

Inuktitut Language Arts / Language of Instruction Implementation

Department of Education Report for the Standing Committee on Legislation

Language of Instruction (LOI)

Section 23 of the *Education Act* (2008) states that every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction.

The term Language of Instruction (LOI) is used to identify the percentage of instruction a student may receive in a certain language over the length of an academic year. The term is used in reference to Nunavut's bilingual education models (also referred to as Language of Instruction Models) that District Education Authorities choose to follow in the delivery of the education program.

An example of how LOI percentages are represented can be seen in the Qulliq Education Model, the Immersion Education Model, and the Inuktitut Stream of the Dual Education Model. In these models, from Kindergarten to Grade 3, 85%-90% of the courses offered are to be taught in Inuktitut. This would mean that most subjects (language arts, mathematics, science, social studies, etc.) would be taught in Inuktitut with one period a day taught in English.

As outlined in the *Language of Instruction Regulations*, depending on the education model, the percentage of Inuktitut instruction changes as more courses are delivered in English. By Grades 10-12, the intention of all three Language of Instruction models is that 50% of courses are delivered in Inuktitut, and 50% are delivered in English, thus producing bilingual graduates.

Breakdown of Language of Instruction Models

Currently, there are three distinct bilingual education models used in Nunavut schools. These models were created to ensure all students, regardless of background and Inuktitut literacy level, could be educated in Nunavut in the language that would provide the greatest opportunity for student success.

The three existing language models can be described as follows:

1	The Qulliq Model meets the needs of Nunavut communities where Inuktitut is the first language of the community. This model supports Inuktitut as the language of instruction in most subject areas initially to build learners' strength and confidence in Inuktitut, while gradually introducing subjects taught in English.
2	The Immersion Model was developed for communities that have experienced significant language loss. The focus of this model is to reverse language loss and produce graduates who are strong bilingual students. In this model, most of the subjects are taught in Inuktitut (as you would see in a French immersion program in southern Canada) while gradually adding subjects taught in English.
3	The Dual Model is designed for communities that have a large base of both strong Inuktitut first-language speakers and English first-language speakers. It integrates Inuktitut and English speakers into schools by providing an Inuit Language Stream in which most subjects are initially taught in Inuktitut, while gradually introducing subjects taught in English; as well as a Non-Inuit Language Stream in which most subjects are initially taught in English, while gradually introducing subjects taught in Inuktitut. This approach enables each group of students to learn in their first language while also ensuring that students graduate bilingually.

Further details on each Language of Instruction Model can be found in *Appendix A*.

NOTE: Although these language models do not apply to the Francophone school system, sensitivity to linguistic needs is crucial in this system, too. The Francophone system welcomes students from different language backgrounds, including students who are not necessarily proficient in French. Teaching strategies also need to be adjusted to meet the linguistic needs of students.

The Need for a Revised Plan

In the decade since the adoption of Nunavut's three Language of Instruction models by each District Education Authority, many factors have impacted the ability of communities to fully implement their chosen model. This is evident when examining how the Qulliq Model operates in practice for Pangnirtung and Pond Inlet. In both communities, English language instruction exceeds the required instructional time, while Inuktitut language instruction is significantly below the required instructional time (see *Appendix B*).

Children are exposed to and immersed in English media more than ever before. Language erosion is happening faster than anticipated, and appropriate curricula are required to support students to maintain or revitalize their Inuktitut skills.

While there are currently not enough qualified Inuktitut-speaking teachers in the Nunavut education system, it is expected that more culturally relevant curriculum, fully supported by appropriate assessments and resources, will enhance the current delivery of courses in Inuktitut, and may also assist with recruitment and retention of bilingual educators.

The Department of Education is committed to delivering bilingual education for all Nunavummiut who enter the education system. Recognizing the reality and challenges of this goal, the Department of Education has developed plans for language of instruction implementation to align with the timelines set out in Bill 25.

While the Department implements the plan, we will continue to deliver Inuit Language instruction in schools using existing curriculum, resources, and training materials.

Curriculum Development

Each Language of Instruction model requires its own unique language arts curriculum to address the needs of students entering our educational system; i.e., those with strong Inuktitut skills, and those who need to (re)learn and strengthen their Inuktitut skills.

