





# 4

MINISTER'S  
MESSAGE



# 11

ADVISORY AND  
ADMINISTRATIVE  
SERVICES



# 22

EARLY LEARNING  
AND CHILD CARE



# 28

KINDERGARTEN  
TO GRADE 12

# 49

ADVANCED  
EDUCATION





# Table of Contents

	Minister’s Message.....	4
	Overview .....	6
	Highlights.....	7
	Advisory and Administrative Services.....	11
	Partner Relations.....	12
	Communications.....	15
	Policy and Planning.....	17
	Corporate Services .....	19
	Early Learning and Child Care.....	22
	Kindergarten to Grade 12 .....	28
	K – 12 Instruction and Regional School Operations .....	29
	Curriculum Development.....	32
	Resource Services .....	36
	Éducation en français.....	40
	Student Achievement .....	43
	Educator Development.....	47
	Advanced Education .....	51
	Appendices.....	55



## Minister's Message

I am pleased to present the Department of Education's annual report for 2017 - 2018.

During 2017 - 2018, the Department of Education was in a state of transition. Several major events took place this fiscal year that affected both the leadership and the direction of the department. These changes offered an opportunity for the department to improve its ability to deliver the best quality education system to Nunavummiut with new perspectives and priorities guiding it.



Whale Cove YMCA Youth Exchange

First, because of the territorial elections that took place in October 2017, a new government was elected. The newly elected Members of the Legislative Assembly chose a new Premier—the then out-going Minister of Education, Paul Quassa—and new members for cabinet. I humbly accepted my colleagues' choice to place me into cabinet, accepting the position of Minister of Education.

Another change took place in January 2018, when Deputy Minister Kathy Okpik moved from the Department of Education to become the Deputy Minister of the Department of Executive and Intergovernmental Affairs. Her replacement was Pujjuut Kusugak, who has an extensive background in both education and government. He had previously been a teacher at Maani Ulujuk Ilinniarvik, a member of the board of directors for Nunavut Sivuniksavut, and a councillor and mayor of Rankin Inlet.

Shortly following the election, in March 2018, the newly elected government introduced their mandate to Nunavummiut, titled *Turaaqtavut*, replacing the previous government's mandate, *Sivumut Abluqta: Stepping Forward Together*. Two of the five priorities in *Turaaqtavut* address areas specific to the Department of Education:

- Sivummuaqpalliajjutivut focuses on providing “education and training that prepares children, youth, and adult learners for positive contributions to society and for meaningful employment”; and,



---

As new opportunities emerge, it is the responsibility of the department to use them to ensure that the education system continues to be robust for future generations.

---

- Inuunivut prioritizes strengthening “the foundations for a fully functional, bilingual society in Inuktitut and English or French.”

Finally, the department’s organizational re-alignment that began in June 2016 was completed during the 2017 – 2018 fiscal year and is reflected in this annual report. This re-alignment was necessary to enhance support to schools and partner organizations by further developing an education system that is effective, accountable, and standardized across all three regions of Nunavut.

It is important that we seize the potential that arises from these changes. As new opportunities emerge, it is the responsibility of the department to use them to ensure that the education system continues to be robust for future generations. I am excited and look forward to seeing the many positive outcomes that will arise from the hard work of our staff and partners.

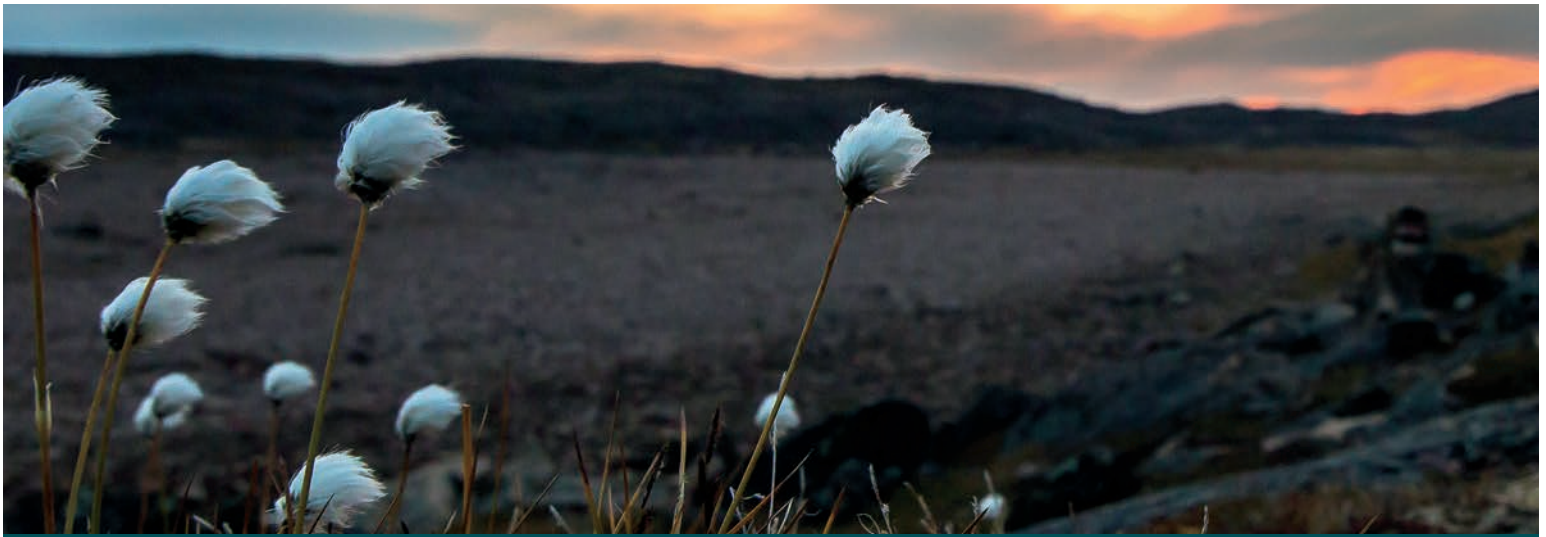
Sincerely,

Honourable David Joanasié

Minister of Education



*Early Learning and Child Care event at Nakasuk School*



## 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 communities, partners, and our government to build an education system that provides the best possible learning opportunities and experiences 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 2017 – 2018, the Department employed 672.5 educators to provide a student-educator ratio (SER) that is better than the national average.

This year has also been significant as the department completed its structural re-alignment. While initial work occurred in 2015 – 2016, the department's divisions began realigning into their new structure in 2016 – 2017 and completed the process in 2017 – 2018. This new organizational structure will enable the department to better meet its mandate, supporting schools and partner organizations more effectively.

Near the end of this year, the newly elected Government of Nunavut released the mandate document, *Turaaqtavut*, identifying two major commitments for the Department of Education. The first centres on providing “education and training that prepares children, youth, and adult learners for positive contributions to society and for meaningful employment.” The second commitment prioritizes strengthening “the foundations for a fully functional, bilingual society in Inuktitut and English or French.”

Finally, please note, this annual report will be the first to present information under the department's newly aligned structure. The information regarding programming and activities in this report is for the 2017 – 2018 school year (July 1, 2017 to June 30, 2018) while financial and budget information is presented for the 2017 – 2018 fiscal year (April 1, 2017 to March 31, 2018).

## Employment Summary, by Category

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
<b>EXECUTIVE</b>	2.00	1.00	1.00	50%	1.00	100%
<b>SENIOR MANAGEMENT</b>	20.00	2.00	18.00	90%	—	—
<b>MIDDLE MANAGEMENT</b>	74.00	12.00	62.00	84%	10.00	16%
<b>PROFESSIONAL</b>	748.50	83.50	665.00	89%	121.00	18%
<b>PARAPROFESSIONAL</b>	171.50	36.00	135.50	79%	121.00	89%
<b>ADMINISTRATIVE SUPPORT</b>	310.21	51.75	258.46	83%	239.21	93%
<b>TOTAL</b>	<b>1,326.21</b>	<b>186.25</b>	<b>1,139.96</b>	<b>86%</b>	<b>556.21</b>	<b>49%</b>

Towards a Representative Public Service as of June 2018

## HIGHLIGHTS

This year, the department continued to succeed in several ways:

- First, 254 students completed high school, setting a record for annual graduates.
- Second, the department continued developing new Inuktitut resources, creating more than 450 books that will help improve student literacy.
- Finally, for the first time, the Certificate in Educator Leadership in Nunavut, a graduate-level program for Nunavut principals, vice-principals and other education leaders, delivered a course exclusively in Inuktitut for 16 Inuit educators.

---

*The Department of Education is committed to developing strong partnerships between communities, partners, and our government to build an education system that provides the best possible learning opportunities and experiences for Nunavummiut.*

---

## Employment Summary, by Community

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
ARCTIC BAY	27.00	1.50	25.50	94%	15.50	61%
ARVIAT	113.50	18.50	95.00	84%	59.00	62%
BAKER LAKE	77.80	7.00	70.80	91%	33.80	48%
CAMBRIDGE BAY	52.50	8.00	44.50	85%	21.50	48%
CAPE DORSET	45.50	7.00	38.50	85%	20.50	53%
CHESTERFIELD INLET	21.30	1.00	20.30	95%	13.30	66%
CLYDE RIVER	38.50	3.00	35.50	92%	20.50	58%
CORAL HARBOUR	30.88	—	30.88	100%	15.88	51%
GJOA HAVEN	44.72	7.00	37.72	84%	24.72	66%
GRISE FIORD	9.25	—	9.25	100%	5.25	57%
HALL BEACH	31.75	6.50	25.25	80%	14.25	56%
IGLOOLIK	67.00	5.00	62.00	93%	31.50	51%
IQALUIT	262.50	53.00	209.50	80%	56.50	27%
KIMMIRUT	19.31	3.00	16.31	84%	7.56	46%
KUGAARUK	31.73	5.00	26.73	84%	13.73	51%
KUGLUKTUK	64.73	14.50	50.23	79%	18.23	36%
NAUJAAT	44.00	3.00	41.00	93%	21.00	51%
PANGNIRTUNG	61.25	6.00	55.25	90%	37.25	67%
POND INLET	87.00	25.00	62.00	71%	33.00	53%
QIKIQTARJUAQ	19.00	1.00	18.00	95%	12.00	67%
RANKIN INLET	78.97	4.50	74.47	94%	32.97	44%
RESOLUTE BAY	10.25	3.25	7.00	68%	2.00	29%
SANIKILUAQ	38.49	2.50	35.99	94%	19.99	56%
TALOYOAK	30.75	1.00	29.75	97%	16.75	56%
WHALE COVE	18.53	—	18.53	100%	9.53	51%
<b>TOTAL</b>	<b>1,326.21</b>	<b>186.25</b>	<b>1,139.96</b>	<b>86%</b>	<b>556.21</b>	<b>49%</b>

Towards a Representative Public Service as of June 2018



## Employment Summary, by Iqaluit and Other Communities

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
<b>IQALUIT</b>	262.50	53.00	209.50	80%	56.50	27%
<b>OTHER COMMUNITIES</b>	1,063.71	133.25	930.46	87%	499.71	54%
<b>TOTAL</b>	<b>1,326.21</b>	<b>186.25</b>	<b>1,139.96</b>	<b>86%</b>	<b>556.21</b>	<b>49%</b>

Towards a Representative Public Service as of June 2018

### NAUJAAT'S LARGEST GRAD CLASS EVER!

Naujaat's Tuugaalik High School celebrated its largest-ever graduating class in 2018. Grade 12 diplomas were awarded to 20 students, and the community marked the happy event in style. A professional decorator was hired to plan and execute the event, staff hosted a

special graduation dinner, and each graduate was given two bouquets of artificial flowers to present to loved ones, friends, or school staff who helped them on their academic journey. The bouquets were an inspired idea, leading to many joyful tears and hugs.



The 20 Grade 12 graduates of Tuugaalik High School's Class of 2018. Front from left: Ida Kridluar, Nicole Nalungiaq, Rolanda Amautinar, Lavinia Aglukka, Jermaine Ivalutanar, Tiffany Putulik, Cathy Katokra, Lorena Kopak, Isiqut Kringuk and Rosalie Ijjangiaq; Back from left: Rhoda Milortok, Jonathan Ullikatar, Phillip Katokra, Allan Ivalutanar, Tiffany Siusangnark, Sheeba Malliki, Terance Mapsalak, Eric Katokra, Gene Siusangnark and Lloyd Siusangnark.



Grad Jonathan Ullikatar presents his proud father, Tony, with flowers to thank him for his support over the years during the Class of 2018 graduation ceremony at Tuugaalik High School in Naujaat.

