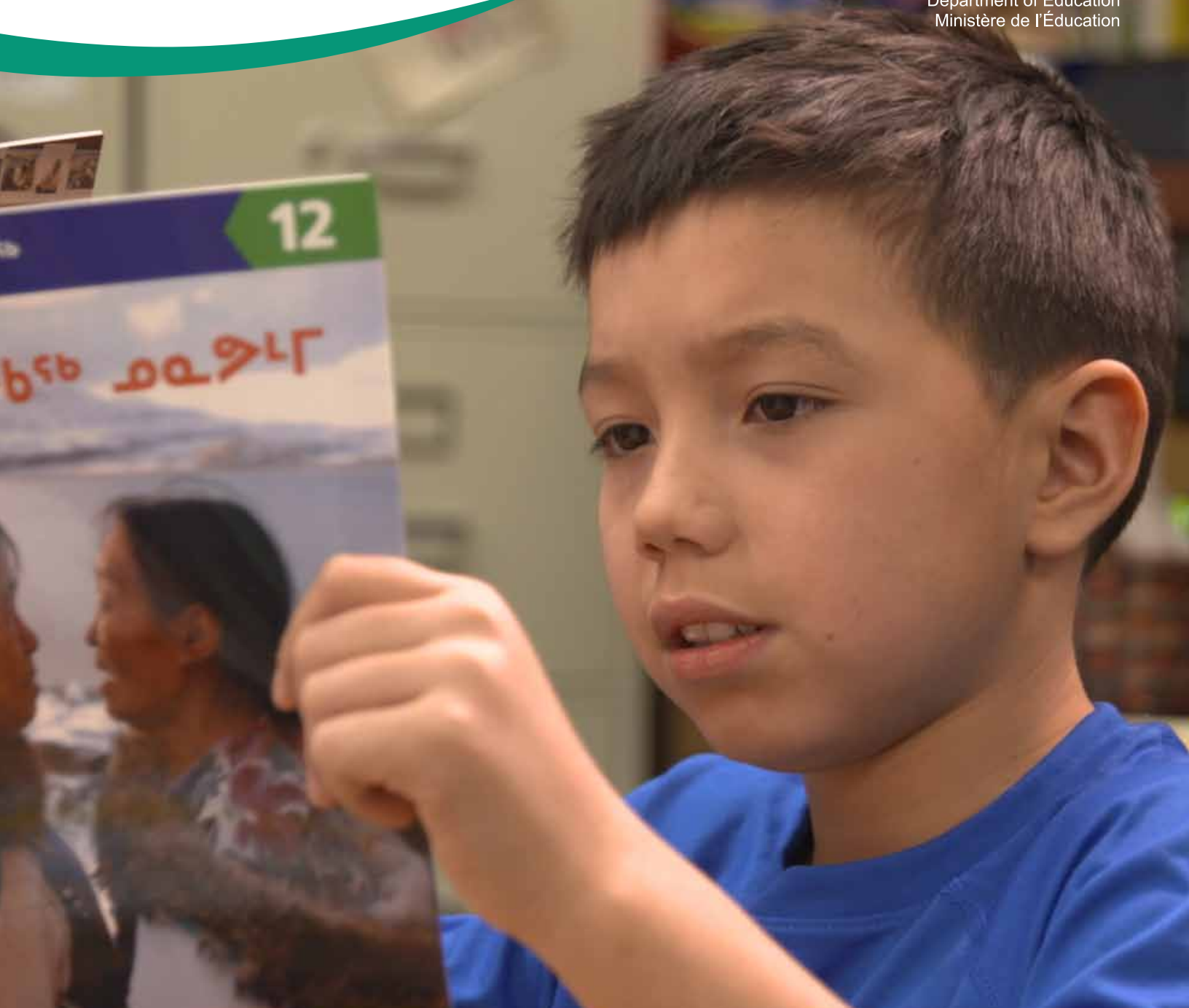




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 Building *Nunavut* Together  
*Nunavut* liuqatigiingniq  
 Bâtir le *Nunavut* ensemble

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 Ilinniagtuliyikkut  
 Department of Education  
 Ministère de l'Éducation



**Annual Report**  
 2015-2016



# Table of Contents

|    |   |    |
|----|---|----|
| 1. | Minister's Message .....                                | 4  |
| 2. | Deputy Minister's Message .....                         | 5  |
| 3. | To the Reader .....                                     | 6  |
| 4. | Organizational Structure .....                          | 8  |
| 5. | <b>ADVISORY AND ADMINISTRATIVE SERVICES</b>             |    |
|    | Corporate Services .....                                | 9  |
|    | Policy and Planning .....                               | 12 |
| 6. | <b>EARLY CHILDHOOD EDUCATION</b> .....                  | 20 |
| 7. | <b>KINDERGARTEN TO GRADE 12</b>                         |    |
|    | K-12 Instruction and Regional School Operations .....   | 26 |
|    | Curriculum and School Services .....                    | 33 |
|    | Resource Services .....                                 | 45 |
|    | Bureau of Education and Services in French .....        | 48 |
|    | Student Support .....                                   | 52 |
|    | Educator Development and Assessment Services .....      | 56 |
| 8. | <b>ADULT LEARNING AND EDUCATIONAL INITIATIVES</b> ..... | 63 |
| 9. | Appendices .....  | 67 |



## Minister's Message

I am pleased to present the Department of Education's Annual Report for 2015-16. Our government's direction and budget are focused on *Sivumut Abluqta: Stepping Forward Together*, to ensure we prepare and support Nunavummiut students with access to the high-quality education and training needed to promote self-reliance and optimism, and to access employment opportunities.

Education is the number one priority of this government. In this report we identify how the Department of Education aligns with this direction and supports its vision for a strong and prosperous territory with well-educated and self-reliant Nunavummiut. The 2015-16 annual report shows progress towards the commitments that relate to the Department of Education as of March 31, 2016.

### Highlights of 2015-16 include:

- The development of a territory-wide plan to improve literacy outcomes for all students. The plan included the application of balanced literacy as a standard approach to literacy instruction across all languages. In addition, summer literacy camps were delivered for children aged 5-12 to develop their language, literacy and numeracy skills.
- Continued collaboration with Nunavut Arctic College (NAC) on the Pathway to Adult Secondary School Graduation (PASS) program. The program is designed for adults over the age of 19 who only need to complete a few credits to finish their high school program requirements. The winter 2016 program launched with 93 students enrolled in 14 communities.

- A new Early Childhood Education division, created to work collaboratively with other Government of Nunavut departments and jurisdictions to enhance early childhood development and initiatives in Nunavut.
- The partnership with the Red Cross and the Nunavut Embrace Life Council to provide training opportunities for youth in the areas of coping skills, anger management, healthy living, suicide prevention and general health and wellness. This partnership helps schools and community agencies prevent violence against children, promote healthy youth relationships, and prevent bullying and harassment.

This is only a sample of the work the Department of Education has accomplished; there is more to do to ensure the department meets the targets identified in the *Business Plan 2015-2018* through collaboration with communities, teachers, parents and students.

In the year ahead, I look forward to our continued work together as we help students on their journey of learning and ensure that every Nunavummiut student has the support they need to reach their full potential.

Sincerely,

Honourable Paul Aarulaaq Quassa  
*Minister of Education*



## Deputy Minister's Message

On behalf of the staff at the Department of Education I am proud to present the annual report for the 2015-16 year.

The Department of Education is committed to providing a safe, supportive learning environment in which all Nunavummiut students receive the guidance they need to succeed. We have our eyes focused on the future education of all Nunavummiut students, and we take pride in preparing today's generation for the world of tomorrow.



I look forward to building on the successes of this past year as we continue our work to improve student achievement and well-being for all students through focussing on:

- Literacy
- Support for school staff
- Equity and standardization across the territory
- Accountability for student achievement and program outcomes

We are guided in our efforts by our *Business Plan 2015-2018*, which outlines the department's priorities for staff, students, and communities for the next three years. The plan includes measurable and actionable goals to improve learning outcomes for all Nunavummiut.

As we look forward to this year and beyond, through following the government's vision of *Sivumut Abluqta: Stepping Forward Together*, we will strive to ensure every decision made positively impacts the educational success of all Nunavummiut students.

Good reading,

Kathy Okpik  
*Deputy Minister of Education*



## To the Reader

This annual report for the Department of Education provides the results of key actions and priorities outlined by the department's *Business Plan 2015-2018*. It also reflects the progress towards *Sivumut Abluqta: Stepping Forward Together*, the mandate of the Government of Nunavut and what our government can do over the next two years to continue building a more well-educated and self-reliant Nunavummiut.

This report also satisfies the Department of Education's legislative requirement of transparency and accountability through effective public performance reporting.

### Overview

Under the Minister of Education, the Department of Education is responsible for programs and services that support the kindergarten to Grade 12 school system and early childhood activities within the territory. The department governs and works closely with Nunavut Arctic College (NAC) on educational programs and priority needs in Nunavut.

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

Working closely with our stakeholders enables the department to develop and deliver a high quality education system, with labor market strategies and initiatives that will enable Nunavummiut to achieve their post-secondary and career goals.

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

The department continues to support life-long learning within an education system that encourages curriculum and resource development, post-secondary education, training and skills development, innovative early childhood programming, and the incorporation of Inuit language, culture and values into all programs and services.

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***Working closely with our stakeholders enables the department to develop and deliver a high quality education system.***

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## Departmental Budgets and Expenditures by Division

|   | 2015-16       |               |
|---|---------------|---------------|
|   | BUDGET        | ACTUAL        |
| <b>ADVISORY AND ADMINISTRATIVE SERVICE BRANCH</b> |               |               |
| DIRECTORATE                                       | \$1,241,000   | \$3,992,515   |
| CORPORATE SERVICES                                | \$4,014,000   | \$18,782,525  |
| POLICY AND PLANNING                               | \$1,669,000   | \$1,530,353   |
| <b>EARLY CHILDHOOD EDUCATION</b>                  | \$7,408,000   | \$4,167,636   |
| <b>KINDERGARTEN TO GRADE 12</b>                   |               |               |
| K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS   | \$167,000,000 | \$160,157,563 |
| CURRICULUM SERVICES                               | \$8,824,000   | \$5,317,188   |
| RESOURCES SERVICES                                | \$4,111,000   | \$3,101,475   |
| BUREAU OF EDUCATION AND SERVICES IN FRENCH        | \$751,000     | \$401,508     |
| STUDENT SUPPORT                                   | \$2,327,000   | \$2,015,604   |
| EDUCATOR DEVELOPMENT AND ASSESSMENT SERVICES      | \$3,093,000   | \$1,360,953   |
| ADULT LEARNING AND EDUCATIONAL INITIATIVES        | \$2,290,000   | \$1,582,103   |
| <b>TOTAL</b>                                      | \$202,728,000 | \$202,409,421 |

## Employment Summary, by Category

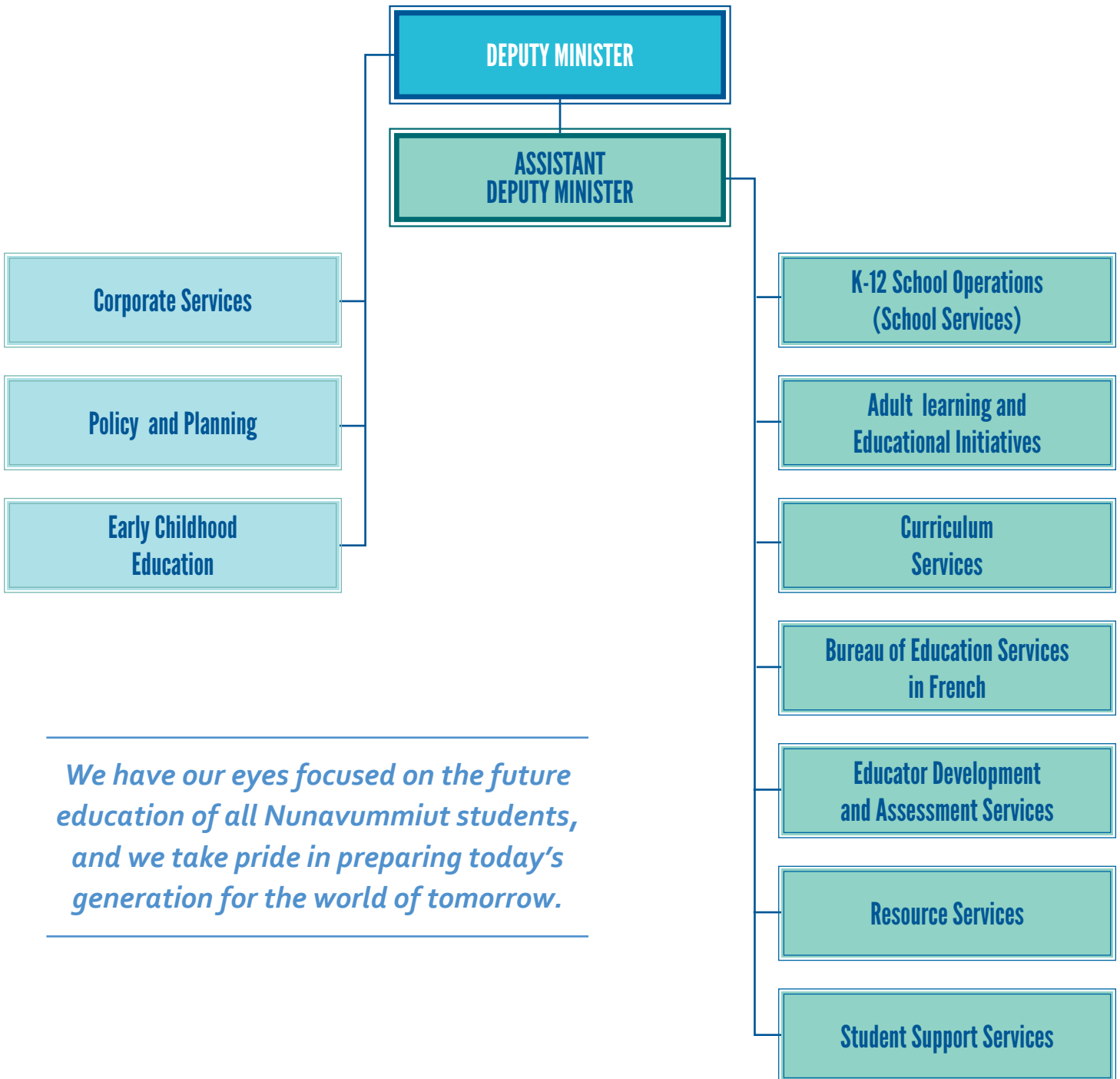
|                         | TOTAL POSITIONS |               |                 |            | BENEFICIARIES |            |
|-------------------------|-----------------|---------------|-----------------|------------|---------------|------------|
|                         | TOTAL POSITIONS | VACANCIES     | FILLED          | % CAPACITY | HIRED         | % IEP      |
| EXECUTIVE               | 2.00            | –             | 2.00            | 100%       | 1.00          | 50%        |
| SENIOR MANAGEMENT       | 19.30           | 3.30          | 16.00           | 83%        | 2.00          | 13%        |
| MIDDLE MANAGEMENT       | 59.00           | 8.00          | 51.00           | 86%        | 8.00          | 16%        |
| PROFESSIONAL            | 719.75          | 83.50         | 636.25          | 88%        | 175.50        | 28%        |
| PARAPROFESSIONAL        | 169.08          | 23.70         | 145.38          | 86%        | 131.38        | 90%        |
| ADMINISTRATIVE SUPPORT  | 313.58          | 30.75         | 282.83          | 90%        | 257.33        | 91%        |
| <b>TOTAL DEPARTMENT</b> | <b>1,282.71</b> | <b>149.25</b> | <b>1,133.46</b> | <b>88%</b> | <b>575.21</b> | <b>51%</b> |

The department is working diligently to increase Inuit employment numbers. These charts are produced by the Department of Finance, and reflect numbers as of June 2016.”

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

# Organizational Structure

## Directorate



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*We have our eyes focused on the future education of all Nunavummiut students, and we take pride in preparing today's generation for the world of tomorrow.*

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## Corporate Services

|   | 2015-16            |                     |
|---|--------------------|---------------------|
|   | BUDGET             | ACTUAL              |
| <b>DIRECTOR'S OFFICE (CORPORATE SERVICES)</b> | \$825,000          | \$1,309,682         |
| <b>FINANCE &amp; ADMINISTRATION</b>           | \$817,000          | \$15,454,335        |
| <b>INFORMATION SYSTEMS PLANNING</b>           | \$1,164,000        | \$1,084,840         |
| <b>HUMAN RESOURCES</b>                        | \$642,000          | \$454,672           |
| <b>CAPITAL PLANNING</b>                       | \$170,000          | \$207,293           |
| <b>COMPTROLLER-SCHOOL OPERATIONS</b>          | \$396,000          | \$235,490           |
| <b>HEALTH AND SAFETY</b>                      | \$0                | \$36,213            |
| <b>TOTAL</b>                                  | <b>\$4,014,000</b> | <b>\$18,782,525</b> |

## Corporate Services

As one of the divisions making up the Advisory and Administrative Services Branch, Corporate Services is responsible for administrative support services to the department in the areas of financial, human, technology and infrastructure resources.





## Financial Management

Corporate Services manages the overall budget and expenditure controls. The division provides financial planning and administration, safeguards assets, prepares and issues financial reports, maintains internal financial controls, and provides financial training and advice.

The 2015-2016 budget was \$202,728,000. Actual expenditures were \$202,409,421, resulting in a surplus of \$318,579.

## Capital Planning

Corporate Services provides capital planning for new facilities, as well as additions and renovations to existing facilities. Working closely with Community and Government Services (CGS), the division must prioritize needs to fit within the constraints of available funding. Consultation with various stakeholders is required to ensure needs are addressed as soon as possible.

Working in partnership with CGS as the project lead, plans were developed for the replacement of Peter Pitseolak School in Cape Dorset, which was destroyed by fire in September 2015. As well, the division was involved in the construction of the new high school in Nauyasat.