In addition, to fulfill the Language of Instruction percentage requirements identified for each model, other subjects (mathematics, science, social studies, physical education, etc.) must to be taught in Inuktitut. These require revised curriculum written from an Inuit perspective, with associated Teacher Guides to provide support for teachers with respect to vocabulary development, assessment tools, and instructional strategies.

The curricula fit into each of the three Language of Instruction models:

Qulliq Model	Immersion Model	Dual Model	
		Inuit Language Stream	Non-Inuit Language Stream
<ul style="list-style-type: none"> • Inuktitut First Language Language Arts Curriculum (ILA1) • English Second Language Curriculum (EL2) 	<ul style="list-style-type: none"> • Inuktitut Immersion Language Curriculum (ILI) • English Second Language Curriculum (EL2) 	<ul style="list-style-type: none"> • Inuktitut First Language Language Arts Curriculum (ILA1) • English Second Language Curriculum (EL2) 	<ul style="list-style-type: none"> • Inuktitut Second Language Curriculum (IL2) • English First Language Language Arts Curriculum (ELA1)

Nunavut's curriculum is organized in the following strands based on the principals of Inuit Qaujimajatuqangit:

Uqausiliriniq Strand

The Uqausiliriniq Strand is an integrated core curriculum that focuses on relationships in communication and language development, creative and artistic expression, and reflective and critical thinking. Delivery involves educators, Elders, community artists, and linguists, and includes the following curricula:

- ILA – Inuktitut Language Arts Curriculum
 - ILA1: Inuktitut Language Arts, First Language – Curriculum for students who are strong in Inuktitut
 - ILI: Inuktitut Language Immersion – Language revitalization curriculum for students who need to (re)learn and strengthen their Inuktitut skills
 - IL2: Inuktitut Second Language – Curriculum for students who are learning Inuktitut in the non-Inuit language stream of the Dual Model (for example, in Iqaluit and Rankin Inlet)
- ELA – English Language Curriculum
 - ELA1: English Language Arts, First Language – Curriculum for students who are strong in English
 - EL2: English Second Language – Curriculum for students who are learning English as a second language (for example in the Qulliq, Immersion, or Inuit language stream of the Dual Model)
- Fine Arts Curriculum

Nunavusiutit Strand

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

- Social Studies Curriculum

Aulajaaqtut Strand

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

- Health and Physical Education Curriculum

Iqqaqqaukkaringniq Strand

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

- Mathematics
- Science

Curriculum, Assessment, Resources, and Training Development Process

The outline below illustrates the process used and the scope of work required for the development of curriculum, assessment, resources, and training.

Stage 1 – Curriculum Development

Phase 1 – Needs Assessment and Visioning

- Needs assessment of current curriculum used in Nunavut and a gap analysis (what is common across Canada and what is missing).
- Cross-jurisdictional analysis of curriculum that is being used in other jurisdictions.
- Literature review of research done in Nunavut and in other jurisdictions with language specific needs.
- Review and report on critical pedagogy (teaching strategies and environments, Inuit Qaujimajatuqangit/Indigenous perspectives).
- Review of national standards (i.e., Council of Ministers of Education Canada Global Competencies, literacy initiatives, Indigenous education, inclusive education).
- Correlation of all of the above and review by subject area specialists, Elder Culture and Heritage Advisors, and cross-curricular coordination.
- Decisions on the way forward; relevant models; Inuit Qaujimajatuqangit and competencies that apply; Foundation documents and existing documents to be considered, with Language of Instruction models at the forefront.
- Develop Project Charter.

Phase 2 – Establish Expert Working Groups

- Determine Team Leads in each curricular area for all subjects.
- Invite stakeholders/participants (Department of Culture and Heritage, Inuit Uqausinginnik Taiguusiliuqtiit, appropriate Department of Education divisional partners, curriculum coordinators, master teachers, Elder knowledge keepers, and community experts in the field).
- Working groups meet 3 times in person and other times at a distance.
- Key curriculum ideas or categories of study are established across grade levels; expectations or outcomes for each grade level are different but do provide a realistic learning sequence.

