



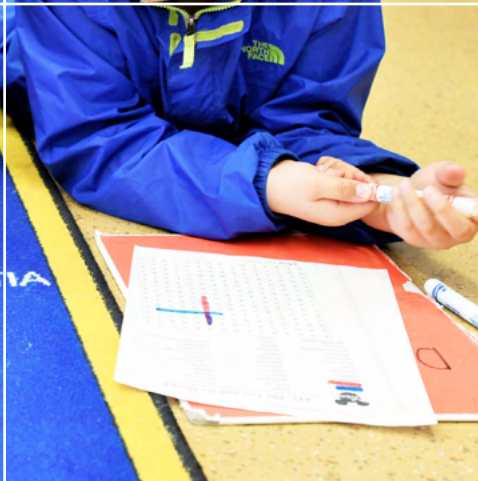
DEPARTMENT
OF EDUCATION

ANNUAL
REPORT



2018

2019



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Ilinniaqtuliqiyikkut
Department of Education
Ministère de l'Éducation



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ADVANCED
EDUCATION



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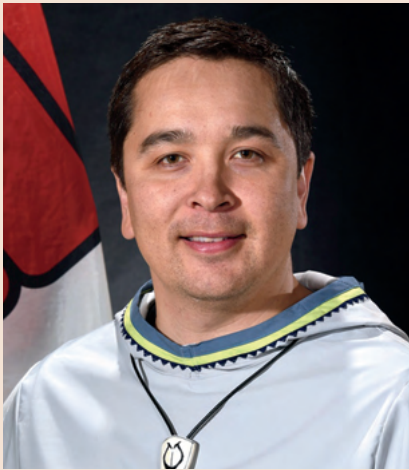
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Minister's Message



I am pleased to present the Department of Education's annual report for 2018-19.

Nunavut is a young territory. It is the shared responsibility of the Department of Education, our education partners, parents, Elders, and communities to ensure young Nunavummiut can achieve their personal and educational goals by providing them with a quality education.

In 2018-19, as part of this shared responsibility, the department conducted territory-wide consultations for the revision of the *Education Act*. Additionally, the department provided training for early childhood educators to strengthen our education system.

In March 2018, the Government of Nunavut committed in *Turaaqtavut* to amend the *Education Act* "to ensure quality schooling and improve student outcomes." My department dedicated much of the beginning of this fiscal year to developing a set of proposed amendments to the *Education Act*.

In September 2018, the department began consulting on these proposed amendments with our education stakeholders and partners and set the ambitious target of travelling to all of Nunavut's 25 communities. Because of the importance of amending the *Education Act*, all Nunavummiut were given the opportunity to provide their feedback and concerns on changes to this important piece of legislation.

In 2018-19, the department conducted territory-wide consultations for the revision of the Education Act.

By the time we visited our last community in January 2019, the consultation team, with representatives from the Coalition of Nunavut District Education Authorities, Culture and Heritage, and Nunavut Tunngavik Inc., met with over 800 Nunavummiut. This included District Education Authority (DEA) members, partner agencies, parents, students, teachers, and youth groups. I truly appreciate the warm welcome we received from these communities.

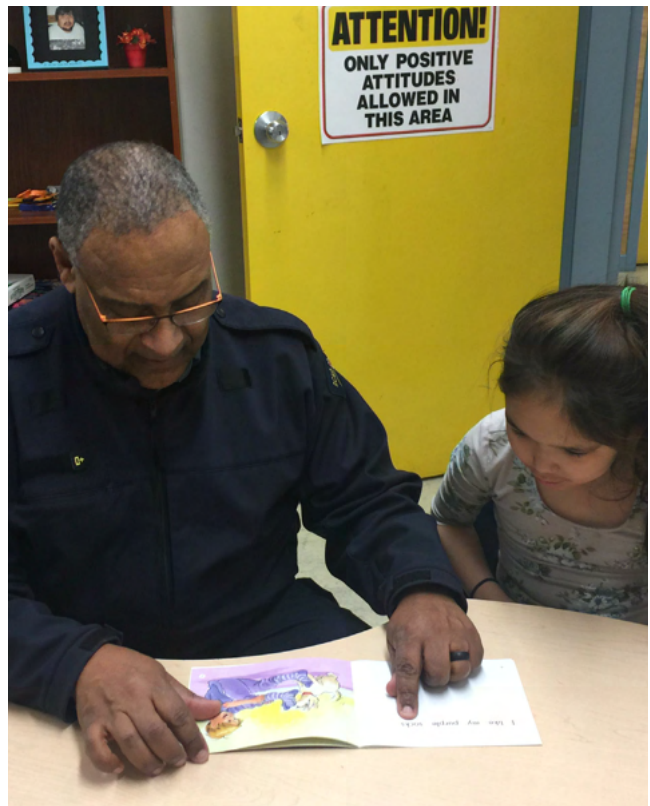
The Early Learning and Child Care division provided training sessions for early childhood educators across Nunavut. Ninety participants from 35 licensed facilities across the territory attended sessions on best practices in early childhood education, and facility managers received training on financial literacy. Licensed child care facilities and the Department of Education continue to work together to provide the education our youngest Nunavummiut need to transition to the Kindergarten to Grade 12 education system.

With rising student enrolment and a nation-wide teacher shortage, the Department of Education recognized the need to expand its efforts to recruit educators. In addition to visiting more university and local career fairs, the department developed a digital advertising campaign, placed more advertisements with Nunavut media, directly contacted every faculty of education in Canada, and more. I am proud to say enough educators were recruited to ensure that students received the quality education they deserve.

Educating the coming generation of Nunavummiut takes a collaborative effort, and when we all share in this responsibility, everyone benefits.

Sincerely,

Honourable David Joanasie
Minister of Education



RCMP officer David Fairfax and student Ashley Teenar read together.



Annual Report Overview

The Department of Education is dedicated to providing programs and services to children, youth, and adult learners that encourage and support self-reliance, leading individuals towards productive decisions for themselves and their communities.

To successfully deliver these programs and provide the best possible learning opportunities and experiences for Nunavummiut, the department is committed to developing strong relationships between communities, partners, and our government to build a successful education system.

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 44 schools and 10 offices across Nunavut, with over 1,200 employees. In 2018-19, the department had a teaching staff of 676.00 educators to provide a Student-Educator Ratio (SER) that is better than the national average.

Highlights

This year the department continued to succeed in several ways:

- To meet the *Turaaqtavut* mandate goal of “amending the *Education Act* and the *Inuit Language Protection Act* to ensure quality schooling and improve student outcomes,” the Department of Education consulted with education partners and Nunavummiut on the proposed amendments to these acts.

From September 2018 to January 2019, department staff, along with representatives from Nunavut Tunngavik, Inc. (NTI) and the Coalition of Nunavut District Education Authorities

(CNDEA), travelled to all 25 Nunavut communities. They listened to the ideas and comments, as well as answered the many questions, from over 800 Nunavummiut who attended these consultations.

- In August 2018, the Early Learning and Child Care division organized training for staff from 35 licensed child care facilities from across Nunavut. Over 90 participants received financial literacy training and professional development from internationally recognized early learning and child care experts.

During the training sessions, the department also unveiled new early learning and child care resources that were distributed to all licensed facilities by March 2019. These resources included a Nunavut-themed play rug, themed activity books, in-service videos, CDs, and various manipulative toys such as blocks and puppets. These resources were made available in Inuktitut, Inuinnaqtun, English, and French.

- At Kivalliq School Operations, Eva Noah began her two-year senior management internship as a Superintendent of Schools. This is part of the Sivuliqtiksats Program, which has the goal of creating a new generation of Inuit leaders within the public service.
- Due to rising school enrolment, the department saw the need to expand its educator recruitment strategy. To encourage more educators to teach in Nunavut, the department increased its campaigning efforts, creating an extensive social media advertising campaign, increasing the number of career fairs it attended, and sending recruitment information packages directly to all Canadian faculties of teacher education. The strategy succeeded in hiring over 90 educators for Nunavut schools.

APEX SCHOOL SOUP DAY



Students enjoy hot cauliflower-potato soup after a windy, snowy recess at Nanook School, Apex, with Principal Mat Knicklebein.

Employment Summary, by Category

	POSITIONS				NUNAVUT INUIT	
	POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
EXECUTIVE	2.00	1.00	1.00	50%	—	—
SENIOR MANAGEMENT	20.00	6.00	14.00	70%	1.00	7%
MIDDLE MANAGEMENT	74.00	7.00	67.00	91%	16.00	24%
PROFESSIONAL	749.03	82.00	667.03	89%	186.53	28%
PARAPROFESSIONAL	172.00	32.00	140.00	81%	120.50	86%
ADMINISTRATIVE SUPPORT	309.71	52.73	256.98	83%	238.48	93%
TOTAL	1,326.74	180.73	1,146.01	86%	562.51	49%

Towards a Representative Public Service as of June 2019

Employment Summary, by Community

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
ARCTIC BAY	26.50	2.50	24.00	91%	14.00	58%
ARVIAT	110.50	20.50	90.00	81%	55.00	61%
BAKER LAKE	77.30	7.50	69.80	90%	31.80	46%
CAMBRIDGE BAY	51.50	7.00	44.50	86%	22.50	51%
CAPE DORSET	49.00	2.50	46.50	95%	23.50	51%
CHESTERFIELD INLET	20.30	-	20.30	100%	13.30	66%
CLYDE RIVER	37.50	3.00	34.50	92%	21.50	62%
CORAL HARBOUR	28.88	1.00	27.88	97%	15.88	57%
GJOA HAVEN	48.22	8.73	39.48	82%	25.48	65%
GRISE FIORD	9.25	-	9.25	100%	5.25	57%
HALL BEACH	28.25	1.75	26.50	94%	14.50	55%
IGLOOLIK	68.00	10.50	57.50	85%	31.50	55%
IQUALUIT	268.50	53.50	215.00	80%	61.50	29%
KIMMIRUT	18.31	3.50	14.81	81%	6.06	41%
KUGAARUK	33.73	-	33.73	100%	16.73	50%
KUGLUKTUK	64.73	9.50	55.23	85%	20.23	37%
NAUJAAT	45.50	3.50	42.00	92%	18.00	43%
PANGNIRTUNG	57.25	3.75	53.50	93%	35.50	66%
POND INLET	89.00	28.00	61.00	69%	33.00	54%
QIKIQTARJUAQ	19.00	-	19.00	100%	13.00	68%
RANKIN INLET	78.47	7.00	71.47	91%	30.97	43%
RESOLUTE BAY	10.25	0.50	9.75	95%	3.00	31%
SANIKILUAQ	36.99	2.50	34.49	93%	21.49	62%
TALOYOAK	30.28	4.00	26.28	87%	19.28	73%
WHALE COVE	19.53	-	19.53	100%	9.53	49%
TOTAL	1,326.74	180.73	1,146.01	86%	562.51	49%

Towards a Representative Public Service as of June 2019

Employment Summary, by Iqaluit and Other Communities

	POSITIONS				NUNAVUT INUIT	
	TOTAL POSITIONS	VACANCIES	FILLED	% CAPACITY	HIRED	% INUIT EMPLOYMENT
IQALUIT	268.50	53.50	215.00	80%	61.50	29%
OTHER COMMUNITIES	1,058.24	127.23	931.01	88%	501.01	54%
TOTAL	1,326.74	180.73	1,146.01	86%	562.51	49%

Towards a Representative Public Service as of June 2019

ILINNIARVIMMI INUUSILIRIJIIT (II) CONFERENCE

Growing up can be difficult at times, but in Nunavut schools, ilinniarvimmi inuusilirijiit (II) are there to help.

