



## Table of Contents

<b>INTRODUCTION .....</b>	<b>5</b>
Master Inuit Employment Plan to 2023.....	5
Departmental Inuit Employment Plans to 2023 .....	5
<b>CHAPTER 1: ARTICLE 23 AND INUIT EMPLOYMENT PLANS IN THE GN.....</b>	<b>7</b>
The Nunavut Agreement (1993) .....	7
Article 23 .....	7
The Settlement Agreement (2015) .....	9
A Master Inuit Employment Plan for the GN .....	10
Accountability for Inuit Employment Plans .....	11
Central Accountabilities.....	11
Departmental Accountabilities .....	11
<b>CHAPTER 2: DESCRIPTION OF THE DEPARTMENT.....</b>	<b>12</b>
Brief History of the Department .....	12
Mandate.....	16
Employment Categories in the Department.....	16
National Occupational Classification System Categories and Hierarchy .....	17
Operations and Locations .....	18
<b>CHAPTER 3: INUIT EMPLOYMENT IN THE DEPARTMENT .....</b>	<b>21</b>
Capacity in the Department of Education .....	21
Inuit Employment in the Department.....	26
Inuit Employment in the Occupational Categories.....	29
Inuit Employment in the Middle Management Category .....	30
Inuit Employment in the Professional Category .....	31
Inuit Employment in the Paraprofessional Category.....	31
Inuit Employment in the Administrative Support Category .....	32
Inuit Language Requirements .....	32
Inuit Representation .....	35

<b>CHAPTER 4: ISSUES AND OPPORTUNITIES IN INUIT EMPLOYMENT.....</b>	<b>36</b>
Historical Issues and Opportunities .....	36
Current Issues and Opportunities .....	37
The Connection between Inuit Employment and Inuktitut Language Instruction .....	37
Labour Market Information and Sources of Potential New Employees .....	38
New Capacity to Support Inuit Employment .....	39
An Opportunity to Promote from Within .....	39
Artificial Barriers to Inuit Employment .....	40
Potential Future Issues and Opportunities .....	41
Age Profile of the Department.....	41
<b>CHAPTER 5: INUIT EMPLOYMENT GOALS .....</b>	<b>43</b>
About Inuit Employment Goals and Targets.....	43
Definitions .....	43
Factors that Influence Goals and Targets in IEPs.....	43
Annual, Short-term, Medium-term and Long-term Goals.....	44
Short-Term Goals and Targets .....	45
Medium-Term Goals and Targets .....	46
Long-Term Goals and Targets .....	47
<b>CHAPTER 6: ACTION PLAN TO 2023.....</b>	<b>48</b>
Types of Actions.....	48
Inuit Employment Action Plan to 2023 .....	50
Ensuring an Effective Public Service.....	50
Staffing and Recruiting.....	51
Planning and Monitoring Training and Development.....	51
Providing Education and Training .....	52
Supporting Pre-employment Training .....	53
Undertaking Public Outreach and Communications.....	53
Monitoring and Reporting on Progress .....	54

**APPENDIX I: DATA SPECIFIC TO DEPARTMENT OF EDUCATION.....55**  
NTEP Graduate and Retention Rate..... 55  
Estimate of Required Bilingual Teachers across Regions..... 55  
Bilingual Teachers Data (by community) ..... 56  
Attrition Rate by Position Title..... 57  
Tables of Inuit Attrition Rates by Subcategory ..... 58

## INTRODUCTION

**This section introduces the Government of Nunavut’s Master Inuit Employment Plan to 2023 and detailed departmental Inuit Employment Plans to 2023.**

### Master Inuit Employment Plan to 2023

A Master Inuit Employment Plan (Master IEP) to 2023 was drafted in 2017-2018 to establish long-term strategic directions in Inuit employment for the Government of Nunavut (GN) as a whole organization and in specific occupational groups in the public service. The Master Inuit Employment Plan built on the foundations established in the GN’s first Inuit Employment Plan, which was developed in 2000 and updated in implementation plans from 2003 to 2013.

The GN has been implementing actions identified in the Master Inuit Employment Plan since it was drafted in 2017-2018, along with ongoing actions that were identified in earlier Inuit Employment Plans.

The Master Inuit Employment Plan to 2023 was updated in early 2019-2020 before final approval and public release. This GN-wide IEP is available to GN employees and Nunavummiut on the Department of Human Resources website.

### Departmental Inuit Employment Plans to 2023

Government of Nunavut departments and territorial corporations drafted detailed Inuit Employment Plans to 2023 during 2017-2018. These Inuit Employment Plans (IEPs) have a starting point of 2013 and an end date of 2023 to align with the 10-year period of the current Nunavut implementation contract.

Departmental IEPs to 2023 include goals and targets for the short-term (by March 2020), medium-term (by March 2023) and long-term (beyond 2023, within 10 years) and an action plan to achieve short- and medium-term goals. Implementation of the action plans that are described in draft Inuit Employment Plans to 2023 has been ongoing since 2017-2018.

Annual Inuit employment goals, targets and priorities continue to be included in departmental and agency Business Plans. Annual IEPs include one-year Inuit employment goals and targets along with priority actions for the three-year period of the Business Plan. The annual IEPs are “rolling” plans

that are updated each year during the Business Planning and Main Estimates cycles. Business Plans and annual IEPs are available to GN employees and Nunavummiut on the Department of Finance's website.

Departmental IEPs to 2023 were updated in early 2019-2020 before final approval and public release. These long-term IEPs are publicly available on the Department of Human Resources website.

Inuit employment statistics reflect the results of efforts made by departments and agencies to increase Inuit employment. These statistics are published quarterly in Towards a Representative Public Service (TRPS) reports. Additional information about Inuit employment is included in the GN's Public Service Annual Report. These reports are publicly available on the Department of Human Resources website.

## CHAPTER 1: ARTICLE 23 AND INUIT EMPLOYMENT PLANS IN THE GN

**This chapter summarizes the Government of Nunavut’s obligations under Article 23 of the Nunavut Agreement and how IEPs respond to these and other requirements.**

### The Nunavut Agreement (1993)

#### Article 23

Part 2 describes the objective of Article 23 and Parts 4 and 5 contain the detailed requirements for Inuit employment plans (IEPs) and training plans. These three Parts are reproduced below:

##### PART 2: OBJECTIVE

23.2.1 The objective of this Article is to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level. It is recognized that the achievement of this objective will require initiatives by Inuit and by Government.

23.2.2 In pursuit of this objective, Government and the DIO shall cooperate in the development and implementation of employment and training as set out in the Agreement.

##### PART 4: INUIT EMPLOYMENT PLANS

23.4.1 Within three years of the date of ratification of the Agreement, each government organization shall prepare an Inuit employment plan to increase and maintain the employment of Inuit at a representative level.

23.4.2 An Inuit employment plan shall include the following:

- (a) an analysis to determine the level of representation of Inuit in the government organization and to identify areas of under-representation by occupational grouping and level and regular full-time and regular part-time employment status;
- (b) phased approach, with reasonable short and medium term goals, in the form of numerical targets and timetables for employment of qualified Inuit in all levels and occupational groupings where under-representation has been identified; such goals to take into account the number of Inuit who are qualified or who would likely become qualified, projected operational requirements, and projected attrition rates;

(c) an analysis of personnel systems, policies, practices and procedures in the organization to identify those which potentially impede the recruitment, promotion, or other employment opportunities of Inuit;

(d) measures consistent with the merit principle designed to increase the recruitment and promotion of Inuit, such as

(i) measures designed to remove systemic discrimination including but not limited to

- removal of artificially inflated education requirements,
- removal of experience requirements not based on essential consideration of proficiency and skill,
- use of a variety of testing procedures to avoid cultural biases,

(ii) intensive recruitment programs, including the distribution of competition posters throughout the Nunavut Settlement Area, with posters in Inuktitut as well as Canada's official languages as required,

(iii) inclusion in appropriate search criteria and job descriptions of requirements for an understanding of the social and cultural milieu of the Nunavut Settlement Area, including but not limited to

- knowledge of Inuit culture, society and economy,
- community awareness,
- fluency in Inuktitut,
- knowledge of environmental characteristics of the Nunavut Settlement Area,
- northern experience,

(iv) Inuit involvement in selection panels and boards or, where such involvement is impractical, advice to such panels and boards,

(v) provision of counselling services with particular attention to solving problems associated with accessibility to such services,

(vi) provision of in-service education assignment and upgrading programs adequate to meet employment goals,

(vii) promotion of apprenticeship, internship and other relevant on-the-job training programs,

(viii) special training opportunities,

(ix) use of measures which are found to be successful in achieving similar objectives in other initiatives undertaken by Government, and



(x) cross-cultural training;

(e) identification of a senior official to monitor the plan; and

(f) a monitoring and reporting mechanism on implementation of the plan.

23.4.3 All employment plans shall be posted in accessible locations for employee review.

23.4.4 Notwithstanding the overall objectives of this Article, it is understood that some organizations may employ so few persons in the Nunavut Settlement Area that strict application of the above measures may not be practicable.

#### PART 5: PRE-EMPLOYMENT TRAINING

23.5.1 The plans outlined in Part 4 will require special initiatives to provide some Inuit with skills to qualify for government employment. Government and the DIO shall develop and implement pre-employment training plans.

