

Department of Education

Progress Report on Language of Instruction Regulations and Curriculum 2023-2024

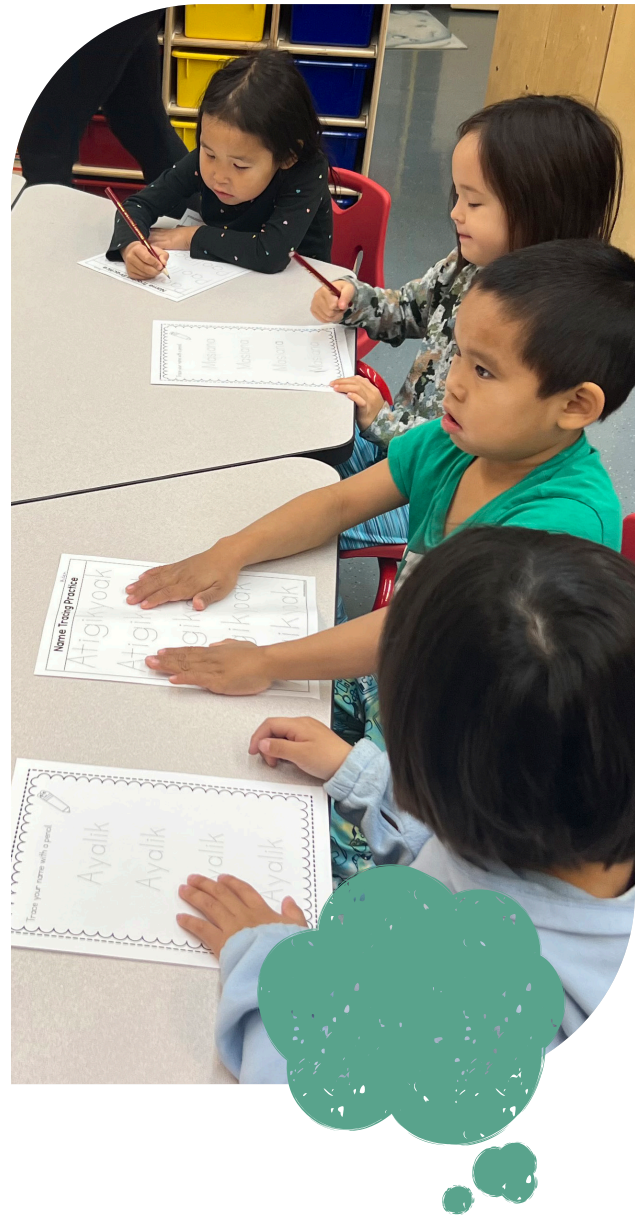


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Background

The *Interim Language of Instruction Act* received assent on June 13, 2022. Under the Act, the Department of Education (the department) is committed to providing an annual progress report on the development of new *Language of Instruction Regulations*, as well as the development and implementation of Inuit language curricula. This report is organized according to two parts as follows:

- **Part A** - Language of Instruction Regulations Review and Development
- **Part B** - Progress on the Development and Implementation of Inuit Language Curricula

This is the third progress report developed by the department since the passing of the Act. This report covers the activities of the department in the 2023-2024 year which includes activities from July 2023 to June 2024, to align with the school year set-out in the *Education Act*.



Part A

Language of Instruction Regulations Review and Development

In 2023-2024, the department continued to work collaboratively with its key partners to review the Language of Instruction Regulations through the Language of Instruction Working Group (the Working Group). The Working Group was central to all regulation review related activities and included representation from the Department, Nunavut Tunngavik Incorporated (NTI), the Coalition of Nunavut District Education Authorities (CNDEA) and the Department of Culture and Heritage.

More specifically, during the 2023-2024 year, the department and Working Group focused their effort on the following:

- Holding monthly meetings with the Working Group;
- Completing initial community engagements;
- Procuring contractors to conduct an Assessment of Language of Instruction Implementation (the Assessment) and a Review of the Bilingual Education Models (the Model Review); and
- Starting the Assessment and Review.

Language of Instruction Working Group

The Working Group continued to meet on a monthly basis throughout 2023-2024. During these discussions, the Working Group covered a range of topics, including:

- Overview summaries of the results of community engagements
- Contracting and progress updates related to the third-party Assessment and Review
- Key topics needed to form part of the revised Language of Instruction Regulations

In addition, members of the Working Group were given the opportunity to form part of the committee responsible for reviewing proposals from contractors related to the third-party Assessment and Review. Similarly, members of the Working Group were given the opportunity to participate in meetings with the selected contractors.