- Drill down outcomes, competencies, activities, assessment formats, possible resources (existing and those that would have to be created).

Phase 3 – Develop draft curriculum overview and scope and sequence

- Collaborate with other divisions to develop required additional delivery (assessment, teaching resources and strategies, possible required training).
- As much as possible, test outcomes in expert working group teachers' classrooms; collect and incorporate feedback into updated drafts.
- Begin to develop a list of existing assessment tools and resources that would be useful, and a list of tools and resources that would have to be newly developed.
- Begin to gather recommendations for the Teacher's Guides.
- Write curriculum: made in Nunavut learning goals, outcomes, skills, and knowledge for students.

Phase 4 – Check back with the working groups

- Consult department/division staff regarding front matter, policy required, foundational documents.

Phase 5 – Field test/consult with schools

- Draft field test version of the curriculum, Teacher's Guides, and assessment tools.
- Consult with Regional School Operations and principals to determine appropriate field test schools.
- Co-develop and deliver field test training for field test schools.
- Required evaluation of the curriculum and feedback from field test schools.

Stage 2 – Creation of Assessment, Evaluation, and Reporting that Aligns with Curriculum Expectations

Phase 1 – Initial meetings

- Meet with Curriculum staff and/or contractor (in-person meeting) to define the parameters/content of the project/tool or module, and the roles and responsibilities, timeline, and cost.

Phase 2 – Gap analysis

- Once outcomes-based curriculum is in development, the actual assessment tools need to be developed, starting with a gap analysis.

Phase 3 – Meetings with teachers

- Meet with a representative group of grade level teachers to develop the tools.

Phase 4 – Prepare for field test

- Prepare and refine tools for the field test.

Phase 5 – Conduct field test

- Coordinate, conduct, and trouble-shoot the field test.

Phase 6 – Finalize tools

- Review and finalize the tools for publication.

Phase 7 – In-service planning

- Plan the in-service training for educators, including scheduling school visits.

Phase 8 – Conduct in-service

- Coordinate, conduct and trouble-shoot the in-service assessment training.

Phase 9 – Implementation of tool

- Coordinate and support the implementation of the assessment tool and its ongoing use.

Phase 10 – Data collection

- Collect data on quality and effectiveness of assessment tools.

Phase 11 – Evaluate and revise as needed

- Use qualitative and quantitative data to evaluate and revise the tools, and to monitor tool use to inform system-wide decision making.

Stage 3 – Creation of Resources that Align with Curriculum Expectations

Phase 1 – Roles and responsibilities

- Identification of internal partners
- Identification of external partners, including contractors and working group members
- Budget implications, including opportunities for funding under Inuit Language Implementation Funding (through Culture and Heritage)

Phase 2 – Research and development

- Gap analysis of current resources available in each subject/grade/language

- Identification of new resources required for development, to support both field test and full implementation
- Determine scope of work for resource development

Phase 3 – Consultation

- Initial meetings with Department of Education staff
- Ongoing meetings with subject-specific working groups (educators who represent specific grades/subject areas/strands)
- Ongoing meetings with Inuktitut working groups (Inuit Uqausinginnik Taiguusiliuqtiit, Inuktitut educators/language specialists, linguists)

Phase 4 – Terminology development

- Meetings with Inuktitut working groups to determine terminology/vocabulary needs and build vocabulary lists (in Inuktitut and Inuinnaqtun)
- Submission to Inuit Uqausinginnik Taiguusiliuqtiit (IUT) based on established Memorandum of Understanding criteria, for approved vocabulary lists in specific areas

Phase 5 – Production

- Writing and editing
- Translation and review
- Illustration and/or photography
- Design and layout
- Pre-press (final review and quality assurance)
- Printing

Phase 6 – Distribution

- Shipping to schools and regional offices; other parties as identified
- Upload to website/database as appropriate

Stage 4 – Creation and Delivery of Training to Support Teachers in the Implementation of New Curriculum

Phase 1 – Review curriculum and supplements

- Review draft curriculum and Teacher’s Guides to identify where additional information is required.

Phase 2 – Review assessments and supports

- Meet with staff responsible for assessment to review and understand which assessments support which expectations, how they are to be administered, and how the results are to be interpreted.