23.5.2 To the extent possible, the plans referred to in Section 23.5.1 shall be designed to meet the special needs of Inuit by various means, including:

(a) instruction in Inuktitut;

(b) training within the Nunavut Settlement Area;

(c) distribution of training sites among communities, it being understood that circumstances may require that training take place in central locations within the Nunavut Settlement Area or in other locations outside the Area; and

(d) the taking into account of Inuit culture and lifestyle.

## **The Settlement Agreement (2015)**

The May 2015 Settlement Agreement signed by the Government of Canada (GoC), the Government of Nunavut (GN) and Nunavut Tunngavik Incorporated (NTI) also contains obligations concerning IEPs, which are reproduced below. Together with Article 23 of the Nunavut Agreement, these obligations inform the approach to and contents of Inuit Employment Plans in the GN.

#### INUIT EMPLOYMENT PLANS AND PRE-EMPLOYMENT TRAINING PLANS

25. In developing and implementing Inuit employment plans and pre-employment training plans under Part 3, Part 4, and Part 5 of Article 23, the GoC and GN recognize that whole-of-government coordination within each of the GoC and GN is critical to the successful implementation of Inuit

employment plans and pre-employment training plans. Accordingly each of them will:

- (a) establish a central Inuit employment and training coordination office within its Government;
- (b) establish a coordinated approach to departmental Inuit employment plans and pre-employment training plans, including master plans, within its Government;
- (c) ensure that its departments and agencies prepare and adopt detailed action plans, which include timelines and objectives, to give effect to Inuit employment plans and pre-employment training plans;
- (d) ensure that Inuit employment plans and pre-employment training plans reflect on an ongoing basis the data and analyses obtained from the work described in Schedules D and E to produce the NILFA; and,
- (e) ensure that its departments and agencies have regard to the following:
  - (i) Inuit employment plans and pre-employment training plans need to be very precise and specific in laying out the steps that will be taken to achieve goals;
  - (ii) successful development and implementation of Inuit employment plans requires:
    - (A) expanding Inuit access to employment through removal of existing barriers and new and creative recruitment, retention and promotion policies, practices and procedures;
    - (B) development and implementation of training priorities, including the expansion of certain key programs and the establishment of new training programs; and,
    - (C) cooperation with NTI in respect of the development and implementation of Inuit employment plans and pre-employment training plans.

## **A Master Inuit Employment Plan for the GN**

The Master IEP is a government-wide master plan that provides strategic direction for GN-wide programs and initiatives to increase and enhance Inuit employment. It informs departmental IEPs and provides support and guidance for their coordinated implementation.

The Master IEP covers the current contract period, from 2013 to 2023. The Assistant Deputy Minister, Strategic Human Resource Management of the Department of Human Resources develops and maintains the Master IEP.

Detailed departmental IEPs take their direction from the Master IEP in order to address specific departmental issues and opportunities in Inuit employment. As appropriate, each department will revise its IEP to include measures, support or guidance provided by the Master IEP.

The Master IEP and departmental IEPs are public documents that are updated periodically. Updates may involve minor adjustments or major shifts in direction depending on environmental and operational factors in the GN.

## **Accountability for Inuit Employment Plans**

Accountability for developing and implementing Inuit Employment Plans is shared by GN central agencies, departments and territorial corporations:

### **Central Accountabilities**

The Department of Human Resources (HR) is the central Inuit employment and training coordination office within the GN. As a central agency, HR is accountable for:

- Developing and implementing GN-wide human resource management policies and practices, and ensuring that any related barriers to Inuit employment are addressed;
- Developing and implementing the GN-wide Master Inuit Employment Plan;
- Designing and sponsoring GN-wide programs to increase and enhance Inuit employment;
- Advising departments on Inuit employment planning; and
- Monitoring progress towards Inuit employment goals.

The Assistant Deputy Minister, Strategic Human Resource Management of the Department of Human Resources provides oversight for and monitoring of the Master Inuit Employment Plan.

As a central agency, the Department of Finance is accountable for preparing and publishing the quarterly Towards a Representative Public Service report on Inuit employment statistics.

### **Departmental Accountabilities**

Departments and territorial corporations are accountable for developing and implementing their IEPs, including effective use of programs provided by central agencies.

The Director, Policy and Planning will be the senior official in the Department of Education responsible for updating this Inuit Employment Plan on an annual basis. The Manager, Planning, Reporting and Evaluation and the Inuit Employment Coordinator will assist the director as required.

## CHAPTER 2: DESCRIPTION OF THE DEPARTMENT

**This chapter describes the department’s history, mandate, operations, and number of positions in each employment category.**

### Brief History of the Department

Following the creation of Nunavut in April 1999, responsibilities of the Department of Education originated from recommendations in two reports: *Footprints in New Snow (1995)* and *Footprints 2 (1996)*, by the Nunavut Implementation Commission. In 2000, the Department of Education assumed oversight of schools in 25 communities in cooperation with local District Education Authorities (DEAs).

During the early years of Nunavut the Department of Education was modelled similarly to its predecessor in the Government of the Northwest Territories (GNWT). Like the Department of Education, Culture and Employment in the GNWT, Nunavut’s Department of Education had responsibility for an array of programs and services spanning the entire life cycle of Nunavut’s citizens ranging from early learning to K-12 education to social assistance. As well, Nunavut Arctic College was located within the Department of Education’s budget.

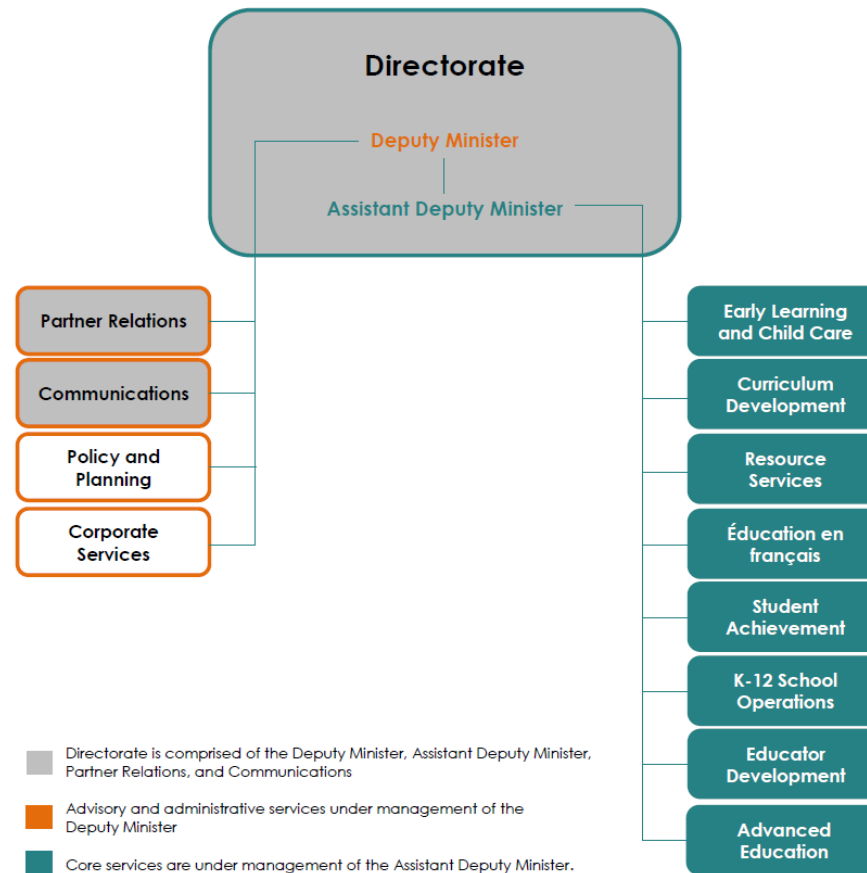
Over the intervening years various programs and services have gradually migrated to new entities. Nunavut Arctic College has achieved a greater degree of independence as an agency and in 2013 with the creation of the Department of Family Services a variety of programs and services were moved to that department. The department of Education currently retains responsibility for early learning and child care, Kindergarten to Grade 12 education, and governance for adult education within the territory.

A watershed moment for the Department of Education was the development of the Nunavut *Education Act*. The Act was the first major ‘made in Nunavut’ legislation, and became law in 2008 and into force in 2009. Much of the department’s focus and capacity since 2008 has been devoted to implementation of this legislation. In 2013, the Office of the Auditor General of Canada (OAG) reported that this implementation of the legislation had not met expected benchmarks and many aspects of the education system remain in need of development, including supports for students and the need to support the implementation of language instruction. Since the tabling of that report, that department has made significant progress to address concerns with respect to literacy initiatives, curriculum and teacher development, inclusive education and family engagement.

The *Education Act* must be reviewed every 5 years by the Legislative Assembly or a designated committee of the Legislative Assembly. This review includes an examination of the administration and implementation of the *Education Act*, as well as the effectiveness of its provisions and the achievement of its objectives. The first review of the *Education Act* took place in 2014-2015 and the findings of the Special Committee struck to

conduct the review built upon the findings of the OAG audit and the experiences of the department and education stakeholders to make recommendations. The department has incorporated these findings into its work plan.