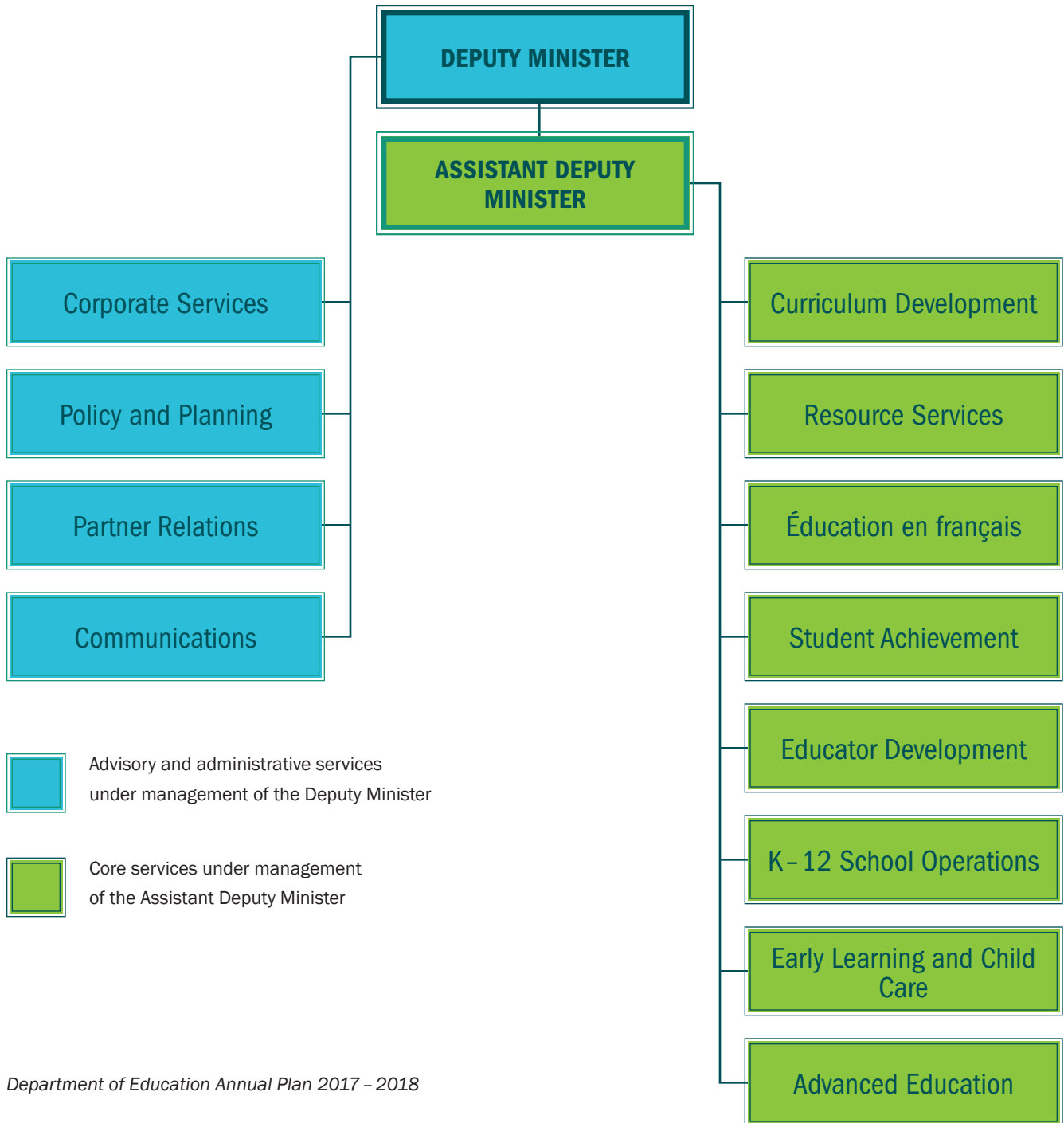
## Organizational Structure

2017 – 2018 is the first year the department will operate under its new structure. The transition to this new structure will take place over the coming months.

Timelines are somewhat dependent upon the Department of Finance (staffing) and the Nunavut Housing Corporation (housing allocations).

Despite inevitable delays staffing vacant positions, the department will operate based on this new structure and will continue to support schools, daycares and stakeholders.

Descriptions of each division in the department are provided on the following pages, as well as a list of schools organized by region and community.



Department of Education Annual Plan 2017 – 2018



# ADVISORY AND ADMINISTRATIVE SERVICES







ADVISORY AND ADMINISTRATIVE SERVICES

# Partner Relations

PARTNER RELATIONS	2017 – 2018	
	BUDGET	ACTUAL
PARTNER RELATIONS	\$1,137,000	\$707,797
ELDERS' ADVISORY COMMITTEE	\$271,000	\$338,495
COALITION OF NUNAVUT DEAs	\$665,000	\$665,000
<b>TOTAL</b>	<b>\$2,073,000</b>	<b>\$1,711,292</b>



Graduates of Indigenous Cultural Competency training

Partner Relations was formed in March 2017 to act as the first point of contact for the department's partners and stakeholders. Four regional District Education Authority (DEA) Development Officer positions, as well as two positions based at Education Headquarters (Partner Relations Coordinator and Assistant Partner Relations Coordinator) now support the DEAs and the Commission scolaire francophone du Nunavut (CSFN), and report to the Manager, Partner Relations. Responsibilities include:

- Community engagement and outreach
- Monitoring and tracking incoming department correspondence
- Liaising with partners
- Coordinating the department's involvement with and support of partner organizations
- Developing policy related to establishing and fostering relations with other organizations
- Providing administrative support to the Elders' Advisory Committee, the Coalition of Nunavut District Education Authorities (CNDEA) and the CSFN
- Developing and managing agreements that support formal relationships with partners

## Maintenance of Partner/ Stakeholder Relationships

This year Partner Relations staff worked with DEAs/CSFN to clarify the deliverables outlined in their contribution agreements. Other work included documentation of DEA/CSFN needs (face-to-face training, elected DEA/CSFN member onboarding), administration of the [info.edu@gov.nu.ca](mailto:info.edu@gov.nu.ca) email address with the Communications division, and building master contact lists to reflect updated stakeholder information.

## Provision of Stakeholder/ Partner-related Advice and Support

Partner Relations supports all divisions to administer consultations with stakeholders and partners, identifies stakeholders and partners for project boards, and assists with project tasks and deliverables. This year support was provided to facilitate work with various partners and third parties, including the Policy and Planning division's consultations on policies and directives related to assessment, social media, and school excursions.

## Family and Community Engagement

The department recognizes its responsibility to engage with parents and community members to further support student success.

Some parents of Nunavut students are impacted by their own education experiences, and work continues to restore trust and confidence in our education system. The focus points of family engagement efforts are:

- Supporting schools to be more effective at inclusion, so that all students are able to meet their potential.
- Supporting educators to better communicate with parents.
- Promoting the benefits of education to parents and encouraging greater involvement of parents and communities in the education of students.



*Kivalliq DEA Office Manager training*

A family engagement website is in development, and staff are being trained to promote engagement with schools via a communications strategy that involves advertising, promotional materials, and sharing strategies.

Staff have been working with DEAs/CSFN to ensure that the Inuuqatigiitsiarniq Policy for each DEA and the CSFN is reviewed, approved, and implemented. DEAs/CSFN were contacted regarding updates to bylaws and policies, and a database has been developed to collect and track DEA/CSFN bylaws and mandated policies.

## Support to District Education Authorities (DEA) and Commission scolaire francophone du Nunavut (CSFN)

The DEAs and the CSFN are the department's main education partners in Nunavut. Partner Relations supports DEAs and the CSFN through staff training and elected member onboarding. A DEA/CSFN training workshop was delivered regionally to DEA/CSFN staff and members, and DEA/CSFN elected members onboarding and community visits were completed in all Kivalliq and Kitikmeot communities and one Qikiqtani community. Maintenance of the DEA/CSFN member list is ongoing, as is tracking of DEA/CSFN-related issues to inform future training, support and outreach.

In addition to the above, two e-learning modules are being developed for DEA office managers and DEA/CSFN members. The module topics are:

- Financial Reports and Budgeting
- DEA/CSFN Roles and Responsibilities

Designed for both new and existing members, these cost-effective and flexible tools can be easily updated to reflect training needs. DEA/CSFN Development Officers use them during community visits and encourage DEAs/CSFN to use them for internal training.

## Promotion and Coordination of the Elders' Advisory Committee

Work continues to support the Elders' Advisory Committee, which met twice this year. The delivery of these meetings is supported by Curriculum Development and Resource Services staff, including the creation of agendas, logistics, and recording and documenting of the meetings.

---

*Some parents of Nunavut students are impacted by their own education experiences, and work continues to restore trust and confidence in our education system.*

---

### Elder Certification Program Renewal

Elders play an important role in the instruction of Nunavut students, providing guidance for cultural activities, language promotion, traditional skill building and life-long learning. The *Education Act* mandates Elder involvement in schools. Designated as *Innait Inuksiutilirijit*, Elders are employed by DEAs and the CSFN through the Innait contribution agreement.

To be designated *Innait Inuksiutilirijit*, DEAs follow a certification process that recognizes Elders as master teachers in their field of expertise. Elders with this certification are school education staff and participate in classroom instruction, but do not replace teachers or supervise students without assistance.

Partner Relations works to increase the use of this program by emphasizing the importance of certification during DEA onboarding as well as at the School Leaders Conference.

### Coalition of Nunavut District Education Authorities (CNDEA)

CNDEA receives their mandate from the *Education Act* and supports DEAs and the CSFN in meeting their overall goals.

This year, Partner Relations supported the organization of the CNDEA annual planning meeting by continuing to implement the internal communications protocol developed in 2014. CNDEA and Department of Education have a Terms of Reference to define the support provided to DEAs and the CSFN.

### Protocol with Representative for Child and Youth Office (RCYO)

To ensure clear and mutual understanding of the roles and mandates of the RCYO and the Department of Education, a protocol was drafted to outline the way both offices incorporate the rights, voices and interests of the child into decision-making processes and recognize advocacy as a tool to support active participation. The protocol was officially signed on April 19, 2018.

This protocol provides a framework for collaboration, cooperation and communication in the implementation of the *Representative for Children and Youth Act*.

Partner Relations acts as a liaison between the RCYO and staff of the Department of Education, Nunavut schools and DEAs/CSFN with respect to rights to information and duty to provide information.



*Kitikmeot DEA Office Manager training*





# Communications

COMMUNICATIONS	2017 – 2018	
	BUDGET	ACTUAL
COMMUNICATIONS	\$673,000	\$506,281
<b>TOTAL</b>	<b>\$673,000</b>	<b>\$506,281</b>



*Announcing the signing of Canada-Nunavut Early Learning and Child Care Agreement*

This new division provides communications advice and support to the Minister and across the department. Communications also handles media relations; develops, implements and manages communications plans and related activities; develops social media messaging; and manages the department’s website.

---

*The department recognizes the importance of social media and plans to significantly increase the number of Facebook and Twitter posts it releases.*

---

## Coordination of Departmental Communications

During their first year of operation Communications staff worked with other divisions to coordinate communications activities. A media request procedure was implemented, requiring media to submit requests via the [info.edu@gov.nu.ca](mailto:info.edu@gov.nu.ca) email address, which has been available since 2016. Requests were handled promptly, and spokespersons were available for interviews in either English or Inuktitut.

The new procedure was well received by journalists, with 132 media requests fulfilled in 2017 – 2018. The division also delivered media spokesperson training so more staff would be available to speak to the media.

## Advice and Support

Communications staff are a resource for all divisions undertaking communications activities. During this fiscal year staff began to reach out to other divisions, explaining the role of the division and offering advice and support. It also helped develop project governance plans, as well as strategies for educator retention and recruitment and family engagement.

## Translation Support

The translation process has evolved over the years from an individual staff responsibility to a team-based process. The current procedure works well, delivering translations in a timely manner in all official languages. In addition to directly translating many documents for the department, in 2017 – 2018 the Communications division also coordinated 182 translation requests.

## Maintenance, Updating and Harmonization of Department Websites

Division staff have taken over responsibility for department websites, and work is ongoing to further develop, improve and maintain these important communications tools.

Ten stories were published on the Department of Education website this year, covering events and issues such as Pink Shirt Day, Certification in Educational Leadership in Nunavut (CELN) courses, the Outstanding Principal Award, and the Explore program.

In the fall of 2018 the Nunavut Teacher Induction Program (NTIP) website will be incorporated into the department website.

## Social Media

The department recognizes the importance of social media and plans to significantly increase the number of Facebook and Twitter posts it releases. These platforms are used to make announcements and share departmental highlights and accomplishments on topics such as early childhood education resources, public consultations, and Inuktitut resources for schools.



*Communications team at Canada-Nunavut Early Learning and Child Care Agreement Announcement*



# Policy and Planning

POLICY AND PLANNING	2017 – 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (POLICY AND PLANNING)	\$794,000	\$598,385
LEGISLATION	\$339,000	\$182,820
PLANNING, REPORTING AND EVALUATION	\$943,000	\$385,635
<b>TOTAL</b>	<b>\$2,076,000</b>	<b>\$1,166,840</b>



*Inuktitut levelled books*

Policy and Planning coordinates policy and legislation development, leads departmental planning, and provides advice to the Directorate (Deputy Minister and Assistant Deputy Minister).

Other responsibilities include providing guidance related to Inuit Societal Values, synthesizing and analyzing statistics, and responding to Access to Information and Protection of Privacy (ATIPP) requests.



## Development and Maintenance of Departmental Policies and Directives

Policies provide clear direction to staff and contribute to the safe and efficient functioning of schools and offices.

The following policies and directives were developed:

- Assessment, Reporting and Evaluation Policy
- Research in Nunavut Schools Policy
- Interagency Information Sharing Directive
- Assistive Technology for Learning Directive

## Access to Information and Privacy Protection (ATIPP) Activities

The division continues to manage and process ATIPP requests. A presentation on ATIPP obligations was given at the School Leaders Conference this year in September, and a letter sent to principals reminding them of their obligations under ATIPP.

