



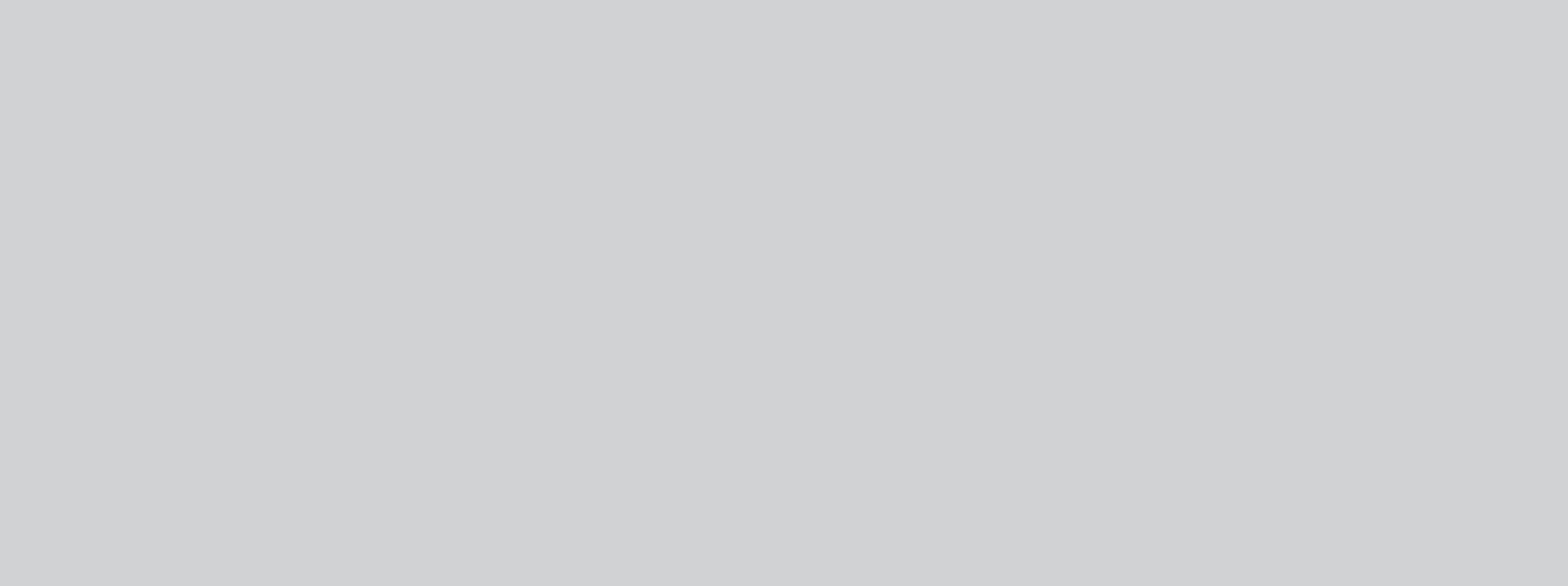


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 Building Nunavut Together  
 Nunavut liuqatigiingniq  
 Bâtit le Nunavut ensemble



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 Inniiaqtuliyikkut  
 Department of Education  
 Ministère de l'Éducation

# Annual Report 2012-2013



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## Introduction

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

Strong collaboration between stakeholders and the education system from early childhood to Grade 12, post-secondary studies, adult learning and income support will help us provide high-quality teaching and learning practices that support our language and culture and engage our parents and communities.

By working together to support lifelong learning we are strengthening our communities. The learning and training options we provide will help Nunavummiut gain the knowledge and skills needed to live meaningful, productive and rewarding lives as they lead the cultural, social and economic development of our territory.

It is important to report back to Nunavummiut on our progress as we move forward in our work to build an education system that meets the needs of all our learners.

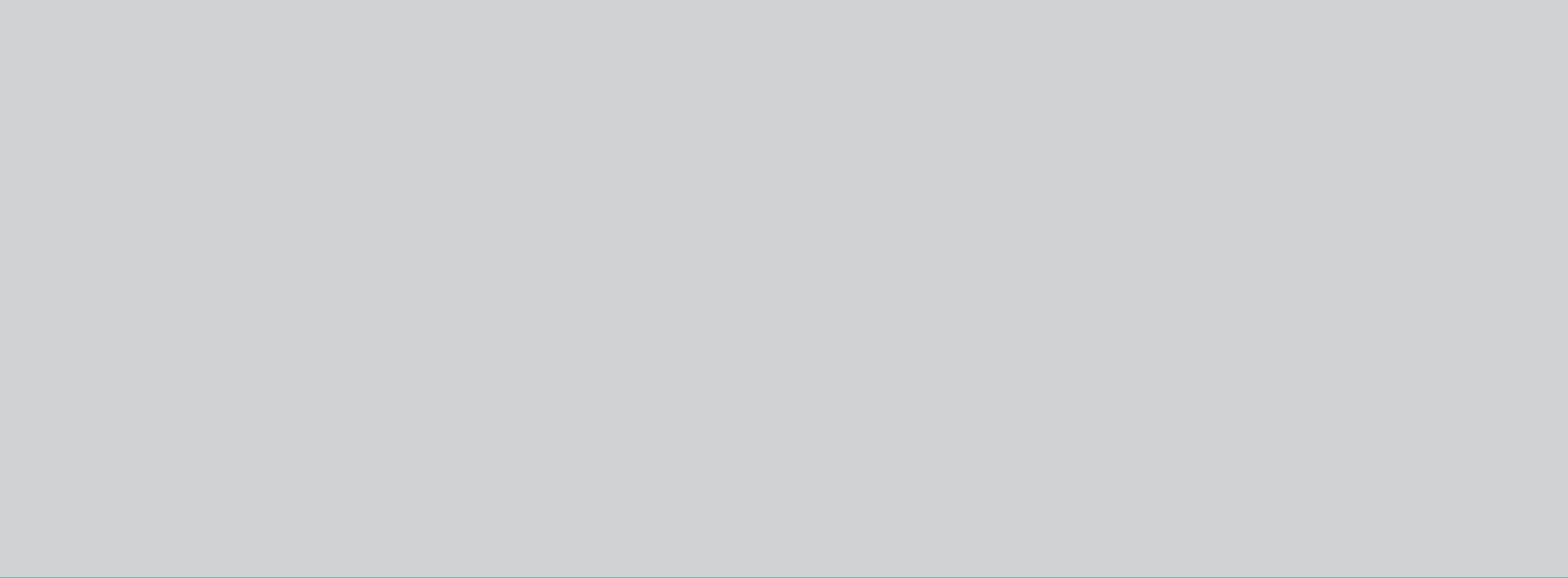
We are committed to building on our successes, improving capacity and making enhancements to those areas where we need to focus our efforts.

This annual report, covering 2012-2013, gives us an opportunity to provide information on the programs and services we deliver and highlights our efforts to create a unique and responsive learning environment.

I encourage parents and families to embrace the important role they play in supporting learning at any age. Your support is invaluable.

Thank you to all Education staff, our District Education Authorities, our parents, our Elders and community partners for their work in contributing to the success of our learners.

Honourable Paul Aarulaaq Quassa  
*Minister of Education*





## Overview – Department of Education

Under the Minister of Education, the Department is responsible for programs and services that support the Kindergarten to Grade 12 (K-12) school system, post-secondary education, early childhood learning and development, income support, apprenticeship, trades and occupations, literacy and career development.

In order to deliver these programs successfully and meet the needs of Nunavummiut, the department has developed partnerships within Nunavut and throughout Canada.

Working closely with our stakeholders helps the department develop a high-quality education system and labour market strategies and initiatives that will help Nunavummiut achieve their post-secondary and career achievement goals.

The legislation and regulations in the *Education Act* help us develop a unique learning environment. We work with all our education partners to engage and recognize the needs of our communities. Regulations such as the *Early Childhood Program Regulations*, the *Inclusive Education Regulations* and the *Inuuqatigiitsiarniq Policy and Discipline Regulations* help us develop a high-quality environment for learning that supports Inuit language, culture and values.

The department continues to work to create an education system that engages all our learners and is responsive to our vibrant economy through curriculum and resource development, post-secondary education, training and skills development, and early childhood programming.

*The Department of Education administers more than 70 schools and offices in every community across Nunavut and a staff of over 1400 people. In 2012–2013, the department had a teaching staff of 704.5 educators to provide a student–educator ratio that is better than the national average.*



In 2012, Education was allocated nearly 19% of the Government of Nunavut's total budget<sup>1</sup>. Of these budgets, the largest portions are devoted to K-12 school operations, comprising 67% of the department's overall budget. These funds support school operations in all regions, and also contribute to the support of operations by the District Education Authorities (DEAs), the Coalition of Nunavut DEAs, and the Commission scolaire francophone du Nunavut (CSFN), through a number of grant and contribution payments.

**Table 1 Budgets and expenditures for major programs and lines of business, 2012-13<sup>2</sup>**

	2012-13	
	BUDGET	ACTUAL
<b>EARLY CHILDHOOD</b>	\$6,108,000	\$4,254,352
<b>KINDERGARTEN – GRADE 12</b>	\$153,394,000	\$153,064,645
<b>CURRICULUM DEVELOPMENT AND SCHOOL SERVICES</b>	\$15,738,000	\$14,760,797
<b>ADULT LEARNING AND POST-SECONDARY</b>	\$11,607,000	\$10,074,333
<b>CAREER DEVELOPMENT</b>	\$2,454,000	\$3,128,868
<b>INCOME SUPPORT</b>	\$40,389,000	\$44,320,744
<b>TOTAL</b>	<b>\$229,690,000</b>	<b>\$229,603,749</b>

1 The Department of Finance Main Estimates 2012-13; ISBN #978-1-55325-223-8

2 Note that as of April 1, 2013, Income Support, Career Development Services, and the regional Career and Early Childhood Services offices all became part of the new Department of Family Services. Financial information in this annual report reflects the budget as it was structured in the 2012-13 fiscal year.

The *Education Act* requires that Nunavut's calculated Student-Educator Ratio (SER) remain lower than that of the latest nationally-calculated SER. For 2012-13, Nunavut's SER was 13.6 to 1, making it lower than the latest nationally-calculated SER of 14.0 to 1.



## Early Childhood Education

The Department of Education recognizes that families are the core of early childhood development, including the development of language, culture, values and beliefs. The early years of a child's life lay the foundation for lifelong health and well-being, which is why the Early Childhood Education (ECE) division recognizes families' pivotal role in the early development of language, culture, values, and beliefs in their children. The ECE division promotes awareness of early childhood issues within communities, and supports community-based organizations in developing and providing quality and culturally-appropriate ECE and childcare programs. Encouraging young parents who are still students to continue working toward their high school diplomas is another way the ECE division aims to support the family and community.

The ECE division supports early childhood programs and services for children from birth to age six and for licensed out-of-school programs for children up to age 12. It also promotes quality childcare by licensing, inspecting, and providing support and guidance to all early childhood programs; by providing workshops and training opportunities for parents and early childhood educators; and providing support for special needs children.

*The Inuit Qaujimajatuqangit principles of Ilagiinniq and Inuuqatigiinniq guide our communities as they work to raise and teach our children and care for those in need.*

**Table 2 Budgets and expenditures for ECE specific programs, 2012-13**

	2012-13	
	BUDGET	ACTUAL
<b>DAYCARE OPERATIONS AND MANAGEMENT</b>	\$2,150,000	\$1,542,050
<b>DEA-ECE FUNDING</b>	\$1,600,000	\$456,237
<b>ECE ADMINISTRATION</b>	\$765,000	\$1,031,114
<b>ECE RESOURCE DEVELOPMENT AND CONFERENCE</b>	\$345,000	\$411,018
<b>ECE TRAINING</b>	\$200,000	\$193,351
<b>HEALTHY CHILDREN INITIATIVE</b>	\$908,000	\$548,740
<b>YOUNG PARENTS STAY LEARNING</b>	\$140,000	\$71,842
<b>TOTAL</b>	<b>\$6,108,000</b>	<b>\$4,254,352</b>

**The Department of Education provides the following initiatives for early childhood education:**

**LICENSED EARLY CHILDHOOD PROGRAMS**

Early Childhood Officers (ECOs) inspect, license, monitor, and provide funding to licensed childcare facilities. They also offer support, advice, guidance and training to the staff, boards, and parents of the facilities through workshops and meetings.

**HEALTHY CHILDREN INITIATIVE**

The Healthy Children Initiative provides funding for the enhancement and development of early childhood programs and services, and for individual children requiring intensive developmental support or specific assistance.

**YOUNG PARENTS STAY LEARNING**

Young Parents Stay Learning is a childcare subsidy that helps pay for childcare for the children of young parents who are continuing to work toward their high school diploma.

**DISTRICT EDUCATION AUTHORITIES – EARLY CHILDHOOD EDUCATION FUNDING**

DEA-ECE funding is available to assist DEAs in compliance with Section 17 of the *Education Act* which requires them to provide an early childhood education program that supports development of the Inuit language and knowledge of Inuit culture.

## EARLY CHILDHOOD EDUCATION TRAINING

Annual funding is given to a post-secondary institution so that they will offer ECE certificate or diploma courses in Nunavut.

## EARLY CHILDHOOD RESOURCE DEVELOPMENT

The development of language and culturally-appropriate resources is important for use in early childhood programs in Nunavut.

## ONE-TIME CAPITAL FUNDING

The Department of Education does not typically have capital funding for non-profit organizations to construct or renovate individual daycare buildings. This funding was initially provided by the federal government with the aim of increasing the number of childcare spaces in provinces and territories.