Throughout 2015-2016 and 2016-2017, the department embarked on a significant re-alignment to restructure its organization in order to make the most efficient and effective use of human and financial resources provided by government. This process has taken place in part to modernize the department and to add functions and capacity where they did not exist before, in large part to address operational concerns identified in 2013 by the OAG and in 2014-2015 by the special committee of the Legislative Assembly. This includes, for example, the creation of the Educator Development division, the fusion of divisions responsible for student assessment and student support within the new Student Achievement division, and the creation of a new unit within the Policy and Planning division tasked with monitoring, reporting and evaluation. The following diagram illustrates the new departmental structure. It includes a list of the divisions within the department and an overview of their accountabilities.



**Directorate** is responsible for the overall operation of the department and recommends goals, objectives and standards to the Minister. Directorate is ultimately responsible for the provision of strategic direction for the department, as well as the development and implementation of legislation, policy, communications, budget coordination, capital planning, human resources development, and the health and safety of staff and students.

**Policy and Planning** is responsible for coordinating policy and legislation development as well as meeting departmental obligations under the *Access to Information and Protection of Privacy Act* (ATIPP), and overseeing 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, the territory, nationally and internationally. This division also leads the department's strategic and business planning including the development and management of an accountability framework; the oversight of a comprehensive framework for evaluating programs; setting and monitoring performance measurements and targets; and managing an integrated risk management strategy. This division also develops and leads the department's research agenda and project management portfolio, and oversees corporate reporting including the annual report.

**Corporate Services** provides strategic financial management to the department and oversees development, design and planning of capital infrastructure projects, as well as facility and vehicle management. The division provides a full range of administrative support services to the department in the areas of strategic human resources including orientation, staffing, corporate training and programming. Corporate Services also provides health and safety support services and information technology/information system supports in the areas of systems planning, database management, and systems analysis.

**Communications** is responsible for broad communications advice and support across the department and promotes an integrated corporate approach. Communication is responsible for all media relations for the department. It manages, develops and implements all internal and external communication plans and related activities, and is responsible for management of the Department of Education website and social media platforms.

**Partner Relations** is responsible for maintaining interdepartmental, intergovernmental (F/P/T), academic, Inuit organization, and business relationships; providing administrative support to the Elders Advisory Committee, the Coalition of Nunavut District Education Authorities (CNDEA) and the Commission scolaire francophone du Nunavut (CSFN); developing policy specific to establishing and fostering relations; negotiating agendas; providing support for community engagement; developing and managing agreements that support formal relationships between partners; developing partner communications; and providing professional administrator development.

**Early Learning and Child Care** is responsible for promoting quality care and education for children by licensing, inspecting, and providing guidance and support to all licensed child care facilities to ensure compliance with the *Child Day Care Act and Regulations*. The division is also responsible for promoting early childhood development by providing support for special needs children and training opportunities for early childhood program educators, staff and parents, as well as resource development for early childhood programs. The division is responsible for governance, policy and planning of early learning and child care initiatives under the *Child Day Care Act and Regulations*.

**Advanced Education** is responsible for guiding the development of governance, policy and strategic planning for adult learning in the territory, including implementation of the *Education Act* as it relates to adult education. This division is also responsible for adult programs in support of the economic growth of the territory, as well as providing support to the high-priority adult educational initiatives of the department.

**Education en français** is responsible for the provision of equal services to the francophone community as is required under the *Canadian Charter of Rights and Freedoms*, which recognizes the special status of the francophone minority. This division supports French language curriculum, projects, and programs in French as a first language and languages pursuant to the Department of Education's obligations under the *Official Languages Act of Nunavut* and the *Official Languages Act of Canada*.

**Resource Services** is responsible for the creation, publication and distribution of teaching resources and learning materials and other operational resources as approved by the Minister, ensuring these resources align with and support curricular outcomes outlined in approved curriculum. The division is responsible for the management of Vote 04 funding for Inuit Language Implementation to ensure materials are developed and made available in all Nunavut's official languages per the *Education Act* and *Inuit Language Protection Act*. The division is also responsible for inventory and supply chain management of teaching and learning resources, including copyright management, and the digitizing and archiving of educational materials.

**Curriculum Development** is responsible for management of the department's curriculum including regular review and replacement when required. The division is responsible for ensuring that schools have access to and are using the appropriate curriculum for each of Nunavut's strands and programs of study at all grades and stages of development. This division is also responsible, through the *Education Act* and the *Inuit Language Protection Act*, for ensuring the Nunavut Education Program promotes Inuit culture (through Inuit Societal Values and Inuit Qaujimajatuqangit) and Inuit languages (Inuktitut).

**Educator Development** is responsible for the design and delivery of a professional development framework for employees in Nunavut's school system. This includes: orientation for new employees; mentorship opportunities; delivery or training designed to improve professional practices; and ensuring teacher and principal certification is maintained.

**Student Achievement** is responsible for overall student assessment and supports. The Student Assessment unit is responsible for overseeing the development of assessment and reporting policies, procedures and standards, and designing, developing, implementing and evaluating assessment tools. The Student Support unit is responsible for supporting inclusive schooling in Nunavut through the development of policies, procedures and standards to enhance staff skills and knowledge specific to student support. The unit is also responsible for overseeing home schooling and for the provision of health and wellness supports to ensure schools are safe and welcoming environments.

**Regional School Operations** are responsible for providing direct support to schools within their respective regions through supervision of principals and teachers to support and ensure that high-quality instructional, assessment and student support practices are occurring as required. Regional School Operations are responsible for the hiring, relocating, supervision and performance management of school employees.

## Mandate

The Department of Education has been mandated to create a healthy, strong, and flourishing education system within Nunavut. Education is the key to the success of the territory, and to that end, the department is committed to actions that will lead to real and visible progress for Nunavummiut. The department's objective is to provide a quality education and training opportunities, resulting in increased self-reliance for Nunavummiut. The department is working to provide a vibrant learning environment for all students that encourages academic success and is guided by Inuit culture and values.

The Department of Education's operations are largely governed by the Nunavut *Education Act*, which includes sections on School Programs, Language of Instruction, Registration and Attendance, Inclusive Education, Student and Parental Participation, Assessment of Students, Records Relating to Students, Instructional Hours and School Calendars, School Staff, Administration, French and Minority Language Rights, Financial Matters, and the DEA Coalition.

In addition to the *Education Act*, the Department of Education is responsible for the *Child Day Care Act*, which focuses on licensure and inspection of private not-for-profit child care facilities. The department is currently addressing the need to replace this dated piece of legislation and ensuring the new legislation aligns with the *Inuit Language Protection Act*.

Additionally, the Department of Education is responsible for the *Universities and Degree-Granting Institutions Act* and for the development of amendments to the *Nunavut Arctic College Act*. The department is responsible for the governance of adult and post-secondary education, which deals predominantly with aspects of quality assurance and with interface with other provincial and territorial governments. In addition, the Minister of Education has also been delegated responsibility for sections 8 and 9 of the *Inuit Language Protection Act*.

## Employment Categories in the Department

The following categories are found within the Government of Nunavut's *Public Service Report* which is published annually and in its quarterly *Towards a Representative Public Service* (TRPS) reports.



	Total Positions
Executive	2.00
Senior Management	20.00
Middle Management	74.00
Professional	749.03
Paraprofessional	172.0
Administrative Support	309.71
<b>Total Employment Categories</b>	<b>1,326.74</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2019

### National Occupational Classification System Categories and Hierarchy

The GN uses the Government of Canada’s National Occupational Classification (NOC) system to categorize positions. This system classifies groups of jobs or occupations based on the type of work performed and the type of skill typically associated with that work. The NOC system “provides a standardized framework for organizing the world of work in a manageable, understandable and coherent system,” and is ultimately based upon the type of work being done in a given occupation and the skills and knowledge required to conduct that work. The system classifies occupations into the following categories:

- 0 Management occupations
- 1 Business, finance and administration occupations
- 2 Natural and applied sciences and related occupations
- 3 Health occupations
- 4 Occupations in education, law and social, community and government services
- 5 Occupations in art, culture, recreation and sport
- 6 Sales and service occupations
- 7 Trades, transport and equipment operators and related occupations
- 8 Natural resources, agriculture and related production occupations
- 9 Occupations in manufacturing and utilities

Each of these broad categories can be further subdivided into major groups of occupations that require similar knowledge and skills. In turn these major groups can be divided into occupational groups, and finally, these can be divided into actual occupations. This hierarchical system is organized using four digit numbers.

The majority of occupations found within the Department of Education are located within the National Occupational Classification Category 4: *Occupations in education, law and social, community and government services*. This category is the largest occupational group within the GN and one of the largest in all Canadian territorial and provincial governments.

An example of this system within the Department of Education is:

4 - Occupations in education, law and social, community and government services  
40 - Professional occupations in education services  
403 – Elementary and secondary school teachers  
4032 – Elementary and kindergarten teachers

## Operations and Locations

The Department of Education operates schools in each of Nunavut's 25 communities. There are currently 44 schools in the territory, as many communities have more than one school. The department has three regional school operations offices located in Kugluktuk, Baker Lake and Pond Inlet and two decentralized offices located in Pangnirtung and Arviat. Its headquarters is located in Iqaluit.

The vast majority of the department's positions are located within schools. Of the 1,317.71 positions currently within the Department of Education, 180.00 positions are located outside of schools, meaning that 86% of the total positions are located in Nunavut's 44 schools. Accordingly, the department team tasked with managing and supporting the education system generally, is actually a relatively small organization compared to the breadth of its mandate. However, it should be recognized that the highly decentralized nature of the Department of Education creates a natural opportunity for Inuit employment.

