathematics Grades 8 and 9 (AB) 2006 (revised 2009) *		Mathematics 10C/10-3 (AB) 2008	Mathematics 20-1/20-2 (AB) 2008	Mathematics 30-1/30-2 (AB) 2008
				Knowledge and Employability Mathematics 10-4 (AB) 2006 (revised 2009)*	Mathematics 20-3 (AB) 2008	Mathematics 30-3 (AB) 2008
					Knowledge and Employability Mathematics 20-4 (AB) 2006 (revised 2009)*	Mathematics 31 (AB) 1995 (updated 2014)
SCIENCE	Nunavut Adaptation of Science 7-8-9 (AB) 2003 (updated 2009, 2014)			Science 10 (AB) 2005 (updated 2014)	Science 20 (AB) 2007 (updated 2014)	Science 30 (AB) 2007 (updated 2014)
		Knowledge and Employability Science Grades 8 and 9 (AB) 2006 (revised 2009)*		Experiential Science 10 (NWT) 2006	Experiential Science 20 (NWT) 2006	Experiential Science 30 (NWT) 2006
				Science 14 (AB) 2003 (updated 2014)	Applied Physics 11 (NU) 2012	Applied Physics 12 (NU) 2012
				Knowledge and Employability Science 10-4 (AB) 2006*	Biology 20 (AB) 2007 (updated 2014)	Biology 30 (AB) 2007 (updated 2014)
					Chemistry 20 (AB) 2007 (updated 2014)	Chemistry 30 (AB) 2007 (updated 2014)
					Physics 20 (AB) 2007 (updated 2014)	Physics 30 (AB) 2007 (updated 2014)
					Science 24 (AB) 2003 (updated 2014)	
					Knowledge and Employability Science 20-4 (AB) 2006*	
AULAJAQTUT						
HEALTH	School Health Program (NWT) 1995					
AULAJAQTUT	Aulajaaqtut (NU) 2013			Aulajaaqtut (NU) 2013		
PHYSICAL EDUCATION	Junior-Senior High School Physical Education (NWT) 2000			Physical Education K-12 (AB) 2000		
				Physical Education Guide to Implementation K-12 (AB) revised 2001		
OTHER						
CAREER AND PROGRAM PLANNING	Aulaaruiqut: Career and Program Planning Preparing for the Journey Gr 6-8, The Journey Begins Gr 9 (NU/NWT) 2001			Aulajaaqtut (NU) 2013		

* Special permission required for students to take this course

Appendix Table 13: Nunavut Approved French Programs of Study K – 12

■ Updated
 ■ Needs review
 ■ In development
 ■ Pending approval

STRAND AND PROGRAM OF STUDY	K	1	2	3	4	5	6
UQAUSILIRINIQ							
FRENCH	Programme d'études : Français langue première du ministère de l'Éducation de l'Alberta – maternelle à la 12 ^e année (1998)						
ENGLISH LANGUAGE ARTS	NWT English Language Arts Curriculum K-6, 2011						
	EL2 NU K-6 - In Development						
ARTS	Programme français d'éducation artistique (MB) 2011						
INUKTITUT LANGUAGE ARTS	BDBE Inuktitut Language Arts K-6 (NU) 1999						
	Inuktit Language Arts K-6, 2013 / Inuktit Transitional Language Arts (ILT) 2016 / IL2 NU K-6 - In Development						
NUNAVUSIUTIT							
SOCIAL STUDIES	Sciences humaines : programmes d'études et guide de mise en oeuvre – maternelle à la 3 ^e année (NWT) 2009		Sciences humaines : programmes d'études et guide de mise en oeuvre – 4 ^e année (NWT) 2007		Sciences humaines : programmes d'études et guide de mise en oeuvre – 5 ^e année (NWT) 2014		Les sciences humaines à l'élémentaire – 6 ^e année (NWT) 1993
INUUQATIGIIT	Inuuqatigiit (NWT) 1996						
IQQAQQAUKKARINGNIQ							
MATH							
SCIENCE	Programme de sciences à l'élémentaire - 1 ^{re} à 6 ^e année (AB) 1997						
AULAJAQTUT							
HEALTH	School Health Program – K-9 (NWT) 1991						
	Programme de santé et préparation pour la vie – maternelle à la 9 ^e année (AB) 2002						
AULAJAQTUT							
PHYSICAL EDUCATION	Éducation physique (maternelle à la 12 ^e année) (AB) 2000						
	Éducation physique (maternelle à la 12 ^e année) : guide de mise en oeuvre (AB) 2001						
	Deux modules du programme d'études (MB) 2001 : Gestion de la condition physique et Motricité						
OTHER							
CAREER AND PROGRAM PLANNING							Aulaarhiqut: Career and Program Planning Preparing for the Journey Gr 6-8, The Journey Begins Gr 9 (NU/NWT) 2001
KINDERGARTEN PROGRAM	Programme d'éducation de maternelle (AB) 2008						

