

Department of Education

Annual Report

2023-2024



Table of Contents

Minister's Message	3
2023-2024 School Year in Review	4
Key Achievements	6
Early Learning and Child Care	6
Final Year of Implementation for the Revised Student Staff Funding Formula	8
Pilot of Full-Day Kindergarten	8
Capital Projects/School Expansion	9
Post-Secondary Education (Advanced Education) Supports	10
Stakeholder Engagement	11
School Mental Health Support Services	14
Support Services Provided	16
Report on Inuit Qaujimajatuqangit	20
Nunavut Curriculum	20
Locally Developed Courses and Programs	21
Professional Development	21
Report on Language of Instruction	22
Implementation of the Bilingual Education Models	22
Capacity to Provide Instruction in Inuktitut	23
Review of Language of Instruction Regulations	24



Organizational Structure	25
Summary of Divisions within the Department	26
Department of Education Budget	32
Appendix A - Additional Statistics	35

Minister's Message

Dear students, educators, educational partners and Nunavummiut,

This year has shown us what we can accomplish when we work together. Guided by your voices, the Department of Education has reached important milestones reflecting our vision for learning.

Together, we continued our work on kindergarten to grade six curricula for all subjects, getting us much closer to a K-12 Nunavut curriculum that showcases our languages, values and ways of learning. This work also reflects deep collaboration with educators, Elders, and curriculum experts, and is an important step in shaping education that is relevant and empowering for our future leaders.

With the rollout of school-based mental health supports across all communities, students now have access to mental wellness services within their own schools because every student deserves to feel supported, understood, and valued.

We launched a Full-Day Kindergarten pilot in five schools, marking a significant advancement in early learning. The pilot is helping us better understand how to enrich play-based and language-focused education that gives our young learners the strongest start possible. To enable this important pilot, investments were made to ensure the expansion of schools to meet the program's needs. This is in addition to major capital renovations completed this year, such as the expansion of École des Trois-Soleils in Iqaluit.



Supporting those who care for and teach our youngest learners, we increased the number of child care spaces available in the territory and implemented the Early Learning and Child Care Wage Scale, strengthening recruitment and retention while recognizing the vital work of early childhood educators through increased wages.

We completed a comprehensive review of the Financial Assistance for Nunavut Students program in 2023-2024. This review will lead to enhancements in the support available to our students pursuing post-secondary education.

None of this could have been accomplished alone. Collaboration – with Inuit organizations, federal partners, educators, community leaders, and families – has been the key to our progress. Your insights and partnership continue to guide us, and we remain deeply committed to working together to deliver the best education possible to all our learners.

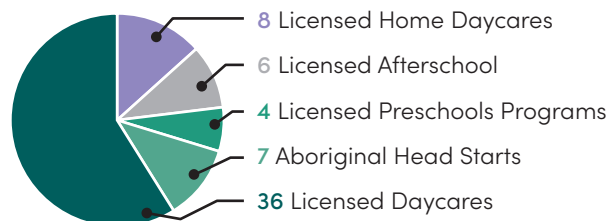
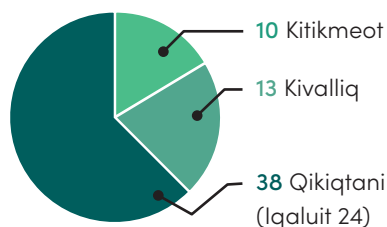
Quana,

Honourable Pamela Gross
Minister of Education


2023–2024 School Year in Review


Early Learning and Child Care

 **59**
licensed child
care centres
offering **61**
programs



 **4** new
licensed child
care centres
opened

 **2**
increased
their
spaces

 **1,348**
Total licensed
child care
spaces

 **21**
Young Parents
Stay Learning
Recipients

 **32**
Healthy Children
Initiative
approved
proposals

Child Care Licensed Spaces by Region:

Region	Infant	Full-time Day Care	Preschool / Head start	Afterschool	Total
Kitikmeot	31	126	82	0	239
Kivalliq	50	145	50	17	262
Qikiqtani	63	151	68	30	312
Iqaluit	93	295	16	131	535
Totals	237	717	216	178	1,348


Number of Licensed Facilities by Region:


Licensed Centers	Non-profit	DEA/ CSFN	Hamlet	Home Daycare	GN Operated	Total	In school buildings
Kitikmeot	5	3	2	0	0	10	1
Kivalliq	12	0	1	0	0	13	0
Qikiqtani	8	4	2	0	0	14	6
Iqaluit	12	1	0	8	1	22	5
Totals	37	8	5	8	1	59	12

Number of Children on a Waitlist by Region*:

Region	Infant	Preschool	School-age	Total
Kitikmeot	12	57	0	69
Kivalliq	133	106	0	239
Qikiqtani	14	51	0	65
Iqaluit	396	754	268	1418
Totals	555	968	268	1791

*Note: The waitlist numbers may not be reflective of actual need. Some families may not put their child on a waiting list, and each centre may have their own waiting list, so some families put their names on more than one waiting list.

 **93**
Net gain of
new licensed spaces
when accounting
for centre closings

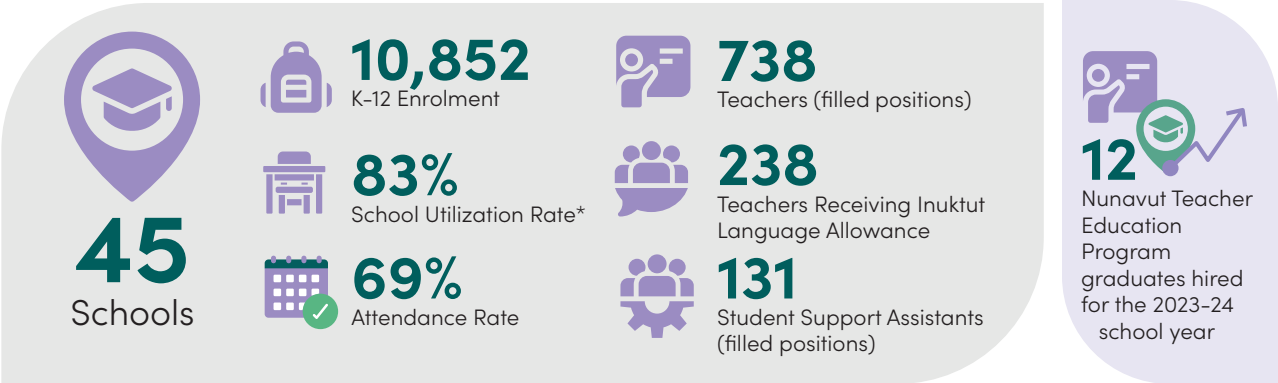
 **96**
new spaces
were created
in 2023–2024

 **20**
full-time infant

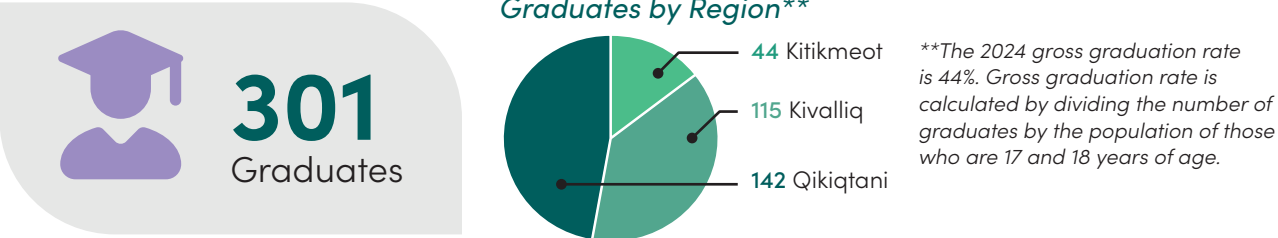
 **76**
full-time
preschool

2023-2024 School Year in Review

K-12



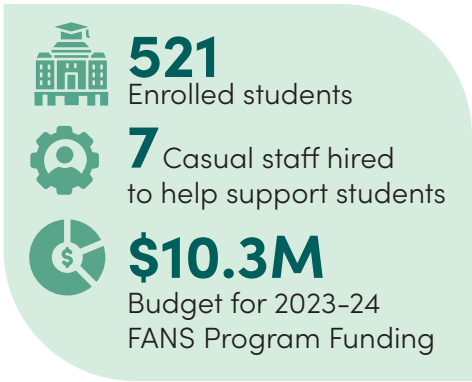
*Note: Utilization rates are calculated as a percentage of the school's capacity versus the number of students enrolled.