In terms of the Department of Education's operations, the majority of positions are involved directly in instruction or support for instruction of students in the education system and the delivery of the Education Program. The Education Program consists of a combination of activities and functions that contribute to what students are expected to learn, in what timeframe, and how they are assessed to determine whether or not they have actually learned those concepts. In addition to this, stands the development of the materials and supports provided to assist students and educators in achieving the prescribed outcomes. Some critical components of the Education Program include:

- Instructional time;
- Curriculum, which includes a variety of programs of study such as Inuktitut Language Arts, Mathematics, and Science. Each program of study follows a scope and sequence tied to a defined portion of the total available instructional time;
- Formative, benchmark and summative assessments;
- Student supports, including accommodations, exemptions, diagnostic assessments, specialized services and assistive technology; and
- Professional improvement activities provided to employees to maintain and develop skills and knowledge and to support best practices pertaining to instruction, assessments or supports.

In addition to positions in place to support the K-12 education system and the delivery of the Education Program, the department also retains positions devoted to Early Learning and Child Care and to support the *Child Day Care Act*. Finally, the department retains some responsibility for governance matters relating to adult and post-secondary education.

Note: The Student Educator Ratio changes the total FTE within the department each year (based on student enrolment at September 30<sup>th</sup>). This fluctuation makes it difficult to determine the number of educators required within specific communities. Past changes have increased or decreased the numbers of teaching positions within a community by as much as nine or ten in a single school year.

*Note: School based positions include all administrative and support positions required for the operation of a school. This includes principals, vice-principals, teachers, learning coaches, language specialists, ilinniarvimmi inuusilirijit, student support assistants, school secretaries and custodians.*

Community	Divisional Positions	School Based Positions	Total Positions (FTE)
Arctic Bay	0.00	27.00	27.00
Cape Dorset	0.00	45.50	45.50
Clyde River	0.00	38.50	38.50
Grise Fiord	0.00	9.25	9.25
Hall Beach	0.00	31.75	31.75
Igloolik	0.00	62.00	62.00
Iqaluit	83.00	177.00	260.00
Kimmirut	0.00	19.31	19.31
Pangnirtung	9.00	52.25	61.25
Pond Inlet	33.00	54.00	87.00
Qikiqtarjuaq	0.00	19.00	19.00
Resolute Bay	0.00	10.25	10.25

Community	Divisional Positions	School Based Positions	Total Positions (FTE)
Sanikiluaq	0.00	38.49	38.49
Arviat	21.00	91.50	112.50
Baker Lake	16.00	61.80	77.80
Chesterfield Inlet	0.00	21.30	21.30
Coral Harbour	0.00	30.88	30.88
Naujaat	0.00	44.00	44.00
Rankin Inlet	1.00	77.97	78.97
Whale Cove	0.00	18.53	18.53
Cambridge Bay	1.00	51.50	52.50
Gjoa Haven	0.00	44.72	44.72
Kugaaruk	0.00	31.73	31.73
Kugluktuk	17.00	47.73	64.73
Taloyoak	0.00	30.75	30.75
<b>Total Employment Categories</b>	<b>180.00</b>	<b>1136.71</b>	<b>1,317.71</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2018

The Department of Education identified four key priorities for fiscal year 2017-2018 to address in fulfilling its mandate to deliver a high-quality Education Program and to support learners of all ages:

- A sustained focus on improving learning outcomes with an emphasis on literacy;
- Better support for schools, employees and partners to build capacity and improve the quality of instruction in our system;
- Working to promote equity and standardization across the territory with a focus on increasing access to a high-quality education program; and
- A focus on increasing Inuit employment as a means of supporting learners and ensuring the development and support of Inuklut.

Further descriptions of the priorities, accountabilities, projects, programs and operational structure of the Department of Education can be found in the *Department of Education's Annual Plan 2017-2018* or its chapter in the Government of Nunavut Business Plan.

## CHAPTER 3: INUIT EMPLOYMENT IN THE DEPARTMENT

**This chapter summarizes Inuit employment levels within the department from 2013 to date.**

### Capacity in the Department of Education

The history of the Department of Education, including its successes and failures, is in many ways associated with capacity.

From a purely statistical perspective, capacity can be understood as the number of filled positions relative to the total number of positions. Represented as a percentage, capacity describes the number of positions in an employment category which are filled and working to support an organization's mandate.

While an important measure, capacity as a percentage fails to provide a nuanced understanding of an organization's actual ability to support its mandate. Hidden within these figures are other stories that impact capacity and which can limit the efficiency or capability of an organization or its sub-units. It is important to look beyond the raw numbers in a category to better understand the various occupations and specific GN sub-occupations and their related job descriptions. Not doing so can obscure the fact that real capacity is actually higher or lower than what is reflected in a percentage. Examples of hidden capacity challenges include:

- positions filled by individuals without the requisite skills or knowledge, and who require additional supports;
- high rate of position turnover;
- number of positions relative to breadth of mandate;
- operational coordination across decentralized offices;
- employee relations/human resource challenges; and
- infrastructure and technology limitations.

Factors such as employee turnover relate to the unique quality of Nunavut's labour market. The challenge here is there are often more positions available than individuals in the labour market to fill those positions. This creates opportunities for employees, in particular Inuit, to move from organization to organization as they explore their interests and options. This phenomenon has accelerated in recent years as training and post-secondary education opportunities for Inuit have become more available and accessible.

Additionally, since 2013, there have been additions to the number of department positions through the introduction of Learning Coaches

(Professional/NOC 403), as well as a smaller number of other professional positions associated with supporting students. These positions are located in the Student Achievement and Educator Development divisions. These additions have been important as they have created the opportunity to increase the department’s capacity in key areas that support student learning.

It is important to note that as capacity declines a department’s ability to effectively support and promote Inuit employment is hampered. For example, a small division with multiple vacancies or high turnover rates will have little capacity to support its mandate, to manage its operations, *and* spend additional time working to support various Inuit Employment activities such as internships, mentorships or releasing employees for training. This operational reality must be taken into account when considering new initiatives.

The following charts illustrate the Department of Education’s total capacity over time. The first snapshot occurs in 2013, and the last in 2019. Historical factors to be aware of, which provide some context for the changes in some of the categories from 2013 – 2019 include the creation of the Department of Family Services in 2013, resulting in the transfer of a number of positions and functions such as: income assistance, labour market programs and student financial assistance. The majority of these were in the paraprofessional category, which contained a number of front line service positions associated with the programs and services transferred to that department. In addition, the Department of Finance began reporting the TRPS report by full-time equivalent (FTE) rather than by Headcount in 2015/16.

*Note: the Government of Nunavut reports positions as Full Time Equivalent (FTE) to describe the total number of equivalent employees working full-time. In other words, one FTE is equivalent to one employee working full time, or two employees working half-time.*

**Department of Education Capacity as of March 31, 2019**

	Total Positions			
	Total Positions	Vacancies	Filled	% Capacity
Executive	2.00	-	2.00	100%
Senior Management	20.00	5.00	15.00	75%
Middle Management	74.00	8.00	66.00	89%
Professional	749.03	73.00	676.03	90%
Paraprofessional	172.00	29.00	143.00	83%
Administrative Support	309.71	53.48	256.23	83%
<b>Total Employment Categories</b>	<b>1,326.74</b>	<b>168.48</b>	<b>1,158.26</b>	<b>87%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2019

**Department of Education Capacity as of March 31, 2018**

	<b>Total Positions</b>			
	Total Positions	Vacancies	Filled	% Capacity
Executive	2.00	-	2.00	100%
Senior Management	20.00	4.00	16.00	80%
Middle Management	72.00	13.00	59.00	82%
Professional	744.50	74.50	670.00	90%
Paraprofessional	168.80	23.50	145.30	86%
Administrative Support	310.41	45.75	264.66	85%
<b>Total Employment Categories</b>	<b>1,317.71</b>	<b>160.75</b>	<b>1,156.96</b>	<b>88%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2018

**Department of Education Capacity as of March 31, 2017**

	<b>Total Positions</b>			
	Total Positions	Vacancies	Filled	% Capacity
Executive	2.00	-	2.00	100%
Senior Management	20.00	4.00	16.00	80%
Middle Management	66.00	14.00	52.00	79%
Professional	728.00	62.50	665.50	91%
Paraprofessional	167.80	21.00	146.80	87%
Administrative Support	308.41	32.25	276.16	90%
<b>Total Employment Categories</b>	<b>1,292.21</b>	<b>133.75</b>	<b>1,158.46</b>	<b>90%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2017

**Department of Education Capacity as of March 31, 2016**

	<b>Total Positions</b>			
	Total Positions	Vacancies	Filled	% Capacity
Executive	2.00	-	2.00	100%
Senior Management	20.00	3.00	17.00	85%
Middle Management	61.00	9.00	52.00	85%
Professional	716.95	68.00	648.95	91%
Paraprofessional	166.30	23.50	142.80	86%
Administrative Support	307.21	31.75	275.46	90%
<b>Total Employment Categories</b>	<b>1,273.46</b>	<b>135.25</b>	<b>1,138.21</b>	<b>89%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2016