# MAJOR ECE ACTIVITIES 2012-13

### Circumpolar Conference on Education for Indigenous People

- Held in Iqaluit November 26 – 30, 2012.
- Co-hosted by the Department of Education and Naalakkersuisut, the Government of Greenland.
- Approximately 125 delegates and speakers from seven circumpolar regions in attendance.
- Conference goal: strengthen relationships between circumpolar regions to help build a foundation of learning that combines traditional knowledge with the best in western educational methods.
- Conference theme, *It Starts at Home*, recognized that learning begins at birth.
- Conference focused on three topics:
  - Early childhood education,
  - Delivering quality programming, and
  - Parental and community engagement

### Early Childhood Education Conference

- Held in Iqaluit March 8 – 11, 2013.
- Second early childhood education conference with over 100 participants.
- First time Kindergarten teachers and early childhood educators from across Nunavut came together.
- Conference goal: build links between preschool programs and schools to make the transition to school learning environments easier for children and strengthen the foundation for learning they receive.
- Conference focus: provide training on the new curriculum resource kits for 4 and 5 year olds – Star, Boats and Fish.

These materials include Elder's knowledge and stories in Inuktitut, providing strong language models to help children develop vocabulary and thinking and social skills.

- Discuss traditional child-rearing practices in early childhood programs and outreach to parents with children not participating in early childhood programs.

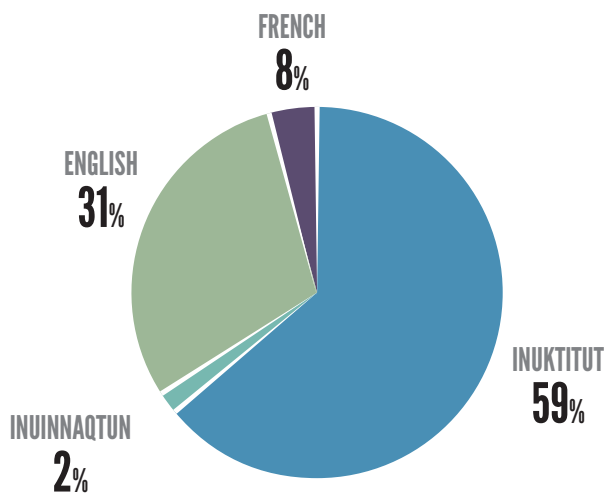
## Early childhood facilities

The Department of Education licenses community early childhood facilities under the *Child Day Care Act*. Regional offices provide start-up and annual operating funding to non-profit licensed childcare facilities and family day homes.

Licensed facilities can include daycares, Aboriginal Head Start programs, preschools, afterschool programs, and home daycares.

- In total there were 52 licensed childcare facilities in 2012-13, operating in 22 communities: 30 licensed daycares, seven head-start programs, seven afterschool programs, seven preschools; and one family day home;
- These facilities provided a total of 1081 licensed childcare spaces, which included 520 full-time and 236 part-time preschool spaces, 176 infant spaces, and 149 afterschool spaces.

**Figure 1 Language of primary use in ECE facilities for 2012-13**



## Healthy Children Initiative

The Healthy Children Initiative has two funding programs: community initiatives that fund family-centred early childhood services and programs for children under the age of six and their families; and supportive services that fund additional programs and services for children under the age of six who require extra supports to reach their full developmental potential.

HCI is administered through the three regional Career and Early Childhood Services offices.

### To be eligible, HCI programs must:

- offer services for children under six years of age;
- offer family-centred services that involve parents in the programs;
- have cultural relevance;
- build on the existing strengths of children, parents and the community;
- enhance, rather than duplicate, existing services;
- offer an inter-agency approach; and
- provide a letter from a health professional for supportive services, if necessary.

## 2012-13 HCI BUDGET: \$908,000

Kitikmeot: \$172,427.34

Kivalliq: \$115,669.50

Oikiqtani: \$316,270.02

Total funds distributed: \$604,366.86

## TOTAL PROPOSALS APPROVED: 36

- Kitikmeot: 10 proposals approved
- Kivalliq: 7 proposals approved
- Oikiqtani Region: 19 proposals approved

Early childhood services support children, parents, employers, and local communities by helping to create a healthy and prosperous society.

## Young Parents Stay Learning

According to the 2001 Aboriginal Peoples Survey, 25% of aboriginal women aged 15 to 19 left elementary or secondary school because they were pregnant or needed to care for children.

Young Parents Stay Learning (YPSL) provides a 100% subsidy for childcare fees (up to established department amounts) at an in-school care facility or a community licensed facility (where available) for a young parent/family while the parent(s) attends school (elementary, middle or high school) full-time.

Post-secondary students under the age of 18 can also apply for YPSL. After the parent turns 18, he or she can apply for the daycare subsidy under the Income Support program, at which point they are removed from the YPSL program.

In 2012-13, there were 53 YPSL applications approved.

## District Education Authority: Early Childhood Education Funding

Section 17 of the *Education Act* requires District Education Authorities (DEAs) to provide an early childhood education program to promote fluency in the Inuit language and knowledge of Inuit culture, or French language and culture in the case of the CSFN.

The Department of Education reserves \$1,600,000 annually to fund DEAs in this area. Successful applications are based on DEA plans to increase language and culture activities, such as Elder involvement, engaging parents and using local resources. Surplus funds are reclaimed into the general fund.

In 2012-13:

- 15 of 27 DEAs accessed ECE funding.
- Total DEA-ECE funding expenditures were \$456,237, out of an available \$1,600,000.

Funding details broken down by DEA and activity is presented in Appendix Table 5.

## ECE Training

The department has an annual budget of \$200,000 for Nunavut Arctic College (NAC) to provide early childhood education courses in Nunavut.

In 2012-13:

- The Department of Education funded NAC to offer an early childhood education certificate course in Baker Lake.
- The Department of Education also assisted NAC in funding several early childhood education course modules in Qikiqtarjuaq and Pond Inlet.

## Early Childhood Resource Development

The Department of Education is developing various theme-based resource materials. Three bilingual kits have been developed for 4 and 5 year olds. These kits include activities for parents as well as children in daycare or Kindergarten programs. Each unit includes a kit with support resources. Items include: a picture book, recipe cards for play dough, photos and other items that are still in the development and approval stages.

# APPENDICES

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**Appendix Table 1 Licensed ECE facilities and spaces by type and region 2012-13**

	KITIKMEOT	KIVALLIQ	QIKIQTANI <sup>1</sup>	IQALUIT	NUNAVUT
<b>LICENSED DAYCARES</b>	4	8	9	8	29
<b>ABORIGINAL HEAD STARTS</b>	3	2	2	0	7
<b>LICENSED PRESCHOOLS</b>	0	3	3	2	8
<b>LICENSED AFTERSCHOOL</b>	0	0	2	5	7
<b>LICENSED HOME DAYCARE</b>	0	0	0	1	1
<b>TOTAL PROGRAMS</b>	<b>7</b>	<b>13</b>	<b>16</b>	<b>16</b>	<b>52</b>
<b>FULL-TIME PRESCHOOL SPACES</b>	89	149	122	176	526
<b>PART-TIME PRESCHOOL SPACES</b>	62	67	82	7	218
<b>FULL-TIME INFANT SPACES</b>	25	50	52	49	176
<b>AFTERSCHOOL SPACES</b>	0	0	49	99	148
<b>TOTAL SPACES</b>	<b>184</b>	<b>266</b>	<b>305</b>	<b>331</b>	<b>1060</b>

**Appendix Table 2 Primary and secondary language of use in a sample of 47 licensed ECE facilities<sup>2</sup>**

	KITIKMEOT	KIVALLIQ	QIKIQTANI <sup>1</sup>	IQALUIT	NUNAVUT
<b>PRIMARY LANGUAGE</b>					
<b>INUKTITUT</b>	2	12	16	1	31
<b>INUINNAQTUN</b>	1	0	0	0	1
<b>ENGLISH</b>	4	1	0	11	16
<b>FRENCH</b>	0	0	0	4	4
<b>TOTAL</b>	<b>7</b>	<b>13</b>	<b>16</b>	<b>16</b>	<b>52</b>
<b>SECONDARY LANGUAGE</b>					
<b>INUKTITUT</b>	2	1	0	10	13
<b>INUINNAQTUN</b>	2	0	0	0	2
<b>ENGLISH</b>	3	12	12	1	28
<b>FRENCH</b>	0	0	0	1	1
<b>TOTAL</b>	<b>7</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>44</b>

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

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





### Appendix Table 3 Staff working in licensed facilities

	KITIKMEOT	KIVALLIQ	QIKIQTANI <sup>1</sup>	IQALUIT	NUNAVUT
<b>BENEFICIARIES</b>	28	72	58	34	202
<b>NON-BENEFICIARIES</b>	4	3	5	37	49
<b>TOTAL<sup>2</sup></b>	42	75	66	71	254

### Appendix Table 4 Healthy Children Initiative approved proposals, CI: Community initiatives, SS: Supportive services

	KITIKMEOT	KIVALLIQ	QIKIQTANI <sup>1</sup>	IQALUIT	NUNAVUT
<b>APPROVED CI PROPOSALS</b>	5	6	8	4	23
<b>APPROVED SS PROPOSALS</b>	4	1	5	2	12
<b>APPROVED CI AND SS JOINT PROPOSALS</b>	1	0	0	0	1
<b>TOTAL APPROVED PROPOSALS</b>	10	7	13	16	36
<b>COMMUNITIES WITH APPROVED PROPOSALS</b>	4	3	7	1	15

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

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

**Appendix Table 5 District Education Authorities that accessed DEA-ECE funding**

	ACTIVITY				
	REQUESTED	APPROVED	ELDER PARTICIPATION	RESOURCE DEVELOPMENT	FAMILY ACTIVITIES
<b>NUNAVUT</b>	\$511,779	\$456,237	18	15	12
<b>KITIKMEOT</b>	\$106,783	\$100,103	4	4	4
<b>CAMBRIDGE BAY</b>	\$11,973	\$10,173	1	1	1
<b>GJOA HAVEN</b>	\$41,840	\$35,600	1	1	1
<b>KUGAARUK</b>	\$40,000	\$39,980	1	1	1
<b>KUGLUKTUK</b>	\$0	\$0	-	-	-
<b>TALOYOAK</b>	\$12,970	\$14,350	1	1	1
<b>KIVALLIQ</b>	\$130,000	\$125,968	2	-	-
<b>ARVIAT</b>	\$90,000	\$85,968	1	-	-
<b>BAKER LAKE</b>	\$0	\$0	-	-	-
<b>CHESTERFIELD INLET</b>	\$0	\$0	-	-	-
<b>CORAL HARBOUR</b>	\$0	\$0	-	-	-
<b>RANKIN INLET</b>	\$0	\$0	-	-	-
<b>REPULSE BAY</b>	\$40,000	\$40,000	1	-	-
<b>WHALE COVE</b>	\$0	\$0	-	-	-
<b>QIKIQTANI</b>	\$274,996	\$230,166	12	11	8
<b>APEX</b>	\$0	\$0	-	-	-
<b>ARCTIC BAY</b>	\$31,977	\$31,977	-	2	1
<b>CAPE DORSET</b>	\$10,784	10,784	1	1	-
<b>CLYDE RIVER</b>	\$0	\$0	-	-	-
<b>CSFN</b>	\$40,910	\$35,300	2	0	1
<b>GRISE FIORD</b>	\$0	\$0	-	-	-
<b>HALL BEACH</b>	\$0	\$0	-	-	-
<b>IGLOOLIK</b>	\$16,930	\$16,930	1	-	1
<b>IQUALUIT</b>	\$73,300	\$48,020	2	2	1
<b>KIMMIRUT</b>	\$0	\$0	-	-	-
<b>PANGNIRTUNG</b>	\$27,680	\$22,340	3	3	2
<b>POND INLET</b>	\$22,715	\$22,715	1	1	1
<b>QIKIQTARJUAQ</b>	\$0	\$0	-	-	-
<b>RESOLUTE BAY</b>	\$10,700	\$10,700	1	1	-
<b>SANIKILUAQ</b>	\$40,000	\$31,400	1	1	1





## Kindergarten to Grade 12

Improving education and training outcomes is part of the Government of Nunavut's commitment to improving the quality of life for all Nunavummiut. The Department of Education supports this through enhancements to the education system designed to provide students with the resources necessary to prepare for their future.

Focusing on an education framework based on the philosophy of Inuit Qaujimajaqangit (IQ), the Department of Education believes in developing strong partnerships in order to deliver programs designed to promote positive school environments, school completion and community engagement. School staff, District Education Authorities (DEAs), parents, families and communities are active partners in this effort with support from the three Regional School Operations (RSO) offices, French Services, and Curriculum and School Services (CSS).

Inuglugjaituq: This principle recognizes that all students have the ability to learn, but may not learn at the same rate and may require differing levels of support

to meet their goals of learning. Inclusive education requires educators to shape programs around the needs, interests and future plans of their students.

The Tunit model of inclusive education is based on the premise that all students may require some level of support for learning at some time in their educational career. This model and the support of 164 Student Support Assistants (SSAs) helps students meet their educational goals.

In addition to the growing number of SSAs available to students, the Department of Education launched a new School Community Counsellor (SCC) training program: Ilinniarvimmi Inuusilirijiit. In partnership with Langara College in British Columbia, the department is providing training to 17 counsellors in Nunavut over a three-year period. The SCCs serve a vital role in providing personal guidance and counselling to students regarding personal well-being, and healthy lifestyles, and promoting a positive attitude toward education.

**Table 3 Budgets and expenditures for K-12 programs**

	2012-13	
	BUDGET	ACTUAL
<b>K-12 INSTRUCTION</b>	\$122,572,000	\$121,976,298
<b>DEA CONTRIBUTIONS</b>	\$14,405,000	\$13,960,857
<b>REGIONAL SCHOOL OPERATIONS</b>	\$14,513,000	\$15,476,133
<b>CSFN AND FRENCH SCHOOL OPERATIONS</b>	\$468,000	\$578,286
<b>STUDENT SUPPORT, INCLUSIVE AND BILINGUAL SCHOOLING</b>	\$1,436,000	\$1,073,080
<b>CURRICULUM AND SCHOOL SERVICES</b>	\$15,738,000	\$14,760,797
<b>TOTAL</b>	<b>\$169,132,000</b>	<b>\$167,825,451</b>

## Curriculum, teaching resources and learning materials

2012-13

### Curriculum and Resource Projects

- *My Family*, an integrated theme kit for Grade 1 that includes a teacher’s manual, Inuktitut books and other resources such as posters, Inuit tools and toys and memory games to support Inuktitut instruction in the primary grades;
- *Picturing Writing* calendars, cards and bookmarks that showcase the work of students in Grades 1-4 across Nunavut;
- Updated classroom resources including northern-themed borders, Inuktitut syllabic flashcards and an *Education in Nunavut* timeline poster; and
- A series of illustrated children’s books based on myths and legends from Inuit Elders and storytellers in Igloodik, to accompany units on *Stars; Boats and Ships; and Fish and Fishing*.