## Legislation

Community consultations related to proposed *Education Act* amendments were conducted this year. These amendments are designed to:

- Increase standardization across the territory to improve the quality of education, the provision of resources and the ability to assess students
- Ensure that there are clear roles and responsibilities for department staff
- Ensure that bilingual education delivery is based on the department's capacity to deliver, and that the system can address the shortage of Inuktitut-speaking teachers
- Strengthen advocacy for communities and DEAs/CSFN
- Improve inclusive education efforts

The division also consulted regarding the 2018 – 2020 transition regulations. A new regulations development calendar was completed but has been put on hold pending the outcome of Bill 37, an Act to amend the *Education Act* and *Inuit Language Protection Act*.

## IGLOOLIK STUDENTS VISIT HEALTH CENTRE



*Grade 3 is an excellent time to begin learning about how the health care system works. In Igloolik that means organizing a class visit to the community health centre. Teacher Darlene Taqtaq brought her students for a tour of the centre and a chance to ask questions of staff.*

---

*Policy and Planning coordinates policy and legislation development, leads departmental planning, and provides advice to the Directorate.*

---



Attagoyuk Illisavik, Pangnirtung

ADVISORY AND ADMINISTRATIVE SERVICES

# Corporate Services

CORPORATE SERVICES	2017 – 2018	
	BUDGET	ACTUAL
<b>DIRECTOR'S OFFICE (CORPORATE SERVICES)</b>	\$955,000	\$1,307,659
<b>FINANCE AND ADMINISTRATION</b>	\$1,119,000	\$1,185,771
<b>INFORMATION SYSTEMS PLANNING</b>	\$2,090,000	\$2,024,722
<b>HUMAN RESOURCES</b>	\$360,000	\$377,206
<b>CAPITAL PLANNING</b>	\$163,000	\$213,402
<b>HEALTH AND SAFETY</b>	\$254,000	\$1,377,318
<b>TOTAL</b>	<b>\$4,941,000</b>	<b>\$6,486,078</b>



2017 Ilinniarvimmi Inuusilirijit  
Annual Conference

## Financial Management

Corporate Services manages the department's budget and expenditure controls and ensures resources are used wisely. The division provides financial planning and administration services for the department; safeguards assets; prepares and issues financial reports; maintains internal financial controls; and provides training and advice to other divisions.

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

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

This year consultations were held with department staff on a new methodology for allocating positions, with plans to submit the results to Cabinet in April 2019.

## Human Resources Management

In order to properly support schools and ensure appropriate service delivery, the department must hire and manage its staff effectively.

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 rigorous staffing process that complies with the Priority Hiring Policy, the division creates efficiencies for staff.

Development and implementation of standard service levels across the department continues. Tools to reduce wait times and increase service levels are now in place, and implementation has begun. Maintaining appropriate staffing levels is an ongoing challenge, with some improvement noted this year.

Other human resources activities included development of the 2017 –2018 Main Estimates using the new departmental structure, and development of an implementation plan for provision of human resources advice and support to the department.



*Iliannarvimmi Innusilirijit participate in annual training conference*

## Health and Safety

Corporate Services provides health and safety advice and support to the department. Work is ongoing to inventory health and safety policies, procedures and resources and identify gaps, as well as to collect annual school risk management reports.

At the September 2017 School Leaders Conference, a new edition of the *Crisis Response Manual* was distributed, which conforms to the new *Safety Act* (Nunavut).

A chemical safety management plan and policy for schools have been completed, with all chemicals removed from all 44 schools, and binders with safety sheets shipped to schools in spring 2018.

## Capital Planning

Resources were stretched this year due to the Kugaaruk school fire and its urgent need for reconstruction. In a very limited time frame approval was received for \$10 million in supplementary capital funding, modular classrooms were procured, and design and construction of the new school began. The design-build contract for the new school was awarded in the amount of \$37,146,000. The new school is scheduled for completion in August 2019.

Major projects in various stages of development this fiscal year included:

- An addition to Netsilik School, Taloyoak (preplanning)
- Renovation of Sakku School, Coral Harbour (preplanning)
- An addition to École des Trois-Soleils, Iqaluit (preplanning)
- Playgrounds in Chesterfield Inlet, Whale Cove, Kimmirut, Coral Harbour, Qikiqtarjuaq, Rankin Inlet, Baker Lake, Cambridge Bay, Hall Beach, Kugluktuk, Nauyasat and Pond Inlet

Development of detailed plans for capital standards and planning, and facility management and support continue with the Department of Community and Government Services (CGS). Proposed changes to improve the capital planning process include:

- A preplanning phase that acts as a basis for a business case
- More accurate and detailed information early in the process
- An improved process for including projects in the five-year capital plan



## Information Technology (IT) Projects

### Voice Over Internet Protocol (VOIP) Systems for Schools

As of March 2018, all schools have Voice Over Internet Protocol (VOIP) telephone systems installed. This successful multi-year initiative is now complete.

### Closed Circuit Television (CCTV) Installation and Replacement

The department continues to repair and replace outdated and malfunctioning CCTV systems in multiple locations. Since 2016, 16 CCTV systems have been replaced in Nunavut schools. Work is ongoing to replace systems in other communities. Investing in CCTV systems enables the department to better safeguard GN assets while protecting students, staff and the community at large.

### Video Conferencing Network and Distance Learning

We are strategically building on what was initially a not-for-profit initiative to install videoconferencing systems in Nunavut schools. As of the end of this fiscal year there are systems installed in twelve Nunavut schools across five communities, with commitments to install eight more systems in 2018 – 2019.

### Paging Systems

School paging systems across Nunavut are failing and require replacement. Since 2016, the Department has replaced 30 paging systems, and the remaining systems will be replaced in future years.

### Soundfield Systems

Nunavut children experience hearing loss at a rate 40% higher than that of other Canadian children. Soundfield systems amplify the voices of teachers and increase participation rates of children with hearing loss.

Qikiqtani School Operations and partner Better Hearing in Education for Nunavut Youth (BHENVY), have been installing Soundfield systems for the past few years, and training has now been provided to IT support staff to install and service them.

## ARVIAT STAGES “FABULOUS” INUK AND THE SUN PRODUCTION

Arviat’s John Arnalukjuak High School Drama Club’s performances of Henry Beissel’s critically acclaimed play *Inuk and the Sun* in spring 2018 were “fabulous,” according to teacher/director Gord Billard, who worked with colleague Sara Bruckschwaiger and several other staff to mount the ambitious production. Actors included Cheryl Nibgoarski, Justin Suluk, Andy Evaloakjuk, Phillip Okatsiak and Russell Suluk.



*Inuk (Cheryl Nibgoarski) faces the Sea Monster (Justin Suluk) in his quest to find the Sun during the John Arnalukjuak High School Drama Club’s production of Inuk and the Sun in Arviat. © Gord Billard*

---

*By ensuring a rigorous staffing process that complies with the Priority Hiring Policy, the division creates efficiencies for staff.*

---

# EARLY LEARNING AND CHILD CARE







EARLY LEARNING AND CHILD CARE

# Early Learning and Child Care (ELCC)

EARLY LEARNING AND CHILD CARE	2017 – 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (EARLY LEARNING AND CHILD CARE)	\$1,478,000	\$951,667
EARLY CHILDHOOD RESOURCES	\$886,000	\$279,172
EARLY CHILDHOOD DEVELOPMENT	\$823,000	\$751,630
HEALTHY CHILDREN INITIATIVE	\$908,000	\$574,309
DAYCARE GRANTS AND SERVICES	\$2,150,000	\$1,864,097
EARLY CHILDHOOD SUPPORT	\$127,000	\$90,703
YOUNG PARENTS STAY LEARNING	\$170,000	\$157,569
<b>TOTAL</b>	<b>\$6,542,000</b>	<b>\$4,669,147</b>



Teacher at Nakasuk Elementary School

The Early Learning and Child Care division supports early childhood programs and services for children from birth to age six and licenced out-of-school programs for children up to age 12.

The division ensures high-quality care and education for children by licencing, inspecting, and providing guidance and support to all licenced child care facilities, as well as assisting with the opening of new facilities. Other responsibilities include promoting early childhood development by providing services for children with special needs, supporting stay at home parents through a partnership with the Department of Health, and delivering workshops and training opportunities to parents, early childhood educators, and staff.



*The Early Learning and Child Care division supports early childhood programs and services for children from birth to age six and licenced out-of-school programs for children up to age 12.*

## Bilateral Agreement with the Government of Canada

The department was a signatory to the National Multilateral Early Learning and Child Care Framework with the Government of Canada and the other provinces and territories. The department negotiated and signed a three-year bilateral agreement with the Government of Canada, including an ELCC action plan that identified and addressed ELCC priorities in Nunavut. The plan identifies four priority areas with the following funding amounts attached:

PRIORITY AREA	FUNDING
OPERATIONS AND MAINTENANCE	\$1,118,250 in years 1, 2 and 3
CHILD CARE SPACE CREATION	\$220,000 in years 1, 2 and 3
TERRITORY-WIDE TRAINING SESSIONS AND FINANCIAL LITERACY TRAINING	\$353,842 in years 1, 2 and 3
EDUCATIONAL PROGRAMMING RESOURCES AND TRAINING	\$690,000 in years 1, 2 and 3

As a result of this additional funding ELCC staff have been very busy implementing the plan. All eligible facilities have received amended contribution agreements which include operations and maintenance top-up funding for 2017 – 2018. Also, the department is developing language and culturally appropriate theme activity books in all four languages to assist Early Childhood Educators in planning programming for children.

Other projects made possible by the bilateral agreement include a Nunavut-themed play rug, manipulative toys, posters, vocabulary stickers, and an interactive board book. Four in-service videos are in development, and the department is preparing to host a territory-wide ELCC training session in August 2018 which will highlight best practices and financial literacy.

## Licensed Child Care Facilities

The department is responsible for ensuring that licensed child care facilities follow the *Child Day Care Act* and regulations. Start-up and annual operating funding are provided to non-profit licensed child care facilities and family day homes. Sixteen of the 52 licenced child care facilities in Nunavut operate in Government of Nunavut schools, accounting for 300 spaces.

All new schools constructed include space for early childhood education programs.

## Resource Development

This division facilitates the development of resources in all languages and distributes them to all licensed child care facilities. Resource content in books and resource kits are aligned with K – 12 teaching and learning materials for an integrated approach to literacy development in the early years and grades.

In 2017 – 2018, in collaboration with Resource Services and Inhabit Media, the division began development of theme kits and training supports. Also, work continued on early years levelled books related to the Nunavut Suicide Prevention Strategy Action Plan.



Community members at 2017 Literacy Fair

## District Education Authority/Commission scolaire francophone du Nunavut – Early Childhood Education (DEA/CSFN-ECE) Funding

The DEA/CSFN-ECE program is proposal-based funding that enables DEAs/CSFN to offer culturally- and language-relevant programming to 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 that promotes 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/CSFN 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.

All DEAs/CSFN are required to report 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/CSFN to work with early childhood programs in their communities to support language and culture activities.



Nakasuk students at Canada-Nunavut Early Learning and Child Care Agreement announcement

In 2017 – 2018 proposals were approved from the following communities:

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

For more information about Early Childhood Education Inuit Language and Culture funding or resources for early childhood education, contact [ecplc@gov.nu.ca](mailto:ecplc@gov.nu.ca).

## Facility Inspection and Licensing

This 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.

In 2017 – 2018 all required inspections were completed. A database designed to allow staff to monitor the inspection and licensing status of early childhood facilities across Nunavut continued to be developed.



Inuktitut teacher at Nakasuk Elementary School

## Healthy Children Initiative (HCI)

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

The program targets 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 the Healthy Children Initiative Committee.

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

In 2017 – 2018 the HCI budget was \$908,000, but only \$622,194 was allocated. A total of 37 proposals were approved. By region the numbers of approved proposals are:

REGION	PROPOSALS
KITIKMEOT	8
KIVALLIQ	7
QIKIQTANI	22

## Day Care Grants and Contributions

The division provides grants and contributions to eligible licensed child care facilities and is pleased to report a slight increase in licensed child care spaces, with 16 new spaces created in 2017 – 2018.

There are 52 licensed child care facilities currently operating in 19 communities:

LICENSED CHILD CARE	FACILITIES
ABORIGINAL HEAD START PRESCHOOL PROGRAMS	7
FULL-TIME CHILD CARE FACILITIES	28
PART-TIME CHILD CARE FACILITIES	9
FAMILY DAY HOMES	2
AFTER-SCHOOL PROGRAMS	6

Grise Fiord, Hall Beach, Naujaat, Qikiqtarjuaq, Resolute Bay, and Whale Cove do not have operating facilities. Arctic Bay, Clyde River, Gjoa Haven, and Igloodik do not have full-time daycares, but do have preschools or school-age programs.

There were 1089 licensed child care spaces this year in the following categories:

CHILD CARE	SPACES
FULL-TIME PRESCHOOL	486
FULL-TIME INFANT	169
PART-TIME PRESCHOOL	292
AFTER-SCHOOL	142



*Elementary students in Inuktitut class*



## Young Parents Stay Learning (YPSL)

The Young Parents Stay Learning (YPSL) Program is a child care subsidy program that helps young parents pay for child care while they attend school.

This program aligns with the Government of Nunavut's mandate to develop self-reliance and optimism through quality education and training to prepare Nunavummiut for employment by allowing parents to continue their education.

In 2017 – 2018, 66 applicants were approved for Young Parents Stay Learning. By region, the numbers are:

REGION	APPLICANTS
KITIKMEOT	10
KIVALLIQ	4
QIKIQTANI	52

---

*The division provides high-quality care and education for children by licensing, inspecting, and providing guidance and support to all licensed child care facilities, as well as assisting with the opening of new facilities.*

---

## ROCKS FOR LITERACY IN ARVIAT

An initiative titled “Literacy Rocks” has become a unique way to learn Inuktitut words at Arviat's John Arnalukjuak High School.

