

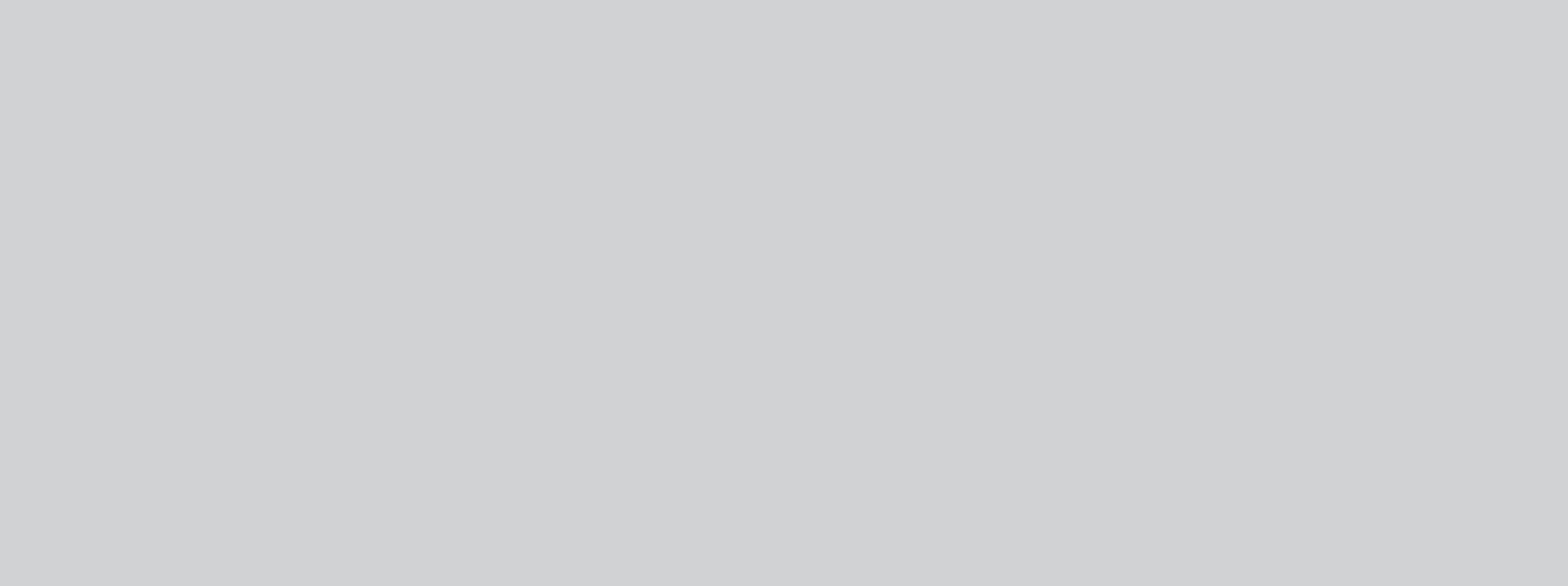


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Building Nunavut Together  
Nunavut iluqatigiingniq  
Bâtir le Nunavut ensemble

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Ilinniaqtuliyikkut  
Department of Education  
Ministère de l'Éducation



# Annual Report 2014-2015



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## Introduction

Education is the top priority of the Government of Nunavut.

To support a strong education system, the Department of Education is developing lasting partnerships between students, the staff who support them, families, communities, stakeholders and neighbouring jurisdictions. These partnerships enable us to reach our goal to build an education system that provides the best possible learning opportunities for all Nunavummiut.

The learning opportunities include an endeavour to increase high school graduation rates and ensure that our youth graduate from high school with the same capability as graduates from anywhere in Canada.

To do this, we are strengthening the learning environment in our schools by developing an equitable education system. This system provides quality learning experiences that lead to graduation and ensures an equal opportunity of success for all students.

Further, because strong literacy skills are the key to learning success, the Department of Education focuses on helping schools increase the literacy outcomes of students in all official languages. In 2014–2015, the department started to introduce a comprehensive literacy framework for Nunavut schools that supports effective approaches to teaching our students how to read and write in Inuktitut, English and French.

A comprehensive literacy framework involves intensive efforts to establish new literacy programs and update curricular expectations. Likewise, the department started the initial stages of developing teaching and learning resources to support quality instruction in Nunavut's classrooms. Further, new approaches to assessing and reporting student progress were aligned to literacy instruction to ensure that teachers, parents

and the system have a better picture of where students stand to influence lesson planning and modification, regardless of the language of instruction. Finally, the department committed to increase the quality and frequency of training and professional development opportunities for employees so that they will become more confident and proficient in teaching and assessing literacy skills such as reading, writing and word work.

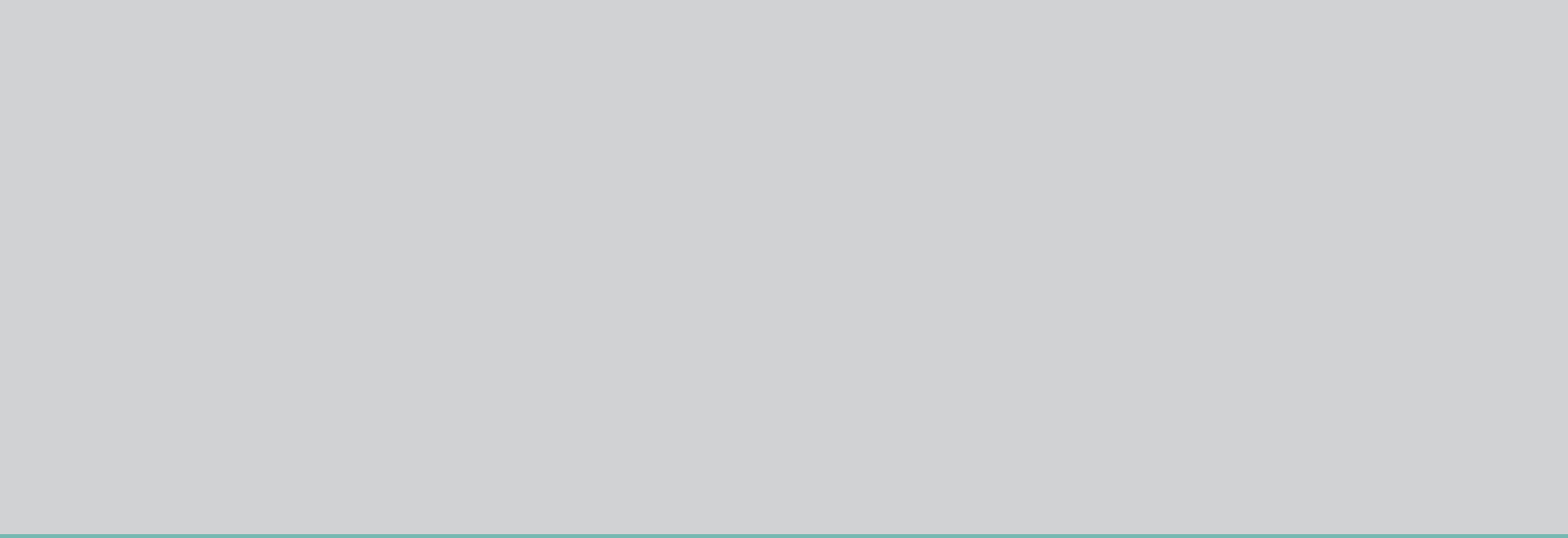
In 2014–2015, the Department of Education introduced the comprehensive literacy framework in Kindergarten and Grade 1. The program will be introduced gradually in other levels in the coming years as resources are developed. Ultimately, the Department of Education intends to implement a consistent approach in teaching literacy across regions, communities or language of instruction.

The Department of Education, in partnership with schools, students, families, stakeholders and communities, are working to establish a functional inclusive education model that is effective, accountable, equitable and standardized across Nunavut. We are in the beginning stages of identifying needs, and considering what lessons can be learned from across Canada to ensure that all Nunavut students are given the supports and accommodations they need to engage successfully with the Nunavut education program.

Education is a shared responsibility and I encourage parents and families to embrace the important role they play in supporting learning at any age because their support is invaluable.

Thank you to all Education staff, District Education Authorities, parents, 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

The Department of Education, under the Minister of Education, is responsible for programs and services that support the following: early childhood education, the K-12 school system, adult learning and educational initiatives, and literacy.

A wide range of programs and services are provided to Nunavummiut that encourage and support self-reliance, and guide individuals toward productive decisions for themselves and their communities.

In order to successfully deliver these programs and meet the needs of Nunavummiut, the department has developed partnerships within Nunavut and throughout Canada. These partnerships involve Elders, schools, communities, Nunavut Arctic College, District Education Authorities including the Commission scolaire francophone du Nunavut, the Coalition of Nunavut District Education Authorities, other Government of Nunavut departments, the federal government, businesses and Inuit organizations, and public and non-profit boards and agencies.

Likewise, legislation and regulations in the *Education Act* assist in the development of a unique learning environment. The department constantly works with education partners to engage and recognize the needs of communities. Regulations such as the Early Childhood Program Regulations, the Inclusive Education Regulations and the Inuuqatigiitsiarniq Policy and

Discipline Regulations help in the development of a high-quality environment for learning.

The department works to create an education system that supports and encourages life-long learning and is responsive to the economy, through curriculum and resource development; early childhood programming; and by incorporating Inuit societal values, language and culture into all programs and services.

In 2014 the Government of Nunavut allocated Education \$184,230,000 (13% ) of the total budget\* of \$1,382,989,000. Consequently, the Department of Education allocated K-12 operations 83% of its total budget. Funds totalling \$157,654,000 supported school operations in all regions and also contributed to the support of operations by District Education Authorities, the Coalition of Nunavut District Education Authorities and the Commission scolaire francophone du Nunavut through a number of grant and contribution payments.

The *Education Act* requires that Nunavut's calculated Student Educator Ratio (SER) remain lower than that of the latest nationally calculated SER. In 2013–2014, Statistics Canada revealed that Nunavut's Student Educator Ratio of 13.1 compares favourably to the national SER of 13.8. More information on how SER is calculated can be found on the Department of Education website. †

\* Department of Finance Main Estimates 2014–15; ISBN # 978-1-55325-255-6  
† [http://www.gov.nu.ca/sites/default/files/ser\\_bkgdr\\_eng.pdf](http://www.gov.nu.ca/sites/default/files/ser_bkgdr_eng.pdf)

**Table 1: 2014–2015 Budgets and Expenditures for Major Programs and Lines of Business\***

DEPARTMENTAL BUDGETS AND EXPENDITURES BY DIVISION	2014–15	
	BUDGET (\$,000)	ACTUAL (\$,000) <sup>1</sup>
EARLY CHILDHOOD EDUCATION	\$6,484	\$4,298
KINDERGARTEN TO GRADE 12	\$154,135	\$163,777
CURRICULUM AND SCHOOL SERVICES	\$16,367	\$11,827
ADULT LEARNING AND POST-SECONDARY	\$1,270	\$812
<b>TOTAL</b>	<b>\$178,256</b>	<b>\$180,713</b>

\*The "Budget" column shows an estimate of proposed expenditures for the fiscal year whereas "Actual" shows the final expenditures.







## Early Childhood Education

The early years of a child's life lay the foundation for lifelong health, development and well-being. Parents are a child's first teachers and they, along with other family members, play a pivotal role in the early development of language, culture, values, and beliefs of their children.

The Early Childhood Education division promotes awareness of early childhood issues within communities, and supports community-based organizations in developing and providing quality and culturally-appropriate early childhood education and childcare programs that support parents and families. It also encourages young parents who are still students themselves to continue working toward their high school diplomas.

The Early Childhood Education division supports early childhood programs and services for children from birth to age 6 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.

**Table 2: 2014–2015 Budgets and Expenditures for Early Childhood Education – Specific Programs\***

2014–2015 EARLY CHILDHOOD EDUCATION PROGRAM BUDGETS AND EXPENDITURES BY PROGRAM (\$,000)	BUDGET	ACTUAL <sup>1</sup>
<b>DAYCARE OPERATIONS AND MAINTENANCE</b>	\$2,150	\$1,563
<b>DISTRICT EDUCATION AUTHORITY – EARLY CHILDHOOD EDUCATION FUNDING</b>	\$1,000	\$511
<b>EARLY CHILDHOOD EDUCATION ADMINISTRATION</b>	\$1,252	\$1,111
<b>EARLY CHILDHOOD EDUCATION TRAINING</b>	\$200	\$72
<b>DAYCARE SECURITY UPGRADE</b>	\$834	\$269
<b>HEALTHY CHILDREN INITIATIVE</b>	\$908	\$650
<b>YOUNG PARENTS STAY LEARNING</b>	\$140	\$122
<b>TOTAL</b>	<b>\$6,484</b>	<b>\$4,298</b>

\*The “Budget” column shows an estimate of proposed expenditures for the fiscal year whereas “Actual” shows the final expenditures.

## Inspection and Licensure of Child Care Facilities and Programs

The Early Childhood Education division is responsible for ensuring that child care facilities within the territory are in compliance with the *Child Day Care Act and Regulations*. To accomplish this task, the division embarks on an annual inspection process of facilities to verify whether appropriate measures are in place to satisfy the standards set forth in that legislation. The key focus of the inspection was to set standards for the supervision of children such as the ratio of educators to infants and toddlers, and to ensure that hygiene and safety practices are being followed.

### 2014–2015 CHILDCARE FACILITIES OPERATING: 49

- 7 Aboriginal Head Start Preschool Programs;
- 29 full-time child care facilities;
- 6 part-time child care facilities;
- 1 family day home; and
- 6 after-school programs.

### 2014–2015 NUMBER OF LICENSED CHILDCARE SPACES: 1044

- 495 full-time preschool spaces;
- 175 full-time infant spaces;
- 235 part-time preschool spaces; and
- 139 after-school spaces.