## STRANDS

All Nunavut curricula fit into one of four integrated content areas, or strands:

- **Uqausiliriniq:** communications and fine arts
- **Nunavusiutit:** environmental studies, geography, history
- **Iqqaqqaukkaringniq:** math, science, technology and innovation
- **Aulajaaqtut:** health, wellness and identity

## Curriculum and School Services

Curriculum and School Services (CSS) is responsible for a variety of services to the school system. These include the development of curriculum and teaching resources and learning materials, development and sometimes delivery of educator training programs, student assessment, the student information system, teacher certification, and development/training on aspects of *Education Act* regulations, policy and procedures.

Nunavut development work has focused primarily on adding courses and materials that reflect Nunavut for Grades 7-12. Projects include: Aulajaaqtut (health and wellness) courses, Inuktitut Language Arts courses, English as a second language units for Grades 7-9, Grade 10 Social Studies units, and northern modules in career and technology studies. The Inuit Qaujimagatuqangit Education Framework guides the development of curriculum, as mandated by the *Education Act*. For other high school courses, Nunavut still follows Alberta curriculum.

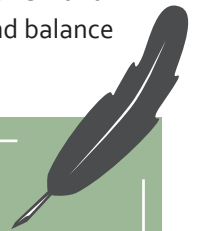
The Kindergarten to Grade 9 curriculum currently used in Nunavut schools is a combination of documents from the Northwest Territories, curricula from the Western Northern Canadian Protocol (where western provinces and three northern territories collaborate on curriculum development), and curricula and units that have been developed in Nunavut.

Teaching materials and learning resources accompany the curricula for all 13 years of schooling to ensure that quality remains high at all levels, and that university entrance requirements are met. The goal is to ensure that students graduate with strong self-concepts, understand their personal strengths and skills, and have the knowledge and skills to make employment, post-secondary education and other life choices that will enable them to support their families and serve their communities.

## Elder Advisory Committee

Elders from across Nunavut who participate on the Elder Advisory Committee meet 2 times a year.

This year, 25 participants joined staff Elder and Heritage Advisors, the Community Development Coordinator and Inuit Curriculum Coordinator in Arviat to review and discuss the topics of child rearing, harmony, and balance in communities, among other relevant topics.



## ELDERS IN SCHOOLS

- The *Education Act* mandates that Elders be involved in schools as employees of the DEAs.
- Elders with specific skills are recommended by the DEAs to be designated as Innait Inuksiutilirijiit through certification by the Minister of Education.
- Innait Inuksiutilirijiit teach students Inuit language and culture including traditional living skills, on-the-land skills, and traditional environmental knowledge and navigation techniques.
- In the 2012-13 school year, there were 94 certified Elders in Nunavut schools.

# Curriculum and School Services work during 2012-2013

Resource development for kindergarten to Grade 6 included:

Development of Kindergarten Language Screening Tool

Completion of K-6 Communication and Information Technology curriculum – undergoing approval process

Revision of K – 6 Inuit Language Arts curriculum

Grade 1 Tundra Unit, learning resources and teacher's manual – an integrated theme unit focusing on Science, Social Studies and Language Arts

Grade 3 Nunavut Unit and learning resources – an integrated theme unit focusing on Aulajaaqtut/ Health, Social Studies and Language Arts

Grade 3 Weather – an integrated theme unit with a focus on Science, with sub-topics covering introduction to weather; Inuit weather predicting; weather experiments; legends and stories; weather safety



## Resource development for Grades 7-12 included:

Development of Grade 7-9 Aulajaaqtut (Health, Wellness, Leadership) teaching units and learning materials:

- Grade 7 – Stress Management; Harmony in Relationships; Adolescent Change and Growth; Circle of Belonging (Bullying Prevention); Suicide Prevention; Land Program
- Grade 8 – Anger Management; Communication; Adolescent Health; Positive Identity; Suicide Prevention; Land Program
- Grade 9 – Career Choices (Career and Program Planning); Leaders of Today; Healthy Bodies; Problem Solving; Suicide Prevention; Land Program

Grade 10-12 Aulajaaqtut (Health, Wellness and Leadership) – Teacher Resource Handbook Grades 10-12, Nunavut Environmental Science courses (3): Nuna 10, Tariuq 11 and Sila 12 courses under review and revision

Pilot testing in schools of Grade 11 and 12 Nunavut Applied Physics

Pilot testing in schools of Grade 11 and 12 – Entrepreneurship in Nunavut

Grade 7-9 Social Studies – Nunavut modules available electronically on the Social Studies Wiki

- Grade 7 – The Community and History Project
- Grade 8 – Arctic Peoples and Archeology
- Grade 9 – Thunder and Stone – Nunavut Modules

### Grade 10- 12 Social Studies

- Grade 10 - Staking the Claim – published and in schools
- Development of Rights, Responsibilities and Justice; Governance and Leadership; Residential Schools in Canada; Causes of Conflict – Processes to Global Peace Project (Assessment)
- Grade 12 – Summative Assessment Project – comprehensive research project and presentation – replaces the grade 12 Diploma Exam

### Grade 10 – 12 Communications (Secondary School Nunavut English Language Arts)

- The curriculum has an Inuit Qaujimaqatuqangit foundation and the core content is based on essential skills from Human Resources and Skills Development Canada.
- The course has undergone piloting at all grade levels and contains a project summative assessment which will replace a diploma exam.
- The curriculum has been reviewed and accepted as meeting entrance requirements for non-degree programs at Nunavut Arctic College, Red River College and Algonquin College.

### Inuktitut Grade 7-9

- Three modules available in schools: Iluillamisiurniq, Parnangin, Pituinnaungittut

### Inuktitut 10-12

- Dialects Module in Schools



## Education Act Implementation Updates

The Nunavut Education Act was one of the first pieces of made-in-Nunavut legislation passed by the government after almost 10 years of work. The Department of Education had largely been focused on consulting, drafting and proposing this legislation until 2009. Following that, the department turned its attention to the implementation of the Act, drafting the required regulations and supporting, educating and training staff and stakeholders so that they may better understand their responsibilities under the Act.

Maintaining and supporting this legislation is a key aspect of its mandate, so the Department of Education took a lead role in this massive undertaking. This legislation may be viewed as one of the most important and far reaching efforts for our young territory which between 1998 and 2008 was keenly interested in asserting itself and creating an identity of its own.

One of the highest priorities at that time was to produce an Act that reflected the unique culture and values of Nunavut. The Act establishes an education system based on Inuit Societal Values, which protects and promotes the use of the Inuit language and provides high quality learning opportunities for Nunavut students.

Since 2002 efforts were made to draft and implement a new Education Act for Nunavut. Initially this project was unsuccessful. The Bill that would have introduced the legislation was not signed into law. This early work was still valuable because it provided a foundation for idea generation and consultations that formed the basis of the 2008 Act which was adopted as the legislation we use today.

The process that led to the development of Act was one of the most comprehensive ever conceived and completed in this territory. It was rigorous and included substantial consultation.

More than 100 community, District Education Authority (DEA) and Commission Scolaire Francophone du Nunavut (CSFN) consultations and meetings with Nunavut Tunngavik Incorporated and other stakeholder groups were held to create an Act that reflected the needs of Nunavummiut.

Bilingual education is a very important legislative requirement of the Education Act. Nunavut is a unique jurisdiction in Canada because the school system is required to produce bilingual graduates in an Inuit and non-Inuit language.

Another important component of the Act concerns the belief that the education system in Nunavut should be inclusive.

Inclusive education is legislated in part six of the Education Act and is guided by the belief that all children can learn, that learning is an individual process and that student needs and abilities should be supported in an inclusive education system.

The Act supports the idea that a school system is most effective when it reflects local preferences and decision-making. The Act identifies the DEA and the CSFN as the body responsible for representing local preferences and making decisions at the local level. The Act places a great deal of responsibility on the DEA and the CSFN, from choosing the language of instruction to developing policy on how best to address attendance problems.

There were five key areas where the new legislation deviated from the previous NWT Education Act. These were:

- Greater local control on the part of DEAs;
- An emphasis on bilingual education and the preservation of the Inuit language;
- Inclusive Education;
- Expansion of the authority of the CSFN;
- Embedding Inuit Qaujimajatuqangit principles throughout the statute;

In each of these areas the department took action in order to undertake a three year implementation plan. The goal was to gradually implement the legislation and develop new regulations each year to minimize disruption of the system and ideally to ensure the capacity was present within the department.

Key elements of this plan were the communication to stakeholders about the changes resulting from the new Act and their implications as well as the development of training and in-service opportunities for stakeholders and department staff including those in schools. This often resulted in increased or modified responsibilities for certain groups such as DEAs. It was critically important to ensure that all stakeholders understood what their new obligations would mean and how to comply with these.

The need to develop in-service and training for both department staff and stakeholders was an additional burden but an important component of the plan. Developing training opportunities for so many was more than the department could deliver in a single year and this was a prime reason for the decision to initiate a three year plan.

Over the next several years the department worked tirelessly to support the implementation of the Act by providing in-servicing and training sessions for departmental staff and DEAs, the development

of curriculum, assessment and teaching resources and the development of regulations. The following initiatives were undertaken between 2009 and 2012 for the following areas:

## Education Act Implementation Training

### 2009/10

- The first territory-wide Education Act implementation training meeting for DEAs, principals and departmental staff was held in the fall of 2009. This training session focused on:
  - understanding the framework of responsibilities and accountability, primarily on the part of principals, DEAs and the minister;
  - envisioning Inuuqatigiitsiarniq in each community and developing a DEA policy to help schools work toward that vision;
  - understanding the inclusive education roles and responsibilities of school staff, the DEA and parents;
  - planning bilingual education requirements, including choosing a model of language instruction and determining school staffing needs; and
  - recognizing and encouraging the involvement of Elders as master teachers and offering certificates in their areas of expertise.
- The development and introduction of the Consultation Regulations and Transition Regulations.



### 2010/11

- The second territory-wide Education Act implementation training meeting was held in Iqaluit in the winter of 2011. This training session focused on:
  - DEA finance and administration;
  - Planning and reporting duties of principals and DEAs;
  - Community consultation duties;
  - DEA roles and responsibilities;
  - DEA Early Childhood Education programs; and
  - Half of a day was used for strategic planning with DEA chairs and the DEA Coalition.
- Implementation of the 20 minutes daily physical activity requirement under the Education Act.

### 2011/12

Education Act implementation training continues for a third year at the regional and community level throughout. Training sessions are conducted by Regional School Operations staff in each of the regions. Training sessions focused on:

- DEA Early Childhood Education programs;
  - Work-related absences and learning plans;
  - DEA finances and administration; and
  - Inuuqatigiitsiarniq Policy Development and Positive School Environment.
- The DEA Administration and Finance Regulations, Inclusive Education Regulations, and Inuuqatigiitsiarniq and Positive School Environment Regulations were brought into force in the fall of 2011.
  - The Early Childhood Program Regulations were brought into force in the winter of 2012.

# Curriculum and Resource Development

## 2009/10

- The introduction of new a new grade 10 Nunavusiutit module called Staking the Claim: Dream, Democracy and Canadian Inuit.
- Several student assessment projects were undertaken in 2009-2010, including:
  - the development of a Grade 12 social studies project to replace the Grade 12 Alberta exam;
  - completion of a teachers' needs survey for K-6 language arts;
  - integration of classroom assessment activities, tools and procedures in all teaching materials; and
  - plans for student/family/teacher conferences around portfolios of student work.

## 2010/11

- Several curriculum and resource development projects are undertaken in 2010-2011, including:
  - Work with Greenland on a partnership agreement to share resources and effective practices;
  - Implementation of the Kindergarten Screening Tool;
  - Implementation of Grade 7-9 Strange Happenings Unit in Inuktitut;
  - Implementation of the Picturing Writing and Picture Word Induction Methods of art and literacy development;
  - Implementation of the Social Studies Grade 12 assessment project;
  - Consultations with a variety of partners on new graduation and high school program options; and
  - The Social Studies Capstone project was drafted and piloted at a handful of schools.

## 2011/12

- Several curriculum and resource projects were undertaken in 2011-2012, including:
  - Implementation of the bilingual Family unit for Grade 1 and the Grade 7-9 Survival unit in Inuktitut;
  - On-going implementation of the Picturing Writing and Picture Word Induction Methods of art and literacy development;
  - On-going consultations with a variety of partners on new graduation and high school program options;
  - Implementation of the new Social Studies Grade 12 assessment project; and
  - Territory-wide implementation of the Social Studies Capstone project proceeded in the 2011-12 school year.
- Several Resource Development projects are undertaken over the course of the 2010-2011 and 2011-2012 school years, including:

### Kindergarten to Grade 6:

- the Teacher Planning Guide, which explains how to integrate Inuit Qaujimagatuqangit, complete year and theme plans, set up a positive classroom environment and meet the expectations of the Nunavut Foundation documents;
- a revised Inuit Language Arts curriculum guide;
- formative assessment strategies, student portfolios with samples of their best work;
- Student/Parent/Teacher conference procedures;
- Grade 2 and 3 units on the Family in the Community and the Family in Nunavut and
- work on the next three units on Water, Sila and Tundra; and
- a new Integrated Learning Technologies curriculum.