Senior students collected and washed rocks, painted them various colours, then were challenged to paint the longest Inuktitut or English word they could fit on the rocks (virtually all words picked were Inuktitut.). The winner was 28 Inuktitut symbols that translated to “We will not lose hope.” The colourful rocks were scattered around the playground and are attracting the interest of younger students. The plan for next year? Boulders covered with syllabics!



*Jon Uluadluak gets creative with one of the literacy rocks at John Arnalukjuak High School in Arviat on May 31. © Romeo Fournier*



# K – 12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS





K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

# K-12 Instruction and Regional School Operations

K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS	2017 - 2018	
	BUDGET	ACTUAL
HEADQUARTERS SCHOOL OPERATIONS	\$1,041,000	\$885,435
QIKIQTANI SCHOOL OPERATIONS	\$79,733,000	\$79,974,059
KIVALLIQ SCHOOL OPERATIONS	\$49,727,000	\$51,909,707
KITIKMEOT SCHOOL OPERATIONS	\$30,576,000	\$31,568,872
FRENCH SCHOOL OPERATIONS	\$2,133,000	\$2,147,282
<b>TOTAL</b>	<b>\$163,210,000</b>	<b>\$166,485,355</b>



Arctic Bay graduates

Regional school operations/Commission scolaire francophone du Nunavut (CSFN) offices in Kugluktuk, Baker Lake, Pond Inlet and Iqaluit are responsible for the day-to-day operation of schools, supervision of school staff, operational liaison with district education authorities (DEA) and CSFN elected members, and oversight of the delivery of the Education Program and educational services for K-12.

These offices provide direct support to schools through supervision and support of principals, teachers and other school staff to ensure that high quality instructional, assessment and student support practices are followed. Other activities include hiring, relocating, supervising and managing the performance of school employees.



*These offices provide direct support to schools... to ensure that high quality instructional, assessment and student support practices are followed.*

### Student Enrolment and Teacher Positions

In 2017 – 2018, there was a 0.6% increase in full-time student enrolment (FTE) across Nunavut. Broken down by region, the percentages are:

ENROLMENT	% INCREASE
KITIKMEOT	4.3%
KIVALLIQ	- 0.8%
QIKIQTANI	0.1%

Fluctuations in enrolment may lead to changes in the number of teaching staff allocated to the community, as well as funding provided to district education authorities (DEA) and the Commission scolaire francophone du Nunavut (CSFN). In 2017 – 2018, an additional 24 teaching positions were created across the three regions:

TEACHING POSITIONS	NEW POSITIONS
QIKIQTANI	12
KIVALLIQ	8.5
KITIKMEOT	3.5



*Inuktitut Language Arts working group*

### Attendance

Consistent school attendance is a strong determinant of student academic performance, and the department is committed to improving attendance rates in Nunavut schools. Truancy rates continue to be high in several schools and grade levels. The overall attendance rate for Nunavut schools in 2017 – 2018 was 66.3%, a decrease from 68.2% in 2016 – 2017. Attendance by region is as follows:

ATTENDANCE	%
KITIKMEOT	65.1%
KIVALLIQ	69.7%
QIKIQTANI	64.4%

### Support for Instruction

This division is tasked with collecting and responding to professional development requests from school staff. Other responsibilities include providing regional professional development, training and information sharing opportunities.

Communication with divisional directors and managers is ongoing, and information is gathered from school staff during regional meetings and conference calls. Also, development of a standard superintendent visit template is underway.

In collaboration with other divisions, regional training events are planned for principals and vice-principals, and territorial training is planned for learning coaches, student support teachers, student support assistants, and Ilinniarvimmi Inuusiliriji (School Community Counselors).

Superintendents are required to provide in-servicing as necessary and engage with principals and their respective school teams around literacy action plans, benchmark assessment systems, and Inuktitut guided reading. Both onsite delivery and support, and remote support were provided.

### Support for Assessment

Regional training has helped staff develop their levelled literacy intervention (LLI) skills, and school staff are implementing LLI interventions in multiple schools in each region. School staff are using a Benchmark Assessment System (BAS) to collect data and track student progress in most Nunavut schools.

## PILOT PROGRAM IN ARVIAT BOOSTS ATTENDANCE

A new initiative at Arviat's John Arnalukjuak School is boosting student attendance. The ESTEEM program (Empowering Students Through Elders, Education and Mentorship) was developed by a team of Inuit and non-Inuit staff with principal Romeo Fournier.

In order to promote stability, students are assigned the same homeroom classes and teachers from Grade 9 to graduation. Homeroom classes also participate in on-the-land activities, such as hunting ptarmigan and caribou, and fishing with Elders.

A key component of the program is the Pilimmaksarniq Centre, a supervised "living room" open both during the day and in the evening where students can relax, quietly socialize or do school work.

"We really started focusing on the needs of our students, rather than just trying to come up with ways to push them all back inside," said Fournier.



John Arnalukjuak High School in Arviat. © Vincent Desrosiers/CBC



Peter Aulatjut teaches Brandon Curley, left, and Phillip Okatsiak the finer points of the arm-pull at John Arnalukjuak High School in Arviat. Inuit culture and student inclusion are important elements of the school's new ESTEEM program. © Gord Billard

### Support to DEAs/CSFN

All DEA/CSFN budgets were reviewed this year by regional office finance staff, with appropriate feedback and support. Also, a DEA/CSFN Operations and Maintenance training event was delivered in Iqaluit.

---

*Other activities include hiring, relocating, supervising and managing the performance of school employees.*

---

### Human Resources Management

Maintaining appropriate staffing levels continues to be a challenge, but the Kivalliq is seeing good retention of school principals, with hiring of both Inuit and non-Inuit vice-principals and principals.

Staff training needs were identified for the new Human Resources and Teacher Certification Database (HEROS), and for hiring processes, and a meeting on HEROS and hiring processes was held in March 2018. A presentation on employee relations was given at the territorial conference.



# Curriculum Development

CURRICULUM DEVELOPMENT	2017 - 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (CURRICULUM DEVELOPMENT)	\$345,000	\$540,562
TEAM LEAD PATHWAYS PROGRAM	\$365,000	\$-2,055
TEAM LEAD CULTURE AND HERITAGE	\$372,000	\$539,764
TEAM LEAD IQQAQQAUKKARINGNIQ	\$354,000	\$-57,613
TEAM LEAD NUNAVUSIUTIT	\$590,000	\$329,907
TEAM LEAD AULAJAAQTUT	\$367,000	\$55,394
TEAM LEAD UQAUSILIRINIQ	\$359,000	\$451,344
<b>TOTAL</b>	<b>\$2,752,000</b>	<b>\$1,857,303</b>



*Naujaat catapults*

Curriculum Development manages the department's curriculum, including regular review and replacement.

This division is also responsible for ensuring that all schools have access to, and are using the appropriate curriculum for each of Nunavut's strands and programs of study for all grades and stages of development, and that the Education Program promotes Inuit culture and languages.



## Inuktit Language Arts Curriculum

The department is committed to the delivery of Inuktit language instruction in the Education Program, and is working on several initiatives:

- A K – 6 Inuktit (First Language) Language Arts curriculum Foundation document is in the final stages of layout and will be the basis for establishing Inuktit Language Arts curriculum (first language ILA-1) in 2018 – 2019.
- A transitional Inuktit Language Arts curriculum (ILA-T) is being written for communities and schools who are not ready to implement the ILA-1 curriculum.
- Inuktit curriculum will have grade level outcomes and illustrative examples for K – 6, a scope and sequence as well as a teacher’s guide and suggested assessment strategies.
- Inuktit Guided Reading materials and strategies, and Inuinnaqtun leveled guided reading materials for Grades K – 3.
- A final draft of the *Literacy Framework for Nunavut Schools*.
- A draft of a teacher’s handbook on balanced literacy.

Limited field testing of the ILA-1 curriculum took place in select Nunavut schools this year, and will continue in future years for all new Inuktit Language Arts curricula.

## Language Curriculum Development Plan

The ILA-1 development process has revealed that other language curriculum, supporting documents, training and strategies need to be developed as well. To reflect this need, the ILA Language Arts Project Charter was updated several times this year. Factors leading to this conclusion include:

- Students are coming to school with a wide range of language proficiency; some with strong Inuktit and no English, some with weak Inuktit and some English, others with English only
- Many schools would not be able to fully meet the ILA-1 outcomes
- The state of language loss in most communities would make ILA-1 an “aspirational” curriculum, not a practical one
- The ability to teach the ILA-1 curriculum in Grades 1 – 6 is severely hampered by the lack of certified teaching staff in most communities

## NAUJAAT ENDS THE YEAR WITH LAND TRIPS AND HIP-HOP

Students at Tuugallik High School in Naujaat ended their school year with both traditional and modern activities.

Grades 7 to 12 enjoyed trips on the land in May and June, and hip-hop artist and freestyle dancer Eugene Baffoe made his fourth visit to the community in mid-May.

Land trips are built into the curriculum for Grades 7 through 9, and senior classes can also incorporate time on the land into their curriculum delivery. Other traditional activities at the school include serving traditional food, visits from Elders, holding Elder teas, and celebrating heritage and culture days.

And the hip-hop? Like students elsewhere, many Naujaat students have a strong connection to hip-hop, and some are passionate about dance.



*Physical education teacher Gary Minaudo, right, shows Grade 9 student Darryl Angotingoar how to cut blocks for an igloo behind Tuugaalik High School in Naujaat. © Julia MacPherson*

---

*Curriculum Development manages the department’s curriculum, including regular review and replacement.*

---

Taking into account these outlines, a variety of language curricula and supportive documents will need to be created, including teaching guides, ILA transitional materials, an EL2 curriculum and an ILA-2 curriculum that supports Inuktut and English first language speakers to become strong bilingual students as they approach middle and high school. The initial focus of all levels of Inuktut and English language curricula will focus first on grades K-6, and upon completion, work on Grades 7 – 9 and 10 – 12.

Inuktut curriculum in subjects other than Inuktut Language Arts, is currently available and being used in schools at many grade levels. Future projects include refurbishment and replacement of curriculum, focusing first on K – 6, with other grades to follow upon completion.

It should be noted that there is Inuktut Language Arts (K – 12), English as a 2nd language curriculum (7 – 12) being used in schools now. There are also curricula, in other subjects, such as social studies, science, career and technology studies that can be taught in Inuktut and are used in schools where the bilingual teaching staff is available in the community.

## Curriculum with Inuit Qaujimajatuqangit Principles and National Global Competencies

Nunavut is an active participant in the Council of Ministers of Education, Canada (CMEC) Global Competencies working group. Nunavut's foundation of IQ principles, embedded across curriculum, has been working to establish competencies with student learning. This work aligns with the CMEC Global Competencies working group.

Nunavut's IQ principles and student learning activities have been highlighted at national (Ottawa UNESCO [United Nations Educational, Scientific and Cultural Organization]) and international (Paris and Korea OECD – [Organization for Economic Cooperation and Development]) conferences regarding competencies education.

In the 2018 – 2019 school year, Nunavut will collaborate with the CMEC Global Competencies group in beginning to establish a systems level, competency based framework for education across Canada.

To ensure that our students are successful in a global world we must work collaboratively with national and international jurisdictions to establish global competencies that align with ours and that support students to become able human beings and global citizens.



*Education staff participate in Ilinniarvimmi Inuusilirijit training*

## PAN-CANADIAN GLOBAL COMPETENCIES

## INUIT QAUJIMAJATUQANGIT PRINCIPLES

Critical thinking and problem solving

*Qanuqtuurniq* – Being innovative, resourceful, seeking solutions

Innovation, creativity, and entrepreneurship

*Qanuqtuurniq* – Being innovative, resourceful, seeking solutions

Learning to learn/self-awareness and self-direction

*Pilimmaksarniq* – Development of skills through practice and effort

Collaboration

*Inuuqatigiitsiarniq and Tunnganarniq* – Respecting others, relationships and caring for people; Fostering good spirits by being open, welcoming and inclusive

Communication

*Tunnganarniq* – Fostering good spirits by being open, welcoming and inclusive; *Aajiiqatigiinniq* Decision making through discussion and consensus

Global citizenship and sustainability

*Piliriqatigiinniq* – Working together; *Avatittinnik Kamatsiarniq* – Respect and care for the land, animals and the environment; *Pijitsirniq* – Serving and providing for family and community

### Transition Team

Successful student transitions from Kindergarten entry through post-secondary training and the world of work are the goal and measurement of an effective education program.

This year the department added a new program team to the Curriculum Development division. The Transition Team's primary goal is developing programs, processes and curricula that assist students to transition between grades, and to set goals for a successful pathway through school and on to post-secondary institutions, apprenticeship or the world of work. The team will have a Team Lead and two coordinators.

In collaboration with other curriculum teams, community and government organizations as well as other Department of Education divisions, this team will move forward to better support students and their parents toward a positive future.



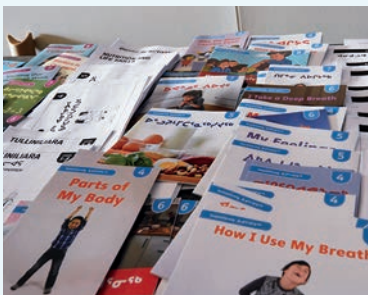
*Qulliq lighting*





# Resource Services

RESOURCE SERVICES	2017-2018	
	BUDGET	ACTUAL
RESOURCE SERVICES	\$2,692,000	\$2,067,022
RESOURCE SERVICES, INUKTUT	\$1,060,000	\$1,529,919
<b>TOTAL</b>	<b>\$3,752,000</b>	<b>\$3,596,941</b>



*Inuktitut levelled resources*

Resource Services is responsible for the creation, publication and distribution of teaching resources and learning materials and other operational resources as approved by the Minister, and for ensuring these resources align with curricular outcomes as outlined in the approved curriculum.