In the 2014-2015 school year, 19 communities in Nunavut operated licensed childcare facilities. Grise Fiord, Hall Beach, Naujaat, Qikiqtarjuaq, Resolute Bay and Whale Cove did not have an operating facility. Arctic Bay, Clyde River, Gjoa Haven and Igloolik had licensed preschools or school-age programs.



# 2014–2015 PROGRAMS FOR EARLY CHILDHOOD EDUCATION

1. Daycare Operations and Maintenance
2. District Education Authorities
  - Early Childhood Education Funding  
(District Education Authority-Early Childhood Education Funding)
3. Early Childhood Education Training
4. Healthy Children Initiative
5. Young Parents Stay Learning

## Daycare Operations and Maintenance

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

It is through this program that the Government of Nunavut contributes to support the creation and maintenance of child care spaces in the territory and address the issues of child care availability.

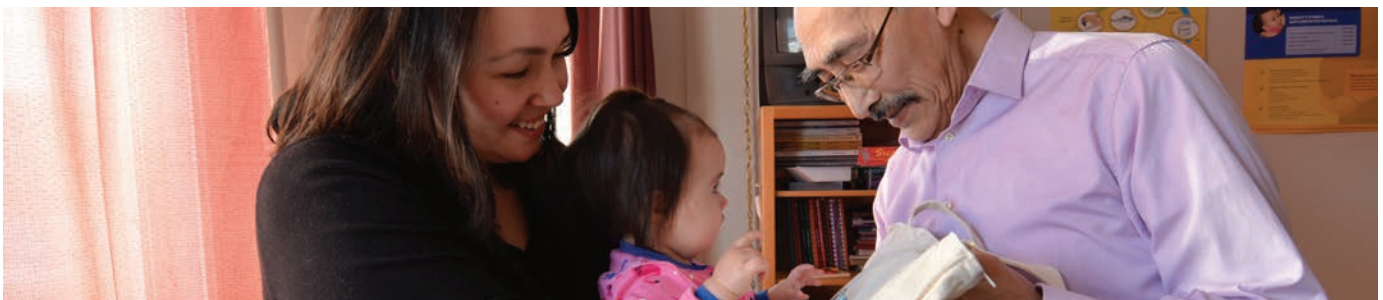
Program contribution funding helps maintain established, licensed child care programs. It also supports the development of qualified staff and programs, and the provision of infant and special needs spaces.

Operations and Maintenance program contribution money is annual funding that can be used for any operating expenses. The funding allocation for daycare facilities is 75% for licensed spaces and 25% based on actual attendance.

## Notes on Early Childhood Education Expenditures

Daycare Operations and Maintenance – Some of the allocated funds were not utilized because a number of child care facilities were not in “Good Standing” with Nunavut Legal Registries. Therefore funds allocated for these programs were not used. Furthermore, projection for this funding is based on the number of children in attendance at the child care facility. Consequently, money allocated for children who were not in attendance was not spent.

Early Childhood Officers 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.



# Early Childhood Education Administration

Administrative funding is used to support early childhood program oversight and training. This includes compensation and benefits, and operations and maintenance funding for staff in Iqaluit and in the department’s regional offices.

# Culture and Language Funding for District Education Authorities

The District Education Authority-Early Childhood Education funding is a proposal-based funding program for District Education Authorities. Approved proposals stated the intention to either establish their own early child care programs or to work collaboratively with existing early childhood programs to offer culturally-relevant and language-relevant programming for children aged 0 to 6, outside of regular school programming (K-12).

## 2014–2015 DISTRICT EDUCATION AUTHORITY FUNDING

District Education Authority-Early Childhood Education funding allocation: \$1,000,000

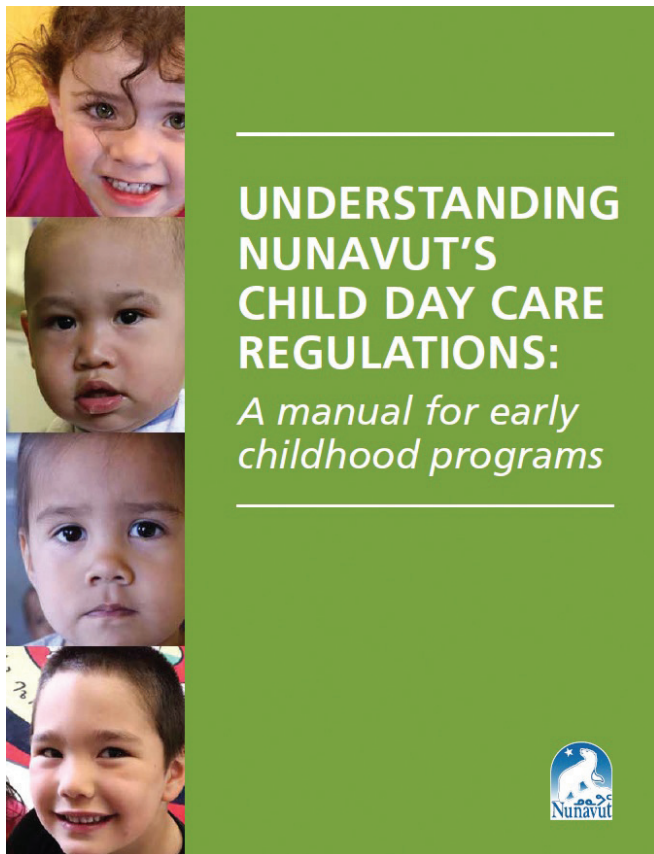
Total District Education Authority-Early Childhood Education funding accessed: \$511,282

For the 2014–15 Fiscal Year, proposals were approved from the following communities (Full details on funding by community can be found in Appendix Table 5):

Arctic Bay .....	\$3,200.00
Arviat .....	\$90,000.00
Baker Lake .....	\$14,546.78
Cambridge Bay.....	\$72,222.00
Cape Dorset .....	\$20,000.00
Iqaluit .....	\$89,990.00
Iqaluit (Commission scolaire francophone du Nunavut) .....	\$40,000.00
Kugaaruk .....	\$40,040.00
Kugluktuk .....	\$33,525.00
Pangnirtung .....	\$18,033.00
Pond Inlet.....	\$18,325.00
Resolute Bay.....	\$31,400.00
Sanikiluaq .....	\$40,000.00

## Early Childhood Education Training

In 2014-15, Early Childhood Education training funding was used to provide community training sessions in all communities that had an operating licensed child care facility on the new manual, *Understanding Nunavut's Child Day Care Regulations*. Funds were also used to cover printing and translation costs of the manual.



## Daycare Safety and Security Upgrades

This temporary funding program was designed to address immediate safety and security concerns within child care facilities in Nunavut as identified through the audit conducted by the Office of the Auditor General of Canada. Facilities that applied were given access to purchase equipment that reduces the risk of accidents or incidents within the facility. Examples of these types of equipment include: security cameras, automatically locking doors, and fire safety equipment.

In the spring of 2014, the department delivered carbon monoxide detectors, complete facility First Aid Kits and excursion First Aid Kits for all licensed child care facilities.

The Department worked with the Fire Marshall's office, Environmental Health Officers and the Workers Safety and Compensation Commission to develop simple communication protocols. These protocols help ensure that all appropriate reports and documentation such as fire drill reports and health inspections are provided to the necessary contacts, including licensed early childhood facilities, Early Childhood Officers and Early Childhood Education supervisory staff.

## Notes on Early Childhood Education Expenditures

In 2014–2015, contractors were not as available in some communities as in others. Due to this, repair and installation projects were not possible in communities where the labour force was not available. This had an impact on the number of proposals received; subsequently, the funding for the Safety and Security program was not fully utilized.



## Healthy Children Initiative

The Healthy Children Initiative is for children and families with children aged 0 to 6 years. Community organizations submitted proposals to develop or enhance programs and services that aid in helping children reach their full potential. Two funding streams were available through this initiative: Supportive Services and Community Initiatives. Supportive Services are programs and services for specific, identified individual children that need intensive support or specific assistance and, Community Initiatives are programs and services for groups of children and their families.

### THE 2014–2015 BUDGET

REGION	BUDGET	ACTUAL
<b>KITIKMEOT</b>	\$200,000	\$173,701
<b>KIVALLIQ</b>	\$271,000	\$127,938
<b>QIKIQTANI</b>	\$437,000	\$330,493
<b>TOTAL</b>	<b>\$908,000</b>	<b>\$632,132</b>

### APPROVED HEALTHY CHILDREN INITIATIVE PROPOSALS

REGION	PROPOSALS APPROVED	
<b>KITIKMEOT</b>	15	\$173,701
<b>KIVALLIQ</b>	5	\$127,938
<b>QIKIQTANI</b>	16	\$330,493

## Young Parents Stay Learning

The Young Parents Stay Learning program is a stay-in-school initiative that provides financial assistance for child care costs in licensed child care or approved unlicensed child care to parents attending school and working toward their high school diploma. The funds are also available to parents under the age of 18 years attending a post-secondary institution.

In 2014-2015, young parents attending school in the K-12 system were eligible to apply for this funding and had to comply with a monitoring system. School administrators tracked attendance and attendance records were forwarded to program administrators for proper monitoring and adequate intervention.

### 2014–2015 APPROVED PROPOSALS FOR THE YOUNG PARENTS STAY LEARNING PROGRAM: 89

- Kitikmeot – 28 applicants
- Kivalliq – 5 applicants
- Qikiqtani – 56 applicants





## Kindergarten to Grade 12

The Government of Nunavut commits to enhancing the quality of life for all Nunavummiut by improving education and training outcomes for learners.

The Department of Education supports this commitment with an education system that:

- provide quality classroom instruction to all K-12 students across Nunavut within their community;
- support District Education Authorities and the Commission scolaire francophone du Nunavut in a manner that fosters cooperation between schools, communities and families; and,
- provide a public education system that focuses on graduating bilingual youth who are equipped with the skills and knowledge to succeed in post-secondary studies and in the work force.

The education framework in Nunavut is based on the philosophy of Inuit Qaujimagatuqangit – Inuit beliefs, knowledge, values and world view. 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. The department encourages school staff, District Education Authorities, parents, families and communities to work together in this effort. The department also works with the three regional school operations offices, Bureau of Education and Services in French, and Curriculum and School Services.

The Education Program includes programs of study, sometimes known as subjects, for all grades from Kindergarten to Grade 12. The program also includes assessments, supports or accommodations offered to students to help them succeed within programs of study. The Minister of Education approves all programs of study and resources offered by the Nunavut education program.

*Nunavut has 43 schools in 25 communities. In 2014–2015, there were 711.5 teaching personnel and 9,889 students enrolled in the school system.*

**Table 3: Budgets and Expenditures for Kindergarten to Grade 12 programs\***

<b>2014–2015: K-12 AND CURRICULUM AND SCHOOL SERVICES BUDGETS AND EXPENDITURES BY PROGRAM (\$,000)</b>	<b>BUDGET</b>	<b>ACTUAL</b>
<b>CURRICULUM AND SCHOOL SERVICES</b>	\$16,367	\$11,827
<b>K-12 INSTRUCTION</b>	\$121,235	\$132,397
<b>REGIONAL SCHOOL OPERATIONS</b>	\$17,101	\$16,496
<b>STUDENT SUPPORT, INCLUSIVE, AND BILINGUAL SCHOOLING</b>	\$2,289	\$1,851
<b>DISTRICT EDUCATION AUTHORITY CONTRIBUTIONS</b>	\$12,934	\$12,443
<b>COMMISSION SCOLAIRE FRANCOPHONE DU NUNAVUT AND FRENCH SCHOOL OPERATIONS</b>	\$576	\$589
<b>TOTAL</b>	<b>\$170,502</b>	<b>\$175,603</b>

\* The “Budget” column shows an estimate of proposed expenditures for the fiscal year whereas “Actual” shows the final expenditures.

## Curriculum and School Services

Curriculum and School Services designs, develops and leads the adoption and adaptation of the Inuktitut, English, and French curriculum in the entire Nunavut public school system. This division also selects and designs local teaching resources and student learning materials associated with the approved curriculum for Grades K to 12.

The division seeks to ensure that all materials used in Nunavut schools reflect education best practices, Inuit Qaujimagatuqangit, and are relevant to Inuit and northern students so that they are best placed to succeed. Curriculum and School Services works closely with Directorate and other divisions of the department including regional school operations offices and schools to develop, pilot, promote, evaluate and provide training and implementation for programs and resources that make up Nunavut’s Education Program.

Further, the division supports the development and delivery of educator training programs, student assessment, the student information system, teacher certification, as well as development/training in aspects of *Education Act* regulation, policy and procedures.

## Nunavut Education Program: Kindergarten to Grade 12

The Nunavut Education Program is defined as the curriculum established by the Minister of Education. The curriculum refers to the concepts that students are expected to learn in the public school system and the time required for students to successfully learn these concepts. Teaching and learning resources that assist educators in providing quality instruction to assist in student learning are considered part of the Education Program. Student assessments and supports required to assist all students to learn are the final component of the K-12 program.

Curriculum in Nunavut is comprised of many programs of study or subjects that run through the grade levels. Like other jurisdictions, the curriculum covers various disciplines such Health, Fine Arts, Mathematics, Science, and others. Understandably, the complexity of the programs increase as students cognitively mature. At the secondary level (Grades 10-12), a credit system is in place that requires students to undertake specific courses to obtain credits toward graduation. Curriculum and School Services ensures that candidates for graduation meet minimum requirements for secondary students and recommends them to the Minister for conferment. Students are encouraged to exceed the minimum



graduation requirements that are based on Canadian norms and on what post-secondary institutions require students to have completed in order to become eligible for admission to post-secondary institutions.

Programs of study for various subjects are reviewed and in many cases adapted for cultural and language relevance, ensuring that the subjects are written to be cognizant of the Nunavut context and in consideration of the various languages spoken in across the territory, such as Inuktitut and Inuinnaqtun. Nunavut uses programs from partner jurisdictions including Alberta, Northwest Territories and Saskatchewan. Notably, these jurisdictions as well as Nunavut participated in the Western and Northern Curriculum Protocol framework which established a strong and consistent theoretical framework for the development of curriculum with common expectations and indicators across participating jurisdictions.