Phase 3 – Review resources

- Meet with staff responsible for resources and curriculum development to review and understand which resources support which expectations and they are to be used.

Phase 4 – Develop training materials

- Develop the first grade of each cohort (i.e., Kindergarten, Grade 4, Grade 7, Grade 10) of training materials.
- In subsequent years, update the training materials to reflect the material for that specific grade.

Phase 5 – Translation

- Coordinate timing of and facilitate translation of all training materials.

Phase 6 – Plan and deliver training

- Coordinate training event logistics – participants, venue, catering, interpretation, travel, etc.
- Deliver the training event.

Phase 7 – Evaluate and revise as needed

- Review feedback and prepare a report to inform future training events.

Addressing the Lack of Bilingual Educators

To ensure curriculum timelines can be implemented in schools, the Department of Education has a number of initiatives that support Inuit employment, and development of Inuktitut-speaking educators, including the following:

Supporting Inuit Employment in Schools

- The department recently implemented the Sivummuakpaallirutiksats Inuit Employee Education Leave Program (IEEL).
 - The program is intended to provide an opportunity for Inuit in paraprofessional and administrative roles to take education leave to develop professionally to fill more senior professional positions, such as principals and teachers.
- The department is developing a 10-year Educator Retention and Recruitment Strategy. The Strategy will be developed in collaboration with key partners including Nunavut Arctic College, Nunavut Tunngavik Incorporated, the Nunavut Teachers' Association, and the Coalition of Nunavut DEAs.
- The department has increased salaries for language specialists.
- The department provides teachers with professional development funding to access Inuit language training.
- The department has begun work on a revised Professional Development Framework for Language Specialists, which includes professional standards, assessment instruments, and professional development plans. This will ensure that Language Specialist employees are supported and able to develop their skill sets.
- The department is adapting the Certificate of Educational Leadership in Nunavut program to ensure that it prioritizes Inuit educators and meets their specific needs, such as providing courses entirely in Inuktitut.
- The department continues to work in partnership with Nunavut Arctic College to develop and deliver a Student Support Assistant Certificate Program to meet the professional development needs of existing student support assistants.

Supporting the Re-focused Nunavut Teacher Education Program

- The department has supported a refocused Nunavut Teacher Education Program that incorporates Inuit language and culture to ensure that graduates are prepared to enter Nunavut's bilingual education system.

- In 2018, a 10-year strategic partnership agreement was signed between Nunavut Arctic College and Memorial University of Newfoundland.
 - A major focus of this partnership is the delivery of a re-focused Nunavut Teacher Education Program.
- The Nunavut Teacher Education Program is the best path for Nunavut to develop the next generation of Inuktitut-speaking teachers, and the department will continue to provide funding and support to this made in Nunavut program.
- The Advanced Education division at the Department of Education sits on the NTEP Advisory Group, which informs the revisions to NTEP, including the creation of a framework that establishes the Language Specialist certificate and Language Specialist diploma as ladders in the Bachelor of Education degree program.

Department of Education Timelines for the Development of Curriculum, Assessment, Resources, and Training

