

DEPARTMENT OF EDUCATION
ANNUAL REPORT
2019-2020



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Ilinniaqtuliyikkut
Department of Education
Ministère de l'Éducation

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Minister's Message



I am pleased to present the Department of Education's 2019-20 Annual Report.

This year was full of unexpected challenges that tested the Department of Education in ways that no one could foresee. But no matter how daunting these challenges were, the creativity and flexibility of department and school staff ensured that our children, youth, and adult learners continued to receive quality education programs and services.

On November 2, 2019, a new and sophisticated type of ransomware affected the Government of Nunavut's electronic information systems. While this did not directly impact the department's ability to provide education programs and services, our reliance on technology for accurate reporting and data collection was tested. Thanks to the quick actions of the government, all department and school staff were able to access the electronic information systems by December 2019.

A few months later, in March 2020, we saw the start of the worldwide COVID-19 pandemic, which touched every aspect of life in Nunavut. On March 17, 2020, Nunavut schools and child care facilities were closed to students, educators, and the public on the recommendation of the territory's Chief Public Health Officer, to allow for community-based physical distancing to prevent the transmission of COVID-19. Three days later, on March 20, all non-essential Government of Nunavut employees began working from home.

The department worked to ensure that students and parents were supported while schools were closed due to the pandemic, in partnership with District Education Authorities, the Commission scolaire francophone du Nunavut, the Coalition of Nunavut District Education Authorities, the Nunavut Teachers' Association, and our educators. The department prioritized the development of at-home learning packages; launched a learn-at-home website, Angirrami Ilinniarniq; and identified ways to support Grade 12 students on track to graduate.

***For the first time in
the department's history,
there were three Inuit superintendents
of schools.***

The department also provided emergency funding to child care facilities to cover parental fees for five weeks while they were closed due to the pandemic. This ensured that early childhood educators would continue to be paid and parents would not have to worry about paying for a child care space that they were not using.

Despite these enormous challenges faced by the Department of Education, there was also much to celebrate this year, such as:

- For the first time in the department's history, there were three Inuit superintendents of schools, one representing each of the three Regional School Operations offices.
- Kugaaruk's new school, Arviligruaq Ilinniarvik, opened its doors to students and staff on August 28, 2019. This new school replaced Kugaaruk's only school, which was destroyed by fire on February 28, 2017.
- A second opportunity to rewrite diploma exams in November was provided to Grade 12 students, enabling them to upgrade the outcome of a prior exam.

Success this year certainly looked different. We overcame many unexpected obstacles and made it through stronger and more resilient.

Sincerely,

Honourable David Joanasie
Minister of Education



Inuktitut Language Arts (ILA) 1 field test In-service meeting in Arviat.

***The creativity and flexibility of
department and school staff ensured
that our children, youth, and adult
learners continued to receive quality
education programs and services.***

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Overview

The Department of Education is responsible for 45 schools and 10 offices across Nunavut, with over 1,200 employees.

A healthy school environment requires the collaboration of parents, teachers, students, and administrators. The Department of Education is committed to developing strong partnerships with communities, stakeholders, and our government to build an education system that provides the best possible learning opportunities and experiences for Nunavummiut.

Under the Minister of Education, the department is responsible for programs and services that support early learning and child care, the Kindergarten to Grade 12 (K-12) school system, and advanced education.

The Department of Education is responsible for 45 schools and 10 offices across Nunavut, with over 1,200 employees. In 2019-20, the department had a teaching staff of 672.5 educators to provide a Student-Educator Ratio (SER) that is better than the national average.



Inuktitut Language Arts (ILA) 1 field test In-service meeting (Jan 2020) in Arviat.

Highlights

This year the department continued to succeed in several ways:

- For the first time in the department's history, there were three Inuit superintendents of schools, one representing each of the three Regional School Operations offices. They are Tiffany Kelly in the Kitikmeot School Operations, Elijah Tigullaraq in the Qikiqtani School Operations, and Eva Noah in the Kivalliq School Operations.
- Kugaaruk's new school, Arviligruaq Ilinniarvik, opened its doors to students and staff on August 28, 2019.
- In November 2019, the department overcame the effects of a new and sophisticated type of ransomware that infected the Government of Nunavut's electronic information systems, temporarily impacting the ability to provide education programs and services.
- On March 16, 2020, Nunavut schools and child care facilities were closed to students, educators, and the public due to the COVID-19 pandemic. The department prioritized the development of at-home learning packages, launched a learn-at-home website, and worked to determine how to best support Grade 12 students on track to graduate.

Employment Summary, by Category

	POSITIONS				NUNAVUT INUIT	
	POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
EXECUTIVE	3.00	1.00	2.00	67.00%	1.00	50.00%
SENIOR MANAGEMENT	20.00	4.00	16.00	80.00%	2.00	13.00%
MIDDLE MANAGEMENT	75.00	14.00	61.00	81.00%	14.00	23.00%
PROFESSIONAL	771.53	66.50	705.03	91.00%	206.03	29.00%
PARAPROFESSIONAL	173.50	41.50	132.00	76.00%	112.50	85.00%
ADMINISTRATIVE SUPPORT	314.71	63.36	251.34	80.00%	232.84	93.00%
TOTAL	1357.74	190.36	1167.38	86.00%	568.38	49.00%

Towards a Representative Public Service as of June 2020

Employment Summary, by Community

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
ARCTIC BAY	27.50	3.50	24.00	87%	15.00	63%
CAPE DORSET	49.50	0.50	49.00	99%	24.00	49%
CLYDE RIVER	38.00	3.00	35.00	92%	24.00	69%
GRISE FIORD	9.25	-	9.25	100%	5.25	57%
HALL BEACH	31.75	3.25	28.50	90%	17.50	61%
IGLOOLIK	71.50	7.50	64.00	90%	27.00	42%
IQUALUIT	271.50	51.00	220.50	81%	63.50	29%
KIMMIRUT	17.81	2.50	15.31	86%	7.06	46%
PANGNIRTUNG	58.25	5.25	53.00	91%	35.00	66%
POND INLET	87.00	26.50	60.50	70%	33.50	55%
QIKIQTARJUAQ	20.00	1.00	19.00	95%	12.00	63%
RESOLUTE BAY	10.25	1.50	8.75	85%	2.00	23%
SANIKILUAQ	35.49	4.00	31.49	89%	22.49	71%
ARVIAT	127.00	23.00	104.00	82%	67.00	64%
BAKER LAKE	79.80	9.00	70.80	89%	29.80	42%
CHESTERFIELD INLET	21.30	-	21.30	100%	13.30	62%
CORAL HARBOUR	30.88	1.00	29.88	97%	16.88	56%
NAUJAAT	45.50	4.50	41.00	90%	18.00	44%
RANKIN INLET	77.97	8.87	69.10	89%	29.10	42%
WHALE COVE	19.03	-	19.03	100%	9.03	47%
CAMBRIDGE BAY	52.00	7.50	44.50	86%	17.50	39%
GJOA HAVEN	46.22	5.00	41.22	89%	26.22	64%
KUGAARUK	33.73	4.00	29.73	88%	15.73	53%
KUGLUKTUK	65.73	14.00	51.73	79%	18.73	36%
TALOYOAK	30.78	4.00	26.78	87%	18.78	70%
TOTAL	1,357.74	190.36	1,167.38	86%	568.38	49%

Towards a Representative Public Service as of June 2020

Employment Summary, by Iqaluit and Other Communities

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
IQALUIT	271.50	51.00	220.50	81%	63.50	29%
OTHER COMMUNITIES	1,086.24	139.36	946.88	87%	504.88	53%
TOTAL	1357.74	190.36	1167.38	86%	568.38	49%

Towards a Representative Public Service as of June 2020

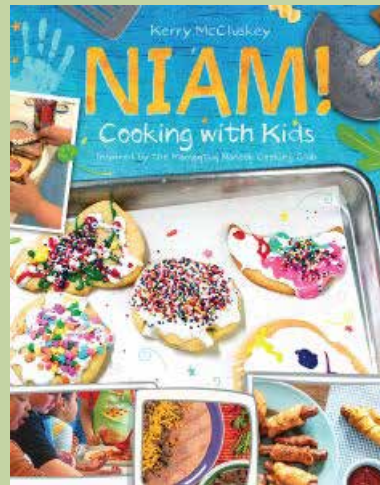
SCHOOL COOKING CLUB INSPIRES COOKBOOK

The Mamaqtuq Nanook Cooking Club at Nanook School in Apex celebrated the successful completion of its fifth season at the end of the 2019 school year. But the following September the young cooks had something extra special to celebrate: a cookbook that's all about them!

Niam! Cooking with Kids, inspired by the Mamaqtuq Nanook Cooking Club and written by Kerry McCluskey, was published by Inhabit Media in November 2019.

“From simple smoothies to jerk chicken to pizza from scratch, there is something in this book for all taste buds and skill sets,” reads Inhabit Media’s fall catalogue. “All the ingredients are readily available in Nunavut communities, and all the recipes can be made with country food, so kids both north and south can learn how to create the perfect palaugo (a delightful hybrid of pogos and palaugaaq, traditional Inuit bannock) or make a mean meatball.”

McCluskey leads Mamaqtuq, with the help of Kootoo Alainga, Jenn Royal, and Nanook School and Apex District Education Authority staff. The club meets most Fridays to cook up a storm, while gaining the knowledge and skills necessary to make good, nutritious food.

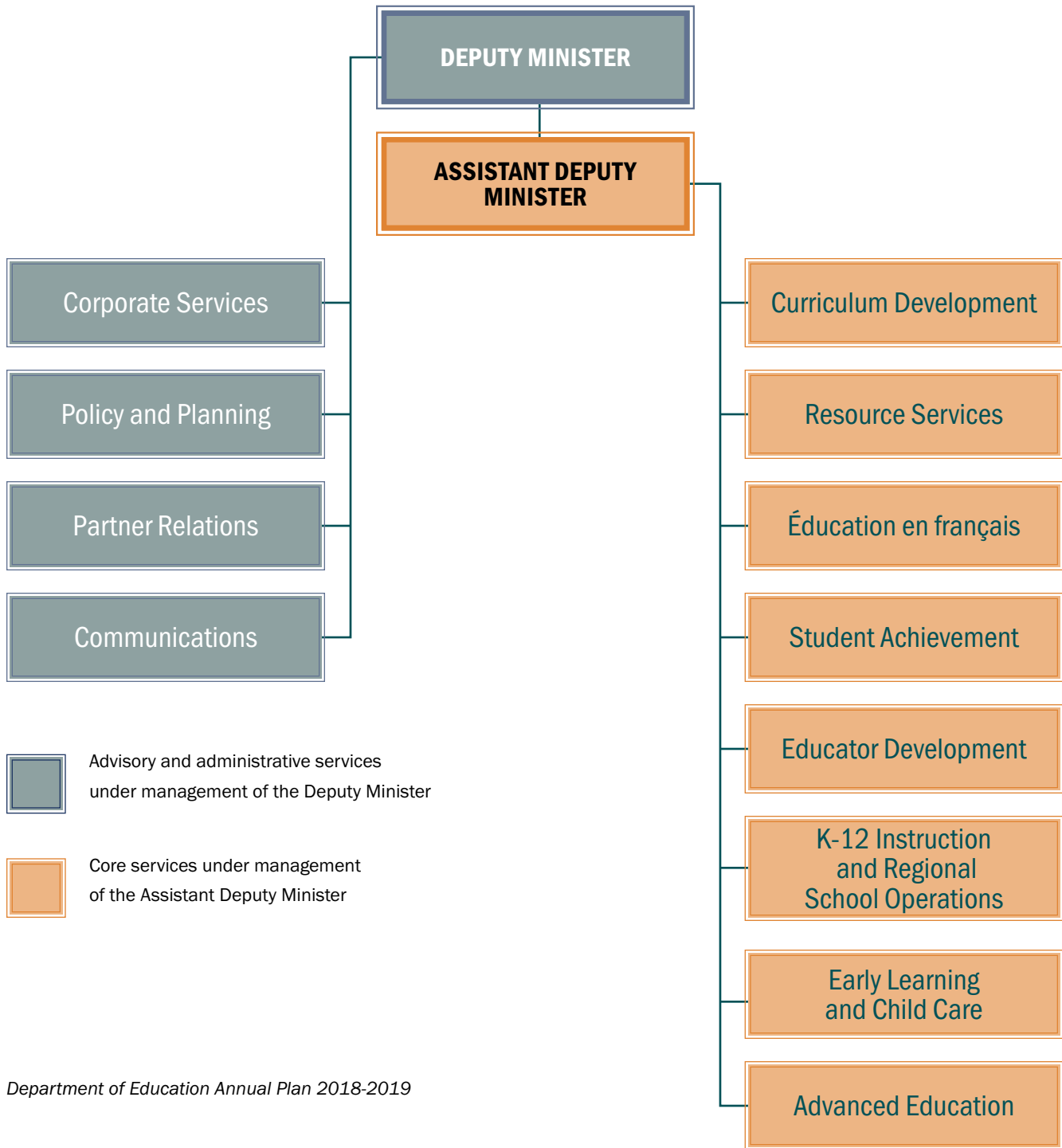


“Niam” means “yum” in Inuktitut.