Assessment of Language of Instruction Implementation and Review of the Bilingual Education Models

In 2022-23, the Working Group developed a scope of work for the third-party Assessment and Review. As a next step, in 2023-24, the department prioritized moving forward with the Assessment and Model Review by working with the Department of Community and Government Services (CGS) to release a Request for Proposals and evaluate submissions related to both scopes of work.

With support from CGS and some members of the Working Group, a contractor was selected for the Model Review in the Winter of 2024. The contracting for the Assessment was delayed with a contractor being selected in the Spring of 2024. Work for both the Assessment and Review projects was carried-out over the Spring and Summer of 2024. The Assessment and Model Review are anticipated to be complete in September 2024, with findings to be shared with the Working Group towards the end September 2024.

Findings from the Assessment will be shared with the contractor carrying-out the Model Review; this will allow the Model Review to integrate and consider the Assessment findings before recommendations on the bilingual education models are finalized.

The department looks forward to reporting on the outcomes of the Assessment and Model Review in its report next year.



Continuation of Initial Community Engagements

Another significant focus for the department in 2023-2024 was the continuation and completion of the initial community engagements. These engagements are a crucial part of the *Language of Instruction Regulations* development process, as they offer not only an opportunity for the department to collect community perspectives on language of instruction, but also help to prepare communities for the upcoming consultations that are to take place on the amended *Language of Instruction Regulations* in 2024-2025.

During the previous year, the department started the community engagement process by partnering with the CNDEA to visit seven communities from February through May 2023. In 2023-2024, the department continued this partnership with the CNDEA and visited an additional 18 communities. Unfortunately, the Department and CNDEA were unable to conduct initial engagements in the community of Whale Cove, due to availability of accommodation. The department looks forward to engaging this community in 2024-25 on the amended *Language of Instruction Regulations*.

Below is a summary of the communities visited throughout 2023-2024:

Community Visited	Date of Visit
Kimmirut	September 18 - 22, 2023
Iqaluit	October 2 - 6, 2023
Apex	October 16 - 24, 2023
Qikiqtarjuaq	November 5 - 9, 2023
Sanikiluaq	November 16 - 23, 2023
Kugluktuk	November 7 - 11, 2023
Cambridge Bay	November 11 - 19, 203
Taloyoak	November 27 - Dec. 1, 2023
Gjoa Haven	December 2 - 9, 2023

Community Visited	Date of Visit
Arctic Bay	December 6 - 9, 2023
Pond Inlet	January 5 - 9, 2024
Sanirajak	January 15 - 19, 2024
Igloolik	January 22 - 26, 2024
Kinngait	January 22 - 29, 2024
Kugaaruk	February 19 - 25, 2024
Clyde River	February 19 - 24, 2024
Pangnirtung	March 4 - 9, 2024
Arviat	April 15 -19, 2024



Next Steps – 2024-2025 Regulation Development Timeline

In 2024-2025, the department will prioritize the following *Language of Instruction Regulations* development activities:

- completing the Assessment and Model Review;
- developing policy intentions;
- carrying-out community consultations;
- drafting the amended *Language of Instruction Regulations*; and
- preparing for Cabinet submission.

The timelines associated with these activities are captured in the graphic below.



Part B

Progress on the Development and Implementation of Inuit Language Curricula

In the 2023-2024 year, the department also prioritized the development and implementation of Inuit language curricula to ensure Nunavut students have access to a curriculum that is made in Nunavut. The department's progress on this work is provided below.

Curriculum Background

The Department of Education is committed to ensuring all students receive a bilingual education in the Inuit Language and either French or English¹ that is grounded in Inuit Qaujimajatuqangit and that all graduates are able to use both languages competently. To meet this goal, the department has established a 20-year plan to develop and implement a made-in-Nunavut curriculum supported with culturally relevant educational resources, assessment tools, and educator training for all subjects. A schedule for the development of Inuktitut Language Arts' curricula, teaching materials, and training has also been established under the *Education Act*. In 2023-2024, the department continued to implement the plan, is on track with the timelines, and is making strong progress forward.

While the department implements the plan, schools continued to deliver Inuit language instruction using existing approved curriculum, resources, and training materials.