### Grade 7-12

- Communications English courses, Grades 10-12 with units on essential reading and writing skills, oral communications and working in a team;
- Applied Physics courses, Grades 11-12 with units on energy, force and motion, structures and fluids and pressure;
- Entrepreneurship courses, Grades 11-12 with units on business basics, analyzing the economy, business planning and business forecasting;
- Nuna, Sila and Tariaq courses, Grades 10-12 units that focus on science that teach Inuit traditional environmental knowledge and modern science practices; and
- Aulajaaqtut courses, Grades 7-9 with units on health and wellness, career planning, leadership and community engagement, social development and citizenship.



## Educator Development

### 2009/10

- Accreditation for the Educational Leadership Program and Principal Certification through the University of Prince Edward Island was achieved.

### 2010/11

- Several educator development projects were undertaken in 2010-2011, including:
  - Coordination of the second cohort of the Master's program in Leadership in Learning, delivered in partnership with the University of Prince Edward Island as part of the Department of Education's Inuit Employment Plan; and
  - Work with the University of Prince Edward Island on developing a 500-level certificate for the Educational Leadership Program.

### 2011/12

- Several Educator Development projects were undertaken in 2011-2012, including:
  - Completion of the certification process for the Educational Leadership Program with the University of Prince Edward Island, and delivery of the first round of certificate courses;
  - Completion of the design and Memorandum of Understanding with Langara College for the new School Community Counsellor Training Program; and
  - Completion of the design of the new Grade 7-9 Teacher Education Program in partnership with NAC and the University of Regina.
- 240 educators receive ASIST training.

## District Education Authority Development

### 2009/10

- The department developed and distributed a plain language guide for DEAs, the CSFN and principals to assist with the roles and responsibilities under the Act.
- 92% of DEAs developed the first draft of their Inuuqatigiitsiarniq policy.

### 2010/11

- \$1.6 million is made available to DEAs to support the provision of Early Childhood Education programs as required in section 17 of the Education Act.
  - 11 of 27 DEAs access the funding Early Childhood Education programs for a total of \$263,358.
- Work with schools and DEAs on their Inuuqatigiitsiarniq Positive School Environment policies and programs.
- Policy development and consultation on the DEA Administration and Finance Regulations, Inclusive Education Regulations, Early Childhood Program Regulations and Inuuqatigiitsiarniq and Positive School Environment Regulations was conducted during the 2010-2011 school year.

### 2011/12

- \$1.6 million is made available to DEAs to support the provision of Early Childhood Education programs as required in section 17 of the Education Act.
  - 25 of 27 DEAs access the funding for Early Childhood Education programs for a total of \$859,465.
- Policy development and consultation on the Language of Instruction Regulations, Dispute Resolution Regulations and Transition Regulations 2012-2014 was conducted during the 2011-2012 school year.

## Other Developments

### 2009/10

- A contract was awarded for the development of a new Student Information System.

### 2010/11

- Work with schools on the roles and responsibilities of the School Team as stated in sections 41 to 53 of the Education Act.

### 2011/12

- The student assessment division begins planning for a Nunavut-wide report card.

The amount of work required to implement the Education Act was underestimated. The initial timelines for implementing the Act were too ambitious for the scope of work required.

The list above offers a glimpse of the tasks and initiatives entailed in this implementation; it was quite multifaceted. Furthermore, these new developments had to proceed without interfering with the day-to-day operations of schools, despite the fact that staff were taking on this new workload above and beyond their usual duties. Implementing the Act has been, and remains, a substantial undertaking.

It is clear that at the time there was so much enthusiasm and optimism that the impacts of decisions made were not completely understood. While this is not surprising, this impact has been amplified by the fact that there were many aspects of the Education Act which were unique to Nunavut and because of this, there were no templates to draw upon from other jurisdictions.

We went to great lengths to create a system that was strongly focused on community input and involvement in the education system. While this level of community



input certainly sounds positive and desirable, in practice, the result was a highly decentralized system with variable accountability which has created friction between stakeholders such as regional offices of the department and District Education Authorities and parents.

The results of this legislation can be viewed as something that can be celebrated as a bold experiment in Canadian and Nunavut education but must also be seen as an extremely challenging statute to implement and ultimately to administer.

This complexity has in many respects kept stakeholders including this department from focusing to the degree they should have on the fundamental reason the legislation exists which is student success and educational attainment. The primary duty of any education system must be the adequate preparation of its student body for future success, not struggling with the implementation of overly ambitious legislation and programming requirements.

The effort that took place to bring this piece of legislation to completion cannot be overstated particularly for an organization that while large by Government of Nunavut standards from a budgetary perspective, is still a modest sized organization to undertake such a complex task which has such far reaching impacts on the lives of Nunavummiut.

It is often forgotten that the amount of effort required to conceive, consult on and develop a piece of legislation of this size, scope and complexity is no different in Nunavut than in a larger jurisdiction with greater resources of all kinds to draw upon.

The Department of Education has been living the Act since it was brought into force in 2009. This time has allowed us the opportunity to reflect on the content of the Act and what it means to our staff and the students on the ground, in the schools and in the classroom.

## Method of Reporting

In order to give Nunavummiut and key stakeholders a better understanding of what work has been done to implement the Education Act the information provided here summarizes implementation activities from 2009 to the end of the 2012-2013 fiscal year.

Further reports will summarize Education Act implementation activities on an annual basis.



## Bilingual Education

The *Education Act* states that every student shall be given a bilingual education in the Inuit language and English or French. The goal of bilingual education is to produce graduates who are able to use the two languages comfortably for academic purposes and in their daily life.

CSS has responsibility for implementing bilingual education by:

- ensuring that educational programs support the use, development and revitalization of the Inuit language;
- ensuring that appropriate curricula, learning materials, and resources are provided for the bilingual education model that each DEA chooses;
- establishing standard competencies for oral and written language skills; and,
- ensuring that students are assessed in both languages in relation to the competency targets.

Projects are continuously underway in the areas of curriculum development, media and Inuit language resource publication, assessment, *Education Act* implementation, and educator training aimed at enhancing the ability of the education system to deliver bilingual education.

#### Nunavut Teacher Education Program

The Nunavut Teacher Education Program (NTEP) is jointly funded by Nunavut Arctic College and the Department of Education. The four-year Bachelor of Education degree program, currently focused on preparing teachers for the elementary and middle school system, is being delivered through a partnership with the University of Regina.

- Graduates of the four-year degree program are certified to teach in Nunavut schools.
- NTEP helps to meet the need for bilingual teachers.

NTEP has been offered since 1986, and to date there have been 79 graduates, with 15 students graduating in 2012-2013. In 2012-2013 there were approximately 100 students in NTEP in 11 communities.

Five students were working in the Bachelor of Education After-Degree Program. This program prepares graduates to teach at the junior and senior high school level.

The budget allocation for NTEP in 2012-2013 was:

- \$2,637,300 from the Nunavut Arctic College base budget; and
- \$2,262,000 from the Department of Education.



#### French Services

The Bureau of Education and French Services (BEFS), or French Services, works to promote French language and first and second-language French education, by working with the francophone community in Nunavut and partner organizations.

French Services helps the Department of Education, Commission scolaire francophone du Nunavut, and the Iqaluit DEA with policy development and long-term planning, staffing and professional development, curricular projects, and funding for its operations for French language programs. It participates in inter-jurisdictional committees, conferences, and initiatives to meet the needs of French language education in Nunavut. French Services also supports the Department of Education and Government of Nunavut with French translation.





## District Education Authorities and Commission scolaire francophone du Nunavut

Each Nunavut community has a District Education Authority (DEA), an elected group that meets regularly to make decisions about education issues. In Iqaluit, the Commission scolaire francophone du Nunavut (CSFN) was created to offer educational services to the francophone community of Nunavut. It manages l'École des Trois-Soleils, a K-12 school that enrolled 80 students in 2012-13. Senior high school classes are offered in collaboration with Inuksuk High School in Iqaluit.

Under the *Education Act*, DEAs and the CSFN have authority over many aspects of schooling in their community: budget, programs (language of instruction, cultural activities), school calendars, staff hiring (together with principals), Elders in schools, and policies (student conduct, attendance, storm closures). An annual budget for school operations, which is based on a standardized funding formula, comes from the Department of Education.

Under the *Education Act* and the *Financial Administration Act*, DEAs and the CSFN are required to provide monthly financial reporting to the Department of Education on their financial activities and independently audited financial statements within 90 days of the school year-end.

The department received final audits for the DEA and CSFN fiscal year ending June 30, 2012 for 25 out of the 27 DEAs and draft audits for the two remaining DEAs.

- Seventeen had a net surplus totaling \$568,552.
- Ten had a net deficit totaling \$ 307,138.

The Coalition of Nunavut District Education Authorities (CNDEA) represents the DEAs on issues that affect all DEAs. Under the *Education Act*, the CNDEA plays a role in hiring senior regional Department of Education staff; reviews and provides recommendations to the minister on the funding process for DEAs; and meets with department staff annually to assist the minister in long-term planning for the public education system in Nunavut.

Contribution agreements are produced for student materials and supplies, cultural funding, Innait

Inuksiutilirijiit, Inuuqatigiitsiarniq and attendance policies, DEA and CSFN administration, substitute teachers' wages, and bussing. Principals submit monthly reports to DEAs or the CSFN and the Department of Education on activities in the school and two reports each year on the effectiveness of the school program.



The table on the following page shows DEA and CSFN contribution totals by program type. Regular contributions include DEA operations and maintenance; including administration of school programs, cultural programs, casual wages, Innait Inuksiutilirijiit, and Innuqatigiitsiarniq.

**Table 4 District Education Authority (DEA)  
and Commission scolaire francophone du Nunavut contributions**

	Total	Contribution				
		Regular	ECE	HCI	Daycare	French
<b>NUNAVUT</b>	\$13,031,047.93	\$12,272,347.46	\$383,833.20	\$75,057.42	\$22,277.85	\$277,532.00
<b>KITIKMEOT</b>	\$2,400,813.02	\$2,329,029.00	\$42,723.20	\$29,060.82	\$0.00	\$0.00
<b>CAMBRIDGE BAY</b>	\$615,161.15	\$563,117.00	\$42,723.20	\$9,320.95	\$0.00	\$0.00
<b>GJOA HAVEN</b>	\$491,364.00	\$491,364.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>KUGAARUK</b>	\$388,441.00	\$388,441.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>KUGLUKTUK</b>	\$495,812.59	\$488,305.00	\$0.00	\$7,507.59	\$0.00	\$0.00
<b>TALOYQAK</b>	\$410,034.28	\$397,802.00	\$0.00	\$12,232.28	\$0.00	\$0.00
<b>KIVALLIQ</b>	\$4,300,263.00	\$4,179,153.00	\$121,110.00	\$0.00	\$0.00	\$0.00
<b>ARVIAT</b>	\$1,185,338.00	\$1,092,438.00	\$92,900.00	\$0.00	\$0.00	\$0.00
<b>BAKER LAKE</b>	\$795,796.00	\$795,796.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CHESTERFIELD INLET</b>	\$229,939.00	\$229,939.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CORAL HARBOUR</b>	\$428,427.00	\$428,427.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>RANKIN INLET</b>	\$947,441.00	\$919,231.00	\$28,210.00	\$0.00	\$0.00	\$0.00
<b>REPULSE BAY</b>	\$483,946.00	\$483,946.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>WHALE COVE</b>	\$229,376.00	\$229,376.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>QIKIQTANI</b>	\$6,329,971.91	\$5,764,165.46	\$220,000.00	\$45,996.60	\$22,277.85	\$277,532.00
<b>APEX</b>	\$60,427.00	\$60,427.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>ARCTIC BAY</b>	\$363,231.00	\$337,751.00	\$25,480.00	\$0.00	\$0.00	\$0.00
<b>CAPE DORSET</b>	\$576,639.00	\$576,639.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CSFN</b>	\$606,527.29	\$289,256.00	\$29,860.00	\$0.00	\$13,179.29	\$274,232.00
<b>CLYDE RIVER</b>	\$401,823.00	\$380,783.00	\$21,040.00	\$0.00	\$0.00	\$0.00
<b>GRISE FIORD</b>	\$141,652.00	\$141,652.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>HALL BEACH</b>	\$294,959.00	\$294,959.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>IGLOOLIK</b>	\$673,654.00	\$673,654.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>IQUALUIT</b>	\$1,298,306.00	\$1,181,245.00	\$92,920.00	\$20,841.00	\$0.00	\$3,300.00
<b>KIMMIRUT</b>	\$185,443.00	\$185,443.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>PANGNIRTUNG</b>	\$417,861.46	\$417,861.46	\$0.00	\$0.00	\$0.00	\$0.00
<b>POND INLET</b>	\$539,357.92	\$508,193.00	\$0.00	\$25,155.60	\$6,009.32	\$0.00
<b>QIKIQTARJUAQ</b>	\$188,608.00	\$188,608.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>RESOLUTE BAY</b>	\$167,358.24	\$153,569.00	\$10,700.00	\$0.00	\$3,089.24	\$0.00
<b>SANIKILUAQ</b>	\$414,125.00	\$374,125.00	\$40,000.00	\$0.00	\$0.00	\$0.00

## Student Enrolment and Graduation

All children and youth between the ages of six and 18 have the right and responsibility to participate in elementary and secondary education in Nunavut. Children as young as five may also be registered, and youth as old as 21 may remain in school until they complete their education.

A breakdown of the total student population for 2012-13 is presented in Table 5 below. Further details are presented in Appendix Table 6, 7 and 8, which show the school-level headcounts.

**Table 5 Breakdown of student headcounts over 2012-13**

	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
<b>INUIT</b>	9048	1810	32	4126
<b>FEMALE</b>	4476	905	1558	2013
<b>MALE</b>	4572	905	1554	2113
<b>NON-INUIT</b>	299	28	43	228
<b>FEMALE</b>	148	11	19	118
<b>MALE</b>	151	17	24	110
<b>TOTAL</b>	<b>9347</b>	<b>1838</b>	<b>3155</b>	<b>4354</b>







Attendance rates generally reflect student involvement and are linked to academic success and graduation figures. Nunavut's attendance rate generally hovers just over 70%, which includes students at all grade levels. We find that as students enter high school, these rates tend to drop. As students reach their senior years of high school, these rates recover to near average.