Enthusiastic Mamaqtuq Nanook Cooking Club members hold up some of the cookbooks they use.

Organizational Structure



Department of Education Annual Plan 2018-2019

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Partner Relations

PARTNER RELATIONS	2019-2020	
	BUDGET	ACTUAL
PARTNER RELATIONS	\$1,374,000	\$1,270,037
ELDERS' ADVISORY COMMITTEE	\$296,000	\$314,538
COALITION OF NUNAVUT DEAS	\$665,000	\$665,000
TOTAL	\$2,335,000	\$2,249,575

Partner Relations continues to offer training opportunities for DEA members to learn their roles and responsibilities.

Through the work of Partner Relations, the department continues to rely on the ongoing contributions of its partners in all sectors in order to deliver education services to Nunavut communities.

Partner Relations maintains interdepartmental, intergovernmental, academic, Inuit organization, and business relationships; provides administrative support to the Elders Advisory Committee, the Coalition of Nunavut District Education Authorities (CNDEA), and the Commission scolaire francophone du Nunavut (CSFN); develops policy specific to establishing and fostering relations; negotiates agendas; supports community engagement; develops and manages agreements that support formal partnerships; develops partner communications; and provides professional administrator development.

In 2019-20, the department had 200 active and certified Elders on file as innait inuksiutilirijiit, and provided \$1,676,173 to DEAs to hire innait inuksiutilirijiit.

2019-20 Activities

Family Engagement Resources

Implementation of the Family Engagement Campaign continued in 2019-20, with the department obtaining feedback from partners to identify content for inclusion in the Family Engagement website. Work also continued on the *Registration and Attendance Policy Toolkit*, which is designed to help District Education Authorities develop their registration and attendance policies.

Apataka, a new family engagement website featuring information and resources targeted to adults, children, teenagers, and educators, is under development.

The website and toolkit are parts of the 10-year Family Engagement Strategy which is aligned with the department's 10-Year Strategic Plan, and involves consultation with District Education Authorities, Nunavut Tunngavik Inc., Nunavut Literacy Council, and the Representative for Children and Youth.

It Starts at Home: A Family Engagement Resource for Nunavut Schools (developed in 2014 with the Nunavut Teachers' Association) was sent to DEAs in February 2020. Covering topics such as family engagement tools for schools, how parents can get involved, and other resources for school staff and families, *It Starts at Home* promises to be a useful tool.

In other family engagement efforts, the department is finalizing the *Registration and Attendance Toolkit* for DEAs/CSFN that emphasizes the importance of family and community engagement.

Inuksiutilirijiit Elder Certification Process

Elders play an important role in the instruction of Nunavut students as innait inuksiutilirijiit, providing guidance on cultural activities, language promotion, traditional skill building, and life-long learning.

In 2019-20, the department had 200 active and certified Elders on file as innait inuksiutilirijiit and provided \$1,676,173 to DEAs to hire innait inuksiutilirijiit.

The department is streamlining the certification process to encourage DEAs to continue to certify active Elders and pay them at the maximum rate allowable under the contribution.

Support of the Elders Advisory Committee

The Elders Advisory Committee monitors and evaluates the Inuit Qaujimajatuqangit (IQ) duties of the Minister, identifies language preservation standards, and details culturally appropriate ways of operating (in schools and in the department). The committee, made up of seven or eight Elders from each region, meets twice annually.

The committee of 23 Elders, department staff, and invited guests met on December 2-5, 2019, in Arviat to discuss Inuit laws in relation to Inuit ways of being. The meeting was facilitated by Curriculum Development staff, including two Culture and Heritage advisors, and the Culture and Heritage and Nunavusiutit team leads.

Coalition of Nunavut District Education Authorities (CNDEA)

Engagement and consultation with Coalition members continued. The department provides an annual contribution to the CNDEA. In 2019-20, that amount was \$665,000 to cover operational costs as well as expenses associated with the annual general meeting, held in Iqaluit on February 25-27, 2020.

With respect to Bill 25, An Act to Amend the Education Act and Inuit Language Protection Act, a CNDEA representative attended every leg of the Bill 25 consultation tour and was given opportunities to present to both DEAs and the public. The CNDEA also released a document titled *Black and Blue*, outlining its position on the proposed amendments to the *Education Act*.

DEAs Consult with Communities on Registration and Attendance

In April and May 2019, DEA Development Officers conducted consultations in six Nunavut communities (two per region) identified as either having challenges or success with registration and/or attendance. Communities visited were:

- Arviat
- Chesterfield Inlet
- Clyde River
- Gjoa Haven
- Kugaaruk
- Sanikiluaq

A report released in August 2019 documented suggestions to improve the registration process and increase attendance, with measures ranging from simplification of the registration process and better engagement with families and communities to provision of child care, policy changes, and creation of attendance committees.

The department also conducted three regional face-to-face Regional Office Manager training workshops focused on financial management and created a *Financial Reports and Budgeting* e-module accessible to all office managers and members.

Partner Relations continues to offer training opportunities for DEA members to learn their roles and responsibilities.

Support for DEAs/CSFN to Comply with Privacy Legislation

In collaboration with the Departments of Executive and Intergovernmental Affairs and Community and Government Services, the department is working on an implementation plan that will assist DEAs/CSFN as they take on their new responsibilities as public bodies subject to the *Access to Information and Protection of Privacy Act (ATIPPA)* and its regulations.

A presentation on ATIPPA was delivered to CNDEA members during their annual general meeting in February 2020, but further ATIPPA transition activities are on hold.

A new section has been added to the DEA/CSFN Roles and Responsibilities e-module, detailing DEA/CSFN best practices around the proper filing, storage, and organization of information.

DEA/CSFN Membership and Elections

Following the transition to the *Nunavut Elections Act* with DEA elections in October, some DEAs had limited membership. The department provided the necessary supports to each DEA to ensure continued functioning and limited interruption to school operations. The following actions were taken:

- Quorum orders were instituted in six communities, allowing the DEAs to function with a quorum of fewer than the legislated four members. This interim measure will allow the current membership to appoint more members. DEAs with quorum orders included:
 - Apex District Education Authority
 - Grise Fiord District Education Authority
 - Pond Inlet District Education Authority
 - Resolute Bay District Education Authority
 - Sanikiluaq District Education Authority
 - Whale Cove District Education Authority

In three communities, no candidates put their names forward, so trusteeships were put in place until new elections were held in December 2020. Communities placed under trusteeship were:

- Arctic Bay
- Clyde River
- Qikiqtarjuaq

Partner Relations continues to offer training opportunities for DEA members to learn their roles and responsibilities.

DEA/CSFN Manual Review

A review of the *District Education Authority (DEA)/Commission scolaire francophone du Nunavut (CSFN) Manual* was initiated. The finished document will align with the proposed amendments to the *Education Act*.



Participants at the Inuktitut Titiqqiriniq Conference (February 2020), Iqaluit.

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Communications

COMMUNICATIONS	2019-2020	
	BUDGET	ACTUAL
COMMUNICATIONS	\$610,000	\$475,113
TOTAL	\$610,000	\$475,113

The communications campaign to promote teaching and other education occupations for Inuit and to support Inuktitut continued throughout 2019-20.

The Communications division provides communications advice and support across the department and promotes an integrated corporate approach to departmental messaging. The primary responsibilities of the division are media and public relations, translations, the Department of Education website, and the development and implementation of internal and external communications plans and products.

Communications manages messaging, in all its forms and at all levels, to keep the public informed and ensure the department is communicating clearly.

The top issues concerning the department were Bill 25/Education Act, educator vacancies, and the COVID-19 pandemic.

2019-20 Activities

Teacher Recruitment Campaign: Within Nunavut

The communications campaign to promote teaching and other education occupations for Inuit and to support Inuktitut continued throughout 2019-20.

Recruitment packages were distributed to all high school students to promote teaching careers, which included a video promoting Nunavut Arctic College's Nunavut Teacher Education Program (NTEP), an information package and FAQs on NTEP, and a poster promoting education careers in Nunavut.

The department continues to attend career fairs and uses social media regularly to attract teachers and potential teachers. Additional resources will be developed in partnership with Nunavut Arctic College to promote teaching opportunities and NTEP.

The campaign is being developed to align with the 10-Year Retention and Recruitment Strategy.

Education Act and Inuit Language Protection Act Communications Strategy

The communications strategy was successfully implemented throughout the consultations and review of the *Education Act* and *Inuit Language Protection Act*. Social media posts, a user's guide to Bill 25, and a consultation report were produced and published on the department's website.

This communications strategy will continue into 2020-21, when Bill 25 is expected to be reviewed by the Nunavut Legislative Assembly's Standing Committee on Legislation.

Department-Wide Communications Strategy

The development and implementation of the department-wide communications strategy was put on hold because the Department of Executive and Intergovernmental Affairs began conducting a Government of Nunavut-wide communications review during this fiscal year.

To ensure that the department's communication strategy aligns with the findings and recommendations of the Government of Nunavut-wide communications review, its development and implementation will be delayed until the final Government of Nunavut communications review is completed in 2021-22.

Coordination of External Departmental Communications

The email address info.edu@gov.nu.ca is the access point for all public and media inquiries to the department. Communications responds promptly to these inquiries, directing them to the relevant divisions and staff.

In 2019-20, 192 media inquiries were fulfilled, providing statements and coordinating interviews in English and Inuktitut. The number of media inquiries increased by two from the previous year. The top issues concerning the department were Bill 25/*Education Act*, educator vacancies, and the COVID-19 pandemic.

Translation Requests Continue to Increase

Communications is responsible for coordinating the department's translation needs. Staff ensure that translations are delivered in a timely manner in all official languages. In 2019-20, Communications coordinated 376 translation requests for the department, an increase of 25 requests over 2018-19.



The cover of a book can determine whether a learner picks it up or leaves it on the shelf.

2

Policy and Planning

POLICY AND PLANNING	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (POLICY & PLANNING)	\$1,058,000	\$832,490
IQ/INUIT EMPLOYMENT COORDINATOR	\$150,000	\$157,992
SIVUMMUAKPAALLIRUTIKSAT PROGRAM	\$420,000	\$53,457
LEGISLATION	\$359,000	\$183,038
PLANNING, REPORTING AND EVALUATION	\$700,000	\$564,837
TOTAL	\$2,687,000	\$1,791,814

The Education-Specific Inuit Employment Plan Committee was formed to ensure that all divisions are taking steps to implement the IEP.

Policy and Planning coordinates policy and legislation development activities, meets departmental obligations under the *Access to Information and Protection of Privacy Act* (ATIPPA), and oversees actions to assess and respond to access-to-information requests. The division coordinates the preparation of information for the Minister and Deputy Minister to represent the department within the government and the territory, as well as nationally and internationally.

Another responsibility of Policy and Planning is leading the department's strategic and business planning, including development and management of an accountability framework; oversight of a comprehensive framework for evaluating programs; setting and monitoring performance measurements and targets; and managing an integrated risk management strategy.

Units and programs within Policy and Planning:

- **Policy:** Leads the department's efforts to research, develop, consult, and coordinate the implementation of various authoritative documents ranging from policies and directives to manuals and guidelines. This unit also processes Access to Information and Protection of Privacy Act (ATIPPA) requests and supports cultural awareness training.
- **Legislation:** Maintains departmental expertise on the various acts and regulations that are the department's responsibility and provides advice to staff and partners on the legislation including:
 - *Education Act*
 - *Child Day Care Act*
 - *Universities and Degree Granting Institutions Act*
 - *Nunavut Arctic College Act*

This unit also leads research into legislation development and reviews and updates legislation to meet the needs of Nunavummiut.