Due to the intensive nature of curriculum development and the multi-year development process, Nunavut opted to focus its efforts on adapting existing curriculum to ensure it best suits Nunavut students. It also developed many Nunavut-specific resources to assist educators in providing students with culturally and geographically appropriate instruction to meet curricular objectives.

Since 1999, a significant component of curriculum work is the ongoing research with Elders on staff and the Elder Advisory Committee to explore all curriculum topics, and to identify knowledge, skills and concepts to be taught from an Inuit perspective. Curriculum staff members consult with the Elders on staff and those on the Elders Advisory Committee on each resource that is developed.

Development work on made-in-Nunavut curriculum and resources has been done for all grade levels. Recently this work focused primarily on adding courses and materials that reflect Nunavut for Grades 7-12. This was in an effort to develop curriculum and resources with a Nunavut perspective, where very little had existed previously. Projects include: Aulajaaqtut (health, wellness, and leadership) 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.

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 or

college entrance requirements are met. The curricula intends to ensure that students graduate with strong self-concepts, with an understanding of their personal strengths and skills, and with knowledge and skills to make employment, post-secondary education, and other life choices that enable them to support their families and to serve their communities.

## Nunavut High School Graduation Requirements

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

Course selection in high school consequently determines the options available to students after graduating from the Nunavut school system. The choices of credits earned affect students' ability to meet the admission requirements of post-secondary institutions in order to receive offers for admissions into colleges or universities.



## COURSES REQUIRED TO MEET HIGH SCHOOL GRADUATION REQUIREMENTS

- 15 credits in English or (French) Language Arts Grades 10–12
- 10 credits in Aulajaaqtut (Wellness, Leadership,) Grades 10–12
- 5 credits in Physical Education
- 3 credits in Fine Arts
- 10 credits in Social Studies in Grades 10 and 11
- 10 credits in Math in Grades 10 and 11
- 10 credits in Science in Grades 10 and 11
- 5 credits in Career and Technology Studies
- 10 credits in courses of their choice at the Grade 12 level
- 22 other credits of their choice

Total credits required: 100 (78 specified + 22 unspecified credits)

## GRADE 12 ENGLISH LANGUAGE ARTS, MATH AND SCIENCE COURSES IN NUNAVUT

Code	Course Name
ELA3104	English Language Arts 30-2 (Diploma Exam)
ELA3105	English Language Arts 30-1 (Diploma Exam)
MAT3791	Pre-Calculus Mathematics 30-1 (Diploma Exam)
MAT3792	Foundations of Mathematics 30-2 (Diploma Exam)
MAT3793	Apprenticeship & Workplace Mathematics 30-3
SCN3230	Biology 30 (Diploma Exam)
SCN3265	Applied Physics 12 (Project Assessment)
SCN3270	Science 30 (Diploma Exam)
SCN3796	Chemistry 30 (Diploma Exam)
SCN3797	Physics 30 (Diploma Exam)

The department distributes a Secondary School Handbook to all middle schools and high schools. The handbook provides written guidelines on student course selection and is updated yearly.

**362 STUDENTS WROTE ALBERTA DIPLOMA EXAMS IN 2014–15.**  
THE AVERAGE MARK OF THOSE WHO PASSED THE EXAM WAS 62.1%.

## Balanced Literacy Framework

Initiatives are ongoing to assist Nunavut educators to teach language arts in all official languages and to ensure that literacy instruction is in compliance with the mandate that Nunavut students are bilingually literate and able to succeed immediately upon leaving the education system. The department introduced a streamlined approach to literacy instruction in all languages, specifically for Kindergarten to Grade 8 that intends to provide additional supports and structures for reading, writing, and comprehension of language.

The literacy initiative ensures that educators are given the support and guidance necessary to meet the needs of their students in literacy instruction. The initiative is also referred to as “balanced literacy” because of the need to ‘balance’ instruction by ensuring that students are receiving ample and regular opportunities to read, write and work with words.

In 2014–2015, the department began an unprecedented initiative to provide Nunavut schools with the assistance and resources to support an instructional framework based on established and evidenced-based approaches to teaching and learning language skills.

*“Students who are unable to read or write are not likely to be engaged in learning and are more likely to leave school out of frustration. Addressing the literacy gap in our schools is the primary approach we can take as an education system to address issues ranging from attendance to behaviour to suicide to language loss.”*

Minister Paul Quassa

In 2014–2015, the Nunavut schools initiated the following to support balanced literacy instruction:

- Began the development of an updated Inuktitut Language Arts K-6 curriculum to provide greater support and guidance to Inuktitut Language Arts teachers.
  - Started the development of a guided reading system for Inuktitut that is comparable to the Literacy Place or other systems. This first guided reading system for Inuktitut will be known as *Uqalimaariuqsaniq* and will begin with the development of levelled readers and assessments for Kindergarten and Grade 1.
  - Created new Learning Coach positions in schools to support the introduction of a more structured, standard and formalized system for working with teachers and students.
  - Developed training for educators to support the new literacy framework. Professional development opportunities, in-service training, and new modules for principals and learning coaches were offered to prepare school administrators and teaching personnel in implementing the new literacy framework.
  - Worked with linguists, Inuit Uqausinginnik Taiguusiliuqtiit, the Inuit Language Authority, contractors, educators, and other experts to identify additional support required to assist education staff in their efforts to support these new expectations for language instruction.
- Purchased *The Literacy Place* guided reading system for all Nunavut schools (English and French) to provide educators with a structured guided reading system.



# 2014–2015 RESOURCE DEVELOPMENT

## Kindergarten to Grade 6

- Started creation of student books and teacher resources for Kindergarten and Grade 1 for *Uqalimaariuqsaniq*, a literacy program in Inuktitut that consists of a series of progressively difficult levelled books in Inuktitut
- Creation of a series of take-home books available for download to support students in their learning at home
- Purchase of northern-themed Inuktitut books for all schools in Nunavut
- Development of resources for *Tell Me a Story*, a literacy program for babies and young children in Nunavut
- Development of *My Family in Nunavut*, an integrated theme kit for Grade 3 that includes a teacher's manual, Inuktitut books and other resources such as puzzles, flashcards, posters, borders and toys to support Inuktitut instruction

## Grades 7–12

- Ongoing work on *Nunavusiutit* Grade 10 Social Studies modules
- Videography for e-learning modules on assessment developed for teachers.
- Distribution of *Choices*, a sexual health resource that includes a graphic novel, teacher resource, and DVD for Grade 8 classrooms
- Purchase of math and science textbooks for all schools in Nunavut to ensure a consistent standard

## Other resources developed for teachers and families:

- Distribution of a series of safety manuals for Nunavut schools, including: *Crisis Response Guidelines for Nunavut Schools*, *Safety in Schools*, and *Fire Safety Plan for Nunavut Schools*
- Purchase of *The Literacy Place* guided English reading system for all schools in Nunavut along with levelled literacy intervention supports and a benchmark assessment system
- The creation of *It Starts at Home: A family engagement resource for Nunavut schools* to support families, schools and communities in helping their children learn

# 2014–2015 CURRICULUM

## Kindergarten to Grade 6

- Kindergarten Language Screening Tool kits distributed to all elementary schools and in-service provided to Kindergarten teachers
- Completion of Kindergarten to Grade 6 Communication and Information Technology curriculum completed and undergoing piloting in several schools in each region
- Review and update of K-6 Inuktitut Language Arts curriculum
- Adoption of NWT English Language Arts (K-6) curriculum
- Development of Grade 1 Tundra Unit, learning resources and teacher's manual focusing on Science, Social Studies and Language Arts

- Development of Grade 3 Weather Unit focusing on Science, with sub-topics covering introduction to weather; Inuit traditional weather predicting; weather experiments; legends and stories; weather safety
- Review of K-6 Health, Wellness and Leadership (Aulajaaqtut) – NWT Health Curriculum/Manitoba physical education curriculum

### Grades 7–12

Development and planning 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

- Distribution of an in-service for curriculum that contains Career and Program Planning units which are mandatory for Nunavut Students starting in Grade 9

### Science

- Development of Grade 7 Nunavut Earth Sciences Resource Unit (aligned to the 2014 *Nunavut Adaptation of Science 7-8-9 Program of Studies from Alberta 2003*

(updated 2009, 2014)) in cooperation with the Mining Matters education consultant

- Completion and distribution of Grade 7–9 Science (Nunavut Adaptation) of the Alberta Grade 7–9 Curriculum
- Review and revision of Grades 10–12 *Nuna 10*, *Tariuq 11* and *Sila 12* courses to determine their potential as stand-alone traditional ecological knowledge courses

### Sustainable Tourism

- Development of the Grade 10–12 Sustainable Tourism, with an environmental focus, in cooperation with Manitoba Department of Education

### Social Studies 7–9

- Development of Umiaqtaalik: Inuit Knowledge and the Franklin Expedition. This Grade 8 unit was co-developed by Great Unsolved Mysteries in Canadian History and the Department of Education in association with the University of British Columbia and Parks Canada. This resource focuses on the role Inuit oral history and land thinking skills played in locating the HMS Erebus
- Pilot implementation of an Elections unit for Grade 9, co-developed with Nunavut Tunngavik Incorporated. The unit was piloted in schools in fall of 2014 to teach students about Nunavut Tunngavik Incorporated and the democratic process

### Language

- Re-distribution of Grade 10–12 Inuktitut Language Course outline, outcomes, scope and sequence in the fall of 2014

## Education Program Planning

The Department developed and introduced a new directive known as Education Program Planning to support principals in building programming around student needs for each school year and in implementing accountability measures to ensure transparency on how the Education Program is delivered at all levels.

The Education Program Plan is developed in consultation with school staff, the District Education Authorities/ Commission scolaire francophone du Nunavut, Regional School Operations and the community. The plan requires that programs of study or subjects at the elementary and middle levels are outlined to address the following: What courses or subjects will be offered at the secondary level during the school year? Who will teach them? To what students will a particular subject be taught? When will they be taught?

The Education Program Plan must reflect:

- the requirements of the *Education Act* and regulations, including those provisions which relate to Language of Instruction;
- departmental priorities and initiatives;
- the Career Planning process;
- School Improvement and School Program Plan goals; and
- the Registration and Attendance Policy and the Inuuqatigiitsiarniq Policy (positive school environment) set out by the local district education authority.

All principals are required to develop and submit an annual Education Program Plan for Kindergarten to Grade 12 in their school.

In 2014–2015, principals recorded the Education Program Plan they developed for their school in the Student Information System so that the information described above could be better documented and reported upon. Principals also recorded course offerings, instructional minutes for classes, school calendar, Language of Instruction for courses, course selections, and student attendance. Work on recording career program plans is still in progress.

The Student Information System gives the department access to a more accurate picture of the education system by capturing all Education Program Plans. This collective

information also allows for more accurate data to be provided to the public about the education system. The consistent efforts of regional school operations, principals and the Student Information System in providing up-to-date information also promotes transparency and strengthens accountability in the education system.

## Educator Development

The department commits to supporting the development and delivery of professional development opportunities for Nunavut educators. Throughout the school year, the department allots time for training opportunities on topics such as Inuit Qaujimagatuqangit program delivery; language of instruction models; new assessment tools; and training related to the implementation of the *Education Act*.

In addition to professional development, the department strives to increase the presence of Inuktitut-speaking teachers at all levels in Nunavut's schools. The department recognizes that while fostering bilingual education and Inuit societal values, Inuktitut-speaking teachers are strong role models for students of all ages.

### 2014–2015 EDUCATOR DEVELOPMENT PROJECTS

- Certificate in Educational Leadership in Nunavut
- Nunavut Teacher Education Program
- Nunavut Professional Improvement Committee

## *Certificate in Educational Leadership in Nunavut*

The *Education Act* requires principals and vice-principals in Nunavut to complete their principal certification within the first three years of employment as a school principal. Formerly known as the Educational Leadership Program, this certification requires that all principals and vice-principals complete the core leadership courses to prepare them for leadership positions in schools.

In addition, the program encourages Inuit educators, long-time Nunavut educators and aspiring leaders to be trained in core leadership courses as well as courses

focused on literacy by completing the Certificate of Educational Leadership in Nunavut program.

In 2014–2015, 25 participants enrolled in one or both of the core leadership courses and 48 participants enrolled in the literacy course. A total of 73 participants successfully completed at least one course towards the Certificate of Educational Leadership in Nunavut certificate. Courses were offered in Rankin Inlet and Iqaluit in November 2014 and February 2015.

## *Nunavut Teacher Education Program*

The Department of Education is mandated to support the development of Inuit and northern educators for Nunavut schools as well as to meet its legislative requirements with respect to medium of instruction. The Nunavut school system needs more Inuktitut-speaking teachers at all levels to provide bilingual education and the Nunavut Teacher Education Program aims to meet this need.

The Department of Education provides annual funding to Nunavut Arctic College for delivery of the Nunavut Teacher Education Program. The Nunavut Teacher Education Program is a four-year degree program leading to a Nunavut teacher certification. The program trains educators in teaching Kindergarten to Grade 6, while students of the program with a Bachelor of Education degree may teach other grades after completing the course. The four-year Bachelor of Education degree program is delivered through a partnership with the University of Regina.

### **2014-2015 BUDGET ALLOCATION FOR THE NUNAVUT TEACHER EDUCATION PROGRAM**

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

## *Nunavut Professional Improvement Committee*

The Department of Education and the Nunavut Teachers' Association jointly manage the Nunavut Professional Improvement Committee, which oversees professional development initiatives, policies and procedures for members. Nunavut Professional Improvement Committee activities include Inuit language training, teachers' conferences, and short and long-term education leave.