## Facility Management

Working closely with CGS, Corporate Services is responsible for ensuring facilities are properly maintained and safe for all users. This includes emergency repairs and replacement of major construction materials or equipment.

## Human Resources Management

Corporate Services provides expertise to the department's management team with respect to Government of Nunavut hiring practices, employee relations, casual and substitute staffing, and leave and attendance.

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*The department is committed to transparency and accountability of its operations and compliance with the Access to Information and Privacy Act*

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

This division develops and implements the formulas used to determine operating funding for DEAs, the CSFN, and schools. Through contribution agreements, Corporate Services staff oversees distribution of the funding and development of audited financial statements for DEAs and the CSFN.

## Strategic Re-Alignment of the Department's Organizational and Financial Structure

Changing departmental priorities have led to the development of a strategic review of the department's organizational structure. The financial structure of the department will need to reflect the new organizational structure to ensure resources are allocated appropriately.

## Human Resources and Teacher Certification Database (HEROS)

Corporate Services is developing a comprehensive human resources and teacher certification database to increase accuracy and efficiency in the management of the department's workforce. The database will allow for better reporting and simplify many manual tasks. Regional School Operations human resources staff received training and assisted with testing HEROS in March 2016.

## Information Systems

The division provides departmental direction in the area of information and communication technology. Corporate Services supports software and hardware project management, network design and implementation, as well as distance learning.

Developing and implementing plans to satisfy the department's information technology needs is another responsibility of this department, as well as introducing technological solutions to improve both the operations of staff and the learning environment for students.

## Voice Over Internet Protocol for Schools (VoIP)

In an effort to improve the reliability of telephone service, Voice Over Internet Protocol (VOIP) phone systems were previously installed in more than half of Nunavut's schools. Efforts to update the remaining schools continue, with five of 19 schools converted during this fiscal year.



*Construction of Tuugaalik High School in Naujaat.*



# Policy and Planning

|                              | 2015-16            |                    |
|------------------------------|--------------------|--------------------|
|                              | BUDGET             | ACTUAL             |
| <b>POLICY &amp; PLANNING</b> | \$1,050,000        | \$1,014,821        |
| <b>COMMUNICATIONS</b>        | \$619,000          | \$515,532          |
| <b>TOTAL</b>                 | <b>\$1,669,000</b> | <b>\$1,530,353</b> |

## Policy and Planning

Policy and Planning is responsible for the development of policy documents, establishing the strategic direction for the department including the development of annual plans, reports and business plans. This division is also responsible for the administration of government-wide processes including those that relate to sessions of the Legislative assembly, meetings of Cabinet, and identifying options for governmental mandate priorities.

### Update on the Five-yearly Review of the *Education Act*

The Department of Education received the report of the Special Committee to Review the *Education Act* in November 2015. The department examined the report and provided its response to the Special Committee. Of the 23 recommendations made by the Special Committee, the department was in agreement with 18, agreed with reservations to 3, and disagreed with only 2.



## LEGEND:

|  |                                     |   |
|--|-------------------------------------|---|
| <b>YELLOW</b>                                | <b>BLUE</b>                         | <b>GREEN</b>                                    |
| <b>AGREED<br/>WITH THE SPECIAL COMMITTEE</b> | <b>AGREED<br/>WITH RESERVATIONS</b> | <b>DISAGREED<br/>WITH THE SPECIAL COMMITTEE</b> |

Note: the term District Education Authority is as defined in the Nunavut Education Act and, unless it is indicated differently it includes the Commission scolaire francophone du Nunavut.

**FOLLOWING IS A COLOUR-CODED LIST OF SPECIAL COMMITTEE RECOMMENDATIONS, WITH YELLOW INDICATING DEPARTMENTAL AGREEMENT, BLUE AGREEMENT WITH RESERVATIONS, AND GREEN DISAGREEMENT.**

**Recommendation 1:** The Special Committee recommends that future reviews and consultations on the *Education Act* seek specific input from Nunavut students and address their insights on how they feel Nunavut's education system has supported or failed them in achieving their educational goals.

**Recommendation 2:** The Special Committee recommends that the Minister of Education's annual reports, as required under section 126 (1) of the current *Education Act*, include specific and comprehensive information on the department's progress to administer and implement the *Education Act*.

**Recommendation 3:** The Special Committee recommends that the Minister of Education table in the Legislative Assembly an update on the Department of Education's "Education Act Implementation Work Plan," which was developed to address the observations and recommendations in the 2013 Report of the Auditor General of Canada on *Education in Nunavut*, on an annual basis.

**Recommendation 4:** The Special Committee recommends that Nunavut's education system and its legislation focus on providing and implementing a consistent, standardized program and curriculum across all regions and communities of Nunavut, to prepare youth from early childhood education through High School graduation for further levels of education and future employment.

**Recommendation 5:** The Special Committee recommends that specific references to the incorporation of Inuit Qaujimagatuqangit in Nunavut's education system within the *Education Act* be removed from the legislation.

**Department of Education Response:** The department agreed that the implementation of the *Education Act* with respect to Inuit Qaujimagatuqangit (IQ) and Inuit Societal Values (ISV) has been challenging for school staff, District Education Authorities (DEAs)/ Commission scolaire francophone du Nunavut (CSFN) and the department, and as such those provisions have been inconsistently fulfilled. The department noted with great consideration the rationale behind the Special Committee's recommendation to remove specific references to IQ from the Act. However, the department asserted that IQ can continue to play a central role in the education system, including in the Act itself.

To that end, the department proposed leaving IQ and ISV as founding principles in Part 1 of the Act, but removing it from all other provisions, except those provisions that might apply to local and community-based programming to be developed by DEAs that would serve to enhance the education program in a particular community with respect to IQ and ISV.

**Recommendation 6:** The Special Committee recommends that Inuit Qaujimagatuqangit be incorporated as core program or curriculum subjects within Nunavut's education system at all school levels.

**Department of Education Response:** The department agreed that IQ should be incorporated into the standard education program. However, the preferred course of action is to embed IQ into the curricular outcomes for appropriate subjects, rather than to teach IQ as a separate subject or stream within the education program. This initiative will not require legislative amendments, as recommended by the Special Committee, but rather the development of new curricular outcomes and resources, and changes to departmental policies and practices, including allocation of instructional time.

Further, the department envisions a role for DEAs with respect to the development of local and community-based programming that creates opportunities to impart IQ and ISV principles on the student body.

**Recommendation 7:** The Special Committee recommends that the *Education Act* be amended to require that the Minister provide the necessary resources and training to ensure early childhood education programs are made available and provided in every Nunavut community.

**Department of Education Response:** The department agreed that establishing high-quality and accessible early childhood education (ECE) in Nunavut is a priority for the department. Work has been carried out, including obtaining feedback from DEAs across the territory, to determine the most appropriate delivery method for ECE.

However, it is the department's view that the Act is not the statute best suited as the legislative mechanism for this programming, nor are DEAs best suited to manage and direct the delivery of ECE as they have been assigned to do in the Act—a role that DEA members have clearly stated they would prefer not to carry out.

Ensuring that early childhood resources and training are available in every community will require establishing a separate legislative framework. The review and replacement of the Child Day Care Act (CDCA) is a central objective of the department's 2015-2016 annual plan as well as a priority in the business plan. The department is of the view that the replacement legislation for the CDCA should be the vehicle for increasing child care spaces and establishing high-quality, accessible ECE programming in the territory.

**Recommendation 8:** The Special Committee further recommends that the Department of Education explore options to develop full-day kindergarten, taking into consideration space availability, costs of programming and resources and the impact of increasing the number of instructional hours at the kindergarten level.

**Recommendation 9:** The Special Committee recommends that the legislation be amended to ensure that Nunavut's education system delivers bilingual education according to a single, standardized model for all schools across the territory.

**Recommendation 10:** The Special Committee further recommends that accommodations be made within the legislation to enable District Education Authorities to request and receive necessary resources and support to deliver additional language programs that take into account regional, community or dialectal interests and also allow for the delivery of multi-lingual education including the Inuit language, French and English.

**Department of Education Response:** Although the department sees great value in preserving and fostering local dialects, the department disagreed with the Special Committee's recommendation with respect to approach. The department believes the solution is not the provision of tailored resources developed or procured by the department, which already faces constraints with respect to staffing, resource and curriculum development, and evaluation tools. The Ministerial curriculum for Inuit language should be standardized, with communities and families holding the responsibility of passing-down and promoting regional dialects.

This is standard practice for most languages. Standardized English is taught across the Anglophone world, with an enormous range of local dialects, vocabulary and accents being fostered outside of education programs, whether one compares different Anglophone cities and countries, or different regions within a singular jurisdiction, for example the north and south of England, or eastern and western Canada.

The Department believes there is an opportunity in Nunavut for DEAs to foster educational opportunities in local dialects through the provision of community-based programming that enhances the education program provided by the department. This kind of programming will ensure regional variety, while at the same time strengthening the Inuit language overall through a standardized language program delivered through a practical and viable bilingual education model.

Providing the staffing and programming needed to support an additional language program that takes into account regional, community or dialectal interests would be, in the opinion of the department, a significant and compromising burden on resources.

However, it is important to note that the delivery of French as an additional language remains a viable option that has no negative impact on bilingual education and which is offered in the territory pursuant to provisions within both the *Education Act* and the *Official Languages Act*.

**Recommendation 11:** The Special Committee recommends that the deadlines for the implementation of language of instruction requirements that are currently included in the legislation be revised and amended or deleted at the earliest opportunity.

**Recommendation 12:** Given the limited capacity to deliver bilingual education in Nunavut's schools, the Special Committee further recommends that the Government of Nunavut renew its efforts to promote, recruit and retain teachers and educators trained to deliver a bilingual education in the Inuit language and English.

**Recommendation 13:** The Special Committee recommends that Part 6 of the *Education Act*, Inclusive Education, be amended to clarify, in detail, the conditions under which a student may be entitled to receive a student support program, the provisions that must be included in a student support program, the professional services that will be made available for the development of student support programs and the process for determining and implementing amendments to student support programs.

**Recommendation 14:** The Special Committee recommends that the Minister undertake a comprehensive review of the current roles and responsibilities of Nunavut's district education authorities and make amendments to the legislation which will establish a standardized set of duties and responsibilities for all district education authorities that reflects their common capacity to meet the mandated obligations.

**Recommendation 15:** The Special Committee further recommends that the Minister place greater emphasis on communicating the roles and responsibilities of district education authorities, school administrators, and regional school operations to each respective entity.



**Recommendation 16:** The Special Committee recommends that the legislation be amended to clarify and strengthen the relationships and distribution of responsibilities between the Minister, the Department of Education and the CSFN.

**Recommendation 17:** The Special Committee recommends that the rights and obligations of minority language rights-holders with respect to minority language education in Nunavut be clarified within the legislation.

**Department of Education Response:** The department disagreed that the rights of minority language rights holders need to be further clarified within the *Act*. There is already conformity between the *Act* and the *Charter of Rights and Freedoms*.

**Recommendation 18:** The Special Committee further recommends that the legislation be amended to provide greater clarity and accountability with respect to the status of education staff under the CSFN.

**Recommendation 19:** The Special Committee recommends that the legislation be amended to ensure that the Minister of Education's authority with respect to educational programming in Nunavut's schools is consistent across Nunavut.

**Recommendation 20:** The Special Committee recommends that the legislation be amended to redefine the role and responsibilities of the DEA Coalition and to ensure that it has a clear mandate and that the lines of accountability between the Ministry and the District Education Authorities are clearly expressed.

**Recommendation 21:** The Special Committee recommends that the Department of Education work closely with other agencies, such as the Departments of Health and Family Services, Nunavut Housing Corporation, Nunavut's Child and Youth Advocate and others, to address key social factors that are affecting the successful delivery of education across Nunavut.

**Recommendation 22:** The Special Committee recommends that the lines of accountability and reporting structures between the Minister, departmental headquarters, regional school operations divisions, district education authorities, the commission scolaire francophone du Nunavut, school staff, as well as principals and teachers, parents and students be clearly articulated and well publicized.

**Recommendation 23:** The Special Committee recommends that proposed amendments to the *Education Act*, especially with respect to sections on Language of Instruction, Inclusive Education, and the roles and responsibilities of District Education Authorities and related regulations be introduced within the term of the Fourth Legislative Assembly of Nunavut.

## Public Consultations

After submitting the department's response to the Special Committee, the department developed a policy intentions document whose purpose is to outline and explain the rationales for the proposed changes to the *Education Act*. The policy intentions document was used as the department's reference document during public consultations with partners and stakeholders in spring 2016.

The consultations occurred with DEAs and the public over two phases: the first scheduled for June 6 to 21, the second from August 16 to September 2. Targeted

communities were Rankin Inlet, Cambridge Bay, Kugluktuk, Pond Inlet, Pangnirtung, Arctic Bay, Apex and Iqaluit. The department consulted organizations such as the office of the Languages Commissioner, the Coalition of DEAs, and the Office of the Representative of Children and Youth.

The department engaged Nunavut Tunngavik Inc. (NTI) in consultations in recognition of its obligation to consult with NTI under Section 32 of the Nunavut Land Claims Agreement in developing the *Education Act* amendments. The department views NTI as a critical partner in the review of the *Education Act*.

## POLICIES AND DIRECTIVES

The department developed several authoritative documents such as policies and directives to either provide policy direction or explain in greater detail the implementation of policies. Authoritative documents are important for the delivery of programs and services because they provide detailed direction in specific circumstances to department employees and in some cases a wider audience, such as District Education Authorities or the public, with respect to the **Operational Directive: Homeschooling Reimbursement by DEAs/CSFN**.

Some of the authoritative documents developed during the year include:

- **Administrative Directive on Authoritative Documents:** This directive establishes the various types of authoritative documents to be used by the department and which approval instruments and processes are required when developing an authoritative document.
- **Admission Policy for French First Language Education Programs:** The purpose of this policy is to regulate the enrolment process for non-rights-holder children in order to ensure control over the process. Admission to a French-language school is governed by section 23 of the *Canadian Charter of Rights and Freedoms (Charter)*, which stipulates that a rights-holder parent has the right to have his/her children educated in French.
- **Development of Discretionary Decisions on Teacher Leave Requests Policy:** This policy ensures that clarity exists around the decision-making process related to leave requests for teaching staff and that this process is consistently applied across the four Regional School Operations including Qikiqtani School Operations, Kivalliq School Operations, Kitikmeot School Operations and the Commission scolaire francophone du Nunavut.

- Further, the policy aims to ensure that all decisions regarding leave requests are made in the best interests of the students, taking into account the delivery of the school program, and the impact of approved leave requests on operational requirements.
- **Operational Directive: Homeschooling Reimbursement by DEAs/CSFN:** This directive identifies homeschooling as one of the ways in which parents may choose

to access education for their children under the Nunavut *Education Act*. It also outlines the roles, responsibilities and expectations of parents, students and schools under the *Education Act* in homeschooling. Finally, it stipulates the circumstances under which schools can reimburse parents with students in homeschooling, as well as the amount of money to be provided.



## Access to Information and Protection of Privacy

The department is committed to transparency and accountability of its operations and compliance with the *Access to Information and Privacy Act* whose purpose is to make public bodies more accountable to the public and to protect personal privacy. During the year, the department received and processed 29 requests from the public.

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*The department developed several authoritative documents such as policies and directives to either provide policy direction or explain in greater detail the implementation of policies.*

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## Early Childhood Education

### EARLY CHILDHOOD EDUCATION PROGRAM BUDGETS AND EXPENDITURES BY PROGRAM

|  | 2015-16            |                    |
|--|--------------------|--------------------|
|  | BUDGET             | ACTUAL             |
| DAYCARE OPERATIONS AND MAINTENANCE         | \$2,150,000        | \$1,704,864        |
| DISTRICT EDUCATION AUTHORITY – ECE FUNDING | \$1,000,000        | \$369,280          |
| ECE ADMINISTRATION                         | \$2,147,000        | \$1,081,914        |
| ECE TRAINING                               | \$200,000          | \$77,021           |
| HEALTHY CHILDREN INITIATIVE                | \$908,000          | \$492,944          |
| ECE SECURITY FUNDING                       | \$833,000          | \$348,222          |
| YOUNG PARENTS STAY LEARNING                | \$170,000          | \$93,392           |
| <b>TOTAL</b>                               | <b>\$7,408,000</b> | <b>\$4,167,636</b> |

## Early Childhood Education

In 2015 the Early Childhood Division was created, with a director, and a manager of resource development. The division was formed to support early childhood programs and services for children from birth to age six, as well as licensed out-of-school programs for children up to age 12. It is the Department of Education's vision to strengthen programs and services for young children, their families and communities.



The division promotes quality care and education for children by licensing, inspecting, and providing guidance and support to licensed childcare facilities. It also promotes early childhood development by supporting children diagnosed with special needs, and all early childhood programs through workshops and training opportunities for parents, early childhood educators, and staff. The focus on the early years is important for growth and development to support Nunavummiut children on the path to life-long health and learning.

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*The department is developing a database that will help early childhood staff to document and share information about inspections, parental complaints, incident reports, and financial payments.*

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## Facility Inspection and Licensing

The department enforces the *Child Day Care Act* through inspections and licensing of early childhood programs (day cares, preschools, after-school programs, family day homes), as well as providing operating support to facilities.

The division completed a preliminary review of the *Child Day Care Act* this year, and will follow up with a comprehensive review of the *Act* and Regulations that may form the basis for further policy development.

By reviewing and updating the *Child Day Care Act* and providing on-the-ground training the division will be better able to support early childhood education facility operators and ensure equity and standardization across the territory.

Day Care Grants and Contributions fund, monitor, inspect and support licensed childcare facilities.

## Early Childhood Education Training

Work continues on the manual *Understanding Nunavut's Child Day Care Regulations: A Manual for Early Childhood Programs*. The manual explains in plain language what the regulations mean, why they exist, and how to comply. Following training sessions held in all communities in 2014-2015, 2015-2016 funding was used to translate, print and distribute the document to childcare facilities across Nunavut.