- **Planning, Reporting and Evaluation:** Provides leadership related to the department's strategic planning and reporting processes, including business planning and annual planning. It also leads efforts to ensure that internal reporting on program effectiveness is in place and that the department is maintaining its obligations to report on its progress to the legislature. Finally, it takes a leadership role in setting the department's strategic Inuit Employment Plan (IEP).
- **IQ/Inuit Employment Coordinator:** This position works with internal and external stakeholders to monitor and ensure that the department is meeting targets set out in the Inuit Employment Plan and to assess the department's efforts towards creating a culturally safe and representative environment in which Inuit will work.
- **Sivummuakpallirutiksatsat Program:** The Sivummuakpallirutiksatsat Inuit Employee Education Leave Program provides Inuit employees with an opportunity to develop professionally and advance in their careers in order to develop a workforce that is representative of the population it serves. The program assists the department to achieve its Inuit employment goals by granting leave to Inuit employees working in schools to pursue full-time post-secondary studies for a predetermined time at a recognized university, college, vocational, professional, or technical institute approved by the department.

2019-20 Activities

Education Act and Education Act Regulations Amendments

The division continued to draft Student Records and Home Schooling Regulations under the *Education Act*. Policy intentions and drafting instructions for Student Record Regulations were developed and the first phase of consultations on proposed amendments to the regulations is complete.

In addition to the above, the department continued its involvement in Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act. In response to a letter from the Standing Committee on Legislation, the department proposed a list of amendments to Bill 25 in January 2020. At the request of the Standing Committee, this was followed by a meeting with the Coalition of Nunavut DEAs (CNDEA) to determine the amount of funding and number of additional positions required to action the proposed amendments. These discussions are ongoing.

Until a decision is made on Bill 25, the *Interim Language of Instruction Act* will remain in effect.

Regardless of the outcome of Bill 25, the department will continue development of the remaining regulations identified in the 2008 legislation.

Departmental 10-Year Strategic Plan Preparations Complete

Development of the 10-Year Strategic Plan continued this year, with expansion of the scope of work to include engagement of external contractors and additional partners and stakeholders. Stakeholders identified for engagement include Nunavut Tunngavik Inc., Regional Inuit Associations, District Education Authorities, educators, and students.

Development of the plan will occur in three phases:

- **Phase 1:** Collect baseline information and conduct an environmental scan to inform the development of a Current State Report. This phase is almost completed.
- **Phase 2:** A visioning process that includes a needs assessment; a 10-year projection; an outline of strategic priorities; and outcome-focused strategic actions in alignment with Inuit Qaujimajatuqangit. This will inform the development of a visioning report.
- **Phase 3:** Development of the implementation plan report, based on information gathered in phases 1 and 2.

Completion of the strategic planning process is expected in the 2020-21 school year. The resulting document will guide all of the department's activities both internally and externally for years to come.

Nunavut Tunngavik Inc., the three Regional Inuit Associations, and other stakeholders will be consulted in the strategic planning process.

Inuit Employment Plan (IEP) Monitoring and Implementation

Monitoring of the department's Inuit Employment Plan (IEP) implementation continued. The results of this monitoring will inform the department's actions and initiatives towards Inuit employment.

During the 2019-20 fiscal year, the Education-Specific Inuit Employment Plan Committee was formed to ensure that all divisions are taking steps to implement the IEP.

As of June 2020, Inuit employment in the department totalled 568.38 Full-Time Equivalent (FTE) positions, or 49% Inuit representation. Immediate IEP targets include:

- Increasing the number of Inuit employees in the Senior Management category to 3 from 2
- Increasing the number of Inuit employees in the Middle Management category to 18 from 16
- Increasing the number of Inuit employees in the Professional category to 202 from 200

Sivummuakpaallirutiksat Program Sees Progress

As of January 2020, there were eight active employees enrolled in the Sivummuakpaallirutiksat Paid Education Leave Program. Enrolled employees are Student Support Assistants (SSA), secretaries, or ilinniavimmi inuusilirijiit (II). To date, three employees have completed the program. Two of these employees had been SSAs and are now teachers, and one employee had been a secretary and is now a language specialist.

Departmental Accountability Framework Under Development

As part of its responsibility to design and implement key performance indicators and reporting mechanisms for divisional programs and services, the department began development of an accountability framework. This framework is intended to support enhanced identification and reporting of key performance indicators for programs and services for the department. The completed framework will provide consistency in the principles, tools, and methods used for planning, monitoring, and reporting in all divisions.

PROGRAM EQUIPS SCHOOL LEADERS

A Nunavut-specific certificate program prepares school leaders for the unique challenges and opportunities of education delivery here.

Now in its sixth year, the Certificate in Educational Leadership in Nunavut (CELN) is for principals, vice-principals, and other educational leaders. Designed for Nunavut educators, coursework focuses on the realities and priorities of the Nunavut education system.

The CELN program strikes a balance between theory and practical skills. Instructors use participant feedback to continually evaluate and update the curriculum, ensuring coursework helps school leaders meet the needs of Nunavut's students.

The program equips both current and aspiring school leaders for their roles and supports their efforts to improve student learning outcomes and complete the requirements for Principal Certification.

In order to remain employed in a leadership position, Nunavut school leaders (principals and vice-principals) must complete the two leadership courses in the CELN program within a three-year period.

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Corporate Services

CORPORATE SERVICES	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$606,000	\$959,104
FINANCE AND ADMINISTRATION	\$1,021,000	\$1,495,963
INFORMATION SYSTEMS PLANNING	\$2,098,000	\$2,502,354
HUMAN RESOURCES	\$375,000	\$294,690
CAPITAL PLANNING	\$259,000	\$321,635
HEALTH AND SAFETY	\$434,000	\$479,078
TOTAL	\$4,793,000	\$6,052,824

In 2019-20, the department increased its video conferencing capabilities from 20 schools to 28.

Corporate Services provides strategic financial management to the department and oversees development, design, and planning of capital infrastructure projects, as well as facility and vehicle management. Administrative support services for strategic human resources tasks are provided, including orientation, staffing, corporate training, and programming. Corporate Services also delivers health and safety support services and information technology/information system supports for system planning, database management, and system analysis.

Units within Corporate Services:

- **Financial Management:** Manages overall department budget and expenditure controls, provides financial planning and administration for the department, safeguards assets, and prepares and issues financial reports and advice.
- **Human Resource Management:** Provides expertise to the department's senior management team with respect to Government of Nunavut hiring practices, employee relations, casual and substitute staffing, and leave and attendance.
- **Information Systems:** Provides expertise and direction on information and communication technology matters, ranging from supporting long-distance learning to database and system development and maintenance, network design and support, and software and hardware project management.
- **Health and Safety:** Provides expertise and guidance in relation to the development of health, safety, and emergency preparedness policy and procedures to support schools, child care facilities, and department offices. Other services include technical expertise, guidance, and advice to ensure departmental compliance with legislative requirements, policies, and standards.
- **Capital Planning:** Provides capital planning expertise and support for the development of new facilities, as well as additions and renovations to existing facilities. In partnership with the Department of Community and Government Services, Capital Planning also supports the needs of schools and District Education Authorities to ensure needs are met in as timely a manner as possible.

The department is exploring options for transitioning to a full-day Kindergarten program.

2019-20 Activities

New Health and Safety Protocols

In collaboration with the Student Achievement division and other stakeholders, preliminary work has begun to include new and updated internal and external protocols to improve statistical data collection when responding to emergency events and crises such as lockdowns and violent incidents.

In addition, a new staff support manual is in the early stages of development to combine the *Crisis Response*, *Safety in Schools: Principals Planning* and *Fire Safety* manuals.

Video Conferencing Capacity Expansion

In 2019-20, the department increased its video conferencing capabilities from 20 schools to 28. Unfortunately, due to the costs of recovering from the territory-wide ransomware attack, Community and Government Services (CGS) may not be able to provide further hardware. The division is looking for other ways to complete this work.

Information Technology: A New Focus

In 2018-19, consultations took place to inform the development of an Information Technology Strategic Plan. This year the focus has shifted from a strategic plan to an operational framework that will guide the development and revision of specific policies and procedures to meet and support information technology needs both in schools and within the department.

The department has also begun developing a new Closed-Circuit Television Policy in order to better support information technology both inside and outside of schools.

Building Standards for Schools

In partnership with Community and Government Services, the department has conducted kick-off meetings to establish criteria that will enable the Government of Nunavut to engage with an external consultant to develop new capital project standards. Completion of the new standards is anticipated by fall/winter 2020.

Exploring Full-Day Kindergarten

Having completed a cost/viability analysis last fiscal year, the department is exploring options for transitioning to a full-day Kindergarten program. Consultation with internal stakeholders was completed, but external consultation is still required.

3

Early Learning and Child Care

EARLY LEARNING AND CHILD CARE	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$368,000	\$410,774
EARLY CHILDHOOD RESOURCES	\$694,000	\$432,480
EARLY CHILDHOOD DEVELOPMENT	\$890,000	\$1,205,516
HEALTHY CHILDREN INITIATIVE	\$908,000	\$326,828
DAY-CARE GRANTS AND SERVICES	\$2,150,000	\$2,164,023
ELCC INUIT LANGUAGE & CULTURE	\$1,000,000	\$888,251
YOUNG PARENTS STAY LEARNING	\$170,000	\$161,355
TOTAL	\$6,180,000	\$5,589,227

Staff continued to consult and research frameworks across Canada to develop the Nunavut Early Learning and Child Care Framework.

Early Learning and Child Care promotes early childhood development and early learning for children 0 to 6 years of age. High-quality care and education for children is fostered by licensing, inspecting, and providing guidance and support to licensed child care facilities to ensure compliance with the *Child Day Care Act* and regulations.

The division also advances early childhood development by supporting special needs children aged 0 to 6 years, developing language and culturally relevant resources, and providing training opportunities for early childhood program educators, staff, and parents. Additional responsibilities include governance, policy, and planning of early learning and child care initiatives under the *Child Day Care Act* and regulations.

Units and programs within Early Learning and Child Care Division:

- **Early Childhood Resources:** Researches, develops, and recommends resources and assessments for use within an Inuit and northern context in early learning facilities and funds the research and development of resources that support high-quality learning within child care centres.
- **Early Childhood Development and Administration:** Licenses and inspects child care facilities and administers programs and services to promote and increase child care access and affordability. This unit also funds early childhood program oversight and training, including compensation and benefits, and operations and maintenance funding.
- **Healthy Children Initiative:** Provides funding for communities to develop or enhance programs and services for prenatal children to age six, and their families. There are two funding streams: Community Initiatives, which funds the advancement or development of early childhood programs and services; and Supportive Services, which provides funding for children requiring intensive support or specific assistance.
- **Young Parents Stay Learning (YPSL):** A stay-in-school initiative, this program assists with the parental costs of licensed child care or approved unlicensed child care in order to enable young parents to complete their high school studies and attend post-secondary institutions.
- **Early Childhood Education Inuit Language and Culture Funding:** Provides funding to District Education Authorities and the Commission scolaire francophone du Nunavut for the administration, resources, and delivery of community-based early childhood educational programming that focuses on supporting culture and language.

The division is pleased to report a slight increase in licensed child care spaces, with 93 new spaces created in 2019-20.

2019-20 Activities

Early Learning and Child Care Framework

Staff continued to consult and research frameworks across Canada to develop the *Nunavut Early Learning and Child Care Framework*. The associated action plan will be completed following completion of the framework. The framework will establish the context and priorities for early learning in Nunavut, and the action plan will define how the framework will be implemented and issues addressed.

The completed framework will also align with the *Inuit Early Learning and Child Care Framework* developed by Inuit Tapiriit Kanatami (ITK) and the federal government and will be tabled in the legislature when completed so it can inform the work of other departments.

More Language and Cultural Resources Developed and Delivered

Development continued of language- and culturally-based standardized program resources for families and early childhood programs and services, including:

- Inuktitut pre-phonics kit
- Books
- Music CDs
- Puppets
- Puzzles
- *Anaana's Tent* DVD
- Syllabic magnet sets
- Indoor play camping scene which includes traditional items: tent, gun, kakivak, drying rack, scraper, ulu, teapot, and Coleman stove

Three sets of resources had been developed and delivered by March 2020 for licensed early childhood facilities. More resource packages will be prepared and delivered.