Ilinniarvimmi inuusilirijiit are school community counsellors who play a vital role in providing personal guidance and counselling to students regarding personal well-being, resiliency, and healthy lifestyles and promoting a positive attitude towards education.

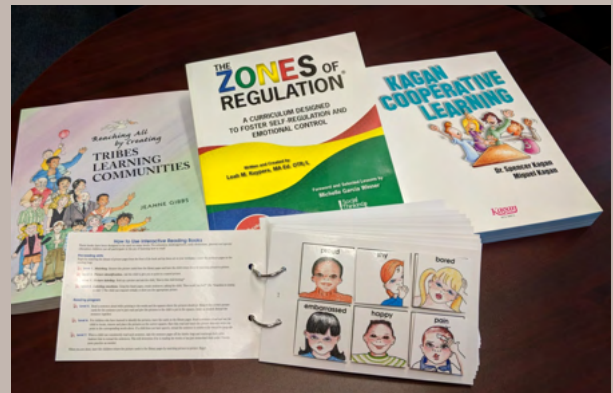
Recognizing the importance of developing and sustaining the IIs' front-line work in schools, the department organized, hosted, and facilitated the third annual Nunavut Ilinniarvimmi Inuusilirijiit Conference on November 13-16, 2018.

The conference built on last year's group process training and was centred on social-emotional learning. A highlight of the event was the introduction of two new resources: Northern Zones and Mind Masters.

Northern Zones is a social-emotional learning program for small groups of students in grades K-2, 3-5, and 6-8. Mind Masters is a health promotion program that helps children develop emotional regulation through relaxation, positive thinking, and mindfulness. Both resources were adapted by the Student Achievement team with input from an advisory group of ilinniarvimmi inuusilirijiit.

In addition to the above, IIs were consulted on the Safe and Caring Schools and Inclusive Education frameworks.

Thank you, ilinniarvimmi inuusilirijiit, for supporting Nunavut students!

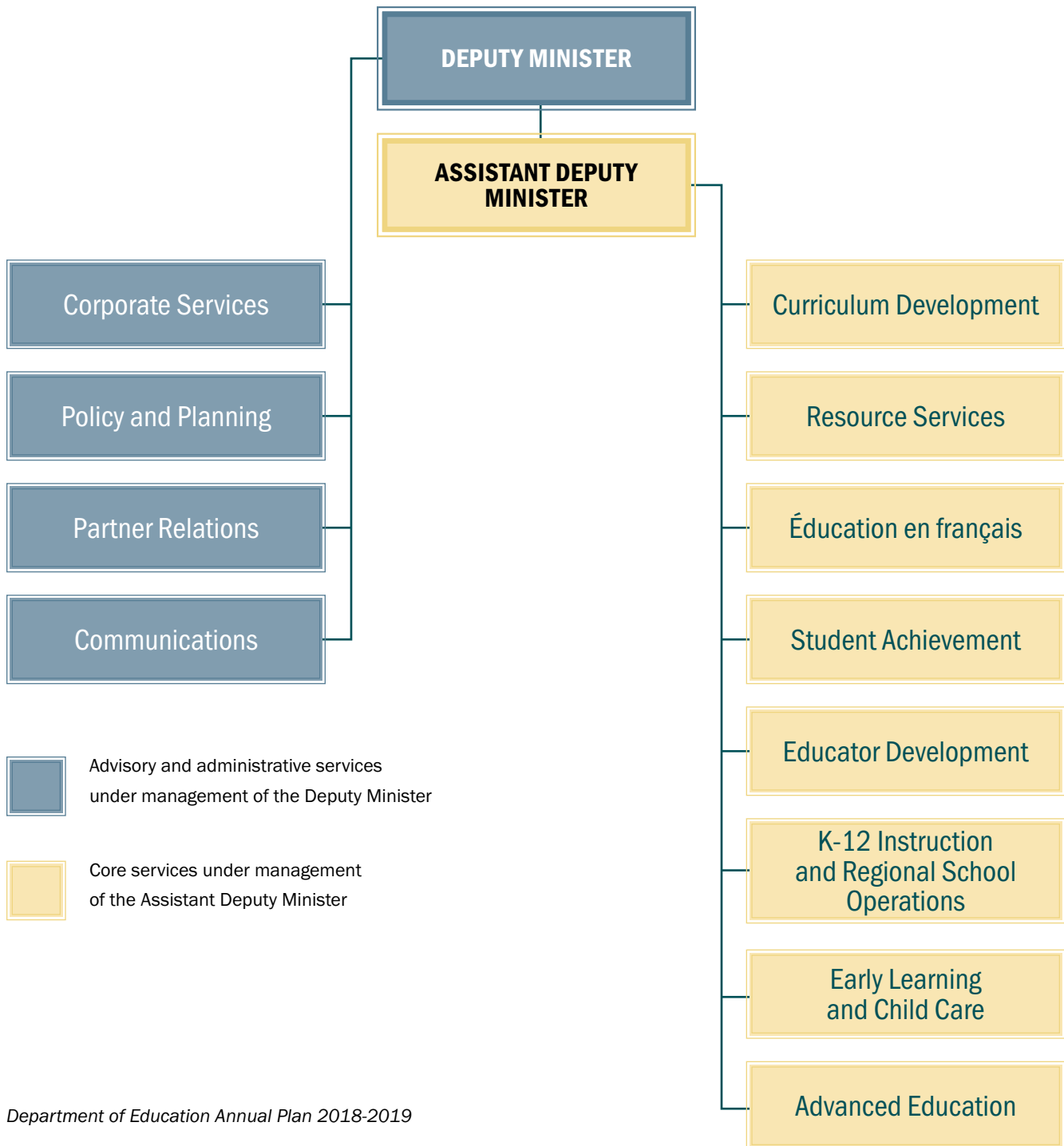


Mind Masters resources help children regulate their emotions through relaxation, positive thinking, and mindfulness.



Many resources were on hand at the conference.

Organizational Structure



Department of Education Annual Plan 2018-2019



ADVISORY AND ADMINISTRATIVE SERVICES

PARTNER RELATIONS

PARTNER RELATIONS	2018-19	
	BUDGET	ACTUAL
PARTNER RELATIONS	\$1,411,000	\$1,243,484
ELDERS' ADVISORY COMMITTEE	\$271,000	\$354,836
COALITION OF NUNAVUT DEAs	\$665,000	\$665,000
TOTAL	\$2,347,000	\$2,263,320

Family and community engagement in a child's learning are important determinants of academic success.

A well-run education system requires and is strengthened by partnerships across departments, with other governments, with academia, and in the non-profit and for-profit sectors.

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.

2018-19 Activities

Family Engagement Strategy

Family and community engagement in a child's learning are important determinants of academic success. The department acknowledges that some parents of Nunavut students are impacted by their own education experiences, and work continues to restore trust and confidence in the education system.

In recognition of its responsibility to engage with parents and community members to further support student success, the department has initiated the Family Engagement Strategy. Focus points of family engagement efforts are:

- Effectiveness of schools at inclusivity and the delivery of instruction
- Promotion of schools to increase the involvement of all stakeholders

This year the department formed a steering committee to move the strategy forward with the following stakeholders:

- Partners:
 - District Education Authority (DEA)
 - Commission scolaire francophone du Nunavut (CSFN)
 - Coalition of Nunavut District Education Authorities (CNDEA)
 - Nunavut Teachers' Association (NTA)
 - Nunavut Tunngavik Incorporated (NTI)
 - Qikiqtani Inuit Association (QIA), Kivalliq Inuit Association (KivIA), Kitikmeot Inuit Association (KitIA)
- Stakeholders:
 - Ilitaqsiniq: Nunavut Literacy Council (NLC)
 - Qaujigiartiit Health Research Centre (QHRC)
 - Representative for Children and Youth Office (RCYO)
 - Educators, parents, and students

Innait Inuksiutirilijit Elder Certification Program Ramps Up

Nunavut's *Education Act* mandates Elder involvement in schools. The department employs Inuit Elders to work alongside teachers and other educators under the position title of Innait Inuksiutirilijit. These staff are a vital source of information and guidance on Inuit language and culture, traditional skills, and life-long learning.

Innait Inuksiutirilijit candidates complete a certification process that recognizes them as master teachers in their field of expertise and are then employed by District Education Authorities (DEAs).

YOGA PROGRAM AT HALL BEACH SCHOOL

Yoga can improve children's strength and flexibility, relieve stress and increase energy levels, while enhancing body awareness and self-esteem.

Arnaqjuaq School in Hall Beach introduced a school-wide yoga program in January 2019. Teachers Kyle Cooke and Maxime Lopez led students from Kindergarten to Grade 12 in a series of sessions called Stretch and Wonder.

Vice-Principal Emily Bradford says practising yoga is good for both physical and mental health and provides an important outlet for students. Arnaqjuaq School previously ran a yoga program that was well-received, but this is the first time the program has been implemented school-wide.



Arnaqjuaq School's latest yoga program is called *Stretch and Wonder*.

***The Elders' Advisory Committee
is a group of seven to eight Elders
from each region that monitors and
evaluates the Inuit Qaujimaqatuqangit
(IQ) duties of the Minister.***

Fifty-two Elders have been certified as Innait Inuksiutilirijiit since April 2018, and 42 additional Elders are currently engaged in the certification process. Innait Inuksiutilirijiit are on staff at schools in the following Nunavut communities:

- Sanikiluaq: 12
- Arviat: 21
- Kugluktuk: 7
- Baker Lake: 19
- Cambridge Bay: 12
- Coral Harbour: 18

For the 2018-19 school year, the department provided \$1,629,235.00 to DEAs to hire Innait Inuksiutilirijiit.