Nunavut Arctic College (NAC) offered the second year of the ECE Diploma Program in Iqaluit, the first year of the ECE Diploma Program in Pond Inlet, and ECE Applied Certificate courses in other communities in 2015-2016 with funding from other sources.

## Security and Safety Funding

Security and safety in Nunavut's schools and daycares is an ongoing priority. One-time funding is available for licensed childcare facilities to upgrade their security and safety features. Seven facilities received funding in 2015-2016, with another eight facilities preparing applications.

| SECURITY AND SAFETY FUNDING AMOUNTS BY COMMUNITY |                     |
|--|---------------------|
| COMMUNITY  | TOTAL               |
| ARVIAT   | \$45,000.00         |
| BAKER LAKE                                       | \$43,000.00         |
| CAMBRIDGE BAY                                    | \$40,000.00         |
| CAPE DORSET                                      | \$8,000.00          |
| CHESTERFIELD INLET                               | \$40,000.00         |
| CORAL HARBOUR                                    | \$42,000.00         |
| IQALUIT  | \$58,625.00         |
| RANKIN INLET                                     | \$125,000.00        |
| <b>TOTAL</b>                                     | <b>\$401,625.00</b> |

Note: Proposal amount approved but only \$348,222 was reimbursed to the daycare facilities that requested this funding.

## Database Development

The department is developing a database that will help early childhood staff to document and share information about inspections, parental complaints, incident reports, and financial payments. Once operational, the database will allow the early childhood team to generate statistical reports for all programs. The database will be introduced in two phases:

- The first phase will provide easier tracking of inspections, non-compliance issues, and concerns of licensed childcare facilities.
- The second phase will provide easier tracking of payments for licensed childcare facilities, Healthy Children's Initiative and Young Parents Stay Learning programs.

Training on the database and populating of the database began in February 2016. Early childhood officers also received tablet computers for database use at that time.

## Tell Me a Story

One of the department's core responsibilities is to develop books and resources for the early childhood years to help prepare children for the transition to school. Literacy is one of four key priorities of the department, as it improves student achievement and ensures that Nunavummiut have the skills required to succeed in school.

Tell Me a Story is a literacy program aimed at encouraging parents to read and/or tell stories to their young children using the books provided. Parents of newborns and children under the age of two receive a bag filled with books printed in all official languages. Also included is an information sheet emphasizing the importance of reading and explaining how to use the books.

In February 2016, the department distributed 995 Tell Me a Story book bags to families with children aging from birth to age two in all communities. The books and other resources were purchased with funding provided by the Department of Culture and Heritage. Distribution was funded by the Canadian Prenatal Nutrition Program. Early childhood programs also received bags for their classrooms.



## Resource Development

The division facilitates the development of resources in all languages for distribution to licensed childcare facilities and libraries, so that parents can access them. In addition, the division purchases resources that align with the kindergarten literacy strategy to ensure a seamless approach to literacy development in the early years and early grades.

Teaching resources were purchased and sent to all licensed childcare facilities in the winter of 2015. These included games, sealskins, books, toys and flash cards. These resources encourage the use of the Inuit language and knowledge of Inuit culture. Additional resources included *Stars, Fish, and Boats*, which were completed and printed in English, and partially translated.

Improvement of safety and administration processes for each licensed childcare organization is another priority for the division. Since 2014 the department has purchased computers and printers for each licensed childcare organization to assist them in their administrative duties, such as maintaining records of children, staff and finances.

The department also purchased and distributed carbon monoxide detectors, facility first aid kits and excursion first aid kits to each licensed childcare facility.

| RESOURCE DEVELOPMENT BUDGET 2015-2016   |                     |
|---|---------------------|
| RESOURCE  | COST                |
| Tell Me a Story Brochures   | \$9,198.40          |
| Understanding Nunavut's Child Day Care Regulations: A manual for early childhood programs | \$47,430.25         |
| ECE Inuit Language and Culture Fund Guide and Pamphlet                                    | \$6,535.77          |
| ECE Resource Units  | \$15,102.80         |
| <b>Total</b>  | <b>\$ 78,267.22</b> |

## Day Care Operations and Maintenance (O&M) Program Contribution (Grants and Contributions)

The department funds eligible licensed childcare facilities in the form of start-up grants and ongoing annual program contributions to assist with operating expenses. Funding can be for start-up, O&M program contribution, or health & safety purposes.

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

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

The department is pleased to report that an additional 21 spaces were licensed during 2015-2016.

## Healthy Children Initiative

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

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

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

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

## IN 2015-16 33 HEALTHY CHILDREN INITIATIVE PROPOSALS WERE APPROVED. BY REGION:

|           |          |           |
|-----------|----------|-----------|
| Kitikmeot | Kivalliq | Qikiqtani |
| <b>8</b>  | <b>9</b> | <b>16</b> |

### HEALTHY CHILDREN INITIATIVE BUDGET

| REGION           | BUDGET           | ACTUAL           |
|------------------|------------------|------------------|
| <b>KITIKMEOT</b> | \$200,000        | \$100,601        |
| <b>KIVALLIQ</b>  | \$271,000        | \$131,590        |
| <b>QIKIQTANI</b> | \$437,000        | \$260,752        |
| <b>TOTAL</b>     | <b>\$908,000</b> | <b>\$492,944</b> |

### Young Parents Stay Learning (YPSL)

This 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 towards their high school diploma or for parents under the age of 18 attending post-secondary institutions.

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

Information about YPSL is sent yearly to all licensed childcare facilities, all schools and all health centers in Nunavut.

A total of 70 applicants were approved in 2015-16:

- Kitikmeot Region – 23 applicants
- Kivalliq Region – 6 applicants
- Qikiqtani Region – 41 applicants

Results are impressive, with 90% (63 of 70) participants attending school for the whole term/year, and eight confirmed participant graduates in 2015-2016.

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

The DEA-ECE funding is a proposal-based funding program for DEAs to develop or work with early childhood programs to offer culturally- and language-relevant programming for children 0 to 6 outside of regular school programming (K-12).

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

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







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

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

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

In 2015-2016 proposals were approved from the following communities:

- Pond Inlet
- CSFN
- Iqaluit
- Sanikiluaq
- Cambridge Bay
- Gjoa Haven
- Arviat

Funding for this program is currently underutilized. A total of \$ 369,280 was utilized in 2015-2016, \$142,002 less than the previous year. In order to promote the program the following steps were taken:

- Revised the funding information package by developing a guide
- Developed printed pamphlets
- Presented information about the funding at the CNDEA AGM
- Added presentation about the funding to the DEA office managers' training
- Revised the proposal form
- Revised the report form
- Developed a spreadsheet to use for tracking the expenditures throughout the year
- *Education Act* implementation team met with DEAs in communities that were visited regarding this funding and provided information
- Revised the terms of contribution agreement to align with other DEA contribution agreements



# K-12 Instruction and Regional School Operations

## KINDERGARTEN TO GRADE 12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

|  | 2015-16              |                      |
|--|----------------------|----------------------|
|  | BUDGET               | ACTUAL               |
| <b>K-12 INSTRUCTION</b>                | \$134,663,000        | \$130,897,047        |
| <b>REGIONAL SCHOOL OPERATIONS</b>      | \$18,884,000         | \$16,352,550         |
| <b>DEA CONTRIBUTIONS</b>               | \$12,838,000         | \$12,309,611         |
| <b>CSFN (FRENCH SCHOOL OPERATIONS)</b> | \$615,000            | \$598,354            |
| <b>TOTAL</b>                           | <b>\$153,547,000</b> | <b>\$147,249,597</b> |

## K-12 Instruction and Regional School Operations

The Nunavut education system operates at three levels: territorial, regional, and community. In order for the system to function effectively, each level must do its job. Reporting to the assistant deputy minister, the executive directors of Regional School Operations (RSOs) supervise and administer schools offering K-12 programs in Nunavut.

Regional School Operations located in Kugluktuk, Baker Lake and Pond Inlet are responsible for the day-to-day operations of all 43 Nunavut schools, including supervision of administrators and educators and support to district education authorities (DEA). Their mandate is to work with families, communities and other stakeholders to support quality classroom instruction to all students in each region.



## Support Effective Instruction

Effective instruction is the single most important aspect of the department's mandate, linking with the priorities of literacy, accountability, support for school staff, and equity and standardization across the territory. RSOs provide guidance and support to school staff and learners in order to improve both student learning outcomes and the learner experience across all grades and programs of study. Activities in 2015-2016 included:

- Piloting survey instruments for shared understanding of balanced literacy effective instruction to a sample group of teachers, learning coaches, student support teachers and program consultants.
- Delivering regionally led professional development sessions to principals, learning coaches, teachers and student support teachers on balanced literacy and leadership for literacy topics.
- Beginning development of internal balanced literacy checklist with a team of regional consultants and senior management representatives.

## Summer Literacy Camps

Frontier College coordinates and delivers the summer literacy camps, in which children aged 5-12 take part in three weeks of fun educational activities to develop their language, literacy and numeracy skills. The camps help prevent summer learning loss (the decline in student performance between the end of one school year and the beginning of the next.).

Camp counsellors are hired from the communities and parents, community members and Elders lead cultural and learning activities.

Summer literacy camps were delivered in Cape Dorset, Arviat and Taloyoak in July 2016. The project is a partnership between ITK's Amaujaq National Center for Inuit Education; the TD Bank Group; DEAs in Taloyoak, Arviat and Cape Dorset; and the Department of Education.

In 2015, 123 children from Cape Dorset and 41 children from Arviat participated in summer literacy camps. Resources used in the camps remain in each community after the camps end.

## Support Effective Classroom Assessment

RSOs provide information, training and support so that one-on-one, small group and whole staff formative assessment assistance and guidance are available. It is hoped that this support will lead to the development of common terminology and practices so that students can experience more consistency in this area.

During this year both Leveled Literacy Intervention and Benchmark Assessment System training were provided to staff, reflecting a strong focus on a balanced literacy approach.

## Inclusive Education: Support for School Staff

It is the responsibility of RSOs to ensure schools are in compliance with the *Education Act* regarding inclusive education. This includes confirming that students who require supports or modifications to the Education Program are identified, plans are in place to support those students, and plans are updated regularly. Also involved is the design and delivery of in-servicing for school staff and providing updated information on changes to expectations or requirements in this area. These activities are strongly connected to departmental priorities of accountability and supporting school staff.

In 2015-2016 RSOs used existing Individualized Student Support Plan (ISSP) templates to meet the requirement of three ISSP updates per year. A new ISSP standardized template is in development.



## 2015-2016 Student Headcounts by Region

|                  | NUNAVUT | KITIKMEOT | KIVALLIQ | QIKIQTANI |
|------------------|---------|-----------|----------|-----------|
| <b>TOTAL</b>     | 10027   | 1872      | 3164     | 4991      |
| <b>INUIT</b>     | 9386    | 1840      | 2892     | 4654      |
| <b>FEMALE</b>    | 4628    | 919       | 1447     | 2262      |
| <b>MALE</b>      | 4758    | 921       | 1445     | 2392      |
| <b>NON-INUIT</b> | 641     | 32        | 272      | 337       |
| <b>FEMALE</b>    | 317     | 13        | 136      | 168       |
| <b>MALE</b>      | 324     | 19        | 136      | 169       |

### Guidance and Support in Relation to Department Projects

Throughout this annual report there are examples of projects that are planned or underway, and many of these require RSO and individual school assistance in order to be effective. This assistance can range from feedback about where and when to pilot new projects in schools, to allocation of regional financial or human resources to support the implementation of new measures. Regardless of the project, its long-term success is contingent upon careful consideration of its impact on schools and their capacity and willingness to change.

Each project undertaken by divisions is intended to support department priorities, but without a clear understanding of the implications for schools they may be disruptive and unlikely to achieve the positive impact being sought. Regional and school input increases the likelihood that projects will have the intended outcomes.

These activities connect with the departmental priority of equity and standardization by striking a balance between ensuring a measure of standardization across the territory with the need to ensure that the specific needs of each region and community are taken into consideration. They also connect with the priority of accountability by ensuring compliance and follow-up so that projects remain sustainable and meet their intended objectives. This directly relates to improving student outcomes.

In 2015-2016 the RSOs supported various projects, such as RespectEd training in schools across the territory, and literacy meetings in Pond Inlet, Iqaluit and Rankin Inlet to develop territorial modules for Balanced Literacy training. Also, the *Crisis Response Guidelines for Nunavut Schools Staff Manual 16-19* was reviewed with all school staff.

### Social and Life Skills Projects in Schools

2015-16 was the third year that the department partnered with the Red Cross and the Nunavut Embrace Life Council to provide training opportunities for youth in the areas of coping skills, anger management, healthy living, suicide prevention and general health and wellness.

Through the 10 Steps to Violence and Bullying Prevention and RespectEd Training, the department is helping schools and community agencies to prevent violence against children, promote healthy youth relationships, and prevent bullying and harassment. It provides educators with a set of learning resources that they can choose to apply at their discretion within the classroom but outside the regular school curriculum.

The department also offers the Aulajaaqtut curriculum for Gr. 10-12 students, which focuses on the development of life skills and knowledge, healthy relationships and understanding of others. All schools have at least a half-time Ilinniavimmi Inuusiliriji position and most schools have a full time position.

Education and Health Nunavut joined other Canadian jurisdictions to create the *Positive Mental Health Toolkit K-12* to accompany the resource titled *Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives* (2010) which contains a set of guidelines for the promotion of positive mental health.

## Human Resource (HR) Management

RSOs play a crucial role in ensuring that school based positions are staffed and monitored. RSOs are accountable for all aspects of the staffing process for Nunavut Teachers' Association positions including hiring, leave and attendance, discipline, termination, etc. They also hire and retain substitute employees.

These activities connect with the departmental priorities of equity and standardization, support for school staff, and accountability by ensuring that positions in schools are staffed, documents are processed quickly and accurately, and quality teaching and learning is happening in Nunavut schools.

This year RSOs began the process of standardizing recruitment indicators, with similar wording now being used in job advertisements.

Ensuring that positions within schools are staffed is a factor in providing a standardized education program across the territory and that all students, regardless of which community they live in, receive access to quality education.

Timely and accurate processing of documentation ensures that employees are satisfied and in receipt of their benefits, which ties into the department's priority on supporting school staff.

## Engagement and Support to District Education Authorities (DEA) to Assist With The Education Program

RSOs are ideally placed to provide guidance and assistance to DEAs on matters relating to the Education Program and areas of DEA accountability. While other branches within the department develop policies and procedures that impact the operations of DEAs, RSOs provide the timely and direct support that has the greatest impact on schools.

RSOs have staff who provide assistance to DEAs by: informing them of policy changes; coordinating opportunities to consult with the department; providing guidance and support in relation to managing budgets and compliance with regulations; supporting community efforts to increase school attendance; and developing local policies and procedures.

The above activities connect with departmental priorities of equity and standardization and support for school staff through working with and supporting partners such as DEAs to ensure that accountabilities are being met, fostering increased community involvement in the schools, and ensuring that the Education Program reflects the needs of each community.

Review of DEA budgets and related feedback and support are ongoing, as well as regular communication with DEAs to maintain relationships, address needs and provide support.



## District Education Authority Funding Chart

The following chart is a summary of funding amounts from the Department of Education to the district education authorities.

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 Trois-Soleils school, a K-12 school. 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 Inuksiutilirijiit (Certified Elders in schools); Registration and Attendance Policy; the Inuqatigiitsiarniq Policy (positive school environment); and Storm Closures Policy.