Advanced Education

Total Approved Financial Assistance for Nunavut Students (FANS) Applications:

Study location	Inuit	Non-Inuit	Total
In-territory (Nunavut Arctic College)	203	16	219
Out of territory (South)	237	77	314
Totals	440	93	533

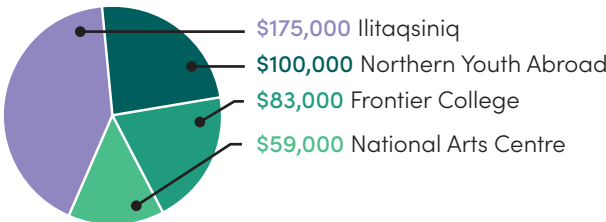


Pathway to Adult Secondary School (PASS)



Youth learning programs

Four literacy programs totalling \$417,000 were funded:



Key Achievements

Early Learning and Child Care


In 2023-2024, the department achieved several milestones across Nunavut's Early Learning and Child Care sector that supported our efforts to deliver high quality early learning and child care to families in Nunavut. In addition to increasing the number of child care facilities and spaces (see the above infographics for details), the department successfully implemented key requirements under the *Canada-Nunavut Canada-Wide Early Learning and Child Care Agreement* and made progress on the Early Learning and Child Care Inclusion and Equity Action Plan.

Early Learning and Child Care Wage Scale

As part of ongoing efforts to enhance the capacity of the Early Learning and Child Care sector and the quality of education and care provided in Nunavut, the department successfully implemented the Early Learning and Child Care Wage Scale in 2023-2024.

The wage scale sets a minimum level of pay for workers in the Early Learning and Child Care sector, which creates incentives for people to stay employed in the field, and to pursue early childhood education certification. The wage scale was developed in partnership with Nunavut Tunngavik Incorporated and the Regional Inuit Associations and meets a key Government of Nunavut commitment under the *Canada-Nunavut Canada-Wide Early Learning and Child Care Agreement*.

The wage scale was implemented in the fall of 2023, with 86% of all eligible centres signing on during the 2023-2024 fiscal year. In advance of the wage scale coming into effect, the department provided a wage top-up subsidy for child care centres until September 30, 2023. In 2023-2024, 557 licensed child care centre staff benefitted from the wage scale, and/or the wage top-up.



Effective April 1, 2024				
Step	Years of Experience	Level 1 Hourly Wage	Level 2 Hourly Wage (ECE Certificate)	Level 3 Hourly Wage (ECE Diploma)
Management Category				
1	0	\$38.90	\$41.66	\$44.61
2	1	\$39.90	\$42.72	\$45.76
3	2	\$40.92	\$43.83	\$46.93
4	3	\$41.97	\$44.95	\$48.14
5	4	\$43.04	\$46.09	\$49.36
6	5+	\$44.14	\$47.27	\$50.63
Early Childhood Educator (ECE) Category				
1	0	\$27.45	\$29.40	\$31.48
2	1	\$28.16	\$30.15	\$32.29
3	2	\$28.87	\$30.92	\$33.12
4	3	\$29.61	\$31.72	\$33.96
5	4	\$30.37	\$32.53	\$34.84
6	5+	\$31.15	\$33.36	\$35.73
Program Support Category				
1	0	\$24.86		
2	1	\$25.52		
3	2	\$26.17		
4	3	\$26.84		
5	4	\$27.52		
6	5+	\$28.23		
Centre Support Category				
	0	\$24.63		
	1	\$25.27		
	2	\$25.91		
	3	\$26.58		
	4	\$27.26		
	5	\$27.95		

NOTE: A northern living allowance ranging from \$7.70/hr to \$14.63/hr is available.

Reviewed annually and may be revised in consideration of the rate of inflation and available funding.

www.gov.nu.ca/education Canada Nunavut

Early Learning and Child Care Quality Framework

Also in 2023–2024, the department completed the development of Nunavut's Early Learning and Child Care Quality Framework; another key commitment under the *Canada–Nunavut Canada-Wide Early Learning and Child Care Agreement*. The Framework was developed in consultation with Inunnguiniirmut Tukimuattitigiit (an ELCC working group led by Nunavut Tunngavik Incorporated and made up of representatives from Nunavut Tunngavik Incorporated, the three regional Inuit associations: Qikiqtani Inuit Association, Kivalliq Inuit Association, and Kitikmeot Inuit Association, and one community economic development organization serving Inuit, Kakivak Association) and incorporates the priorities and strategies identified in the federal Indigenous Early Learning and Child Care Framework. The Framework has an aim to ensure that all children have access to rich comprehensive early learning experiences that are grounded in Inuit societal values, Inuit Qaujimajatuqangit, and Inunnguiniq.

In the winter of 2023–2024, the department started the development of an Action Plan to support implementation of the Framework. This involved consultations with key partners and stakeholders in the Early Learning and Child Care sector, including with Inunnguiniirmut Tukimuattitigiit, to identify strategic focus areas for action. A second round of consultations was carried out to confirm the strategic focus areas, associated actions and indicators for monitoring. The completed Action Plan for the Quality Framework was approved and tabled in the fall 2024 sitting of the Legislative Assembly.



Inclusion and Equity Action Plan

In association with the *Canada–Nunavut Canada-Wide Early Learning and Child Care Agreement*, another key commitment and milestone is the development of the Early Learning and Child Care Strategic Action Plan for Inclusion and Equity. This action plan was tabled in the fall 2023 sitting of the Legislative Assembly.

The Inclusion and Equity Action Plan has three areas of focus:

- Improve the Early Learning and Child Care physical environment
- Support Early Learning and Child Care providers
- Redesign Early Learning and Child Care systems

These strategic focus areas are intended to support the department's commitments to ensure the provision of inclusive early learning and transformation of the child care sector. In 2023–2024, the department established ongoing partnerships with Nunavummi Disabilities Makinnasuaqtiit Society for a sensory toy pilot project and the Nunavut Black History Society to create inclusive learning materials. These initiatives directly support the Government of Nunavut's commitment to developing a plan that addresses ways of enhancing inclusion of children with disabilities and children needing enhanced or individual supports.



Final Year of Implementation for the Revised School Staff Funding Formula

The 2023-2024 school year marked the third and final year of implementation for the revised school staff funding formula. This year, 27.5 Nunavut Teachers' Association positions were added to Nunavut's education system, some of which were used to create guidance counsellor positions in high schools.

Pilot of Full-Day Kindergarten

The department successfully launched a pilot of its Full-Day Kindergarten (FDK) program this year, where full time kindergarten programming was provided to Nunavummiut in five schools, including:

- Nanook School, Apex
- Qaqqalik School, Kimmirut
- Victor Sammurtok School, Chesterfield Inlet
- Inuglak School, Whale Cove
- Jimmy Hikok Ilihakvik, Kugluktuk

To support full-time kindergarten instruction, teachers received in-person training in Iqaluit in the fall of 2023, as well as a Full-Day Kindergarten Educator Handbook, and additional teaching and learning resources to prepare their classrooms.

Mentoring was also provided to the teachers in all five FDK pilot schools during the school year and consisted of on-site visits by two highly experienced teachers, Ashley Tulugak and Neevee Wilkins.

To prepare schools to deliver the programming, kindergarten classrooms were renovated, updated and expanded as needed to ensure that classroom space was adequately sized and suitable for the full day program.