Elders' Advisory Committee Meetings

The Elders' Advisory Committee is a group of seven to eight Elders from each region that monitors and evaluates the Inuit Qaujimagatuqangit (IQ) duties of the Minister, identifies language preservation standards, and recommends culturally appropriate ways of operating both within schools and in the department. The committee meets twice annually.

Traditional Beliefs in Decision Making and How Those Beliefs Affect Family and Community was the theme of this year's first meeting, held in Arviat on December 11-13 and attended by 23 Elders, department staff, and guests. A second meeting was held in January 2019 with the theme of Family and Community Engagement.

Coalition of Nunavut District Education Authorities

A valued partner of the department, the Coalition of Nunavut District Education Authorities (CNDEA) is a non-governmental organization that represents the voices of parents within the education system.

Topics of engagement with the Coalition this fiscal year included teacher certification regulations, the student/educator ratio funding formula, and various department policies.

The department also partnered with the CNDEA to ensure that the voices of Nunavummiut, specifically Nunavut DEAs, would be heard in the consultations around proposed amendments to the *Education Act*.

Department staff attended the CNDEA annual general meeting in November 2018 to present a status update on the progress of the consultations for proposed amendments to the *Education Act* and to address concerns and questions from DEA representatives.

CNDEA is preparing to submit a proposal to Makigiaqta Inuit Training Corporation to deliver Inuit Pilimmaksaigutngnik Aturiaqpallianiq, a pilot project that would bring Inuit language and learning spaces into Nunavut schools through local programs. If approved, the department would sit on the project advisory group.

Onboarding and Training for DEAs/CSFN

The department supports District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN) by ensuring they have the necessary supports and resources to meet the requirements of the *Education Act*. Among the topics covered in regional training events this year were Office Procedures, Financial Accountability and Procedures, and Administration of Department-Funded Programs. Training events were held in:

- Kitikmeot region, September 18-20 (Cambridge Bay, three of five DEAs represented)
- Kivalliq region, October 2-4 (Rankin Inlet, six of seven DEAs represented)
- Qikiqtani region, October 16-18 (Iqaluit, ten of fourteen DEAs represented, one CNDEA representative)

After October 2018, the following communities were visited to provide onboarding and training support:

- Kivalliq region (Naujaat, Chesterfield Inlet, Whale Cove)
- Kitikmeot region (Gjoa Haven, Taloyoak, Kugaaruk)
- Qikiqtani region (Pangnirtung, Igloodlik, Kimmirut)

Support for DEAs/CSFN to Comply with Privacy Legislation

Following a review, the Government of Nunavut has determined that District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN) are subject to the *Access to Information and Protection of Privacy Act* (ATIPPA), which gives the public the right to access records held by public bodies. This change impacts the ways that DEAs/CSFN are required to organize, store, and secure documents.

The department delivered a presentation to DEA/CSFN members on conformity with the Act during their annual general meeting in November 2018 and provided training to DEA office managers and members in fall 2018. Further, the department is working with the Departments of Executive and Intergovernmental Affairs and Community and Government Services on a plan to implement these pending changes.

DEA/CSFN Transition to *Nunavut Elections Act*

Since the creation of Nunavut, DEA/CSFN elections have been governed by the *Local Authorities Elections Act*. In October 2018, the Act was replaced by the *Nunavut Elections Act*. Transitional rules came into effect on October 1, 2018, and the new legislation came into force on April 1, 2019.

The Partner Relations division worked with the Coalition of Nunavut District Education Authorities (CNDEA) to ensure they understood the changes and were able to support their membership to respond appropriately, including having Nunavut Elections staff present at the 2018 CNDEA annual general meeting. The implications of the new legislation were also discussed at the fall 2018 DEA Office Manager Training workshop.

MORE THAN 200 YOUTH ATTEND RANKIN INLET CONFERENCE

Power for the Positive was the theme of a well-attended youth conference held in Rankin Inlet on October 11-12, 2018. The department partnered with the Canadian Red Cross to host the event.

More than 200 participants from across the Kivalliq region attended. The primary conference goal was to engage and support student leaders and promote student wellness. Past youth conferences were held in Cambridge Bay in spring 2018 and in Iqaluit in fall 2016.

Workshop sessions focused on topics emphasizing a message of hope and connection. Topics included:

- How to develop healthy relationships
- How to intervene when bullying happens
- Dealing with substance use and addictions
- How youth can use their talents and gifts to better their own lives and the lives of others
- How to lead an awareness campaign
- How youth can take care of themselves and others in difficult times

The conference was an opportunity for education staff and students to connect, learn, and share with one another their messages of hope and of the importance of building resiliency through strong relationships.



Rankin Inlet students Mia Autut (left) and Tiana Misheralak throat-sing during the opening ceremony.



Elder Monica Ugjuk



ADVISORY AND ADMINISTRATIVE SERVICES

COMMUNICATIONS

COMMUNICATIONS	2018 - 2019	
	BUDGET	ACTUAL
COMMUNICATIONS	\$499,000	\$508,830
TOTAL	\$499,000	\$508,830

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

When the Department of Education created the Communications division in 2017-18, it was a clear statement that maintaining good internal and external communications was a high priority.

This 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.

2018-19 Activities

Education Act Consultations

From September 2018 to January 2019, the department consulted with education partners and Nunavummiut on the proposed amendments to the *Education Act*.

Working with the Department of Executive and Intergovernmental Affairs, Communications developed a comprehensive communications plan to support these consultations. This included developing a public information campaign, coordinating press conferences, preparing speaking notes for the Minister and Deputy Minister, and other internal and external communications.

Educator Recruitment Campaign

Working with the Educator Development division, Communications undertook planning for a new educator recruitment campaign to promote teaching and other education occupations for Inuit and to support Inuktitut, to be launched at the start of the 2019-20 school year.

Some of the strategies developed for this new educator recruitment campaign were drafting a strategic governance plan for a 10-year educator retention and recruitment plan, increasing the number of advertisements in local media, and working with Nunavut Arctic College to promote the Nunavut Teachers Education Program (NTEP).

Coordination of External Departmental Communications

Created in 2017-18, 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 2018-19, Communications fulfilled 190 media inquiries, providing statements and coordinating interviews in either English or Inuktitut. The top issues concerning the department were the proposed amendments to the *Education Act*, the *Education Act* consultations, and educator vacancies.

Translation Support Requests Double

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 2018-19, Communications coordinated 351 translation requests for the department, an increase of 169 requests over 2017-18.

STUDENT SUPPORT TEACHER (SST) CONFERENCE

Helping to ensure that all students receive the attention they require to achieve their potential is the critical role played by student support teachers in the Nunavut education system.

On November 6-8, 2018, the Department of Education hosted the first territorial Student Support Teacher (SST) Conference. This milestone event created a new space where SSTs could meet and learn from each other and provided clarity on available and approved supports, resources, and equipment.

New resources introduced included the *Education Support Services Directive*, the *Individual Student Support Plan Handbook*, and the *Student Support Teacher Professional Development Framework*.

The department continues to establish and expand education support services in the territory, especially in communities where these services were previously unavailable.



Student support teachers help to ensure that all students receive the attention they require to reach their potential.



ADVISORY AND ADMINISTRATIVE SERVICES

POLICY AND PLANNING

POLICY AND PLANNING	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE (POLICY & PLANNING)	\$872,000	\$979,744
IQ/INUIT EMPLOYMENT COORDINATOR	\$163,000	\$158,976
SIVUMMUAKPAALLIRUTIKSAT PROGRAM	\$420,000	\$11,111
LEGISLATION	\$362,000	\$531,308
PLANNING, REPORTING AND EVALUATION	\$710,000	\$710,145
TOTAL	\$2,527,000	\$2,391,284

The department prepared short-term goals and targets to increase Inuit representation and completed a draft detailed action plan to achieve these goals.

The Policy and Planning division coordinates policy and legislation development, 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 the Policy and Planning division 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 and services; 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 on 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.
- **Sivummuakpallirutiksat Program:** The Sivummuakpallirutiksat 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.

2018-19 Activities

Education Act and Education Act Regulations Amendments

The legislative proposal to amend the *Education Act* was completed this year. In collaboration with the Department of Culture and Heritage and other partners, including Nunavut Tunngavik Inc. and the Coalition of Nunavut District Education Authorities, the department completed community and stakeholder consultations across Nunavut's 25 communities.

Following feedback from partners and communities, the department developed a package of proposed amendments and tabled Bill 25, An Act to Amend the Education Act and the Inuit Language Protection Act, during the spring 2019 sitting of the Legislative Assembly.

Development of education staff regulations and student record regulations under the *Education Act* continued this year. The education staff regulations reached the consultation stage, and preliminary research has begun on the student record regulations. Completion of both sets of regulations is expected in spring 2019.

Departmental Strategic Plan

The department continued working on the conceptual phase and planning of a department-wide multi-year strategic plan through jurisdictional scanning and presentations to senior management. A contractor has reviewed preliminary information about education in Nunavut, which will inform both the visioning exercise and the identification of key strategic priorities.

In May 2019, the department completed an in-service for all senior managers to ensure that they have a full and common understanding of the strategic planning process. The plan will be developed in collaboration with partners through all phases.

Inuit Employment Plan (IEP) Monitoring and Implementation

Monitoring and implementation of Inuit Employment Plan initiatives continued this year. The department prepared short-term goals and targets to increase Inuit representation and completed a draft detailed action plan to achieve these goals, with activities such as targeting and supporting Inuit employees through the department's Sivummuakpaallirutiksat Education Leave Program.

Introduced in 2018, the Sivummuakpaallirutiksat program is designed to provide Inuit employees with capacity-building opportunities so they can expand their professional skillsets and pursue career advancement.

Additional activities in 2018-19 included:

- Writing new departmental standards of service and reviewing standard operating procedures to ensure they align with the new organizational structure.
- Establishing a working group to evaluate frameworks for Education Program Planning (EPP).



Levi Angmak School

CONNECTED NORTH

Connected North brings a huge range of programming into Nunavut schools with super-fast, high-definition two-way video technology.

The Connected North program fosters student engagement and enhanced education outcomes in remote Indigenous communities with immersive and interactive education services.

The goal is to provide students and teachers with access to engaging, innovative content, with the hope of increasing feelings of empowerment both in school and in life.

Sessions are delivered in response to needs shared by educators, students, and community members, who select from dozens of options by grade and subject. Sessions are also categorized by a Well-Being Framework (connectednorth.org/wellbeing), which identifies linkages between content delivered and opportunities to strengthen student well-being.