**Table 7: District Education Authority 2015-16 Funding from Department of Education**

|                           | TOTAL          | GENERAL FUNDING | INNAIT INUKSIUTILIRIJIIT FUNDING | INNUQATIGIITSIARNIQ FUNDING | OTHER FUNDING |
|---------------------------|----------------|-----------------|----------------------------------|-----------------------------|---------------|
| <b>KITIKMEOT REGION</b>   | \$2,537,141.00 | \$1,748,400.00  | \$294,201.00                     | \$157,040.00                | \$337,500.00  |
| <b>CAMBRIDGE BAY</b>      | \$521,393.00   | \$319,815.00    | \$62,466.00                      | \$33,112.00                 | \$106,000.00  |
| <b>GJOA HAVEN</b>         | \$556,424.00   | \$399,262.00    | \$63,543.00                      | \$33,619.00                 | \$60,000.00   |
| <b>KUGAARUK</b>           | \$443,797.00   | \$338,107.00    | \$50,978.00                      | \$27,712.00                 | \$27,000.00   |
| <b>KUGLUKTUK</b>          | \$580,094.00   | \$372,807.00    | \$68,390.00                      | \$35,897.00                 | \$103,000.00  |
| <b>TALOYOAK</b>           | \$435,433.00   | \$318,409.00    | \$48,824.00                      | \$26,700.00                 | \$41,500.00   |
| <b>KIVALLIQ REGION</b>    | \$3,635,316.00 | \$2,594,860.00  | \$481,331.00                     | \$252,501.00                | \$306,624.00  |
| <b>ARVIAT</b>             | \$870,992.00   | \$607,681.00    | \$122,599.00                     | \$61,378.00                 | \$79,334.00   |
| <b>BAKER LAKE</b>         | \$703,790.00   | \$485,927.00    | \$86,519.00                      | \$44,419.00                 | \$86,925.00   |
| <b>CHESTERFIELD INLET</b> | \$211,694.00   | \$145,425.00    | \$18,040.00                      | \$12,229.00                 | \$36,000.00   |
| <b>CORAL HARBOUR</b>      | \$442,484.00   | \$321,432.00    | \$54,030.00                      | \$29,147.00                 | \$37,875.00   |

|                         | TOTAL          | GENERAL FUNDING | INNAIT INUKSIUTILIRIJIT FUNDING | INNUQATIGIITSIARNIQ FUNDING | OTHER FUNDING |
|-------------------------|----------------|-----------------|---------------------------------|-----------------------------|---------------|
| <b>RANKIN INLET</b>     | \$765,180.00   | \$541,008.00    | \$118,650.00                    | \$59,522.00                 | \$46,000.00   |
| <b>NAUJAAT</b>          | \$444,432.00   | \$332,058.00    | \$59,953.00                     | \$31,931.00                 | \$20,490.00   |
| <b>WHALE COVE</b>       | \$196,744.00   | \$161,329.00    | \$21,540.00                     | \$13,875.00                 | -             |
| <b>QIKIQTANI REGION</b> | \$5,382,402.00 | \$4,089,226.00  | \$754,173.00                    | \$407,003.00                | \$132,000.00  |
| <b>APEX</b>             | \$68,400.00    | \$54,491.00     | \$6,911.00                      | \$6,998.00                  | -             |
| <b>ARCTIC BAY</b>       | \$328,748.00   | \$267,209.00    | \$39,311.00                     | \$22,228.00                 | -             |
| <b>CAPE DORSET</b>      | \$530,447.00   | \$330,659.00    | \$61,928.00                     | \$32,860.00                 | \$105,000.00  |
| <b>CLYDE RIVER</b>      | \$330,722.00   | \$264,433.00    | \$42,542.00                     | \$23,747.00                 | -             |
| <b>GRISE FJORD</b>      | \$133,470.00   | \$121,804.00    | \$5,385.00                      | \$6,281.00                  | -             |
| <b>HALL BEACH</b>       | \$313,637.00   | \$252,362.00    | \$39,131.00                     | \$22,144.00                 | -             |
| <b>IGLOOLIK</b>         | \$614,673.00   | \$477,665.00    | \$90,648.00                     | \$46,360.00                 | -             |
| <b>IQUALUIT</b>         | \$1,158,996.00 | \$813,442.00    | \$214,144.00                    | \$104,410.00                | \$27,000.00   |
| <b>KIMMIRUT</b>         | \$195,218.00   | \$157,296.00    | \$23,245.00                     | \$14,677.00                 | -             |
| <b>PANGNIRTUNG</b>      | \$428,076.00   | \$321,943.00    | \$69,646.00                     | \$36,487.00                 | -             |
| <b>POND INLET</b>       | \$578,530.00   | \$456,299.00    | \$80,596.00                     | \$41,635.00                 | -             |
| <b>QIKIQTARJUAQ</b>     | \$174,751.00   | \$145,669.00    | \$17,232.00                     | \$11,850.00                 | -             |
| <b>RESOLUTE BAY</b>     | \$146,929.00   | \$129,326.00    | \$9,424.00                      | \$8,179.00                  | -             |
| <b>SANIKILUAQ</b>       | \$379,805.00   | \$296,628.00    | \$54,030.00                     | \$29,147.00                 | -             |
| <b>CSFN</b>             | \$278,654.00   | \$104,538.00    | \$14,360.00                     | \$10,500.00                 | \$149,256.00  |
| <b>CSFN</b>             | \$278,654.00   | \$104,538.00    | \$14,360.00                     | \$10,500.00                 | \$149,256.00  |

## 2015-2016 Graduates by Ethnicity, Gender and Region

|                  | PERCENTAGE | NUNAVUT | KITIKMEOT | KIVALLIQ | QIKIQTANI |
|------------------|------------|---------|-----------|----------|-----------|
| <b>TOTAL</b>     |            | 252     | 37        | 106      | 109       |
| <b>INUIT</b>     | 93%        | 234     | 34        | 101      | 99        |
| <b>NON-INUIT</b> | 7%         | 18      | 3         | 5        | 10        |
| <b>FEMALE</b>    | 57%        | 144     | 22        | 61       | 61        |
| <b>MALE</b>      | 43%        | 108     | 15        | 45       | 48        |

### Community and Family Engagement

Because RSOs are the department branch most directly involved with communities, they have a critical role to play in community and family engagement as well as informing the department about community issues and concerns.

Working primarily with DEAS, RSOs can assist in the development of policies and activities that will enhance the education program as well as encourage greater family and parental involvement in schools. These measures can lead to increases in school attendance, a key factor in any effort to improve educational outcomes for students.

RSOs have been working to implement and encourage the use of family engagement content and resources produced by the department. Strategies and practices such as student led conferences are used to encourage authentic engagement, foster partnership with parents and support student achievement.

There is a strong connection here with the departmental priority of accountability, as student achievement is a shared responsibility involving all parties: department employees, DEAs, parents, and communities. Fostering open and positive relationships and opportunities to collaborate has a direct impact on student achievement.

RSOs continue to work with DEAs to ensure that policies are approved and in use, as well as reviewed to confirm that new strategies to engage communities, families and parents are implemented.

### Breakfast Programs

Breakfast programs are community-based food programs based in one or both schools in each community. These programs benefit students by providing them with a nutritious breakfast before they face the challenges of the school day.

School breakfast programs continue to be well received. It is most effective when the community as a whole runs these programs, rather than the schools alone. This allows teachers and students to focus on learning while the Department of Health ensures the programs provide proper nutrition.

In most cases, the programs are sponsored by the local municipality with financial support of Brighter Futures, Breakfast for Learning and Government of Nunavut-funded Community Health Programs. Where funding is inadequate, school staff and community members volunteer their time to raise funds and prepare breakfast on a daily basis.

After the Cape Dorset school fire, the Department of Health provided an additional \$8,000, and the Department of Education also contributed significantly, as the modified school day increased students' breakfast needs.

For more information about attendance, graduation and enrolment see appendix 8, on pg. 74-75.





## Curriculum Services

|                            | 2015-16     |             |
|----------------------------|-------------|-------------|
|                            | BUDGET      | ACTUAL      |
| <b>CURRICULUM SERVICES</b> | \$8,824,000 | \$5,317,188 |
| <b>TOTAL</b>               | \$8,824,000 | \$5,317,188 |

### Curriculum Services

Curriculum Services is responsible for the development, adoption/adaptation and implementation of all curriculum, foundation documents, teaching resources, and student learning materials associated with programs of study for all grades (K to 12) in the Nunavut public school system.

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

Curriculum Services works closely with other divisions, 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.



## Development of Education Program Content

The development of the Nunavut Education Program is one of the primary responsibilities of this division. This includes design, development, adoption and review of Education Program content including curriculum, in the form of programs of study or resources for students, teachers and administrators, as well as those required to support inclusive education in the school system. The process for developing this content culminates in final approval by the minister and the annual publication of the *Nunavut Approved Curriculum and Teaching Resources*, as well as supporting documents such as operational handbooks for school staff.



## KEY EDUCATION PROGRAM TERMS INCLUDE:

- **Curriculum:** A general term that refers to the skills, performances, attitudes and values that students are expected to learn. Curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities. The following definitions fall within curriculum:
  - **Strands:** Groupings of programs of study that may be interconnected or lend themselves to cross-curricular instruction. Strands are used to organize programs of study and instruction, so that students understand the connections between various learnings and strategies that lead to successful application of learning new contexts. There are four curriculum strands in Nunavut; each contains key concepts and competencies that cross subject area boundaries. For example, the Nunavusiutit curriculum strand includes social studies, geography, land programs, and entrepreneurship. To better understand strands, take a moment to examine the illustration on page 35.
  - **Program of study:** What students are expected to learn and do in a given subject area and grade. Programs of study generally state desired outcomes and a planned sequence of teaching and learning that will be used to help students achieve those outcomes.
  - **Resources:** Materials developed to help educators support the achievement of outcomes for their students. Resources can range from fully-developed units based on themes to teacher instructional guides or supporting resources such as videos or activity guides that expand upon certain concepts or techniques. Resources also facilitate language learning and are culturally and linguistically appropriate for Nunavut students.

## **Nunavusiutit**

is an integrated core curriculum that focuses on heritage, culture, history, geography, environmental science, civics, economics, current events and world views. Students will learn about Nunavut and its critical links to national, circumpolar, and global issues. Delivery involves educators, Elders, and community experts.

## **Iqqaqqaukkaringniq**

is an integrated core curriculum that focuses on ways in which we describe and improve our world. Concepts in mathematics, analytical and critical thinking, solution-seeking, innovation, technology and practical arts will be explored. Delivery involves educators, Elders, and community experts.

### **Strands Based On Inuit Qaujimaqatunqangit Principles**

## **Uqausiliriniq**

is an integrated core curriculum that focuses on relationships in communication and language development, creative and artistic expression, and reflective critical thinking. Delivery involves educators, Elders and community artists and linguists.

## **Aullaajaaqtut**

is an integrated core curriculum that focuses on wellness, safety and one's place in society. Physical, social, emotional, cultural wellness; goal setting; volunteerism; safety and survival are curriculum content areas. Delivery involves educators, Elders, and community experts.



Curriculum Services supports student achievement through the provision of standard or territorial curriculum resources and materials to teachers. This ensures accessible, relevant language and culturally-rich curriculum that engages learners. A standard approach to curriculum development and strong review processes facilitate the acquisition of skills, knowledge and attitudes leading to high school graduation and successful transition to postsecondary opportunities and the labour market.

In 2015-2016 a policy brief was to be presented to the deputy minister with options and recommendations for an updated Education Program for Kindergarten to Grade 9. With 50-60% of positions vacant the division lacked the capacity to complete this task, however some related work was accomplished. Instructional time was specifically addressed and the assistant deputy minister was provided with critical feedback as well as sample timetables that varied according to the language of instruction models in schools.

Also planned and completed in this fiscal year was a status report outlining each strand, program of study and curriculum, as well as approved supporting resources by grade and program of study.

## Working Toward a Made in Nunavut Curriculum

A great deal of effort has gone into creating 'made in Nunavut' curriculum. Because the department lacks the personnel to accomplish this for every area of the curriculum, in some subject areas it is necessary to adopt a curriculum from a partner jurisdiction then develop local content or strategies for use within that curriculum. Nunavut's curriculum comes from several sources:

- Alberta, the Northwest Territories (NWT) or other provinces
- Developed within Nunavut either locally at a school level or by the department for the entire territory based on the *2004-2008 K-12 Curriculum Development and Implementation Strategy*
- From the Western and Northern Canadian Protocol (WNCP) framework (A common framework and outcomes developed with the four western provinces and three territories.)

## ADOPTING AND ADAPTING CURRICULUM FROM PARTNER JURISDICTIONS PROVIDES IMPORTANT ADVANTAGES:

- It provides clear learning outcomes that reflect a national level of expectation
- It means that there are well developed resources for teaching which better support teachers and students
- It provides common assessment strategies that enable accountability and help us make well-informed decisions about the effectiveness of the programs of study.

Adopting and adapting Math, Science and English language arts curriculum and resources from our partner jurisdictions of NWT and Alberta will provide us with updated standard curriculum that will ensure consistent and relevant learning experiences for all Nunavut students.

## THE ADOPTED MATHEMATICS CURRICULUM INCLUDES:

- NWT/Alberta Math curriculum for Kindergarten to Grade 6
- Alberta Math curriculum for grades 7-9
- Continued use of the Alberta Math curriculum for grades 10-12

## THE ADOPTED SCIENCE CURRICULUM INCLUDES:

- NWT (2004) Science curriculum for K-Gr 6
- Alberta (2014) Science curriculum for Gr 7-9 (that has been adapted specifically for Nunavut)
- Alberta Science curriculum for Gr 10-12 (Science 10, 20 & 30; Biology, Chemistry, Physics 20 & 30)
- Alberta Science 14 (2014) and Science 24 (2014) (grades 10 & 11)

## NUNAVUT HAS ALSO ADOPTED THE NWT KINDERGARTEN TO GRADE 9 ENGLISH LANGUAGE ARTS CURRICULUM. THIS CURRICULUM PROVIDES:

- Clear learning outcomes that reflect a national level of expectation
- Well-developed resources for teaching and assessing the curricula which better support teachers and students
- Common assessment strategies, achievement charts, and clear grade level learning outcomes. These same grade level benchmarks will be reflected in the new Kindergarten to Grade 6 Inuktitut Language Arts Curriculum.

Adopting curriculum from partner jurisdictions allows our department the time to continue to develop complementary Nunavut specific resources. These resources assist in developing critical thinking skills, technology skills and literary and research skills to meet Nunavut students' needs as 21<sup>st</sup> century learners. It also gives Nunavut teachers the tools they need to help our students achieve grade level expectations, move forward in the school system, and succeed well beyond their school years.

The department has invested close to \$1 million to update school resources by purchasing math and science text books, intervention materials, literacy program resources and assessment systems for all schools. Schools are provided with in-service training for new resources and courses, as well as teacher manuals, and print and media resources.

## The Continuous Progress Model

Research shows that neither social promotion (see below) nor retention (repeating an academic year) are effective options, thus we use the continuous progress model to offer Nunavut students a learning environment where they can succeed at their own pace while building relationships with their peers. The department does not support social promotion or unwarranted grade retention. Both, without regard for careful planning and teaching, do not enable the student to be successful or achieve expected curriculum/grade level outcomes. Continuous progress is very different from social promotion. It recognizes that all students can learn, and that at any given time students may require help to achieve at the expected level.

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*Student achievement is a shared responsibility involving all parties: department employees, DEAs, parents, and communities.*

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## CONTINUOUS PROGRESS VS. SOCIAL PROMOTION: A COMPARISON

**Continuous progress allows students to maintain social and psychological well-being by continuing their school career with their peer group, while working at a pace that suits their individual learning needs from year to year.**

**Social promotion is the advancement of students from grade to grade with their peers even when they have not satisfied a grade's academic requirements. Nunavut does not support this practise.**

In Nunavut the practice of continuous progress involves assessment and careful record keeping of what individual students have learned so that each teacher, in turn, knows where to begin or continue instruction. Nunavut supports continuous progress through evidence-based practices by educators and department staff who:

- Use age-appropriate and instructional strategies to support student progress
- Emphasize the importance of early developmental programs such as preschool programs to enhance language and social skills and early reading programs
- Monitor progress by using formative assessment for ongoing modification of instructional efforts
- Use student support teams to assess and identify specific learning or behavior problems
- Ensure that students who need extra help are provided with it through planning by the School Team

Students learn new materials as they are ready, regardless of their age, and teachers help them advance as far as they are able. Specific records are kept of their learning. At the beginning of each school year, students should be able to pick up where they left off at the end of the previous year. At the end of the school year, students should be carefully assessed to determine where they are on the learning continuum so that the next teacher will know both their strengths and areas that need improvement.

Section 15 of the *Education Act* states that the school team is responsible for determining the promotion of students. The school team is made up of the school administration, student support teacher, Ilniirvimmi Inuusiliriji, classroom teachers and the child's parent(s).



## Departmental Exams/ University and College Entrance Requirements

To graduate from high school in Nunavut, students are required to have a minimum of 15 credits at the Grade 12 level and either English Language Arts 30-1 or 30-2. Many students, especially those intending to pursue university and college programs, elect to take other academic level courses, many of which include 'departmental exams'.

After division from NWT, Nunavut signed its own agreement with Alberta Education to carry on the same process. Nunavut students who complete 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 has also developed its own courses which have been approved as meeting university / college programs entrance requirements and have been reviewed and approved by universities and colleges: Inuktitut (10, 11, 12), Aulajaaqtut (10, 11, 12), NU Applied Physics (11, 12 – College /trades entrance), Entrepreneurship (11-12 College entrance). Each of these courses has assessment projects rather than Diploma Exams. Social Studies 30-1/30-2 has an NU Project Assessment which replaces the Diploma Exam.

Alberta departmental exams are scored twice a year, during which time teachers meet to participate in a structured and statistically validated scoring process. Nunavut teachers have participated in the scoring of departmental exams.

In the 2015-16 school year, Alberta changed the weighting of the departmental exam from 50% to 30%. Consequently, the school mark provided by the teacher now plays a larger role in the final mark. Nunavut has adopted this change as well.

## Graduation Requirements

Nunavut's graduation requirements closely follow those of Alberta and other jurisdictions across Canada. 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. It should be noted that most of our students have more than the minimum 100 credits required, upon high school graduation.

Courses selected and credits earned by high school students determine the options available to them after graduating, and affect students' ability to meet admissions requirements of colleges and universities. Students are advised to explore their Career and Program Plan (CPP) carefully, beginning at Grade 9 and reviewing the CPP at least yearly with teachers/ advisors and parents, to ensure that the career path they wish to take will be available to them upon graduation. The CPP is mandatory at grade 9 and embedded in Aulajaaqtut (Gr 10, 11, 12), of which grade 10 and 11 are mandatory courses for high school graduation.

## 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 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)                             |
| FRA3301  | Francais 30-1 (Diploma Exam)  |
| FRA33014 | Francais 30-2 (Diploma Exam)  |
| ILA3000  | Inuktitut 12 (NU)   |
| INL3000  | Inuinnaqtun 12 (NU)   |
| MAT3791  | Pre-Calculus Mathematics 30-1 (Diploma Exam)                          |
| MAT3792  | Foundations of Mathematics 30-2 (Diploma Exam)                        |
| MAT3793  | Apprenticeship & Workplace Mathematics 30-3                           |
| MAT3211  | Calculus Mathematics 31 (Diploma Exam)                                |
| SCN3230  | Biology 30 (Diploma Exam)   |
| SCN3265  | Applied Physics 12 (Project Assessment)                               |
| SCN3270  | Science 30 (Diploma Exam)   |
| SCN3796  | Chemistry 30 (Diploma Exam)   |
| SCN3001  | Experiential Science 12 (NWT)   |
| SCN3797  | Physics 30 (Diploma Exam)   |
| NSS3001  | Social Studies 30-1 (NU Project Assessment)                           |
| NSS3002  | Social Studies 30-2 (NU Project Assessment)                           |
| ESB3410  | Entrepreneurship 12 (NU Business Development Plan/Project Assessment) |

The department distributes annually, a *Secondary School Administration Handbook* to all middle schools and high schools that provides written guidelines on student course selection.

**434 STUDENTS WROTE ALBERTA DIPLOMA EXAMS IN 2015–16.  
THE AVERAGE MARK OF THOSE WHO PASSED THE EXAM WAS 61%.**



## Inuktitut Language Arts Curriculum

The department worked on a number of initiatives related to Inuktitut Uqausiit (Inuit languages). This work was led by an advisory group of Inuktitut-speaking educators with extensive experience and knowledge of teaching and learning.