Initial feedback on the Full-Day Kindergarten pilot was positive, and the department is keen to roll-out programming to additional communities in future years, as funding allows.



Capital Projects/School Expansion

The department continued to invest in major capital renovation projects this year, including:

Coral Harbour

The Sakku School major renovation project in Coral Harbour was tendered and awarded. The current school is overcrowded and in poor condition; this project will address these space concerns and will include a new large gym with supporting space and classrooms. The addition will also include a new standalone Community Learning Centre building for the Nunavut Arctic College.



Taloyoak

The contract to design and construct a new high school in Taloyoak was tendered and awarded. The new school is being built to help alleviate capacity pressures within the Netsilik School which is currently over capacity. The project began construction in spring 2024.



Image: Accutech & Parkin

Iqaluit

École des Trois-Soleils' expansion work was completed with funding support from the federal government, and the school opened on September 20, 2023, after two years of work. The expansion increased the capacity of the school to 191 students, and it is now able to accommodate Kindergarten to Grade 12 programs. This expansion also created a school gym that is being accessed regularly by various community groups.

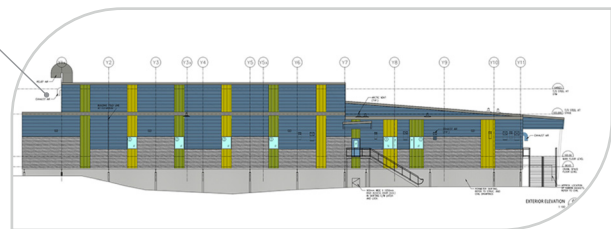


Image: Parkin

Post-Secondary Education (Advanced Education) Supports

Financial Assistance for Nunavut Students Review

The department completed its first ever comprehensive review of the Financial Assistance for Nunavut Students (FANS) program this year, which examined all aspects of the program. The review provided the opportunity to address long standing issues and challenges with the program and re-imagine what could be provided to ensure that the program fosters post-secondary student success and provides more holistic wrap around supports to students.

There were three key findings from the FANS review:

1. The current infrastructure supporting the FANS program requires modernization
2. There is a need for holistic, wrap around benefits to be offered to Nunavut Inuit students
3. The program should be simplified and coordinated to improve program navigation for students

The FANS Comprehensive Review resulted in 35 recommendations, which the department will work to implement. The recommendations focus on the following key areas: funding model; program infrastructure; working together and coordinating with key partners; eligibility; benefits; ineligibility and suspension; loans; application deadlines; and appeals.



The review also identified that major changes to the *Student Financial Assistance Act* were needed to implement recommendations from the review. A number of interim changes to the Financial Assistance for Nunavut Students program were implemented while the legislation was under review.

Interim FANS Program Changes

While the implementation of the recommendations from the review is ongoing, the department has implemented several interim measures to continue to improve the program, such as the introduction of a new Wellness Benefit. The Wellness Benefit provides a supplementary grant of \$500 per semester to eligible full-time students to assist with the high cost-of-living.

Another recommendation coming out of the review was to increase program staff to better support the delivery of the FANS program. As an interim measure, in 2023-2024, seven additional casual staff were hired to support the front-line work associated with supporting students. In addition to the increased staffing for front-line services, the department also

implemented improvements to support public communication and internal processes. These include adjusting living expense payment schedules to have them issued before winter enrollment forms are required, so that students have more time to submit forms; and creating operational calendars and procedure manuals to increase operational efficiency.

Stakeholder Engagement

The department regularly engages and collaborates with partners across key initiatives. In 2023-2024, it re-designed its internal functions to better serve these relationships and the department's media functions. This included integrating communications and partner relations into a single division and adding a new Director, Stakeholder Engagement position, allowing for more coordinated support across both internal teams and media relations.

In line with the government's mandate, the department increased engagement with partners and stakeholders in 2023-2024.

This included, monthly bi-lateral meetings with Nunavut Tunngavik Incorporated, the Nunavut Teachers' Association, and the Coalition of Nunavut District Education Authorities. We focused on various projects and key priorities such as the working group for the review of the *Language of Instruction Regulations* and the working group to support the Department's School Food Program.



Along with the Regional Inuit Associations, partners also supported several projects related to the implementation of initiatives under the *Canada-Wide Early Learning and Child Care Agreement*.

The department also continued to participate in Nunavut Tunngavik Incorporated organized working groups related to the Inuit Child First Initiative funding, as well as a Tripartite table on Language and Education with Nunavut Tunngavik Incorporated, the Department of Culture and Heritage, Nunavut Arctic College and the Government of Canada.



Increasing Capacity of District Education Authorities

The department and the Coalition of Nunavut District Education Authorities (CNDEA) have an ongoing relationship to support District Education Authorities (DEA) so they can effectively fulfill their obligations under the *Education Act*. In 2023–2024, the department developed or launched several key initiatives aimed at increasing the Coalition and District Education Authorities' capacity.



As part of the amendments to the *Education Act*, the Coalition of Nunavut District Education Authorities has a series of new responsibilities. Starting in July 2023, they took over responsibility for DEA training. The department has been working closely with the CNDEA to support their organizational growth. The department increased their contribution agreement for 2023–2024 and included funding for 12 new positions, representing a significant expansion of support that CNDEA can provide to DEAs.

The department also developed a set of three standardized school calendars for District Education Authorities to choose from for the upcoming three school years. Streamlining the options for calendars allows for better teacher orientation and training. As part of the three-year school calendar planning cycle, the department consulted with the CNDEA in the development of the calendar options for the 2025–2026 school year.



Report on Inclusive Education/Inuglugijaittuq

The department continues to implement its Inuglugijaittuq Model of Inclusion, which integrates timely training, coaching, consultative services and resource provision to support every student to progress continuously and successfully in school.

The Inuglugijaittuq Model of Inclusion provides support to schools to ensure that all students progress through the complete learning continuum across five stages, including:

1. Qaujilisaaqtuq: The Emergent Learner
2. Tukisiliqtuq: The Transitional Learner
3. Tukisinaqsiliqtuq: The Communicative Learner
4. Pinasugunnaqsijjuq: The Confident Learner
5. Pijunnaqsijjuq: The Proficient Learner

Education support service providers enhance school programs by providing training for staff; resources; and skill development for students. The following support services are offered directly to students in schools through the department

- American Sign Language Education
- Assistive Technology for Learning
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- School-based Mental Health
- Speech Language Therapy
- Support for Students who are Blind or of Low Vision
- Support for Students who are Deaf and Hard of Hearing
- Support for Students who are Neurodiverse

These education support services are delivered to students in-person and virtually through a tiered system, individually, in small groups, or for whole schools or classes.