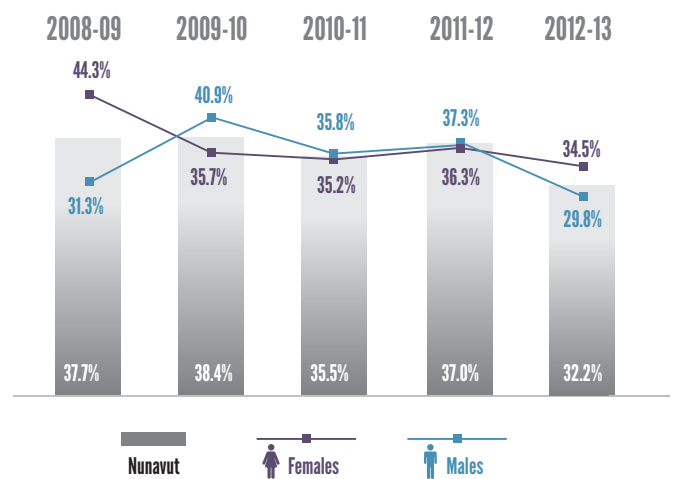
There is no verified student attendance data for 2012-13 due to a switch-over in data collection systems. The previous regionally-administered Student Records system was replaced by the centrally managed, Nunavut-wide *Student Information System*. This system allows for wider data collection with more accuracy.

The graduation rate in Nunavut was 32.2% in 2013. That rate compares the graduate count to the average population of people who are within the expected age-range for graduation, which is 17 or 18 years old.

It is important to note that the National Household Survey shows that 46% of Nunavut's population does not have a high school graduation certificate or equivalent. These outcomes indicate that many of our students are obtaining their high school diplomas or equivalencies when they reach 19 years of age or older.

While there has been a drop in 2013 compared to recent years, graduation rates have shown a marked increase since Nunavut was established as a territory.

**Figure 2** Graduation rates over the last five years



## School Improvement

School improvement is part of a strategy to have schools be more accountable for student success. The school improvement process uses what has come to be known as a strengths-based approach. Rather than finding problems and fixing aspects of a school that are not successful, the Nunavut approach focuses on known

successes and best practices, with the objective of creating positive and productive change in our schools and helping students become successful learners.





## Student Assessment

Student assessment determines individual student success and is a vital part of the learning process. Educators use the combined results of a variety of classroom assessments to improve programming and instruction, as well as to identify appropriate student placement within the learning continuum. The process of evaluation contributes to the development and maintenance of high standards in all educational programs. The development of a Nunavut-wide report card is underway, having begun with a cross-jurisdictional analysis of similar report cards and best practices.

### Social Studies Capstone Project

The mandatory Grade 12 Nunavusiuitut (Social Studies) is a diploma-level project assessment that has been designed to replace the Grade 12 Alberta exam. Students complete the course work and then undertake a territory-wide mandated assessment project that is carried out over time.

The project includes four components: project management tasks, an essay, a presentation and a product. The project is designed to support the department's assessment strategy by providing feedback on competencies not readily achieved through single-sitting exams. The project ensures students experience a broad range of assessment tasks at the diploma level rather than focusing solely on one-time written examinations.

## Student Information System

The department is in the process of implementing a centrally managed territory-wide Student Information System (SIS) that has been designed to capture attendance, performance and behaviour data for all K-12 students in Nunavut. The SIS is able to produce report cards in English, Inuktitut and Inuinnaqtun as well as produce attendance reports, enrolment reports, and official transcripts.

In 2012, SIS was piloted in seven schools, with 34 schools being trained during the 2012-13 fiscal year. Training is scheduled to occur for the remaining two schools; prior to a full implementation which is expected for the fall of 2013.

## Staff Development

The department is committed to supporting the development and delivery of professional development opportunities for our educators. Dedicated time is provided throughout the school year for the delivery of topics such as IQ program delivery, language of instruction models, new assessment tools, etc. There is also a strong focus on training related to the implementation of the Education Act.

In addition to professional development, the department is striving to increase the presence of Inuit teachers at all levels in Nunavut's schools. Inuit educators have the ability to act as strong role models for students of all ages, while fostering bilingual education and Inuit societal values.

### 2012-13 Educator Development Projects:

- The second cohort of the Masters of Education—Leadership in Learning program is presently underway with graduation planned for summer 2013; and
- The development team and staff for the Educational Leadership Program (ELP) 2012 included Inuit educators and long-time northern educators from all three regions.

### Applied Suicide Intervention Skills Training

The goal of Applied Suicide Intervention Skills Training (ASIST) is to help people feel more comfortable, confident and competent in helping to prevent the immediate risk of suicide. In partnership with the Nunavut Teachers Association, and the Department of Health and Social Services, the Department of Education offers ASIST to our teachers. As of February 2013, 326 educators had received ASIST training.

## District Education Authority Office Managers Financial Training

The department is committed to providing high- quality training to ensure that DEAs have the skills needed to meet financial reporting requirements under the *Education Act* and the *Financial Administration Act*. In March 2013, financial management training was offered for DEA Office Managers across Nunavut.

## Student Information System (SIS) Training and Implementation

To ensure that student data is gathered, recorded and stored accurately, safely and consistently across Nunavut, a new SIS was piloted and implemented in schools during 2012-2013. Training was delivered at each school for staff and educators by two training teams. In addition to on-site training, support is readily available through SIS Coordinators and a department-run website containing step-by-step documentation.

## Nunavut Professional Improvement Committee

The Department of Education and the Nunavut Teachers Association sit on the Nunavut Professional Improvement Committee, which jointly manages the professional improvement fund.

This committee oversees professional development activities.

These activities are largely directed by educators and range from Inuit language training, regional teachers' conferences and short and long-term education leave.

The Nunavut Professional Improvement Committee is developing an orientation and mentoring program for new educators, aimed at introducing Inuit societal values as the foundation of the school system.



## Masters of Education – Leadership in Learning Program

In partnership with the University of Prince Edward Island, the department offers a three-year, Masters of Education – Leadership in Learning program. This program is part of the department's Inuit Employment Plan to develop Inuit leadership in Nunavut schools. The second round of the Masters program is currently underway with ten Inuit educators enrolled, and graduation is set for the summer of 2013.

## Educational Leadership Program and Principal Certification



The main vehicle for principal certification, the Educational Leadership Program (ELP), is a post-Bachelor certificate that all principals and vice-principals are required to complete as part of their leadership positions in the schools. All new principals are encouraged to attend ELP certification training before beginning their first year of employment. Teachers who are interested in taking on a variety of leadership roles are also able to complete the program. In 2013, 22 participants are expected to successfully complete the program.





# APPENDICES: KINDERGARTEN TO GRADE 12

**Appendix Table 6 Enrolments by school, for 2012-2013**

		TOTAL 2012-2013		
<b>NUNAVUT<sup>1</sup></b>		<b>9347</b>	<b>4624</b>	<b>4723</b>
<b>KITIKMEOT</b>		<b>1838</b>	<b>916</b>	<b>922</b>
<b>CAMBRIDGE BAY</b>	Kiilnik High School	<b>194</b>	103	91
	Kullik Ilihakvik	<b>224</b>	105	119
<b>GJOA HAVEN</b>	Qiqirtaq Ilihakvik	<b>147</b>	70	77
	Quqshuun Ilihakvik	<b>176</b>	86	90
<b>KUGAARUK</b>	Kugaardjuk Illinniarvik	<b>257</b>	130	127
<b>KUGLUKTUK</b>	Jimmy Hikok Ilihakvik	<b>199</b>	111	88
	Kugluktuk High School	<b>395</b>	192	203
<b>TALOYOAK</b>	Netsilik Ilihakvik	<b>246</b>	119	127
<b>KIVALLIQ</b>		<b>3155</b>	<b>1577</b>	<b>1578</b>
<b>ARVIAT</b>	John Arnalukjuak School	<b>374</b>	210	164
	Levi Angmak School	<b>355</b>	162	193
	Qitiqliq Middle School	<b>177</b>	91	86

<sup>1</sup> Discrepancies in the totals between regional and territorial figures result from correspondence students registered, but not affiliated with any school.

		TOTAL 2012-2013		
<b>BAKER LAKE</b>	Jonah Amitnaaq Secondary School	353	179	174
	Rachel Arngnamaktiq School	243	120	123
<b>CHESTERFIELD INLET</b>	Victor Sammurtok School	109	52	57
<b>CORAL HARBOUR</b>	Sakku School	291	138	153
<b>RANKIN INLET</b>	Simon Alaittuq School	286	140	146
	Leo Ussak Elementary School	343	171	172
	Maani Ulujuk High School	90	49	41
<b>REPULSE BAY</b>	Tusarvik School	389	186	203
<b>WHALE COVE</b>	Inuglak School	145	79	66
<b>QIKIQTANI</b>		4354	2131	2223
<b>APEX</b>	Nanook School	31	15	16
<b>ARCTIC BAY</b>	Inuujaq School	232	114	118
<b>CAPE DORSET</b>	Peter Pitseolak School	196	110	86
	Sam Pudlat School	211	86	125
<b>CLYDE RIVER</b>	Quluq School	284	152	132
<b>GRISE FIORD</b>	Umimmak School	34	11	23
<b>HALL BEACH</b>	Arnaqjuq School	210	114	96
<b>IGLOOLIK</b>	Ataguttaaluk Elementary School	343	145	198
	Ataguttaaluk High School	167	78	89
<b>IQUALUIT</b>	Aqsarniit Illinniarvik	299	148	151
	École des Trois-Soleils	80	39	41
	Inuksuk High School	340	165	175
	Joamie School	230	114	116
	Nakasuk Elementary School	347	186	161
<b>KIMMIRUT</b>	Qaqqalik School	123	50	73
<b>PANGNIRTUNG</b>	Alookie School	193	97	96
	Attagoyuk Illisavik	181	82	99
<b>POND INLET</b>	Nasivvik High School	161	70	91
	Ulaajuk Elementary School	233	112	121
<b>QIKIQTARJUAQ</b>	Inuksuit School	110	60	50
<b>RESOLUTE BAY</b>	Qarmartalik School	49	26	23
<b>SANIKILUAQ</b>	Nuiyak School	123	62	61
	Paatsaali High School	177	95	82

## Appendix Table 7 Enrolments by Region, Ethnicity and Gender

TOTAL 2010-2011	INUIT			NON-INUIT			
	♀	♂	TOTAL	♀	♂	TOTAL	
NUNAVUT	9347	4476	4476	4476	148	151	299
KITIKMEOT	1838	905	905	905	11	17	28
KIVALLIQ	3155	1558	1558	1558	19	24	43
QIKIQTANI	4354	2013	2013	2013	118	110	228

## Appendix Table 8 Enrolments by grade, for 2012-13

TOTAL 2010-2011	INUIT			NON-INUIT			
	♀	♂	TOTAL	♀	♂	TOTAL	
KINDERGARTEN	802	379	396	775	13	14	27
GRADE 1	804	359	402	761	19	24	43
GRADE 2	697	351	324	675	9	13	22
GRADE 3	739	340	369	709	15	15	30
GRADE 4	696	324	349	673	11	12	23
GRADE 5	654	299	333	632	7	15	22
GRADE 6	625	313	297	610	9	6	15
GRADE 7	678	287	371	658	12	8	20
GRADE 8	652	312	307	619	16	17	33
GRADE 9	656	321	316	637	11	8	19
GRADE 10	979	490	474	964	6	9	15
GRADE 11	745	380	348	728	11	6	17
GRADE 12	620	321	286	607	9	4	13

## Appendix Table 9 Graduates by community

	2012-13
<b>NUNAVUT</b>	<b>216</b>
<b>QIKIQTANI</b>	<b>119</b>
ARCTIC BAY	7
CAPE DORSET	9
CLYDE RIVER	8
GRISE FIORD	1
HALL BEACH	*
IGLOOLIK	11
IQALUIT	48
KIMMIRUT	3
PANGNIRTUNG	3
POND INLET	11
QIKIQTARJUAQ	6
RESOLUTE BAY	2
SANIKILUAQ	10
<b>KIVALLIQ</b>	<b>76</b>
ARVIAT	22
BAKER LAKE	6
CHESTERFIELD INLET	*
CORAL HARBOUR	11
RANKIN INLET	24
REPULSE BAY	5
WHALE COVE	8
<b>KITIKMEOT</b>	<b>21</b>
CAMBRIDGE BAY	4
GJOA HAVEN	3
KUGAARUK	5
KUGLUKTUK	4
TALOYOAK	5

## Appendix Table 10 Graduates by characteristic

	2012-13
<b>TOTAL</b>	<b>216</b>
<b>AGE GROUP</b>	
UNDER 17	3
17 TO 18	119
19 AND OVER	94
<b>ETHNICITY</b>	
INUIT	205
NON-INUIT	11
<b>SEX</b>	
MALES	97
FEMALES	119





## Adult Learning and Post-Secondary Services

Adult Learning and Post-Secondary Services (ALPSS) works to expand the social, cultural and economic opportunities available to Nunavummiut by supporting the development of a skilled and educated workforce. ALPSS focuses on literacy, apprenticeship training, trades certification and post-secondary education. In order to increase the number of Nunavummiut accessing post-secondary and professional programs, ALPSS focuses on ensuring that financial need is not a barrier to access.

In 2012-13 ALPSS focused on the training needs highlighted in the Nunavut Adult Learning Strategy (NALS). NALS recommends that the Department of Education develop a program that allows adults in Nunavut to complete the high school courses needed to earn their high school diploma.

The Department of Education and Nunavut Arctic College (NAC) worked closely together to develop a new option for adults to earn their high school diploma, Pathway to Adult Secondary School (PASS) graduation. PASS will provide a structure to bring literacy, adult basic education, high school completion and upgrading programs together. In 2012-13, the NALS coordinator position was created to focus on developing the PASS program.