**Department of Education Capacity as of March 31, 2015**

	<b>Total Positions</b>			
	Total Positions	Vacancies	Filled	% Capacity
Executive	2	-	2	100%
Senior Management	20	4	16	80%
Middle Management	93	9	84	90%
Professional	656	53	603	92%
Paraprofessional	335	60	275	82%
Administrative Support	151	20	131	87%
<b>Total Employment Categories</b>	<b>1,257</b>	<b>146</b>	<b>1,111</b>	<b>88%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2015



**Department of Education Capacity as of March 31, 2014**

	<b>Total Positions</b>			
	Total Positions	Vacancies	Filled	% Capacity
Executive	2	-	2	100%
Senior Management	20	2	18	90%
Middle Management	88	8	80	91%
Professional	656	45	611	93%
Paraprofessional	343	59	284	83%
Administrative Support	151	24	127	84%
<b>Total Employment Categories</b>	<b>1,260</b>	<b>138</b>	<b>1,122</b>	<b>89%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2014

**Department of Education Capacity as of March 31, 2013**

	<b>Total Positions</b>			
	Total Positions	Vacancies	Filled	% Capacity
Executive	3	-	3	100%
Senior Management	24	1	23	96%
Middle Management	106	4	102	96%
Professional	641	45	596	93%
Paraprofessional	402	69	333	83%
Administrative Support	161	28	133	83%
<b>Total Employment Categories</b>	<b>1,337</b>	<b>147</b>	<b>1,190</b>	<b>89%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2013

## Inuit Employment in the Department

As with the overall department capacity tables above, the following tables illustrate the Department of Education’s Inuit employment statistics between 2013 and 2019.

### Inuit Employment in the Department of Education as of March 31, 2019

	Total Positions		
	Filled Positions	Inuit Hired	%IEP
Executive	2.00	1.00	50%
Senior Management	15.00	1.00	7%
Middle Management	66.00	16.00	24%
Professional	676.03	187.53	28%
Paraprofessional	143.00	124.50	87%
Administrative Support	256.23	238.48	93%
<b>Total Employment Categories</b>	<b>1,158.26</b>	<b>568.51</b>	<b>49%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2019

### Inuit Employment in the Department of Education as of March 31, 2018

	Total Positions		
	Filled Positions	Inuit Hired	%IEP
Executive	2.00	1.00	50%
Senior Management	16.00	-	0%
Middle Management	59.00	10.00	17%
Professional	670.00	180.00	27%
Paraprofessional	145.30	133.80	92%
Administrative Support	264.66	243.41	92%
<b>Total Employment Categories</b>	<b>1,156.96</b>	<b>568.21</b>	<b>49%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2018

**Inuit Employment in the Department of Education as of March 31, 2017**

	<b>Total Positions</b>		
	<b>Filled Positions</b>	<b>Inuit Hired</b>	<b>%IEP</b>
Executive	2.00	1.00	50%
Senior Management	16.00	-	0%
Middle Management	52.00	9.00	17%
Professional	665.50	179.00	27%
Paraprofessional	146.80	133.30	91%
Administrative Support	276.16	255.91	93%
<b>Total Employment Categories</b>	<b>1,158.46</b>	<b>578.21</b>	<b>50%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2017

**Inuit Employment in the Department of Education as of March 31, 2016**

	<b>Total Positions</b>		
	<b>Filled Positions</b>	<b>Inuit Hired</b>	<b>%IEP</b>
Executive	2.00	1.00	50%
Senior Management	17.00	1.00	6%
Middle Management	52.00	8.00	15%
Professional	648.95	173.50	27%
Paraprofessional	142.80	130.30	91%
Administrative Support	275.46	254.21	92%
<b>Total Employment Categories</b>	<b>1,138.21</b>	<b>568.01</b>	<b>50%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2016

**Inuit Employment in the Department of Education as of March 31, 2015**

	<b>Total Positions</b>		
	<b>Filled Positions</b>	<b>Inuit Hired</b>	<b>%IEP</b>
Executive	2	1	50%
Senior Management	16	-	0%
Middle Management	84	16	19%
Professional	603	174	29%
Paraprofessional	275	259	94%
Administrative Support	131	125	95%
<b>Total Employment Categories</b>	<b>1,111</b>	<b>575</b>	<b>52%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2015

**Inuit Employment in the Department of Education as of March 31, 2014**

	<b>Total Positions</b>		
	<b>Filled Positions</b>	<b>Inuit Hired</b>	<b>%IEP</b>
Executive	2	1	50%
Senior Management	18	-	0%
Middle Management	80	18	23%
Professional	611	170	28%
Paraprofessional	284	262	92%
Administrative Support	127	121	95%
<b>Total Employment Categories</b>	<b>1,122</b>	<b>572</b>	<b>51%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2014

**Inuit Employment in the Department of Education as of March 31, 2013**

	Total Positions		
	Filled Positions	Inuit Hired	%IEP
Executive	3	2	67%
Senior Management	23	1	4%
Middle Management	102	25	25%
Professional	596	162	27%
Paraprofessional	333	305	92%
Administrative Support	133	129	97%
<b>Total Employment Categories</b>	<b>1,190</b>	<b>624</b>	<b>52%</b>

Information from *Towards a Representative Public Service (TRPS)* as of March 31, 2013

**Inuit Employment in the Occupational Categories**

In-depth analysis has only been conducted on the three largest NOC categories within the department: Professional, Paraprofessional and Administrative. These combined represent approximately 93% of the entire department’s positions and have additional subcategories of positions within them. Consequently, the department’s action plan will focus on those three categories. However, there will be references to the other categories, particularly Middle and Senior Management, as the department will be taking steps to increase the number of Inuit in Principal positions and Superintendent of School positions.

The following is a list of NOC occupational groups within the Department of Education that are of particular interest for the purposes of this employment plan:

**Management**

- 0111 – Financial managers
- 0112 – Human resource managers
- 0413 – Government managers – education policy development and program administration
- 0422 – School principals and administrators of elementary and secondary education

**Professional**

- 4031 – Secondary school teachers (Includes Student Support Teachers, Learning Coaches and Classroom Teachers)
- 4032 – Elementary school and Kindergarten teachers (Includes Student Support Teachers, Learning Coaches and Classroom Teachers)
- 4033 – Education counsellors (Guidance Counsellors)
- 4166 – Education policy researchers, consultants and program officers

**Paraprofessional**

- 4215 – Instructors of Persons with Disabilities (Deaf/Hard of Hearing Specialists)
- 4413 – Elementary and secondary school teacher assistants (Language Specialists, Student Support Assistants, Ilinniavimmi Inuusilirijit)
- 4166 – Education policy researchers, consultants and program officers

**Administrative Support**

- 6733 – Janitors, caretakers and building superintendents
- 1241 – Administrative assistants and school secretaries

**A NOTE ON GN SPECIFIC SUB-OCCUPATIONS OR POSITIONS**

There is often more than one GN position-type found within a specific NOC occupation group. This is particularly true in school-based positions. An example is the occupation group for teachers, which generally describes the same basic skills and knowledge as a baseline expectation to enter that occupation, but for which there are multiple specializations within the occupation. Example specializations include Student Support Teacher or Learning Coach, or Language Specialist which may require additional experience or skills. All of these positions are found within the Nunavut Teacher’s Association bargaining unit.

**Inuit Employment in the Middle Management Category**

The Middle Management employment category (72.00 FTE) is comprised of 42.00 FTE Principal positions and 30.00 FTE EDU Divisional Manager positions.

	Middle Management			
	Total Positions	Filled Positions	Inuit Hired	% IEP
Principals (NOC 0422)	42.00	41.00	6.00	15%
EDU Divisional Managers	30.00	18.00	4.00	22%
<b>Total Employment Categories</b>	<b>72.00</b>	<b>59.00</b>	<b>10.00</b>	<b>17%</b>

### Inuit Employment in the Professional Category

The Professional employment category (744.50 FTE) is comprised of 2.00 FTE Principal positions, 32.00 FTE Vice Principal positions, 604.50 FTE Teacher positions, 43.00 FTE Learning Coach positions, 1.00 FTE Language Specialist position, and 62.00 FTE EDU staff outside schools.

	Professional			
	Total Positions	Filled Positions	Inuit Hired	% IEP
Principals (NOC 4022)	2.00	2.00	-	-
Vice Principals (NOC 0422)	32.00	31.00	7.00	23%
Teachers (NOC 4031 or 4032)	604.50	583.00	165.00	28%
Learning Coaches (NOC 4031 or 4032)	43.00	36.00	3.00	8%
Language Specialists (NOC 4031)	1.00	1.00	1.00	100%
EDU Divisional Staff (various)	62.00	17.00	4.00	24%
<b>Total Employment Categories</b>	<b>744.50</b>	<b>670.00</b>	<b>180.00</b>	<b>27%</b>

### Inuit Employment in the Paraprofessional Category

The Paraprofessional employment category (168.80 FTE) is comprised of 1.00 FTE Teacher position, 1.00 FTE Learning Coach position, 77.5 FTE Language Specialist positions, 44.50 FTE Ilinniarvimmi Inuusilirijiit positions, 2.80 FTE Student Support Assistants and Signing Assistants, 1.00 FTE School Secretaries, 1.00 FTE Janitors/Custodians, and 40.00 FTE EDU staff outside schools.