The division ensures that materials are developed and made available in all official languages, manages inventory, and distributes teaching and learning resources to schools across Nunavut.

## Resource Development

Most of the division's work in 2017 – 2018 focused on the department's literacy initiative, specifically as it relates to Inuktitut Language Arts, to build supports for literacy from Kindergarten to Grade 12. The cornerstone of the initiative is the Inuktitut Titiqqiriniq balanced literacy program.

### Inuktitut Titiqqiriniq Balanced Literacy Program

Improving literacy outcomes for Nunavut students is a priority for the department. Components of this Inuktitut literacy program include:

- Uqalimaariqsaniq: Reading program
- Titirariqsaniq: Writing program
- Nipittivait Inuktitut: Phonics and word study program
- Inuutsiani: Health-focused reading series (developed by the Department of Health)
- Tulliniliara: Employment and career-themed reading series (developed by the Department of Family Services)
- Ikpigittiarlugik Nuna Imarlu: Reading series focused on environmental stewardship (developed by the Department of Environment)
- Nunavummi: Reading series that uses the levels in Uqalimaariqsaniq to provide complementary literacy resources that are available to the public
- Standardized vocabulary and terminology development



Carving of hunters on the land

Some of the resources created in 2017 – 18 include:

- A series of program binders for Inuktitut Titiqqiriniq, to provide instructional support to teachers and learning coaches
- Literacy centre resources including videos, reading and writing activities, audio files, and literacy card games
- Emotional literacy books and resources for Kindergarten and Grades 1 and 2, to support conversations about feelings
- Eight novel studies featuring northern stories, for middle and high school students
- Scope and sequence development to provide guidance on the order, depth and breadth of content to be taught at specified grade levels, for residential schools and emotional literacy
- Inuktitut and Inuinnaqtun terminology meetings to inform vocabulary choices for student books at increasingly higher reading levels
- Levelled books for Grade 4 in Inuktitut, and Kindergarten and Grade 1 in Inuinnaqtun
- A series of high interest, low vocabulary magazines with colourful, engaging content for reluctant readers
- Evaluation tools and training resources for teachers to implement balanced literacy in their classrooms
- A series of in-service videos to support classroom instruction

Many of the resources were developed with additional funding from the Inuit Language Implementation Fund (ILIF), which provided \$1.6 million this fiscal year. This funding was accessed through the Department of Culture and Heritage under the Canada-Nunavut Language Agreement.

This multi-year initiative has already given schools access to more than 450 new Inuktitut books, with many more in development.

---

*The division ensures that materials are developed and made available in all official languages, manages inventory, and distributes teaching and learning resources to schools across Nunavut.*

---

# ᐃᑦᑲᑦᑲᑦᑲᑦ ᑲᐱᑲᑦᑲᑦᑲᑦ Inuktitut Titiqqiriniq Program Map

**ᐃᑲᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦ**  
(Inuktitut Titiqqiriniq) is an Inuktitut language literacy program developed in Nunavut. This program map outlines the holistic, balanced literacy approach Inuktitut Titiqqiriniq takes to literacy education. The components of Inuktitut Titiqqiriniq work together to support the development of Inuktitut reading, writing, and communication skills in the school and in the home.

**Definitions**

**Balanced literacy:** A way of teaching reading, writing, listening, and speaking skills that uses a variety of teaching methods.

**Read-aloud:** The teacher reads a text out loud to the whole class.

**Shared reading:** The teacher and students read a text together.

**Guided reading:** Students read a text independently with teacher guidance.

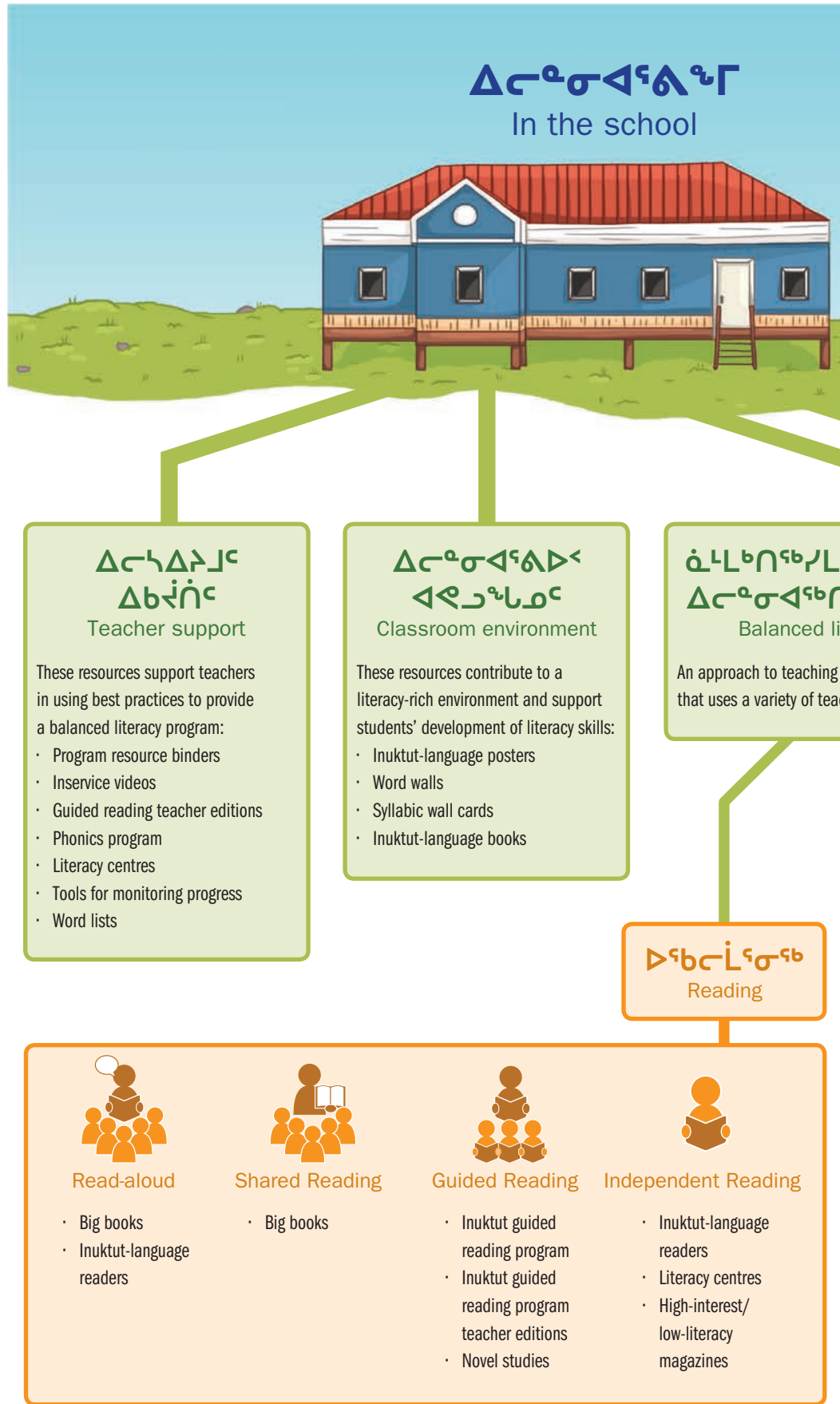
**Independent reading:** Students read on their own.

**Modelled writing:** The teacher demonstrates the writing process while the students observe.

**Shared writing:** The teacher and students collaborate to write text, and the teacher writes it down.

**Guided writing:** Students write independently with teacher guidance.

**Independent writing:** Students write on their own.



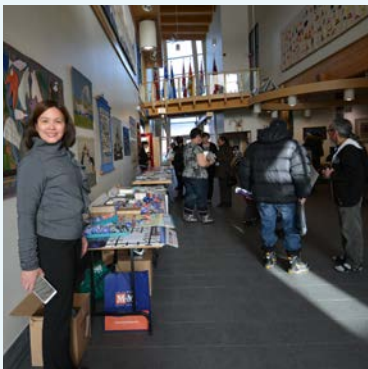






# Éducation en français

ÉDUCATION EN FRANÇAIS	2017 – 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (ÉDUCATION EN FRANÇAIS )	\$734,000	\$568,451
<b>TOTAL</b>	<b>\$734,000</b>	<b>\$568,451</b>



Resources on display at Literacy Fair, 2017

Éducation 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 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 Éducation en français is to support other divisions in fulfilling the mandate it was given by the Government of Nunavut.

Éducation en français supports French language curriculum, projects, and programs in French as first and additional languages.

## Management of the Canada-Nunavut Agreement

This agreement provides 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 gives residents of Nunavut the opportunity to learn French as an additional language, and experience the culture associated with French communities.

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

In 2017 – 2018, an anecdotal report and an annual financial report were submitted to Canadian Heritage and approved. Also, an evaluation and assessment of the effectiveness and relevance of the action plan was completed and submitted.

## Services to the Commission scolaire francophone du Nunavut (CSFN) and to École des Trois-Soleils

Éducation 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.

Éducation en français ensures that projects released by departmental divisions are made available in French within a reasonable timeframe. In 2017 – 2018, projects included:

- Assessment Framework
- Professional Development Framework
- Literacy Framework (in progress)
- Training of Trois-Soleils school staff on Francization, balanced literacy components, reading assessments, and planning
- Information session on the *Hall Report*

Also, a memorandum of understanding stipulating the terms of collaboration and communication between the Department of Education and the CSFN was drafted and awaits presentation to the CSFN.

## Curriculum Development

The list of approved programs of study for French Education was made available to the CSFN and published on the Government of Nunavut website at the beginning of the school year.

## French as an Additional Language Support

Éducation en français is responsible for ensuring alignment 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 2017 – 2018, this training was delivered to four teachers. Also, two meetings were held with teachers concerning programming, curriculum, and project needs. Finally, oral proficiency assessments of Grade 7 and 9 students were completed.

## Complementary Activities to Make up for the Reduction of FAL Instructional Time in Iqaluit Schools

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. As a result, students have a better chance to meet learning outcomes.

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.

Again, this year the after-school French program ran from October to May, which exposed 53 Grade 4 and 5 students to an additional 50 hours of French language instruction. An additional 50 Grade 3 students joined the activities for the last 6 weeks of the year, providing them with an opportunity to get acquainted with learning French.



---

*Éducation en français supports  
French language curriculum, projects,  
and programs in French as first and  
additional languages.*

---

### **French Translation and Language Support**

Staff continue to make outgoing communications available to external stakeholders in French.

### **Provision of French Language-related Advice and Support to Department Projects**

Staff participated in regular meetings with the Department of Culture and Heritage, and work continues to implement the provision of French services as prescribed by the Nunavut *Official Languages Act*. Implementation of the Nunavut French Language Writing Guide is awaiting Cabinet approval.

### **Participation in the Development of Resources and Training for French First Language Education in a Minority Setting**

Upgrading of the francization and oral communication resources developed by the Council of Ministers of Education, Canada was completed. The new resource called *Communico* will now be accessible online and will be presented as an online training plan for educators.

### **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 Éducation 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.

An exhaustive promotional campaign was completed and supports put in place from beginning to end to foster completion of the program. In spring 2018, six students received Explore bursaries.

#### **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 who are in the same situation elsewhere in Canada.

In similar fashion to Explore, the Destination Clic program was heavily promoted, but no students were registered in the program this fiscal year.

#### **Odyssey**

Odyssey is a language assistant program. Under the supervision of the French language-assistant, students are encouraged to improve their knowledge of the French language and cultures, and to use French daily. Éducation en français facilitates the hiring of language assistants and collaborates on the organization and financial management of training sessions.

Three positions per year are awarded, and all three positions were filled this year.



# Student Achievement

STUDENT ACHIEVEMENT	2017 – 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (STUDENT ACHIEVEMENT)	\$237,000	\$434,046
STUDENT SUPPORT	\$1,282,000	\$631,318
STUDENT ASSESSMENT	\$1,065,000	\$780,960
INCLUSIVE EDUCATION	\$1,403,000	\$561,456
<b>TOTAL</b>	<b>\$3,987,000</b>	<b>\$2,407,780</b>



*Arviat graduation walk*

Student Achievement is responsible for student assessment and reporting, student support, inclusive education, student records and home schooling.

The division manages the development of student assessment and reporting policies, procedures and standards, as well as designing, developing, implementing, and evaluating assessment tools. It also manages Nunavut school records and reporting on the Student Information System (SIS).

Student Achievement fosters inclusive schooling in Nunavut through the development of policies, procedures and standards to enhance staff skills and knowledge and to provide assistive services. It is also responsible for home schooling, and for the provision of health and wellness guidance and supports to ensure schools are safe and welcoming.

Responsibilities pertaining to student records involve establishing exam dates and related deadlines, data uploads and downloads to and from Alberta Education, and records-related surveys.

---

*Student Achievement fosters inclusive schooling in Nunavut through the development of policies, procedures and standards to enhance staff skills and knowledge and to provide assistive services.*

---

## Student Assessment

Provision of assessments and transcript-related information to schools is ongoing, with staff meeting deadlines and providing appropriate feedback to schools. Coordination of transcript and exam-related actions with the Corporate Services division is also ongoing.