The committee hosts annual conferences in various regions and communities. Likewise, the Nunavut Professional Improvement Committee developed an orientation program for new educators, aimed at introducing Inuit Societal Values as the foundation of the school system.

The committee also supports the professional development of Nunavut educators. The Nunavut Teachers' Association offers financial assistance to members enrolled in a Masters of Education program, as well as programs such as the Certificate in Educational Leadership in Nunavut and principal certification programs.

Annually, the Government of Nunavut contributes \$3.1 million or 4.5% of the gross base salaries of all Nunavut Teachers' Association members to the Nunavut Teachers' Association Professional Development Fund. The fund is used to provide:

- Nunavut-wide special professional development activities;
- Short-term professional development activities;
- School and individual professional development activities;
- Employment of professional development staff;
- Opportunities for teachers to learn the languages in the bilingual Language of Instruction model(s) selected by the district education authority;
- Annual professional leaves with or without allowances.

## Student Assessment and Evaluation

Educator Development and Assessment Services is responsible for student assessment and evaluation from K–12 across Nunavut. The division is responsible for researching, developing, implementing and evaluating student assessment policies, programs, approaches and tools that promote quality education programming in all Nunavut schools.

The Department of Education ensures accountability for student achievement and Education Program outcomes and recognizes that effective student assessment is a key element of the Education Program. To support this commitment, Nunavut has been following the Alberta Grade 12 departmental exam program for many years as part of the evaluation process. Through this, the department is assured that Grade 12 courses completed by Nunavut graduates meet the entrance standards of college and university programs.

Alberta Education invests in the creation and administration of standardized exams. Alberta departmental exams are multiple choice tests that have been standardized for a large population of students. Using departmental exams as part of the student evaluation process is a consistent approach to student assessment. Departmental exams help ensure that course content is consistently taught and that standards are being met.

Nunavut students who earn their high school diploma by successfully completing Alberta departmental exam courses are able to apply to colleges and universities across Canada with the same recognition of achievement as any student from Alberta.

Nunavut schools use Alberta departmental exams for physics, chemistry, biology, science and mathematics. Nunavut also uses the Alberta departmental exam for English language arts that includes both a multiple choice and an essay portion.

Alberta Education provides a full analysis of students' exams with a breakdown of each area/skill that the exam covers with a corresponding mark on how students performed in each skill. The analysis reveals learning gaps for Nunavut students and gives teachers insight on how to address the instructional gaps.

## Student Enrolment, Attendance and Graduation

The Department of Education offers all children and youth between the ages of 6 and 18 the right and responsibility to participate in elementary and secondary education in Nunavut. Parents of children as young as 5 may also register their children; likewise, youth up to 21 years of age may remain in school until they complete their education.

Attendance rates generally reflect student involvement and are linked to academic success and graduation figures. The average attendance rate of students in all grade levels in Nunavut's schools is over 75%. The attendance rate drops as students enter high school but the trend recovers to average rates as students reach their senior years of high school. Attendance rates are measured based on students that are coming to school, and not against the total population of school age children and youth in Nunavut.

In 2014, the Department of Education graduated 208 students, resulting in a graduation rate for Nunavut of 31.5%. The graduation rate is calculated according to the national standard. 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 students are obtaining their high school diplomas or equivalencies when they reach 19 years of age or older.

## Grade 12 Social Studies Project

Nunavut Grade 12 Social Studies students enrolled in Social Studies 30-1 and 30-2 are required to complete a Social Studies project as a final summative assessment weighted as 30% of the final mark in the course. The summative assessment in these courses is a territory-wide mandated project assessment and replaces the Grade 12 Alberta diploma exam.

Project assessments combine learning content knowledge with the skills and abilities necessary for success in the workplace or in post-secondary studies. This integrated approach enables students to develop and demonstrate their ability in gathering information, problem-solving, analysis, and communication skills applied in relevant 21<sup>st</sup> century issues.

\*The Nunavut Bureau of Statistics publishes Nunavut highlights from the 2011 National Household Survey on their website at stats.gov.nu.ca.



## Table 4: Breakdown of Student Headcounts

Tables 6 and 7, attached as an Appendix, show the headcounts by school and by grade.

	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
<b>TOTAL</b>	9889	1820	3120	4949
<b>INUIT</b>	8497	1704	2579	4214
<b>NON-INUIT</b>	1392	116	541	735
<b>FEMALE</b>	4869	913	1548	2408
<b>MALE</b>	5020	907	1572	2541

## Table 5: 2014–2015 Average School Attendance Rates

Table 8, attached as an Appendix, shows the attendance rates by school

	NUNAVUT (%)	KITIKMEOT (%)	KIVALLIQ (%)	QIKIQTANI (%)
<b>TOTAL</b>	78.3	74.7	78.1	76.2
<b>INUIT</b>	73.9	70.2	75.6	75.8
<b>FEMALE</b>	74.5	70.8	76.0	76.6
<b>MALE</b>	73.3	69.7	75.2	75.1
<b>NON-INUIT</b>	78.1	71.9	80.8	81.8
<b>FEMALE</b>	78.3	71.5	82.2	81.4
<b>MALE</b>	78.0	72.3	79.4	82.2

## Table 6: Breakdown of Graduates by Ethnicity Gender and Region

Tables 9 and 10, attached as an Appendix, show graduates by community and ethnicity.

	PERCENTAGE	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
<b>TOTAL</b>		208	31	82	95
<b>INUIT</b>	93.8	195	28	81	86
<b>NON-INUIT</b>	6.3	13	3	1	9
<b>FEMALE</b>	56.7	118	19	47	52
<b>MALE</b>	43.3	90	12	35	43

## Educator Development – Student Assessment

In 2014–2015, the Department of Education started to create videos in Nunavut classrooms as part of the *Assessment for Learning* e-learning project. The project

is a demonstration-based assessment that helps teachers understand student progress so that teachers can identify appropriate strategies to achieve required outcomes. The project, once completed, will provide all Nunavut educators with a computer-based e-learning platform for performing assessments in the classroom,

both individually and collaboratively. This assessment platform allows teachers more instructional time in the classroom and can be used as an orientation tool when new staff arrives. The project is expected to be completed in the 2017–2018 school year.

Similarly, a *Student Information System (SIS) e-learning module* for principals was developed in 2014–2015 and was received well by the first three groups of principals that were trained before the end of the school year. The territory-wide Student Information System (SIS) *Data Mining Subscription* was acquired for harnessing the student information database for advanced reporting purposes. The subscription provides the department with views that can be designed to address specific questions posed by educators. The e-learning module will become an integral part of annual SIS training across the territory.

## Student Support, Inclusive and Bilingual Schooling

The Department of Education is committed to responding to the diversity of Nunavut classrooms through student support that lays the foundation of inclusive education in Nunavut. This commitment is enacted by developing a vision, establishing policies, defining common role expectations for all stakeholders and then identifying and allocating required resources such as funding and personnel. Student Support also develops tools and in-services staff regarding their use. It also develops and enhances staff knowledge and skills on an ongoing basis.

Student Support Services is guided with the principle that all students have the ability to learn. The division develops guidelines, resources and training to support the full range of learner needs. The Department of Education recognizes that students learn differently and therefore, teaching strategies and programming should be inclusive in order to respond to the needs and strengths of all students. The thrust of inclusive education gives all students the opportunity to attend regular classes with students of the same age group and receive education based on individual goals that are achieved by providing adequate support.

## Student Support Teachers

The Student Support Teacher provides the central in-school support for teachers with respect to educational programming for all students in the school. This professional educator, along with the principal, acts as an

instructional leader and provides support to teachers as they plan, deliver, and evaluate the Education Program for each of their students.

## 2014–2015 STUDENT SUPPORT TEACHER POSITIONS: 44

Student Support Teacher positions assigned by region:

Kitikmeot: 8

Kivalliq: 12

Qikiqtani: 23

Commission scolaire francophone du Nunavut: 1

## Student Support Assistants

The education system in Nunavut supports inclusive education. Student Support Assistants play an important role in helping teachers attend to students in need of support to overcome barriers to learning and well-being in order to meet their educational goals.

In school year 2014–2015, 154.4 full-time person years were allotted to Student Support Assistants in Nunavut schools. Depending on students' Education Program needs, some positions were part-time and some full-time.

In pursuance of the department's partnership with Nunavut Arctic College, the department has moved forward in the development of a certificate training program for Student Support Assistants that consists of 10 course modules and three practical sessions to be delivered over three years. Courses include; Inclusive Education in Nunavut; Supporting Literacy and Numeracy Strategies in Nunavut Schools; Child Development; and Responsive Support. The training program leads to a certificate from Nunavut Arctic College. In February 2015, thirty Student Support Assistants took the first two courses in Rankin Inlet. The third and fourth courses have been drafted and will be reviewed for delivery in 2015–2016.

In 2014–2015, there were 154.4 full-time person years dedicated to Student Support Assistants in Nunavut schools. Full-time or part-time positions were offered depending on Education Program needs of students.

## Ilinniarvimmi Inuusilirijiit (School Community Counsellors)

The Department of Education recognizes that School Community Counsellors hold important roles in Nunavut schools. They provide guidance and counselling to students. In addition, they promote a positive attitude to education, personal well-being and model a healthy lifestyle. They also help build important partnerships between students, parents, school staff, district education authorities, and communities. Because of the vital role of School Community counsellors, the Department of Education partnered with Langara College in British Columbia to offer a program that included content on Inuit Qaujimajatuqangit and Inuit Societal Values, counselling skills development, leadership and professional ethics, communication skills and personal development. In February 2015, 17 Ilinniarvimmi Inuusilirijiit (School Community Counsellors) graduated from a 30 month training program.

2014–2015 Ilinniarvimmi  
Inuusilirijiit Graduates: 17

In 2014–2015, there was one Ilinniarvimmi  
Inuusilirijiit for each school, bringing a  
total of 43 in Nunavut.

## Safe Schools Initiative

In 2014–2015, the department continued to review, revise, update and standardize emergency prevention, emergency preparedness and crisis intervention protocols in Nunavut schools and daycares as part of a Safe Schools initiative.

Through the Safe Schools Initiative, measures were put into place to ensure the well-being of students and staff in Nunavut schools. Several manuals were developed and implemented including: *Crisis Response Guidelines for Nunavut Schools Staff Manual*; and *Safety in Schools: Principal's Planning Manual*. Both manuals include information for educators that reflect today's issues and changes in safety, preparedness and emergency response standards in schools.

The department established a partnership with the Red Cross and the Embrace Life Council to strengthen the support for the Safe Schools Initiative. This partnership

helped the Department of Education provide the leadership, training and resources to give children and youth the skills needed to stay safe and to protect themselves from harm.

Likewise, the Red Cross and the Embrace Life Council delivered units on leadership, bullying, creating a safe environment, building healthy relationships, and child abuse and neglect as part of Be Safe and RespectED training and programming.

As of 2014–2015, the Department's partnership with the Red Cross and the Embrace Life Council has delivered training workshops for 429 Education, Health and community staff.

Another important training program that supports the Safe Schools initiative is Uqaqatigiilluk, or Applied Suicide Intervention Skill Training (ASIST). ASIST helps people feel more ready, willing and able to help prevent the immediate risk of suicide. To date, 674 school staff have received ASIST training.

The department also worked in partnership with the Department of Community and Government Services to address the recommendations in the Auditor General's report on safety in schools and child care facilities. Work was done to improve communications, inspection and maintenance protocols to ensure better tracking and follow-up on safety inspections in schools and daycares.

Also, the department worked with regional school operations to develop effective document collection and storage practices so facilities can show compliance in the areas of fire evacuation drills, fire alarm testing, and fire inspections.

Principals received a working copy of the *Fire Safety Manual* with an emergency supplies box in October 2014. Discussions were held with Community and Government Services regarding escalation protocols to make sure maintenance work gets done in due time. Education and Community and Government Services identified key departmental contacts to receive, track and follow up on inspection reports.

## District Education Authority Contributions

Each Nunavut community has a district education authority (DEA), an elected group that meets regularly to make decisions about education issues. In Iqaluit, a similar elected body, the Commission scolaire

francophone du Nunavut (CSFN) offers educational services to the francophone community. It manages École des Trois-Soleils, a K-12 school that enrolled 78 students in 2014–15. Senior high school classes were also offered in collaboration with Inuksuk High School in Iqaluit. Under the *Education Act*, District Education Authorities and the Commission scolaire francophone du Nunavut have authority over many aspects of schooling in their community including: budget; programs such as language of instruction and cultural activities; school calendars; staff hiring together with principals; Innait Inuksiutitijit (Certified Elders in schools); Registration and Attendance Policy; the Inuuqatigiitsiarniq Policy (positive school environment); and Storm Closures Policy.

The overall budget for district education authorities/ Commission scolaire francophone du Nunavut funding in 2014–2015 was \$12,242,000.

## TOTAL NUMBER OF DISTRICT EDUCATION AUTHORITIES: 27

- 19 had an accumulated surplus totaling \$2,517,485
- 8 had an accumulated deficit totaling \$(757,105)

Total accumulated surplus for the 27 district education authorities: \$1,760,380

**Table 7: District Education Authority 2014–15 Formula Funding**

DEA QIKIQTANI	REGULAR CONTRIBUTION	INNUQATIGIITSIARNIQ FUNDING	INNAIT INUKSIUTILIRIJIIT FUNDING	OTHER FUNDING	TOTAL CONTRIBUTION
APEX	\$52,681	\$6,745	\$6,372	–	\$65,798
ARCTIC BAY	\$269,265	\$22,354	\$39,580	–	\$331,199
QIKIQTARJUAQ	\$156,143	\$12,904	\$19,476	–	\$188,523
CAPE DORSET	\$366,863	\$36,403	\$69,467	\$105,000	\$577,733
CLYDE RIVER	\$289,709	\$26,320	\$48,016	–	\$364,045
GRISE FIORD	\$125,591	\$6,577	\$6,013	–	\$138,181
HALL BEACH	\$234,459	\$20,329	\$35,272	–	\$290,060
IGLOOLIK	\$463,663	\$44,967	\$87,686	–	\$596,316
IQUALUIT	\$794,403	\$101,667	\$208,310	\$27,000	\$1,131,380
KIMMIRUT	\$147,479	\$13,579	\$20,912	–	\$181,970
PANGNIRTUNG	\$322,824	\$36,741	\$70,185	–	\$429,750
POND INLET	\$418,219	\$37,922	\$72,698	–	\$528,839
RESOLUTE BAY	\$123,594	\$7,673	\$8,347	–	\$139,614
SANIKILUAQ	\$286,046	\$28,050	\$51,696	–	\$365,792
<b>TOTAL</b>	<b>\$4,050,939</b>	<b>\$402,231</b>	<b>\$744,030</b>	<b>\$744,030</b>	<b>\$5,329,200</b>

Table 7: District Education Authority 2014–15 Formula Funding continued on next page.