Thanks to a \$500,000 investment by the Department of Education in 2018-19, 331 sessions were delivered to 20 schools across Nunavut, reaching eight new schools! Topics ranged from seal meat cooking demonstrations to Chinese shadow puppetry, hip-hop classes, and improvisational acting.

By percentage, subject areas covered included:

- Science/Environmental Studies: 30.4%
- Health: 18.5%
- Arts: 13%
- Teacher Capacity Building: 12.7%
- Social Studies: 11.2%
- Student Voice and Future Pathways: 6.5%
- Literacy: 5.1%

A favourite session was Nyla Innuksuk and the Creation of Snowguard, about an Inuk filmmaker who recently assisted in the creation of the new Marvel superhero Snowguard. Congratulations, Nyla!

For more information about Connected North, including a list of session topics, visit connectednorth.org.



A favourite session is Nyla Innuksuk and the Creation of Snowguard about an Inuk filmmaker who participated in the creation of a new Marvel superhero.



Grade 5 students at Inuujaq School in Arctic Bay show what they've learned in a hip-hop dance class.



ADVISORY AND ADMINISTRATIVE SERVICES

CORPORATE SERVICES

CORPORATE SERVICES	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$836,000	\$1,828,420
FINANCE AND ADMINISTRATION	\$1,004,000	\$1,354,507
INFORMATION SYSTEMS PLANNING	\$2,095,000	\$1,505,162
HUMAN RESOURCES	\$352,000	\$370,266
CAPITAL PLANNING	\$256,000	\$176,987
HEALTH AND SAFETY	\$430,000	\$444,862
TOTAL	\$4,973,000	\$5,680,204

Consultations continued with departmental stakeholders on the development of a long-term strategic plan for information technology in schools.

Corporate Services provides strategic financial management to the department and oversees development, designs, 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.

2018-19 Activities

Health and Safety

Monitoring of reporting requirements for the department's Occupational Health and Safety (OHS) Policy continues, as well as planning for the implementation of a real-time database to store, monitor, and retrieve OHS documents, reports, inspections, and supporting resources.

Video Conferencing Capacity Expansion

Work continued this year to install video conferencing equipment in schools, with 20 schools completed and planning and consultations for distance learning slated to begin in spring 2019.

Information Technology Strategic Plan Engagements Begin

Consultations continued with departmental stakeholders on the development of a long-term strategic plan for information technology in schools. Engagements took place throughout 2018-19 and are expected to continue in 2019-20, with the development of the strategic plan beginning in fall 2019.

Full-Day Kindergarten, Early Childhood Education Options Being Considered

Work continued with other Government of Nunavut departments and agencies to identify options to invest in infrastructure to enhance the accessibility and affordability of early child care facilities and resources. A cost/viability analysis regarding full-day Kindergarten was completed, and the department is now considering the options identified in the analysis.

Revised Student-Educator Ratio Consultations Completed, Testing to Follow

The ratio between students and educators is one of the strongest indicators of student success and engagement. The fewer students an educator works with, the more closely they're able to adapt their teaching to the needs of individuals.

After extensive consultations with key stakeholders such as the Coalition of Nunavut District Education Authorities, Nunavut Teachers' Association, Nunavut Tunngavik Inc., and individual district education authorities, the department established a revised school staffing formula that spans all school-based positions.

- The department believes that the revised school staffing formula will:
 - Reduce fluctuations regularly experienced in staffing levels by:
 - providing a core complement of staff in every school
 - allocating staff based on head count, which is not affected by attendance
 - Better meet school and student needs and position schools to better support students with attendance issues
 - Ensure a more consistent and fair allocation of all school staff positions
 - More clearly illustrate how the *Education Act* requirements regarding the school team and mandatory staffing are being met

Consultation with stakeholders was completed in August 2018.



EARLY LEARNING AND CHILD CARE

EARLY LEARNING AND CHILD CARE	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$1,438,000	\$806,709
EARLY CHILDHOOD RESOURCES	\$686,000	\$259,233
EARLY CHILDHOOD DEVELOPMENT	\$844,000	\$626,948
HEALTHY CHILDREN INITIATIVE	\$908,000	\$419,849
DAY-CARE GRANTS AND SERVICES	\$2,150,000	\$2,051,528
EARLY CHILDHOOD SUPPORT	\$146,000	\$85,719
YOUNG PARENTS STAY LEARNING	\$170,000	\$142,618
TOTAL	\$6,342,000	\$4,392,604

***In 2018-19,
development and
distribution of language
and culturally based
program resources
continued.***

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, 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:

- **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.

2018-19 Activities

Early Learning and Child Care Framework

Work continued on the development of the draft *Nunavut Early Learning and Child Care Framework* and action plan to guide policy development, program and service design, and delivery decisions.

New Language and Cultural Resources Distributed

In 2018-19, development and distribution of language and culturally based program resources continued, including:

- Themed activity kits
- Books
- Training videos
- Music
- Play rugs
- Posters
- Vocabulary label stickers
- Puppets
- Puzzles

Partnering with the Department of Health, Education has been providing books in a bag with information about 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.

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 on August 24-26, 2018, to all territorial child care facility staff, and financial literacy training was offered to child care managers on August 27-28, 2018. Regional training was offered in Cambridge Bay, Rankin Inlet, and Iqaluit between January and March 2019. Sessions focused on administrative training and regional training needs/interests.

Young Parents Stay Learning (YPSL)

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

This program 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 year, 68 applicants were approved for Young Parents Stay Learning. By region, the numbers are:

YOUNG PARENTS STAY LEARNING APPLICATIONS

REGION	APPLICANTS
KITIKMEOT	12
KIVALLIQ	4
QIKIQTANI	52
TOTAL	68

Healthy Children Initiative (HCI)

The Healthy Children Initiative provides financial support to organizations and communities for programs and services that align with the vision of “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.

The HCI is administered through the regional education offices by early childhood officers and the Healthy Children Initiative Committee.

Proposals are accepted from non-profit organizations, including local DEAs/CSFN, municipalities, Nunavut Arctic College, and family day homes.

In 2018-19, the HCI budget was \$908,000, and \$419,849 was allocated. A total of 27 proposals were approved. By region, the numbers of approved proposals are:

HEALTHY CHILDREN INITIATIVE PROPOSALS

REGION	APPROVED PROPOSALS
KITIKMEOT	6
KIVALLIQ	4
QIKIQTANI	17
TOTAL	27

Early Childhood 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 0-6. Examples of funded programs are:

- Community initiatives for programs that can be accessed by and for children aged 0-6 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 or child care facilities.

In 2018-19, the Culture and Language budget was \$1 million, and \$772,566 was allocated. Eleven District Education Authorities applied 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	3
QIKIQTANI	7
TOTAL	11

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 0-6.

Licensed Child Care Facilities and Spaces

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 55 new spaces created in 2018-19.

There are 55 licensed child care facilities currently operating in 21 communities:

LICENSED CHILD CARE FACILITIES

FACILITY TYPE	NUMBER
DAY-CARES	31
HEAD STARTS	7
PRESCHOOLS	8
AFTER SCHOOL	7
FAMILY DAY HOME	2
TOTAL	55

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

There were 1,144 licensed child care spaces this year in the following categories:

LICENSED CHILD CARE SPACES

LEVEL	NUMBER
INFANTS	183
PRESCHOOL (FULL-TIME)	527
PRESCHOOL (PART-TIME)	272
SCHOOL-AGE	162
TOTAL	1144

INUKTUT SECOND LANGUAGE CURRICULUM A GLOBAL FIRST

It is fitting that during the United Nations International Year of Indigenous Languages, the Curriculum Development division hosted the first meeting for developing Inuktitut Language Arts - Second Language curriculum (ILA2).

Working group members met in Iqaluit on March 25-29, 2019, to begin this exciting project. Completion of this curriculum will help to ensure that Inuktitut languages stay strong for years to come.

This is the first Inuktitut as a second language curriculum ever written, anywhere. The department is developing it from scratch, building on the framework created by the completed Inuktitut Language Arts First Language (ILA1) and Transition (ILAT) curricula.

The expert working group for ILA2 included department staff and teachers with either Inuktitut first- or second-language skills. The group will gather again to continue development of this critical resource for Nunavummiut learners.



Suzie Muckpah, Team Lead for Uqausiliriniq Development, participates in a session with the expert working group that developed the Inuktitut Language Arts 1 curriculum for Kindergarten to Grade 6.

Front row, from left: Muckpah, long-time Baker Lake teacher Uliut Iksiktarjuk, and acting manager of student assessment and evaluation (Pangnirtung) Shamim Sharif. Back row, from left: policy manager with the Department of Education Mary Kilabuk and Mary Etuangat, of the Pangnirtung assessment department. photo courtesy Suzie Muckpah



K-12 INSTRUCTION AND REGIONAL SCHOOL OPERATIONS

K-12 SCHOOL OPERATIONS	2018 - 2019	
	BUDGET	ACTUAL
HEADQUARTERS SCHOOL OPERATIONS	\$1,663,000	\$1,274,531
QIKIQTANI SCHOOL OPERATIONS	\$81,679,000	\$80,883,024
KIVALLIQ SCHOOL OPERATIONS	\$51,379,000	\$52,752,285
KITIKMEOT SCHOOL OPERATIONS	\$32,063,000	\$31,992,207
FRENCH SCHOOL OPERATIONS	\$2,220,000	\$2,729,883
TOTAL	\$169,004,000	\$169,631,930

In 2018-19, there was a 2.9% increase in full-time student enrolment across Nunavut.

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 help 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.

ARVIAT PRINCIPAL WINS NATIONAL AWARD

Katherine LeBlanc, Principal of Maani Ulujuk Ilinniarvik High School in Rankin Inlet, is one of 30 people to receive the Canada's Outstanding Principal award by The Learning Partnership, a national organization with connections to educators, students, and volunteers. LeBlanc received the prestigious award for her cultural work at the school.

LeBlanc initiated an innovative digital storytelling program in which students videotape and translate stories and lessons from community Elders, building critical Inuit language skills and knowledge. She says culture is very important to her students.

"Just knowing what I know about loss of culture and how it was taken away, I feel it's partially my responsibility to help wherever I can to promote it, to encourage it."

LeBlanc had been working at the school for a year and a half and was nominated for the award by school staff.

The Department of Education proudly recognizes Katherine for winning the prestigious award, and for her exceptional work with the teenagers of Rankin Inlet.



Katherine LeBlanc won the national Outstanding Principal award for her cultural work at Maani Ulujuk Ilinniarvik School in Rankin Inlet.

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):** Support is provided to 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.