Grade:	K	1	2	3	4	5	6	7	8	9	10	11	12
Uqausiliriniq													
ILA1 (Inuktitut Language Arts, First Language – Curriculum for students who are strong in Inuktitut)													
Curriculum	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Assessments	2021-22	2022-23	2022-23	2022-23	2023-24	2023-24	2023-24	2025-26	2026-27	2027-28	2028-29	2029-30	2032-33
Resources	2021-22	2022-23	2022-23	2023-24	2024-25	2025-26	2027-28	2030-31	2031-32	2033-34	2035-36	2036-37	2037-38
Delivery of Training	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29	2031-32	2032-33	2033-34	2035-36	2036-37	2037-38
Application Date					July 2026	July 2028	July 2033	July 2033	July 2033	July 2035	July 2036	July 2038	July 2039
IL2 (Inuktitut) (Inuktitut Second Language – Curriculum for students who are learning Inuktitut in the non-Inuit language stream of the Dual Model)													
Curriculum	2020-21	2020-21	2020-21	2020-21	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Assessments	2022-23	2022-23	2022-23	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Resources	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Delivery of Training	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2029-30	2029-30	2030-31	2031-32	2032-33	2033-34
Application Date					July 2028	July 2030	July 2031	July 2031	July 2031	July 2031	July 2032	July 2033	July 2034
IL2 (Inuinnaqtun) (Inuktitut Second Language – Curriculum for students who are learning Inuktitut in the non-Inuit language stream of the Dual Model)													
Curriculum	2020-21	2020-21	2020-21	2020-21	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Assessments	2022-23	2023-25	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Resources	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
Delivery of Training	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37
Application Date					July 2030	July 2032	July 2034	July 2034	July 2034	July 2034	July 2035	July 2036	July 2037
ILI (Inuktitut Language Immersion – Language revitalization curriculum for students who need to (re)learn and strengthen their Inuktitut skills)													
Curriculum	2021-22	2021-22	2021-22	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Assessments	2022-23	2022-23	2022-23	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Resources	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Delivery of Training	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2029-30	2029-30	2030-31	2031-32	2032-33	2033-34
Application Date					July 2028	July 2030	July 2031	July 2031	July 2031	July 2031	July 2032	July 2033	July 2034
EL2 (English Second Language – Curriculum for students who are learning English in the Inuit language stream of the Dual Model)													
Curriculum	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2023-24	2023-24	2023-24	2026-27	2026-27	2026-27
Assessments	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2025-26	2025-26	2025-26	2027-28	2027-28	2027-28
Resources	2021-22	2021-22	2022-23	2024-25	2026-27	2028-29	2030-31	2032-33	2033-34	2035-36	2037-38	2038-39	2038-39
Delivery of Training	2023-24	2024-25	2025-26	2026-27	2030-31	2031-32	2032-33	2035-36	2036-37	2037-38	2038-39	2038-39	2038-39
ELA1 (English Language Arts, First Language – Curriculum for students who are strong in English)													
Curriculum Document	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2023-24	2023-24	2023-24	2026-27	2026-27	2026-27
Assessments	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2025-26	2025-26	2025-26	2027-28	2027-28	2027-28
Resources	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2023-24	2023-24	2023-24	2025-26	2025-26	2025-26
Delivery of Training	2023-24	2024-25	2025-26	2026-27	2030-31	2031-32	2032-33	2035-36	2036-37	2037-38	2038-39	2038-39	2038-39
Fine Arts													
Curriculum	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2024-25	2024-25	2024-25	2026-27	2026-27	2026-27
Assessments	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2024-25	2024-25	2024-25	2027-28	2027-28	2027-28
Resources	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Delivery of Training	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37

Grade:	K	1	2	3	4	5	6	7	8	9	10	11	12
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Nunavusiutit														
Social Studies														
Curriculum	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2022-23	2022-23	2022-23	2025-26	2025-26	2025-26
Assessments	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2024-25	2024-25	2024-25	2026-27	2026-27	2026-27
Resources	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2032-33
Delivery of Training	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2036-37
Aulajaaqtut														
Health and Physical Education														
Curriculum	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2022-23	2022-23	2022-23	2025-26	2025-26	2025-26
Assessments	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2024-25	2024-25	2024-25	2026-27	2026-27	2026-27
Resources	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2032-33
Delivery of Training	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2036-37
Iqqaqqaukkaringniq														
Math														
Curriculum	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2024-25	2024-25	2024-25	2026-27	2026-27	2026-27
Assessments	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2025-26	2025-26	2025-26	2026-27	2026-27	2026-27
Resources	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2032-33
Delivery of Training	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39	2038-39
Science														
Curriculum	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2024-25	2024-25	2024-25	2026-27	2026-27	2026-27
Assessments	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2025-26	2025-26	2025-26	2027-28	2027-28	2027-28
Resources	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2032-33
Delivery of Training	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2036-37

Definitions:

- **Curriculum:** Refers to the goals, objectives, outcomes, skills, and knowledge students are expected to achieve by the end of a period of time, such as by the end of a certain grade, level, program, course, or module.
- **Resources:** Teacher guides, physical materials, manipulatives, songs, Elders' stories, etc. that are used in course delivery.
- **Assessments:** Tools used to measure how well students demonstrate that they have achieved curriculum outcomes, skills, and knowledge.
- **Training:** Support provided to educators about how to teach students using new curriculum, assessments, and resources.