DEA QIKIQTANI	REGULAR CONTRIBUTION	INNUQ FUNDING	INNAIT FUNDING	OTHER FUNDING	TOTAL CONTRIBUTION
ARVIAT	\$763,588	\$77,704	\$157,332	\$79,334	\$1,077,958
BAKER LAKE	\$561,123	\$51,548	\$101,687	\$86,925	\$801,283
CHESTERFIELD INLET	\$150,645	\$12,736	\$19,117	\$36,000	\$218,498
CORAL HARBOUR	\$302,869	\$27,291	\$50,081	\$37,875	\$418,116
RANKIN INLET	\$562,764	\$62,095	\$124,124	\$236,000	\$984,983
REPULSE BAY	\$362,255	\$35,053	\$66,595	\$20,490	\$484,393
WHALE COVE	\$179,255	\$15,689	\$25,399	–	\$220,343
<b>TOTAL</b>	<b>\$2,882,499</b>	<b>\$282,116</b>	<b>\$544,335</b>	<b>\$496,624</b>	<b>\$4,205,574</b>

DEA QIKIQTANI	REGULAR CONTRIBUTION	INNUQ FUNDING	INNAIT FUNDING	OTHER FUNDING	TOTAL CONTRIBUTION
CAMBRIDGE BAY	\$357,200	\$37,120	\$70,992	\$106,000	\$571,312
KUGLUKTUK	\$348,686	\$33,492	\$63,274	\$103,000	\$548,452
GJOA HAVEN	\$332,513	\$27,712	\$50,978	\$60,000	\$471,203
KUGAARUK	\$303,877	\$24,760	\$44,696	\$27,000	\$400,333
TALOYOAK	\$328,222	\$24,717	\$44,606	\$41,500	\$439,045
<b>TOTAL</b>	<b>\$1,670,498</b>	<b>\$147,801</b>	<b>\$274,546</b>	<b>\$337,500</b>	<b>\$2,430,345</b>

CSFN COMMUNITY	REGULAR CONTRIBUTION	INNUQ FUNDING	INNAIT FUNDING	OTHER FUNDING	TOTAL CONTRIBUTION
COMMISSION	\$103,826	\$10,373	\$14,091	\$149,256	\$277,546
<b>TOTAL</b>	<b>\$103,826</b>	<b>\$10,373</b>	<b>\$14,091</b>	<b>\$149,256</b>	<b>\$277,546</b>
<b>GRAND TOTAL</b>	<b>\$8,707,762</b>	<b>\$842,521</b>	<b>\$1,577,002</b>	<b>\$1,727,410</b>	<b>\$12,242,665</b>

- 1 Regular contributions include District Education Authority Operations and Maintenance; this includes administration of school programs and cultural programs.
- 2 Other funding encompasses all single contributions received by the DEAs for programs and services such as Bussing, Magnet Facilities, and Elders as Mentors and Inuinnaqtun Educators.

## Coalition of Nunavut District Education Authorities

The Coalition of Nunavut District Education Authorities (CNDEA) represents the interests of all district education authorities (DEA). The Coalition works on behalf of DEAs on issues that affect DEAs as a group.

The Coalition is composed of seven DEA representatives, elected by the chairs or representatives of all DEAs. The Coalition provides a structure and membership that unites DEAs on shared issues of concern and ensures effective communication with the Minister of Education. 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. The Minister of Education meets with the CNDEA every year at its annual general meeting.

In 2014–2015, the department worked with the Coalition to develop a training manual that provides DEA staff and elected members with a comprehensive reference guide. The coalition also invited the Vice-Chairperson of the Special Committee on *Education Act* Review to provide an update on the upcoming review of the *Education Act*.

## Commission scolaire francophone du Nunavut (CSFN) and French School Operations

The Commission scolaire francophone du Nunavut is Nunavut's francophone district education authority responsible for the delivery of quality French first language instruction for francophone rights holders as defined in the *Canadian Charter of Rights and Freedoms*. Unlike Nunavut's other authorities, the Commission scolaire francophone du Nunavut's jurisdiction extends across the entire territory. As a result any rights holder may participate in CSFN elections or seek services.

The CSFN office is located in Iqaluit where the majority of rights holders reside and where the lone French first language school in the territory is located. École des Trois-Soleils, a K-12 school, delivers an entirely French first language program and receives support from the Commission scolaire francophone du Nunavut in a

manner similar to the role played by regional school operations offices in each of Nunavut's regions. The support provided includes staffing and human resources functions, oversight of the delivery of the Education Program, and Financial operations.

The French first language Education Program in Nunavut is comprised of the curriculum established by the Minister but also includes the teaching and learning resources identified by the CSFN as best suited to assist francophone students in Nunavut's unique minority setting. It also includes student assessment and the provision of supports required to enable all students to successfully achieve the outcomes established in the curriculum.

## French Services

The Bureau of Education and Services in French is a small division within the Department of Education and acts as a liaison between the Government of Nunavut and the Commission scolaire francophone du Nunavut and École des Trois-Soleils to ensure the provision of equal services to the francophone community. Through collaboration with the Commission scolaire francophone du Nunavut, the Bureau assists education staff at École des Trois-Soleils by providing the same information, resources, and training offered to the rest of Nunavut's education staff.

Additionally, pursuant to the Department of Education's obligations under the *Official Languages Act* of Nunavut and the *Official Languages Act* of Canada, its role is to support each of the department's other divisions in fulfilling the mandate it was given by the Government of Nunavut. French Services supports the adaptation and adoption of French language curriculum and the implementation of projects and programs in French as first and additional languages. The Bureau of Education and Services in French also supervises the translation, promotion and distribution of various documents written in French as French educational materials.

The Bureau of Education and Services in French negotiates and manages the funding received from Canadian Heritage under the Official Languages in Education Protocol. The Bureau also works closely with different partners as part of various initiatives aimed at promoting quality French education in Nunavut and Canada.

## French as an Additional Language

The Bureau of Education and Services in French also provides support to district education authorities who offer French language instruction within their schools. Although offering third language instruction is challenging, Iqaluit has sought assistance in the delivery of French as an additional language of instruction.

Since 2011, the division has been coordinating the evaluation of the oral proficiency of Grade 7 students in the Intensive French Program, both at the beginning and at the end of the intensive period. The results make it possible to evaluate the program's effectiveness and to provide guidance in the decisions to be made regarding programming and training for subsequent years.

In October 2014, the Bureau launched an after-school French program for Grades 4 and 5 students in Iqaluit schools. These activities were very popular and made it possible to increase the number of minutes students were exposed to the French language. In addition, French literacy camps were offered for a week in February and for seven weeks during the summer.

The division also put in place two portable language labs that allows students to access fun and stimulating applications downloaded onto tablets to reinforce their language skills.

## Canada-wide Initiatives

In 2014–2015, Nunavut benefitted from Odyssey and Explore, official languages in education programs offered by the Council of Ministers of Education of Canada (CMEC). Through Odyssey, Iqaluit schools were able to welcome three French monitors. Under the supervision of the Bureau of Education and Services in French, these monitors were assigned the task of promoting and developing French language and culture. As part of the Explore program, two Grade 11 and 12 students received bursaries to participate in a 5-week summer immersion program in a post-secondary institution in Quebec.

Over that year, the Bureau of Education and Services in French also participated in a CMEC project aimed at conducting an inventory and evaluating the resources used in minority French education developed since 2004. The final report of this investigation was submitted in April 2015.

The Bureau also supported a new initiative developed by the Canadian Teachers' Federation aimed at defining a pedagogy specific to minority situations as well as a training plan for teachers. The pedagogy known as Pédagogie à l'école de langue française (PELF) at the French-language school was funded in part by the Bureau of Education and Services in French. The associated training costs were covered by the Bureau.

The CMEC negotiated a 5-year protocol with Canadian Heritage, covering fiscal years 2013–2014 to 2017–2018. The Minority-Language funding provides \$289,256 to the Commission scolaire francophone du Nunavut through a contribution agreement. The remaining funds go toward salaries, various initiatives promoting and enhancing French language training, and hiring French Language Assistants.

The Second Official-Language Instruction funding covers teachers' salaries, hiring of French Language Assistants, travel fees for students attending the Explore program during the summer, two literacy camps, the after-school French Program, and a mobile language lab.

Base funding received from Canadian Heritage: \$1,422,631 yearly

Base funding allocation

- \$772,885 for Minority-Language Education
- \$649,746 for Second Official-Language Instruction









## Adult Learning and Educational Initiatives

The Adult Learning and Educational Initiatives division is responsible for research, policy development and strategic planning regarding the Nunavut Adult Learning Strategy. The division is responsible for programs, such as the Pathway to Adult Secondary School graduation program, and adult literacy. The division provides expertise related to post-secondary governance related issues, and deals with requests from institutions and service providers seeking to offer programs in the territory for adult learners.

By providing advice and governance for adult learning in Nunavut, the division supports the successful delivery of adult programs that facilitate the economic growth of the territory. The division also provides support to high-priority educational initiatives of the department.

**Table 8: 2014–2015 Budgets and Expenditures for Adult Learning and Educational Initiatives\***

	2014–15	
	\$ BUDGET	\$ ACTUAL
<b>ADULT LEARNING AND POST-SECONDARY SERVICES ADMINISTRATION</b>	292,000	249,431
<b>EDUCATIONAL INITIATIVES</b>	211,000	178,487
GENERAL EDUCATION DIPLOMA	29,000	13
LITERACY	350,000	251,610
NUNAVUT ADULT LEARNING STRATEGY IMPLEMENTATION	388,000	132,201
<b>TOTAL</b>	<b>1,270,000</b>	<b>811,742</b>

\* The “Budget” column shows an estimate of proposed expenditures for the fiscal year whereas “Actual” shows the final expenditures.

## Adult Learning and Post-Secondary Services Administration (AL&PSS)\*

The Adult Learning and Post-Secondary Services Administration provides guidance and direction for literacy, mature graduation, General Education Development programs, and educational initiatives, including support to district education authorities and implementation of the *Education Act*. The budget provides for the staffing infrastructure to oversee the Adult Learning and Post-Secondary Services division.

## Educational Initiatives

In 2015, the department officially launched the *District Education Authority Training Manual*. This manual, produced in partnership with the Coalition of Nunavut District Education Authorities, is a joint working manual that clearly identifies roles and responsibilities for principals, district education authorities, and DEA office managers. The manual stipulates policies, principles, protocols, and practices related to the *Education Act* and regulations. The first version of the manual was translated and sent to all DEA in May of 2015.

In 2014 and 2015, the department coordinated the delivery of three regional DEA office manager training events. These events were organized to build a greater understanding of financial processes and accountability and to better enable DEAs to fulfill their mandate and promote equity and standardization across the territory. An advisory team consisting of DEA Development Officers, DEA office managers, the Coalition of Nunavut District Education Authorities and a superintendent of schools helped establish the scope, structure of the training and training methods to be used. The DEA Development Coordinator organized and facilitated the work of the advisory group, as well as worked with the contractor to ensure the training content and delivery methods met the intended quality and goals.

In keeping with adult learning principles, the training activities incorporated a mix of presentation styles such as PowerPoint, videos, case studies and hands-on activities. Advanced participants were encouraged to assist others. The activities simulated practical activities and the daily, weekly and monthly tasks of office managers. Processes were built into the activities in an effort to bring together the training material and required tasks in a meaningful way.

## General Education Diploma

The department supports the delivery of General Education Diploma (GED) testing when required and in association with employers who seek this option for their employees. Although the demand for this program declined with the advent of the Pathway to Adult Secondary School (PASS) graduation, GED remains a viable option for a small number of Nunavummiut.

## Adult Literacy

Literacy funding supports community organizations to develop and deliver local projects that will help people increase their reading and writing skills and raise awareness of the importance of literacy in all official languages of Nunavut. The literacy coordinator works with Government of Nunavut departments, Nunavut Arctic College and non-government organizations to coordinate the delivery of literacy programs and services within Nunavut.

In 2014–2015, the department continued to support Ilitaqsiniq, formerly known as the Nunavut Literacy Council, with a \$75,000 annual contribution agreement. In 2015, the department approved funding for the Niqitsialiuq program for a total of \$200,000 over two fiscal years, 2015–2016 and 2016–2017. Ilitaqsiniq coordinated and delivered the Niqitsialiuq program for approximately 15 out-of-school and/or out-of-work participants in Rankin Inlet, Nunavut. The content of this four-month embedded literacy pilot program focused on traditional and contemporary food preparation.

The embedded literacy program helped participants in developing skills for employment and for certificate-level training in the food service industry. The program was designed to increase literacy, language and other essential skills of participants. A local chef supported Ilitaqsiniq staff to develop and deliver aspects of the program that were related to contemporary industrial food preparation, including content related to health and safety standards. Skilled local Elders also taught program content related to traditional harvesting and food preparation. Through this program, participants developed current marketable skills for employment, literacy skills and other transferable work and life skills.