2018-19 Activities

Support Continues for Safe School and Community Practices and Policies

The department continues to support the development of safe schools and communities with multiple partner organizations (Red Cross, Embrace Life Council, WCSS, Inter-Divisional liaisons, and others) to ensure that supports are in place in Nunavut schools. Regular teleconferences were held addressing the development and support of safe school practices and policies.

Attendance, Enrolment, and Family Engagement Efforts Continue

As part of its ongoing efforts to improve school attendance and increase family engagement, K-12 Regional School Operations monitored attendance and enrolment statistics for Nunavut schools and continued working with District Education Authorities on this important issue.

ATTENDANCE PERCENTAGES BY REGION 2018-19

	GRAND TOTAL
KITIKMEOT	64.8%
KIVALLIQ	69.7%
QIKIQTANI	61.6%
NUNAVUT	64.8%

Monitoring of Instructional, Assessment, and Student Support Practices Ongoing

Monitoring, supporting, and advising on effective instructional, assessment, and student support practices within Nunavut schools is a key role of the department. This year, Regional School Operations offices worked with partners and contractors and identified key educators to contribute to the assessment framework and literacy practices.

Superintendents conducted school visits to monitor the effectiveness of instruction and assessment practices. Regional School Operations staff supported principals with implementation of the *Professional Development Framework for Classroom Teachers* released in 2017. For each role group (classroom teachers, language specialists, learning coaches, student support teachers, school leaders), this tool provides guidance and support tailored to each of these important roles within our schools by illustrating the required skills, values, and behaviours for effective teaching, coaching, and leadership, described throughout the stages of development for each of these groups. These expectations, when combined with self-reflection and constructive feedback, help to raise awareness of potential areas for professional growth and the benefits of continuous professional development.

Literacy Framework and Checklist Implemented

The implementation progress and success of the *Nunavut Literacy Framework Kindergarten to Grade 12* and action plan continue to be monitored. Also, a draft Superintendent Literacy Instructional Practice checklist was implemented this fiscal year to support and monitor effective literacy practices.

Education Program Planning Review Completed

The department works to ensure consistent and high-quality curriculum delivery across Nunavut to enable student success not only in Nunavut, but in any Canadian jurisdiction.

The spring and fall Education Program Planning (EPP) process requires school administrators to consult with school staff, the District Education Authority, the community, and Regional School Operations before developing their EPP for the following school year. In February 2019, the Education Program Planning call letter went out to all schools, and the process was completed in March 2019. Also completed in March 2019 was a review of the EPP process.

Addressing Staffing Challenges

A number of schools were not fully staffed and/or lacked administrators in 2018-19. Hiring educators is particularly difficult in communities with limited staff housing.

The department worked diligently to fill vacancies this year and is developing a 10-year strategy to recruit and retain educators over the long term.

Inuit Employment Plan (IEP) Initiatives

Regional School Operations (RSO) offices continue to implement initiatives that support the department's 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.

Student Enrolment and Teacher Positions

In 2018-19, there was a 2.9% increase in full-time student enrolment across Nunavut. By region, the percentages are:

ATTENDANCE PERCENTAGES BY REGION 2018-19

ENROLMENT	% INCREASE
NUNAVUT	2.9
KITIKMEOT	-0.2
KIVALLIQ	4.8
QIKIQTANI	2.9

Fluctuations in enrolment numbers 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).

This year, an additional 10.5 teaching positions were created across the three regions:

TEACHING POSITIONS	% INCREASE
QIKIQTANI	2.0
KIVALLIQ	3.5
KITIKMEOT	5.0

Superintendents conducted school visits to monitor the effectiveness of instruction and assessment practices.

READING 20 MINUTES PER DAY YIELDS IMPRESSIVE RESULTS

Educators at Whale Cove's Inuglak School set the goal of getting all students to read at the international Grade 9 level or higher. Learning coaches (LC) and student support teachers (SST) began by working collaboratively to assess all students from Kindergarten to Grade 9.

Students were placed in small groups based on their reading levels and paired with a teacher for 20 minutes a day of focused reading. This intensive approach quickly produced results, as students began to read more independently, reducing the range of reading levels within classes.

After three and a half months, the students were reassessed, and most showed signs of improvement in both reading and comprehension.

To build on that success, learning coaches continued working with Inuktitut language teachers to develop a similar program in the school. Also, staff are encouraging parents and the wider community to help students reach their highest literacy potential.

To engage families at the community level, the school held a reading and literacy night, where parents were presented with assessment data and given home

reading log books to encourage participation in their children's literacy development. Other community members are also supporting literacy by coming into the school to read with students.

In addition to all of the above and to promote reading in the community, Inuglak school has launched a literacy contest, with four airline tickets from CalmAir as prizes.



Teacher Tamara Toole focuses on reading with students Leland Kabloona, Layla-Beth Voisey, Tom Enuapik, and Gabriel Okalik.



CURRICULUM DEVELOPMENT

CURRICULUM DEVELOPMENT	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$343,000	\$399,987
TEAM LEAD PATHWAYS PROGRAM	\$369,000	\$127,281
TEAM LEAD CULTURE AND HERITAGE	\$418,000	\$479,547
TEAM LEAD IQQAQUKKARINGNIQ	\$356,000	\$120,945
TEAM LEAD NUNAVUSIUTIT	\$610,000	\$236,837
TEAM LEAD AULAJAQTUT	\$371,000	\$48,991
TEAM LEAD UQAUSILIRINIQ	\$556,000	\$791,738
TOTAL	\$3,023,000	\$2,205,326

The division reviewed the Health curriculum to ensure it sufficiently addresses the social-emotional needs of children.

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 language.

2018-19 Activities

Language Curriculum Priorities

The Curriculum Development division undertook a comprehensive review of the Inuktitut language curricula currently in use by Nunavut schools. The current Inuktitut Language Arts curriculum is based on the work of the Baffin Divisional Board of Education from 1998-99 and needs a significant review and refresh. As well, the division identified a need for a series of language curricula to support each of the distinct Language of Instruction models.

The division developed a project charter to inform that work as well as an Uqausiriliniq Curriculum Development Plan for approval by the Minister of Education. These documents outline the roles of other divisions in the department, particularly around assessment and resource development to support each curriculum.

Currently, the focus of this curriculum work is on Inuktitut Language Arts K-6, with additional work to be done in subsequent years on Inuktitut as a Second Language, as well as language arts curricula for the higher grades.

Alberta Curriculum Renewal

Over the course of the year, members of the Curriculum Development team participated in working groups related to Alberta's curriculum renewal to determine if any or all of their programs of study should be adopted for use in Nunavut.

Staff participated in three core subject working groups and completed a review of draft Kindergarten to Grade 4 Alberta curriculum outcomes that outlines the benefits, risks, and implications of Nunavut's continued use of Alberta curriculum. A recommendation will be provided early in the 2019-20 fiscal year.

Health Curriculum Update

The division reviewed the Health curriculum to ensure it sufficiently addresses the social-emotional needs of children. This work informed the development of new resources related to social-emotional learning to support curriculum outcomes.

Elders Advisory Committee

The Elders Advisory Committee met in August to discuss key topics such as parenting, language of instruction, the effects of colonization on education, and what youth need to know now about IQ. These topics were identified in the previous meeting in consultation with the Culture and Heritage advisors from the Curriculum division.

IQALUIT SCHOOL THANKS ELDERS

Elders are vitally important participants in the Nunavut education system.

This year, Iqaluit's Aqsarniit Ilinniarvik School utilized the services of two Elders to enhance the delivery of Inuktitut and promote Inuit culture and Inuit Qaujimagatuqangit (IQ).

Koonoo Muckpaloo and Mary Shaimaiyuk met with classes on a daily basis and taught various traditional skills. Students were engaged fully in the learning process as the Elders shared their skills and knowledge.

Students cheered and applauded as gifts of appreciation were presented to Mary and Koonoo at a school assembly. Their involvement at the school will continue in the next academic year.

The Department of Education appreciates the efforts of all schools that partner with Elders to promote Inuit culture and Inuit Qaujimagatuqangit (IQ).



Koonoo Muckpaloo and Mary Shaimaiyuk received gifts of appreciation for promoting Inuit culture at Aqsarniit Ilinniarvik School.



RESOURCE SERVICES

RESOURCE SERVICES	2018 - 2019	
	BUDGET	ACTUAL
RESOURCE SERVICES	\$2,649,000	\$1,255,371
RESOURCE SERVICES, INUKTUT	\$1,060,000	\$1,544,390
TOTAL	\$3,709,000	\$2,799,761

Much of the work of the Resource Services division is related to the development of 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.

2018-19 Activities

Literacy Framework K-12

Much of the work of the Resource Services division is related to the development of Inuktitut and Inuinnaqtun resources to support the *Nunavut Literacy Framework K-12*. A cornerstone of this framework is the Inuktitut Titiqqiriniq balanced literacy program and the Uqalimaariqsaniq guided reading program. 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.

Some of the resources created in 2018-19 include:

- Seven 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 eight novel studies for middle school and high school students, based on northern novels such as *Joy of Apex*, *Those Who Run in the Sky*, and *Unipkaaqtuat Arvianit: Traditional Stories*
- A series of book studies for elementary school students, including *A Walk on the Tundra*, *Kamik*, and *The Blind Boy and the Loon*
- Student writing journals
- Levelled books in Inuktitut for Levels 15 and 16
- Levelled books in Inuinnaqtun for Levels 1-8
- A resource binder for middle school teachers
- A series of resources to support shared reading

The division also printed and distributed levelled student books from the Inuitsiarniq series created by the Department of Health, the *Tulliniliara* series developed by the Department of Family Services, and the *Ikpigittiarlugik Nuna Imarlu* series developed by the Department of Environment, which support the Inuktitut Titiqqiriniq program. These reading series align with curriculum and ensure language arts instruction provides opportunities for cross-curricular connections.

Curriculum and Resource Database

The curriculum and resource database was launched on the Department of Education website in May with further resources added to the database throughout the 2018-19 fiscal year. This continues to be a work in progress as additional resources are digitized and added to the database, particularly older documents which may no longer be in print. The division also created a Resource Checklist for the Inuktitut Titiqqiriniq program, which

catalogues all the teaching and learning resources available to schools. This checklist is available on the Department of Education website: (https://gov.nu.ca/sites/default/files/inuktitut_titiqqiriniq_resource_checklist_2019_0.pdf).

CONFERENCES DEEPEN UNDERSTANDING OF INUKTUT TITIQQIRINIQ RESOURCES

Having resources available is good; knowing how to use them is better.