* Special permission required for students to take this course

Terms List

BDBE – Baffin Division Board of Education

Revised – the document was reviewed with significant changes

Updated – the document was reviewed with some minor changes

Table 13 continued on following page

Appendix Table 13: Nunavut Approved French Programs of Study K – 12

■ Updated
 ■ Needs review
 ■ In development
 ■ Pending approval

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12
UQAUSILIRINIQ						
FRENCH	Programme d'études : Français langue première du ministère de l'Éducation de l'Alberta – maternelle à la 12 ^e année (1998)			Français langue première 10-1 (AB) 2002	Français langue première 20-1 (AB) 2002	Français langue première 30-1 (AB) 2002
				Français langue première 10-2 (AB) 2002	Français langue première 20-2 (AB) 2002	Français langue première 30-2 (AB) 2002
ENGLISH LANGUAGE ARTS	NWT English Language Arts Curriculum 7-9, 2011			English Language Arts 10-1 (AB) 2003	English Language Arts 20-1 (AB) 2003	English Language Arts 30-1 (AB) 2003
				English Language Arts 10-2 (AB) 2003	English Language Arts 20-2 (AB) 2003	English Language Arts 30-2 (AB) 2003
	Communications 10 (NU) 2013	Communications 11 (NU) 2013	Communications 12 (NU) 2013			
	Reading 10 (AB) 1987*					
	Knowledge and Employability English Language Arts 10-4 (AB) 2006*	Knowledge and Employability English Language Arts 20-4 (AB) 2006*	Knowledge and Employability English Language Arts 30-4 (AB) 2006*			
	English as a Second Language (EL2): Level 1-5 (AB) 1997*					
ARTS	Programme français d'éducation artistique (MB) 2011			Art dramatique 10 (AB) 1993	Art dramatique 20 (AB) 1993	Art dramatique 30 (AB) 1993
				Art visuels 10 (AB) 1992	Art visuels 20 (AB) 1992	Art visuels 30 (AB) 1992
				Musique instrumentale 10 (AB) 1992	Musique instrumentale 20 (AB) 1992	Musique instrumentale 30 (AB) 1992
INUKTITUT LANGUAGE ARTS	BDDB Inuktit 7-9 Language Arts (NU) 2000			Inuktitut / Inuinnaqtun 10 (NU) 2010	Inuktitut / Inuinnaqtun 11 (NU) 2010	Inuktitut / Inuinnaqtun 12 (NU) 2010
NUNAVUSIUTIT						
SOCIAL STUDIES	Sciences humaines au premier cycle du secondaire – 7 ^e , 8 ^e et 9 ^e année (NWT) 1993			Social Studies 10-1/10-2 (NU) 2014	Études Sociales M-12 20-1, 20-2 (AB) 2006	Études Sociales M-12 30-1, 30-2 (AB) 2006
INUUQATIGIIT	Inuuqatigiit (NWT) 1996					
ENTREPRENEURSHIP				E-Spirit and Business Development (NU) 2013	Entrepreneurship 11 (NU) 2013	Entrepreneurship 12 (NU) 2013

* Special permission required for students to take this course

Table 13 continued on following page

Appendix Table 13: Nunavut Approved French Programs of Study K – 12

Updated Needs review In development Pending approval

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12	
IQQAQAUUKKARINGNIQ							
MATH	Programme de mathématiques de l'Alberta : maternelle à la 9 ^e année (AB) 2007 (updated 2014)			Programme de mathématiques 10-12 (AB) 2008	Programme de mathématiques 10-12 (AB) 2008	Programme de mathématiques 10-12 (AB) 2008	
		Série «Connaissances et employabilité» Mathématiques 8 ^e année et 9 ^e année* (AB) 2007		Série «Connaissances et employabilité» Mathématiques 10-4* (AB) 2007	Série «Connaissances et employabilité» Mathématiques 20-4* (AB) 2007	Série «Connaissances et employabilité» Mathématiques* (AB) version provisoire de 1995	
SCIENCE	Programme d'études de sciences 7 ^e , 8 ^e et 9 ^e année (AB) 2003 (revised 2014)			Science 10 (AB) 2005 (updated 2014)	Science 20 (AB) 2007 (updated 2014)	Science 30 (AB) 2007 (updated 2014)	
		Série «Connaissances et employabilité» Sciences 8 ^e année* (AB) 2007	Série «Connaissances et employabilité» Sciences 9 ^e année* (AB) 2007	Série «Connaissances et employabilité» Sciences 10-4* (AB) 2007	Série «Connaissances et employabilité» Sciences 20-4* (AB) 2007		
					Science 14 (AB) 2004 (revised 2014)	Science 24 (AB) 2004 (revised 2014)	
					Physique 20 (AB) 2008 (revised 2014)	Physique 30 (AB) 2008 (revised 2014)	
					Chimie 20 (AB) 2008 (revised 2014)	Chimie 30 (AB) 2008 (revised 2014)	
					Biologie 20 (AB) 2008 (updated 2014)	Biologie 30 (AB) 2008 (updated 2014)	
				Experiential Science 10 (NWT) 2006	Experiential Science 20 (NWT) 2006	Experiential Science 30 (NWT) 2006	
					Applied Physics 11 (NU) 2012	Applied Physics 12 (NU) 2012	
	AULAJAQTUT						
	HEALTH	School Health Program – K-9 (NWT) 1991					
Programme de santé et préparation pour la vie – maternelle à la 9 ^e année (AB) 2002							
AULAJAQTUT	Aulajaaqtut (NU) 2013		Aulajaaqtut 10 ^e à 12 ^e année (NU) 2013				
PHYSICAL EDUCATION	Éducation physique (maternelle à la 12 ^e année) (AB) 2000						
	Éducation physique (maternelle à la 12 ^e année) : guide de mise en oeuvre (AB) 2001						
OTHER							
CAREER AND PROGRAM PLANNING	Aulaaruiqut: Career and Program Planning Preparing for the Journey Gr 6-8, The Journey Begins Gr 9 (NU/NWT) 2001			Aulajaaqtut: Career and Program Planning (NU) 2013			

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