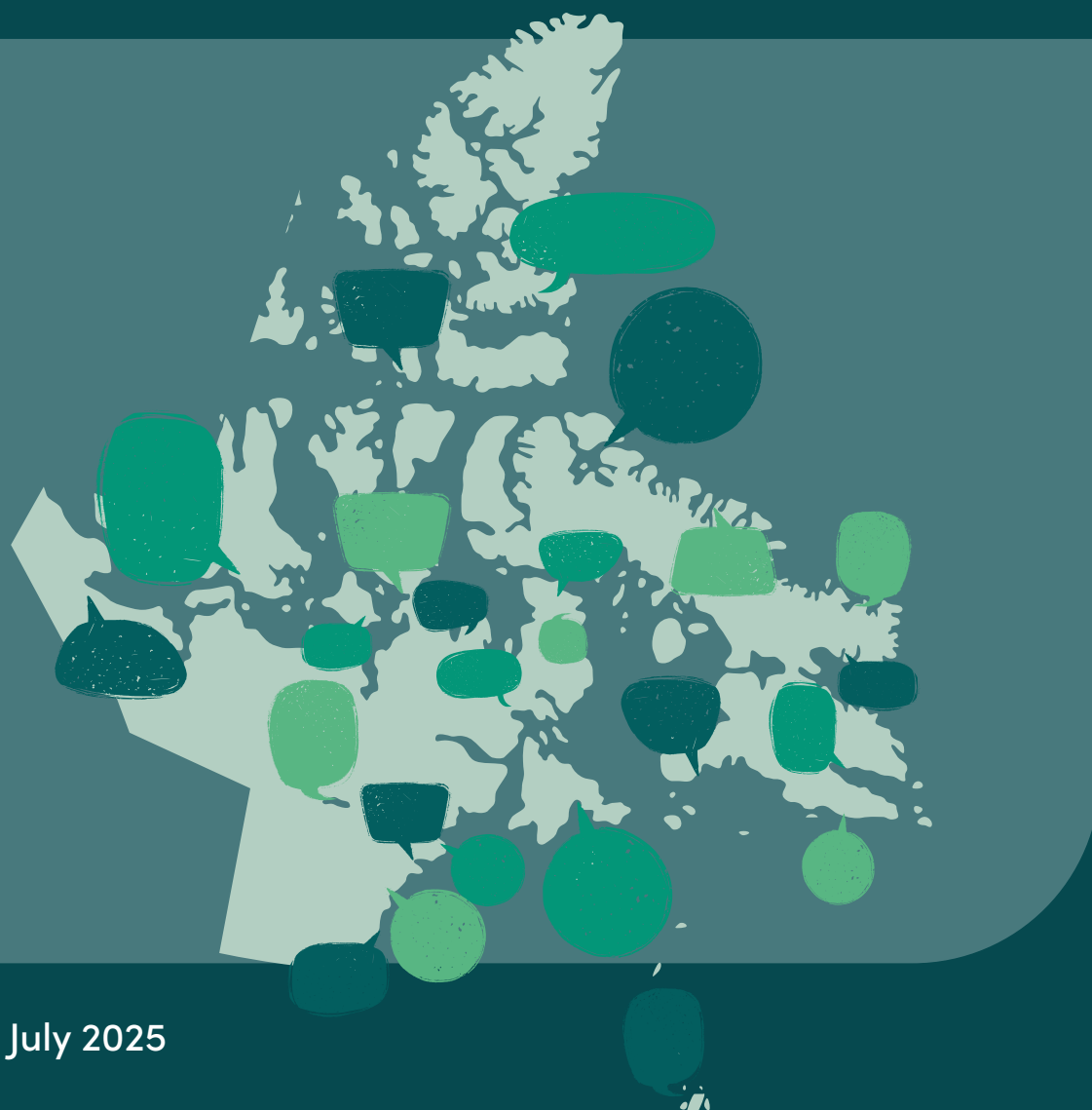


Department of Education

Progress Report on Language of Instruction Regulations and Curriculum 2024-2025



July 2025



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Background

As set out in the *Interim Language of Instruction Act*, the Department of Education (the department) is required to provide 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 is the third and final progress report developed by the department, as the *Interim Language of Instruction Act* was repealed on July 1, 2025, to align with the new *Language of Instruction Regulations* coming into force.

In order to satisfy the statutory reporting requirements listed above, this report is organized as follows:

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

This report covers the activities of the department for the 2024-2025 school year, which spans from July 2024 to June 2025, to align with the school year set out in the *Education Act*.



Part A

Language of Instruction Regulations Review and Development

In 2024–2025, the final year of the review of the *Language of Instruction Regulations*, the department continued to work with the Language of Instruction Working Group (the Working Group) to prepare a new set of regulations. The Working Group, which includes representation from the Department of Education (the department), Nunavut Tunngavik Incorporated (NTI), the Coalition of Nunavut District Education Authorities (CNDEA) and the Department of Culture and Heritage, played a key role in shaping the policy intentions on which the new regulations were based.