The Educator Development division hosted three regional workshops in early 2019 to foster among Nunavut educators a deeper understanding of Inuktitut Titiqqiriniq (IT) resources and focus on effective instruction and formative assessment techniques.

Teachers and learning coaches attended the workshops at Cambridge Bay (20 participants), Rankin Inlet (24 participants) and Iqaluit (32 participants) in January and February 2019. Topics covered included:

- Developing Educational Dialect for Uqalimaariqsaniq (an Inuktitut reading program)
- Multi-Dialectal Instruction in the Classroom
- Holistic Literacy
- Phonics and Phonics Resources for the IT Program
- Literacy Centres
- Guided Reading and Resources
- Read Aloud, Shared Reading, and Independent Reading Resources
- Literacy Blocks
- Balanced Literacy



Inuktitut Titiqqiriniq resources give students the opportunity to build their skills in both Inuktitut and Inuinnaqtun.



ÉDUCATION EN FRANÇAIS

ÉDUCATION EN FRANÇAIS	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$755,000	\$603,708
TOTAL	\$755,000	\$603,708

***The CSFN manages
Trois-Soleils
school in Iqaluit,
the northernmost
francophone school in
the world.***

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*.

2018-19 Activities

Funding for the Commission scolaire francophone du Nunavut (CSFN)

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

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 2018-19. This fiscal year, the CSFN received \$256,696 from the GN, and an additional \$496,000 from Canadian Heritage.

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

The Éducation en français division supports other divisions' initiatives and projects in areas such as literacy, assessment and evaluation, inclusion, professional development, resources, and communications.

ÉFD contributes to the development of these initiatives and projects and ensures they are translated and distributed to the CSFN and the Trois-Soleils school.

In 2018-19, Trois-Soleils school educators received the final version of the *Nunavut Literacy Framework* as well as the *Nunavut Literacy Action Plan* for consultation. They also received the *Professional Development Framework for Classroom Teachers and for Learning Coaches*.

Trois-Soleils' educators were offered support with the implementation of the literacy documents and the *Professional Development Framework*. They also participated in an orientation session on residential schools and on francophone identity-building at the beginning of the school year. Furthermore, they received financial support through the Canada-Nunavut Agreement stemming from the Official Languages in Education Protocol (OLEP) to organize additional professional development.

Training sessions were offered on the balanced literacy program, reading assessment, the language acquisition program, and backward planning.

Many resources were translated into French, such as the *Individual Student Support Plan Handbook*, the *Ilinniarvimmi Inuusiliriji Handbook*, along with different modules to their intention – *Mind Masters*, *Northern Zones*, *Small Group Process Guide*, and its various components – as well as guided reading books produced by the department.

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.

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 French as an Additional Language (FAL) Programs

An orientation session on teaching French as an Additional Language in the Nunavut context was offered to the three new teachers at Nakasuk, Joamie, and Aqsarniit schools.

They also received a presentation on *Strengthening Engagement in French as a Second Language!* This professional resource was developed by the Council of Ministers of Education, Canada to increase student and stakeholder engagement in French second-language education.

The funding for the French as an Additional Language programs comes from the Canada-Nunavut Agreement. It gives Nunavut students the opportunity to learn French as an additional language and to 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 of 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

A five-week, intensive language-immersion program, Explore is 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 the registration process, supports students and their families before the start of the program, and processes credit and reimbursement requests afterward. In 2018-19, one student participated in the Explore program.

Destination Clic

DESTINATION CLIC

A bursary for enrichment in French as a first language, Destination Clic is a three-week program for Grade 8 and 9 students residing outside of Quebec. This program allows students 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 post-secondary institutions in New Brunswick, Ontario, or Quebec. There were no participants in the Destination Clic program this fiscal year.

Odyssey

ODYSSEY

The Odyssey program provides additional French-language instruction personnel to Iqaluit schools. Under the supervision of a French teacher, French-language specialists provide cultural and linguistic activities designed to motivate students to improve their knowledge of French language and culture and to use the language daily.

ÉFD facilitates the hiring of the language specialists and manages the program. Three positions per year are offered: two French-language specialists were hired this fiscal year.





STUDENT ACHIEVEMENT

STUDENT ACHIEVEMENT	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$191,000	\$216,813
STUDENT SUPPORT	\$1,249,000	\$1,363,215
STUDENT ASSESSMENT	\$1,272,000	\$973,726
INCLUSIVE EDUCATION	\$1,383,000	\$1,220,336
TOTAL	\$4,095,000	\$3,774,090

Student attendance is an important indicator of student and family engagement.

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. The division provides guidance for home-schooling by establishing policies, procedures, and standards.

Student Achievement 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. The division provides health and wellness guidance and supports to ensure schools are safe, welcoming, and inclusive environments.



Teacher Uselta Sargent works one-on-one with Justin Enuapik at Inuglak School in Whale Cove.

2018-19 Activities

Registration Guidelines

Student attendance can be an important indicator of student and family engagement. Proper entry and management of this data is essential in order to provide the department with complete and accurate information.

This fiscal year, Student Achievement worked with the divisions of Policy and Planning and Corporate Services (IT) to establish the Student Records Advisory Committee. The committee began to develop student registration guidelines to instruct educators on attendance data entry procedures in alignment with software updates to the Student Information System.

Inclusive Education Framework and Action Plan Developed

In 2018-19, work continued on implementing the *Inclusive Education Framework* and action plan that were developed in response to the external Inclusive Education review recommendations (Hall Report, 2015). Tasks included expanding the Education Support Services Program in the Qikiqtani and Kivalliq regions.

Nunavut Assessment, Evaluation and Reporting Policy and Framework K-12

Work on the Nunavut Assessment, Evaluation and Reporting Policy and *Assessment Framework (Ilitaunnikiliriniq) Kindergarten to Grade 12* continued and was expanded to include the drafting of a handbook.

Safe and Caring Schools (Makitattiarniq) Project Work

Territory-wide consultations were held with educators, ilinniarvimmi inuusilirijit, student support assistants, Elders, and stakeholders about the *Safe and Caring Schools*

(*Makitattiarniq*) Framework. In addition to the project work, resource and skill development components of the framework were also developed, pursued, and/or implemented.

- The department supported student social-emotional learning and development through consultations with ilinniarvimmi inuusilirijit on the Power Series, a mental health promotion program developed specifically for Nunavut Kindergarten to Grade 8 students. The department also published the *Ilinniarvimmi Inuusilirijit Handbook* and the *Nunavut Group Process Guide* to support ilinniarvimmi inuusilirijit in their work with children and youth.
- In November 2018, training and ongoing support were provided to ilinniarvimmi inuusilirijit and teachers via the following programs:
 - Northern Zones: A social-emotional learning program developed in Nunavut for K-8
 - Mind Masters: A mental health promotion program adapted in collaboration with the Children’s Hospital of Eastern Ontario for all ages
 - Respect Education: A social-emotional learning program for Grades 7-12 adapted in collaboration with the Canadian Red Cross
 - Be Safe! A sexual abuse prevention program for K-4 and required curriculum in Grade 4 adapted in collaboration with the Canadian Red Cross

At their territorial training conference, ilinniarvimmi inuusilirijit:

- Became familiar with the *Safe and Caring Schools Framework* in development
- Developed skills and expanded strategies for implementing self-regulation programming
- Clarified pathways for students to access mental health and social emergency supports
- Increased self-efficacy with respect to learning about, preventing, and responding to child sexual abuse in Nunavut by participating in the Our Children, Our Responsibility workshop
- Improved understanding of Inuit Qaujimagatuqangit (IQ) as a platform for traditional counselling and healing
- Participated in the ilinniarvimmi inuusilirijit community of learning and network of support

RESOURCE SERVICES STAFF PRESENT AT LANGUAGE CONFERENCE

Held in March 2019, the Innuuqatta Inuktuuqta Language Conference was organized by the Department of Culture and Heritage, Nunavut Tunngavik Inc. (NTI), the Office of the Languages Commissioner of Nunavut, and Inuit Uqausinginnik Taiguusiliuqtiit (IUT).

The event brought together 150 Inuktitut language leaders, experts, speakers, and learners who celebrated, honoured, and shared experiences about Inuktitut revitalization and preservation efforts.

Department of Education Director of Resource Services Melanie Abbott and Resource Coordinator Alexia Cousins delivered a presentation about the Inuktitut Titiqqiriniq Balanced Literacy Program. Abbott explained that because there was no balanced literacy program in Inuktitut, “we created one. We started with a guided reading program, Uqalimaariuqsaniq, and built that program from scratch.”

Inuktitut guided reading levels were developed next, beginning with elementary levels and progressing to more advanced content as students mastered skills such as decoding text, breaking down morphemes, and reading for context. Eventually, Uqalimaariuqsaniq evolved into the full-fledged balanced literacy program Inuktitut Titiqqiriniq, which also incorporates writing and word study.

Teams of Inuit educators, language specialists, and Inuktitut linguists have been involved in content creation for this program, including fiction and non-fiction titles tied to curriculum.

Cousins’ presentation focused on the range of Inuktitut Titiqqiriniq resources, explaining that hundreds have been created for both classroom and take-home use, including books, magazines, songs, phonics kits, videos, games, and apps.

In total, nearly 600 books have been created in Inuktitut alone, with another 250 books in Inuinnaqtun and more in development. This incredible pace of content creation will continue as the program team moves up through the levels.

Cousins concluded her presentation with mention of two Inuktitut Titiqqiriniq apps: Uqausiit Pinnguarutiit, which teaches Inuktitut and Inuinnaqtun vocabulary related to everyday items; and Titirariuqsauti, which teaches the sounds of syllabics and how to write them. Both are available free online for Apple and Android devices.

For more information about Inuktitut Titiqqiriniq resources, contact EDUResources@gov.nu.ca.



Hundreds of Inuktitut literacy resources have been created under the IT program, with many more in development.



EDUCATOR DEVELOPMENT

EDUCATOR DEVELOPMENT	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$223,000	\$289,934
EDUCATION TRAINING RESOURCES	\$3,288,000	\$2,449,526
NTA PROFESSIONAL DEVELOPMENT FUND	\$3,525,000	\$3,412,614
PROGRAM IMPLEMENTATION AND TRAINING KUGLUKTUK	\$969,000	\$462,860
EDUCATOR DEVELOPMENT	\$1,016,000	\$416,756
TEACHER CERTIFICATION	\$321,000	\$183,716
PROGRAM IMPLEMENTATION AND TRAINING POND INLET	\$1,274,000	\$20,912
TOTAL	\$10,616,000	\$7,236,318

For educators new to Nunavut schools there is much to learn, and the department has developed resources to ensure that they are well prepared for their work.