The development of the made-in-Nunavut curricula includes the following stages:

- **Stage 1** – Curriculum development that outlines expected learning outcomes in each subject and grade
- **Stage 2** – Creation of assessment and reporting tools that align with curriculum learning outcomes and teaching methods
- **Stage 3** – Creation of teaching and learning resources that support learner's progression towards curriculum learning outcomes
- **Stage 4** – Creation and delivery of efficient training sessions that support teachers in the delivery of made-in-Nunavut curriculum



¹ The district education authority will determine if the second language will be French or English.

Curriculum Development Progress

Although progress was made in the development of all subject areas, the department prioritized the development of the kindergarten-Grade 6 (K-6) language curricula as it is a key component of the department's curriculum development plan.

Below is a summary of progress related to the development of the made-in-Nunavut curriculum in 2023-2024.



Completed drafts of K-6 curricula for:

- Inuktitut First Language: Final draft
- Inuktitut Second Language: Final draft
- Inuktitut Language Immersion: Final draft
- English Second Language: Final draft
- English First Language: Final draft
- Social Studies: Final draft
- Physical Education, Health and Wellness: Final draft
- Science: Final draft
- Mathematics: Final draft
- Arts Education (Fine Arts): Final draft



Continued development of Grade 7-9 curricula for:

- Inuktitut Language Arts First Language (Progression Chart)
- Inuktitut Second Language (Progression Chart)
- Inuktitut Language Immersion (Progression Chart)
- English Second Language (Progression Chart)
- Arts Education (Progression Chart)
- Physical Education, Health, and Wellness (Progression Chart)
- Social Studies (Progression Chart)



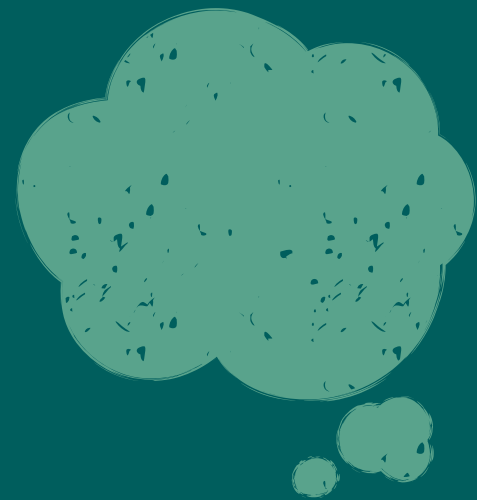
Continued development of K-6 curriculum for Inuinnaqtun Second Language

Curriculum Implementation Progress

The department successfully completed the development of the Nunavut K-6 Curricula in 2023-2024. Further, the department continued to develop resources to support Inuktut as the Language of Instruction and Inuktut as a second language. In addition, training continued to be offered to educators on the Inuktut Titiqqiriniq literacy program.

Ensuring a qualified workforce of Inuktut speaking educators is key to implementation of the curricula. In 2023-2024, the department continued efforts to develop, recruit, and retain Inuit Language teachers. This included the ongoing collaboration with Nunavut Arctic College to provide the Nunavut Teacher Education Program.

The department also continued to offer the Sivummuakpaallirutiksat Education Leave Program, which supports department staff to become educators. Under this program, staff receive paid leave to participate in full-time studies at a recognized post-secondary, vocational, professional, or technical institution. In addition, training continued to be offered to educators on the Inuktut Titiqqiriniq literacy program.



Next Steps

The department is committed to continuing the important work of developing its made-in-Nunavut curriculum. The following are some key activities planned for 2024 – 2025:

- Ministerial approval for K-6 curricula in all subject areas
- Development of Grade 7-9 curricula for:
 - Inuktitut Language Arts First Language (1st draft)
 - Inuktitut Second Language (1st draft)
- Development of Grade 10-12 curricula:
 - Needs Assessment

The department will support this work with stakeholder meetings and reviews with educators and subject-area experts. In 2024-2025, the department will continue its partnership with the Qikiqtani Inuit Association and Inuit Heritage Trust to support the development of resources for Social Studies and Arts Education curricula, respectively.

The following are some key activities planned for 2025 – 2027:

- Implementation of new K- Grade 1 curriculum in the 2025-26 school year.
- Completion and final approval of Grade 7-9 curriculum
- Development of Grade 10 – 12 Inuktitut Language Arts, First Language, Inuktitut Second Language, and Inuktitut Language Immersion curricula
- Development of Grade 10-12 curricula in other subject areas

The department will support this work with stakeholder meetings and reviews with educators and subject-area experts.