Note:

- Timelines indicated for Grades K-3 refers to refreshment of existing curriculum and creating additional supports for teachers, such as assessments and resources.
- Some English resources already exist to support EL1 and EL2.
- Most of the Inuktitut resources have to be developed to support ILA1, IL2 (Inuktitut), IL2 (Inuinnaqtun), and ILI.

Curriculum Development Status Update

Curriculum	Status
ILA1	Grades K-6 complete, field testing (Reading strand) scheduled for Grades K-1 in January 2020
IL2 (Inuktitut)	First draft completed; field testing (Language and Cultural Appreciation strand) scheduled for Grades K-1 in January 2020
IL2 (Inuinnaqtun)	First draft completed; requires Inuinnaqtun supplementary resources (books, assessments, phonics program) before field testing can begin
ILI	Development schedule complete
EL2	Development schedule complete
ELA1	Development schedule complete
Social Studies	Jurisdictional scan, literature review and visioning meeting complete
Health and Phys Ed	Jurisdictional scan, literature review and visioning meeting complete
Fine Arts	Development schedule complete
Math	Development schedule complete
Science	Development schedule complete

**Divisional Budget Analysis Related to LOI
Year to Date and Year End – Fiscal Year: 2019-20**

		YEAR TO DATE		YEAR END	
DIVISION	CONTROL OBJECT	ANNUAL BUDGET	SEPT 30 2019	ANNUAL BUDGET	YEAR-END PROJECTION
Curriculum Development	Compensation and Benefits	2,567,000	741,363	2,567,000	2,085,816
Curriculum Development	Grants and Contributions	-	-	-	-
Curriculum Development	Other Expenses	480,000	353,628	480,000	831,189
	Total	3,047,000	1,094,991	3,047,000	2,917,005
Breakdown of Other Expenses	Contract Services	221,000	290,270	221,000	615,102
	Other Line Items (Under Other Expenses)	259,000	63,358	259,000	216,087

*Other Expenses includes the following detail objects: **Travel and Transportation, Materials and Supplies, Purchased Services, Utilities, Contract Services, Fees and Payments, Other Expenses, Tangible Assets, Computer Hardware and Software.**

		YEAR TO DATE		YEAR END	
DIVISION	CONTROL OBJECT	ANNUAL BUDGET	SEPT 30 2019	ANNUAL BUDGET	YEAR-END PROJECTION
Student Achievement (Assessment)	Compensation and Benefits	1,758,000	793,651	1,758,000	1,793,221
Student Achievement (Assessment)	Grants and Contributions	535,000	-	535,000	534,750
Student Achievement (Assessment)	Other Expenses	2,494,000	355,104	2,494,000	2,472,589
	Total	4,787,000	1,148,755	4,787,000	4,800,560
Breakdown of Other Expenses	Contract Services	2,022,000	199,396	2,022,000	2,057,339
	Other Line Items (Under Other Expenses)	472,000	155,708	472,000	415,250

*Other Expenses includes the following detail objects: **Travel and Transportation, Materials and Supplies, Purchased Services, Utilities, Contract Services, Fees and Payments, Other Expenses, Tangible Assets, Computer Hardware and Software.**

DIVISION	CONTROL OBJECT	YEAR TO DATE		YEAR END	
		ANNUAL BUDGET	SEPT 30 2019	ANNUAL BUDGET	YEAR-END PROJECTION
Resource Services	Compensation and Benefits	846,000	465,700	846,000	893,261
Resource Services	Grants and Contributions	-	-	-	-
Resource Services	Other Expenses	2,885,000	385,916	2,885,000	2,846,040
	Total	3,731,000	851,616	3,731,000	3,739,301
Breakdown of Other Expenses	Contract Services	39,000	13,326	39,000	52,658
	Materials and Supplies	2,532,000	201,688	2,532,000	2,430,896
	Other Line Items (Under Other Expenses)	314,000	170,902	314,000	362,486

*Other Expenses includes the following detail objects: Travel and Transportation, Materials and Supplies, Purchased Services, Utilities, Contract Services, Fees and Payments, Other Expenses, Tangible Assets, Computer Hardware and Software.