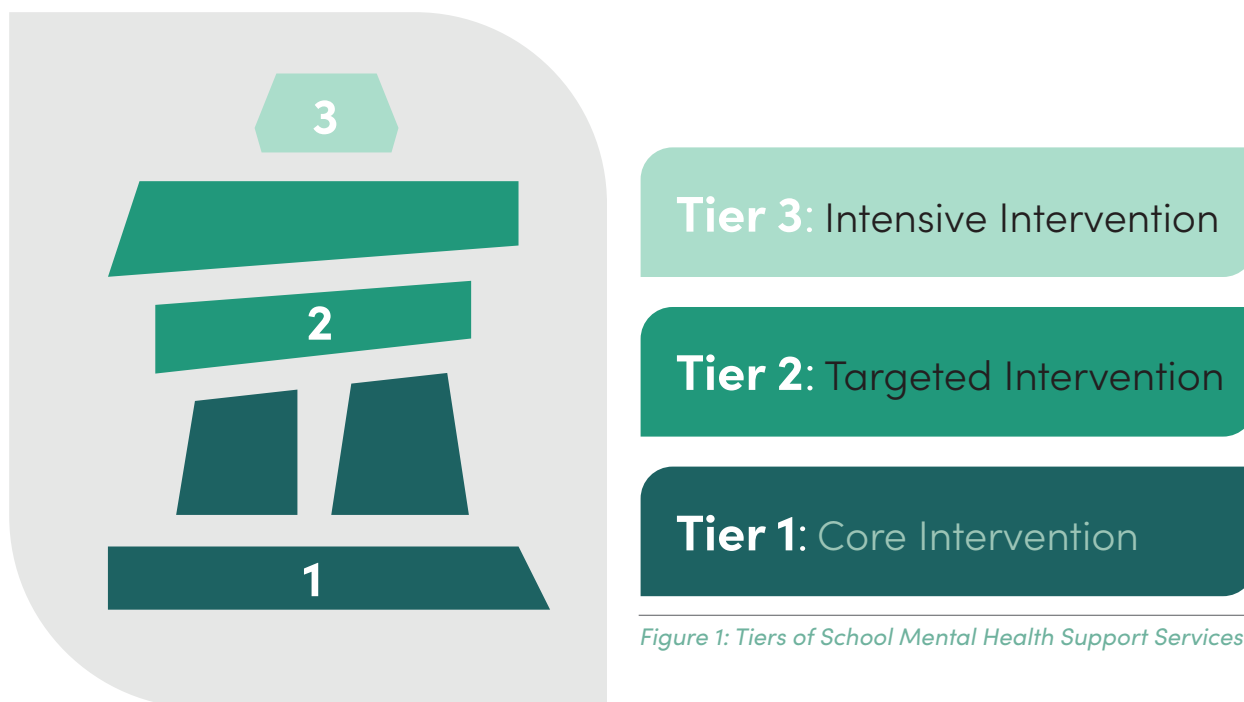


Figure 1: Tiers of School Mental Health Support Services

School Mental Health Support Services

During the 2023–2024 school year, the department expanded its School-Based Mental Health Support Services from 12 communities to all 25 communities across Nunavut, which positioned school mental health consultants to provide a range of tiered services to all students in need with a focus on prevention, early intervention, and targeted, individualized services.

School Mental Health Support Services, in alignment with the Inuglugijaittuq model of support, consists of three tiers, as described below:

The Inuglugijaittuq Model is intended to differentiate between levels of support, not label students based on tiers.

In addition to the Tiers described here, Urgent / Crisis support can be offered at any time to any student when it is needed. This support provides students with specific and immediate attention when their safety or wellbeing is at imminent risk (i.e., violence, suicide, abuse) or they are experiencing situations that require urgent attention. This may be provided by outside agencies. Once the Tier is selected to address the immediate concern, the student can be considered for on-going support based on the Inuglugijaittuq Model.



Universal or Tier 1 - The Whole Class:

Universal or Tier 1 support strengthens inclusive environments as well as school culture and practice to benefit everyone within the school community. Universal practices and systems are implemented across the educational setting.

Everyday teaching practices and environments are strengthened through collaboration and partnerships between school staff and education support service providers.



Targeted or Tier 2 - Small Group Interventions:

Targeted or Tier 2 support offers focused approaches to enhance participation, learning, and wellbeing. To thrive, some of our students require targeted support in addition to universal practice. This may be early intervention or ongoing, short-term support for students experiencing academic, wellbeing, safety, or success concerns.

Staff and education support service providers partner to identify needs and then design and help implement supports for students who require additional adaptations in educational settings.



Tailored or Tier 3 - Individual Support Strategies and Interventions:

Tailored or Tier 3 support provides more specific supports for unique needs and contexts. Some of our students need additional assessment and support to help them progress. Often, Tier 3 refers to accommodations or individualized supports that are ongoing throughout the student's school years.

Staff and education support service providers, along with parents, identify needs and then design and help implement supports for students who require additional assessment and individualized support on an ongoing basis.

In 2023–2024, the successful implementation of mental health services in alignment with this model resulted in 1,774 Tier 1 sessions, 1,109 Tier 2 sessions and 1,329 Tier 3 sessions benefitting 388 students.

Additionally, 15 psychosocial emergency responses were conducted in 12 communities. Six of these sessions were a blend of virtual and in-person support, and nine were virtual support only.

Other student support initiatives provided over 2023–2024 included *Psychological First Aid* training for school staff, individual wellness check-ins with students, virtual empowerment groups for youth, support for interagency collaboration, safety planning and resource sharing.



Support Provided

The department successfully provided education support services in 2023-2024 as shown in the following pages.

Table 1: Education Support Services Individualized Services Summary 2023-2024

Support Service	Students who received services
American Sign Language	11
Educational Psychology	52
Occupational Therapy	500
Physiotherapy	144
School Mental Health Services	388
Speech Language Therapy	486
Deaf and/or Hard of Hearing Support	372



Occupational Therapy Services

Occupational therapists in the school system are focused on supporting a child's overall ability to participate as successfully and fully as possible in the school environment. Occupational therapists can help teachers and parents better understand students' needs and provide strategies for success.

Table 2: Occupational Therapy Services Provided in Schools 2023-2024

Occupational Therapy Services	Nunavut Schools	Occupational Therapy Totals – Territorial:
Tier 3: Individual Intensive Services	Total Students Receiving Support	500
	New Referrals	154
	Students released from support	103
	School Appointments	919
	Virtual Appointments	1449
	Total Appointments	2363
Tier 2: Targeted Services	Students Supported	351
Tier 1: Universal Services	Number of Times Students Were Reached	55317
Time Supporting Schools:	Total Hours of Services	4400.13
	Weeks in Community	42.24

Physiotherapy Services

Physiotherapy in a school setting promotes participation in the educational environment. The main goals of school-based physiotherapy are to improve strength, balance, coordination, and/or mobility. Physiotherapists work with the school team to incorporate movement and activity into instruction.

Table 3: Physiotherapy Services Provided in Schools 2023-2024

Physiotherapy Services	Nunavut Schools	Physiotherapy Totals – Territorial:
Tier 3: Individual Intensive Services	Total Students Receiving Support	144
	New Referrals	37
	Students released from support	26
	School Appointments	209
	Virtual Appointments	412
	Total Appointments	621
Tier 2: Targeted Services	Students Supported	161
Tier 1: Universal Services	Number of Times Students Were Reached	10744
Time Supporting Schools:	Total Hours of Services	1023.08
	Weeks in Community	14.75

Speech Language Pathology Services

Speech-language pathologists are essential members of the school team; contributing to all aspects of student communication, including the interconnection between listening, speaking, reading, writing, and interacting with others. Speech-language pathology services support academic success, as well as the social and emotional well-being of students.

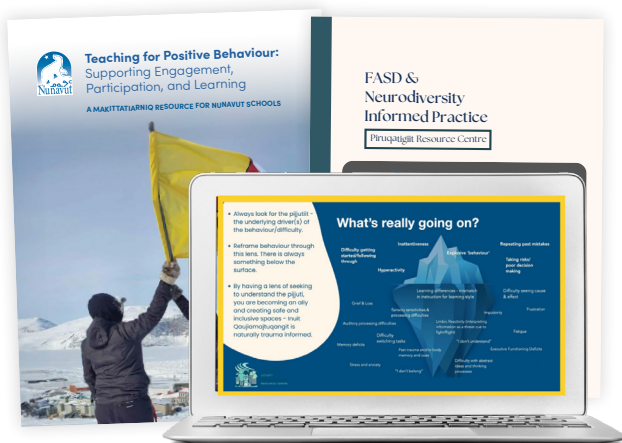
Table 4: Speech Language Pathology Services Provided in Schools 2023-2024

Speech Language Pathology Services	Nunavut Schools	Speech Language Pathology Totals – Territorial:
Tier 3: Individual Intensive Services	Total Students Receiving Support	486
	New Referrals	155
	Students released from support	130
	School Appointments	558
	Virtual Appointments	1066
	Total Appointments	1624
Tier 2: Targeted Services	Students Supported	299
Tier 1: Universal Services	Number of Times Students Were Reached	37576
Time Supporting Schools:	Total Hours of Services	2657.73
	Weeks in Community	32.75

As we increase and improve our reporting capacity, tier-related statistics for the other education support services (Deaf and Hard of Hearing education, American Sign Language education, educational psychology, school-based mental health, and support for students with neurodiversity) will be available in future annual reports.