Following feedback to better reflect Inuit Qaujimagatuqangit, the *K-12 Assessment, Evaluation and Reporting Framework* is in the process of being revised in tandem with the development of an *Assessment, Evaluation and Reporting Handbook*.

## Student Records

The new interdivisional Student Records Advisory Committee was established this year and drafted a three-year action plan. Among other tasks, the committee will improve, standardize and monitor the user-friendliness of the student information system (SIS); standardize registration and student record management processes; and update student records regulations. Work began on updating the Student Records Information Directive.

## Student Support

### Student Support Assistant (SSA) Training

In February 2018, close to 100 student support assistants participated in training sessions at four locations across Nunavut. Some SSAs opted instead for a self-directed package. Topics included supporting students with complex behaviours, and self-care for SSAs.

### Education Support Services Program Launched

The Education Support Services Program was launched and evaluated in 2017 – 2018, with \$930,000 in external funding, supplemented by additional funds from the department. Schools in all three regions are now receiving speech language pathology, occupational therapy services and behaviour support. If schools request additional services, staff will endeavour to provide them.

Three new email addresses have been added to facilitate communication with the schools:

- [eduss@gov.nu.ca](mailto:eduss@gov.nu.ca) for questions regarding student support
- [edustudentreferrals@gov.nu.ca](mailto:edustudentreferrals@gov.nu.ca) for requests and questions regarding student referrals
- [eduatl@gov.nu.ca](mailto:eduatl@gov.nu.ca) to request for assistive technology for learning.
- Staff are now able to respond directly to school concerns, and include regional offices in related correspondence.



*Educational leadership training*



## Be Safe! Kits: Sexual Abuse Prevention Training

Staff worked with the Canadian Red Cross to update the Be Safe! Kits this year and used the kits to deliver sexual abuse prevention training to Ilnniarvimmi Inuusilirijit (School Community Counsellors) and to Grade 4 teachers.

## Safe Schools

The *Crisis Response Guideline for Nunavut Schools: Staff and Principal Manual* remains in use, and this year Ilnniarvimmi Inuusilirijit were trained in its use.

## Bullying Prevention

Bullying creates serious implications for both school and community environments. A youth conference was held in Cambridge Bay this fiscal year, with sessions focused on healthy relationships, bullying prevention, suicide intervention and prevention, and positive coping skills/self-care.

The Behaviour and Social Emotional Learning Coordinator works closely with our Canadian Red Cross partners and youth, focusing on bullying prevention and healthy youth relationships.

## Whole School Health

A new position of Counselling Development Coordinator was created to support the Ilnniarvimmi Inuusilirijit in their role. Also, the *Ilnniarvimmi Inuusilirijit Handbook* was completed, published and in-serviced. The *Nunavut Group Process Guide* was also completed and published, and training was delivered to Ilnniarvimmi Inuusilirijit in October 2017.

## Social Emotional Learning and Development

Student Achievement staff continued to work with the Canadian Red Cross to deliver training in various communities in 2017 – 2018. As part of our partnership with the Canadian Red Cross, schools participate in training around healthy relationships and bullying prevention. Training was delivered in all three regions, and work began on the development of a *Safe and Caring Schools Framework*.

## Red Cross Psychosocial Support

Timely psychosocial support helps communities to heal psychosocial wounds and rebuild after emergencies or critical events.

The Canadian Red Cross volunteered its services to provide psychosocial support following critical events in Kugaaruk, Cambridge Bay, Chesterfield Inlet and Pond Inlet. The department covered travel, accommodation and per diems for Red Cross volunteers to facilitate the delivery of this support.

## Inclusive Education Action Plan Implementation

The *Individualized Student Support Plan (ISSP) Handbook* has gone to print and will be distributed in the next fiscal year. This handbook provides guidance to school staff on the development of Individual Student Support Plans. Staffing increased as a student support manager, two student support program coordinators, a behaviour and social emotional learning coordinator, and a counselling development coordinator were hired. All of these new positions were created per the action plan.

Work continues on the development of an inclusive education policy and directives, with consultations planned early in the 2018 – 2019 year. Existing regulations were reviewed to identify clauses for repeal and amendment.



Arviat Grad Walk

## THE CANADIAN RED CROSS: A STRONG PARTNER

Bullying prevention, psychosocial supports, youth facilitator training, videos and a youth leadership conference were among the many activities undertaken by the Canadian Red Cross on behalf of the department in 2017 – 2018.

The department and the Canadian Red Cross have worked together for many years to deliver important programs in Nunavut schools. This fiscal year:

- 152 youth facilitators were trained in 14 communities under the Respect Education Program.
- 228 people were directly reached through psychosocial support visits to Baker Lake, Rankin Inlet, Gjoa Haven, Cambridge Bay and Pond Inlet.
- 180 students participated in the Nunavut Youth Leadership Conference in Cambridge Bay. The theme of the conference was “hope and connection,” and workshops ranged from how to support a friend contemplating suicide to developing healthy romantic relationships.
- Students in Gjoa Haven created a video on the topic of healthy school and community and submitted it to the Canadian Red Cross Film Festival. Inspired by the Gjoa Haven project, students in Cambridge Bay are developing a video as well.

These ongoing initiatives are playing a critical role in the department’s efforts to equip children and youth with the knowledge and strategies they need to thrive both in and outside of school.



*Students create a human “Stop Bullying” sign during Respect Education training.*



*Respect Education training gives youth the knowledge and skills they need to live healthy and productive lives.*



*Ilinniarvimmi Inuusilirijit Conference, 2017*



# Educator Development

EDUCATOR DEVELOPMENT	2017 - 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (EDUCATOR DEVELOPMENT)	\$236,000	\$338,157
EDUCATION TRAINING RESOURCES	\$3,977,000	\$3,272,391
NTA PROFESSIONAL DEVELOPMENT FUND	\$3,250,000	\$3,265,595
PROGRAM IMPLEMENTATION AND TRAINING (KUGLUKTUK)	\$990,000	\$202,400
EDUCATOR DEVELOPMENT	\$850,000	\$84,032
TEACHER CERTIFICATION	\$226,000	\$246,053
PROGRAM IMPLEMENTATION AND TRAINING (POND INLET)	\$1,238,000	\$1,739
<b>TOTAL</b>	<b>\$10,767,000</b>	<b>\$7,410,367</b>



*Qulliq*

Educator Development is responsible for the development and delivery of orientation, mentorship, and training for educators and school staff. This improves professional practice so that instruction, assessment, and inclusive schooling practices are of the highest standard possible, and in accordance with the Professional Standards for each role group within the Professional Development Framework for the Educator Community.



## Professional Development (PD) Framework Released

The *Professional Development Framework for Classroom Teachers* was released in fall 2017. The PD Framework for each role group (classroom teachers, learning coaches, student support teachers, school leaders) contains a set of standards, a self-reflection tool, and a professional development planning tool.

Training was provided to all Nunavut Teachers' Association Communications Liaisons and Professional Development Liaisons. Principals and learning coaches also received training at the Nunavut Principals' Conference. The department is gathering feedback that will inform revisions to the PD Framework for Classroom Teachers and inform the work on the framework for the remaining role groups currently under development.

## Territorial and Regional Conferences

Educator Development is responsible for planning and delivery of territorial conferences in collaboration and partnership with multiple divisions (e.g., Curriculum Development, Student Achievement, and Regional School Operations). This included the Nunavut Principals' Conference, the Student Support Teachers Conference, and the Ilinniarvimmi Inuusilirijit Conference.

## Educator Recruitment

Our priority is to recruit Nunavummiut into teaching positions, to support and retain existing Inuit educators, and to encourage Inuit in all school roles to undertake additional training to progress to positions of greater responsibility in order to build capacity and improve the quality of instruction. Initial discussions regarding the establishment of a northern recruitment strategy are underway.

To meet the need for non-Inuit educators, a Teach in Nunavut outreach and advertising strategy has been created. This strategy targets the recruitment of non-Inuit educators from outside of Nunavut. Activities include the development of a recruitment website; working with recruiters with northern experience who attend job fairs across the country, and meeting with Faculty of Education students.

## Educator Orientation and Mentorship

The division is developing and delivering a teacher orientation and mentoring program. Work has begun to re-design the Nunavut Teacher Induction Program (NTIP) to provide greater support for all new teachers, including graduates of the Nunavut Teacher Education Program (NTEP) and teachers coming from the south, whether new or experienced.

The Nunavut Teacher Induction Program (NTIP) will include three components:

- A website providing essential pre-orientation resources and information to support new teachers
- Support for school-based orientation for teachers at the beginning of the school year in their respective communities
- A mentoring program that prepares experienced teachers to act as mentors to new teachers

## Integration of Literacy into the Training Calendar

In support of the department's priority to build capacity and improve the quality of instruction, literacy training is now featured more prominently in educator training.

In September 2017, principals and learning coaches from each school received training on the Inuktitut Titiqqiriniq Program resources. In November 2017, 12 educators participated in a university course on literacy leadership. Training was also provided throughout the fall and winter to school staff to gather feedback on the draft *Nunavut Literacy Framework K-12*, and in February 2018, the department delivered literacy workshops at the Nunavut Teachers' Association Conference.

## Teacher Certification and Registration

Consultations are scheduled to inform a review of Nunavut's teacher certification process and comparisons with other territories and provinces in Canada. Partners include:

- Nunavut Tunngavik Incorporated (NTI)
- Nunavut Teachers' Association (NTA)
- Nunavut Employees Union (NEU)
- Coalition of Nunavut District Education Authorities (CNDEA)

## Teacher Professional Development

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.

Annual contributions from the department cover:

- 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 priorities for how these funds are spent.

## Department-Provided Training

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 2017 – 2018, professional development topics covered included:

- 1 school-led day on the Professional Development Framework
- 1 school-led day to gather feedback on the draft Nunavut Literacy Framework
- 2 days of Respect Education training delivered to some schools by the Canadian Red Cross.



*Nunavut educators participate in educational leadership training*

## Certificate in Educational Leadership in Nunavut (CELN)

The Certificate in Educational Leadership in Nunavut (CELN) is a certificate program for principals, vice-principals, teachers, and other educational leaders. The certificate is earned through the completion of coursework focused on school leadership in Nunavut, and the priorities of the Nunavut education system, as outlined in the department's Annual Plan.

The program provides participants with the knowledge, skills and beliefs to enable them to lead their schools to become better learning environments. It balances leadership theory with practical leadership skills.

There are two required and three elective courses in this certificate program. Completion of the two required courses fulfils the requirements for certification as a principal in Nunavut.

2017 – 2018 marked the first time a CELN course was delivered in Inuktitut. It is hoped that by spring 2020 all CELN courses will have been delivered in Inuktitut, resulting in our first graduating class to have completed their CELN certificates entirely in Inuktitut.

Courses offered in 2017 – 2018 included:

- Core leadership courses (mandatory for principals and vice-principals):
  - ED509 Foundations of Transformational Leadership in Nunavut Education
    - November 2017 (English delivery)
    - February 2018 (Inuktitut delivery)
  - ED511 Proactive Instructional Leadership in Nunavut Communities
    - February 2018 (English delivery)
- Elective courses:
  - ED512 Educational Leadership: Engaging Nunavut Parents, Elders, and Community
    - July 2017 (Inuktitut delivery)
  - ED513 Leadership of the School Improvement Process in Nunavut Communities
    - November 2017 (English delivery)



# PROFESSIONAL DEVELOPMENT FRAMEWORK

KEY MILESTONES  
for CLASSROOM  
TEACHERS







# ADVANCED EDUCATION





ADVANCED EDUCATION

# Advanced Education

ADVANCED EDUCATION	2017 – 2018	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (ADVANCED EDUCATION)	\$419,000	\$714,928
PRE-EMPLOYMENT TRAINING	\$2,262,000	\$2,262,000
ADULT AND POST-SECONDARY EDUCATION	\$140,000	\$0
ADULT PROGRAM EVALUATION AND MONITORING	\$155,000	\$99,891
GENERAL EDUCATION DIPLOMA	\$29,000	\$0
ADULT PROGRAM (PASS)	\$380,000	\$217,920
ADULT LITERACY AND BASIC EDUCATION	\$426,000	\$262,372
<b>TOTAL</b>	<b>\$3,811,000</b>	<b>\$3,557,111</b>



Red Cross training, Arctic Bay

Advanced Education is responsible for guiding the development of governance, policy and strategic planning for adult learning in Nunavut, including increasing the availability of quality post-secondary educational opportunities in the territory and ensuring that existing programs and services are of high quality for the benefit of students and government.

The division guides the implementation of the Nunavut Adult Learning Strategy (NALS) as well as the *Education Act*, as it relates to adult education. Advanced Education is also responsible for adult programs that support equality of opportunity and encourage adult literacy, numeracy and essential employability skills.

NTEP 2017 – 2018 SUMMARY		ENROLMENT	
COMMUNITY	NTEP YEAR	AS OF JANUARY 26, 2018	AS OF JUNE 2018
IQALUIT	1	8	9
RANKIN INLET	1	7	7
IQALUIT	2	7	5
KUGAARUK	2	8	8
IQALUIT	2/3	2	10
IQALUIT	3	3	5
CLYDE RIVER	3	6	6
POND INLET	3	6	7
SANIKILUAQ	3	6	6
IQALUIT	4	6	5
TALOYOAK	4	5	5
<b>TOTAL LEARNERS</b>		<b>64</b>	<b>73</b>

## University Feasibility Study

In keeping with the department's commitment to facilitate improved access to post-secondary education programs in Nunavut, phases 1 and 2 of a Nunavut university feasibility study were completed in 2016 – 2017.