Ultimately, the program prepared local participants to access food preparation-related employment at two regional mines, in local businesses, or for self-employment. The program also served as a pre cursor for entry into a certificate-level culinary arts program being developed by the Nunavut Trades Training Centre in Rankin Inlet. Consequently, the non-formal context-based program increased participants' confidence in learning and risk taking – all of which lead to greater personal, familial, cultural and community connectivity, health, development, and well-being.

The Niqitsialiuq program was modeled after Ilitaqsiniq's highly successful Miqquut program. The former used a highly-valued cultural skill (traditional food preparation) as both the hook and foundation for the development of literacy and other skills. This process, known as *embedded literacy*, refers to the deliberate integration of literacy skills development into other subject-specific learning or training. Embedded literacy supports increases in participants' literacy, language and essential skills, and reinforces learning of subject-specific content (food preparation skills in the Niqitsialiuq program). Likewise, the model develops confidence in the participants that enables them to apply their skills in and beyond.

## Nunavut Adult Learning Strategy Implementation

The Department of Education developed the Pathway to Adult Secondary School (PASS) graduation program in response to the Nunavut Adult Learning Strategy recommendation to design a program that allows adults in Nunavut to complete the high school courses needed to earn their high school diploma.

In 2014–2015, the Adult Learning and Educational Initiatives division focused on supporting Nunavut Arctic College (NAC) to expand the delivery and increase the efficiency of the PASS graduation program. The division hired a graduation learning specialist in 2014 to provide expertise on program policies. The second cohort of PASS students in the fall of 2014 was made up of over 100 students across ten communities. The PASS program had its first graduate in the spring of 2015.



## Special Committee to Review the *Education Act*

### Review of the *Education Act*

Nunavut's 2008 *Education Act* came into force on July 1, 2009. The *Education Act* established education legislation that was rooted in the principles, values and goals of the territory. Section 202.1 stipulates that the Act be reviewed every five years by the Legislative Assembly of Nunavut.

In June 2014, the Legislative Assembly appointed the Special Committee to Review the provisions and operations of the *Education Act*. The Department of Education prepared written submissions presenting proposals for necessary changes to the legislation. These submissions were provided to the Special Committee to Review the *Education Act* in the fall of 2014, and proposed changes about various aspects of the legislation, including, but not limited to: the school program; registration and attendance; bilingual education; and inclusive education.

The Department of Education has reviewed its own operations and the effectiveness of the delivery of the Education Program since the legislation came into force in 2009. The department also submitted written contributions to the Special Committee that provided an analysis of the relationship between the legislation and the delivery of education and student outcomes, as well as the ways in which the legislation could be amended to improve delivery and outcomes.

Officials from the Department of Education presented on the *Education Act* review to principals at the territorial principals' conference in September 2014.

### Language of Instruction

When the *Education Act* came into force, district education authorities were required to select a Language of Instruction model to deliver bilingual education in the schools in their community. Bilingual education in Nunavut is delivered through three different models: the Qulliq, Immersion and Dual models (see *Appendix Table 11*). To make bilingual education a success, district education authorities must select the most appropriate combination of languages and language instruction model to produce bilingual graduates in their community. The school program must ensure a high quality language of instruction in all courses and in all grade levels.

Unfortunately, the lack of bilingual educators certified to teach the necessary range of subjects in Inuktitut, and the minimal resources available to support delivery of the curriculum were challenges in the implementation of the Language of Instruction models.

## Language of Instruction Initiatives

A number of initiatives were implemented to support the effective delivery of Language of Instruction models in 2014–2015. Some of the initiatives are listed below:

- Training teachers and school administrators in language arts teaching approaches (listening, speaking, reading and writing) in both languages became required study in the Certificate in Educational Leadership in Nunavut program.
- Teachers in many schools continued to use a video created in Nunavut classrooms to model Picturing Writing, an approach to combining literacy and art in Inuktitut and English. Teachers participated in professional development in Picturing Writing during teacher conferences.
- Inuktitut Language Arts 7-12 teaching resources were re-distributed to schools.
- The Bilingual Language Screening Tool for Kindergarten was implemented. This screening tool was developed to assess the language skills in Inuktitut and English as students enter school. The Education Curriculum Steering Committee ensured that screening tools were parallel in English and Inuktitut. The assessments helped teachers plan appropriate supports for each student as they entered Kindergarten.

## Education Act Regulations

With the Transition Regulations 2012–2014 set to expire in July 2014, the department developed the Transition Regulations 2014–2016. The latter carried over most provisions from the 2012–2014 regulations, with the exception of some deleted sections and several modified sections.

## Inclusive Education

An important element of *Education Act* implementation is inclusive education. The 2013 report of the Office of the Auditor General of Canada on education in Nunavut stated that successful implementation of inclusive education in the Nunavut education system was limited. In response to the report, the Department completed in

March 2015, an external review: *Reaching and Teaching All Students – A Model to Guide the Practice of Inclusive Education in Nunavut*.

The external review focused on the question: How do we need to change our model of inclusive education to ensure we are identifying and addressing the strengths and needs of all our students within a framework that supports the culture and history of Nunavut?

In response to this question, the model of inclusion proposed in the external review provided five key recommendations:

- Lay the foundation of inclusive education through three complementary documents – vision or philosophy, legislation and policy;
- Define common role expectations for all staff, as well as for parents, students, outside agencies, and others;
- Allocate resources in the form of funding and personnel at the department levels, schools, regions, and the Commission scolaire francophone du Nunavut;
- Develop tools and conduct staff training on use of these tools;
- Develop and enhance knowledge and skills of various staff positions on an on going basis.

The department began to address the implications of the new model, including those related to changes to the *Education Act*, staffing, funding and an action plan for the completion of tasks. In 2014–2015, the department worked to identify policies, provisions of the *Education Act*, and Regulations that needed to be changed to support Nunavut’s approach to inclusive education. As a result of this, new Education Staff Regulations call for the implementation of certification requirements for school staff. Further, in the spring of 2015, the department began work on a business case to request an increase in positions and funds to help address the need for increased specialized support services for students.

# APPENDICES

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**Appendix Table 1: 2014–2015 Licensed Early Childhood Education Facilities and Spaces by Type and Region\***

	KITIKMEOT	KIVALLIQ	QIKIQTANI*	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>	2	2	0	2	6
<b>LICENSED AFTERSCHOOL</b>	0	0	1	5	6
<b>LICENSED HOME DAYCARE</b>	0	0	0	1	1
<b>TOTAL PROGRAMS</b>	<b>9</b>	<b>12</b>	<b>12</b>	<b>16</b>	<b>49</b>
<b>FULL-TIME PRESCHOOL SPACES</b>	86	133	116	160	495
<b>PART-TIME PRESCHOOL SPACES</b>	104	60	48	23	235
<b>FULL-TIME INFANT SPACES</b>	28	42	56	49	175
<b>AFTERSCHOOL SPACES</b>	0	0	30	109	139
<b>TOTAL SPACES</b>	<b>218</b>	<b>235</b>	<b>250</b>	<b>341</b>	<b>1044</b>

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

**Appendix Table 2: Primary and Secondary Language of Use in Licensed Early Childhood Education Facilities (%)\***

PRIMARY LANGUAGE	NUNAVUT (%)	SECONDARY LANGUAGE	NUNAVUT (%)
<b>INUKTITUT</b>	52.7	<b>INUKTITUT</b>	40.0
<b>INUINNAQTUN</b>	5.5	<b>INUINNAQTUN</b>	3.6
<b>ENGLISH</b>	34.5	<b>ENGLISH</b>	56.4
<b>FRENCH</b>	7.3	<b>FRENCH</b>	0.0
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>

\* Not all facilities responded to the language survey. The numbers reported were based on the responses of all respondents. Of facilities that responded with a primary language of use, not all indicated a secondary language.

### Appendix Table 3: Staff Working in Licensed Facilities\*

	KITIKMEOT	KIVALLIQ	QIKIQTANI*	IQALUIT	NUNAVUT
<b>BENEFICIARIES</b>	31	69	53	35	188
<b>NON BENEFICIARIES</b>	9	5	5	40	59
<b>TOTAL*</b>	<b>40</b>	<b>74</b>	<b>58</b>	<b>75</b>	<b>247</b>

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

### Appendix Table 4: Healthy Children Initiative Funded Proposals, CI: Community Initiatives and SS: Supportive Services

	KITIKMEOT	KIVALLIQ	QIKIQTANI*	IQALUIT	NUNAVUT
<b>APPROVED CI PROPOSALS</b>	11	3	5	4	23
<b>APPROVED SS PROPOSALS</b>	4	1	2	3	10
<b>TOTAL APPROVED PROPOSALS</b>	15	4	7	7	33
<b>COMMUNITIES WITH APPROVED PROPOSALS</b>	5	3	5	1	14
<b>TOTAL FUNDED PROPOSALS</b>	<b>\$ 173,700.95</b>	<b>\$117,937.99</b>	<b>\$187,463.40</b>	<b>\$107,909</b>	<b>\$ 587,011.34</b>

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



**Appendix Table 5: District Education Authorities that Accessed District Education Authority-Early Childhood Education Funding in 2014–2015**

	REQUESTED (\$)	APPROVED (\$)	ACTIVITY		
			ELDERS PARTICIPATION	RESOURCE DEVELOPMENT	FAMILY ACTIVITIES
<b>NUNAVUT</b>	<b>518,263.28</b>	<b>511,281.78</b>			
<b>KITIKMEOT</b>	<b>151,568.50</b>	<b>145,787.00</b>			
<b>CAMBRIDGE BAY</b>	48,191.00	45,762.00	X	X	X
	26,460.00	26,460.00	X	X	X
<b>KUGAARUK</b>	40,040.00	40,040.00	X	X	X
<b>KUGLUKTUK</b>	36,877.50	33,525.00	X	X	X
<b>KIVALLIQ</b>	<b>104,546.78</b>	<b>104,546.78</b>			
<b>ARVIAT</b>	90,000.00	90,000.00	X	—	—
<b>BAKER LAKE</b>	14,546.78	14,546.78	X	X	—
<b>QIKIQTANI</b>	<b>262,148.00</b>	<b>260,948.00</b>			
<b>ARCTIC BAY</b>	3,100.00	3,200.00	X	X	—
<b>CAPE DORSET</b>	20,000.00	20,000.00	X	X	X
<b>COMMISSION SCOLAIRE FRANCOPHONE DU NUNAVUT</b>	20,000.00	20,000.00	X	—	—
	20,000.00	20,000.00	X	X	—
<b>IQALUIT</b>	44,990.00	44,990.00	X	X	—
	45,000.00	45,000.00	X	X	—
<b>PANGNIRTUNG</b>	5,305.00	5,305.00	X	X	—
	14,228.00	12,728.00	X	X	X
<b>POND INLET</b>	18,325.00	18,325.00	X	X	X
<b>RESOLUTE BAY</b>	31,200.00	31,400.00	X	X	X
<b>SANIKILUAQ</b>	40,000.00	40,000.00	X	X	X

X means DEAs accessed funding  
 — means DEAs did not access funding

**Appendix Table 6: 2014–2015 Enrolments (Headcounts) by School, Gender and Ethnicity**

		TOTAL	GENDER		ETHNICITY	
			F	M	INUIT	NON-INUIT
<b>NUNAVUT</b>		<b>9889</b>	<b>4869</b>	<b>5020</b>	<b>8497</b>	<b>1392</b>
<b>KITIKMEOT</b>		<b>1820</b>	<b>913</b>	<b>907</b>	<b>1704</b>	<b>116</b>
<b>CAMBRIDGE BAY</b>	Kiilunik High School	159	78	81	153	6
	Kullik Ilihakvik	229	115	114	215	14
<b>GJOA HAVEN</b>	Qiqirtaq Ilihakvik	191	100	91	187	4
	Quqshuun Ilihakvik	214	108	106	212	2
<b>KUGAARUK</b>	Kugaardjuk Ilihakvik	302	145	157	258	44
<b>KUGLUKTUK</b>	Jimmy Hikok Ilihakvik	220	110	110	186	34
	Kugluktuk High School	184	95	89	179	5
<b>TALOYOAK</b>	Netsilik Ilihakvik	321	162	159	314	7
<b>KIVALLIQ</b>		<b>3120</b>	<b>1548</b>	<b>1572</b>	<b>2579</b>	<b>541</b>
<b>ARVIAT</b>	John Arnalukjuak High School	336	168	168	313	23
	Levi Angmak Elementary School	364	172	192	283	81
	Qitiqliq Middle School	164	80	84	155	9
<b>BAKER LAKE</b>	Jonah Amitnaaq Secondary School	300	154	146	282	18
	Rachel Arngnamaktiq Elementary	255	117	138	193	62
<b>CHESTERFIELD INLET</b>	Victor Sammurtok School	106	51	55	87	19
<b>CORAL HARBOUR</b>	Sakku School	315	156	159	266	49
<b>RANKIN INLET</b>	Leo Ussak Elementary School	287	149	138	172	115
	Maani Ulujuk Ilinniarvik	329	173	156	280	49
	Simon Alaittuq School	109	52	57	57	52
<b>REPULSE BAY</b>	Tusarvik School	417	202	215	373	44
<b>WHALE COVE</b>	Inuglak School	138	74	64	118	20

Appendix Table 6 continued on next page.