For example, Deaf and Hard of Hearing Education services include consultants who focus on supporting the needs of students who are deaf and hard of hearing. This includes identifying hearing equipment

needs, working with school to implement universal strategies for deaf and hard of hearing students, creating professional development opportunities, etc. The focus on services this year was to identify needs, common themes, and develop Tier 1 supports.



Resource Development

Two key resources finalized in the 2023-2024 year to support students will be distributed and made available later in 2024.

Teaching for Positive Behaviour: Supporting Engagement, Participation, and Learning Resource and Discussion Guide

At the heart of this resource is a commitment to fostering self-regulation and co-regulation in students—skills that are essential for positive behaviour, engagement, and lifelong well-being. The strategies outlined in the handbook emphasize the importance of strong relationships, emotional awareness, and responsive support systems to help students navigate their emotions and actions effectively.

We are proud to highlight the alignment of this work with the principles of Inuit Qaujimajatuqangit. The handbook reflects core Inuit Qaujimajatuqangit values such as interconnectedness, respect, and collective responsibility—principles that guide students toward self-awareness and mutual care. For example, Piliriqatigiinniq (working together for a common cause) embodies the spirit of co-regulation, where educators and peers support one another in maintaining balance and harmony. Similarly, Aajiqatigiinniq (decision-making through discussion and consensus) models the reflective, collaborative problem-solving that strengthens self-regulation.

Teaching and Reaching Students who are Neurodiverse in collaboration with Piruqatigiit Resource Centre

This approach reflects a deep commitment to fostering environments where students with forms of neurodiversity, including Fetal Alcohol Spectrum Disorder, feel supported, understood, and empowered. By equipping school staff with the right tools, resources, and knowledge, educators can create spaces that prioritize emotional well-being, belonging, and meaningful engagement.

The strategies outlined in this handbook emphasize the importance of responsive, relationship-based support systems that honour the unique strengths and needs of neurodiverse learners. When schools integrate Fetal Alcohol Spectrum Disorder and neurodiversity-informed practices, the positive ripple effects extend far beyond the classroom—reducing stress, fostering stability, and encouraging a strong sense of inclusion. This approach leads to a decrease in oppositional or volatile behaviours, improved attendance, and an overall healthier learning environment for students and educators alike.

This work is grounded in the belief that a supportive school culture is built through intentional, informed actions. By cultivating understanding, collaboration, and adaptability, educators can create learning spaces where all students—regardless of their neurodiversity—feel valued, capable, and connected.



Report on Inuit Qaujimajatuqangit

In 2023–2024, the department made progress towards developing an education system that reflects the principles of Inuit Qaujimajatuqangit (IQ) and Inuit societal values, most notably in terms of curriculum development.

Nunavut Curriculum

The department is on track with its curriculum development schedule to complete curriculum implementation by the 2036–2037 school year. In 2023–2024, the department successfully completed the development of kindergarten to Grade 6 curricula in the following subjects:

- Inuktitut 1st Language and 2nd Language
- Inuktitut 1st Language Enhanced
- Physical Education, Health and Wellness
- Social Studies
- Math
- Science
- Arts Education
- English Language – 1st Language and 2nd Language



Work to finalize the Inuinnaqtun 2nd Language curriculum was ongoing in 2023–2024.

To support and accelerate the implementation of the Nunavut curriculum, strategic initiatives and resources are being developed. These include educator handbooks that integrate cross-curricular learning outcomes, each with 40 weekly lesson plans. A glossary was also developed for teachers, along with a dictionary for students in Inuktitut.



Locally Developed Courses and Programs

Nunavut's programs of study include locally developed courses and resources, which are developed by the District Education Authority or Commission scolaire francophone du Nunavut. While the courses and programs all must meet various criteria for approval, the content differs according to the region, community or geographical area where they were developed. Examples of courses that started as locally developed courses and have since been approved for use across Nunavut include fox trapping, Science Camp (with a focus on regional geography), and traditional clothing making.



Professional Development

A key professional development activity in the 2023-2024 year was the Nunavut Principals' Conference, which was held in Iqaluit from September 26 to 29, 2023. The theme of this year's conference was the Inuit Societal Value of *Inuuqatigiitsiraniq: Respecting others, relationships and caring for people*. The following sessions provided opportunities for learning and discussion on topics related to the IQ principles and Inuit societal values or to support educators in incorporating IQ into their work and the Nunavut education system:

- The PATH: The Path-Building Intercultural Capacity
- Leading a School Reflective of Inuit Qaujimajatuqangit (IQ)
- Inunnguiniq (Parenting/Child-rearing) Program

In addition to the Principal's Conference, the in-person training provided to teachers as part of the Full-Day Kindergarten pilot (see the Key Achievements section for more information) was designed to support Inuktitut-rich learning environments that are grounded in Inuit Qaujimajatuqangit.

Report on Language of Instruction

Implementation of the Bilingual Education Models

Bilingual education is a key component of Nunavut's education system. As required under the *Education Act* and *Language of Instruction Regulations*, District Education Authorities are responsible for selecting the bilingual education model to be used in their education district. The *Language of Instruction Regulations* establish three models for District Education Authorities to choose from: Qulliq Model, Immersion Model and Dual Model.



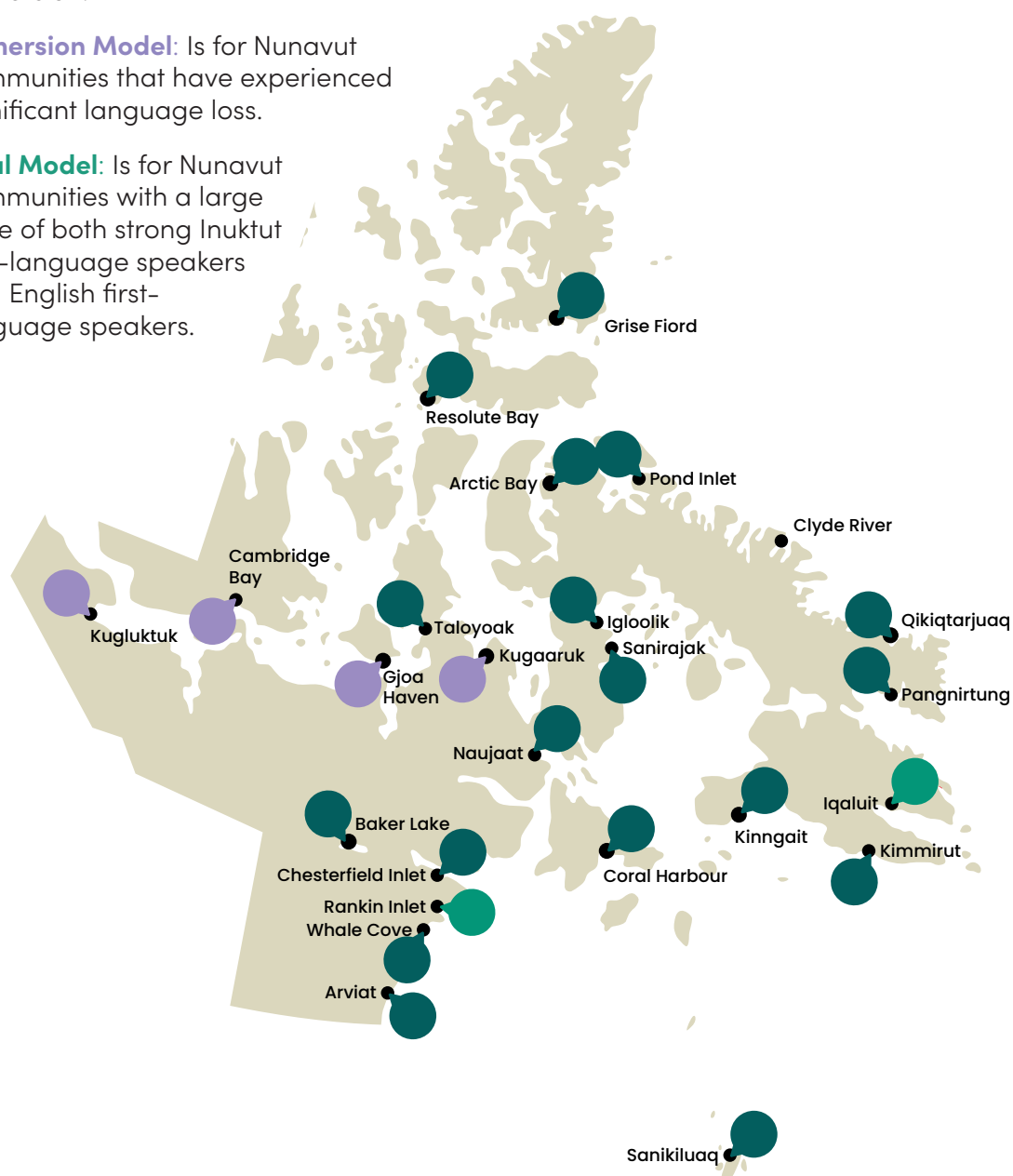
Qulliq Model: Is for Nunavut communities where Inuktitut is the first language of the community. These communities must provide rich language exposure and full immersion.