DIVISION	CONTROL OBJECT	YEAR TO DATE		YEAR END	
		ANNUAL BUDGET	SEPT 30 2019	ANNUAL BUDGET	YEAR-END PROJECTION
Educator Development	Compensation and Benefits	2,583,000	328,334	2,583,000	1,265,515
Educator Development	Grants and Contributions	3,825,000	197,642	3,825,000	3,807,346
Educator Development	Other Expenses	3,543,000	647,643	3,543,000	3,875,951
	Total	9,951,000	1,173,619	9,951,000	8,948,812
Breakdown of Other Expenses	Contract Services	615,000	100,830	615,000	1,407,505
	Travel and Transportation	2,571,000	488,534	2,571,000	1,867,874
	Other Line Items (Under Other Expenses)	357,000	58,279	357,000	600,572

*Other Expenses includes the following detail objects: Travel and Transportation, Materials and Supplies, Purchased Services, Utilities, Contract Services, Fees and Payments, Other Expenses, Tangible Assets, Computer Hardware and Software.

Additional Funding Sources

On behalf of the Government of Nunavut, the Department of Culture and Heritage is responsible for the administration of the Inuit Language Implementation Fund and the Canada-Nunavut Agreement on French Language Services and the Inuktitut Language.

In 2018-19, Department of Education transferred **\$3.845M** of incurred expenditures to Culture and Heritage for the following projects: Inuktitut Guided Reading Resources, Inuinnaqtun/Inuktitut Terminology, Family Engagement Resources, Benchmark Assessment Development, and French Language Programs.

The breakdown of the funding sources is as follows: Vote 01 = \$805,000 and Vote 04 = \$3,040,000.

The Department of Education does not determine the level of federal funding that will be received each fiscal year.

Projected Cost Estimates

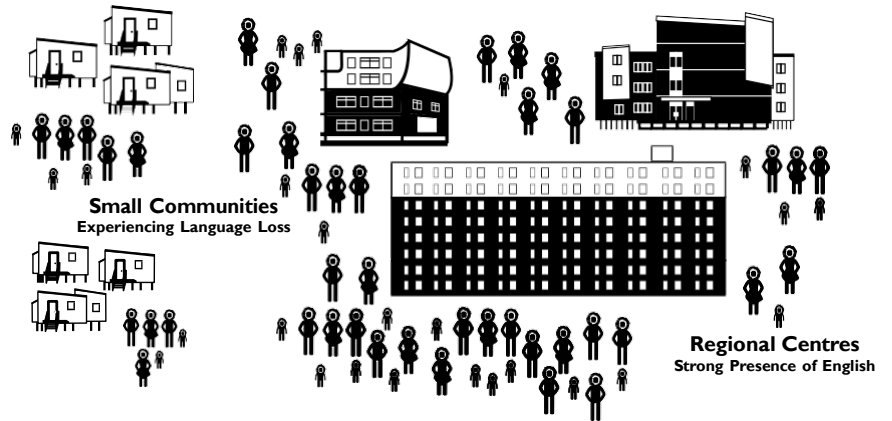
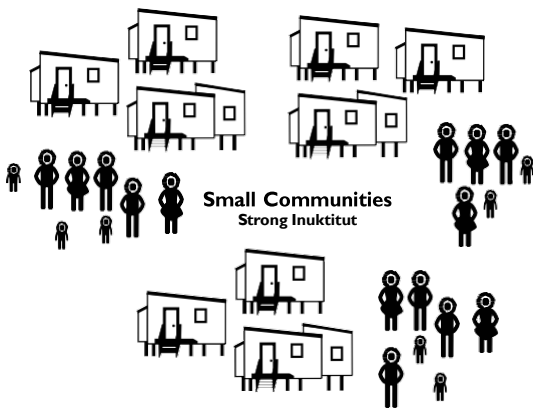
The total estimated cost of LOI curriculum implementation (not including PYs) is approximately **\$232,000,000 over the next 19 years**. This total cost averages to approximately **\$12.2 million per year**. Note, these are approximate estimates only, and are subject to change depending on a number of factors, including inflation.