A draft curriculum and a curriculum outcomes document for grades K-6 were also completed. These documents were reviewed and translated.

The Inuktitut Language Arts curriculum for K-6 is currently being worked on. There are plans to review and revise the grades 7-9 Inuktitut Language Arts curriculum as well after the K-6 has been revised and implemented. Both curriculums will include grade-level outcomes and illustrative examples to ensure consistency across the territory and provide parents, students and teachers with accurate information about individual student progress in reading and writing.

This draft document was shared with Inuktitut teachers during in-service training in the 2015-2016 school year, and their critical feedback will be included in the final version of the curriculum.

## Residential Schools Curriculum

The residential school system has had, and continues to have, an enormous impact on the North. These schools often operated as part of an effort to break and replace the culture and language of the children who attended them.

Nunavut and the NWT, in partnership with the Legacy of Hope Foundation, developed a Grade 10 Social Studies unit called *Residential Schools in Canada: Understanding the Past, Seeking Reconciliation, Building Hope for the Future*.

The module has been offered in our schools for the past three school years. Feedback from teachers resulted in development of an updated version, which is now being used in Grade 10 as a required course.

Nunavut was invited to participate in an education roundtable hosted by the National Centre for Truth and Reconciliation in January, 2016. Nunavut and NWT are leaders in developing residential school curriculum for truth and reconciliation, and we continue to explore ways to educate our staff and students about the recommendations of the Truth and Reconciliation Commission's final report.



Department staff also participated in a residential schools training session in Yellowknife in February 2016. Since 2014 the department has facilitated such training for their own staff and for other GN departments. New teacher orientation sessions include training in this area as well.

## Curriculum and Resource Introduction and Support

Upon approval of a new or revised curriculum area or resource, a plan to introduce that material into the Education Program is developed. These plans assist in the development of consistent programming and delivery across Nunavut and support school staff who will be required to understand, implement and utilize the new materials.

A goal of this division in 2015-2016 was that any modification to the Education Program would be accompanied by a strategy outlining how to communicate these modifications to the public and employees, as well as a training plan if necessary, which could include distance education, in-servicing or utilization of sessional days. Actual modifications to the Education Program included:

- Adoption of the Saskatchewan Arts curriculum-grades K-9
- Introduction of Sustainable Tourism curriculum, co-developed with Manitoba and Nunavut – grades 10-12
- Development of an NTI Elections Unit for Grade 9, co-developed with NTI and Nunavusiutit Curriculum Coordinator

## Third-Party Requests to Modify the Education Program

The department is frequently asked to support, collaborate and review material, resources and/or programs for inclusion in schools as Nunavut approved curriculum and resources. These requests are typically sent to Curriculum Services for review.

Ongoing review of existing curriculum and resources confirms that students are provided with relevant material that supports learning. Engaging with

recognized third-party partners supports the development of an Education Program that is both responsive to the needs of key educational stakeholders and ensures that student learning is relevant. Updating the Education Program and working with partner organizations provides opportunities for collaboration and allows the department to avail itself of expertise it might not otherwise have.

By March 2016, this division was to develop a process for receiving and responding to third-party requests to modify the Education Program, including an application process, service response timelines and practices, and a plan for communicating with key stakeholders. A process was developed but remains to be formalized into directive format.

### Third party request updates include:

- GIS in Nunavut
- Drop the Pop
- Aboriginal Shield (grades 5/6 and 7/8 versions)
- Harvester Education

The third party request form is available on the department website and in the *Secondary Administration Handbook*.

## Heritage, Language and Culture

Culture and heritage advisors and curriculum coordinators in the department work together with the Elder Advisory Committee to capture essential understandings of Inuit education in the past and its relevance to 21st century learning. Program staff facilitate territory-wide Elder Advisory Committee meetings to further establish a holistic and integrated approach to the development of new resources within the Inuit Qaujimajatuqangit curriculum framework. This ensures Elders' wisdom and historical research is captured and recorded so that it can continue to support learning for students.

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

During the 2015-2016 fiscal year, the division was to ensure that evidence of inputs in the areas of culture, language and heritage were apparent in all newly-introduced curriculum and resources. Also, Elder Culture and Heritage advisors on staff were to work with curriculum coordinators. Over the 2015-16 school year two Elder Advisory Committee meetings were held in Arviat, and 28 Elders from all three regions attended these meetings. The focus of the meetings was on how colonialism impacted previous and current generations of Nunavummiut. Elders discussed how traditional ways of being and seeking harmony are relevant to today's parents and youth. They informed decisions and planning for curriculum, particularly in the Aulajaaqtut Curriculum Strand. Elders on staff were consulted about adaptations to the grade 7-9 Alberta Science Curriculum so that it would be more relevant for students in Nunavut. Curriculum coordinators also consulted with

Culture and Heritage Advisors on staff regarding the grade 10-12 Sustainable Tourism Curriculum that was co-developed with Manitoba, the Canadian Academy of Travel and Tourism and the Nunavut Department of Education.

## Inuit Language Implementation Funding

The development of Inuktitut literacy and assessment resources is ongoing. In 2015-2016 the department focused its efforts on continuing the development of student and teacher resources in Inuktitut to support the implementation of the Balanced Literacy initiative. The Department of Culture and Heritage assisted by providing \$980,000 in additional funding targeting the development of quality Inuktitut language teaching, assessment and training materials, specifically Inuktitut guided reading resources.

This interdepartmental collaboration positively contributed to Inuktitut language learning and helped address the department's goal to reduce language loss for students and others in the school system.



## Balanced Literacy Project

In 2014, the department announced a phased-in, territory-wide plan to improve literacy outcomes for all students. That plan included implementation of balanced literacy as a standard approach to literacy instruction across all languages.

The project also includes the development of balanced literacy resources and in-servicing for learning coaches who will support teachers to successfully implement balanced literacy strategies in their classrooms.

This project emphasizes the basics of reading and writing and ensures students are prepared for post-secondary education and employment.

Balanced literacy continues the development of Inuktitut language teaching and learning resources. Also, transparency of student achievement in literacy is increased, and measures are in place to ensure that students are achieving their intended outcomes.

In 2015-2016 this division sought to ensure that all learning coaches and regional literacy coordinators received a minimum of 50 hours of balanced literacy training. Learning coaches and regional literacy coordinators completed training via University of Prince Edward Island modules, co-instructed by Nunavut teachers.





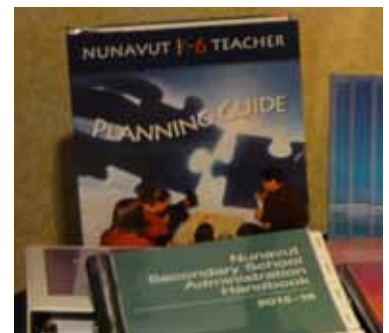
## Resource Services

|                          | 2015-16     |             |
|--------------------------|-------------|-------------|
|                          | BUDGET      | ACTUAL      |
| <b>RESOURCE SERVICES</b> | \$4,111,000 | \$3,101,475 |
| <b>TOTAL</b>             | \$4,111,000 | \$3,101,475 |

### Resource Services

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

This division supports student achievement through the development and distribution of accessible, relevant, language- and culturally-rich materials that engage learners. This ensures equity and standardization to all schools by creating materials that are available in all languages.





## Resource development

Resource Services develops teaching and learning resources for Nunavut schools in all official languages. Staff work closely with translators, graphic designers, website developers, videographers and editors to ensure consistency and quality in all department resources.

Some of the resources produced in 2015-16 include:

- **Tell Me a Story (Baby's First Library):** As part of this literacy project, 995 bags of books in all official languages were distributed through the Canadian Prenatal Nutrition Program (CPNP) in every community in Nunavut. The bags included information to help CPNP workers embed literacy into their programming, as well as information for parents to support family literacy at home.
- **Inuktitut guided reading program:** Levelled books for Kindergarten and Grade 1 were completed and shipped to all schools, along with a program overview and supplementary resources for educators. Grade 2 books were developed and will be ready to print in September 2016.
- **Uqausiit Pinnguarutiit:** This Inuktitut language app, which teaches children how the shapes and sounds of letters and syllabics go together to form words, was completed for Android and iPad, with the iPhone version coming in May 2016.





## Inventory and warehousing

A large inventory of teaching and learning resources is managed in the division's Iqaluit warehouse. This central location allows the division to accurately track current inventory and identify materials to be reprinted. This is especially important given the significant number of new materials, particularly those supporting literacy.

An inventory database tracks orders from schools, an ongoing inventory count, and distribution information. In 2015-16, the inventory database was updated with the new student books and teacher resources that are part of the Inuktitut guided reading program.

## Delivery and distribution of resource materials

Resource Services liaises with schools and Regional School Operations to deliver materials that have been produced by Curriculum and School Services. The division also responds to requests for materials throughout the school year and ships them to schools as needed.

A review of current distribution processes was completed in 2015-16 to improve turnaround times for deliveries to schools.



## Digitizing and archiving

Resource Services digitizes and archives historical and cultural teaching material that exists in many schools and offices across Nunavut. Media is digitized, transcribed, catalogued and archived to make it available electronically to curriculum specialists and educators.

In 2015-16, Resource Services focused on digitizing legacy materials in the Arviat media centre, with work to follow in 2016-17 on materials from Rankin Inlet and Pond Inlet.





## Bureau of Education and Services in French

|   | 2015-16   |           |
|---|-----------|-----------|
|   | BUDGET    | ACTUAL    |
| <b>BUREAU OF EDUCATION AND SERVICES IN FRENCH</b> | \$751,000 | \$401,508 |
| <b>TOTAL</b>                                      | \$751,000 | \$401,508 |

### Bureau of Education and Services in French (BESF)

The Bureau of Education and Services in French (BESF) is involved in all services offered by the department to ensure the provision of equal services to the Francophone community as is required under the Canadian Charter of Rights and Freedoms, which recognizes the special status of the Francophone minority.

In accordance with the Department of Education's obligations under the *Official Languages Act of Nunavut* and the *Official Languages Act of Canada*, the role of BESF is to support each division in fulfilling the mandate it was given by the Government of Nunavut (GN).

A large part of the BESF role is to support French language curriculum and projects, as well as programs in French as first and additional languages. The BESF also ensures the quality of the translation, promotion and distribution of French educational materials.

As well, BESF negotiates and manages funding received from Canadian Heritage, and works with various partners to promote French education in Nunavut.





## Management of the Canada-Nunavut Agreement

This agreement ensures additional funding to provide members of the French-language minority in each province/territory with the opportunity to be educated in their own language and to experience cultural enrichment associated with that community. It also provides residents with the opportunity to learn French as an additional language and receive cultural enrichment programming. Funding from this agreement allows the department to:

- Purchase or produce literacy resources for French minority-language education
- Meet all other applicable departmental priorities when relevant to French education.
- Offer additional training for teachers

The Canada-Nunavut Agreement also allows jurisdictions to offer extra funding for the French minority, and provides funding to offer French as an Additional language (FAL) instruction where there is demand. Presently, the demand is mainly in Iqaluit, but thanks to this Agreement, it is possible to offer other FAL learning opportunities in Nunavut.

Reporting includes an evaluation of the effectiveness and relevance of the action plan each June, as well as an annual financial report, and an anecdotal periodic report every two years. The 2015-2016 action plan was adjusted at the beginning of the year after an evaluation of the needs in French education, the periodic report was submitted in December 2015, and the financial report was submitted in February 2016. Both reports were approved by Canadian Heritage.

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

The Bureau of Education and Services in French (BESF) is responsible for supporting the priorities of all other divisions, including programs, literacy projects, information and training sessions for teachers, student inclusion and support, early childhood, assessment and evaluation, translation of classroom resources, Student Information System, and correspondence with the Commission scolaire francophone du Nunavut (CSFN).

Through the BESF every project released by departmental divisions is made available in French within a reasonable timeframe. During the school year, these in-service sessions were delivered to Trois Soleils staff:

- Student Information System (September)
- Residential Schools (October)
- Pedagogy in French-language Schools (monthly)
- Electronic Report Cards (November)

## Development or Update of the List of Approved Programs of Study in Partnership with the CSFN and Curriculum and School Services (C&SS)

Recognizing that the Minister has final authority to approve programs of study, this division ensures that recommendations are made to find programs that align with Nunavut approved programs of study and better reflect the Francophone reality. Recommendations are also provided regarding which French as additional program of study should be used.

An annual evaluation of programs of study is completed to ensure that the selected French programs have equivalent standards of achievement to the rest of Nunavut. As much as possible, the list of approved programs for French Minority Language instruction respects the list established by the C&SS division. The list was available to the CSFN and published on the GN website before the beginning of the school year to allow teachers to access the information. Also, the approved programs of study were presented to teaching staff before the beginning of the school year.

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*Through the BESF every project released by departmental divisions is made available in French within a reasonable timeframe.*

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## French as an Additional Language (FAL) Program

The BESF supports District Education Authorities who offer French language instruction in their schools. In 2015-2016 BESF staff worked with Qikiqtani School Operations and the Iqaluit District Education Authority to restructure and evaluate the French as an Additional Language Program.

In-service training was offered to French as an Additional Language teachers, two meetings were held to provide information about programs, guidelines, budgets and resources, and oral proficiency pre- and post-assessments were conducted, once again demonstrating that the Intensive French Program enabled 85% of students to communicate in French at a basic level.

## French Language Communications

The Bureau of Education and Services in French (BESF) translates and edits documents such as classroom resources, educational publications, as well as official letters and daily correspondences between the Department of Education and the public (most often with the CSFN, but also with other Francophone organizations and stakeholders).

In 2015-2016 the BESF ensured that all documents and correspondence produced by the department were translated and/or revised into French versions in a timely manner.

## Interdepartmental Working Group on French Services

The mission of this working group is to implement services in French, such as the directive on Communication and Services in the Official Languages.

Subsequent to redefinition of their mandate, the working group met once in 2015-2016. In March 2016, members were called upon to develop a writing guide for communication in French in Nunavut.

## Summary of Projects

Among the projects undertaken in 2015-2016 were activities designed to compensate for the reduction of French as an additional language instruction time in Iqaluit schools. The resulting After-school French Program, language labs and linguistics camps were well received and effective, with more than 50 students participating in the summer camp at any given time, approximately 40 students in the After-school French Program, and noticeable increases in vocabulary, confidence and risk-taking in student interactions.

Another project was a 25-hour French as an Additional Language Module for senior high school students. This basic French course focuses on oral language acquisition in its early stages, and will be completed in the coming years if there is sufficient capacity.

## Council of Ministers of Education (CMEC) Programs

### EXPLORE

#### Explore

Explore is a five-week intensive language-immersion program offered in the spring or summer. The role of the BESF is to promote the program, help students complete their registration, provide information and guidance to the students and their families before the start of the program, remain available in case of unforeseen situations, and process credit and reimbursement requests.

In addition to the seven bursaries awarded for Nunavut, two additional bursaries were awarded for a total of nine completed files.

### DESTINATION CLIC

#### Destination Clic

Destination Clic is a bursary for enrichment in French as a first language delivered in the form of a three-week program for students in Grades 8 and 9 residing outside of Quebec. The program gives students the opportunity to improve their knowledge of the French language and build their cultural identity as Francophones by being with other students who are in the same situation elsewhere in Canada. It is a way to compensate for their minority status and to offer them a chance to realize that they are part of a larger group.

There were no applications received for Destination Clic despite school promotion efforts. The small pool of eligible candidates (five) is the main reason for the absence of bursary recipients.

### ODYSSEY

#### Odyssey

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

The assistants provide support to FAL teachers (many of whom are anglophone) in the teaching of various language components (oral, phonological awareness, pronunciation, reading and writing), and help students to discover Francophone culture. Furthermore, in the French as a first language school, language assistants offer activities that allow students to build their cultural identity as Francophone which supports teachers in their responsibility to create occasions where students are immersed in their culture.

Three positions per year are awarded in Nunavut. While three French assistants (working in four Iqaluit schools) began the school year, only one completed his mandate.

## Development Of Resources For French Minority Language Education

The Council of Ministers of Education, Canada, in partnership with provincial and territorial departments, develops resources designed to address identified needs with respect to French minority language education.

Since 2003 three main resources have been developed for French minority language schools: one relates to francization; another to oral, writing and reading strategies; and a third to cultural appropriation at school. These resources, still deemed relevant, will be examined and updated to meet emerging needs in the next two years.

The purpose of each project is to create a tool that will be used in the classroom by the teachers. In addition to financial participation by the department, BESF employees assist in the development of these resources to ensure the Northern reality is reflected in every project.

Consultations with stakeholders (French school teaching staff, early childhood educators, school administrators, parents, etc.) were held in January 2016. A survey and interviews were conducted during this process.

Following the consultations an initial recommendation report was presented in April 2016 to the provinces and territories offering French-language minority education. The final report was submitted in November 2016. CMEC members agreed to blend the francization and oral communication resources into one and to update the content based on the latest research.



# Student Support

|                 | 2015-16     |             |
|-----------------|-------------|-------------|
|                 | BUDGET      | ACTUAL      |
| STUDENT SUPPORT | \$2,327,000 | \$2,015,604 |
| TOTAL           | \$2,327,000 | \$2,015,604 |

## Student Support

At its heart, education is about students. Student support seeks to create an education system in Nunavut where all students are able to meet their potential. The mandate of Student Support is to lay the foundation of inclusive education in Nunavut. This is enacted through developing a vision; establishing policies; defining common role expectations for all stakeholders; and identifying and allocating required resources such as funding and personnel.

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



## Implementing Inclusive Education Review Recommendations

In 2015-2016 Student Support led a department-wide response to *Reaching and Teaching All Students: A Model to Guide the Practice of Inclusive Education in Nunavut* that included developing an action plan, and completing a draft of the *Programming for Student Achievement Manual and Toolkits*.

A business case was submitted and approved to establish education support services. The division also submitted a request for decision to Cabinet with related briefing notes, minister's statements and letters; and began work on the five main tasks identified in "The Proposed Model of Inclusion" in *Reaching and Teaching All Students* (available on the Nunavut Legislative Assembly website).