Further supporting the goals of the NALS, Career Development Officers (CDOs) assist clients in accessing the labour market. In order to allow the CDOs to become certified career practitioners, the Department of Education worked with NAC and the Canadian Career Development Foundation to develop a multi-year training program. Providing the CDOs with recognized professional development enhances program service delivery for their clients. The first graduates earned their certifications in June 2012.



**Table 6 Budgets and expenditures for ALPSS programs, 2012-13**

	2012-13	
	BUDGET	ACTUAL
ALPSS ADMINISTRATION	\$1,493,000	\$732,229
APPRENTICESHIP ADMINISTRATION	\$411,000	\$292,740
APPRENTICESHIP DELIVERY	\$738,000	\$164,805
FANS ADMINISTRATION	\$692,000	\$854,661
FANS PAYMENTS	\$7,407,000	\$7,273,872
GED	\$135,000	\$104,832
LITERACY	\$311,000	\$338,261
NUNAVUT ADULT LEARNING STRATEGY IMPLEMENTATION	\$219,000	\$104,384
SKILLS CANADA NUNAVUT	\$101,000	\$183,549
SPECIAL PROFESSIONAL PROGRAM FUND	\$100,000	\$25,000
TRADES	\$0	\$0
<b>TOTAL</b>	<b>\$11,607,000</b>	<b>\$10,074,333</b>

## Financial Assistance for Nunavut Students

Financial Assistance for Nunavut Students (FANS) is the primary source of funding for Nunavut students who are pursuing post-secondary education inside and outside the territory. Grant and student loan funding is available to all eligible Nunavummiut. The program is administered under the authority of the *Financial Assistance Act* and *Student Financial Assistance Regulations*.

The Department of Education is committed to stabilizing and improving the FANS program and supporting adult learners in Nunavut. The FANS program has been reviewed four times since it began in 2001. The most recent review of FANS resulted in the adoption of a clear definition of post-secondary education to guide eligibility for FANS.

The definition of post-secondary education is:

*Educational programming that is intended for learners beyond secondary school delivered at a post-secondary designated institution over a minimum of 12 weeks leading to a certificate, diploma or degree. Post-secondary education must have at least 60% of the program at the post-secondary level.*

FANS administers all grants and loans, including paying for tuition, books, and fees. All beneficiary students and non-beneficiaries who attended elementary or high school in Nunavut qualify for a basic grant. The basic grant supports a portion of tuition and fees, and pays for all travel from within Nunavut to a Nunavut Arctic College location, or to the gateway city nearest to their post-secondary institution. Gateway cities for this travel benefit include Ottawa, Montreal, Winnipeg, and Edmonton. In addition to this, beneficiaries who are residents of Nunavut are also eligible for supplementary grant funding, including a living allowance, an allowance to help cover the costs of books, and to provide assistance for their dependents.

Nunavut students are not eligible for the Canada Student Loans program. Instead, the federal government provides some funding to Nunavut, which is then administered by FANS. FANS interest rates are variable at one percent below prime, which is preferable to Canada Student Loans' variable interest rate. There are primary, secondary and Needs Assessed Loans; their eligibility depends on additional criteria such as dependents or proven financial need.

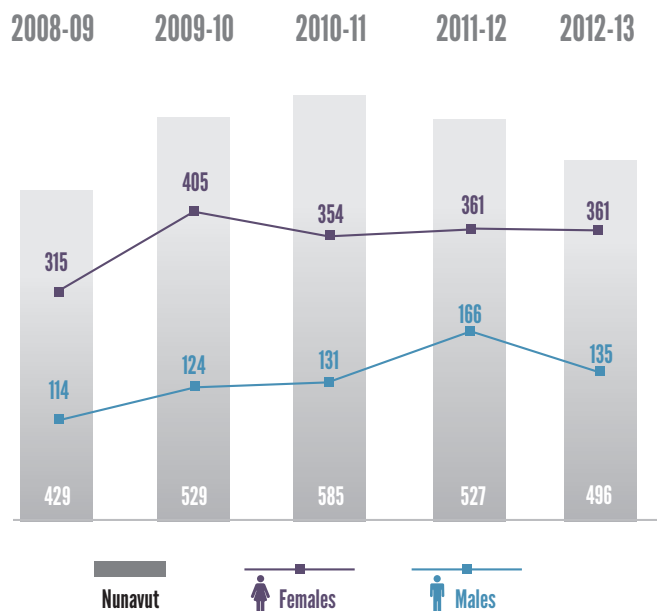
The Special Programs Fund is intended for Nunavut students who are enrolled in professional and demand-degree programs, such as medicine or veterinary medicine. The fund offsets the high cost associated with enrolling and pursuing these types of programs of study.

**In 2012-13, 496 students received FANS funding.**

**Table 7 FANS-funded student directions for 2012-13, by beneficiary status**

		BENEFICIARY	NON BENEFICIARY
2012-13	NUNAVUT ARCTIC COLLEGE	279	18
	SOUTHERN INSTITUTIONS	125	63
2012-13	CERTIFICATE PROGRAM	181	2
	DIPLOMA PROGRAM	135	10
	UNDERGRADUATE PROGRAM	88	63
	POST-GRADUATE PROGRAM	0	6

**Figure 3 FANS enrollment 2008-09 to 2012-13**



Numbers in this section are those as reported by the FANS system Crystal Reports: Students by Level and Students by location

## Apprenticeship

The apprenticeship program covers a range of technical skills and trades. Support and delivery of trades training in Nunavut is administered in accordance with the *Apprenticeship, Trade and Occupations Certificate Act and Regulations*. Career Development Officers are located in several communities across Nunavut to register new apprentices with the Department of Education. In Nunavut, there are 41 trades designated for apprenticeship or qualification.

Apprenticeship training is 80% on-the-job and 20% in-school training. On-the-job training is completed on work sites in Nunavut. The department works closely with employers of apprentices, such as private

businesses and municipal governments, to support these employers in providing their apprentices training and development opportunities.

Since the opening of the Nunavut Trades Training Centre (NTTC) in Rankin Inlet in 2010, the training for the first two levels of the Electrician, Oil Burner Mechanic, and Plumber trades have been offered in the territory. Housing Maintainers are trained to level three, and Carpentry is offered for all four levels. These are five of the six most accessed trades in Nunavut. While NTTC is in the process of expanding its offerings, the remaining training requests are directed to out-of-jurisdiction training locations.

**Table 8 Apprenticeships by trade, taken as program snapshots at the end of the 2012-13 fiscal year**

	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
APPLIANCE SERVICE TECHNICIAN	1	0	0	1
AUTOMOTIVE SERVICE TECHNICIAN	3	1	1	1
CARPENTER	28	5	10	13
ELECTRICIAN (CONSTRUCTION)	17	1	10	6
HEAVY DUTY EQUIPMENT TECHNICIAN	17	2	9	6
HOUSING MAINTAINER	14	3	4	7
INDUSTRIAL MECHANIC (MILLWRIGHT)	3	0	3	0
OIL BURNER MECHANIC	15	0	7	8
PLUMBER	15	1	8	6
POWERLINE ELECTRICIAN	1	0	1	0
POWER SYSTEM ELECTRICIAN	1	0	0	1
<b>TOTAL</b>	<b>115</b>	<b>13</b>	<b>53</b>	<b>49</b>

Through the Nunavut Apprenticeship, Trades and Occupational Certification Board, the Department of Education will continue to work closely with Nunavut Arctic College to ensure that the programs offered and the facilities used for technical training at Nunavut Arctic College meet national standards.

At the end of the 2012 fiscal year, Nunavut had 115 registered apprentices enlisted in 11 different trades. Sixty five were at their first level training, 22 were at level two, 12 were at level three, and 9 were at level four. There were seven trade qualifiers enlisted.

## Literacy

The primary goal of the literacy program is to help support the work of all partners involved in the delivery of literacy and essential skills projects in Nunavut. The literacy coordinator works with Government of Nunavut departments, NAC and non-government organizations to coordinate the delivery of literacy programs and services within Nunavut.

## Nunavut Arctic College

In 2010-2011, the literacy program funded North Baffin Literacy and Essential Skills: The Muskox Project. The project is a three-year project that began in the 2010-11 fiscal year. The Muskox Project is a community-based adult education program using culturally-themed learning as a method to teach literacy and essential skills in two isolated North Baffin communities. This project was piloted in Grise Fiord and Resolute Bay through a series of workshops, cultural skills development, literacy instruction, distance instruction/tutorial and independent self-directed learning. The first two phases of this project were funded by the Department of Education:

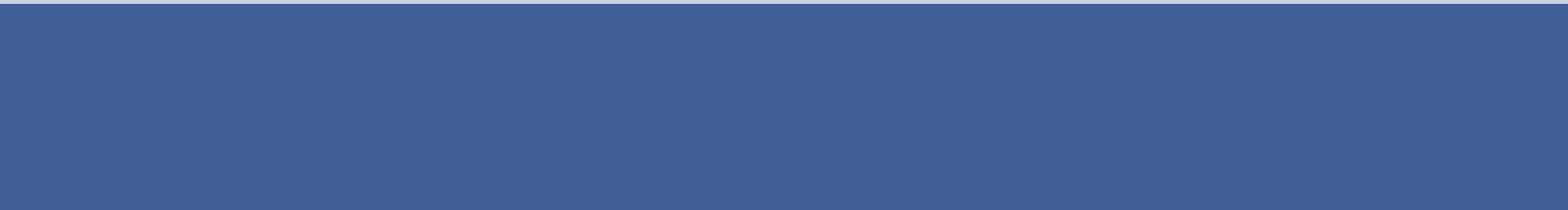
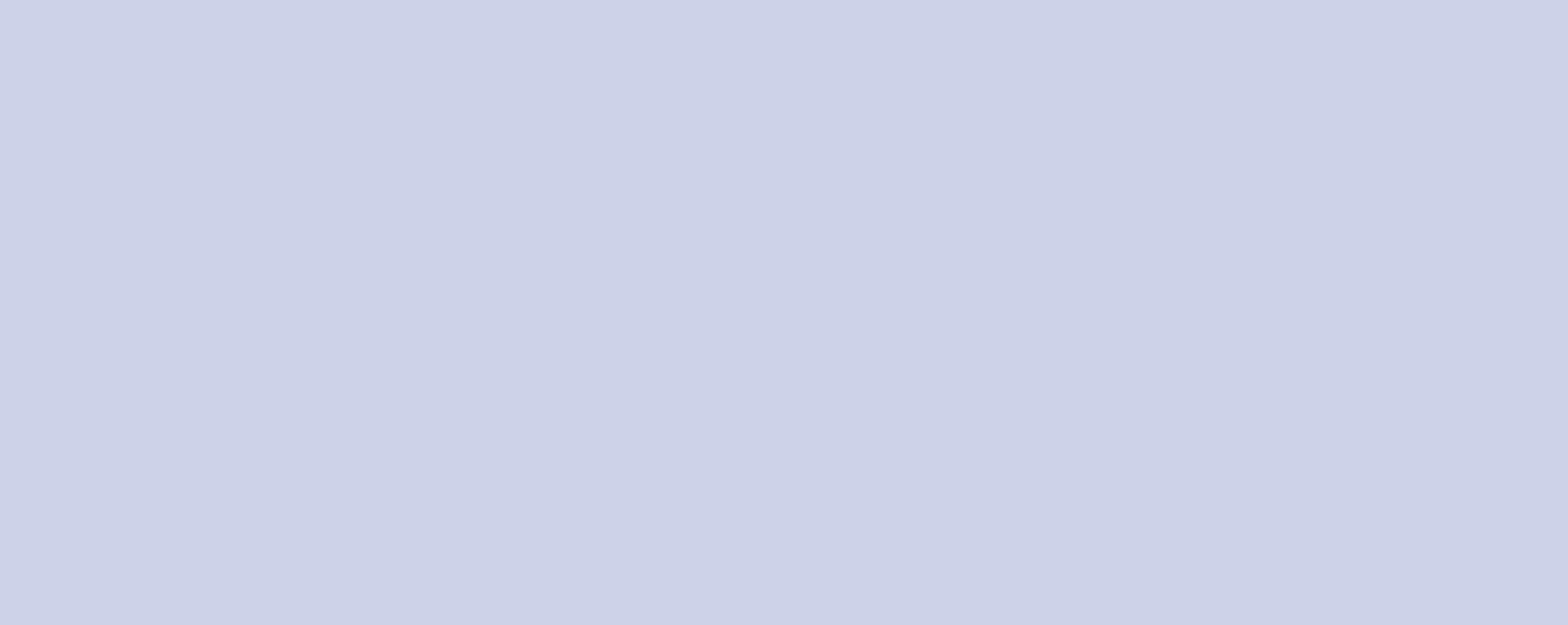
- **Phase 1** of the project ran from October 31, 2011 to December 17, 2011;
- **Phase 2** of the project ran from January 9, 2012 to May 15, 2012; and
- **Phase 3** ran from September 15 to December 17, 2012.

## Nunavut Literacy Council

The Nunavut Literacy Council, partnered with the NWT Literacy Council, the Yukon Literacy Coalition and Literacy Newfoundland and Labrador to conduct a multi-year research project on Inuit, Métis and First Nations male participation in the labour market. The project began in April 2012 and is expected to be completed in November 2014.

- In 2012-13, the department supported the project with a contribution of \$34,100; and,
- In October 2012, the Nunavut Literacy Council co-hosted the Made in the North Literacy Conference in Yellowknife.







## Career Development Services

Career Development Services (CDS) are offered throughout the territory to give individuals access to a wide variety of career training opportunities. Accurate and up-to-date labour market and career development information helps individuals to make appropriate education, career and labour market choices.

In collaboration with the CDS unit in Iqaluit, regional Curriculum and Early Childhood Services offices in Pangnirtung, Rankin Inlet, and Cambridge Bay work with community-level support offices throughout the territory to organize both short and long-term career development and training activities. In addition, front-line staff within these offices deliver several programs and services. They also refer clients to other offices for programs outside of their duties.