Appendix A – Language of Instruction Models

Qulliq Model

Immersion Model

Dual Model



	Qulliq Model	Immersion Model	Dual Model
Audience	Nunavut communities where Inuktitut is the first language of the community. These communities must provide rich language exposure and full immersion.	Nunavut communities that have experienced significant language loss.	Nunavut communities with a large base of both strong Inuktitut first-language speakers and English first-language speakers.
Goal	This model supports Inuktitut as the language of instruction in most subject areas initially to build learners' strength and confidence in Inuktitut while gradually introducing subjects taught in English.	The focus of this model is to reverse language loss and provide strong bilingual students upon graduation.	This model integrates Inuktitut and English speakers into schools providing an Inuit Language Stream in which most subjects are initially taught in Inuktitut while gradually introducing subjects taught in English, as well as a Non-Inuit Language Stream in which most subjects are initially taught in English while gradually introducing subjects taught in Inuktitut. This approach enables each group of students to learn in their first language while also ensuring that students graduate bilingually.
Curricula	Inuktitut Language Arts Curriculum (ILA1) English Second Language Curriculum (EL2)	Inuktitut Immersion Language Curriculum (IL1) English Second Language Curriculum (EL2)	Inuit Language Stream Inuktitut First Language Language Arts Curriculum (ILA1) English Second Language Curriculum (EL2) Non-Inuit Language Stream Inuktitut Second Language Curriculum (IL2) English First Language Language Arts Curriculum (ELA1)

	Qulliq Model	Immersion Model	Dual Model
Language of Instruction Requirements	<p>Kindergarten to Grade 3</p> <ul style="list-style-type: none"> • Inuktut 85-90% • English 10-15% <p>Grades 4 to 6</p> <ul style="list-style-type: none"> • Inuktut 70-75% • English 25-30% <p>Grades 7 to 9</p> <ul style="list-style-type: none"> • Inuktut 55-65% • English 35-45% <p>Grades 10 to 12</p> <ul style="list-style-type: none"> • Inuktut 50% • English 50% 	<p>Kindergarten to Grade 3</p> <ul style="list-style-type: none"> • Inuktut 85-90% • English 10-15% <p>Grades 4 to 6</p> <ul style="list-style-type: none"> • Inuktut 80-85% • English 15-20% <p>Grades 7 to 9</p> <ul style="list-style-type: none"> • Inuktut 65-70% • English 30-35% <p>Grades 10 to 12</p> <ul style="list-style-type: none"> • Inuktut 50% • English 50% 	<p>Inuit Language Stream</p> <p>Kindergarten to Grade 3</p> <ul style="list-style-type: none"> • Inuktut 85-90% • English 10-15% <p>Grade 4</p> <ul style="list-style-type: none"> • Inuktut 70-75% • English 25-30% <p>Grade 5</p> <ul style="list-style-type: none"> • Inuktut 60-70% • English 30-40% <p>Grade 6</p> <ul style="list-style-type: none"> • Inuktut 55-60% • English 40-45% <p>Grades 7 to 9</p> <ul style="list-style-type: none"> • Inuktut 50-60% • English 40-50% <p>Grades 10 to 12</p> <ul style="list-style-type: none"> • Inuktut 50% • English 50% <p>Non-Inuit Language Stream</p> <p>Kindergarten to Grade 3</p> <ul style="list-style-type: none"> • English 85-90% • Inuktut 10-15% <p>Grade 4</p> <ul style="list-style-type: none"> • English 70-75% • Inuktut 25-30% <p>Grade 5</p> <ul style="list-style-type: none"> • English 60-70% • Inuktut 30-40% <p>Grade 6</p> <ul style="list-style-type: none"> • English 55-60% • Inuktut 40-45% <p>Grades 7 to 9</p> <ul style="list-style-type: none"> • English 50-60% • Inuktut 40-50% <p>Grades 10 to 12</p> <ul style="list-style-type: none"> • Inuktut 50% • English 50%

Appendix B – Language of Instruction Model Realities – Pangnirtung and Pond Inlet