In 2024–2025, the department, with support from the Working Group, carried out the following:

- Held regular partner and stakeholder meetings;
- Considered the results of the third-party reviews of the bilingual education models and assessment of language of instruction implementation;
- Developed policy intentions, upon which community engagements would be carried out;
- Conducted community engagements;
- Prepared draft regulations;
- Carried out consultations on the draft regulations with individuals listed on the consultation register; and
- Prepared the new *Language of Instruction Regulations* for Cabinet submission.



Language of Instruction Working Group

The Working Group continued to meet regularly and on an as-needed basis throughout 2024–2025, including two face-to-face meetings in Iqaluit in the Fall of 2024.

During these meetings, the Working Group covered a range of topics, including:

- The results of the third-party review of the bilingual education models;
- Development and review of the draft policy intentions;
- Summaries of the results of community engagements; and
- A review of the draft *Language of Instruction Regulations*.

The Working Group's efforts were instrumental in the development of the draft policy intentions, on which community engagements were conducted, and ultimately, the draft regulations were based.

Third-Party Review of the Bilingual Education Models and Assessment of Language of Instruction Implementation

In 2024–2025, the department worked with two separate contractors to carry out a review of the bilingual education models and an assessment of language of instruction implementation. Work on the review and assessment ran from Spring 2024 through Fall 2024. Once the review of the models was completed in Fall 2024, the contractor responsible presented the findings of the review and associated recommendations to the Working Group during a face-to-face meeting in Iqaluit.

The outcomes of the third-party review, most notably the review of the models, played an important role in supporting the development of the draft policy intentions.



Development of the Policy Intentions

In late Fall 2024, the department met with members of the Working Group in Iqaluit to collect insights that would shape the draft policy intentions for the regulations. Discussions during the two-day meeting focused on how best to update the bilingual education models in order to build language proficiency while also reflecting teaching capacity available in the communities. Other important topics discussed included how to support the District Education Authorities throughout the selection process for the bilingual education model, and the role the department should play in providing this needed support. Discussions also touched on the development of Nunavut-wide assessments, based on competency targets, to assess student language competency.

Following the meeting with the Working Group, the department developed a plain language document outlining the proposed policy intentions for the new *Language of Instruction Regulations*. The proposed policy intentions were shared with the Working Group for comment and discussed during a meeting.

Community Engagements On Policy Intentions

From January through the end of March 2025, the department returned to all communities to gather feedback on the proposed policy intentions. To support these engagements, the department prepared a PowerPoint Presentation organized across four key topics:

- The bilingual education models;
- The District Education Authority Model Selection Process;
- Nunavut-wide Language Competency Targets and Assessments; and
- Accountability Measures.

Relative to each topic, a series of questions was presented to participants to help promote discussion. The department also made comment cards available to collect feedback from participants if they preferred to provide feedback anonymously.

In total, over 1,600 partners and stakeholders participated in the community engagement sessions, including students, educators, members of the public, and District Education Authority members.

The information coming out of these engagement sessions was shared with and considered by the Working Group and helped to inform the development of the draft regulations later in the Spring of 2025.

In addition to community engagements, as required in Section 203.1 of the *Education Act*¹, individuals listed on the consultation register were provided with an electronic copy of the proposed policy intentions on February 2, 2025, and given until March 21, 2025, to provide feedback to the department.

¹ Section 203.1 of the *Education Act* requires that the Department of Education consult with individuals listed on the consultation register on both the policy intentions and draft regulations.

Below is a summary of the communities visited in early 2025.



Community	Date
Arctic Bay	January 22, 2025
Arviat	February 3, 2025
Baker Lake	February 19, 2025
Cambridge Bay	January 13, 2025
Chesterfield Inlet	February 6, 2025
Clyde River	March 6, 2025
Coral Harbour	February 18, 2025
Gjoa Haven	January 15, 2025
Grise Fiord	January 21, 2025
Iqaluit (Apex)	March 10, 2025
Iqaluit	March 11–13, 2025
Igloolik	March 4, 2025
Kimmirut	March 24, 2025
Kinngait	February 17, 2025
Kugaaruk	January 16, 2025
Kugluktuk	January 14, 2025
Nauyasat	February 20, 2025
Pangnirtung	January 28, 2025
Pond Inlet	January 23, 2025
Qikiqtarjuaq	February 25, 2025
Rankin Inlet	February 5, 2025
Resolute Bay	January 20, 2025
Sanikiluaq	January 30, 2025
Sanirajak	March 5, 2025
Taloyoak	March 3, 2025
Whale Cove	March 26, 2025



Consultation with Consultation Register

As required in s. 203.1 of the *Education Act*, electronic copies of the draft *Language of Instruction Regulations* were shared with the individuals listed on the consultation register on May 29, 2025. Individuals on the register were given until June 13, 2025, to provide comments and feedback to the department on the proposed regulations.

During the consultation timeframe, some minor amendments were made to the draft regulations as a result of further internal review. Individuals on the consultation register were notified of these minor amendments on June 18th and given until June 25, 2025, to provide comment on the amendments.