Immersion Model: Is for Nunavut communities that have experienced significant language loss.



Dual Model: Is for Nunavut communities with a large base of both strong Inuktitut first-language speakers and English first-language speakers.





Capacity to Provide Instruction in Inuktitut

Having the required number of teachers, capable of delivering instruction in Inuktitut is critical to the implementation of language of instruction. In 2023-2024, 238 teachers received the Inuktitut Language Allowance. We continue to encourage those who are teaching in Inuktitut to apply to receive this allowance.

The department is committed to the development, recruitment and retention of Inuktitut-speaking teachers, and in 2023-2024, continued to support Nunavut Arctic College to provide the Nunavut Teacher Education Program. In 2023-2024, 12 Nunavut Teacher Education Program graduates were newly hired as teachers across Nunavut's education system.

The Department also continued to offer the Sivummuakpaallirutiksat Education Leave Program, which supports department staff to become educators. In addition, the Department continued to offer training to educators on the Inuktitut Titiqqiriniq literacy program.



Review of Language of Instruction Regulations

In the 2023-2024 year, the Department continued with the review of the *Language of Instruction Regulations*. As part of this review process, the Department maintained its partnership with the Coalition of Nunavut District Education Authorities and visited an additional 18 communities, thus wrapping up the preliminary community engagements on the regulations. Over 2022-2023 and 2023-2024, every community but Whale Cove (due to logistical challenges) was visited to gather community insights on bilingual education.



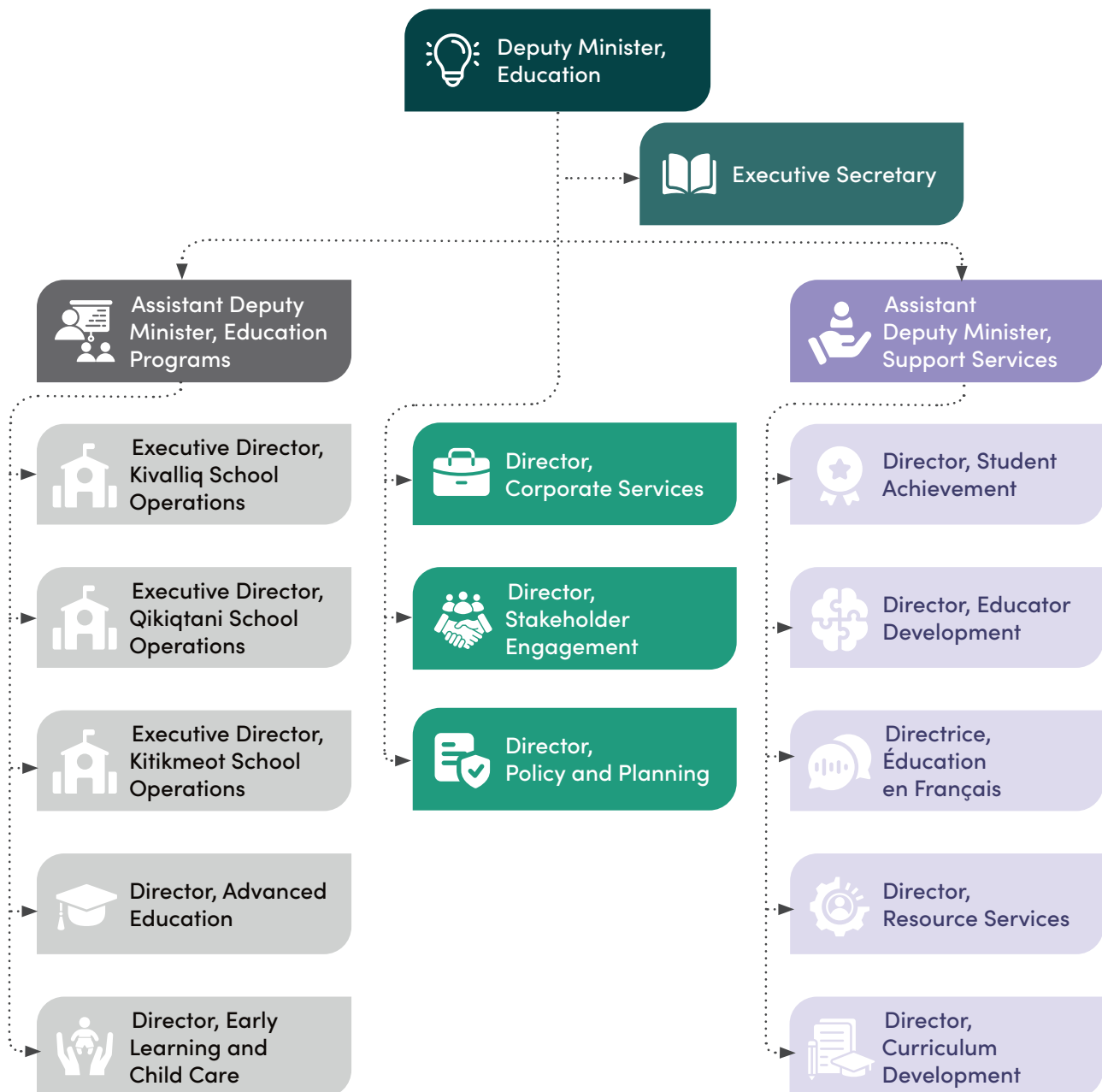
Table 5: Dates of Community Engagement Visits for LOI Regulations

Date of Visit	Community Visited
Sept. 18-22, 2023	Kimmirut
Oct. 2-6, 2023	Iqaluit
Oct. 16-24, 2023	Apex
Nov. 5-9, 2023	Qikiqtarjuaq
Nov. 7-11, 2023	Kugluktuk
Nov. 11-19, 2023	Cambridge Bay
Nov. 16-23, 2023	Sanikiluaq
Nov. 27-Dec. 1, 2023	Taloyoak
Dec. 2-9, 2023	Gjoa Haven
Dec. 6-9, 2023	Arctic Bay
Jan. 5-9, 2024	Pond Inlet
Jan. 15-19, 2024	Sanirajak
Jan. 22-26, 2024	Igloolik
Jan. 22-29, 2024	Kinngait
Feb. 19-25, 2024	Kugaaruk
Feb.19-24, 2024	Clyde River
Mar. 4-9, 2024	Pangnirtung
Apr. 15-19, 2024	Arviat

Also, as a part of the review of the *Language of Instruction Regulations*, the department, with support from the Language of Instruction Working Group, developed two terms of references for third-party reviews of the bilingual education models and assessment of language of instruction implementation. Two contractors were selected to conduct the review of the models and carry-out the assessment of the language of instruction implementation in the first part of 2024.