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 provides assistance where required. 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 certification 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.

2018-19 Activities

Recruitment and Retention Strategy Underway

Recruitment and retention of education staff is an ongoing challenge across Nunavut. The department is committed to ensuring that all Nunavut schools are fully staffed. In 2018-19, Educator Development staff, in collaboration with the Advanced Education and Communications divisions, began to develop an educator recruitment and retention strategy to address teacher shortages and support Inuit employment targets.

Professional Development Frameworks Released

Professional development frameworks for all role groups were released this year, including an updated version of the *Professional Development Framework for Classroom Teachers and Language Specialists*, the new *Professional Development Framework for School Leaders*, the *Professional Development Framework for Learning Coaches*, and the *Professional Development Framework for Student Support Teachers*. All four frameworks were introduced in September 2018 for immediate implementation.

In-Service Training Events

School staff in Kugluktuk, Gjoa Haven, Kugaaruk, and the high school in Pond Inlet engaged in Indigenous cultural competency workshops.

Indigenous Cultural Competency is coordinated by the Quality of Life, Department of Health. These one- to two-day workshops include an overview of Indigenous Canada, cultural competence or capacity, the history of Canada, the resilience of Indigenous communities, and how to address racism and act as an ally to build effective relationships with Indigenous peoples and communities.

School staff in Kugaaruk, Arviat, Whale Cove, Igloolik, Kimmirut, and the high school in Pond Inlet also engaged in Respect Education training.

Respect Education is a Red Cross program focused on preventing violence, building healthy relationships, and bullying prevention. Objectives for educators are to:

- Understand the issues related to the abuse of children and youth
- Identify the content and best practices
- Create greater safety for children and youth

The annual Nunavut School Leaders Conference was held in September 2018. Sessions included Indigenous Cultural Competency, the Professional Development Frameworks for the educator community, mental health fitness supports, and teacher recruitment initiatives.

Regional Inuktitut Titiqqiriniq conferences were held in Cambridge Bay (January 2019), Rankin Inlet (February 2019), and Iqaluit (February 2019) to support Inuktitut literacy instruction and the implementation of the Inuktitut Titiqqiriniq program resources.

In 2018-19, Educator Development staff, in collaboration with the Advanced Education and Communications divisions, began to develop an educator recruitment and retention strategy.

Educator Orientation: Quick Start Guide Introduced

For educators new to Nunavut schools there is much to learn, and the department has developed resources to ensure that they are well prepared for their work. This year, the draft *School Leaders Quick Start Guide* was provided to school leaders to support both their own orientation and the orientation they provide to school staff.

Certificate in Educational Leadership (CELN) Courses

The department continues to offer and modify the Certificate of Educational Leadership in Nunavut (CELN) program to meet the needs of principals and aspiring principals.

This year, work began on aligning CELN courses with the professional development frameworks for the educator community.

The following courses were offered:

- Educational Leadership: Engaging Nunavut Parents, Elders, and Community (July 2018, Iqaluit)
- Proactive Instructional Leadership in Nunavut Communities, in Inuktitut (July-August 2018, Clyde River)
- Foundations of Transformational Leadership in Nunavut Education (July-August 2018, Clyde River)
- Proactive Instructional Leadership in Nunavut Communities (February 2019, Resolute Bay)
- Improving Language and Literacy Achievement (February 2019, Resolute Bay)

ALL-INKTITUT UNIVERSITY COURSE DELIVERED IN CLYDE RIVER

For the second time ever, a graduate-level course has been delivered entirely in Inuktitut to Inuit educators. The course was Foundations of Transformational Leadership, part of the Certificate in Educational Leadership Nunavut (CELN) program, which prepares school leaders for their positions.

Behind this achievement are two women: Quluq School Principal and University of Prince Edward Island instructor Rebecca Hainnu, and her collaborator Darlene Nuqingaq. The pair spent more than a decade developing the course.

The process required collaboration, involving meticulous research, careful selection, and peer review, then translation to ensure understanding in multiple dialects.

Hainnu led 16 educators through the course, which was delivered in Clyde River. She is enthusiastic about teaching and learning in Inuktitut. “Nobody in the group ... is trying to articulate something in a second language. All the discussions, all the information, all the presentations are being done in Inuktitut, in their first language, in their dialect. It’s Inuktitut at its best.”

What’s next? Hainnu is clear about her hopes for the future. “I can only dream of a doctorate degree thesis being done in Inuktitut.”



Rebecca Hainnu, standing, Quluq School Principal and University of Prince Edward Island Instructor; teacher Rhoda Paliak-Angooteeluk, back right, of Coral Harbour; language specialist Marty Aooloo of Arctic Bay; teacher Maria Illungiyok of Whale Cove; teacher Sarah Aooloo of Arctic Bay; and language specialist Mary Kusaluk of Rankin Inlet.



ADVANCED EDUCATION

ADVANCED EDUCATION	2018 - 2019	
	BUDGET	ACTUAL
DIRECTOR'S OFFICE	\$500,000	\$448,112
PRE-EMPLOYMENT TRAINING	\$2,512,000	\$2,223,317
ADULT AND POST-SECONDARY EDUCATION	\$128,000	\$124,366
ADULT PROGRAM EVALUATION AND MONITORING	\$175,000	\$41,804
GENERAL EDUCATION DIPLOMA	\$4,000	0
ADULT PROGRAM (PASS)	\$393,000	\$252,185
ADULT BASIC LITERACY AND BASIC EDUCATION	\$390,000	\$198,435
FANS - ADMINISTRATION	\$1,352,000	\$1,494,195
FANS - ADMINISTRATION	\$7,000,000	\$6,789,793
TOTAL	\$12,454,000	\$11,572,207

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

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.

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.

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.

2018-19 Activities

Pathway to Adult Secondary School (PASS) Review and Strategy

A program review of the Pathway to Adult Secondary School (PASS) program was conducted with Nunavut Arctic College to identify areas of success and areas requiring improvement.

Also, in March 2019, research began on a strategy to engage Inuit men who could benefit from the PASS program.

Nunavut Adult Learning Strategy (NALS)

Work is underway to determine the types of initiatives to support adult education and training that should be prioritized in accordance with the Nunavut Adult Learning Strategy (NALS), in collaboration with the Department of Family Services. A review of NALS was completed in March 2019, and a report will follow.

University Partnership Project Selects Partner

The department continues to work with Nunavut Arctic College to pursue a joint venture/partnership that will ensure more Nunavummiut have access to post-secondary education options in the territory.

This year the Selection Committee, comprised of representatives from the Department of Education, Nunavut Arctic College, and Nunavut Tunngavik Inc., identified a university partner. A draft Memorandum of Understanding with the partner university is anticipated within the next fiscal year.

Nunavut Teacher Education Program (NTEP) Summary

In 2018-19, NTEP was delivered in nine communities and began with approximately 93 learners spread out across the four years of the program. There were four communities completing the final year of NTEP.

NTEP FALL 2018-19 ENROLMENT

COMMUNITY	YEAR	ENROLLED
GJOA HAVEN	1	10
BAKER LAKE	1	5
ARVIAT	1	21
RANKIN INLET	2	7
KUGAARUK	3	8
CLYDE RIVER	4	6
POND INLET	4	6
SANIKILUAQ	4	6
IQUALUIT	1 - 4	24

NTEP WINTER 2018-19 ENROLMENT

COMMUNITY	YEAR	ENROLLED (as of April 24 th)
GJOA HAVEN	1	9
BAKER LAKE	1	4
ARVIAT	1	20
RANKIN INLET	2	5
KUGAARUK	3	8
CLYDE RIVER	4	5
POND INLET	4	7
SANIKILUAQ	4	5
IQUALUIT	1 - 4	21



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	31
HEAD STARTS	7
PRESCHOOLS	8
AFTERSCHOOL	7
FAMILY DAY HOME	2
TOTAL	55

LICENSED SPACES	
INFANTS	183
PRESCHOOL (FULL-TIME)	527
PRESCHOOL (PART-TIME)	272
SCHOOL-AGE	162
TOTAL	1144

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

	2018-2019
PRIMARY LANGUAGE USED IN LICENSED FACILITIES	
INUKTITUT	50.9%
INUINNAQTUN	0%
ENGLISH	39.6%
FRENCH	9.5%
OTHER LANGUAGES USED REGULARLY IN LICENSED FACILITIES	
INUKTITUT	34.1%
INUINNAQTUN	9.1%
ENGLISH	50%
FRENCH	6.8%

Appendix Table 3: Staff Working in Licensed Facilities

INUIT	79.5%
NON-INUIT	20.5%

Appendix Table 4: Healthy Children Initiative Funded Proposals

REGION	
KITIKMEOT	6
KIVALLIQ	4
QIKIQTANI	17
TOTAL	27

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

	FUNDS
	APPROVED
NUNAVUT	\$671,702
KITIKMEOT	\$50,350
Cambridge Bay	\$50,350
Gjoa Haven	
Kugaaruk	
Kugluktuk	
Taloyoak	
KIVALLIQ	\$146,690
Arviat	\$90,000
Baker Lake	
Chesterfield Inlet	
Coral Harbour	
Rankin Inlet	\$56,690
Nauyasat	
Whale Cove	
QIKIQTANI	\$474,662
Apex	\$40,000
Arctic Bay	
Cape Dorset	
Clyde River	\$22,248
CSFN	\$40,000
Grise Fiord	
Hall Beach	
Igloodik	
Iqaluit	\$295,662
Kimmirut	
Pangnirtung	
Pond Inlet	\$36,752
Qikiqtarjuaq	
Resolute Bay	
Sanikiluaq	\$40,000

Appendix Table 6: Student Headcount by School

			TOTAL
	INUIT	NON-INUIT	
NUNAVUT	10027	624	10651
KITIKMEOT	1947	33	1980
CAMBRIDGE BAY	417	17	434
Kiiliniq High School	205	6	211
Kullik Ilihakvik	212	11	223
GJOA HAVEN	426	2	428
Qiqirtaq Ilihakvik	178	0	178
Quqshuun Ilihakvik	248	2	250
KUGAARUK	339	0	339
Kugaardjuk Ilihakvik	339	0	339
KUGLUKTUK	427	12	439
Jimmy Hikok Ilihakvik	188	3	191
Kugluktuk High School	239	9	248
TALOYOAK	338	2	340
Netsilik Ilihakvik	338	2	340
KIVALLIQ	3097	222	3319
ARVIAT	875	27	902
John Arnalukjuak High School	305	15	320
Levi Angmak Ilinniarvialaaq	401	8	409
Qitiqliq Middle School	169	4	173
BAKER LAKE	610	14	624
Jonah Amitnaaq Secondary School	347	7	354
Rachel Arngnamaktiq	263	7	270
CHESTERFIELD INLET	109	8	117
Victor Sammurtok School	109	8	117
CORAL HARBOUR	289	19	308
Sakku School	289	19	308
NAUJAAT	471	8	479
Tusarvik Elementary	271	2	273
Tuugaalik High School	200	6	206
RANKIN INLET	591	134	725
Leo Ussak Elementary School	282	10	292
Maani Ulujuk Ilinniarvik	245	71	316
Simon Alaittuq School	64	53	117
WHALE COVE	152	12	164
Inuglak School	152	12	164