Preparing the Draft Regulations

In early Spring 2025, the department incorporated community engagement input into the drafting of instructions to the Department of Justice, allowing for the development of draft *Language of Instruction Regulations*.

Once ready, the draft regulations were shared with the Working Group for review and comment. The department met with the Working Group in May 2025 to discuss the draft regulations and gather feedback. Targeted updates were made to the draft regulations following this review.



Approval of Regulations

Finally, in late June 2025, the department worked with the Department of Justice to make any required final updates to the draft regulations. The new *Language of Instruction Regulations* were approved on June 30, 2025.

Part B

Progress on the Development and Implementation of Inuit Language Curricula

During the 2024-2025 year, the department continued its work on Nunavut curriculum with priority on development of Inuit language curricula to ensure Nunavut students have access to programming that is reflective of their identity, language and culture, and which supports the delivery of a bilingual education system.

Background – Curriculum Development Process

As noted in previous progress reports, the development of the Nunavut curriculum is complex and includes many stages:

✓ Stage 1

Curriculum development that outlines the 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 learners' progression towards curriculum learning outcomes

✓ Stage 4

Creation and delivery of efficient training sessions that support teachers in the delivery of the Nunavut curriculum

Due to the numerous stages involved in the process, the development of curriculum takes time. Given this, the department established a 20-year plan to develop and implement the Nunavut curriculum. This timeline also accounts for the development of associated culturally relevant educational resources, assessment tools, and educator training for all subjects.

While curriculum development is underway, schools continue to deliver Inuit language instruction using existing approved curriculum, resources, and training materials.

Curricula Development Progress

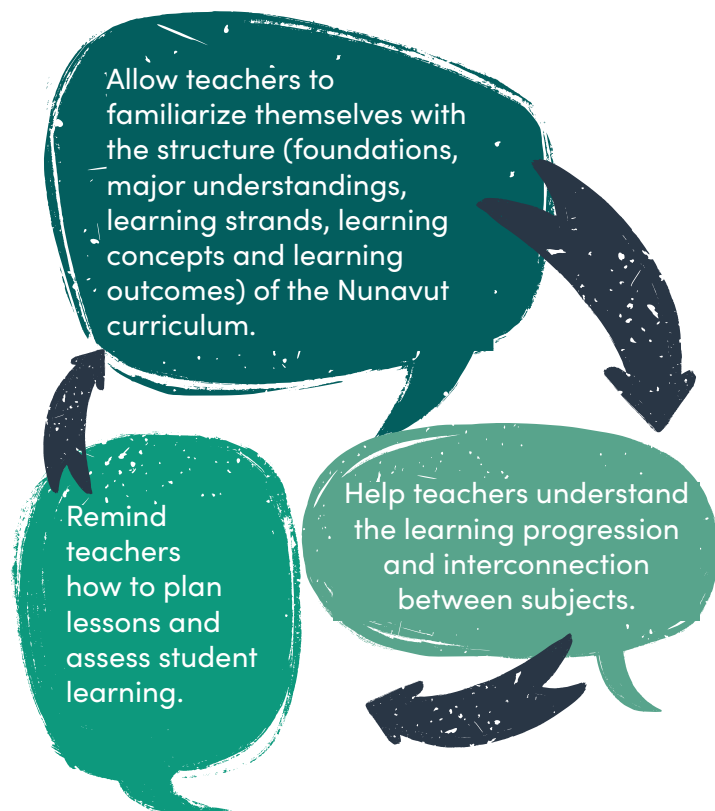
The 2024-2025 year marked the achievement of an important milestone for the department, as the curricula for kindergarten to grade six were officially approved. The department will begin rolling out the new kindergarten and grade 1 curricula in the 2025-2026 school year.

Also in 2024-2025, the department completed the first draft of the Inuktitut Language Arts (as a first language) and Inuktitut as a second language curricula for grades seven to nine.



Curricula Implementation Progress

As part of implementation efforts in 2024–2025, kindergarten and grade one teachers participated in in-person training on the newly developed curricula. The training was multifaceted and included the following goals:



Next Steps

The department is committed to continuing the important work of developing and implementing the Nunavut curriculum as set out in the 20-year action plan. The following are some key activities planned for 2025–2026:

Grades 7 to 9 curricula:

- Inuktitut Language Arts – 1st Language (2nd and 3rd drafts)
- Inuktitut 2nd Language (2nd and 3rd drafts)
- Inuinnaqtun (2nd and 3rd draft)
- Arts Education (1st draft)
- Social Studies (1st draft)
- English 2nd Language (1st draft)
- Physical Education, Health and Wellness (1st draft)
- Math, Science and English Language Arts (Kickoff meetings)

Grades 10 to 12 curricula:

- Research (subjects, credits and graduation requirements)

The following are some key activities planned for 2026–2028:

- Completion and final approval of grades seven to nine curricula
- Development of grade ten to twelve Inuktitut Language Arts (1st Language), Inuktitut 2nd Language, Inuinnaqtun 2nd Language curricula
- Development of grade ten to twelve curricula in other subject areas

The department will support this work with stakeholder meetings and reviews with educators and subject-area experts as it has done in the past.