		TOTAL	GENDER		ETHNICITY	
			F	M	INUIT	NON-INUIT
<b>QIKIQTANI</b>		4949	2408	2541	4214	735
<b>APEX</b>	Nanook School	43	14	29	27	16
<b>ARCTIC BAY</b>	Inuujaq School	276	140	136	247	29
<b>CAPE DORSET</b>	Peter Pitseolak School	176	96	80	175	1
	Sam Pudlat School	225	93	132	184	41
<b>CLYDE RIVER</b>	Quluqaq School	343	169	174	313	30
<b>GRISE FIORD</b>	Umimmak School	35	13	22	31	4
<b>HALL BEACH</b>	Arnaqjuaq School	253	127	126	236	17
<b>IGLOOLIK</b>	Ataguttaaluk Elementary School	388	163	225	342	46
	Ataguttaaluk High School	214	109	105	213	1
<b>IQALUIT</b>	Aqsarniit Ilinniarnvik	286	153	133	239	47
	École des Trois-Soleils	88	49	39	24	64
	Inuksuk High School	401	197	204	320	81
	Joamie School	228	111	117	144	84
	Nakasuk School	381	194	187	260	121
<b>KIMMIRUT</b>	Qaqqalik School	137	55	82	124	13
<b>PANGNIRTUNG</b>	Alookie School	207	103	104	183	24
	Attagoyuk Illisavik	234	112	122	234	0
<b>POND INLET</b>	Nasivvik High School	227	100	127	222	5
	Ulaajuk School	284	139	145	224	60
<b>QIKIQTARJUAQ</b>	Inuksuit School	153	83	70	138	15
<b>RESOLUTE BAY</b>	Qarmartalik School	55	21	34	50	5
<b>SANIKILUAQ</b>	Nuiyak School	138	79	59	108	30
	Paatsaali School	177	88	89	176	1

**Appendix Table 7: 2014–2015 Enrolments (Headcounts) by Grade and Gender**

2014-15	GENDER		TOTAL
	F	M	
<b>TOTAL</b>	4869	5020	<b>9889</b>
<b>K</b>	447	414	<b>861</b>
<b>1</b>	384	438	<b>822</b>
<b>2</b>	391	409	<b>800</b>
<b>3</b>	353	415	<b>768</b>
<b>4</b>	356	345	<b>701</b>
<b>5</b>	330	367	<b>697</b>
<b>6</b>	351	354	<b>705</b>
<b>7</b>	334	353	<b>687</b>
<b>8</b>	316	334	<b>650</b>
<b>9</b>	317	366	<b>683</b>
<b>10</b>	498	454	<b>952</b>
<b>11</b>	407	421	<b>828</b>
<b>12</b>	385	350	<b>735</b>

**Appendix Table 8: 2014–2015 Attendance Rates (%) by School**

		2014-15 (%)
<b>NUNAVUT</b>		<b>78.3%</b>
<b>KITIKMEOT</b>		<b>74.7%</b>
<b>CAMBRIDGE BAY</b>	Kiiliniq High School	74.6
	Kullik Ilihakvik	77.0
<b>GJOA HAVEN</b>	Qiqirtaq Ilihakvik	73.8
	Quqshuun Ilihakvik	53.6
<b>KUGAARUK</b>	Kugaardjuk Ilihakvik	85.6
<b>KUGLUKTUK</b>	Jimmy Hikok Ilihakvik	68.6
	Kugluktuk High School	79.5
<b>TALOYOAK</b>	Netsilik Ilihakvik	85.2
<b>KIVALLIQ</b>		<b>78.1%</b>
<b>ARVIAT</b>	John Arnalukjuak High School	78.7
	Levi Angmak Ilinniarvialaaq	54.6
	Qitiqliq Middle School	57.7
<b>BAKER LAKE</b>	Jonah Amitnaaq Secondary School	74.9
	Rachel Arngnammaktiq Elementary School	79.4
<b>CHESTERFIELD INLET</b>	Victor Sammurtok School	85.7
<b>CORAL HARBOUR</b>	Sakku School	97.3
<b>RANKIN INLET</b>	Leo Ussak Elementary School	82.1
	Maani Ulujuk Ilinniarvik	84.0
	Simon Alaittuq School	82.9
<b>REPULSE BAY</b>	Tusarvik School	81.6
<b>WHALE COVE</b>	Inuglak School	78.2

Appendix Table 8 continued on next page.

<b>QIKIQTANI</b>		<b>76.2%</b>
<b>APEX</b>	Nanook School	87.0
<b>ARCTIC BAY</b>	Inuujaq School	77.8
<b>CAPE DORSET</b>	Peter Pitseolak School	73.7
	Sam Pudlat School	84.4
<b>CLYDE RIVER</b>	Quluq School	66.0
<b>GRISE FIORD</b>	Umimmak School	79.5
<b>HALL BEACH</b>	Arnaqjuaq School	73.8
<b>IGLOOLIK</b>	Ataguttaaluk Elementary School	71.8
	Ataguttaaluk High School	64.3
<b>IQALUIT</b>	Aqsarniit Ilinniarnvik	78.7
	École des Trois-Soleils	78.6
	Inuksuk High School	87.3
	Joamie School	86.4
	Nakasuk School	73.8
<b>KIMMIRUT</b>	Qaqqalik School	69.9
<b>PANGNIRTUNG</b>	Alookie School	78.2
	Attagoyuk Illisavik	74.2
<b>POND INLET</b>	Nasivvik High School	76.8
	Ulaajuk School	74.9
<b>QIKIQTARJUAQ</b>	Inuksuit School	66.0
<b>RESOLUTE BAY</b>	Qarmartaluk School	88.0
<b>SANIKILUAQ</b>	Nuiyak School	78.8
	Paatsaali School	61.8

## Appendix Table 9: 2014–2015 Graduates by Community

<b>NUNAVUT</b>		<b>208</b>			
<b>KITIKMEOT</b>	<b>31</b>	<b>KIVALLIQ</b>	<b>82</b>	<b>QIKIQTANI</b>	<b>95</b>
Cambridge Bay	4	Arviat	24	Arctic Bay	4
Gjoa Haven	6	Baker Lake	6	Cape Dorset	1
Kugaaruk	7	Chesterfield Inlet	4	Clyde River	6
Kugluktuk	13	Coral Harbour	11	Grise Fiord	1
Taloyoak	1	Rankin Inlet	25	Hall Beach	7
		Repulse Bay	5	Igloolik	4
		Whale Cove	7	Iqaluit	42
				Kimmirut	2
				Pangnirtung	4
				Pond Inlet	20
				Qikiqtarjuaq	0
				Resolute Bay	0
				Sanikiluaq	4

## Appendix Table 10: 2014–2015 Graduates by Characteristic

<b>TOTAL</b>	<b>208</b>	<b>%</b>
<b>AGE GROUP</b>		
<b>UNDER 17</b>	0	0.00
<b>17 TO 18</b>	107	51.44
<b>19 AND OVER</b>	101	48.56
<b>ETHNICITY</b>		
<b>INUIT</b>	195	93.75
<b>NON-INUIT</b>	13	6.25
<b>GENDER</b>		
<b>FEMALES</b>	118	56.73
<b>MALES</b>	90	43.27

**Appendix Table 11: Language of Instruction Regulations**

TABLE OF BILINGUAL EDUCATION MODELS – TIME OR CREDITS RELATED TO EACH LANGUAGE BY GRADE LEVEL									
	QULLIQ MODEL	IMMERSION MODEL	DUAL MODEL						
K – 6			<ul style="list-style-type: none"> <li>Students are assigned to one of the following streams by the school team in consultation with the parents</li> <li>Both streams must be available</li> </ul>						
			<table border="0"> <tr> <td>Inuit Language Stream</td> <td>Non-Inuit Language Stream</td> </tr> </table>	Inuit Language Stream	Non-Inuit Language Stream				
	Inuit Language Stream	Non-Inuit Language Stream							
<ul style="list-style-type: none"> <li>Inuit language: 85-90%</li> <li>Non-Inuit language, taught as a subject: 10-15%</li> </ul>	<ul style="list-style-type: none"> <li>Inuit language: 85-90%</li> <li>Non-Inuit language, taught as a subject: 10-15%</li> </ul>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>Inuit language: 85-90%</li> <li>Non-Inuit language, taught as a subject: 10-15%</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Non-Inuit language, taught as a subject: 85-90%</li> <li>Inuit language: 10-15%</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Inuit language: 85-90%</li> <li>Non-Inuit language, taught as a subject: 10-15%</li> </ul>	<ul style="list-style-type: none"> <li>Non-Inuit language, taught as a subject: 85-90%</li> <li>Inuit language: 10-15%</li> </ul>					
<ul style="list-style-type: none"> <li>Inuit language: 85-90%</li> <li>Non-Inuit language, taught as a subject: 10-15%</li> </ul>	<ul style="list-style-type: none"> <li>Non-Inuit language, taught as a subject: 85-90%</li> <li>Inuit language: 10-15%</li> </ul>								
GRADES 4 – 6	<ul style="list-style-type: none"> <li>Inuit language: 70-75%</li> <li>Non-Inuit language: 25-30%</li> </ul>	<ul style="list-style-type: none"> <li>Inuit language: 80-85%</li> <li>Non-Inuit language: 15-20%</li> </ul>	<table border="0"> <tr> <td> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>Inuit language: 70-75%</li> <li>Non-Inuit language: 25-30%</li> </ul> </td> <td> <b>Grade 4:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 70-75%</li> <li>Inuit language: 25-30%</li> </ul> </td> </tr> <tr> <td> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>Inuit language: 60-70%</li> <li>Non-Inuit language: 30-40%</li> </ul> </td> <td> <b>Grade 5:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 60-70%</li> <li>Inuit language: 30-40%</li> </ul> </td> </tr> <tr> <td> <b>Grade 6:</b> <ul style="list-style-type: none"> <li>Inuit language: 55-60%</li> <li>Non-Inuit language: 40-45%</li> </ul> </td> <td> <b>Grade 6:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 55-60%</li> <li>Inuit language: 40-45%</li> </ul> </td> </tr> </table>	<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Inuit language: 70-75%</li> <li>Non-Inuit language: 25-30%</li> </ul>	<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 70-75%</li> <li>Inuit language: 25-30%</li> </ul>	<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Inuit language: 60-70%</li> <li>Non-Inuit language: 30-40%</li> </ul>	<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 60-70%</li> <li>Inuit language: 30-40%</li> </ul>	<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Inuit language: 55-60%</li> <li>Non-Inuit language: 40-45%</li> </ul>	<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 55-60%</li> <li>Inuit language: 40-45%</li> </ul>
<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Inuit language: 70-75%</li> <li>Non-Inuit language: 25-30%</li> </ul>	<b>Grade 4:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 70-75%</li> <li>Inuit language: 25-30%</li> </ul>								
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Inuit language: 60-70%</li> <li>Non-Inuit language: 30-40%</li> </ul>	<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 60-70%</li> <li>Inuit language: 30-40%</li> </ul>								
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Inuit language: 55-60%</li> <li>Non-Inuit language: 40-45%</li> </ul>	<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Non-Inuit language: 55-60%</li> <li>Inuit language: 40-45%</li> </ul>								
GRADES 7 – 9	<ul style="list-style-type: none"> <li>Inuit language: 55-65%</li> <li>Non-Inuit language: 35-45%</li> </ul>	<ul style="list-style-type: none"> <li>Inuit language: 65-70%</li> <li>Non-Inuit language: 30-35%</li> </ul>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>Inuit language: 50-60%</li> <li>Non-Inuit language: 40-50%</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Non-Inuit language: 50-60%</li> <li>Inuit language: 40-50%</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Inuit language: 50-60%</li> <li>Non-Inuit language: 40-50%</li> </ul>	<ul style="list-style-type: none"> <li>Non-Inuit language: 50-60%</li> <li>Inuit language: 40-50%</li> </ul>				
<ul style="list-style-type: none"> <li>Inuit language: 50-60%</li> <li>Non-Inuit language: 40-50%</li> </ul>	<ul style="list-style-type: none"> <li>Non-Inuit language: 50-60%</li> <li>Inuit language: 40-50%</li> </ul>								
MINIMUM CREDITS REQUIRED – GRADES 10 – 12, ALL MODELS									
GRADES 10 – 12	<p><b>Grade 10 courses:</b></p> <ul style="list-style-type: none"> <li>Inuit language: 15 credits</li> <li>Non-Inuit language: 15 credits</li> </ul> <p><b>Grade 11 courses:</b></p> <ul style="list-style-type: none"> <li>Inuit language: 10 credits</li> <li>Non-Inuit language: 10 credits</li> </ul> <p><b>Grade 12 courses:</b></p> <ul style="list-style-type: none"> <li>Inuit language: 10 credits</li> <li>Non-Inuit language: 10 credits</li> </ul> <p><b>Additional courses:</b></p> <ul style="list-style-type: none"> <li>Inuit language: 15 credits</li> <li>Non-Inuit language: 15 credits</li> </ul>								



## Appendix Table 12: K-12 Nunavut Program of Study

STRAND AND PROGRAM OF STUDY	<span style="background-color: #c6e0b4;">■</span> UPDATED <span style="background-color: #d9d2e9;">■</span> NEEDS REVIEW <span style="background-color: #cfe2f3;">■</span> PENDING APPROVAL <span style="background-color: #fce4d6;">■</span> IN DEVELOPMENT						
	K	1	2	3	4	5	6
<b>UQAUSILIRINIQ</b>							
<b>INUKTITUT LANGUAGE ARTS</b>	BDBE Inuktitut Language Arts Curriculum Guide 1999						
	Inuktitut Language Arts K-6, 2013						
<b>ENGLISH LANGUAGE ARTS</b>	NWT English Language Arts Curriculum K-6, 2011						
<b>ARTS</b>	Arts Education K (SK) – Part Of Integrated K Curriculum 2010	Arts Education 1 (SK) 2011	Arts Education 2 (SK) 2011	Arts Education 3 (SK) 2011	Arts Education 4 (SK) 2011	Arts Education 5 (SK) 2011	Arts Education 6-9 (SK) 2009
<b>FRENCH AS AN ADDITIONAL LANGUAGE (FAL)</b>	French As An Additional Language For Grades 4-9 In Nunavut: Communication And Culture Grades 4 To 12 (MB) 2014						
<b>NUNAVUSIUTIT</b>							
<b>SOCIAL STUDIES</b>	NWT Elementary Social Studies Curriculum Gr. 1-6, 1993						
<b>INUUQATIGIT</b>	<i>Inuuqatigiit</i> (NWT) 1996						
<b>ENTREPRENEURSHIP</b>							
<b>TOURISM</b>							
<b>IQQAQQAUKKARINGNIQ</b>							
<b>MATH</b>	Mathematics K-9 (AB) 2007 (Updated 2014)						
<b>SCIENCE</b>	NWT Grade K-6 Science And Technology Curriculum 2004						
<b>CTS</b>							
<b>AULAJAQTUT</b>							
<b>HEALTH</b>	School Health Program (NWT) 1995						
<b>AULAJAQTUT</b>							
<b>PHYSICAL EDUCATION</b>	Fitness Management Curriculum K-6 (MB) 2001						
	Movement Curriculum K-6 (MB) 2001						
<b>OTHER</b>							
<b>CAREER AND PROGRAM PLANNING</b>	<i>Aulaarhiqut: Creating a Career and Program Plan- The Journey Begins Gr.6-8 (NU/NWT) 2001</i>						