Table 6 continued on following page

			TOTAL
	INUIT	NON-INUIT	
QIKIQTANI	4983	369	5352
APEX	49	8	57
Nanook School	49	8	57
ARCTIC BAY	299	1	300
Inuujaq School	299	1	300
CAPE DORSET	446	1	447
Peter Pitseolak School	207	1	208
Sam Pudlat School	239	0	239
CLYDE RIVER	355	4	359
Quluuaq School	355	4	359
GRISE FIORD	29	2	31
Umimmak School	29	2	31
HALL BEACH	298	2	300
Arnaqjuaq School	298	2	300
IGLOOLIK	684	1	685
Ataguttaaluk Elementary School	403	1	404
Ataguttaaluk High School	281	0	281
IQALUIT	1168	334	1502
École des Trois-Soleils	15	70	85
Aqsarniit Ilinniarvik	266	63	329
Inuksuk High School	383	73	456
Joamie School	196	70	266
Nakasuk School	308	58	366
KIMMIRUT	150	0	150
Qaqqalik School	150	0	150
PANGNIRTUNG	441	3	444
Alookie School	202	3	205
Attagoyuk Illisavik	239	0	239
POND INLET	584	12	596
Nasivvik High School	277	9	286
Ulaajuk School	307	3	310
QIKIQTARJUAQ	130	1	131
Inuksuit School	130	1	131
RESOLUTE BAY	44	0	44
Qarmartalik School	44	0	44
SANIKILUAQ	306	0	306
Nuiyak School	172	0	172
Paatsaali School	134	0	134

Appendix Table 7: Student Headcount by Grade

	TOTAL
KINDERGARTEN	882
GRADE 1	813
GRADE 2	820
GRADE 3	824
GRADE 4	854
GRADE 5	790
GRADE 6	793
GRADE 7	733
GRADE 8	717
GRADE 9	751
GRADE 10	1173
GRADE 11	674
GRADE 12	827
TOTALS	10,651

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

	INUIT		NON INUIT/UNKNOWN		GRAND TOTAL
	FEMALE	MALE	FEMALE	MALE	
NUNAVUT	64.4%	63.6%	76.0%	76.8%	64.8%
KITIKMEOT	63.7%	65.7%	72.8%	76.9%	64.8%
CAMBRIDGE BAY	72.8%	72.2%	86.3%	88.7%	73.0%
Kiilnik High School	71.1%	71.3%	86.0%	90.5%	71.8%
Kullik Ilihakvik	81.3%	76.4%	88.3%	83.2%	79.0%
GJOA HAVEN	54.9%	57.5%	83.0%	90.0%	56.3%
Qiqirtaq Ilihakvik	52.6%	57.1%			55.1%
Quqshuun Ilihakvik	65.5%	59.3%	83.0%	90.0%	62.5%
KUGAARUK	76.4%	77.5%	100.0%	100.0%	77.0%
Kugaardjuk Ilihakvik	76.4%	77.5%	100.0%	100.0%	77.0%
KUGLUKTUK	55.9%	60.1%	68.4%	73.0%	58.2%
Jimmy Hikok Ilihakvik	70.5%	69.3%		54.7%	69.6%
Kugluktuk High School	54.8%	59.3%	68.4%	74.2%	57.3%
TALOYOAK	70.4%	70.1%	24.5%	64.0%	70.0%
Netsilik Ilihakvik	70.4%	70.1%	24.5%	64.0%	70.0%
KIVALLIQ	70.5%	68.2%	73.6%	72.8%	69.7%
ARVIAT	67.2%	65.5%	71.0%	72.9%	66.6%
John Arnalukjuak High School	69.3%	68.5%	70.6%	72.4%	69.0%
Levi Angmak Ilinniarvialaaq	60.0%	52.7%	82.0%	84.8%	57.0%
Qitiqliq Middle School	53.0%	56.6%	68.5%	68.4%	55.6%
BAKER LAKE	70.9%	67.2%	42.9%	76.6%	69.0%
Jonah Amitnaaq Secondary School	69.6%	65.9%	35.7%	75.6%	67.7%
Rachel Arngnamaktiq	84.8%	79.5%	97.0%	98.0%	82.3%
CHESTERFIELD INLET	74.0%	78.7%	85.7%	72.4%	76.5%
Victor Sammurtok School	74.0%	78.7%	85.7%	72.4%	76.5%
CORAL HARBOUR	64.4%	63.4%	46.3%	50.9%	62.5%
Sakku School	64.4%	63.4%	46.3%	50.9%	62.5%
NAUJAAT	68.4%	67.3%	85.3%	71.0%	68.1%
Tusarvik Elementary	64.2%	63.4%	79.0%		63.8%
Tuugaalik High School	69.5%	68.6%	85.9%	71.0%	69.3%
RANKIN INLET	77.7%	75.0%	78.9%	76.3%	76.8%
Leo Ussak Elementary School	81.2%	81.6%	85.0%	86.0%	81.5%
Maani Ulujuk Ilinniarvik	77.3%	74.0%	78.2%	75.7%	76.1%
Simon Alaittuq School	77.5%	83.7%	90.6%	83.3%	83.8%
WHALE COVE	64.5%	62.4%	56.7%	59.6%	62.7%
Inuglak School	64.5%	62.4%	56.7%	59.6%	62.7%

Table 8 continued on following page

	INUIT		NON INUIT/UNKNOWN		GRAND TOTAL
	FEMALE	MALE	FEMALE	MALE	
QIKIQTANI	60.8%	59.9%	79.1%	80.9%	61.6%
APEX	90.0%	87.6%	95.0%	92.4%	89.2%
Nanook School	90.0%	87.6%	95.0%	92.4%	89.2%
ARCTIC BAY	58.5%	60.4%	24.4%		59.3%
Inuujaq School	58.5%	60.4%	24.4%		59.3%
CAPE DORSET	72.0%	77.6%		82.1%	75.1%
Peter Pitseolak School	70.7%	77.5%		82.1%	74.4%
Sam Pudlat School	83.1%	79.0%			80.8%
CLYDE RIVER	59.8%	53.1%	76.5%	73.2%	56.8%
Quluuq School	59.8%	53.1%	76.5%	73.2%	56.8%
GRISE FIORD	69.7%	50.4%		20.1%	53.6%
Umimmak School	69.7%	50.4%		20.1%	53.6%
HALL BEACH	48.5%	49.1%	77.5%		48.9%
Arnaqjuaq School	48.5%	49.1%	77.5%		48.9%
IGLOOLIK	46.3%	46.6%			46.5%
Ataguttaaluk Elementary School	71.3%	65.9%			68.5%
Ataguttaaluk High School	40.0%	42.2%			41.2%
IQUALUIT	69.7%	69.4%	81.1%	82.6%	72.0%
Aqsarniit Ilinniarnvik	86.4%	84.5%	85.8%	90.1%	87.4%
École des Trois-Soleils	80.5%	81.1%	87.5%	86.4%	81.9%
Inuksuk High School	66.8%	66.5%	78.2%	80.0%	68.9%
Joamie School	86.5%	87.0%	93.6%	92.2%	88.4%
Nakasuk School	81.6%	81.1%	93.2%	90.0%	83.2%
KIMMIRUT	59.4%	62.4%		70.1%	61.0%
Qaqqalik School	59.4%	62.4%		70.1%	61.0%
PANGNIRTUNG	49.5%	45.6%	90.0%	82.0%	47.6%
Alookie School	75.4%	71.7%	90.0%	82.0%	73.8%
Attagoyuk Illisavik	44.8%	41.8%			43.2%
POND INLET	56.3%	51.9%	65.5%	85.7%	54.5%
Nasivvik High School	53.8%	48.8%	65.5%	85.7%	51.9%
Ulaajuk School	74.7%	71.6%	94.0%		73.1%
QIKIQTARJUAQ	64.3%	63.1%		86.4%	64.3%
Inuksuit School	64.3%	63.1%		86.4%	64.3%
RESOLUTE BAY	93.6%	81.1%			86.7%
Qarmartaluk School	93.6%	81.1%			86.7%
SANIKILUAQ	60.5%	57.9%			59.3%
Nuiyak School	72.8%	73.5%			73.1%
Paatsaali School	57.6%	54.2%			55.9%

Appendix Table 9: Graduates by Community

	GRADUATES
NUNAVUT	277
KITIKMEOT	46
CAMBRIDGE BAY	13
GJOA HAVEN	12
KUGAARUK	9
KUGLUKTUK	8
TALOYOAK	4
KIVALLIQ	91
ARVIAT	29
BAKER LAKE	9
CHESTERFIELD INLET	3
CORAL HARBOUR	9
NAUJAAT	13
RANKIN INLET	22
WHALE COVE	6
QIKIQTANI	140
ARCTIC BAY	0
CAPE DORSET	3
CLYDE RIVER	8
GRISE FIORD	13
HALL BEACH	8
IGLOOLIK	14
IQALUIT	51
KIMMIRUT	4
PANGNIRTUNG	8
POND INLET	18
QIKIQTARJUAQ	3
RESOLUTE BAY	4
SANIKILUAQ	6

Appendix Table 10: Graduates by Characteristic

	GRADUATES	%
TOTAL	277	
AGE GROUP		
17 AND UNDER	107	39%
18	89	32%
19 AND OVER	81	29%
ETHNICITY		
INUIT	251	91%
NON-INUIT/UNKNOWN	26	9%
GENDER		
FEMALE	145	52%
MALE	132	48%

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		<p>Grade 10 courses:</p> <ul style="list-style-type: none"> Inuit language: 15 credits Non-Inuit language: 15 credits <p>Grade 11 courses:</p> <ul style="list-style-type: none"> Inuit language: 10 credits Non-Inuit language: 10 credits <p>Grade 12 courses:</p> <ul style="list-style-type: none"> Inuit language: 10 credits Non-Inuit language: 10 credits <p>Additional courses:</p> <ul style="list-style-type: none"> Inuit language: 15 credits Non-Inuit language: 15 credits 		