Partnering with the Department of Health, Education has been providing books in a bag with information on the importance of reading to your child. This book bag has been labelled the Tell me a Story program, a companion resource to the Baby Bed Box program that all newborn babies receive at their local health centre.

Another important partner for some resources that have been distributed to daycares across the territory is the Qikiqtani Inuit Association. All resources are culture and language focused.

Child Care Facility Training

A territory-wide training workshop about best practices, opportunities to collaborate, and financial literacy training was planned and delivered to child care facility staff. Sessions were offered in October 2019 to all territorial child care facility staff. Regional training specific to child care and general administration was offered in Cambridge Bay, Rankin Inlet, and Iqaluit between February and March 2020.

Young Parents Stay Learning (YPSL)

The Young Parents Stay Learning (YPSL) program is a subsidy that helps young parents pay for child care while they attend school.

YPSL aligns with the Government of Nunavut's mandate to develop self-reliance and optimism through quality education and training to prepare Nunavummiut for employment by allowing parents to continue their education.

This fiscal year, 50 applicants were approved for the Young Parents Stay Learning program. By region, the numbers are:

YOUNG PARENTS STAY LEARNING 2019-20

REGION	APPLICANTS
KITIKMEOT	5
KIVALLIQ	4
QIKIQTANI	41
TOTAL	50

Healthy Children Initiative (HCI)

The Healthy Children Initiative provides financial support to organizations and communities for programs and services that align with the vision "healthy children born to healthy parents, growing up in strong and supportive families in caring communities."

The program targets children aged 0 to 6 years and their families with proposal-based funding for eligible community organizations to develop or enhance programs and services that assist children in reaching their full potential.

Proposals are accepted from non-profit organizations, including local child care facilities, District Education Authorities, the Commission scolaire francophone du Nunavut, municipalities, and family day homes.

In 2019-20, the HCI budget was \$908,000, and \$326,828 was allocated. A total of 18 proposals were approved. By region, the numbers of approved proposals are:

HEALTHY CHILDREN INITIATIVE PROPOSALS

REGION	PROPOSALS
KITIKMEOT	6
KIVALLIQ	3
QIKIQTANI	9
TOTAL	18

Inuit Culture and Language Funding

Early Childhood Education Inuit Language and Culture funding enables District Education Authorities (DEAs) to provide language- and culture-focused early childhood education programs for children aged 0 to 6 years. Examples of funded programs are:

- Community initiatives for programs that can be accessed by and for children aged 0 to 6 years of age and their families
- Enhancing activities and instruction through resource development
- Enhancing Inuit language and culture through family events
- Enhancing activities and instruction with Elders and/or cultural experts

This funding is administered through the regional education offices by early childhood officers. Proposals are accepted from DEAs/CSFN.

In 2019-20, the Culture and Language budget was \$1 million, and \$689,020 was allocated. Eleven District Education Authorities applied for program funding and were approved. By region, the numbers of approved proposals are:

EARLY CHILDHOOD INUIT LANGUAGE AND CULTURE FUNDING: APPROVED DEAS

REGION	# OF DEAS
KITIKMEOT	1
KIVALLIQ	2
QIKIQTANI	4
TOTAL	7

Child Care Grants and Contributions

The division provides operation and maintenance funding to eligible licensed child care facilities and is pleased to report a slight increase in licensed child care spaces, with 93 new spaces created in 2019-20.

There are 58 licensed child care facilities currently operating in 21 communities:

LICENSED CHILD CARE FACILITIES

LICENSED CHILD CARE	FACILITIES
DAY-CARES	33
HEAD STARTS	7
PRESCHOOLS	8
AFTER SCHOOL	7
FAMILY DAY HOME	3
TOTAL	58

Grise Fiord, Resolute Bay, Sanirajak, and Whale Cove do not have operating facilities. Arctic Bay and Clyde River do not have full-time day-cares, but do have preschools and/or school-age programs.

There were 1,237 licensed child care spaces this year in the following categories:

LICENSED CHILD CARE SPACES

LEVEL	NUMBER
INFANTS	208
PRESCHOOL (FULL-TIME)	591
PRESCHOOL (PART-TIME)	274
SCHOOL-AGE	164
TOTAL	1237

NEW RESOURCES ARRIVE AT CHILD CARE CENTRES

In July 2019, a new batch of Nunavut-made Early Childhood Education (ECE) resources began arriving at 55 licensed child care facilities across Nunavut.

Some were developed by the Qikiqtani Inuit Association's (QIA) Benefit Fund program in partnership with the Department of Education.

"Working with QIA has been a valuable partnership," said Minister of Education David Joanasié. "As the Minister responsible for early learning and child care, having more Inuktitut resources within our day-cares is key to keeping our language alive. From seeing northern animals in our puzzles, to holding cards with syllabics, and seeing the deep detail of a Nunavut summer camp in our books, it is so important to see ourselves reflected when we play. It helps us deepen our Inuit identity."

Resources included toys, games, puzzles, puppets with matching storybooks, playing cards, high-contrast books, search-and-find books, a baby sign language book, and much more.



Preschoolers explore some of the new resources.



Activity book about fishing in summer

4

K-12 Instruction and Regional School Operations

K-12 SCHOOL OPERATIONS	2019-2020	
	BUDGET	ACTUAL
HEADQUARTERS SCHOOL OPERATIONS	\$1,919,000	\$1,883,899
QIKIQTANI SCHOOL OPERATIONS	\$82,907,000	\$83,192,614
KIVALLIQ SCHOOL OPERATIONS	\$51,684,000	\$56,059,643
KITIKMEOT SCHOOL OPERATIONS	\$32,297,000	\$32,975,190
FRENCH SCHOOL OPERATIONS	\$2,573,000	\$2,005,977
TOTAL	\$171,380,000	\$176,117,323

These offices provide direct support to schools through supervision and support of principals, teachers, and other school staff.

K-12 School Operations are the regional offices of the Department of Education that supervise and support the delivery of Nunavut's Education Program in schools across the territory. Regional School Operations and Commission scolaire francophone du Nunavut offices located in Kugluktuk, Baker Lake, Pond Inlet, and Iqaluit are responsible for the day-to-day operation of schools, supervision of school staff, operational liaison with District Education Authorities, and overseeing of the delivery of the Education Program and educational services for Kindergarten to Grade 12.

These offices provide direct support to schools through supervision and support of principals, teachers, and other school staff to ensure that high-quality instructional, assessment, and student support practices are occurring as required by the Minister. These offices are also responsible for hiring, relocating, supervising, and managing school employees.

Units and programs within K-12 Instruction and Regional School Operations:

- **Kindergarten-Grade 12 Instruction:** Supports schools across Nunavut for the delivery of the Education Program for Kindergarten to Grade 12, including compensation and benefits, and operations and maintenance costs.
- **Support to District Education Authorities (DEAs):** Supports District Education Authorities and the Commission scolaire francophone du Nunavut in the areas of administration, resources, and delivery of community-based education programming in schools.
- **Regional School Operations:** Three Regional School Operations offices provide human resources services and support to District Education Authorities, school staff, and administrators.
- **Commission scolaire francophone du Nunavut (CSFN):** Funds the delivery of the French first-language Educational Program in French to École des Trois-Soleils and the administration of minority language rights.

2019-20 Activities

Makittatiarniq Safe and Caring Schools Framework and Handbook

The department is collaborating with the Canadian Red Cross; Embrace Life Council and other stakeholders to ensure that supports are in place to meet the needs of Nunavut schools. Regular teleconferences addressing the development and support of safe school practices and policies continued in 2019-20.

The *Makittatiarniq Safe and Caring Schools Framework* and associated action plan and handbook are in development. The handbook will provide guidelines for schools to foster Inuit Societal Values (ISV), such as Tunnganarniq (being open, welcoming and inclusive) and Pillamaksarniq (development of skills through observation, mentoring, practice, and effort), as the territory focuses on strengthening inuusivut, which means the Inuit way of life.

In fall 2019, the department wrapped up Makittatiarniq consultations with key stakeholders such as Elders, youth, District Education Authorities, school staff, and the Nunavut Teachers' Association. Also completed was a jurisdictional scan focusing on other countries with Indigenous populations. Completion of the framework and handbook is expected in 2021-22, with implementation the following year.

Many aspects of the framework are already being delivered in Nunavut schools, including the Northern Zones social-emotional program and resource kits and the Our Children, Our Responsibility training of ilinniavimmi inuusilirijit in handling child sexual abuse disclosure. The framework will also include strategies for dealing with violence in schools.

This made-in-Nunavut project is informed by current national initiatives promoting Healthy School Communities.

Attendance and Engagement Support Continues

Department support continues for attendance and engagement programs. The department is working with District Education Authorities (DEA) to ensure policy development contributes to community engagement and improved school attendance. Staff

continue to monitor attendance and collect enrolment statistics for Nunavut schools.

The *Attendance Policy Toolkit* will support DEAs in developing registration and attendance policies. It is being developed using best practices from DEAs and in close partnership with the Coalition of Nunavut District Education Authorities (CNDEA).

Work with the Student Records Advisory Committee (SRAC) related to the data systems will make reporting easier for educators and school leaders. The SRAC mandate involves providing guidance on the collection and content of student records as well as related policy and protocols; establishing a data collection system to capture student demographic, attendance, and other information; facilitating the development of the Nunavut Student Information System, and ensuring that the release of student information is in compliance with the *Access for Information and Protection of Privacy Act (ATIPPA)*.

ATTENDANCE PERCENTAGES BY REGION 2019-20

	GRAND TOTAL
KITIKMEOT	68.6%
KIVALLIQ	80.2%
QIKIQTANI	77.2%
NUNAVUT	76.5%

The department reviewed and revised the methodology for calculating attendance rates. The attendance rate for 2019-20 is 76.5%. This is an increase from previous year which could be due to the revised methodology, or the school closures which impacted how attendance was marked.

Instructional and Assessment Practices

The division continues to support, monitor, and advise on effective instructional and assessment practices and student support practices within Nunavut schools.

School visits by Superintendents of Schools have been conducted to monitor instructional and assessment practices. The department is working with key educators to contribute to the assessment framework and literacy practices. Regional School Operations staff supported principals with implementation of the Professional Development frameworks and the use of a draft school visitation tool.

Training is provided through conferences, courses, and workshops provided on the four days set aside in school calendars for in-servicing.

Preliminary planning is underway to establish online professional learning communities for Student Support Teachers and Learning Coaches in 2020-21.

Nunavut Literacy Framework K-12

The department continues to monitor the implementation of the *Nunavut Literacy Framework K-12* and action plan, released in September 2019. School staff were given one in-service day to review the framework, which is designed to bring consistency to literacy practices across Nunavut schools.

Also in development is the draft *Nunavut Literacy Handbook K-12*. In 2020-21, feedback on the draft handbook will be sought from school staff.

It is anticipated that a Superintendent of Schools Literacy Instructional Practice checklist will be implemented by March 2020 to support and monitor effective literacy practices.

In addition to the above, new resources for the Inuktitut Titiqqiriniq literacy program were developed in 2019-20 and provided to all schools.

Curriculum Development and Delivery

Ensuring the consistency and quality of curriculum delivery across Nunavut to enable student success not only in Nunavut, but in any Canadian jurisdiction, is a high priority.

A working group was established in 2019 to review Education Program plans, make updates and recommendations to the process, and review the plans for consistency and quality.

The department's long-term approach to language of instruction implementation includes a 20-year plan for curriculum and resource development, assessment, and educator training.

As the Inuktitut Language Arts (ILA) implementation plan is developed, standard assessment tools and curriculum

INUKTUT LANGUAGE ARTS 1ST LANGUAGE FIELD TEST

Department and school staff attended a field test of the new Inuktitut Language Arts 1st Language Curriculum in January 2019 at Arviat and Iqaluit.

The purpose of the event was to gather practical feedback on the Reading Learning Strand of the curriculum. Participants reviewed the structure of the curriculum, developed shared understandings, explored teaching and assessment strategies, and discussed how feedback will be gathered.



Resources were on hand for participants to review and discuss.



A session on practising the art of reading aloud.

delivery training will be implemented to ensure consistency across the territory.