Drafts were completed of the *Programming for Student Achievement Manual and Toolkits*, as well as the *Student Support Assistant Handbook* and the *Ilinniarvimmi Inuusilirijit Handbook*.



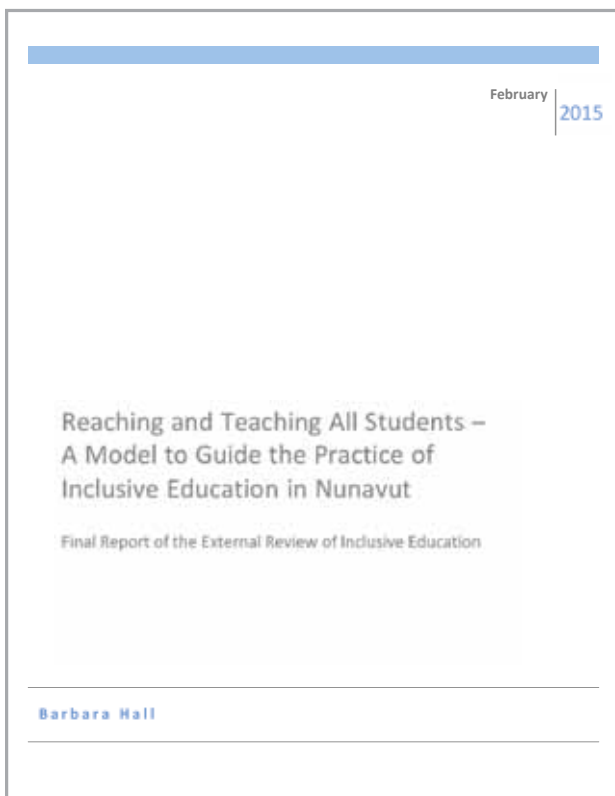
## Safe Schools

As part of the department's Safe Schools Initiative partnership with the Nunavut Teacher's Association Student Support sat on the Safe Schools and Anti-Violence Committee. This work is intended to support community-level development of safe work environments for school staff and safe learning spaces for students.

In 2015-2016 Student Support reviewed and recommended revisions to the *Nunavut Emergency Preparedness Crisis Prevention, Intervention and Postvention Staff Manual*. Also, in partnership with the Nunavut Department of Health and the Canadian Red Cross, violence prevention programming was developed.

Two days of RespectEd training were delivered in the following communities:

- Qikiqtani:
  - Hall Beach, Igloolik, Kimmirut, Pangnirtung, Qikiqtarjuaq, Clyde River, Pond Inlet, Sanikiluaq, Kimmirut, Arctic Bay, Resolute Bay, Cape Dorset and two days to each of the Iqaluit schools
- Kivalliq:
  - Baker Lake, Coral Harbour, Arviat, Rankin Inlet (four days), Whale Cove, and Naujaat
- Kitikmeot:
  - Kugluktuk, Taloyoak, Gjoa Haven, Kugaruuk, and Cambridge Bay





## Safe Communities: Suicide Prevention

Suicide affects all Nunavummiut children and families, and this division plays a role in supporting Nunavut communities in their ongoing efforts to reduce the prevalence of suicide in our territory. Children's social-emotional learning is intricately linked with healthy development, safety, achievement and quality of life.

As a member of the Nunavut Suicide Prevention Implementation Committee, Student Support takes the lead in helping to develop the prevention, intervention and postvention capacities of schools and communities.

In 2015 and 2016 Student Support represented the GN at the suicide inquest, and contributed to the GN's response to the jury's recommendations. Staff also participated in the development of video training resources to help front-line employees use the Interagency Information Sharing Protocol.

## Whole School Health

Because student achievement is intimately related to student wellbeing, Student Support is committed to ensuring that Nunavut schools are safe and welcoming spaces. Whole school health is one approach that helps to reach that goal.

Whole school health addresses school health in a planned, integrated and holistic way in order to support improvements in student achievement and wellness. Issues like physical activity, positive mental health, and injury prevention are addressed within the whole school health model.

In 2015-2016 an action plan was written to drive the work of the Health/Education Working Group. A co-chair was established on the interdepartmental working group, and, following territory-wide consultation, the final draft of *Ilinniarvimmi Inuusilirijit Handbook* was approved.

## Managing And Coordinating Nunavut's Membership Within The Joint Consortium Of School Health

In other school health-related activities, the division managed and coordinated Nunavut's membership on the Joint Consortium of School Health. In 2015-2016 Student Support participated in all monthly meetings and online forums, sat on the Core Indicators Committee and School-based Positive Mental Health Committee, and submitted an annual report.

## Supporting Student Social-Emotional Learning And Development

This year an action plan was drafted to drive the work of the Health/Education Working Group in 2016-2017. Territory-wide consultation and the final draft of the *Ilinniarvimmi Inuusilirijit Handbook* were completed in March 2016.





## Student Support Staff Development

Developing a Student Support Assistant Certificate Program was a priority. This goal entailed submitting a program overview, describing program outcomes, and finalizing the related contribution agreement for accreditation with Nunavut Arctic College (NAC). Courses 1 through 4 were delivered with the first cohort of student support assistants.

## Student support teacher training

Staff collaborated with the Regional School Operations offices to develop territory-wide training for student support teachers. Based on the recommendations of the Auditor General and the Inclusive Education Review, priority was given to training in differentiated instruction that was delivered to student support teachers in each region during the year.

## Student Support Staff Training

In 2015-2016 there was much activity in the area of student support staff training, including:

- Collaboration with Nunavut Arctic College to develop a framework for a revised Student Support Assistant Program
- Delivery of new student support assistant credential program courses one to four with the first cohort of 30 candidates
- Organization of a week of school-based, online professional development for 165 student support assistants
- Development and delivery of differentiated instruction training to student support teachers in Cambridge Bay, Rankin Inlet and Iqaluit
- Development and delivery of grief support and behavioural change training to Ilinniarvimmi Inuusilirijit in Cambridge Bay, Rankin Inlet and Iqaluit
- Consultation with all Ilinniarvimmi Inuusilirijit on the draft *Ilinniarvimmi Inuusilirijit Handbook* and role.



## Educator Development and Assessment Services

|   | 2015-16            |                    |
|---|--------------------|--------------------|
|   | BUDGET             | ACTUAL             |
| <b>EDUCATOR DEVELOPMENT AND ASSESSMENT SERVICES</b> | \$1,284,000        | \$417,942          |
| <b>TEACHER CERTIFICATION &amp; STUDENT RECORDS</b>  | \$602,000          | \$344,570          |
| <b>STUDENT ASSESSMENT &amp; EVALUATION</b>          | \$804,000          | \$259,746          |
| <b>STUDENT INFORMATION SYSTEM</b>                   | \$403,000          | \$338,694          |
| <b>TOTAL</b>  | <b>\$3,093,000</b> | <b>\$1,360,953</b> |

### Educator Development and Assessment Services

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

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





## Teacher Certification And Registration

The evaluation of teacher credentials is carried out to determine certification eligibility, and the Nunavut Educator Certification Service (NECS) places teachers at the appropriate salary levels and makes salary adjustments. NEQS (Nunavut Educator Qualification Services) makes decisions regarding teacher appeals, suspension and/or cancellation of teaching certificates. These activities ensure accountability and rigor in the Nunavut educator certification process.

A policy brief outlining the current status of teacher certification was planned in 2015-2016, but was not submitted.

## Nunavut Teachers' Association (NTA) Partnership

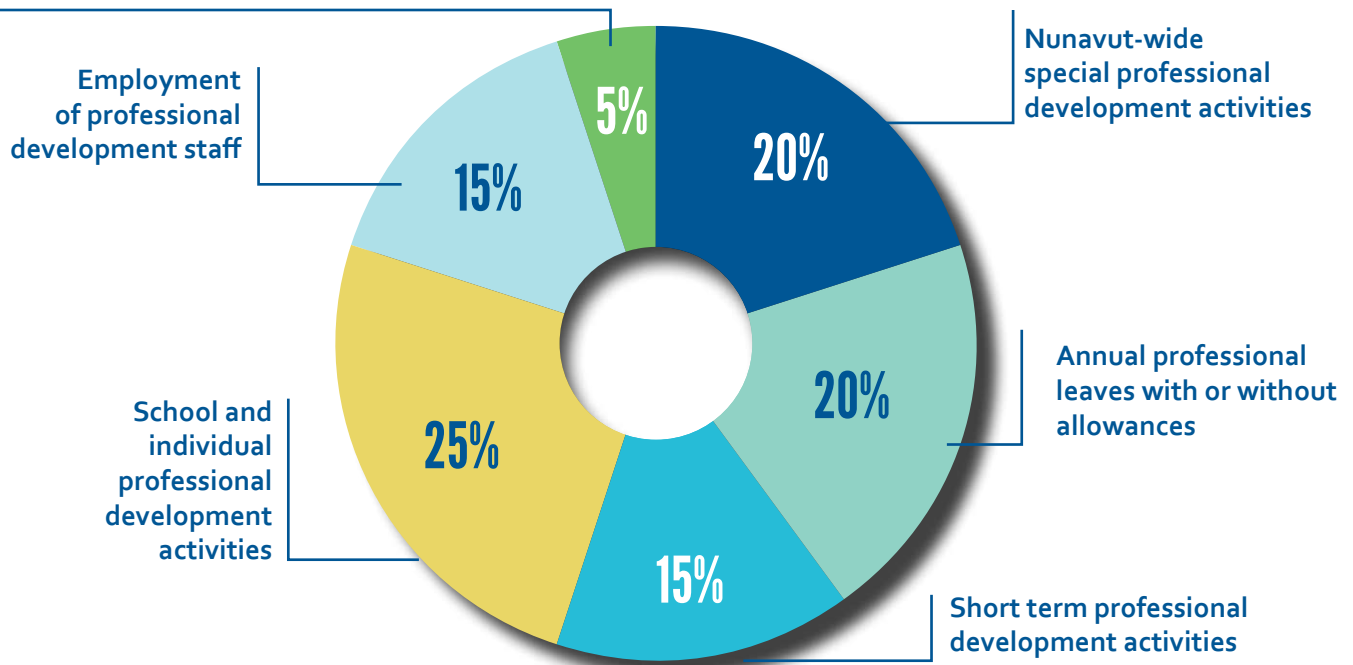
The Government of Nunavut and the Nunavut Teachers' Association (NTA) share a commitment to lifelong educator professional development through the collective agreement.



## Nunavut Teachers' Association (NTA) Professional Development Fund

In 2015-2016 the territorial government contributed approximately \$3.1 million to the NTA Professional Development Fund. The Government of Nunavut annually contributes 4.5% of the gross base salaries of all NTA members to the fund. The fund is allocated for the following purposes:

### Opportunities for teachers to learn the languages in the bilingual language of instruction model(s) selected by the District Education Authority



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

## Nunavut Teachers' Association (NTA) Staffing

2015-2016 saw significant growth in staffing:

- Forty-three new positions were approved in 2015-2016 to hire a learning coach in each school, as well as six regional literacy consultants to support the department's literacy initiative
- New teachers were hired across Nunavut by the beginning of the 2015-16 school year.
- Learning Coaches were hired in the Kitikmeot and Kivalliq and in some Qikiqtani communities.

In communities with extreme staff housing shortages the department prioritizes classroom teachers first over learning coaches.

The 2015/16 Student Educator Ratio (SER) resulted in a net increase of 7.5 positions:

Qikiqtani had an increase of **16** positions

Kivalliq had a decrease of **20** positions

Kitikmeot had an increase of **11.5** positions

## HIGHLIGHTS OF 2015-2016 INCLUDE:

- A data integrity analysis was conducted in October-November 2015. One school was found to have severe issues, and the situation was remedied.
- Student Information System training was provided to all new principals in September 2015. Second and third rounds of training for lower priority groups (e.g. experienced users) were completed in spring 2016.
- Policy was consulted on the three most useful reports from SIS. Two of three have been identified and the SIS team has participated in Crystal Reports training in January 2016. The goal of March 2016 was not met due to the late training date and temporarily reduced staff capacity during January-March 2016.

## Student Information System (Maplewood)

Educator Development and Assessment Services maintains the Nunavut Student Information System (SIS), which is used to capture student enrolment, attendance and achievement in all Nunavut schools. The division ensures the smooth operation of SIS, and trains and supports users.

The division strives to improve data quality and facilitate data-driven decision making by providing reports and raw data on enrolment, attendance and achievement. These tools allow measurement of both student achievement and the effectiveness of program outcomes.

## Data Mining and Advanced Reporting

This division is working on mining data from the Student Information System and building a framework of reports for basic to advanced analyses on student achievement and attendance. These reports will go beyond standard SIS reports to address specific questions posed by the department's decision makers, with the goal of improving student achievement tracking, and providing better analysis of program outcomes.

The framework was begun and reviewed, but work has paused on this project.

## Student Assessment and Evaluation

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

In 2015-2016 the division was to complete a comprehensive Nunavut Assessment Policy, outlining the philosophy, terminology, and general assessment practices to be followed in Nunavut schools. This goal was not met, but the policy work is ongoing, and is being developed in tandem with the Nunavut Assessment Framework.

## Tell Them From Me (TTFM)

Tell Them From Me is a survey of Nunavut students that provides data on 25 measures of student outcomes, with an emphasis on school completion. The data collected can be used in a school, region or territory-wide monitoring system alongside academic achievement to provide a comprehensive assessment of schooling outcomes.

Collecting data on student perceptions of school and education helps the department:

- Support schools in making improvements to improve student retention and completion rates.
- Identify what students feel they need in order to learn.
- Improve its capacity to track and evaluate efforts to improve system effectiveness.

When provided to school staff, this data will also inform school improvement planning and program delivery.

A field test was planned for 2015-2016 followed by a territory-wide survey roll-out, but these goals were not met. This program has been dropped due to issues with bandwidth and the inability of the program to cope with a translated version.

## Distance Learning Projects

Professional development through distance learning was a high priority in 2015-2016. Distance learning is a cost-effective way to deliver training across the territory. The following online training modules have been developed and/or delivered:

- **Student Information System (SIS):**
  - **Student Information System for Principals:** designed to help both new and experienced principals complete the basic requirements for SIS management
  - **Student Information System for Superintendents:** provides superintendents with the skills to monitor and evaluate school data accuracy and completeness, and to assist principals with decisions based on SIS information
  - **A Student Information System for Teachers** module was developed as well, with delivery expected in March 2016. This module focuses on providing teachers with the basic skills required for daily operation of the system.

In addition to the above, the following distance learning modules are in development:

- **Assessment for Learning:** Introduces the process of seeking and interpreting evidence for use by teachers to decide where students are in their learning timeline/plan and how best to achieve their learning goals.

The first module includes video footage from classrooms in Rankin Inlet and Iqaluit in which teachers and students use the assessment for learning model to support literacy development. Filming and editing took place in February 2015 and February 2016.

- **Human Resources: The Hiring Process:** Module sections include: legal obligations, working with unions, advertising positions, priority screening, priority hiring, the interview process, consistent scoring of candidates and relocation and orientation.

## Nunavut Teacher Education Program (NTEP)

The Nunavut Teacher Education Program prepares qualified teachers for employment in Nunavut elementary and middle schools. It is offered over four academic years, and is delivered via a partnership between the University of Regina, Nunavut Arctic College, and funded by the Department of Education.

NTEP includes a minimum of three Inuit language courses and three Inuit culture courses. These

contribute to student preparation to meet the Inuit language and culture requirements of teaching in Nunavut schools.

The Nunavut Teacher Education Program is an example of making professional education more accessible in the Kitikmeot, Kivalliq and Qikiqtani Regions and in communities throughout Nunavut.

Through NTEP 86 students pursued a Bachelor of Education degree in eight communities in the 2015-2016 school year.

## Nunavut Teacher Education Program Enrollment

| COMMUNITY           | ORIGINAL ENROLLMENT | CURRENT ENROLLMENT | INUIT STUDENTS |
|---------------------|---------------------|--------------------|----------------|
| <b>IQALUIT</b>      | 27                  | 27                 | 24             |
| <b>KUGAARUK</b>     | 14                  | 14                 | 14             |
| <b>TALOYOAK</b>     | 5                   | 5                  | 5              |
| <b>ARVIAT</b>       | 10                  | 10                 | 10             |
| <b>RANKIN INLET</b> | 5                   | 5                  | 4              |
| <b>SANIKILUAQ</b>   | 6                   | 6                  | 6              |
| <b>CLYDE RIVER</b>  | 9                   | 9                  | 9              |
| <b>POND INLET</b>   | 10                  | 10                 | 10             |
| <b>TOTALS</b>       | 86                  | 86                 | 82             |

As of September 2016 there were approximately 515 NTEP graduates: 250 who have obtained certificates and 265 who have earned the Bachelor of Education degree. The majority of graduates are employed, mostly within the Nunavut school system. There are also graduates working in other Government of Nunavut departments, and with Inuit organizations.



## Nunavut Teacher Induction Program (NTIP)



**NUNAVUT TEACHER  
INDUCTION PROGRAM**

The Department of Education developed and delivers the Nunavut Teacher Induction Program, an ongoing teacher orientation and mentoring program in partnership with the Nunavut Teachers' Association.

This program is for all new teachers, including graduates of the Nunavut Teacher Education Program and teachers coming from the south; whether first year or experienced teachers.

The department would like to develop and deliver standardized orientation training for new educators but currently this is not possible due to the variability in school calendars across the territory.

An orientation training working group was established with representation from all three regions, including experienced educators, those new to the profession, and graduates of the Nunavut Teachers Education Program. Other stakeholders such as the Nunavut Teachers Association, Regional School Offices, District Education Authorities and Elders were also consulted. In 2015-2016 work began on development of an NTIP orientation kit, slated for completion in 2016-2017.