Organizational Structure

Below is an overview of the department's divisions, along with a description of each's primary areas of responsibility.



Summary of Divisions within the Department



Directorate

The Division:

- Manages the overall operation of the department
- Recommends goals, objectives, and standards to the Minister
- Provides strategic direction to the department
- Ensures that the government mandate and Ministerial directions are implemented consistently



Corporate Services

The Division:

- Provides strategic financial management for the department
- Oversees the development, design, and planning of capital infrastructure projects
- Oversees facility and vehicle management
- Provides a full range of administrative support services to the department in the areas of strategic human resources including orientation, staffing, corporate training, and programming
- Provides occupational health and safety support services
- Provides information technology/information system supports in the areas of system planning, database management, and system analysis



Stakeholder Engagement

The Division contains the Communications and Partner Relations sections.

The Communications Section:

- Leads the department's engagement with media and public audiences
- Develops targeted communications to support collaboration with key partners
- Develops internal communication to ensure effective communication within the organization, keeping employees informed and engaged
- Maintains consistent messaging and visual identity across all platforms to strengthen brand recognition
- Develops content for website, social media, newsletters, informational materials

The Partner Relations Section:

- Manages interdepartmental, academic, and educational, community, Inuit organizations, and private and public sector and nongovernmental stakeholders to strengthen educational outcomes
- Provides administrative and strategic support to the Elders Advisory Committee, the Coalition of Nunavut District Education Authorities, and individual District Education Authorities
- Supports community engagement initiatives that enhance local participation and alignment with departmental priorities
- Develops and oversees formal agreements that establish and maintain effective partnerships
- Continuously nurtures partner relationships to ensure sustained collaboration and mutual benefit



Policy and Planning

The Division:

- Manages policy and legislation development
- Is responsible for meeting departmental obligations under the *Access to Information and Protection of Privacy Act* including actions to assess and respond to Access to Information requests
- Coordinates the preparation of information for the Minister and Deputy Minister to represent the department within the government, the territory, nationally and internationally
- Leads the department's strategic and business planning including: the development and management of an accountability framework; the oversight of a comprehensive framework for evaluating programs; and setting and monitoring performance measurements and targets





Advanced Education

The Division:

- Guides the development of governance, policy, and strategic planning for adult learning in Nunavut, including work to increase the availability of quality post-secondary educational opportunities within the territory and ensuring that existing programs and services are of high quality for the benefit of students and government
- Guides the implementation of the *Education Act* as it relates to adult education
- Is responsible for the *Universities and Degree-Granting Institutions Act*.
- Is responsible for adult programs that support equality of opportunity and encourage adult literacy, numeracy, and essential employability skills
- Administers the Financial Assistance for Nunavut Students program, which provides financial support to Nunavut students to attend post-secondary education programs



Early Learning and Child Care

The Division:

- Promotes and supports early childhood development and early learning for children zero to six years of age
- Promotes quality care and education for children by inspecting and licensing, and providing guidance and support to all licensed child care centres to ensure compliance with the *Child Day Care Act and Regulations*
- Promotes early childhood development by providing support for children with diverse needs, developing linguistically and culturally relevant resources and providing training opportunities for early childhood program educators, staff, and parents
- Is responsible for governance, policy, and planning of early learning and child care initiatives under the *Child Day Care Act and Regulations*



Kindergarten to Grade 12 (K-12) School Operations

The Division:

- Supervises and supports the delivery of Nunavut's Education Program in schools across the territory through supervision and guidance to principals, teachers, and other school staff to ensure that high-quality instructional, assessment, and student support practices are occurring as required by the Minister
- Is responsible for the day-to-day operation of schools, supervision of school staff, operational liaison with District Education Authorities, and overseeing the delivery of the Education Program and educational services for K-12
- Hires, relocates, supervises, and oversees performance management of school employees



Student Achievement

The Division:

- Manages the development of Ilitaunnikuliriniq, student assessment, homeschooling and reporting policies, procedures, and standards, designing, developing, implementing, and evaluating assessment resources and tools
- Responsible for overseeing student registration, information and record management and the administration of diploma examinations.
- Implements Inuglugijaittuq, inclusive schooling in Nunavut through the development of resources, policies, procedures, and standards to enhance staff skills and knowledge, and to provide education support services
- Is responsible for Makittatiarniq, providing student wellbeing supports to schools to ensure they foster safe, caring and inclusive learning environments.



Educator Development

The Division:

- Designs and delivers a professional development framework for employees in Nunavut's school system including:
 - orientation for new employees;
 - mentorship opportunities;
 - delivery of training designed to improve professional practice so that instructional, assessment, and inclusive schooling practices are of the highest standard possible
- Is responsible for certification and standards for teachers



Resource Services

The Division:

- Creates, publishes, and distributes teaching resources, learning materials and other operational resources as approved by the Minister, ensuring these resources align with and support the curricular outcomes outlined in the approved curriculum
- Manages funding for Inuit Language Implementation to ensure materials in Inuktitut languages are developed and made available per the *Education Act* and *Inuit Language Protection Act*
- Is responsible for inventory and supply chain management of teaching and learning resources, including copyright management, and the digitizing and archiving of educational materials



Éducation en français

The Division:

- Supports the Commission scolaire francophone du Nunavut in their delivery of the French first language curriculum, projects, and programs in French pursuant to the department's obligations under the *Education Act*, the *Official Languages Act of Nunavut* and the *Canadian Charter of Rights and Freedoms*, which recognizes the status of the francophone minority
- Is responsible for the delivery of the French Additional Language curriculum in Nunavut schools



Curriculum Development

The Division:

- Manages and develops the department's curriculum including regular review and replacement, when necessary
- Ensures that all schools have access to and are using the grade appropriate programs of study for each of the Nunavut's curriculum strands
- Is responsible, through the *Education Act* and the *Inuit Language Protection Act*, for ensuring that the Nunavut Education Program promotes Inuit culture and languages

Employment Summary by Category

Below is a summary of the positions found across the department as of June 30, 2024, organized according to category of position type. Also captured below are the number of filled and vacant positions and number of Inuit staff employed within the department.

Total Positions					Nunavut Inuit	
Position	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive	3.00	0.00	3.00	100	1.00	33
Senior Management	21.00	3.00	18.00	86%	1.00	6%
Middle Management	77.00	18.00	59.00	77%	9.00	15%
Professional	834.03	127.00	707.03	85%	218.03	31%
Paraprofessional	187.00	57.50	129.50	69%	112.50	87%
Administrative Support	377.06	102.30	274.76	73%	255.76	93%
Total Employment Categories	1,499.10	307.80	1,191.30	79%	597.30	50%

Our department is committed to increasing Inuit employment to representative levels and meeting the requirements of Article 23.

The Government of Nunavut is working to renew its Inuit Employment Plans, and the Department of Education is working with the Department of Human Resources to develop a new 10-year plan.

The department also plans to develop an Inuit Educator Recruitment and Retention Action Plan that focuses on specific efforts to recruit and support Inuit Educators.



50%

As of June 30, 2024, the department had **597.30** Inuit employees or **50%** Inuit representation. This percentage represents a slight increase over the last two years.



Department of Education Budget

The following is a break down of the department's budget and actual spending for 2023-2024 by division.