Culturally relevant curriculum makes Inuktitut courses more relevant and aids recruitment and retention of bilingual educators.

While developing the plan, the department will continue delivering Inuit Language instruction in schools with existing curriculum, resources, and training materials.

Staffing Levels: Recruitment and Retention Strategy

Staffing schools with qualified educators and support staff is

an ongoing challenge. A number of schools are not fully staffed, and some lack administrators. To address these issues, the department is collaborating with Nunavut Arctic College to develop a 10-Year Educator Recruitment and Retention Strategy.

The strategy will include three phases:

- Phase one: Collecting baseline information and data and environmental scan resulting in the development of a Current State Report.
- Phase two: The visioning process, needs assessment, 10-year projection, strategic priorities, outcome-focused strategies, and proactive actions into the future in alignment with Inuit Qaujimajatuqangit. A visioning report will be produced.
- Phase three: Development and dissemination of an Implementation Plan Report.

The department was scheduled to attend several university job fairs throughout the spring; however, due to COVID-19, they were cancelled. The recruitment team sent the job fair organizers the department's recruitment materials to share with their university's education students, graduates, and alumni.

The use of social media for recruitment purposes continues. The teachinnunavut.ca website provided specific information about teaching opportunities, and ads on Facebook, Google, and Google AdWords directed potential job seekers to the department's recruitment website.

The department is working within communities to recruit and encourage substitute teachers, student support assistants, and Grade 12 graduates to pursue a career in education.

Inuit Employment Plan (IEP) Initiatives

Regional School Operations (RSO) offices continue to implement initiatives that support the Inuit Employment Plan, such as the Sivuliqtiksat internship program and the Sivummuakpaallirutiksat education leave program administered by the Departments of Human Resources and Education respectively.

RSOs have promoted and supported Nunavut Employee Union (NEU) staff in all regions to take Education Leave under the Sivummuakpaallirutiksat program and be trained through the Nunavut Teacher Education Program (NTEP) to become qualified teachers. The department has had three NTEP graduates through the Sivummuakpaallirutiksat program.

Student Enrolment and Teacher Positions

In 2019-20 there was a 4.4% increase in Full-Time Equivalent Enrolment (FTE) across Nunavut. By region the percentages are:

FTE ENROLMENT	% INCREASE FROM 2018-19
NUNAVUT	4.4
KITIKMEOT	3.1
KIVALLIQ	4.9
QIKIQTANI	4.7

Fluctuations in enrolment numbers may result in changes to the number of teaching staff allocated to communities as well as funding provided to District Education Authorities (DEA) and the Commission scolaire francophone du Nunavut (CSFN).

An additional 20.5 teaching positions were created across two regions this year:

TEACHING POSITIONS	% INCREASE FROM 2018-19
QIKIQTANI	10.5
KIVALLIQ	10.0
KITIKMEOT	0.0

4

Curriculum Development

CURRICULUM DEVELOPMENT	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$349,000	\$454,062
TEAM LEAD PATHWAYS PROGRAM	\$387,000	\$236,471
TEAM LEAD CULTURE AND HERITAGE	\$448,000	\$403,144
TEAM LEAD IQQAQUKKARINGNIQ	\$368,000	\$195,890
TEAM LEAD NUNAVUSIUTIT	\$412,000	\$288,342
TEAM LEAD AULAJAAQTUT	\$375,000	\$254,835
TEAM LEAD UQAUSILIRINIQ	\$708,000	\$954,855
TOTAL	\$3,047,000	\$2,787,599

Curriculum Development manages the curriculum taught in Nunavut schools, including regular review and replacement when necessary.

Curriculum Development manages the curriculum taught in Nunavut schools, including regular review and replacement when necessary. It is responsible for ensuring that all schools have access to and are using the appropriate curriculum for each of Nunavut's curriculum strands and programs of study for all grades and stages of development. Through the *Education Act* and the *Inuit Language Protection Act*, the division also ensures that the Nunavut Education Program promotes Inuit culture and languages.

2019-20 Activities

Made-in-Nunavut Core Curriculum

As part of its submission for Bill 25: The Act to Amend the Education Act and the Inuit Language Protection Act, the department created a 20-year plan to develop made-in-Nunavut curriculum in all subject areas from Kindergarten to Grade 12. The focus in the *Education Act* is on Inuit language arts; however, it was identified that curriculum should be created in all subject areas, along with the appropriate assessment tools, resources, and teacher training to support its implementation.

Curriculum Development worked with other divisions to develop a schedule for implementation in all subjects and grades based on core subject areas and a variety of language curricula to support the Language of Instruction models. As well, the Curriculum team undertook a scan of core curriculum in similar jurisdictions to identify common topics and outcomes for K-6 and prioritized Health and Physical Education, as well as Social Studies, as the first curricula to be developed outside the language curricula that are currently underway.

Inuktitut Language Arts Curriculum Field Test

In 2019-20, the Inuktitut Language Arts (ILA1) curriculum for first-language learners, as well as the Inuktitut as a Second Language (IL2) curriculum, was field tested with a small group of educators. Educators met in January 2020 for training and discussion on the draft curriculum documents and were provided with exemplars to guide the work in their classrooms.

Not all educators were able to field test these curricula due to school closures related to the COVID-19 pandemic in March 2020. As a result, the field testing has been put on hold. Work on curriculum development continued, with a focus on Health and Social Studies.

Health Curriculum Development

Health was identified as one of the key priority areas for curriculum development to ensure curriculum outcomes address health, well-being, and social-emotional learning. A working group was established to begin research on best practices, appropriate learning outcomes and competencies, and effective teaching strategies.

Curriculum staff met with the Department of Health to continue its collaboration in a number of areas, including curriculum development.

Alberta Curriculum Renewal Recommendation

In 2019-20, the department undertook a gap analysis and jurisdictional scan of core curricula across Canada, including Alberta. This resulted in the recommendation that the draft Alberta curriculum not be adopted by Nunavut. The reason behind this was twofold: the recognition that other curricula might be better suited for adaptation to Nunavut's context, and the upcoming election in Alberta that indicated that the curriculum renewal process undertaken by the NDP government would be shelved in favour of a new curriculum. This uncertainty, coupled with the department's focus on a made-in-Nunavut curriculum, resulted in the division's recommendation.



Nunavut-made early childhood education resources were developed in partnership with Qikiqtani Inuit Association and distributed to 55 child care facilities across Nunavut.

4

Resource Services

RESOURCE SERVICES	2019-2020	
	BUDGET	ACTUAL
RESOURCE SERVICES	\$2,671,000	\$1,977,418
RESOURCE SERVICES, INUKTUT	\$1,060,000	\$329,611
TOTAL	\$3,731,000	\$2,307,029

Resource Services continued to develop Inuktitut and Inuinnaqtun resources to support the Nunavut Literacy Framework K-12.

Resource Services creates, publishes, and distributes approved teaching resources, learning materials, and other operational resources, ensuring they align with and support curricular outcomes. Other responsibilities include the management of projects supported by the Inuit Language Implementation Fund to ensure materials are developed in Nunavut's official languages per the *Education Act* and *Inuit Language Protection Act*.

The division is also responsible for inventory and management of teaching and learning resources created and/or provided by the Department of Education, including copyright management, and the digitizing and archiving of educational materials.

In March 2020, at the outset of the COVID-19 pandemic, the department created Angirrami Ilinniarniq (www.angirrami.com) to support remote learning due to sudden school closures.

2019-20 Activities

Literacy Framework K-12

Resource Services continued to develop Inuktitut and Inuinnaqtun resources to support the *Nunavut Literacy Framework K-12*. A significant number of teaching and learning resources have been created, with work ongoing each year to increase the number of levelled readers, classroom supports, and teacher resources. Resources developed to date include more than 600 student books and teacher resources in Inuktitut and more than 250 student books and teacher resources in Inuinnaqtun.

Resources created in 2019-20 include:

- Three issues of *Takuttalirilli!* a high-interest, low-vocabulary magazine to support reluctant readers, in Inuktitut and English, with support from the Departments of Health and Family Services
- A series of book studies for elementary school students, with a particular focus on social-emotional learning, based on *What's My Superpower*, *The Muskox and the Caribou*, and *How Nivi Got Her Names*, among others
- Videos and teacher resources in Inuinnaqtun
- Additional levelled student books to support guided reading
- Science-themed readers for first-language learners to support the science curriculum
- Resources for the Inuktitut language curriculum field tests
- A levelled student book developed with the Representative for Children and Youth's Office (RCYO) about youth advocacy

Angirrami Ilinniarniq

Additionally, in March 2020, at the outset of the COVID-19 pandemic, the department created Angirrami Ilinniarniq (www.angirrami.com) to support remote learning due to sudden school closures. The website provides free access to culturally relevant educational resources in Inuktitut, English, and French for families and caregivers to use as they support children learning from home. All educational resources on the site can be found in Nunavut schools, including:

- Downloadable books and ebooks for preschool ages and up
- Educational audiobooks and animated videos
- Tips and activities for learning
- Resources for managing stress and mental health

Terminology Development

The division is reviewing Inuktitut and Inuinnaqtun terminology to ensure that high-quality teaching and learning materials can be created in Inuktitut.

The division held eight terminology meetings in 2019-20 (four for Inuktitut and four for Inuinnaqtun) to review vocabulary for teaching and learning resources in the subject areas of math, science, and social studies, as well as education terminology for use in curriculum documents.

There are two distinct working groups responsible for this work, as well as representation from Inuit Uqausinginnik Taiguusiliuqtiit (IUT). This work is supported with funding from the Inuit Language Implementation Fund provided by the Department of Culture and Heritage.



When a new resource captures the imagination, language learning becomes almost incidental.

4

Éducation en français

ÉDUCATION EN FRANÇAIS	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$863,000	\$528,341
TOTAL	\$863,000	\$528,341

*ÉFD supports
the priorities of all
other divisions.*

Éducation en français Division (ÉFD) provides services to the Nunavut francophone community as per the Canadian Charter of Rights and Freedoms, which recognizes the status of the francophone minority and the right of francophone minority communities to receive a French-language education that is equivalent to that offered to the linguistic majority in neighbouring schools. The division supports French-language curriculum and projects, as well as programs in French as a first language and as an additional language, pursuant to the Department of Education's obligations under the *Official Languages Act of Nunavut* and the *Official Languages Act of Canada*.

In 2019-20, three educators were enrolled in the Intensive French Training offered in Yellowknife.

2019-20 Activities

Funding for the Commission scolaire francophone du Nunavut (CSFN)

Created in 2004 to respond to the needs of Nunavut's francophone community and students, the CSFN manages the Trois-Soleils school in Iqaluit, the northernmost francophone school in the world.

Funding received through the Canada-Nunavut Agreement enables the Government of Nunavut to cover a portion of the cost of delivering French first-language education to the francophone minority in Nunavut.

The Canada-Nunavut Agreement on French Minority-Language Education and Second Official-Language Instruction expired in March 2018. During the negotiations, the Government of Nunavut signed a Provisional Arrangements Agreement with the Department of Canadian Heritage to secure funding for 2019-20. During this fiscal year, the CSFN received \$210,623 from the Government of Nunavut and \$879,263 in additional funding from Canadian Heritage via the Canada-Nunavut Agreement.

Services to the Commission scolaire francophone du Nunavut (CSFN) and to Trois-Soleils school

ÉFD supports the priorities of all other divisions, including programs, literacy projects, information and training sessions for teachers, inclusive education and student support, early childhood, assessment and evaluation, translation of classroom resources, Student Information System (Maplewood), and correspondence with the CSFN.

The division also ensures that projects released by the department are made available in French within a reasonable time frame.

Training

The following training opportunities were offered in 2019-20:

- One day on the territorial Literacy Framework
- Two days on identity building
- One day on the Phonak assistive listening system
- Sessions on math and science during Professional Development Week
- Ongoing support at Trois-Soleils school regarding the Student Information System (Maplewood)

Production of French Learning Resources

Twenty-four books from the three Inhabit book series, *Inuutsiarniq*, *Tamatta Pijunnautiqaatugut*, and *Tulliniliara*, were selected, translated, and sent to Éducation en français for review. They are currently being proofread.

A social study resource project titled *My Family: Grade 1* is in the final stages of having traditional toys made for addition to the box. The next step is to assemble the box with all its components.