The NTIP website is another important orientation tool. Educators hired June 2015 or later were instructed to use the resources on the NTIP site, and based on the results of a September 2015 survey, staff were in compliance with this practice, with the exception of a few hires that experienced internet connectivity issues. An additional survey of new hires in November 2015 generated positive qualitative feedback about the website, with 85% of respondents rating the website 6 or higher on a scale of 1-10.

For more information about NTIP, visit <https://ntip.gov.nu.ca/>.

## Certificate In Educational Leadership In Nunavut (CELN)

The CELN is offered through the University of Prince Edward Island and consists of five graduate-level university courses focused on school leadership. CELN is a mandatory requirement for Nunavut principals.

The CELN is being revised to reflect the important role that literacy plays in student success and high school completion. Once complete, the revised CELN will include a literacy leadership and assessment component in all courses.

As of February 2016, 77 students had completed at least one CELN course, and an additional 24 were registered for a course scheduled to begin March 1, for a total of 101 students. Results of a February 2016 survey reveal ratings of 4 out of 5 for the courses.

## Uqaqatigiiluk!/Adapted Applied Suicide Intervention Skills Training (ASIST)



The Department of Education strongly encourages and supports training for all staff to ensure they have the necessary skills and confidence to assist with emergencies both at the school and in the community.

The goal of ASIST training is to provide strategies, tools and information that help staff feel more prepared to assist in prevention of the immediate risk of suicide.

To date over 700 school staff, including teachers, student support assistants, Ilinniarvimmi Inuusilirijit, custodial staff, principals and vice principals, have received ASIST training.

## Red Cross Partnership for Staff Development

Since 2012 the Department of Education has been working in partnership with the Red Cross to pilot and expand training and programming to all schools and communities in Nunavut. The Canadian Red Cross offers a number of awareness and prevention courses to help reduce violence, bullying and abuse:

- **10 Steps** outlines ten key steps you can take to help create a safer environment.
- **RespectEd** teaches adults and youth how to work together to create safe environments, prevent bullying between youth, prevent teen dating violence, prevent child abuse and neglect, and prevent workplace bullying.
- **Be Safe!** is a personal safety program for children aged five to nine years with a focus on healthy relationships and child sexual abuse prevention.

Educator Development and Assessment collaborated with Red Cross to integrate multiple Red Cross programs into a workshop package that addresses Nunavut-specific realities such as travel costs, materials adapted to communities' context, and case studies reflecting Nunavut's realities.

Training materials and resources were also developed in Nunavut using Nunavummiut skills and knowledge and integrating Nunavummiut values. Two trainers have been certified in Nunavut to lead RespectEd and 10 Steps programs.



## IQALUIT PRINCIPAL WINS NATIONAL AWARD

The principal at Joamie school in Iqaluit has been recognized as one of the country's top school administrators.

Sonja Lonsdale is one of 40 recipients of Canada's Outstanding Principal awards, given out each year by the Learning Partnership, a charitable organization that advances publicly-funded education in Canada.

Lonsdale joins a growing list of award winning principals, including last year's Nunavut recipient, Sarah Ayaruak, principal of Leo Ussak Elementary School in Rankin Inlet.

**Congratulations Sonja!**





## Adult Learning and Educational Initiatives

### ADULT LEARNING AND EDUCATIONAL INITIATIVES BUDGETS AND EXPENDITURES BY PROGRAM

|   | 2015-16     |             |
|---|-------------|-------------|
|   | BUDGET      | ACTUAL      |
| <b>ALEI ADMINISTRATION</b>                            | \$258,000   | \$371,380   |
| <b>EDUCATIONAL INITIATIVES</b>                        | \$228,000   | \$32,577    |
| <b>EDUCATION ACT</b>                                  | \$457,000   | \$293,439   |
| <b>DEA DEVELOPMENT COORDINATOR</b>                    | \$421,000   | \$403,278   |
| <b>GENERAL EDUCATION DIPLOMA</b>                      | \$29,000    | \$0         |
| <b>LITERACY</b>                                       | \$360,000   | \$330,900   |
| <b>NUNAVUT ADULT LEARNING STRATEGY IMPLEMENTATION</b> | \$537,000   | \$150,528   |
| <b>TOTAL</b>  | \$2,290,000 | \$1,582,103 |

### Adult Learning and Educational Initiatives

Often in Nunavut communities there are adults who would like to complete high school or otherwise continue their education. A high school graduation diploma enhances self-esteem and opens doors to college and university education, as well as a wider range of employment opportunities. Increased literacy skills allow adults to participate fully in Nunavut society. When adults choose to continue their education, all of Nunavut benefits.

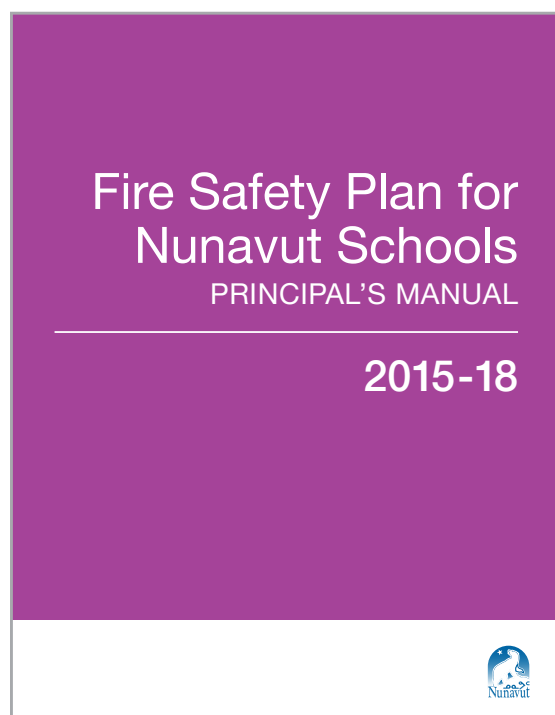


The Adult Learning and Educational Initiatives division is responsible for research, policy development and strategic planning regarding the Nunavut Adult Learning Strategy (NALS), with programs such as the Pathway to Adult Secondary School graduation (PASS) program, and adult literacy.

This division also supports the work of District Education Authority (DEA) development related to the implementation of the *Education Act*, through providing advice and governance for adult learning in Nunavut. Further, it supports the successful delivery of adult programs in support of the economic growth of the territory, and assists with high priority educational initiatives of the department.

## School Safety Transfer of Responsibility

School safety is a high priority for the department, and this division has been responsible for the review, development and updating of all documents related to safety in schools across Nunavut. In 2015-2016, as part of a departmental reorganization, all responsibility for school safety was transferred to Corporate Services, along with all related documents, including *Crisis Response Guidelines*, the *Safety in Schools Principal's Planning Manual*; and the *Fire Safety Planning Manual*.



## Nunavut University Feasibility Study

In October 2014 the department was directed to draft a discussion paper on the feasibility of a Nunavut university. A contract was awarded in October 2015, and Phase One of the feasibility study findings was tabled in the spring of 2016. The study included:

- An assessment of the demand for post-secondary education in Nunavut;
- An account of the legislative and policy requirements required of the GN in order to proceed with expanded post-secondary options;
- Types of programming that would meet Nunavut labour market needs;
- A review of the governance and oversight structures required for quality assurance;
- Physical and technological infrastructure required and their costs;
- Ongoing funding required for construction, operations and maintenance of the university;
- The conclusion that a standalone university is not currently a practical or fiscally sound option for Nunavut;
- Alternative options to expand the suite of post-secondary education options for Nunavummiut in the territory.

## Family Engagement

Family engagement is a high-priority, department-wide initiative. The Adult Learning and Education Initiative Division has been working with Inuit Tapariit Kanatami (ITK) and Nunavut Tunngavik Incorporated (NTI) on the development of a dedicated family engagement website to house educational information and resources gathered from organisations across Nunavut and other Canadian jurisdictions.

In 2015 initial steps were taken to research the vast array of resources accessible for parents, students and educators to add to the website. A communications plan was developed to support the release of the new resource document *It Starts at Home* (available on the main GN website). To introduce this resource an announcement was made during Education Week and a letter from the Minister sent to all schools and DEAs.



## Nunavut Adult Learning Strategy (NALS) Implementation

The Nunavut Adult Learning Strategy is a joint venture between the GN and NTI to identify strategies for addressing adult learning needs in Nunavut. The resulting document has been tabled and released, and is available in all official languages.

It is designed to present a comprehensive framework for improving the delivery of adult learning activities in Nunavut during the next 20 years. The strategy focuses on literacy, adult basic education and completion of high school or high school equivalency.

Over the next two decades the department will identify and address adult training requirements in Nunavut, and focus on issues and needs common to all sectors of the Nunavut economy. The strategy also recommends the creation of a Nunavut Mature High School Diploma to allow those who did not complete high school to obtain their matriculation.

## Pathway to Adult Secondary School Graduation (PASS)

The largest group of adult learners in Nunavut is those who have not yet graduated from high school. The Pathway to Adult Secondary School (PASS) program gives adult learners a new route to earn the Nunavut Secondary School Diploma (commonly known as the Grade 12 Diploma).

PASS is designed for adult students over the age of 19 who need only a few credits to complete their high school diploma requirements.

Because the needs of adult learners in Nunavut are diverse, the program is flexible. PASS links learners to other students, teachers and online content through dedicated computers and connectivity designed to work in Nunavut. Students can learn in any Nunavut community, and can easily change communities during their studies.

The department and Nunavut Arctic College (NAC) continue to work collaboratively to ensure excellence in the implementation of the PASS project.

## THE PASS PROGRAM WINTER 2016 SEMESTER LAUNCHED IN JANUARY 2016 WITH 93 STUDENTS ENROLLED IN THE FOLLOWING 14 COMMUNITIES:



- Arviat
- Baker Lake
- Cambridge Bay
- Gjoa Haven
- Hall Beach
- Igloolik
- Iqaluit
- Kugluktuk
- Pangnirtung
- Pond Inlet
- Rankin Inlet
- Resolute Bay
- Sanikiluaq
- Whale Cove

This is an increase from the fall 2016 semester which had the PASS program in 12 communities. In the winter 2016 semester, 21 new students started PASS courses.

## District Education Authority (DEA) Development

The DEA Development Coordinator is responsible for coordinating District Education Authority (DEA) development, training, and consultation related to implementation of the *Education Act*.

In 2015-2016, the development of online training modules for office managers and DEA members began. In an effort to expand on the training available to office managers and DEA members, the first in a suite of 10 online modules for office managers, focusing on financial management, was developed to complement face-to-face office manager regional training.

The DEA/CSFN (Commission scolaire francophone du Nunavut) Training and Orientation Manual was revised and circulated electronically to all DEAs, CSFN and principals in 2016. An updated version of the manual is available on the department's website.

Three regional training sessions were held in the fall of 2015. The training focused on DEA Office Manager and DEA member roles and responsibilities, DEA contribution agreements, and DEA financial management (internal controls, finance reports and budgeting). Office managers and one member from each DEA were invited to attend these three day training sessions.

### ATTENDANCE NUMBERS AT REGIONAL TRAINING SESSIONS BY REGION

| REGION       | OFFICE MANAGERS |            | DEA/CSFN MEMBERS |            |
|--------------|-----------------|------------|------------------|------------|
| KITIKMEOT    | 4 of 5          | 80%        | 3 of 5           | 60%        |
| KIVALLIQ     | 6 of 7          | 86%        | 6 of 7           | 86%        |
| QIKIQTANI    | 11 of 14        | 79%        | 10 of 14         | 71%        |
| CSFN         | 0 of 1          | 0%         | 0 of 1           | 0%         |
| <b>TOTAL</b> | <b>21 of 27</b> | <b>78%</b> | <b>19 of 27</b>  | <b>70%</b> |

## Adult Literacy

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

Federal literacy funding is not easily accessible to local organizations, therefore funding provided by the department is necessary to ensure appropriate literacy programs are available in Nunavut communities.



# APPENDICES

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# EARLY CHILDHOOD PROGRAM STATISTICS

**Appendix Table 1: Licensed ECE facilities and spaces by type and region 2015-2016**

|                                   | KITIKMEOT  | KIVALLIQ   | QIKIQTANI <sup>1</sup> | IQALUIT    | NUNAVUT     |
|-----------------------------------|------------|------------|------------------------|------------|-------------|
| LICENSED DAYCARES                 | 4          | 8          | 8                      | 7          | 27          |
| ABORIGINAL HEAD STARTS            | 3          | 2          | 2                      | 0          | 7           |
| LICENSED PRESCHOOLS               | 2          | 2          | 1                      | 3          | 8           |
| LICENSED AFTERSCHOOL              | 0          | 0          | 1                      | 5          | 6           |
| LICENSED HOME DAYCARE             | 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> | <b>86</b>  | <b>133</b> | <b>106</b>             | <b>160</b> | <b>485</b>  |
| <b>PART-TIME PRESCHOOL SPACES</b> | <b>104</b> | <b>60</b>  | <b>68</b>              | <b>44</b>  | <b>276</b>  |
| <b>FULL-TIME INFANT SPACES</b>    | <b>28</b>  | <b>42</b>  | <b>46</b>              | <b>49</b>  | <b>165</b>  |
| <b>AFTERSCHOOL SPACES</b>         | <b>0</b>   | <b>0</b>   | <b>30</b>              | <b>109</b> | <b>139</b>  |
| <b>TOTAL SPACES</b>               | <b>218</b> | <b>235</b> | <b>250</b>             | <b>362</b> | <b>1065</b> |

**Appendix Table 2: Primary and secondary language of in licensed ECE facilities <sup>2</sup>**

| PRIMARY LANGUAGE | NUNAVUT (%) | SECONDARY LANGUAGE | NUNAVUT (%) |
|------------------|-------------|--------------------|-------------|
| INUKTITUT        | 55.3%       | INUKTITUT          | 35.9%       |
| INUINNAQTUN      | 2.2%        | INUINNAQTUN        | 5.2%        |
| ENGLISH          | 34.0%       | ENGLISH            | 56.4%       |
| FRENCH           | 8.5%        | FRENCH             | 2.5%        |
| <b>TOTAL</b>     | <b>100%</b> | <b>TOTAL</b>       | <b>100%</b> |

<sup>1</sup> The Qikiqtani columns above do not include figures for Iqaluit, which has its own column.

<sup>2</sup> Not all facilities responded to the language survey. The numbers reported are of all those that did respond. Of those facilities which responded with a primary language of use, not all responded with a secondary.

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

|                          | KITIKMEOT | KIVALLIQ | QIKIQTANI <sup>1</sup> | IQALUIT | NUNAVUT |
|--------------------------|-----------|----------|------------------------|---------|---------|
| <b>BENEFICIARIES</b>     | 37        | 56       | 43                     | 47      | 183     |
| <b>NON BENEFICIARIES</b> | 4         | 3        | 6                      | 40      | 53      |
| <b>TOTAL<sup>2</sup></b> | 41        | 59       | 49                     | 87      | 236     |

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

|  | KITIKMEOT | KIVALLIQ | QIKIQTANI <sup>1</sup> | IQALUIT | NUNAVUT |
|--|-----------|----------|------------------------|---------|---------|
| <b>FUNDED CI PROPOSALS</b>               | 5         | 8        | 4                      | 4       | 21      |
| <b>FUNDED SS PROPOSALS</b>               | 3         | 1        | 3                      | 4       | 11      |
| <b>FUNDED CI AND SS JOINT PROPOSALS</b>  | 0         | 0        | 1                      | 0       | 1       |
| <b>TOTAL FUNDED PROPOSALS</b>            | 8         | 9        | 8                      | 8       | 33      |
| <b>COMMUNITIES WITH FUNDED PROPOSALS</b> | 3         | 4        | 7                      | 1       | 15      |

<sup>1</sup> The Qikiqtani columns above do not include figures for Iqaluit, which has its own column.

<sup>2</sup> Not all facilities responded to the language survey. The numbers reported are of all those that did respond. Of those facilities which responded with a primary language of use, not all responded with a secondary.