## Appendix Table 12: K-12 Nunavut Program of Study

■ UPDATED    
 ■ NEEDS REVIEW    
 ■ PENDING APPROVAL    
 ■ IN DEVELOPMENT

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12
<b>UQAUSILIRINIQ</b>						
<b>INUKTITUT LANGUAGE ARTS</b>	BDBE Inuktitut Language Arts Curriculum Guide 1999			Inuktitut 10 (NU)	Inuktitut 11 (NU)	Inuktitut 12 (NU)
<b>ENGLISH LANGUAGE ARTS</b>	NWT English Language Arts Curriculum 7-9, 2011			English Language Arts 10-1 (AB) 2003	English Language Arts 20-1 (AB) 2003	English Language Arts 30-1 (AB) 2003
				English Language Arts 10-2 (AB) 2003	English Language Arts 20-2 (AB) 2003	English Language Arts 30-2 (AB) 2003
				Communications 10 (NU) 2013	Communications 11 (NU) 2013	Communications 12 (NU) 2013
				Reading 10* (AB) 1987		
				Knowledge and Employability English Language Arts 10-4* (AB) 2006	Knowledge and Employability English Language Arts 20-4* (AB) 2006	Knowledge and Employability English Language Arts 30-4* (AB) 2006
				English as a Second Language (EL2): Level 1-5 (AB) 1997	English as a Second Language (EL2): Level 1-5 (AB) 1997	English as a Second Language (EL2): Level 1-5 (AB) 1997
<b>ARTS</b>	Arts Education 6-9 (SK) 2009 & 2011			General Music 10-20-30 (AB) 1994		
				Instrumental Music 10-20-30 (AB) revised 1991		
				Choral Music 10-20-30 (AB) revised 1991		
				Drama 10-20-30 (AB) revised 1989		
				Katak (NU) 2013		
<b>FRENCH AS AN ADDITIONAL LANGUAGE (FAL)</b>	French as an Additional Language for Grades 4-9 in Nunavut: Communication and Culture Grades 4 to 12 (MB) 2014			French 9Y (AB) 2004		
				French 3Y (AB) 2007		
<b>NUNAVUSIUTIT</b>						
<b>SOCIAL STUDIES</b>	NWT Jr. Secondary Social Studies, 1993			Social Studies 10-1/10-2, (NU) 2014	Social Studies 20-1/20-2, (AB) 2015	Social Studies + (NU) Project 30-1/30-2, AB 2015
<b>INUUQATIGIIT</b>	<i>Inuuqatigiit</i> (NWT) 1996					
<b>ENTREPRENEURSHIP</b>				E-Spirit + Bus Dev (NU) 2013	Entrepreneurship 11 (NU) 2013	Entrepreneurship 12 (NU) 2013
<b>TOURISM</b>					Sustainable Tourism 20 (NU/MB) 2015	Sustainable Tourism 30 (NU/MB) 2015
<b>CIVICS</b>	Civics in Jr. Secondary Social Studies 1998					

## Appendix Table 12: K-12 Nunavut Program of Study

UPDATED
NEEDS REVIEW
PENDING APPROVAL
IN DEVELOPMENT

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12
<b>IQQAQAUKKARINGNIQ</b>						
<b>MATH</b>	Mathematics K-9 (AB) 2007 (updated 2014)		10-12 Mathematics Prog. of Studies (AB) 2008			
	Knowledge and Employability Mathematics Grades 8 and 9* (AB) 2006 (revised 2009)		Mathematics 10C/10-3 (AB) 2008	Mathematics 20-1/20-2 (AB) 2008	Mathematics 30-1/30-2 (AB) 2008	
			Knowledge and Employability Mathematics 10-4* (AB) 2006 (revised 2009)	Mathematics 20-3 (AB) 2008	Mathematics 30-3 (AB) 2008	
				Knowledge and Employability Mathematics 20-4* (AB) 2006 (revised 2009)	Mathematics 31 (AB) 1995 (updated 2014)	
<b>SCIENCE</b>	Nunavut Adaptation of Science 7-8-9 (AB) 2003 (updated 2009, 2014)		Science 10 (AB) 2005 (updated 2014)	Science 20 (AB) 2007 (updated 2014)	Science 30 (AB) 2007 (updated 2014)	
	Knowledge and Employability Science Grades 8 and 9* (AB) 2006 (revised 2009)		Experiential Science 10 (NWT) 2006	Experiential Science 11 (NWT) 2006	Experiential Science 12 (NWT) 2006	
			Science 14 (AB) 2003 (updated 2014)	Applied Physics 11 (NU) 2012	Applied Physics 12 (NU) 2012	
			Knowledge and Employability Science 10-4* (AB) 2006	Biology 20 (AB) 2007 (updated 2014)	Biology 30 (AB) 2007 (updated 2014)	
				Chemistry 20 (AB) 2007 (updated 2014)	Chemistry 30 (AB) 2007 (updated 2014)	
				Physics 20 (AB) 2007 (updated 2014)	Physics 30 (AB) 2007 (updated 2014)	
				Science 24 (AB) 2003 (updated 2014)	Science 25 (NWT) 1998	
				Knowledge and Employability Science 20-4* (AB) 2006	Enviro Studies 35 (AB) (expires June 2015)	
<b>CTS</b>						
<b>AULAJAAQTUT</b>						
<b>HEALTH</b>	School Health Program (NWT) 1995					
<b>AULAJAAQTUT</b>	Aulajaaqtut Gr. 7-9 (NU) 2013		Aulajaaqtut Gr. 10-12 (NU) 2013			
<b>PHYSICAL EDUCATION</b>	NWT Junior-Senior High School Physical Education (2000)		Physical Education K-12 (AB) 2000			
			Physical Education Guide to Implementation K-12 (AB) revised 2001			
<b>OTHER</b>						
<b>CAREER AND PROGRAM PLANNING</b>	Aulaaruiqut: Career and Program Planning Preparing for the Journey Gr 6-8, The Journey Begins Gr 9 (NU/NWT, 2001)		Aulajaaqtut: Career and Program Planning Gr.10-12 (NU) 2013			
<b>WORKPLACE SAFETY</b>			Go Safe = Worksmart (NU) 2009			

\*special permission required for student to take this course

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

■ UPDATED    
 ■ NEEDS REVIEW    
 ■ PENDING APPROVAL    
 ■ IN DEVELOPMENT

STRAND AND PROGRAM OF STUDY	K	1	2	3	4	5	6
<b>UQAUSILIRINIQ</b>							
<b>FRENCH</b>	Programme d'études : Français langue première du ministère de l'Éducation de l'Alberta – maternelle à la 12 <sup>e</sup> année (1998)						
<b>ENGLISH LANGUAGE ARTS</b>	NWT English Language Arts Curriculum K-6, 2011						
<b>ARTS</b>	Éducation artistique : Programme d'études – 1 <sup>re</sup> à 9 <sup>e</sup> année (SK) 1992						Curriculum for Grades 6 - 9 Arts Education (SK) 2009
	Curriculum for Grades 1-5 Arts Education (SK) 2011						
<b>Inuktitut</b>	Inuktitut Language Arts K-6 (NU) 2013						
<b>NUNAVUSIUTIT</b>							
<b>SOCIAL STUDIES</b>	Sciences humaines : programmes d'études et guide de mise en oeuvre – maternelle à la 3 <sup>e</sup> année (NWT) 2009			Sciences humaines : programmes d'études et guide de mise en oeuvre – 4 <sup>e</sup> année (NWT) 2007	Sciences humaines : programmes d'études et guide de mise en oeuvre – 5 <sup>e</sup> année (NWT) 2014	Les sciences humaines à l'élémentaire – 6 <sup>e</sup> année (NWT) 1993	
<b>INUUQATIGIIT</b>	Inuuqatigiit (NWT) 1996						
<b>ENTREPRENEURSHIP</b>							

Appendix Table 13 continued on next page.

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

■ UPDATED   
 ■ NEEDS REVIEW   
 ■ PENDING APPROVAL   
 ■ IN DEVELOPMENT

STRAND AND PROGRAM OF STUDY	7	8	9	10	11	12
<b>UQAUSILIRINIQ</b>						
<b>FRENCH</b>	<i>Programme d'études : Français langue première du ministère de l'Éducation de l'Alberta – maternelle à la 12<sup>e</sup> année (1998)</i>			<i>Français langue première 10-1 (AB) 2002</i>	<i>Français langue première 20-1 (AB) 2002</i>	<i>Français langue première 30-1 (AB) 2002</i>
				<i>Français langue première 10-2 (AB) 2002</i>	<i>Français langue première 20-2 (AB) 2002</i>	<i>Français langue première 30-2 (AB) 2002</i>
<b>ENGLISH LANGUAGE ARTS</b>	NWT ENGLISH LANGUAGE ARTS CURRICULUM 7-9, 2011			English Language Arts 10-1 (AB) 2003	English Language Arts 20-1 (AB) 2003	English Language Arts 30-1 (AB) 2003
				English Language Arts 10-2 (AB) 2003	English Language Arts 20-2 (AB) 2003	English Language Arts 30-2 (AB) 2003
				Communications 10 (NU) 2013	Communications 11 (NU) 2013	Communications 12 (NU) 2013
				Reading 10* (AB) 1987		
				Knowledge and Employability English Language Arts 10-4* (AB) 2006	Knowledge and Employability English Language Arts 20-4* (AB) 2006	Knowledge and Employability English Language Arts 30-4* (AB) 2006
				English as a Second Language (EL2): Level 1-5 (AB) 1997		
<b>ARTS</b>	<i>Éducation artistique : Programme d'études – 1<sup>re</sup> à 9<sup>e</sup> année (SK) 1992</i>			<i>Art dramatique 10 (AB) 1993</i>	<i>Art dramatique 20 (AB) 1993</i>	<i>Art dramatique 30 (AB) 1993</i>
	Curriculum for Grades 6 - 9 Arts Education (SK) 2009			<i>Arts visuels 10 (AB) 1992</i>	<i>Arts visuels 20 (AB) 1992</i>	<i>Arts visuels 30 (AB) 1992</i>
				<i>Musique instrumentale 10 (AB) 1992 instrumentale</i>	<i>Musique instrumentale 20 (AB) 1992</i>	<i>Musique instrumentale 30 (AB) 1992</i>
<b>INUKTITUT</b>	BDBE Inuktitut Language Arts Curriculum Guide 1999			Inuktitut / Innuinnaqtun 10 (NU)	Inuktitut / Innuinnaqtun 11 (NU)	Inuktitut / Innuinnaqtun 12 (NU)
<b>NUNAVUSIUTIT</b>						
<b>SOCIAL STUDIES</b>	<i>Sciences humaines au premier cycle du secondaire – 7<sup>e</sup>, 8<sup>e</sup> et 9<sup>e</sup> année (NWT) 1993</i>			Nunavut Social Studies 10-1/10-2 2014	<i>Études Sociales M-12 20-1, 20-2 (AB) 2006</i>	<i>Études Sociales M-12 30-1, 30-2 (AB) 2006</i>
<b>INUUQATIGIIT</b>	<i>Inuuqatigiit (NWT) 1996</i>					
<b>ENTREPRENEURSHIP</b>				E-Spirit and business development (NU) 2013	Entrepreneurship 11 (NU) 2013	Entrepreneurship 12 (NU) 2013

Appendix Table 13 continued on next page.

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

■ UPDATED   
 ■ NEEDS REVIEW   
 ■ PENDING APPROVAL   
 ■ IN DEVELOPMENT

STRAND AND PROGRAM OF STUDY	K	1	2	3	4	5	6
<b>IQQAQQAUKKARINGNIQ</b>							
<b>MATH</b>	Programme de mathématiques de l'Alberta : maternelle à la 9 <sup>e</sup> année (AB) 2007 (Updated 2014)						
<b>SCIENCE</b>	Programme de sciences à l'élémentaire - 1 <sup>re</sup> à 6 <sup>e</sup> année (AB) 1997						
<b>AULAJAQTUT</b>							
<b>HEALTH</b>	School Health Program – K-9 (NWT) 1991						
	Programme de santé et préparation pour la vie – maternelle à la 9 <sup>e</sup> année (AB) 2002						
<b>AULAJAQTUT</b>							
<b>PHYSICAL EDUCATION</b>	Éducation physique (maternelle à la 12 <sup>e</sup> année) (AB) 2000						
	Éducation physique (maternelle à la 12 <sup>e</sup> année) : guide de mise en oeuvre (AB) 2001						
	Deux modules du programme d'études (MB) 2001 : Gestion de la condition physique et Motricité						
<b>OTHER</b>							
<b>CAREER AND PROGRAM PLANNING</b>							Aularuhiqut: Career and Program Planning  Creating a Career and Program Plan: The Journey Begins (NU/NWT, 2001)
<b>KINDERGARTEN PROGRAM</b>	Programme d'éducation de maternelle du ministère de l'Éducation de l'Alberta, 2008						

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

■ UPDATED   
 ■ NEEDS REVIEW   
 ■ PENDING APPROVAL   
 ■ IN DEVELOPMENT

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