2023-24

Directorate	Budget	Actual	Variance
Deputy Minister's Office	780,000	2,587,088	-1,807,088
Assistant Deputy Minister, Education Programs	250,000	467,566	-217,566
Assistant Deputy Minister, Support Services	219,000	305,325	-86,325
Director's Office (Stakeholder Engagement)	179,000	258,567	-79,567
Communications (Stakeholder Engagement)	500,000	492,960	7,040
Partner Relations (Stakeholder Engagement)	1,357,000	805,366	551,634
Elders Advisory	296,000	150	295,850
Coalition Nunavut District Education Authorities	4,020,000	4,020,000	0
	7,601,000	8,937,022	-1,336,022

Policy & Planning	Budget	Actual	Variance
Director's Office (Policy & Planning)	1,175,000	966,174	208,826
IQ/Iviqtipalliajut Implementation Advisor	239,000	182,739	56,261
Sivummuakpaallirutiksats Program	420,000	44,247	375,753
Legislation	283,000	191,746	91,254
Planning, Reporting & Evaluation	613,000	406,553	206,447
	2,730,000	1,791,459	938,541

Corporate Services	Budget	Actual	Variance
Director's Office (Corporate Services)	1,780,000	2,803,689	-1,023,689
Finance & Administration	1,191,000	1,403,969	-212,969
Information Systems Planning	2,309,000	2,801,063	-492,063
Human Resources	434,000	740,236	-306,236
Capital Planning	277,000	424,100	-147,100
Health & Safety	557,000	704,045	-147,045
	6,548,000	8,877,102	-2,329,102

Student Achievement	Budget	Actual	Variance
Director's Office (Student Achievement)	814,000	841,836	-27,836
Student Support	1,221,000	1,058,304	162,696
Student Assessment	2,256,000	1,096,328	1,159,672
Inclusive Education	7,047,000	5,418,049	1,628,951
	11,338,000	8,414,517	2,923,483

Advanced Education	Budget	Actual	Variance
Director's Office (Advanced Education)	416,000	815,240	-399,240
Pre-Employment Training	2,687,000	182,000	2,505,000
Adult and Post-Secondary Education	109,000	488	108,512
Adult Program Evaluation & Monitoring	203,000	0	203,000
Pathway to Adult Secondary School	247,000	177,479	69,521
Adult Literacy and Basic Education	393,000	175,000	218,000
Financial Assistance for Nunavut Students - Administration	1,357,000	2,217,039	-860,039
Financial Assistance for Nunavut Students - Program	8,917,000	9,731,561	-814,561
	14,329,000	13,298,807	1,030,193

Resource Services	Budget	Actual	Variance
Resource Services	1,194,000	1,059,678	134,322
Resource Services, Inuktitut	4,017,000	1,035,052	2,981,948
	5,211,000	2,094,730	3,116,270

Curriculum Development	Budget	Actual	Variance
Director's Office (Curriculum Development)	304,000	974,341	-670,341
Team Lead Pathways Program	505,000	0	505,000
Team Lead Culture & Heritage	378,000	226,498	151,502
Team Lead Iqqaqqukkariniq	425,000	36,401	388,599
Team Lead Nunavusiutit	429,000	48,644	380,356
Team Lead Aulajaaqtut	428,000	-25,128	453,128
Team Lead Uqaasiliriniq	427,000	-7,233	434,233
	2,896,000	1,253,523	1,642,477

Éducation en français	Budget	Actual	Variance
Director's Office (Éducation en français)	761,000	674,324	86,676
	761,000	674,324	86,676

Educator Development	Budget	Actual	Variance
Director's Office (Educator Development)	1,500,000	2,145,642	-645,642
Education Training Resources	2,741,000	1,952,982	788,018
NTA Professional Development Fund	4,358,000	4,032,760	325,240
Program Implementation & Training Kugluktuk	862,000	18,798	843,202
Educator Development	1,192,000	512,993	679,007
Teacher Certification	309,000	232,946	76,054
Program Implementation & Training Pond Inlet	1,107,000	59,707	1,047,293
	12,069,000	8,955,828	3,113,172

Early Learning & Child Care	Budget	Actual	Variance
Director's Office (Early Learning & Child Care)	1,328,000	1,133,581	194,419
Early Childhood Resources	355,000	263,589	91,411
Early Childhood Development	694,000	693,925	75
Healthy Children Initiative	908,000	307,884	600,116
Daycare Grants and Services	2,150,000	2,476,579	-326,579
Early Childhood Support	100,000	7,071	92,929
Young Parents Stay Learning	170,000	16,730	153,270
	5,705,000	4,899,359	805,641

K-12 School Operations	Budget	Actual	Variance
Headquarter School Operations	1,157,000	600,869	556,131
Qikiqtani School Operations	98,764,000	89,996,716	8,767,284
Kivalliq School Operations	63,727,000	60,537,861	3,189,139
Kitikmeot School Operations	38,127,000	37,372,724	754,276
Commission scolaire francophone du Nunavut	2,584,000	2,776,423	-192,423
	204,359,000	191,284,593	13,074,407

Total	273,547,000	250,481,264	23,065,736
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Appendix A – Additional Statistics

Student Headcount by region and community

Table 3: Kitikmeot Student Headcount by Region, Community and School

Kitikmeot		
Community	School	Head Count
Cambridge Bay	Kullik Ilihakvik (KIS)	212.50
	Kiilnik High School (KCBHS)	193.00
Gjoa Haven	Qiqirtaq Ilihakvik (QHS)	223.00
	Quqshuun Ilihakvik (QIS)	219.50
Kugaaruk	Arviligruaq Illiniarvik (KSK)	354.00
Kugluktuk	Jimmy Hikok Ilihakvik (JHS)	218.00
	Kugluktuk High School (KHS)	290.00
Taloyoak	Netsilik Ilihakvik (NES)	370.00
Total Headcount:		2,080

Table 4: Kivalliq Student Headcount by Region, Community and School

Kivalliq		
Community	School	Head Count
Arviat	Levi Angmak Elementary School (LAES)	361.50
	Qitiqliq Middle School (QAS)	206.00
	John Arnalukjuak High School (JAS)	327.00
Baker Lake	Jonah Amitnaaq Secondary School (JAS)	402.00
	Rachel Arngnammaktiq Elementary (RAES)	241.50
Chesterfield Inlet	Victor Sammurtok School (VSS)	119.00
Coral Harbour	Sakku School (SCHS)	319.50
Nauyasat	Tusarvik Elementary (TNES)	251.00
	Tuugaalik High School (TNHS)	305.00
Rankin Inlet	Leo Ussak Elementary School (LUS)	274.50
	Maani Ulujuk Illiniarvik (MUHS)	305.00
	Simon Alaittuq School (SAS)	137.00
Whale Cove	Inuglak School (IWCS)	157.00
Total Headcount:		3,406

Table 5: Qikiqtani Student Headcount by Region, Community and School

Qikiqtani		
Community	School	Head Count
Apex	Nanook School (NIAS)	51.00
Arctic Bay	Inuujaq School (IABS)	339.00
Cape Dorset	Peter Pitseolak School (PPS)	206.00
Cape Dorset	Sam Pudlat School (SPS)	236.00
Clyde River	Quluaq School (QCRS)	362.50
Grise Fiord	Umimmak School (UGFS)	27.00
Iglolik	Iglulik High School	239.00
Iglolik	Ataguttaaluk Elementary School (AES)	314.50
Iglolik	Sivuniit Middle School (SMS)	161.00
Iqaluit	Aqsarniit Illiniarvik (AMS)	314.00
Iqaluit	École des Trois-Soleils (ETS)	92.00
Iqaluit	Inuksuk High School (IHS)	474.00
Iqaluit	Joamie School (JIS)	219.50
Iqaluit	Nakasuk School (NIS)	358.50
Kimmirut	Qaqqalik School (QKS)	145.00
Pangnirtung	Alookie School (APS)	198.00
Pangnirtung	Attagoyuk Illisavik (ATS)	244.00
Pond Inlet	Nasivvik High School (NAS)	285.00
Pond Inlet	Ulaajuk School (ULS)	264.00
Qikiqtarjuaq	Inuksuit School (IQS)	156.50
Resolute Bay	Qarmartalik School (QRBS)	47.00
Sanikiluaq	Nuiyak School (NSS)	162.00
Sanikiluaq	Paatsaali School (PAS)	143.00
Sanirajak	Arnaqjuaq School (AHBS)	327.50
Total Headcount:		5,366

Nunavut

Total Headcount: 10,852