Work on this file continued in 2017 – 2018, as Advanced Education staff partnered with Nunavut Arctic College and Nunavut Tunngavik Inc. to explore options for a joint venture or partnership which would bring more degree-level education options to Nunavut. A selection committee conducted interviews with shortlisted universities in early 2018.

## Nunavut Teacher Education Program (NTEP)

The department provides annual funding to Nunavut Arctic College for delivery of the Nunavut Teacher Education Program (NTEP). This funding supports the development of Inuktitut-speaking educators for Nunavut classrooms.

Having qualified Inuit educators who can speak and instruct in Inuktitut is essential to the department's ability to ensure that students in all communities are able to receive a quality education in their own language.

In 2017 – 2018, NTEP was delivered in seven communities with approximately 70 learners spread out across the four years of

the program. There were two communities completing the final year of NTEP and nine learners graduated (four in Iqaluit and five in Taloyoak).

Towards the end of 2016 – 2017, the department and Nunavut Arctic College hired a contractor to conduct a review of NTEP, provide recommendations for program revision and facilitate the development of an action plan for program revision. In 2017 – 2018 the consultant submitted a preliminary report, which is under review.

In 2017 – 2018, the NTEP review project was merged with the ongoing university partnership project, as this presented an opportunity to gain the expertise of the university partner for the redesign of the program and development of the action plan. The department will continue to work with NAC and NTI to ensure that NTEP and the Nunavut university project are developed appropriately for the benefit of Nunavummiut.

## Adult Program Monitoring and Evaluation

A review of the Nunavut Adult Learning Strategy (NALS) was scheduled to take place this fiscal year, and initial work was begun. A consultant was hired to conduct the review, key stakeholder groups were identified, and interviews took place in spring 2018. This work is expected to continue in 2018 – 2019.



## Pathway to Adult Secondary School (PASS)

The Department of Education is committed to reducing barriers to training, post-secondary education, and the labour market faced by adult Nunavummiut who do not have a secondary school diploma. In collaboration with Nunavut Arctic College (NAC), the department launched PASS in 2013 to provide the territory's adult learners with a flexible route to earning a secondary school diploma.

PASS is a part-time program designed for adult students over the age of 19 who have been out of school for at least one year. Delivered through online learning, PASS enables students to learn anytime and anywhere, and allows for consistent delivery of courses. Students are supported locally by facilitators in their communities, who hold weekly student assistance sessions and are available between sessions via email.

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

In 2017 – 2018, the department continued to collaborate with NAC to enhance the efficiencies of the PASS program. The development of a policies and procedures handbook has been delayed until after a review of the program is conducted.

During the 2017-18 academic year, 150 adult learners from 17 communities were enrolled in PASS:

- Arviat
- Baker Lake
- Cambridge Bay
- Cape Dorset
- Chesterfield Inlet
- Clyde River
- Gjoa Haven
- Hall Beach
- Igloolik
- Iqaluit
- Kugluktuk
- Nauyasat
- Pond Inlet
- Qikiqtarjuaq
- Rankin Inlet
- Sanikiluaq
- Taloyoak

	FALL 2017	WINTER 2018
<b>COMMUNITIES</b>	15	16
<b>ACTIVE LEARNERS</b>	91	107
<b>COURSE COMPLETIONS</b>	4	20
<b>GRADUATES</b>	0	3

## Adult Literacy and Basic Education

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 Advanced Education division.

This year, the department approved two community literacy funding proposals, each for \$50,000, through Ilitaqsiniq (the Nunavut Literacy Council). The two projects are titled: Mechanics and Literacy Pilot Program, and Land and Literacy Workshops.

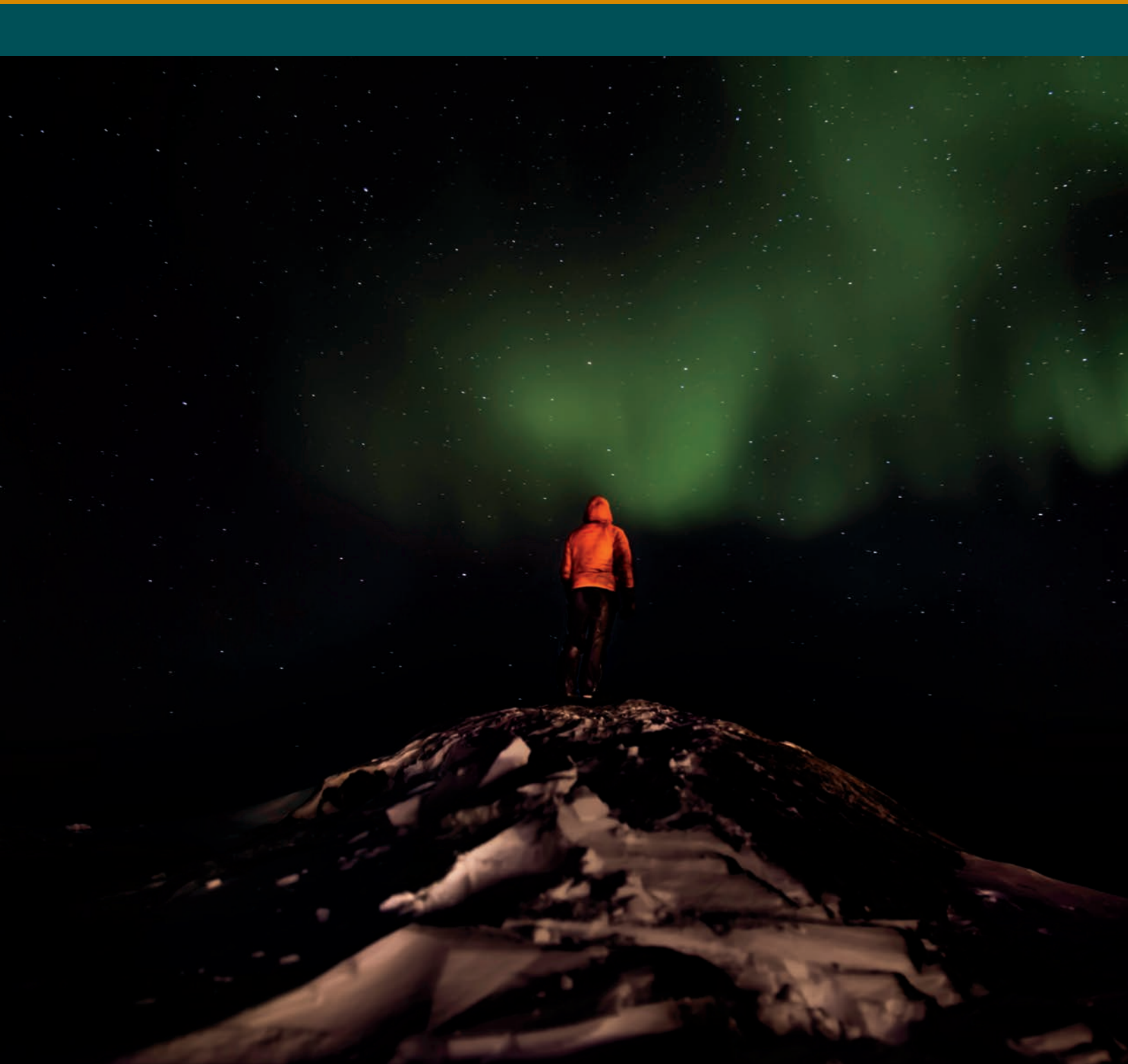
A third grant in the amount of \$33,000 was approved for Ilitaqsiniq to develop and deliver two week-long hockey camps embedded with literacy and language skill development for young girls and boys.



*Students at Nakasuk Elementary School*



# APPENDICES



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

	KITIKMEOT	KIVALLIQ	QIKIQTANI**	IQALUIT	NUNAVUT
<b>TOTAL PROGRAMS</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>18</b>	<b>52</b>
LICENSED DAYCARES	4	8	8	8	28
ABORIGINAL HEAD STARTS	3	2	2	0	7
LICENSED PRESCHOOLS	2	2	2	3	9
LICENSED AFTERSCHOOL	0	0	1	5	6
LICENSED HOME	0	0	0	2	2
<b>TOTAL SPACES</b>	<b>218</b>	<b>235</b>	<b>226</b>	<b>370</b>	<b>1089</b>
FULL-TIME PRESCHOOL	86	133	104	163	486
PART-TIME PRESCHOOL	104	60	84	44	292
FULL-TIME INFANT	28	42	48	51	169
AFTERSCHOOL SPACES	0	0	30	112	142

\*As of March 31, 2018

\*\*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
<b>PRIMARY LANGUAGE</b>	
INUKTITUT	50.9%
INUINNAQTUN	0%
ENGLISH	40.4%
FRENCH	8.8%
<b>TOTAL</b>	<b>100%</b>
<b>SECONDARY LANGUAGE</b>	
INUKTITUT	34.0%
INUINNAQTUN	8.5%
ENGLISH	51.1%
FRENCH	6.4%
<b>TOTAL</b>	<b>100%</b>

\* 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
<b>INUIT</b>	77.6%
<b>NON-INUIT</b>	22.4%
<b>TOTAL</b>	<b>100%</b>

\*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**	NUNAVUT
<b>TOTAL FUNDED PROPOSALS</b>	<b>8</b>	<b>7</b>	<b>12</b>	<b>37</b>
	\$93,196.40	\$165,832.00	\$363,165.73	\$622,194.13

\*As of March 31, 2018

\*\*The Qikiqtani column above includes figures for Iqaluit.

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

	FUNDS
	APPROVED
<b>NUNAVUT</b>	<b>\$468,473.20</b>
<b>KITIKMEOT</b>	<b>\$80,252</b>
Cambridge Bay	\$51,832
Gjoa Haven	\$28,420
Kugaaruk	
Kugluktuk	
Taloyoak	
<b>KIVALLIQ</b>	<b>\$53,900</b>
Arviat	
Baker Lake	
Chesterfield Inlet	
Coral Harbour	
Rankin Inlet	\$53,900
Nauyasat	
Whale Cove	
<b>QIKIQTANI</b>	<b>\$334,321.20</b>
Apex	
Arctic Bay	
Cape Dorset	
Clyde River	\$37,632
CSFN	\$40,000
Grise Fiord	
Hall Beach	
Igloolik	
Iqaluit	\$216,689.20
Kimmirut	
Pangnirtung	
Pond Inlet	
Qikiqtarjuaq	
Resolute Bay	
Sanikiluaq	\$40,000

## Appendix Table 6: Student Headcounts by School and Gender 2017 – 2018

	TOTAL	GENDER	
		FEMALE	MALE
<b>NUNAVUT</b>	<b>10,107</b>	<b>4969</b>	<b>5138</b>
<b>KITIKMEOT</b>	1959	967	992
<b>CAMBRIDGE BAY</b>			
Kiiliniq High School	214	102	112
Kullik Ilihakvik	219	101	118
<b>GJOA HAVEN</b>			
Qiqirtaq Ilihakvik	187	87	100
Quqshuun Ilihakvik	239	126	113
<b>KUGAARUK</b>			
Kugaardjuk Ilihakvik	343	157	186
<b>KUGLUKTUK</b>			
Jimmy Hikok Ilihakvik	190	94	96
Kugluktuk High School	229	117	112
<b>TALOYOAK</b>			
Netsilik Ilihakvik	338	183	155
<b>KIVALLIQ</b>	3165	1555	1610
<b>ARVIAT</b>			
John Arnalukjuak High School	289	150	139
Levi Angmak Ilinniarvialaaq	400	203	197
Qitiqliq Middle School	167	79	88
<b>BAKER LAKE</b>			
Jonah Amitnaaq Secondary School	309	149	160
Rachel Arngnammaktiq Elementary School	266	121	145
<b>CHESTERFIELD INLET</b>			
Victor Sammurtok School	112	53	59
<b>CORAL HARBOUR</b>			
Sakku School	278	136	142
<b>NAUJAAT</b>			
Tusarvik Elementary	271	122	149
Tuugaalik High School	186	91	95
<b>RANKIN INLET</b>			
Leo Ussak Elementary School	266	138	128
Maani Ulujuk Ilinniarvik	330	170	160
Simon Alaittuq School	126	58	58
<b>WHALE COVE</b>			
Inuglak School	165	75	90

Table 6 continued on following page



<b>QIKIQTANI</b>	4983	2447	2536
<b>APEX</b>			
Nanook School	51	22	29
<b>ARCTIC BAY</b>			
Inuujaq School	257	123	134
<b>CAPE DORSET</b>			
Peter Pitseolak School	187	94	93
Sam Pudlat School	236	97	139
<b>CLYDE RIVER</b>			
Quluuq School	336	172	164
<b>GRISE FIORD</b>			
Umimmak School	30	17	13
<b>HALL BEACH</b>			
Arnaqjuaq School	272	139	133
<b>IGLOOLIK</b>			
Ataguttaaluk Elementary School	394	189	205
Ataguttaaluk High School	206	86	120
<b>IQALUIT</b>			
Aqsarniit Ilinniarnvik	312	164	148
École des Trois-Soleils	91	47	44
Inuksuk High School	404	206	198
Joamie School	258	118	140
Nakasuk School	388	202	186
<b>KIMMIRUT</b>			
Qaqqalik School	136	57	79
<b>PANGNIRTUNG</b>			
Alookie School	203	105	98
Attagoyuk Illisavik	207	99	108
<b>POND INLET</b>			
Nasivvik High School	271	123	148
Ulaajuk School	295	152	143
<b>QIKIQTARJUAQ</b>			
Inuksuit School	104	59	45
<b>RESOLUTE BAY</b>			
Qarmartalik School	38	17	21
<b>SANIKILUAQ</b>			
Nuiyak School	158	82	76
Paatsaali School	149	77	72