Nunavut French First-Language Education Programs of Study Evaluation Completed

The annual evaluation of programs of study was completed to ensure that the selected French programs are equivalent to the ones approved for the other schools of Nunavut.

Support for Qikiqtani School Operations and the Iqaluit District Education Authority (IDEA) regarding French as an Additional Language (FAL) Programs

In 2019-20, three educators were enrolled in the Intensive French Training offered in Yellowknife. This training was offered in two phases. These educators are now fully certified to teach the Intensive French program.

The funding for the FAL programs comes from the Canada-Nunavut Agreement. It gives Nunavut students the opportunity to learn French as an Additional Language and experience the culture associated with French communities.

Council of Ministers of Education, Canada (CMEC) Official Languages Programs

Through the Council of Ministers of Education, Canada (CMEC), and with funding from Canadian Heritage, the Government of Nunavut offers three official languages programs to Nunavummiut.

Two of the programs, Explore and Destination Clic, promote and increase the exposure of students to Canada's official languages through working or learning experiences acquired in different regions of the country. In addition to promoting these programs, the division coordinates the registration and participation of Nunavummiut in them.

Odyssey, the third program, provides additional personnel to the schools in the form of French-language specialists.

Explore



Explore is a five-week intensive language-immersion program offered in spring or summer to Grade 11 and 12 students. Sessions are delivered in post-secondary institutions all over Canada. ÉFD promotes the program, manages registrations, supports students and their families before the start of the program and processes credit and reimbursement requests afterward.

In summer 2019, Explore was offered as a pilot project to students aged 13 to 15. This initiative was a three-week program held in July and August. In spring 2019, six students completed Explore applications and three received Explore bursaries.

Destination Clic



A bursary for enrichment in French as a first language, Destination Clic targets Grade 8 and 9 students with a three-week program. Successful applicants attend French as a First Language schools outside of Quebec to build their cultural identity as francophones by spending time with other students who are in the same situation elsewhere in Canada. Sessions take place in New Brunswick, Ontario, or Quebec. There were no participants this fiscal year.

Odyssey



A program that provides additional French-language instruction, Odyssey brings up to three language specialists to Iqaluit schools to assist existing staff. Under the supervision of a French teacher, the language specialists organize and supervise cultural and linguistic activities designed to motivate students to improve their knowledge of French language and culture and to use French daily. ÉFD facilitates the hiring of the language assistants and collaborates on the organization and financial management of training sessions. Three positions per year are offered, and this fiscal year two French language specialists were hired.

***Twenty-four books were selected,
translated, and sent to Éducation en
français for review.***

4

Student Achievement

STUDENT ACHIEVEMENT	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$738,000	\$757,102
STUDENT SUPPORT	\$1,309,000	\$1,297,045
STUDENT ASSESSMENT	\$1,197,000	\$1,199,937
INCLUSIVE EDUCATION	\$1,443,000	\$1,176,782
TOTAL	\$4,687,000	\$4,430,866

This division implements and supports inclusive schooling in Nunavut.

Responsible for overall student support and assessment, Student Achievement directs the development of student assessment and reporting policies, procedures, and standards; designs, develops, implements, and evaluates assessment tools; and manages complete and accurate student records, information, and registration.

This division implements and supports inclusive schooling in Nunavut through the development of policies, procedures, and standards to enhance staff skills and knowledge and through the provision of universal, targeted, and individualized education support services. Supports range from assistive technologies to diagnostic assessment and specialized services.

Additional responsibilities include overseeing home-schooling by establishing policies, procedures, and standards and providing health and wellness guidance and supports to ensure schools are safe and welcoming environments.

Staff continued to develop the Student Information and Management Regulations and Nunavut Student Records Information Management Directive.

2019-20 Activities

Ilitaunnikuliriniq (Assessment, Evaluation, and Reporting) Policy, Framework, and Handbook in Development

Work on the policy, framework, and handbook continued. These documents will provide guidelines on how to assess students for success and achieve consistency and reliability in assessment practices that will help inform the development of appropriate assessment tools for the Language of Instruction implementation plan and timelines.

In view of Bill 25 and the updating of the student information system software, the department has reassessed its implementation plan and will implement the policy, framework, and handbook as well as a procedural guide in 2023-24. Staff training will be provided prior to implementation.

The field-tested *Syllabic and Final Recognition Assessment Tool* will be used alongside the Inuktitut First and Second Language Arts Curricula that is currently being developed. Teachers can use the tool to assess students' knowledge of phonics and their ability to correctly match syllabics and finals with spoken sounds.

Student Records Management Resources in Development

The Student Records Advisory Committee was established in 2018. Consisting of representatives from Policy and Planning, Corporate Services (IT), and Student Achievement, this committee is working to make data collection and reporting easier for teachers and principals.

The committee is also tasked with standardizing and improving the system-wide collection, recording, evaluation, and monitoring of student attendance data. The goal of this initiative is to develop data-driven recommendations to improve student attendance.

Under the leadership of the Student Records Advisory Committee, staff continued to develop the Student Information and Management Regulations and Nunavut Student Records Information Management Directive.

Consultations on proposed amendments to the regulations were completed this fiscal year. The directive was drafted, and drafting instructions for the regulations are also almost complete.

Inclusive Education Policy and Handbooks Completed

Following the completion of consultations that included the Inuit Qaujimagatuqangit Katimajiit, the Inclusive Education policy was completed. The *Individual Student Support Planning Handbook* was implemented for use in schools to provide guidelines on how to support teachers, student support teachers, and school teams responsible for developing, implementing, and monitoring individual student support plans.

The *Nunavut Inclusive Education* series of handbooks was launched. The series is in different stages of development. The department completed and implemented the *Student Support Assistant Handbook*. Student support assistants were introduced to it in February 2020 as part of their professional development.

In addition to the handbooks, training in areas related to inclusive education and student support was delivered to ilinniavimmi inuusilirijiit, student support teachers, and student support assistants.

Education Support Services

The department continued to expand the range of the Education Support Services Program. In the Qikiqtani region, schools requested and received services from occupational therapists, speech language pathologists, physiotherapists, and behaviour specialists. In the Kivalliq region, the department increased Health-provided services of speech language pathology and physiotherapy by one visit per community. The division began planning expansion of the program to the Kitikmeot region which is currently being serviced by the Stanton Hospital Rehabilitation Team.

Progress on Makittatiarniq (formerly Safe and Caring Schools) Framework and Handbook

The *Makittatiarniq Framework* and Handbook are intended to support the social-emotional development of Nunavummiut and include recommendations for whole-school health and wellness reflecting traditional knowledge.

Many components of the framework are already being implemented; for example, the Northern Zones social-emotional program and resource kits and the Our Children, Our Responsibility training of all ilinniarvimmi inuusilirijit in handling child sexual abuse disclosure. Capacity-building training to foster safe and caring schools was delivered to principals, student support teachers, ilinniarvimmi inuusilirijit, student support assistants, and youth.

Inuktit Language Arts Assessment Tools, Working Group

Staff have begun work on an early years’ assessment for Inuktit Language Arts in relation to the new Inuktit Language Arts K-6 (first-language) curriculum.

A working group was established to update Inuktit Language Arts measurable curricular outcomes. In 2019, a curriculum assessment tools gap analysis was completed, and a syllabics recognition assessment tool was implemented.

The department continued to expand the range of the Education Support Services Program.



Effective aids for learning presented at the Inuktit Titiqqiriniq (IT) conference on Feb. 25-27

4

Educator Development

EDUCATOR DEVELOPMENT	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$223,000	\$255,083
EDUCATION TRAINING RESOURCES	\$2,871,000	\$1,711,199
NTA PROFESSIONAL DEVELOPMENT FUND	\$3,525,000	\$3,382,696
PROGRAM IMPLEMENTATION AND TRAINING KUGLUKTUK	\$884,000	\$308,593
EDUCATOR DEVELOPMENT	\$933,000	\$239,379
TEACHER CERTIFICATION	\$318,000	\$167,075
PROGRAM IMPLEMENTATION AND TRAINING POND INLET	\$1,197,000	\$191,226
TOTAL	\$9,951,000	\$6,255,251

Educator Development designs and delivers the professional development framework for employees in Nunavut's school system.

Educator Development designs and delivers the professional development framework for employees in Nunavut's school system. This includes orientation for new employees; mentorship opportunities; and delivery of training designed to improve professional practice so that instructional, assessment, and inclusive schooling practices are of the highest standard possible. Educator Development is also responsible for teacher certification and standards.

Programs and units within Educator Development:

- **Program Implementation and Training:** Provides a variety of training and supports targeted to school-based employees in order to ensure that they are adequately supported, informed, and equipped to deliver the Education Program to students, and offers assistance where possible. This includes orientation and mentorship supports for new employees; the delivery of critical information to school staff through online learning, in-services, conferences, and other means; and the design and delivery of programs to support school staff.
- **Teacher Certification:** Reviews and evaluates teacher credentials to determine their eligibility for employment in

Nunavut schools. This includes developing and updating certification and standards, policies and procedures; processing applications for certification; determining salary levels; and suspending or cancelling certification.

- **Teacher Professional Development:** Based on a contractual agreement with the Nunavut Teachers' Association, a contribution agreement provides funding to teachers for self- and group-directed professional development activities. The program is administered by a joint committee comprised of members of the Nunavut Teachers' Association and officials from the department.

2019-20 Activities

Recruitment and Retention Strategy Expands

Addressing teacher shortages and supporting Inuit employment targets are priorities for the department. What began as a five-year recruitment and retention strategy has expanded to include more feedback from partners and cover a 10-year time frame. A project charter is being developed for a 10-Year Educator Retention and Recruitment Strategy to address teacher shortages and support Inuit employment targets.

The strategy will have a three-pronged approach:

- Phase one: Collect baseline information and data and conduct an environmental scan, resulting in the development of a Current State Report.
- Phase two: Complete the visioning Process, Needs Assessment, 10-year Projection, strategic priorities, outcome-focused strategies, and proactive measures into the future in alignment with Inuit Qaujimajatuqangit (IQ). A visioning report will be produced.
- Phase three: Develop an Implementation Plan Report, based on information gathered in phases one and two.

Though the strategy is not yet complete, the department is proactively taking the following steps to support recruitment and retention:

- Presenting recruitment packages to all high school students in Nunavut schools to promote careers in teaching
- Working with the Nunavut Teacher Education Program (NTEP), Regional School Operations (RSOs), the Advanced Education Division, and high school principals to promote Inuit teacher recruitment and retention
- Advertising school-based positions, supporting a Teach in Nunavut website, and having Coalition of Nunavut District Education Authority (CNDEA) members and former principals attend job fairs at southern universities to recruit teachers
- Attending career fairs in Iqaluit to promote careers in education

Professional Development Framework

The *Professional Development Framework* sets standards and expectations for classroom teachers, learning coaches, Student Support Teachers (SST), and school leaders, who can use the professional standards for their roles as a reference to develop their own professional development plans.

As part of the *Professional Development Framework*, professional development plans are submitted in December and again before the end of the school year. Not all schools submitted professional development plans for their educators due to the 2019 ransomware attack and COVID-19 pandemic.

Educator Development Website in Development

Information is being developed for an educator development website that will communicate information regarding orientation and professional development opportunities.

Targeted In-Service Training Provided

The department continues to provide targeted in-service training to schools, this year focusing on the introduction of new frameworks and action plans. This training ensures that educators are aware of and able to work towards the department's priorities, such as inclusive education.

One in-service day was designated to introduce school staff to the *Nunavut Literacy Framework K-12*, and one was designated for sharing information on the process to develop the Departmental Strategic Plan and gather feedback from school staff. School staff also received two professional development days consisting of a combination of training in Respect Education, Indigenous Cultural Competency, Trauma Informed Practice, Safe Talk, Restitution, Applied Suicide Intervention Skills, and/or Our Children, Our Responsibilities.

Due to the ransomware attack and COVID-19, not all schools received the planned four days of training, but all schools did receive training on the *Nunavut Literacy Framework K-12*.

Schools in Cambridge Bay, Kugluktuk, Taloyoak, Chesterfield Inlet, Coral Harbour, Nauyasat, Sanikiluaq, Qikiqtarjuaq, Kinngait, Clyde River, and Kimmirut received two days of Respect Education training. Arviligruaq Illiniarvik school in Kugaaruk received Our Children, Our Responsibility and Safe Talk training (one day), Inuglak School in Whale Cove received two days of Applied Suicide Intervention Skills training, and Simon Alaittuq and Leo Ussak schools in Rankin Inlet received two days of training in Restitution.