	Paraprofessional			
	Total Positions	Filled Positions	Inuit Hired	% IEP
Teachers (NOC 4031)	1.00	1.00	1.00	100%
Learning Coaches (NOC 4032)	1.00	1.00	-	-
Language Specialists(NOC 4031, 4032, or 4142)	77.50	74.00	72.50	98%
Ilinniarvimmi Inuusilirijiit (NOC 4032 or 4033)	44.50	41.50	41.50	100%
Student Support Assistants (NOC 4413 or 5125)	2.80	2.80	2.80	100%
School Secretary (NOC 1241)	1.00	1.00	1.00	100%

	Paraprofessional			
	Total Positions	Filled Positions	Inuit Hired	% IEP
Janitors/Custodians (NOC 6733)	1.00	1.00	1.00	100%
EDU Divisional Staff (various)	40.00	23.00	14.00	61%
<b>Total Employment Categories</b>	<b>168.80</b>	<b>145.30</b>	<b>133.80</b>	<b>92%</b>

### Inuit Employment in the Administrative Support Category

The Administrative Support employment category (310.41 FTE) is comprised of 159.49 FTE Student Support Assistants and Signing Assistants, 35.66 FTE Secretarial/Receptionist positions, 85.25 FTE Custodian positions, and 30.00 FTE EDU staff outside schools.

	Administrative Support			
	Total Positions	Filled Positions	Inuit Hired	% IEP
Student Support Assistants (NOC 4413)	159.49	139.99	128.99	92%
Secretaries/Receptionists (NOC 1241 or 1411)	35.66	32.16	31.66	98%
Janitors/Custodians (NOC 6733)	85.25	75.50	69.75	92%
EDU Divisional Staff (various)	30.00	17.00	13.00	76%
<b>Total Employment Categories</b>	<b>310.41</b>	<b>264.66</b>	<b>243.41</b>	<b>92%</b>

### Inuit Language Requirements

The principal driver behind the Department of Education’s Inuit Language Requirements, and estimate of required bilingual employees, is Part 4: Language of Instruction in the *Education Act* which stipulates that “a district education authority...shall, from the options set out in the regulations, choose the bilingual education model or models that will be following in delivering the education program”.

Currently, there are three models for bilingual instruction established in the *Language of Instruction Regulations*. These models are arranged as follows:



	<b>Qulliq Model</b>	<b>Immersion Model</b>	<b>Dual Model</b>	
			o Students are assigned to one of the following streams by the school team in consultation with parents. o Both Streams must be available	
<b>K-3</b>	o Inuit Language: 85 - 90% o Non - Inuit Language: 10 - 15%	o Inuit Language: 85 - 90% o Non - Inuit Language: 10 - 15%	o Inuit Language: 85 - 90% o Non - Inuit Language: 10 - 15%	o Non-Inuit Language: 85 - 90% o Inuit Language: 10 - 15%
<b>4 - 6</b>	o Inuit Language: 70 - 75% o Non - Inuit Language: 25 - 30%	o Inuit Language: 80 - 85% o Non - Inuit Language: 15 - 20%	<b>Grade 4</b> o Inuit Language: 70 - 75% o Non - Inuit Language: 25 - 30% <b>Grade 5</b> o Inuit Language: 60 - 70% o Non - Inuit Language: 30 - 40% <b>Grade 6</b> o Inuit Language: 55 - 60% o Non - Inuit Language: 40 - 45%	<b>Grade 4</b> o Non - Inuit Language: 70 - 75% o Inuit Language: 25 - 30% <b>Grade 5</b> o Non - Inuit Language: 60 - 70% o Inuit Language: 30 - 40% <b>Grade 6</b> o Non - Inuit Language: 55 - 60% o Inuit Language: 40 - 50%
<b>7 - 9</b>	o Inuit Language: 55 - 65% o Non - Inuit Language: 35 - 45%	o Inuit Language: 65 - 70% o Non - Inuit Language: 30 - 35%	o Inuit Language: 50 - 60% o Non - Inuit Language: 40 - 50%	o Inuit Language: 50 - 60% o Non - Inuit Language 40 - 50%
<b>10 - 12</b>	<b>Minimum Credits Required - Grades 10 to 12</b> <b>All Models</b> <u><b>Grade 10 Courses</b></u> o Inuit Language: 15 Credits o Non-Inuit Language: 15 Credits <u><b>Grade 11 Courses</b></u> o Inuit Language: 10 Credits o Non-Inuit Language: 10 Credits <u><b>Grade 12 Courses</b></u> o Inuit Language: 10 Credits o Non-Inuit Language: 10 Credits <u><b>Additional Courses</b></u> o Inuit Language: 15 Credits o Non-Inuit Language: 15 Credits			

These models stipulate the percentage of instructional time to be spent in either language, but do not specify the subjects tied to either language. No guidance is provided as to how best to determine the required number of bilingual teachers to meet the time obligations set out in these models, meaning there is no internal metric by which to demonstrate the ‘bilingualism’ of the system—for example, a hard target towards which an Inuit Employment Plan could aim.

An evaluation is conducted of individual positions in each school’s Student Information System (SIS) data. Based on which classes are tied to which position, a count is compiled of the number of bilingual individuals each school would require to meet the Language of Instruction regulations selected for that school. These school counts are then added up into regional counts, and the three regional counts constitute the territorial estimate for required bilingual teachers (for the detailed evaluations please refer to Appendix I).

Because of the nature of this estimation, and given the nature of fluctuations in staffing at individual schools, the estimate of bilingual teachers required to meet the current regulations is represented by an interval constituted of plus or minus 1% of the total count. It is important to note that this count is done as a headcount and not as FTE.

The estimated interval for the number of Bilingual Teachers required to meet the current Language of Instruction Regulations, per Part 4 of the *Education Act*, is between 438 – 447 bilingual teachers (refer to Appendix I: Inuit Educator, Bilingual Educator Data and Calculations).

Per region estimates and current bilingual teachers are given below:

	<b>Headcount Bilingual Educator Requirement</b>			
	Teaching Positions	Required Bilingual Teacher Estimate	Current Bilingual Teachers	Current Bilingual Teachers FTE
Kitikmeot	108.00	83	24	23.50
Kivalliq	190.50	129	42	42.00
Qikiqtaaluk	303.50	231	72	72.00
<b>Total Employment Categories</b>	602.00	443	138	137.50

*Information from Department of Finance as of March 31, 2017*

To address the shortfall of bilingual teachers and in an effort to promote Inuktitut use in schools, the Department of Education employs as many Inuktitut fluent staff in schools as possible. The following table shows the sum of FTE positions receiving bilingual bonuses or language allowances for different across all three regions.

	FTE Positions in Schools with Bilingual Bonus or Language Allowance			
	Kitikmeot	Kivalliq	Qikiqtaaluk	Total
Principals	1.00	2.00	4.00	7.00
Vice Principal	1.00	0.00	4.00	5.00
Teachers	23.50	42.00	72.00	137.50
Language Specialists	6.50	7.50	49.5	63.50
Ilinniarvimmi Inuusilirijit	6.00	11.00	14.00	31.00
Student Support Assistants	6.00	28.56	64.29	98.85
<b>Total Employment Categories</b>	<b>44.00</b>	<b>91.06</b>	<b>207.79</b>	<b>342.85</b>

Note: Bilingual bonus (NEU) is attached to the position whereas the Language Allowance (NTA) is applied for by the employee.

## Inuit Representation

Inuit representation is strongest in the Paraprofessional and Administrative Support categories with 92% and 92% respectively. This is an achievement for the department since these two areas combined comprise a large percentage of the total filled positions in the department. Conversely, the department's Inuit representation in the Senior Management, Middle Management and Professional categories remains low with the Professional category demonstrating the greatest growth potential in increasing the proportion of Inuit employment in the department. It should also be noted that this is the most critical category as these positions are largely responsible for supporting the bilingual education mandate and its ability to support quality Inuktitut instruction within the school system.

Based on the limited size of Nunavut's labour market supply and the competitive nature of the labour market, particularly for professionals, Inuit who are already employed within the department in the Paraprofessional and Administrative Support categories may represent a pool of labour which can be 'drawn upwards' into occupations in the Professional and Middle Management categories if given the appropriate incentives and supports.

It should be noted that 35% of divisional staff positions require a Bachelor of Education, such as Curriculum Coordinators and Program Implementation and Training Coordinators. Increasing Inuit representation within these positions will most likely draw Inuit educators from within the school system, thereby decreasing the number of Inuktitut instructors in the K-12 system.

## CHAPTER 4: ISSUES AND OPPORTUNITIES IN INUIT EMPLOYMENT

**This chapter summarizes key risks, issues and opportunities that the department faces with regard to Inuit employment.**

### Historical Issues and Opportunities

The Department of Education has been challenged to focus on both Inuit employment and on implementing the *Education Act*. The small size of the department outside of schools creates challenges in terms of the number of programs and services that can be developed and implemented within a given time period. These can be further constrained when aspects of the education system must also be developed, or supports provided to stakeholders like the district education authorities. All new Inuit employment initiatives require capacity to develop, implement and evaluate. These timelines are impacted particularly when working with schools where there are limits to the amount of transformation that can be imposed upon the education system within a given time span.

The challenges to increasing Inuit employment and supporting bilingual education system have been a continuing issue for well over a decade. As far back as 2006, in response to low numbers of Inuit teachers, the Department of Education and Nunavut Arctic College created the *Qalattuq 10 Year Educator Training Strategy, 2006 to 2016*. An appointed Nunavut Teacher Education Program (NTEP) Strategy Panel developed and wrote the 10 year strategic plan for NTEP.