## Appendix Table 7: Student Headcount by Grade 2017 – 2018

	TOTAL
K	802
1	832
2	806
3	849
4	788
5	788
6	737
7	683
8	694
9	712
10	912
11	728
12	776
<b>TOTALS</b>	<b>10,107</b>

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

	TOTAL
<b>NUNAVUT</b>	66.3%
<b>KITIKMEOT</b>	65.1%
<b>CAMBRIDGE BAY</b>	65.7%
Kiilnik High School	63.6%
Kullik Ilihakvik	75.2%
<b>GJOA HAVEN</b>	51.8%
Qiqirtaq Ilihakvik	51.5%
Quqshuun Ilihakvik	52.8%
<b>KUGAARUK</b>	76.7%
Kugaardjuk Ilihakvik	76.7%
<b>KUGLUKTUK</b>	61.3%
Jimmy Hikok Ilihakvik	71.9%
Kugluktuk High School	60.4%
<b>TALOYOAK</b>	78.4%
Netsilik Ilihakvik	78.4%
<b>KIVALLIQ</b>	69.7%
<b>ARVIAT</b>	59.3%
John Arnalukjuak High School	60.8%
Levi Angmak Ilinniarvialaaq	53.2%
Qitiqliq Middle School	54.3%
<b>BAKER LAKE</b>	72.5%
Jonah Amitnaaq Secondary School	71.4%
Rachel Arngnammaktiq Elementary School	80.8%
<b>CHESTERFIELD INLET</b>	70.3%
Victor Sammurtok School	70.3%
<b>CORAL HARBOUR</b>	59.3%
Sakku School	59.3%
<b>NAUJAAT</b>	67.3%
Tusarvik Elementary	60.6%
Tuugaalik High School	69.3%
<b>RANKIN INLET</b>	78.9%
Leo Ussak Elementary School	78.5%
Maani Ulujuk Ilinniarvik	78.9%
Simon Alaittuq School	79.0%
<b>WHALE COVE</b>	75.2%
Inuglak School	75.2%

Table 8 continued on following page



<b>QIKIQTANI</b>	64.4%
<b>APEX</b>	85.0%
Nanook School	85.0%
<b>ARCTIC BAY</b>	64.8%
Inuujaq School	64.8%
<b>CAPE DORSET</b>	72.5%
Peter Pitseolak School	71.3%
Sam Pudlat School	80.5%
<b>CLYDE RIVER</b>	57.7%
Quluaq School	57.7%
<b>GRISE FIOR</b>	57.8%
Umimmak School	57.8%
<b>HALL BEACH</b>	61.1%
Arnaqjuaq School	61.1%
<b>IGLOOLIK</b>	46.2%
Ataguttaaluk Elementary School	70.8%
Ataguttaaluk High School	39.3%
<b>IQALUIT</b>	73.6%
Aqsarniit Ilinniarvik	78.8%
École des Trois-Soleils	70.6%
Inuksuk High School	72.0%
Joamie School	84.0%
Nakasuk School	80.1%
<b>KIMMIRUT</b>	70%
Qaqqalik School	70%
<b>PANGNIRTUNG</b>	66.6%
Alookie School	76.1%
Attagoyuk Illisavik	65.5%
<b>POND INLET</b>	47.5%
Nasivvik High School	41.6%
Ulaajuk School	71.1%
<b>QIKIQTARJUAQ</b>	64.5%
Inuksuit School	64.5%
<b>RESOLUTE BAY</b>	89.3%
Qarmartaluk School	89.3%
<b>SANIKILUAQ</b>	57.9%
Nuiyak School	74.8%
Paatsaali School	54.9%

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
<b>NUNAVUT</b>	<b>254</b>
<b>KITIKMEOT</b>	<b>26</b>
CAMBRIDGE BAY	6
GJOA HAVEN	3
KUGAARUK	5
KUGLUKTUK	11
TALOYOAK	1
<b>KIVALLIQ</b>	<b>116</b>
ARVIAT	38
BAKER LAKE	5
CHESTERFIELD INLET	6
CORAL HARBOUR	10
NAUJAAT	18
RANKIN INLET	33
WHALE COVE	6
<b>QIKIQTANI</b>	<b>112</b>
ARCTIC BAY	5
CAPE DORSET	5
CLYDE RIVER	5
GRISE FIORD	4
HALL BEACH	6
IGLOOLIK	5
IQUALUIT	50
KIMMIRUT	3
PANGNIRTUNG	9
POND INLET	8
QIKIQTARJUAQ	2
RESOLUTE BAY	0
SANIKILUAQ	10

## Appendix Table 10: Graduates by Characteristic

	GRADUATES	%
<b>TOTAL</b>	<b>254</b>	<b>100%</b>
<b>AGE GROUP</b>		
UNDER 17	3	1.2%
17 TO 18	169	66.5%
19 AND OVER	82	32.3%
<b>ETHNICITY</b>		
INUIT	225	88.6%
NON-INUIT	29	11.4%
<b>GENDER</b>		
FEMALE	126	49.6%
MALE	128	50.4%

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



## 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	
<b>UQAUSILIRINIQ</b>								
<b>INUKTITUT LANGUAGE ARTS</b>	BDBE Inuktitut Language Arts K – 6 (NU) 1999							
	Inuktitut Language Arts K – 6, 2013 / Inuktitut Transitional Language Arts (ILT) 2016 / IL2 NU K – 6 – In Development							
<b>ENGLISH LANGUAGE ARTS</b>	NWT English Language Arts Curriculum K – 6, 2011							
	EL2 NU K-6 – In Development							
<b>ARTS</b>	Arts Education K (SK) 2010	Arts Education 1 – 5 (SK) 2011					Arts Education 6 – 9 (SK) 2009	
	French as an Additional Language for Grades 4 – 9 in Nunavut: Communication and Culture Grades 4 to 12 (MB) 2014							
<b>FRENCH AS AN ADDITIONAL LANGUAGE (FAL)</b>								
<b>NUNAVUSIUTIT</b>								
<b>SOCIAL STUDIES</b>	n/a	NWT Elementary Social Studies Curriculum Gr 1 – 6, 1993						
<b>INUUQATIGIIT</b>	Inuuqatigiit (NWT) 1996							
<b>IQQAQAUKKARINGNIQ</b>								
<b>MATH</b>	Mathematics K – 9 (AB) 2007 (updated 2014)							
<b>SCIENCE</b>	NWT Grade K – 6 Science and Technology Curriculum 2004							
<b>AULAJAQTUT</b>								
<b>HEALTH</b>	School Health Program (NWT) 1995							
<b>PHYSICAL EDUCATION</b>	Fitness Management Curriculum K – 6 (MB) 2001							
	Movement Curriculum K – 6 (MB) 2001							
<b>OTHER</b>								
<b>CAREER AND PROGRAM PLANNING</b>							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
<b>UQAUSILIRINIQ</b>						
<b>INKUITITUT LANGUAGE ARTS</b>	BDBE Inuktitut 7 – 9 Language Arts (NU) 2000			Inuktitut / Inuinnaqtun 10 (NU) 2010	Inuktitut / Inuinnaqtun 11 (NU) 2010	Inuktitut / Inuinnaqtun 12 (NU) 2010
<b>ENGLISH LANGUAGE ARTS</b>	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*		
<b>ARTS</b>	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	
<b>FRENCH AS AN ADDITIONAL LANGUAGE (FAL)</b>	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		
<b>NUNAVUSIUTIT</b>						
<b>SOCIAL STUDIES</b>	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
<b>INUUQATIGIIT</b>	Inuuqatigiit (NWT) 1996					
<b>ENTREPRENEURSHIP</b>				E-Spirit + Business Development (NU) 2013	Entrepreneurship 11 (NU) 2013	Entrepreneurship 12 (NU) 2013
<b>TOURISM</b>					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
<b>IQQAQAUKKARINGNIQ</b>						
<b>MATH</b>	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)
<b>SCIENCE</b>	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*	
<b>AULAJAAQTUT</b>						
<b>HEALTH</b>	School Health Program (NWT) 1995					
<b>AULAJAAQTUT</b>	Aulajaaqtut (NU) 2013			Aulajaaqtut (NU) 2013		
<b>PHYSICAL EDUCATION</b>	Junior-Senior High School Physical Education (NWT) 2000			Physical Education K – 12 (AB) 2000		
				Physical Education Guide to Implementation K – 12 (AB) revised 2001		
<b>OTHER</b>						
<b>CAREER AND PROGRAM PLANNING</b>	Aulaarhiquit: 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
<b>UQAUSILIRINIQ</b>							
<b>FRENCH</b>	Programme d'études : Français langue première du ministère de l'Éducation de l'Alberta – maternelle à la 12 <sup>e</sup> année (1998)						
<b>ENGLISH LANGUAGE ARTS</b>	NWT English Language Arts Curriculum K-6, 2011						
<b>ARTS</b>	EL2 NU K-6 - In Development						
<b>INUKTITUT LANGUAGE ARTS</b>	Programme français d'éducation artistique (MB) 2011						
<b>INUKTITUT LANGUAGE ARTS</b>	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						
<b>NUNAVUSIUTIT</b>							
<b>SOCIAL STUDIES</b>	Sciences humaines : programmes d'études et guide de mise en oeuvre – maternelle à la 3 <sup>e</sup> année (NWT) 2009			Sciences humaines : programmes d'études et guide de mise en oeuvre – 4 <sup>e</sup> année (NWT) 2014		Sciences humaines : programmes d'études et guide de mise en oeuvre – 5 <sup>e</sup> année (NWT) 2014	Les sciences humaines à l'élémentaire – 6 <sup>e</sup> année (NWT) 1993
<b>INUUQATIGIIT</b>	Inuuqatigiit (NWT) 1996						
<b>IQQAQAUKKARINGNIQ</b>							
<b>MATH</b>							
<b>SCIENCE</b>	Programme de sciences à l'élémentaire - 1re à 6 <sup>e</sup> année (AB) 1997						
<b>AULAJAAQTUT</b>							
<b>HEALTH</b>	School Health Program – K-9 (NWT) 1991						
	Programme de santé et préparation pour la vie – maternelle à la 9 <sup>e</sup> année (AB) 2002						
<b>AULAJAAQTUT</b>							
<b>PHYSICAL EDUCATION</b>	Éducation physique (maternelle à la 12 <sup>e</sup> année) (AB) 2000						
	Éducation physique (maternelle à la 12 <sup>e</sup> année) : guide de mise en oeuvre (AB) 2001						
	Deux modules du programme d'études (MB) 2001 : Gestion de la condition physique et Motricité						
<b>OTHER</b>							
<b>CAREER AND PROGRAM PLANNING</b>							Aulaaruiqut: Career and Program Planning Preparing for the Journey Gr 6-8, The Journey Begins Gr 9 (NU/NWT) 2001
<b>KINDERGARTEN PROGRAM</b>	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
<b>UQAUSILIRINIQ</b>						
<b>FRENCH</b>	Programme d'études : Français langue première du ministère de l'Éducation de l'Alberta – maternelle à la 12 <sup>e</sup> 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
<b>ENGLISH LANGUAGE ARTS</b>	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*		
<b>ARTS</b>	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
<b>INUKTITUT LANGUAGE ARTS</b>	BDBE Inuktitut 7-9 Language Arts (NU) 2000			Inuktitut / Inuinnaqtun 10 (NU) 2010	Inuktitut / Inuinnaqtun 11 (NU) 2010	Inuktitut / Inuinnaqtun 12 (NU) 2010
<b>NUNAVUSIUTIT</b>						
<b>SOCIAL STUDIES</b>	Sciences humaines au premier cycle du secondaire – 7 <sup>e</sup> , 8 <sup>e</sup> et 9 <sup>e</sup> 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
<b>INUUQATIGIIT</b>	Inuuqatigiit (NWT) 1996					
<b>ENTREPRENEURSHIP</b>				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
<b>IQQAQAUKKARINGNIQ</b>						
<b>MATH</b>	Programme de mathématiques de l'Alberta : maternelle à la 9 <sup>e</sup> 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 <sup>e</sup> année et 9 <sup>e</sup> 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
<b>SCIENCE</b>	Programme d'études de sciences 7 <sup>e</sup> , 8 <sup>e</sup> et 9 <sup>e</sup> 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 <sup>e</sup> année* (AB) 2007	Série « Connaissances et employabilité » Sciences 9 <sup>e</sup> 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	
<b>AULAJAAQTUT</b>						
<b>HEALTH</b>	School Health Program – K-9 (NWT) 1991					
	Programme de santé et préparation pour la vie – maternelle à la 9 <sup>e</sup> année (AB) 2002					
<b>AULAJAAQTUT</b>	Aulajaaqtut (NU) 2013			Aulajaaqtut 10 <sup>e</sup> à 12 <sup>e</sup> année (NU) 2013		
<b>PHYSICAL EDUCATION</b>	Éducation physique (maternelle à la 12 <sup>e</sup> année) (AB) 2000					
	Éducation physique (maternelle à la 12 <sup>e</sup> année) : guide de mise en oeuvre (AB) 2001					
<b>OTHER</b>						
<b>CAREER AND PROGRAM PLANNING</b>	Aulaaruhiquit: 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		

\* Special permission required for students to take this course