CDS programs are supported by the Labour Market Development Agreement (LMDA) and the Labour Market Agreement (LMA). These agreements are between the Department of Education and Human Resources and Skills Development Canada (HRSDC).

CDS has strong partnerships with the training sections of the regional Inuit associations, hamlets, community organizations, businesses and other government departments to fund training opportunities jointly.



**Table 9 Budgets and expenditures for CDS programs, 2012-13**

	2012-13	
	BUDGET	ACTUAL
REGIONAL ADMINISTRATION	\$1,790,000	\$2,740,921
TRAINING ON THE JOB	\$664,000	\$387,948
<b>TOTAL</b>	<b>\$2,454,000</b>	<b>\$3,128,868</b>

## Building Essential Skills

The Building Essential Skills (BES) program funds skills training for unemployed workers to enhance their ability to find employment. Program participants may be able to receive funding to help cover tuition, books, special equipment, living allowance, transportation and childcare while on an approved training program.

BES funding is provided in cases where the applicant has demonstrated that his or her training program leads into an employment plan, or that the program is in preparation for employment. Participants include apprentices who are attending technical training, and trainees and skills training participants upgrading their skills in a range of shorter-term programs that are designed to provide employment and occupation skills required to participate in the labour market.

**161 interventions were provided under the Building Essential Skills program in 2012-13.**

Training programs may focus on the areas of trades (pre-trades, entry-level, or apprenticeship training), office or business administration, or specific labour sector needs. This program operates through multiple funding streams under the LMA and LMDA. Each funding stream has different application requirements. Participation details are available through the Government of Nunavut website, and the regional offices also provide guidance and counselling.

### Building Essential Skills supports:

- Literacy and basic skills upgrading;
- On-the-job training;
- Job readiness assistance;
- Wage subsidies;
- Employment counseling and services; and
- Skills enhancement and training.

## Employment Assistance Services

Employment Assistance Services helps unemployed individuals find and keep work. The government develops partnerships with organizations interested in delivering employment assistance services. Services include labour market information, employment and career counseling, workshops in résumé writing, life skills, interview and job search and job maintenance skills, budgeting and financial assistance, job support clubs, and job placement services. In some instances, the government develops partnerships with organizations that are interested in delivering employment assistance services.

Employer organizations that are eligible to help with this program include businesses, aboriginal or Inuit organizations, municipal government, not-for-profit organizations, and educational institutions.

428 interventions were provided under Employment Assistance Services in 2012-13.

## Training on the Job

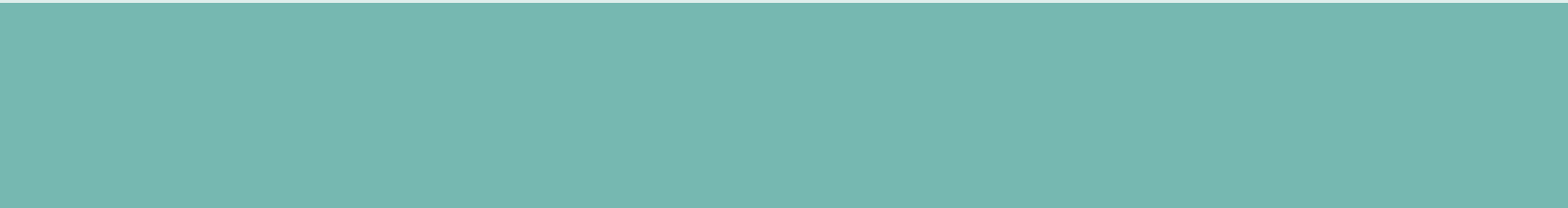
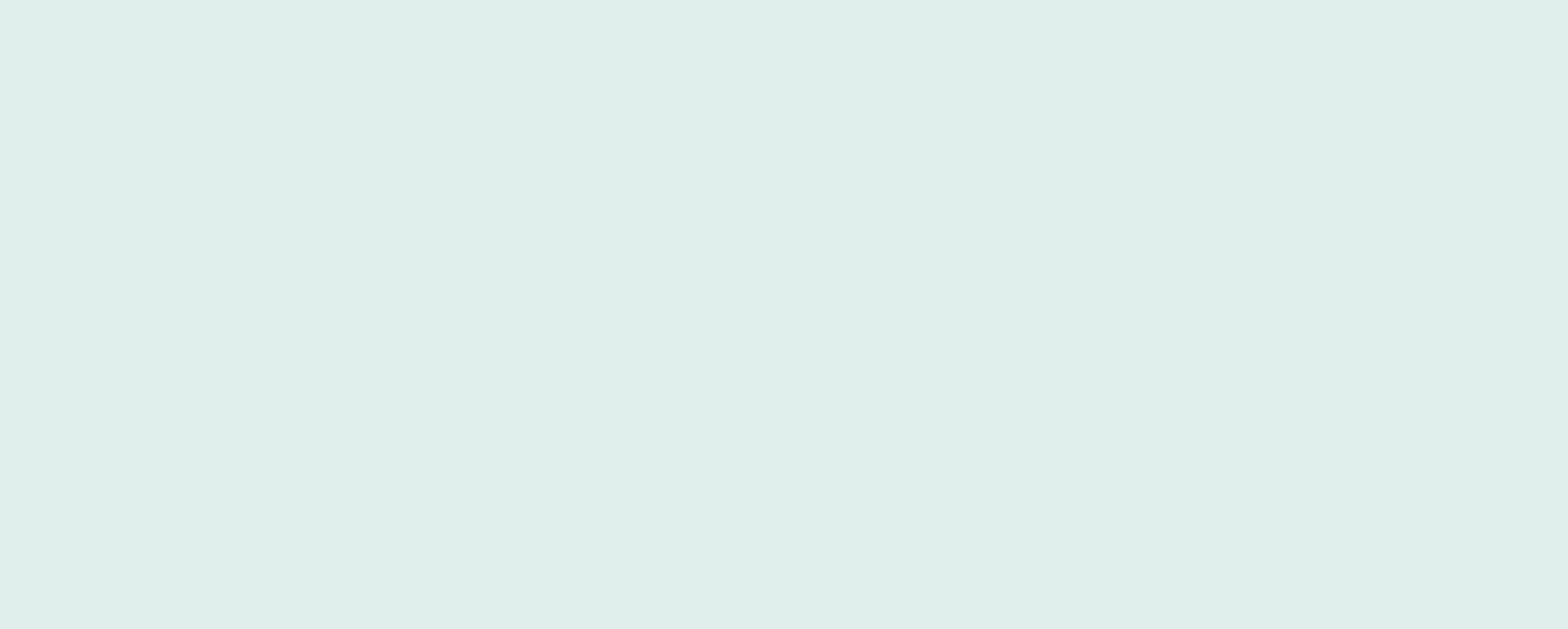
The Training on the Job program provides a wage subsidy to employers to help them hire and train unemployed or under-skilled workers. The training, which can be up to 52 weeks in length, may be delivered on site, in an institution, or through a combination of both. The program is designed to lead to permanent employment with the employer.

137 interventions were provided through Training on the Job in 2012-13.

## Self-Employment Option program

The Self-Employment Option program helps people start their own small business. Participants must develop a business plan that shows the potential for long-term self-employment and must work full-time on starting a new business or taking over an existing business. Funding assistance may be available for living expenses, childcare, transportation and special equipment. Training and business coaching may also be available. There were no applications for the Self-Employment Option program in 2012-13.







## Income Support

The Department of Education's Income Support program delivers various levels of financial support to Nunavummiut aged 18 and over, and their dependents. Income Support provides assistance to individuals and families to help meet their basic food and housing needs, and encourages greater independence and self-reliance at the same time. The division also delivers programs that help offset the high cost of living in Nunavut for those Nunavummiut who are eligible.

Income Support is responsible for developing and amending policy and legislation, identifying program gaps, and developing and maintaining computer systems to capture expenditures and trends for all Income Support programs delivered in Nunavut.

There are Income Support workers in all communities, providing the means of deliveries for the following programs:

- social assistance;
- daycare subsidy;
- senior fuel assistance;
- Senior Citizen Supplementary Benefit, a merged payment with the general Old Age Security for seniors who qualify for the Guaranteed Income Supplement.

**Table 10 Budgets and expenditures for Income Support programs, 2012-13**

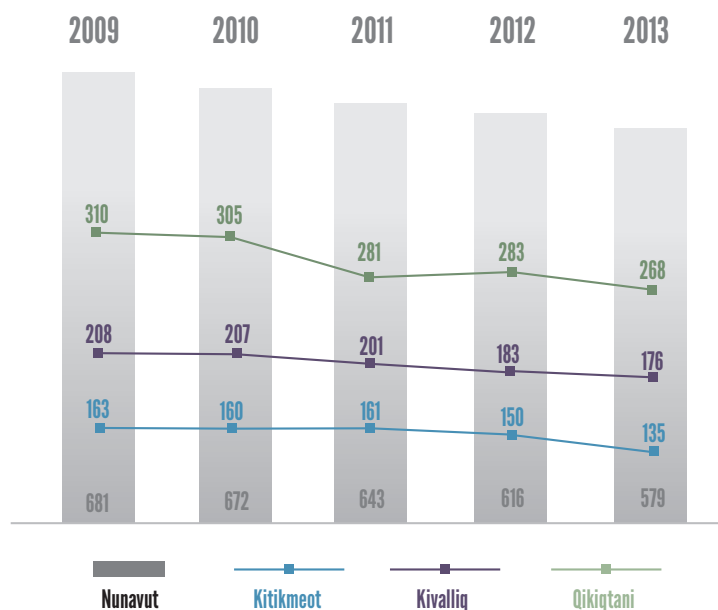
	2012-13	
	BUDGET	ACTUAL
BUILDING CAREERS/COMPLIANCE	\$632,000	\$257,715
COMMUNITY CAPACITY BUILDING	\$205,000	\$228,110
DAYCARE USER SUBSIDIES	\$502,000	\$131,999
HQ ADMINISTRATION	\$1,489,000	\$1,546,451
INCOME SUPPORT PAYMENTS	\$32,637,000	\$35,870,794
REGIONAL ADMINISTRATION	\$2,961,000	\$4,853,949
SENIOR FUEL SUBSIDIES	\$478,000	\$227,204
SENIOR SUPPLEMENTARY BENEFITS	\$1,392,000	\$1,198,522
TARGET INITIATIVES FOR OLDER WORKERS	\$93,000	\$6,000
<b>TOTAL</b>	<b>\$40,389,000</b>	<b>\$44,320,744</b>

## Social Assistance

Income Support programs provide financial security for those in need, as well as incentives and support to help those receiving assistance become more self-reliant. The goal of these programs is to help individuals make productive choices according to their health, abilities and efforts. These choices include community healing, education, training and both wage- and land-based work opportunities.

Figure 5 shows the average number of monthly caseloads for the last five calendar years. These figures are derived from the data in Appendix Table 12.

**Figure 4 Nunavut Social Assistance average monthly caseloads by calendar year, 2009 to 2013**



## Daycare Subsidy

The daycare subsidy provides financial support to low income families to help make daycare more affordable. The program is means-tested and delivered by the three regional Curriculum and Early Childhood Services offices. Applicants must reside in Nunavut, be 18 years of age or older, and have a child or children under the age of 12. Those applying for the subsidy must also be employed or enrolled in a training and/or education program.

- In 2012-13, there were 32, 31, and 28 daycare subsidies granted in the Qikiqtani, Kivalliq, and Kitikmeot regions, respectively.

The daycare subsidy helps parents who are not working gain access to childcare so that they are able to participate in academic or training programs and take advantage of employment opportunities.

Budget for 2012-13: \$502,000

## Senior Fuel Subsidy

The senior fuel subsidy program reimburses eligible homeowners for fuel costs, up to a specified maximum, to help offset the high cost of household heating fuel in Nunavut.

Eligible seniors are reimbursed full costs up to a maximum number of litres of fuel. The maximum allowable subsidy is based on the community in which the applicant lives, and ranges from 2,500 to 3,175 litres of fuel per eligible applicant. The maximum income threshold is based on homeowner, rather than household income.

- In 2012, there were 52, 21, and 16 granted to Qikiqtani, Kivalliq, and Kitikmeot seniors, respectively.

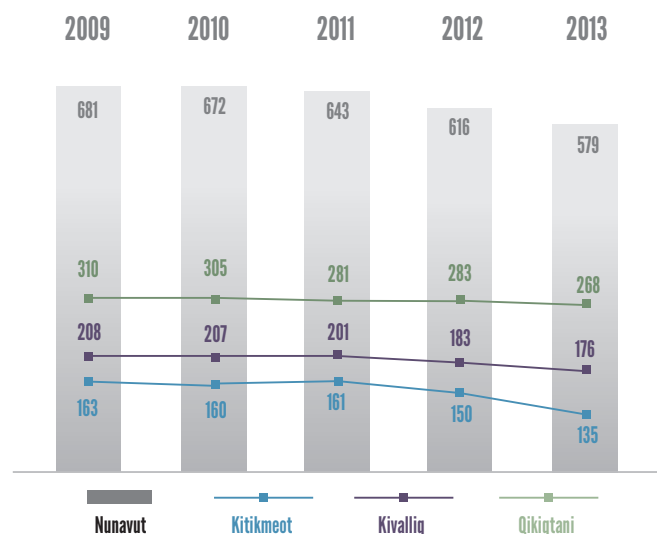
## Senior Citizen Supplementary Benefit

The Senior Citizen Supplementary Benefit is a monthly payment of \$175 that is made to low-income seniors in Nunavut. Nunavut has an agreement with the federal government that merges the Nunavut Senior Citizen Supplementary Benefit with the participant's monthly Old Age Security cheque, if the participant qualifies for the Guaranteed Income Supplement or spouse's allowance.

Nunavummiut who are 60 years of age or older and are receiving either the Guaranteed Income Supplement or the spouse's allowance from the federal government may be eligible for this program.

Figure 5 charts the recipients of this benefit over the last five years. A community breakdown of this data is presented in Appendix Table 14, along with further financial details in Appendix Table 15.