While not all of these recommendations have been implemented, this document was the catalyst for a number of actions that are to this day familiar to Nunavummiut, including: the establishing of a Nunavut School of Education at Nunavut Arctic College; strengthening partnerships between Department of Education and Nunavut Arctic College; renewing the Nunavut Teacher Education Program; the creation of the Community Teacher Education Program contribution agreement; supporting graduates and experienced teachers; enhancing other Educator training programs; and the creation of the Nunavut Teacher Induction Program including a website, orientation sessions and orientation toolkit.

From 2005 – 2017, the number of bilingual teachers has only increased by a headcount of 29, meaning that on average, the teacher workforce has seen a net average increase by 2.416 bilingual educators per year. This does not mean that only 29 bilingual educators have been trained or hired by the department, but rather that the number of bilingual teachers entering the workforce exceeds those leaving it. At this time it is difficult to estimate attrition rates in Nunavut since influxes into the workforce are similarly inconsistent. Increasingly, there will also be challenges as Inuit employees begin to retire. Challenges associated with an aging workforce are common in Canadian jurisdictions, but to date Nunavut has been

spared many of these concerns due to its younger demographic profile. However, as employees retire in greater numbers, particularly bilingual educators, it will be difficult to replace those individuals and new approaches will need to be implemented to balance the equation.

## **Current Issues and Opportunities**

Despite these challenges and limitations, the Department of Education is now in a position to move forward aggressively in a number of areas, particularly with having completed its structural re-alignment key priorities related to Inuit Employment can be met head-on.

### **The Connection between Inuit Employment and Inuktit Language Instruction**

There is a sense of urgency when it comes to Inuit employment in the educational occupations. Aside from the obvious desire to increase representation and comply with Article 23 of the *Nunavut Agreement*, there is also a need to support the Inuit language as there is evidence that it remains in decline in terms of number of households using Inuktit. There can be no doubt that early learning and child care and the K-12 education system are key platforms to enable the stabilization and growth of Inuktit so that the future of this language can be secured. Through the development of strong language programs supported by high quality instruction and by ensuring that Inuktit is spoken during large portions of the instructional day, government can do its part to promote and support Inuktit so that future generations will be able to speak, read and write in their first language.

There is a direct connection between Inuit Employment, particularly in the professional occupation category, and the department's ability to functionally implement its language of instruction requirements in a manner that actually successfully supports schools to plan and execute language instruction and acquisition of literacy. Accordingly this plan is focused on finding ways to increase the number of professionals within the education system and also examines other mechanisms that will support Inuit employment and simultaneously increase the proportion of the instructional day where Inuktit is spoken, heard and used as part of instruction. As such the focus of effort of this plan during the short and medium terms is to recruit employees into the department and develop the mechanisms for employees to become educational professionals.

An Inuit Employment Plan for this department is a precondition for any successful implementation of language of instruction requirements and more specifically the delivery of a high quality literacy instruction. The Department must remain focused on its core objective and mandate which is to ensure that there are sufficient educators within the system with the capability of teaching Inuktit to meet the department's language of instruction implementation targets. At the same time, high quality education occurring within classrooms must not be sacrificed as quality of instruction is the single greatest factor when considering student achievement and in particular literacy. District Education Authorities and the general public continue to demand an education system of equal quality to that available in other jurisdictions. As a result this plan and the goals set within it must be based on realistic labour market information and an understanding that individuals make their own choices and despite government intervention or employer demand there is an inherent instability in labour market forecasting and hiring.

## Labour Market Information and Sources of Potential New Employees

As has been previously mentioned in this document there are unique labour market realities in Nunavut that combine high expectations and demand with a quantitative limit to the number of potential employees any employer can reasonably expect to attract. Simply put, the number of Inuit available for employment is limited and as a secondary concern many of those individuals who may be available do not yet have the skills required in order to immediately occupy certain occupations.

The *Nunavut Agreement Article 23* seeks to bring employment in the public service to a representative level there are multiple ways to view what 'representative' means in a practical sense. If, as is often the case, representative means representative of the entire Nunavut population then 85% of public services positions should be filled by Inuit. However as an employer the department is aware that not all of the population of Nunavut is available or willing to work in the positions available. This can of course be for a variety of reasons ranging from the simple fact that much of Nunavut's population is not of a working age (for example Elders and youth) or for other reasons such as individuals choosing to take care of sick or elderly family members or due to personal health and wellness concerns. Finally, there are individuals who are not participating in the labour market and who are not willing or available for work. As a practical matter, the department has explored the working age population of Nunavut and those participating in the labour force as starting points for consideration for targeting prospective employees.

One of the broad objectives of this IEP is to recruit new employees into the department from that portion of the population already participating in the labour force in some manner. This includes those who are already employed or who are currently unemployed (approx. 15,600 people). This broad target audience will be reached using advertising campaigns on multiple media and social media platforms and through new initiatives to promote education occupations.

Looking more closely at Nunavut's labour market and at Inuit specifically using the Aboriginal People's survey from Statistics Canada provides some further insight into the pool from which the department may want to draw from for potential new employees. The department can look towards those individuals with a secondary school diploma (approx. 1,210 people), those with some post-secondary education (approx. 1000 people) and those with non-university certification (approx. 1,410 people.) as when seeking to set realistic goals for Inuit employment in each of its occupational categories. For example, in the short to medium term is it improbable to expect that individuals with only a secondary school diploma will become teachers. It should be noted that this approach assumes that the Government of Nunavut through its labour market development programs and staffing functions will be considering ways to support individuals who are not participating in the labour market.

There are also smaller pockets of individuals who are already working for the department in a full-time or part time capacity but who may hold promise and who may prove to be underutilized within our system. These groups include substitute teachers (approx. 140 who are Inuit and actively working in this role) and individuals already working in schools who are underqualified (approx. 120) but who have been hired temporarily as a result of zero skilled labour market supply in a particular location. The department believes that given targeted recruitment efforts, incentives and

supports there may be a portion of these groups who may desire to undertake training so that they may obtain higher job satisfaction and better compensation and benefits.

Individuals interested in working within educational occupations in Nunavut will need increased options and much of what follows in the next chapter is a plan to create those options regardless of whether the chosen entry point into our system is at the paraprofessional or professional level. Individuals looking to obtain employment with the Department of Education may have different skills, capabilities and interests. Accordingly, it is important to provide those individuals with a range of training and employment choices. It is important to note that in some instances individuals will desire to apply directly for employment as they are already qualified. In other instances individuals will require the education needed to successfully compete for competitions.

### **New Capacity to Support Inuit Employment**

There are a number of new functions within the department that are intended to support Inuit employment, including:

- A new Reporting, Monitoring and Evaluation unit located within the Policy and Planning division, which will for the first time provide the department with the skills and capacity to set targets and aggressively pursue them;
- The creation of a new position dedicated to Inuit employment monitoring and evaluation and to assist the Manager, Human Resources in promoting programs and services available to support Inuit employees to move into increasingly more technical and senior positions;
- Transfer of responsibility for supporting the department's Elders Advisory Committee from Curriculum Development to the new Partner Relations division. This move serves to raise the profile of the Elders Advisory Committee and their work and assists in promoting cultural and linguistic awareness across all divisions and school operations;
- The creation of the Educator Development division to focus the department's efforts relating to provision of training and support to school-based employees and to support targeted recruitment, retention and professional development opportunities;
- Transferring responsibility to the Advanced Education division for collaboration with Nunavut Arctic College in relation to pre-service/ employment training for various education occupational groups, ranging from teacher to language specialists and Student Support Assistants.

### **An Opportunity to Promote from Within**

Under NOC Category 4 in the Professional employment category, with 744.50 FTE comprising 56.5% of the Total Positions in the Department of Education and making up 15.2% of Total Positions in the Government of Nunavut<sup>1</sup>, the teaching profession constitutes a significant opportunity to improve Inuit employment representation in the department.

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<sup>1</sup> Based on 4,885.11 FTE Total Positions as reported in *Towards a Representative Public Service: Statistics of the Public Service within the GN as of March 31, 2018*.

The principal avenue into the teaching profession for Inuit is the Nunavut Teacher Education Program, which since 1985 has produced 263 graduates (see Appendix I: Educator data, Bilingual Educator data and Calculations for a summary table). The Department of Education has retained 156 NTEP graduates for an effective retention rate of 59%.

While NTEP has continued to expand, graduation rates have not grown consistently. This makes it difficult to estimate attrition rates among bilingual teachers who are added to the workforce from NTEP. While these numbers are clearly insufficient, there is hope that a comprehensive review of the program will refocus it and with a corresponding expansion of that program following the review enable higher a number of bilingual graduates to be produced.

As noted in Chapter 3, Inuit representation in the department is high in the Paraprofessional and Administrative categories. These individuals, who are already employees of the department, familiar with aspects of the education system, may be a valuable pool of labour if they can be encouraged and supported to increase their skills and knowledge and transfer into Professional and Middle Management occupations. This is a key emphasis of this plan as it has become clear that the broader Nunavut labour market is likely unable to supply the raw numbers of prospective employees that the department would want to hire.