Certificate in Educational Leadership in Nunavut (CELN) Modifications

The CELN program helps current and aspiring school leaders adjust to their roles and supports their efforts to improve student learning outcomes and complete the requirements for principal certification. The program is accredited by the University of Prince Edward Island.

Efforts continue to offer and modify the CELN program to meet the needs of principals and aspiring principals in both English and Inuktitut.

Five CELN courses were offered in June-July 2019:

- Reflective Practice in Educational Leadership for Nunavut (delivered to separate cohorts in Inuktitut and English)
- Proactive Instructional Leadership in Nunavut Communities (English)
- Foundations of Transformational Leadership in Nunavut Education (English)

- Educational Leadership: Engaging Nunavut Parents, Elders, and Community (English)
- Improving Language and Literacy Achievement (English)

Three CELN courses were offered in February 2020:

- Improving Language and Literacy Achievement (Inuktitut)
- Leadership of the School Improvement Process in Nunavut Communities (English)
- Foundations of Transformational Leadership in Nunavut Education (English)

All courses required for the Certificate in Educational Leadership in Nunavut program have been offered in Inuktitut at least once, and the program is ongoing.

Distance Learning Courses: Feedback to Determine Future Offerings

Department staff are exploring distance-learning options for Nunavut Inuit educators who wish to augment their professional and leadership qualifications.

The courses Reflective Practice in Educational Leadership for Nunavut (Inuktitut) and Reflective Practice in Educational Leadership for Nunavut (English) from the Certificate in Educational Leadership in Nunavut (CELN) program were piloted in a blended online/in-person format in 2019-20. Feedback from participants who completed the blended format course will be reviewed by the department and used to inform distance-learning course options in the future. If the feedback is positive, the department will explore further distance-learning opportunities for educator professional development.

INUKTUT TITIQQIRINIQ WORKSHOP

About 60 participants attended an Inuktitut Titiqqiriniq (IT) conference on February 25-27, 2020, at the Frobisher Inn in Iqaluit. Department staff delivered a workshop that introduced the IT program, explained the balanced literacy approach, then focused on sharing and gathering ideas about literacy centres.

After defining what a literacy centre is, presenters explored options such as permanent and temporary literacy centres as well as how they can be set up and managed to ensure they are effective aids to learning. Participants then brainstormed ideas for how to make literacy centres work at various levels and in a range of school settings.



These are the educators who are designing and delivering the IT program across Nunavut.

5

Advanced Education

ADVANCED EDUCATION	2019-2020	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$275,000	\$350,324
PRE-EMPLOYMENT TRAINING	\$2,512,000	\$2,228,955
ADULT AND POST-SECONDARY EDUCATION	\$133,000	\$106,247
ADULT PROGRAM EVALUATION AND MONITORING	\$125,000	0
GENERAL EDUCATION DIPLOMA	\$4,000	0
ADULT PROGRAM (PASS)	\$403,000	\$43,845
ADULT BASIC LITERACY AND BASIC EDUCATION	\$389,000	\$175,000
FANS - ADMINISTRATION	\$1,475,000	\$1,355,843
FANS - PROGRAM	\$7,000,000	\$7,078,756
TOTAL	\$12,316,000	\$11,338,970

Staff in this division guide the implementation of the Nunavut Adult Learning Strategy as well as the adult education sections of the Education Act outside of the K-12 system.

Advanced Education guides the development of governance, policy, and strategic planning activities for adult learning in Nunavut, including initiatives to increase the availability of 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.

Staff in this division guide the implementation of the Nunavut Adult Learning Strategy as well as the adult education sections of the *Education Act* outside of the K-12 system. Advanced Education also funds adult programs that support equality of opportunity and encourage adult literacy, numeracy, and essential employability skills.

In addition to the above, this division implements the *Student Financial Assistance Act* and regulations, including administration of the Financial Assistance for Nunavut Students (FANS) program and the designation of Nunavut programs of study as post-secondary for the purpose of establishing their eligibility for student financial assistance.

Finally, Advanced Education implements the *Universities and Degree Granting Institutions Act*. Responsibilities include authorizing universities and other degree-granting institutions established outside Nunavut to operate as universities within Nunavut.

Units and programs within Advanced Education are:

- **Adult Program Monitoring and Evaluation:** Reviews adult programs offered by institutions, third-party service providers, and government in order to determine their impacts and to ensure that they are of high quality and of benefit to the territory. This unit also designates institutions and programs as post-secondary for the purpose of eligibility for student financial assistance.
- **Adult Literacy and Basic Education:** Funds organizations capable of demonstrating the capacity to positively impact Nunavut communities and adult learners through the provision of training or the development of resources that increase adult literacy in all official languages, as well as numeracy and employability.
- **General Education Development:** Responds to requests for transcripts and issues replacement transcripts and diplomas.
- **Adult Programs:** Pathway to Adult Secondary School (PASS): Coordinates between Nunavut Arctic College (NAC) and the department on transfer credit equivalencies, issuing of diplomas, and PASS graduation requirements, and collaborates with NAC on the development of administrative policies and procedures for the PASS program.
- **Pre-Employment Training:** Provides funding to support the development and delivery of educator training programs linked with the department's Inuit Employment Plan, Article 23 of the Nunavut Land Claims Agreement, and bilingual education requirements. This includes funding to support the enhancement of the Nunavut Teacher Education Program (NTEP), as well as new programs under development for other school-based occupations.
- **Financial Assistance for Nunavut Students (FANS):** Provides financial support to students attending post-secondary education programs.

Advanced Education guides the development of governance, policy, and strategic planning activities for adult learning in Nunavut.

2019-20 Activities

Pathway to Adult Secondary School (PASS) Review

The PASS program is designed for adult students who need a few credits to complete their high school graduation requirements. A review of the program was completed in March 2019, and the resulting report will inform the development of related policies and procedures. The department is exploring whether work experience or special projects courses can be incorporated into the program and has been meeting with PASS staff at Nunavut Arctic College to identify next steps.

PASS for Inuit Men: Work Continues

In 2019-20, the department continued its work with Nunavut Arctic College on a strategy to engage Inuit men in the Pathway to Adult Secondary School (PASS) program. Discussions with various organizations have taken place, along with research. Work on this priority will continue in 2020-21.

Inuktit Language Certificate and Diploma: A New Approach

In collaboration with Nunavut Arctic College (NAC), the department has been exploring the potential for a new approach to the Nunavut Teacher Education Program (NTEP) aimed at increasing Inuit representation in all school-based occupations. The new structure will provide multiple points of entry and exit for the Bachelor of Education program at NAC. Year 1 of NTEP was revised to an Inuktit Language Certificate year.

In fall 2019, NAC began delivering the revised Year 1 program in three communities:

- Pangnirtung
- Coral Harbour
- Cambridge Bay

The department continues to ensure that our curriculum and resources are being used in NTEP classrooms and incorporated into learning, and the relationship between the Department of Education and NAC continues to be strengthened.

Adult Learning Strategy Review Completed

A review of the Nunavut Adult Learning Strategy (NALS) completed in March 2019, and the resulting report were tabled in March 2020, and shared with key stakeholders and partners. A Terms of reference and other scoping documents are being developed to guide this work, and a working group will be established.

University Partnership Committee Selects Memorial University

For some years, the department has been working with Nunavut Arctic College to secure a joint venture/partnership that will give Nunavummiut increased access to more university-level education options in the territory.

In 2018-19, the Selection Committee identified Memorial University of Newfoundland as the partner institution, and a Memorandum of Understanding was signed in May 2019.

This 10-year strategic partnership will build post-secondary capacity in Nunavut, promote research opportunities, and allow learners to obtain degrees awarded by both Nunavut Arctic College and Memorial University.

Nunavut Teacher Education Program (NTEP) Summary

In 2019-20, NTEP was delivered in nine communities and began with approximately 99 learners spread out across the four years of the program. There were two communities completing the final year of NTEP.

Financial Assistance for Nunavut Students (FANS) Program

FANS was transferred to the Department of Education from the Department of Family Services on April 1, 2020. The department worked with Family Services to ensure a smooth transition of responsibility for the program.

NTEP WINTER 2019-20 ENROLMENT

COMMUNITY	YEAR	ENROLLED (Feb. 7, 2020)
CAMBRIDGE BAY	1	4
CORAL HARBOUR	1	8
PANGNIRTUNG	1	7
ARVIAT	2	18
BAKER LAKE	2	2
GJOA HAVEN	2	8
RANKIN INLET	3	5
KUGAARUK	4	8
IQUALUIT	1 - 4	29

NTEP FALL 2019-20 ENROLMENT

COMMUNITY	YEAR	ENROLLED (Sept. 9, 2019)
CAMBRIDGE BAY	1	4
CORAL HARBOUR	1	10
PANGNIRTUNG	1	7
ARVIAT	2	19
BAKER LAKE	2	4
GJOA HAVEN	2	10
RANKIN INLET	3	5
KUGAARUK	4	8
IQUALUIT	1 - 4	32

6

Appendices

Appendix Table 1: Licensed Early Childhood Education Facilities and Spaces

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

Appendix Table 3: Staff Working in Licensed Facilities

Appendix Table 4: Healthy Children Initiative Funded Proposals

Appendix Table 5: District Education Authorities that Accessed Early Childhood Education Funding

Appendix Table 6: Student Headcount by School

Appendix Table 7: Student Headcount by Grade

Appendix Table 8: Attendance Rates by Region, Community, and School

Appendix Table 9: Graduates by Community

Appendix Table 10: Graduates by Characteristic

Appendix Table 11: Language of Instruction Regulations

Appendix Table 1: Licensed Early Childhood Education Facilities and Spaces

LICENSED EARLY CHILDHOOD PROGRAMS	
DAYCARES	33
HEAD STARTS	7
PRESCHOOLS	8
AFTERSCHOOL	7
FAMILY DAY HOME	3
TOTAL	58

LICENSED SPACES	
INFANTS	208
PRESCHOOL (FULL-TIME)	591
PRESCHOOL (PART-TIME)	270
SCHOOL-AGE	164
TOTAL	1233

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

	2019-2020
PRIMARY LANGUAGE USED IN LICENSED FACILITIES	
INUKTITUT	52.2%
INUIINNAQTUN	2.2%
ENGLISH	34.8%
FRENCH	10.8%
OTHER LANGUAGES USED REGULARLY IN LICENSED FACILITIES	
INUKTITUT	38.9%
INUIINNAQTUN	8.3%
ENGLISH	50.0%
FRENCH	2.8%

Appendix Table 3: Staff Working in Licensed Facilities

INUIT	80.3%
NON-INUIT	19.7%

Appendix Table 4: Healthy Children Initiative Funded Proposals

REGION	
KITIKMEOT	6
KIVALLIQ	3
QIKIQTANI	9
TOTAL	18

Appendix Table 5: District Education Authorities that Accessed Early Childhood Education Funding

	FUNDS
	APPROVED
NUNAVUT	\$644,000
KITIKMEOT	\$40,000
Cambridge Bay	\$40,000
Gjoa Haven	
Kugaaruk	
Kugluktuk	
Taloyoak	
KIVALLIQ	\$184,979
Arviat	\$90,000
Baker Lake	
Chesterfield Inlet	
Coral Harbour	
Rankin Inlet	\$94,979
Naujaat	
Whale Cove	
QIKIQTANI	\$419,021
Apex	\$40,000
Arctic Bay	
Cape Dorset	
Clyde River	\$44,496
CSFN	\$45,000
Grise Fiord	
Hall Beach	
Igloolik	
Iqaluit	\$289,525
Kimmirut	
Pangnirtung	
Pond Inlet	
Qikiqtarjuaq	
Resolute Bay	
Sanikiluaq	