**Appendix Table 5: District Education Authorities that Accessed DEA-ECE Funding**

|                      | REQUESTED (\$) | APPROVED (\$) | ACTIVITY             |                      |                   |
|----------------------|----------------|---------------|----------------------|----------------------|-------------------|
|                      |                |               | ELDERS PARTICIPATION | RESOURCE DEVELOPMENT | FAMILY ACTIVITIES |
| <b>NUNAVUT</b>       |                |               |                      |                      |                   |
| <b>KITIKMEOT</b>     |                |               |                      |                      |                   |
| <b>CAMBRIDGE BAY</b> |                | \$53,139.00   | YES                  | YES                  | YES               |
| <b>GJOA HAVEN</b>    | \$22,280.00    | \$22,280.00   | YES                  | YES                  | YES               |
| <b>KIVALLIQ</b>      |                |               |                      |                      |                   |
| <b>ARVIAT</b>        | \$90,000.00    | \$90,000.00   | YES                  | NO                   | NO                |
| <b>QIKIQTANI</b>     |                |               |                      |                      |                   |
| <b>CSFN</b>          | \$55,600.00    | \$55,600.00   | YES                  | YES                  | NO                |
| <b>IQUALUIT</b>      |                | \$153,645.00  | YES                  | YES                  | YES               |
| <b>POND INLET</b>    | \$38,400.00    | \$38,400.00   | YES                  | YES                  | YES               |
| <b>SANIKILUAQ</b>    | \$40,000.00    | \$40,000.00   | YES                  | YES                  | YES               |

**Appendix Table 6: Headcounts by School and Gender**

|                           |                                 | GENDER |      |      |
|---------------------------|---------------------------------|--------|------|------|
|                           |                                 | TOTAL  | F    | M    |
| <b>NUNAVUT</b>            |                                 | 9947   | 4935 | 5049 |
| <b>KITIKMEOT</b>          |                                 | 1872   | 932  | 940  |
| <b>CAMBRIDGE BAY</b>      | Kiilnik High School             | 192    | 101  | 91   |
|                           | Kullik Ilihakvik                | 229    | 113  | 116  |
| <b>GJOA HAVEN</b>         | Qiqirtaq Ilihakvik              | 196    | 92   | 104  |
|                           | Quqshuun Ilihakvik              | 219    | 113  | 106  |
| <b>KUGAARUK</b>           | Kugaardjuk Ilihakvik            | 311    | 151  | 160  |
| <b>KUGLUKTUK</b>          | Jimmy Hikok Ilihakvik           | 199    | 95   | 104  |
|                           | Kugluktuk High School           | 200    | 97   | 103  |
| <b>TALOYOAK</b>           | Netsilik Ilihakvik              | 326    | 170  | 156  |
| <b>KIVALLIQ</b>           |                                 | 3127   | 1583 | 1581 |
| <b>ARVIAT</b>             | John Arnalukjuak High School    | 308    | 157  | 151  |
|                           | Levi Angmak Elementary School   | 366    | 180  | 186  |
|                           | Qitiqliq Middle School          | 177    | 86   | 91   |
| <b>BAKER LAKE</b>         | Jonah Amitnaaq Secondary School | 314    | 158  | 156  |
|                           | Rachel Arngnamaktiq Elementary  | 256    | 115  | 141  |
| <b>CHESTERFIELD INLET</b> | Victor Sammurtok School         | 108    | 50   | 58   |
| <b>CORAL HARBOUR</b>      | Sakku School                    | 322    | 161  | 161  |
| <b>NAUJAAT</b>            | Tusarvik School                 | 408    | 218  | 227  |
| <b>RANKIN INLET</b>       | Leo Ussak Elementary School     | 277    | 154  | 123  |
|                           | Maani Ulujuk Ilinniarvik        | 323    | 166  | 157  |
|                           | Simon Alaittuq School           | 112    | 56   | 56   |
| <b>WHALE COVE</b>         | Inuglak School                  | 156    | 82   | 74   |

|                     |                                   | TOTAL | GENDER |      |
|---------------------|-----------------------------------|-------|--------|------|
|                     |                                   |       | F      | M    |
| <b>QIKIQTANI</b>    |                                   | 4948  | 2420   | 2528 |
| <b>APEX</b>         | Nanook School                     | 43    | 10     | 33   |
| <b>ARCTIC BAY</b>   | Inuujaq School                    | 273   | 134    | 139  |
| <b>CAPE DORSET</b>  | Peter Pitseolak School            | 185   | 104    | 81   |
|                     | Sam Pudlat School                 | 215   | 84     | 131  |
| <b>CLYDE RIVER</b>  | Quluaq School                     | 331   | 164    | 167  |
| <b>GRISE FIORD</b>  | Umimmak School                    | 36    | 17     | 19   |
| <b>HALL BEACH</b>   | Arnaqjuaq School                  | 260   | 129    | 131  |
| <b>IGLOOLIK</b>     | Ataguttaaluk<br>Elementary School | 382   | 171    | 211  |
|                     | Ataguttaaluk High School          | 253   | 119    | 134  |
| <b>IQALUIT</b>      | Aqsarniit Ilinniarnvik            | 299   | 163    | 136  |
|                     | École des Trois-Soleils           | 82    | 44     | 38   |
|                     | Inuksuk High School               | 415   | 200    | 215  |
|                     | Joamie School                     | 242   | 119    | 123  |
|                     | Nakasuk School                    | 364   | 189    | 175  |
| <b>KIMMIRUT</b>     | Qaqqalik School                   | 151   | 60     | 91   |
| <b>PANGNIRTUNG</b>  | Alookie School                    | 194   | 94     | 100  |
|                     | Attagoyuk Illisavik               | 246   | 119    | 127  |
| <b>POND INLET</b>   | Nasivvik High School              | 209   | 92     | 117  |
|                     | Ulaajuk School                    | 312   | 161    | 151  |
| <b>QIKIQTARJUAQ</b> | Inuksuit School                   | 132   | 72     | 60   |
| <b>RESOLUTE BAY</b> | Qarmartaluk School                | 54    | 21     | 33   |
| <b>SANIKILUAQ</b>   | Nuiyak School                     | 145   | 84     | 61   |
|                     | Paatsaali School                  | 168   | 80     | 88   |



**Appendix Table 7: 2015–2016 Enrolment (headcount) by Grade and Ethnicity**

| 2015-16<br>GRADE | TOTAL | INUIT |     |       | NON-INUIT |    |       |
|------------------|-------|-------|-----|-------|-----------|----|-------|
|                  |       | F     | M   | TOTAL | F         | M  | TOTAL |
| <b>K</b>         | 807   | 406   | 362 | 768   | 15        | 24 | 39    |
| <b>1</b>         | 850   | 419   | 388 | 807   | 20        | 23 | 43    |
| <b>2</b>         | 814   | 368   | 401 | 769   | 21        | 24 | 45    |
| <b>3</b>         | 782   | 348   | 355 | 703   | 38        | 41 | 79    |
| <b>4</b>         | 753   | 324   | 388 | 712   | 19        | 22 | 41    |
| <b>5</b>         | 690   | 343   | 314 | 657   | 15        | 18 | 33    |
| <b>6</b>         | 718   | 318   | 367 | 685   | 19        | 14 | 33    |
| <b>7</b>         | 711   | 305   | 322 | 627   | 39        | 45 | 84    |
| <b>8</b>         | 686   | 297   | 322 | 619   | 39        | 28 | 67    |
| <b>9</b>         | 676   | 310   | 339 | 649   | 16        | 11 | 27    |
| <b>10</b>        | 975   | 433   | 489 | 922   | 27        | 26 | 53    |
| <b>11</b>        | 775   | 365   | 353 | 718   | 28        | 29 | 57    |
| <b>12</b>        | 790   | 392   | 358 | 750   | 21        | 19 | 40    |

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

|                           |  | 2015-16 (%)  |
|---------------------------|--|--------------|
| <b>NUNAVUT</b>            |  | <b>70.4%</b> |
| <b>KITIKMEOT</b>          |  | <b>67.6%</b> |
| <b>CAMBRIDGE BAY</b>      | Kiiliniq High School                   | 54.7%        |
|                           | Kullik Ilihakvik                       | 76.0%        |
| <b>GJOA HAVEN</b>         | Qiqirtaq Ilihakvik                     | 54.9%        |
|                           | Quqshuun Ilihakvik                     | 48.0%        |
| <b>KUGAARUK</b>           | Kugaardjuk Ilihakvik                   | 78.6%        |
| <b>KUGLUKTUK</b>          | Jimmy Hikok Ilihakvik                  | 71.6%        |
|                           | Kugluktuk High School                  | 70.8%        |
| <b>TALOYOAK</b>           | Netsilik Ilihakvik                     | 77.3%        |
| <b>KIVALLIQ</b>           |  | <b>72.0%</b> |
| <b>ARVIAT</b>             | John Arnalukjuak High School           | 76.6%        |
|                           | Levi Angmak Ilinniarvialaaq            | 60.9%        |
|                           | Qitiqliq Middle School                 | 65.9%        |
| <b>BAKER LAKE</b>         | Jonah Amitnaaq Secondary School        | 69.1%        |
|                           | Rachel Arnngnamaktiq Elementary School | --           |
| <b>CHESTERFIELD INLET</b> | Victor Sammurtok School                | 85.8%        |
| <b>CORAL HARBOUR</b>      | Sakku School                           | 72.7%        |
| <b>NAUJAAT</b>            | Tusarvik School                        | 66.5%        |
| <b>RANKIN INLET</b>       | Leo Ussak Elementary School            | 80.0%        |
|                           | Maani Ulujuk Ilinniarvik               | 73.1%        |
|                           | Simon Alaittuq School                  | 87.5%        |
| <b>WHALE COVE</b>         | Inuglak School                         | 67.9%        |
| <b>QIKIQTANI</b>          |  | <b>70.5%</b> |
| <b>APEX</b>               | Nanook School                          | 88.0%        |
| <b>ARCTIC BAY</b>         | Inuujaq School                         | 66.7%        |
| <b>CAPE DORSET</b>        | Peter Pitseolak School                 | 74.4%        |
|                           | Sam Pudlat School                      | 81.9%        |

Notes: *Highlighted fields indicate schools that record period attendance, while unhighlighted fields indicate schools that record AM/PM attendance*  
*-Attendance data for schools highlighted in red are unavailable*

|                     |                                | 2015-16 (%) |
|---------------------|--------------------------------|-------------|
| <b>CLYDE RIVER</b>  | Quluaq School                  | 74.0%       |
| <b>GRISE FIORD</b>  | Umimmak School                 | 68.1%       |
| <b>HALL BEACH</b>   | Arnaqjuaq School               | 58.2%       |
| <b>IGLOOLIK</b>     | Ataguttaaluk Elementary School | 71.9%       |
|                     | Ataguttaaluk High School       | 64.3%       |
| <b>IQALUIT</b>      | Aqsarniit Ilinniarvik          | 84.0%       |
|                     | École des Trois-Soleils        | 80.7%       |
|                     | Inuksuk High School            | 77.8%       |
|                     | Joamie School                  | 88.9%       |
|                     | Nakasuk School                 | 84.0%       |
| <b>KIMMIRUT</b>     | Qaqqalik School                | 69.3%       |
| <b>PANGNIRTUNG</b>  | Alookie School                 | 75.5%       |
|                     | Attagoyuk Illisavik            | 64.5%       |
| <b>POND INLET</b>   | Nasivvik High School           | 60.5%       |
|                     | Ulaajuk School                 | 71.7%       |
| <b>QIKIQTARJUAQ</b> | Inuksuit School                | 61.8%       |
| <b>RESOLUTE BAY</b> | Qarmartalik School             | 89.9%       |
| <b>SANIKILUAQ</b>   | Nuiyak School                  | 78.8%       |
|                     | Paatsaali School               | 56.5%       |

Notes: *Highlighted fields indicate schools that record period attendance, while unhighlighted fields indicate schools that record AM/PM attendance*  
*-Attendance data for schools highlighted in red are unavailable*

## Appendix Table 9: 2015-2016 Graduates by Community

| <b>NUNAVUT</b>   |           | <b>252</b>         |            |                  |            |
|------------------|-----------|--------------------|------------|------------------|------------|
| <b>KITIKMEOT</b> | <b>37</b> | <b>KIVALLIQ</b>    | <b>106</b> | <b>QIKIQTANI</b> | <b>109</b> |
| Cambridge Bay    | 12        | Arviat             | 32         | Arctic Bay       | 10         |
| Gjoa Haven       | 6         | Baker Lake         | 7          | Cape Dorset      | 7          |
| Kugaaruk         | 8         | Chesterfield Inlet | 8          | Clyde River      | 8          |
| Kugluktuk        | 7         | Coral Harbour      | 9          | Grise Fiord      | 4          |
| Taloyoak         | 4         | Naujaat            | 13         | Hall Beach       | 2          |
|                  |           | Rankin Inlet       | 31         | Igloolik         | 17         |
|                  |           | Whale Cove         | 6          | Iqaluit          | 30         |
|                  |           |                    |            | Kimmirut         | 0          |
|                  |           |                    |            | Pangnirtung      | 17         |
|                  |           |                    |            | Pond Inlet       | 11         |
|                  |           |                    |            | Qikiqtarjuaq     | 1          |
|                  |           |                    |            | Resolute Bay     | 0          |
|                  |           |                    |            | Sanikiluaq       | 2          |

## Appendix Table 10: Graduates by Characteristic

| <b>TOTAL</b>       | <b>252</b> | <b>%</b> |
|--------------------|------------|----------|
| <b>AGE GROUP</b>   |            |          |
| <b>UNDER 17</b>    | 2          | 1%       |
| <b>17 TO 18</b>    | 138        | 55%      |
| <b>19 AND OVER</b> | 112        | 44%      |
| <b>ETHNICITY</b>   |            |          |
| <b>INUIT</b>       | 234        | 93%      |
| <b>NON-INUIT</b>   | 18         | 7%       |
| <b>SEX</b>         |            |          |
| <b>FEMALES</b>     | 144        | 57%      |
| <b>MALES</b>       | 108        | 43%      |

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

## Appendix Table 12: K-12 Nunavut Program 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>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>INUUQATIGIIT</b>                           | Inuuqatigiit (NWT) 1996   |                            |                            |                            |                            |                            |                              |
| <b>ENTREPRENEURSHIP</b>                       |   |                            |                            |                            |                            |                            |                              |
| <b>TOURISM</b>                                |   |                            |                            |                            |                            |                            |                              |
| <b>IQQAQAUKKARINGNIQ</b>                      |   |                            |                            |                            |                            |                            |                              |
| <b>MATH</b>                                   | Mathematics K-9 (AB) 2007 (Updated 2014)  |                            |                            |                            |                            |                            |                              |
| <b>SCIENCE</b>                                | NWT Grade K-6 Science And Technology Curriculum 2004  |                            |                            |                            |                            |                            |                              |
| <b>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>            | Aularuhikut: Career and Program Planning<br>Creating a Career and Program Plan: The Journey Begins (NU/NWT, 2000) |                            |                            |                            |                            |                            |                              |

**Terms List**  
*BDBE* – Baffin Division Board of Education  
*Revised* – the document was reviewed with significant changes  
*Update* – the document was reviewed with some minor changes

Appendix Table 12 continued on next page.

## 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 continued on next page.

\*special permission required for student to take this course

## 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                           | 10-12 Mathematics Prog. of Studies (AB) 2008                           | 10-12 Mathematics Prog. of Studies (AB) 2008 |
|                                    | Knowledge and Employability Mathematics Grades 8 and 9* (AB) 2006 (revised 2009)                                  |   |   | Mathematics 10C/10-3 (AB) 2008   | Mathematics 20-1/20-2 (AB) 2008  | Mathematics 30-1/30-2 (AB) 2008              |
|                                    |   |   |   | Knowledge and Employability Mathematics 10-4* (AB) 2006 (revised 2009) | Mathematics 20-3 (AB) 2008   | Mathematics 30-3 (AB) 2008                   |
|                                    |   |   |   |  | Knowledge and Employability Mathematics 20-4* (AB) 2006 (revised 2009) | Mathematics 31 (AB) 1995 (updated 2014)      |
| <b>SCIENCE</b>                     | Nunavut Adaptation of Science 7-8-9 (AB) 2003 (updated 2009, 2014)  |   |   | Science 10 (AB) 2005 (updated 2014)                                    | Science 20 (AB) 2007 (updated 2014)                                    | Science 30 (AB) 2007 (updated 2014)          |
|                                    | Knowledge and Employability Science Grades 8 and 9* (AB) 2006 (revised 2009)                                      |   |   | Experiential Science 10 (NWT) 2006                                     | Experiential Science 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) (expired June 2015)   |
| <b>CTS</b>                         |   |   |   |  |  |  |
| <b>AULAJAQTUT</b>                  |   |   |   |  |  |  |
| <b>HEALTH</b>                      | School Health Program (NWT) 1995  |   |   |  |  |  |
| <b>AULAJAQTUT</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 (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>                | <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> |   |   |  |  |   |   |
| <b>ENGLISH LANGUAGE ARTS</b> | NWT English Language Arts Curriculum K-6, 2011  |   |   |  |  |   |   |
| <b>ARTS</b>                  | <i>Programme français d'éducation artistique (MB) 2011</i>  |   |   |  |  |   |   |
| <b>INUKTITUT</b>             | Inuktitut Language Arts K-6 (NU) 2013   |   |   |  |  |   |   |
| <b>NUNAVUSIUTIT</b>          |   |   |   |  |  |   |   |
| <b>SOCIAL STUDIES</b>        | <i>Sciences humaines : programmes d'études et guide de mise en oeuvre – maternelle à la 3<sup>e</sup> année (NWT) 2009</i>                  |   |   | <i>Sciences humaines : programmes d'études et guide de mise en oeuvre – 4<sup>e</sup> année (NWT) 2007</i> | <i>Sciences humaines : programmes d'études et guide de mise en oeuvre – 5<sup>e</sup> année (NWT) 2014</i> | <i>Les sciences humaines à l'élémentaire – 6<sup>e</sup> année (NWT) 1993</i> |   |
| <b>INUUQATIGIIT</b>          | <i>Inuuqatigiit (NWT) 1996</i>  |   |   |  |  |   |   |
| <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>Programme français d'éducation artistique (MB) 2011</i>  |   |   | <i>Art dramatique 10 (AB) 1993</i>                                | <i>Art dramatique 20 (AB) 1993</i>                                | <i>Art dramatique 30 (AB) 1993</i>                                |
|                              |   |   |   | <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</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: 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>AULAJAAQTUT</b>                 |   |  |   |   |   |   |  |
| <b>HEALTH</b>                      | School Health Program – K-9 (NWT) 1991  |  |   |   |   |   |  |
|                                    | Programme de santé et préparation pour la vie – maternelle à la 9 <sup>e</sup> année (AB) 2002          |  |   |   |   |   |  |
| <b>AULAJAAQTUT</b>                 |   |  |   |   |   |   |  |
| <b>PHYSICAL EDUCATION</b>          | Éducation physique (maternelle à la 12 <sup>e</sup> année) (AB) 2000                                    |  |   |   |   |   |  |
|                                    | Éducation physique (maternelle à la 12 <sup>e</sup> année) : guide de mise en oeuvre (AB) 2001          |  |   |   |   |   |  |
|                                    | Deux modules du programme d'études (MB) 2001 : Gestion de la condition physique et Motricité            |  |   |   |   |   |  |
| <b>OTHER</b>                       |   |  |   |   |   |   |  |
| <b>CAREER AND PROGRAM PLANNING</b> |   |  |   |   |   |   | Aulaaaruhiq:<br>Career and Program Planning<br><br>Creating a Career and Program Plan:<br>The Journey Begins<br>Gr. 9 (NU/NWT, 2000) |
| <b>KINDERGARTEN PROGRAM</b>        | Programme d'éducation de maternelle (AB) 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>Aulaaruiqut: Career and Program Planning Creating a Career and Program Plan: The Journey Begins Gr. 9 (NU/NWT, 2000)</i> |   |   | <i>Aulajaaqtut : Career and Program Planning Gr. 10-12 (NU) 2013</i>          |  |   |
| <b>KINDERGARTEN PROGRAM</b>        |   |   |   |   |  |   |

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