**Figure 5 Senior Citizen Supplementary Benefit recipients by calendar year, 2009-2013**





# APPENDICES

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## Appendix Table 11 Social assistance caseloads and recipients by calendar year

	CASELOADS					RECIPIENTS				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
<b>NUNAVUT</b>	<b>6949</b>	<b>6599</b>	<b>6117</b>	<b>6330</b>	<b>6745</b>	<b>14037</b>	<b>13716</b>	<b>13197</b>	<b>13797</b>	<b>14578</b>
<b>KITIKMEOT</b>	<b>1498</b>	<b>1506</b>	<b>1417</b>	<b>1426</b>	<b>1568</b>	<b>3044</b>	<b>3133</b>	<b>3082</b>	<b>3136</b>	<b>3432</b>
CAMBRIDGE BAY	230	263	226	206	254	452	481	455	428	529
GJOA HAVEN	411	391	376	369	416	875	822	835	838	915
KUGAARUK	198	194	405	358	393	450	477	680	704	766
KUGLUKTUK	335	360	142	219	224	667	702	479	529	550
TALOYOAK	324	298	268	274	281	600	651	633	637	672
<b>KIVALLIQ</b>	<b>1760</b>	<b>1632</b>	<b>1442</b>	<b>1482</b>	<b>1605</b>	<b>3693</b>	<b>3522</b>	<b>3244</b>	<b>3455</b>	<b>3692</b>
ARVIAT	516	512	468	496	533	1180	1131	1015	1084	1142
BAKER LAKE	298	257	212	229	235	595	537	459	538	523
CHESTERFIELD INLET	65	60	55	59	57	118	112	110	126	114
CORAL HARBOUR	221	205	195	212	217	471	416	444	480	500
RANKIN INLET	363	315	254	238	271	674	641	557	527	601
REPULSE BAY	214	206	174	176	199	519	520	477	516	586
WHALE COVE	83	77	84	72	93	136	165	182	184	226
<b>QIKIQTANI</b>	<b>3691</b>	<b>3461</b>	<b>3258</b>	<b>3422</b>	<b>3572</b>	<b>7300</b>	<b>7061</b>	<b>6871</b>	<b>7206</b>	<b>7454</b>
ARCTIC BAY	228	204	204	215	214	482	405	476	520	509
CAPE DORSET	429	403	395	404	422	857	826	792	818	822
CLYDE RIVER	251	263	258	279	289	607	614	626	665	665
GRISE FIORDE	24	21	16	14	20	40	37	27	24	34
HALL BEACH	201	188	182	191	200	415	383	383	357	377
IGLOOLIK	362	354	346	374	386	928	905	900	984	980
IQALUIT	887	782	733	738	724	1476	1320	1265	1231	1209
KIMMIRUT	134	127	120	129	123	263	261	228	263	251
PANGNIRTUNG	323	289	268	282	325	570	644	604	650	718
POND INLET	378	375	317	347	403	762	755	674	756	928
QIKIQTARJUAQ	187	179	157	167	167	300	319	323	333	325
RESOLUTE BAY	35	36	29	22	25	59	70	62	52	52
SANIKILUAQ	252	240	233	260	274	541	522	511	553	584

Recipients include the heads-of-households, spouses and dependents indicated in each case.

## Appendix Table 12 Social assistance average monthly caseload by community

	AVERAGE MONTHLY CASELOAD				
	2009	2010	2011	2012	2013
<b>NUNAVUT</b>	<b>3806</b>	<b>3822</b>	<b>3838</b>	<b>4083</b>	<b>4285</b>
<b>KITIKMEOT</b>	<b>841</b>	<b>942</b>	<b>919</b>	<b>954</b>	<b>1092</b>
CAMBRIDGE BAY	93	127	121	107	132
GJOA HAVEN	248	276	254	261	299
KUGAARUK	109	128	146	228	261
KUGLUKTUK	184	211	212	152	188
TALOYOAK	207	200	186	206	213
<b>KIVALLIQ</b>	<b>987</b>	<b>945</b>	<b>904</b>	<b>948</b>	<b>984</b>
ARVIAT	338	339	320	353	376
BAKER LAKE	135	124	123	132	150
CHESTERFIELD INLET	32	33	32	32	27
CORAL HARBOUR	131	122	133	143	126
RANKIN INLET	185	150	130	137	123
REPULSE BAY	125	129	122	106	130
WHALE COVE	41	48	44	45	51
<b>QIKIQTANI</b>	<b>1978</b>	<b>1935</b>	<b>2015</b>	<b>2181</b>	<b>2209</b>
ARCTIC BAY	132	128	147	142	153
CAPE DORSET	305	266	273	284	107
CLYDE RIVER	137	150	160	190	295
GRISE FIORD	10	9	8	6	192
HALL BEACH	108	108	111	125	11
IGLOOLIK	162	199	218	231	139
IQUALUIT	448	376	386	407	261
KIMMIRUT	82	84	79	88	429
PANGNIRTUNG	146	142	163	179	79
POND INLET	88	92	93	211	79
QIKIQTARJUAQ	180	197	187	107	239
RESOLUTE BAY	12	13	12	11	8
SANIKILUAQ	168	171	178	200	217

## Appendix Table 13 Social assistance fiscal expenditures by community

	FISCAL YEAR EXPENDITURES (\$)				
	2008-09	2009-10	2010-11	2011-12	2012-13
<b>NUNAVUT</b>	<b>\$28,130,783</b>	<b>\$28,309,089</b>	<b>\$27,949,037</b>	<b>\$34,337,843</b>	<b>\$35,878,822</b>
<b>KITIKMEOT</b>	<b>\$5,967,566</b>	<b>\$6,699,893</b>	<b>\$7,407,393</b>	<b>\$8,908,155</b>	<b>\$9,266,722</b>
CAMBRIDGE BAY	\$538,838	\$661,734	\$897,269	\$972,727	\$914,326
GJOA HAVEN	\$1,918,095	\$2,063,112	\$2,153,875	\$2,491,493	\$2,440,184
KUGAARUK	\$1,023,331	\$1,270,102	\$1,325,541	\$1,618,369	\$1,760,887
KUGLUKTUK	\$840,075	\$1,059,751	\$1,272,228	\$1,736,897	\$2,005,938
TALOYQAK	\$1,647,227	\$1,645,193	\$1,758,480	\$2,088,669	\$2,145,386
<b>KIVALLIQ</b>	<b>\$6,493,370</b>	<b>\$6,459,052</b>	<b>\$5,978,501</b>	<b>\$7,371,788</b>	<b>\$7,535,243</b>
ARVIAT	\$2,141,804	\$2,124,911	\$2,057,027	\$2,374,125	\$2,679,986
BAKER LAKE	\$1,013,916	\$862,994	\$808,241	\$1,047,470	\$1,090,595
CHESTERFIELD INLET	\$175,346	\$199,790	\$214,436	\$279,562	\$231,146
CORAL HARBOUR	\$798,776	\$894,388	\$782,227	\$1,227,963	\$1,188,914
RANKIN INLET	\$1,164,831	\$1,130,089	\$824,131	\$937,991	\$941,125
REPULSE BAY	\$998,859	\$974,703	\$984,451	\$1,174,792	\$1,038,525
WHALE COVE	\$199,838	\$272,176	\$307,988	\$329,885	\$364,948
<b>QIKIQTANI</b>	<b>\$15,669,847</b>	<b>\$15,150,144</b>	<b>\$14,563,143</b>	<b>\$18,057,900</b>	<b>\$19,076,856</b>
ARCTIC BAY	\$970,816	\$1,005,668	\$1,022,548	\$1,397,914	\$1,399,755
CAPE DORSET	\$1,965,517	\$1,997,287	\$1,876,529	\$782,699	\$820,814
CLYDE RIVER	\$1,214,047	\$1,123,671	\$1,122,486	\$2,277,087	\$2,321,048
GRISE FIORD	\$60,208	\$75,330	\$56,667	\$1,577,959	\$1,761,509
HALL BEACH	\$733,526	\$743,609	\$745,387	\$67,432	\$43,464
IGLOOLIK	\$1,175,408	\$1,319,165	\$1,587,683	\$936,232	\$1,060,352
IQALUIT	\$5,005,278	\$4,376,859	\$3,436,465	\$2,079,071	\$2,221,864
KIMMIRUT	\$699,716	\$611,285	\$595,768	\$3,855,783	\$3,724,479
PANGNIRTUNG	\$813,009	\$890,900	\$1,023,508	\$690,455	\$835,566
POND INLET	\$1,308,732	\$1,275,899	\$1,269,602	\$1,286,456	\$1,448,738
QIKIQTARJUAQ	\$591,707	\$528,621	\$593,353	\$1,508,443	\$1,824,670
RESOLUTE BAY	\$66,312	\$80,035	\$91,201	\$107,158	\$56,188
SANIKILUAQ	\$1,065,571	\$1,121,816	\$1,141,946	\$1,491,211	\$1,558,403

**Appendix Table 14 Senior Citizen Supplementary Benefit recipients by community and calendar year**

	RECIPIENTS				
	2009	2010	2011	2012	2013
<b>NUNAVUT</b>	<b>681</b>	<b>672</b>	<b>643</b>	<b>616</b>	<b>579</b>
<b>KITIKMEOT</b>	<b>163</b>	<b>160</b>	<b>161</b>	<b>150</b>	<b>135</b>
CAMBRIDGE BAY	47	51	44	44	39
GJOA HAVEN	34	37	39	35	34
KUGAARUK	41	34	38	32	10
KUGLUKTUK	13	12	13	10	28
TALOYOAK	28	26	27	29	24
<b>KIVALLIQ</b>	<b>208</b>	<b>207</b>	<b>201</b>	<b>183</b>	<b>176</b>
ARVIAT	45	43	42	39	39
BAKER LAKE	72	68	63	54	52
CHESTERFIELD INLET	6	6	4	5	5
CORAL HARBOUR	18	22	22	19	16
RANKIN INLET	43	45	46	42	39
REPULSE BAY	17	16	14	16	18
WHALE COVE	7	7	10	8	7
<b>QIKIQTANI</b>	<b>310</b>	<b>305</b>	<b>281</b>	<b>283</b>	<b>268</b>
ARCTIC BAY	14	14	13	14	16
CAPE DORSET	36	40	36	34	33
CLYDE RIVER	23	17	16	17	13
GRISE FIORD	1	3	1	1	1
HALL BEACH	16	17	14	17	18
IGLOOLIK	34	39	38	35	36
IQALUIT*	62	60	54	55	51
KIMMIRUT	6	7	6	7	6
PANGNIRTUNG	55	48	44	43	40
POND INLET	23	24	20	17	16
QIKIQTARJUAQ	13	10	12	13	10
RESOLUTE BAY	4	2	2	2	1
SANIKILUAQ	23	24	25	28	27



## Appendix Table 15 Senior Citizen Supplementary Benefit expenditures by community

	EXPENDITURES BY CALENDAR YEAR				
	2009	2010	2011	2012	2013
<b>NUNAVUT*</b>	\$1,328,955	\$1,280,460	\$1,204,350	\$1,234,450	\$1,113,000
<b>KITIKMEOT</b>	\$310,145	\$312,660	\$292,775	\$307,475	\$266,350
CAMBRIDGE BAY	\$84,875	\$91,875	\$83,650	\$86,975	\$76,125
GJOA HAVEN	\$69,125	\$82,250	\$74,375	\$73,500	\$68,075
KUGAARUK	\$73,325	\$64,225	\$63,700	\$70,350	\$55,475
KUGLUKTUK	\$27,125	\$23,450	\$25,200	\$18,550	\$20,125
TALOYOAK	\$55,695	\$50,860	\$45,850	\$58,100	\$46,550
<b>KIVALLIQ</b>	\$413,105	\$406,410	\$378,875	\$360,850	\$331,975
ARVIAT	\$85,750	\$92,025	\$75,600	\$74,725	\$72,975
BAKER LAKE	\$149,605	\$129,850	\$123,025	\$105,875	\$100,275
CHESTERFIELD INLET	\$11,550	\$11,810	\$7,350	\$10,150	\$10,500
CORAL HARBOUR	\$37,895	\$38,325	\$40,075	\$36,575	\$32,900
RANKIN INLET	\$85,605	\$85,225	\$87,500	\$83,300	\$64,575
REPULSE BAY	\$30,100	\$31,500	\$27,825	\$34,475	\$36,050
WHALE COVE	\$12,600	\$17,675	\$17,500	\$15,750	\$14,700
<b>QIKIQTANI</b>	\$605,705	\$561,390	\$532,700	\$566,125	\$521,150
ARCTIC BAY	\$30,100	\$26,950	\$25,200	\$28,350	\$25,550
CAPE DORSET	\$73,850	\$70,000	\$69,650	\$68,075	\$19,250
CLYDE RIVER	\$43,270	\$28,000	\$33,425	\$29,925	\$64,225
GRISE FIORD	\$2,100	\$10,020	\$2,100	\$2,100	\$21,700
HALL BEACH	\$29,225	\$31,150	\$29,400	\$32,550	\$2,100
IGLOOLIK	\$77,760	\$72,255	\$73,850	\$73,500	\$36,575
IQALUIT*	\$117,075	\$109,420	\$101,150	\$113,925	\$66,850
KIMMIRUT	\$12,075	\$12,600	\$14,350	\$15,400	\$98,350
PANGNIRTUNG	\$105,350	\$89,520	\$79,275	\$88,025	\$12,250
POND INLET	\$42,625	\$40,600	\$33,950	\$33,075	\$89,250
QIKIQTARJUAQ	\$20,825	\$21,700	\$22,925	\$19,250	\$30,625
RESOLUTE BAY	\$6,650	\$4,200	\$3,500	\$3,850	\$700
SANIKILUAQ	\$44,800	\$44,975	\$43,925	\$58,100	\$53,725

\* Territorial expenditures represent the amount reported as the total T5 captured amount, which accounts for adjustments and recoveries, and does not include non-reportable expenditures of \$500 or less.