Appendix Table 6: Student Headcount by School

	INUIT	NON-INUIT	TOTAL
NUNAVUT	10077	649	10726
KITIKMEOT	1969	31	2000
CAMBRIDGE BAY	391	17	408
Kiilinik High School	174	2	176
Kullik Ilihakvik	217	15	232
GJOA HAVEN	395	2	397
Qiqirtaq Ilihakvik	155	0	155
Quqshuun Ilihakvik	240	2	242
KUGAARUK	402	1	403
Kugaardjuk Ilihakvik	402	1	403
KUGLUKTUK	445	9	454
Jimmy Hikok Ilihakvik	199	5	204
Kugluktuk High School	246	4	250
TALOYOAK	336	2	338
Netsilik Ilihakvik	336	2	338
KIVALLIQ	3187	224	3411
ARVIAT	901	24	925
John Arnalukjuak High School	330	16	346
Levi Angmak Ilinniarvialaaq	407	6	413
Qitiqliq Middle School	164	2	166
BAKER LAKE	610	13	623
Jonah Amitnaaq Secondary School	335	7	342
Rachel Arngnammaktiq	275	6	281
CHESTERFIELD INLET	106	6	112
Victor Sammurtok School	106	6	112
CORAL HARBOUR	307	21	328
Sakku School	307	21	328
NAUJAAT	492	13	505
Tusarvik Elementary	267	4	271
Tuugaalik High School	225	9	234
RANKIN INLET	624	136	760
Leo Ussak Elementary School	293	14	307
Maani Ulujuk Ilinniarvik	229	118	347
Simon Alaittuq School	102	4	106
WHALE COVE	147	11	158
Inuglak School	147	11	158

Table 6 continued on following page

	INUIT	NON-INUIT	TOTAL
QIKIQTANI	4921	394	5315
APEX	45	7	52
Nanook School	45	7	52
ARCTIC BAY	307	3	310
Inuujaq School	307	3	310
CAPE DORSET	413	9	422
Peter Pitseolak School	175	3	178
Sam Pudlat School	238	6	244
CLYDE RIVER	354	5	359
Quluqaq School	354	5	359
GRISE FIORD	25	1	26
Umimmak School	25	1	26
HALL BEACH	305	2	307
Arnaqjuaq School	305	2	307
IGLOOLIK	692	1	693
Ataguttaaluk Elementary School	356	1	357
Ataguttaaluk High School	193	0	193
Sivuniit Middle School	143	0	143
IQALUIT	1181	353	1534
École des Trois-Soleils	16	74	90
Aqsarniit Ilinniarvik	271	59	330
Inuksuk High School	389	72	461
Joamie School	179	78	257
Nakasuk School	326	70	396
KIMMIRUT	150	0	150
Qaqqalik School	150	0	150
PANGNIRTUNG	436	0	436
Alookie School	183	0	183
Attagoyuk Illisavik	253	0	253
POND INLET	527	11	538
Nasivvik High School	227	8	235
Ulaajuk School	300	3	303
QIKIQTARJUAQ	130	2	132
Inuksuit School	130	2	132
RESOLUTE BAY	43	0	43
Qarmartaluk School	43	0	43
SANIKILUAQ	313	0	313
Nuiyak School	167	0	167
Paatsaali School	146	0	146

Appendix Table 7: Student Headcount by Grade

	TOTAL
KINDERGARTEN	833
GRADE 1	879
GRADE 2	807
GRADE 3	826
GRADE 4	836
GRADE 5	863
GRADE 6	784
GRADE 7	776
GRADE 8	756
GRADE 9	682
GRADE 10	989
GRADE 11	888
GRADE 12	807
TOTALS	10,726

Appendix Table 8: Attendance Rates by Region, Community, and School

	FEMALE	MALE	GRAND TOTAL
NUNAVUT	77.2%	75.8%	76.5%
KITIKMEOT	69.3%	67.9%	68.6%
CAMBRIDGE BAY	82.7%	80.4%	81.6%
Kiilnik High School	89.8%	90.0%	89.9%
Kullik Ilihakvik	77.6%	73.7%	75.7%
GJOA HAVEN	58.8%	56.4%	57.5%
Qiqirtaq Ilihakvik	54.8%	53.3%	54.0%
Quqshuun Ilihakvik	61.7%	58.6%	60.0%
KUGAARUK	73.2%	71.9%	72.5%
Arviligruaq Illiniar	73.2%	71.9%	72.5%
KUGLUKTUK	60.1%	62.3%	61.2%
Jimmy Hikok Ilihakvik	67.3%	62.3%	64.7%
Kugluktuk High School	54.8%	62.4%	58.5%
TALOYOAK	73.0%	71.5%	72.3%
Netsilik Ilihakvik	73.0%	71.5%	72.3%
KIVALLIQ	80.9%	79.6%	80.2%
ARVIAT	71.3%	70.2%	70.7%
John Arnalukjuak High School	89.8%	89.3%	89.5%
Levi Angmak Ilinniarvialaaq	61.2%	56.2%	58.8%
Qitiqliq Middle School	61.6%	63.0%	62.3%
BAKER LAKE	87.8%	84.7%	86.2%
Jonah Amitnaaq Secondary School	89.6%	87.2%	88.4%
Rachel Arngnamaktiq	85.7%	81.9%	83.7%
CHESTERFIELD INLET	82.5%	84.2%	83.4%
Victor Sammurtok School	82.5%	84.2%	83.4%
CORAL HARBOUR	84.6%	84.4%	84.5%
Sakku School	84.6%	84.4%	84.5%
NAUJAAT	78.5%	77.6%	78.0%
Tusarvik Elementary	66.2%	67.8%	67.1%
Tuugaalik High School	92.4%	91.3%	91.9%
RANKIN INLET	85.4%	84.7%	85.1%
Leo Ussak Elementary School	86.8%	85.8%	86.3%
Maani Ulujuk Ilinniarvik	83.9%	82.5%	83.3%
Simon Alaittuq School	86.5%	86.4%	86.4%
WHALE COVE	87.3%	82.3%	84.8%
Inuglak School	87.3%	82.3%	84.8%

Table 8 continued on following page

	FEMALE	MALE	GRAND TOTAL
QIKIQTANI	77.9%	76.4%	77.2%
APEX	87.7%	90.6%	89.5%
Nanook School	87.7%	90.6%	89.5%
ARCTIC BAY	69.7%	70.6%	70.2%
Inuujaq School	69.7%	70.6%	70.2%
CAPE DORSET	90.3%	90.2%	90.3%
Peter Pitseolak School	96.6%	95.5%	95.9%
Sam Pudlat School	87.5%	86.3%	86.9%
CLYDE RIVER	75.4%	69.1%	72.2%
Quluuq School	75.4%	69.1%	72.2%
GRISE FIORD	77.1%	80.1%	78.3%
Umimmak School	77.1%	80.1%	78.3%
HALL BEACH	67.6%	58.8%	63.5%
Arnaqjuaq School	67.6%	58.8%	63.5%
IGLOOLIK	75.5%	73.7%	74.5%
Ataguttaaluk Elementary School	61.2%	56.9%	58.9%
Ataguttaaluk High School	80.8%	79.2%	80.0%
Sivuniit Middle School	80.2%	82.1%	81.2%
IQALUIT	83.6%	83.3%	83.5%
Aqsarniit Ilinniarvik	75.8%	78.9%	77.4%
École des Trois-Soleils	90.7%	92.2%	91.3%
Inuksuk High School	81.3%	79.0%	80.2%
Joamie School	89.1%	89.5%	89.3%
Nakasuk School	86.8%	85.1%	85.9%
KIMMIRUT	91.0%	88.8%	89.7%
Qaqqalik School	91.0%	88.8%	89.7%
PANGNIRTUNG	83.8%	80.8%	82.4%
Alookie School	84.4%	79.2%	82.1%
Attagoyuk Illisavik	83.3%	81.9%	82.6%
POND INLET	69.2%	65.7%	67.4%
Nasivik High School	65.7%	59.3%	62.6%
Ulaajuk School	71.8%	70.1%	71.0%
QIKIQTARJUAQ	71.3%	58.7%	65.6%
Inuksuit School	71.3%	58.7%	65.6%
RESOLUTE BAY	85.6%	84.8%	85.2%
Qarmartaluk School	85.6%	84.8%	85.2%
SANIKILUAQ	68.2%	69.4%	68.8%
Nuiyak School	62.7%	64.9%	63.7%
Paatsaali School	75.5%	76.3%	75.8%

Appendix Table 9: Graduates by Community

	GRADUATES
NUNAVUT	255
KITIKMEOT	33
CAMBRIDGE BAY	12
GJOA HAVEN	9
KUGAARUK	4
KUGLUKTUK	4
TALOYOAK	4
KIVALLIQ	101
ARVIAT	32
BAKER LAKE	11
CHESTERFIELD INLET	1
CORAL HARBOUR	17
NAUJAAT	9
RANKIN INLET	26
WHALE COVE	5
QIKIQTANI	121
ARCTIC BAY	8
CAPE DORSET	6
CLYDE RIVER	10
GRISE FIORD	2
HALL BEACH	7
IGLOOLIK	18
IQUALUIT	40
KIMMIRUT	0
PANGNIRTUNG	11
POND INLET	9
QIKIQTARJUAQ	3
RESOLUTE BAY	1
SANIKILUAQ	6

Appendix Table 10: Graduates by Characteristic

	GRADUATES	%
TOTAL	255	
AGE GROUP		
17 AND UNDER	64	25%
18	87	34%
19 AND OVER	104	41%
ETHNICITY		
INUIT	229	90%
NON-INUIT/UNKNOWN	26	10%
GENDER		
FEMALE	139	55%
MALE	116	45%

Appendix Table 11: Language of Instruction Regulations

TABLE OF BILINGUAL EDUCATION MODELS – TIME OR CREDITS RELATED TO EACH LANGUAGE BY GRADE LEVEL				
GRADES	QULLIQ MODEL	IMMERSION MODEL	DUAL MODEL	
			<ul style="list-style-type: none"> Students are assigned to one of the following streams by the school team in consultation with the parents Both streams must be available 	
			Inuit Language Stream	Non-Inuit Language Stream
GRADES K - 3	<ul style="list-style-type: none"> Inuit language: 85 – 90% Non-Inuit language, taught as a subject: 10 – 15% 	<ul style="list-style-type: none"> Inuit language: 85 – 90% Non-Inuit language, taught as a subject: 10 – 15% 	<ul style="list-style-type: none"> Inuit language: 85 – 90% Non-Inuit language, taught as a subject: 10 – 15% 	<ul style="list-style-type: none"> Non-Inuit language, 85 – 90% Inuit language: 10 – 15%
GRADES 4 - 6	<ul style="list-style-type: none"> Inuit language: 70 – 75% Non-Inuit language: 25 – 30% 	<ul style="list-style-type: none"> Inuit language: 80 – 85% Non-Inuit language: 15 – 20% 	Grade 4: <ul style="list-style-type: none"> Inuit language: 70 – 75% Non-Inuit language: 25 – 30% 	Grade 4: <ul style="list-style-type: none"> Non-Inuit language: 70 – 75% Inuit language: 25 – 30%
			Grade 5 <ul style="list-style-type: none"> Inuit language: 60 – 70% Non-Inuit language: 30 – 40% 	Grade 5 <ul style="list-style-type: none"> Non-Inuit language: 60 – 70% Inuit language: 30 – 40%
			Grade 6: <ul style="list-style-type: none"> Inuit language: 55 – 60% Non-Inuit language: 40 – 45% 	Grade 6: <ul style="list-style-type: none"> Non-Inuit language: 55 – 60% Inuit language: 40 – 45%
GRADES 7 - 9	<ul style="list-style-type: none"> Inuit language: 55 – 65% Non-Inuit language: 35 – 45% 	<ul style="list-style-type: none"> Inuit language: 65 – 70% Non-Inuit language: 30 – 35% 	<ul style="list-style-type: none"> Inuit language: 50 – 60% Non-Inuit language: 40 – 50% 	<ul style="list-style-type: none"> Non-Inuit language: 50 – 60% Inuit language: 40 – 50%
MINIMUM CREDITS REQUIRED – GRADES 10 - 12, ALL MODELS				
GRADES 10 - 12		Grade 10 courses: <ul style="list-style-type: none"> Inuit language: 15 credits Non-Inuit language: 15 credits Grade 11 courses: <ul style="list-style-type: none"> Inuit language: 10 credits Non-Inuit language: 10 credits Grade 12 courses: <ul style="list-style-type: none"> Inuit language: 10 credits Non-Inuit language: 10 credits Additional courses: <ul style="list-style-type: none"> Inuit language: 15 credits Non-Inuit language: 15 credits 		