### **Artificial Barriers to Inuit Employment**

The Department of Education holds the position that any and all barriers to Inuit employment should be examined and, wherever possible, removed or at least mitigated. Potential barriers such as wider social or economic barriers are realities that must be recognized, but are not within the scope of this document and may be outside of the capacity of the department to address.

Potential barriers to progress may be transactional, such as those found in relation to HR processes, or they may be environmental, such as offices or schools where Inuit culture is not being fostered and incorporated as intended by the *Education Act* or by the department. Examples of identified barriers that may exist and that the department will seek to address include:

- Lack of awareness of educational professions among high school graduates and the general public, particularly in the sense that these professions are critical for those interested in supporting the protection and transmission of Inuit language and culture.
- Insufficient quality of information available to students at the secondary and post-secondary levels about what they must do to become employed by the Department of Education and information about the occupations for which there are available jobs, including labour market information and supports at the school or college levels.
- The requirement to review job descriptions and how they are classified within the NOC system.
- Lack of awareness of substitute teachers and teachers employed on letters of authority of career pathway opportunities.
- Insufficient 'laddering' from occupation to occupation within the department to ease the process for Inuit to move to increasingly senior or technical positions.



- Certification regulations that may impede the movement of Inuit employees into more senior or technical positions or at least receive favourable salary adjustments.
- The need for a robust approach for determining language proficiency upon hiring for certain occupations critical for language instruction.
- Ongoing capacity challenges that limit access of GN training and development programs (such as those offered by HR) and support senior managers, supervisors and employees to integrate those opportunities into operations.
- Insufficient awareness of the availability of professional improvement opportunities for NTA employees for Inuktitut skills development.
- Programs and services designed for the general population, not explicitly for Inuit, may need continual review or updating to maximize Inuit employment support; e.g., Certificate of Educational Leadership in Nunavut (CELN) for principals and future school leaders.
- A lack of pre-service/employment training and development programs designed specifically for Inuit limit the opportunities for Inuit to be directly hired in certain occupations and to be effectively supported to continue to advance in their chosen career paths.

## Potential Future Issues and Opportunities

### Age Profile of the Department

The *GN Workforce Analysis* identified that as of March 31<sup>st</sup>, 2017 approximately 176 (19%) indeterminate employees have the potential retirement for 2023. This includes 58 employees (6%) for immediate retirement, 53 employees (6%) with the potential to retire within 3 years, and 65 (7%) additional employees with potential to retire by 2023. Additionally, retirement potential (by numbers and percentage of employees) was greater outside Iqaluit than in Iqaluit in all occupational categories.<sup>2</sup>

In the Department of Education, 36% of the workforce was age 50 or over and 26% of the workforce was under 35 years of age. Additionally, the potential for employees to retire by 2023 was greater in the Department of Education was greater than other departments in the Government of Nunavut. In the Department:

- 58 employees (6%) with the potential for immediate retirement,
- 53 employees (6%) with the potential to retire within 3 years, and
- 65 (7%) additional employees with the potential to retire by 2023.

Retirement potential was high in two occupational categories:

- In **Category 0** (Management occupations), a total of approximately 11 indeterminate employees or 29% of the current workforce in the category was eligible to retire by 2023. This included 6 Inuit employees and 5 non-Inuit employees,

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<sup>2</sup> Pg.13 *GN Workforce Analysis*

- In **Category 4** (Occupations in education, law, social, community and government services), a total of approximately 145 indeterminate employees or 19% of the current workforce in the category was eligible to retire by 2023. This included 101 Inuit employees and 44 non-Inuit employees.

Retirement potential was greater outside Iqaluit than in Iqaluit in all occupational categories.

Specific age demographics of the Teacher Subcategory are shown below. Upon a review of this information, it is clear that a significant number of Inuit teachers are in the 40 – 49 and 50 – 59 age groups. While this is not an immediate issue, it is something to be carefully considered as these two age groups represent 57.14% of the total number of Inuit teachers currently working for the Department of Education. This data makes it clear that the department will need to consider ways that it can target recruitment, training and support efforts towards certain locations.

	<b>Inuit Teacher Age Groupings</b>			
	Total Teachers (FTE)	Total Teachers (Headcount)	Total LCB Teachers (FTE)	Total LCB Teachers (Headcount)
Ages 20 - 29	111.50	112	12.50	13
Ages 30 - 39	179.00	180	38.00	39
Ages 40 - 49	125.00	126	41.00	43
Ages 50 - 59	113.50	115	52.00	53
Ages 60 - 69	60.50	61	17.50	18
Ages 70 - 79	4.00	4	2.00	2
<b>Total Employment Categories</b>	593.50	598	159.00	168

An additional demographic characteristic of note is the gender break down of the Teachers subcategory in the Professional group. This statistic shows that much work must be done to actively promote the profession of teaching to Inuit males as that demographic has a great deal of potential as a pool for future employees.

	<b>Gender</b> Inuit Teachers (FTE)
Female	146.00
Male	13.00
<b>Total Inuit Teachers</b>	159.00

## CHAPTER 5: INUIT EMPLOYMENT GOALS

This chapter summarizes the department's short-, medium- and long-term goals in Inuit employment.

### About Inuit Employment Goals and Targets

#### Definitions

An **Inuit employment goal** is the total number of Inuit employees (in FTEs) projected to be employed at a point in time. Goals are accompanied by an estimated Inuit representation rate (% Inuit employees) that the department or territorial corporation expects to achieve at the point in time. *The goal is the number of Inuit employees, not the Inuit representation rate.*

An **Inuit employment target** is the number of Inuit employees (in FTEs) in an employment category projected to be employed at a point in time. Targets are accompanied by an estimated Inuit representation rate (% Inuit employees) that the department or territorial corporation expects to achieve at the point in time. *The target is the number of Inuit employees, not the Inuit representation rate.*

The estimated **Inuit representation rate** is the per cent (%) of Inuit employees associated with a goal or target. Inuit representation rates can only be estimated, as the calculation depends on highly variable factors such as the total number of positions (in FTEs) and the number of filled positions, or capacity, at a point in time. Inuit representation is affected by rate of growth in the number of GN positions, and/or by higher or lower capacity. *The estimated Inuit representation rate should not be considered as a goal or target for these reasons.*

#### Factors that Influence Goals and Targets in IEPs

Departments and territorial corporations set their Inuit employment goals and targets by considering labour supply and demand factors in Nunavut as a whole and in the communities where their offices are located. Factors may include:

- The availability, interest and level of preparedness of Inuit for government employment, as documented in Nunavut Inuit Labour Force Analysis (NILFA) products and related summaries prepared by the GN;
- Trends in the number of Inuit who are likely to be qualified now for available positions or high-demand occupations;
- Trends in the number of Inuit who are likely to become qualified over time for available positions or high-demand occupations;
- Competition for skilled Inuit throughout the GN and with other employers in the territory;
- Recent trends in staffing and recruitment in the GN;

- Operational requirements and approved positions (PYs) and budgets; and
- Vacancies and projected turnover rates in the department or corporation.

### **Annual, Short-term, Medium-term and Long-term Goals**

Departmental IEPs to 2023 include Inuit employment goals and targets for the:

- Short-term (by March 2020),
- Medium-term (by March 2023), and
- Long-term (beyond 2023, within 10 years of 2017).

IEPs also include a summary action plan to achieve the short- and medium-term goals.

In setting short-term, medium-term and long-term goals and targets, departments and corporations cannot exceed the approved number of positions (PYs) in each employment category as of the date of the IEP.

Annual goals, targets and priorities continue to be included in departmental and agency Business Plans. These annual IEPs include one-year Inuit employment goals and targets along with priority actions for the three-year period of the Business Plan. The annual IEPs are “rolling” plans that are updated each year during the Business Planning and Main Estimates cycles.

Annual IEPs are expected to align with longer-range departmental IEPs to 2023 and the GN’s strategic directions for Inuit employment.

Annual goals and targets may vary from those in departmental IEPs to 2023, as they are based on more current factors such as:

- Approved changes in the number of positions (PYs) and/or operating budget;
- Approved changes in organizational structure;
- Approved operational priorities;
- Existing vacancies; and
- New vacancies expected in the immediate future.

## Short-Term Goals and Targets

Short-term goals are within 3 years from 2017, by March 2020.

SHORT-TERM GOAL	EXPECTED OUTCOMES (FTEs)
<p>By March 2020, the department will increase Inuit representation from 51% to 54% by:</p> <ul style="list-style-type: none"> <li>Revising and standardizing job descriptions and professional standards.</li> <li>Targeting and supporting Inuit employees and utilizing HR programming such as Sivuliqtiksat.</li> <li>Development and implementation of a comprehensive recruitment campaign targeting Inuit to join education occupations.</li> <li>Reviewing the funding formula for school based positions.</li> <li>Using restricted competitions for Paraprofessional positions.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Inuit employees in the Senior Management category to 3</li> <li>Increase the number of Inuit employees in the Middle Management category to 18</li> <li>Increase the number of Inuit employees in the Professional category to 202</li> <li>Increase the number of Inuit employees in the Paraprofessional category to 148.50</li> <li>Increase the number of Inuit employees in the Administrative Support category to 271.03</li> </ul>

EMPLOYMENT CATEGORIES	CURRENT (FTEs) (March 21, 2019)				SHORT-TERM GOALS (FTEs) (By March 31, 2020)		
	TOTAL POSITIONS	POSITIONS FILLED	INUIT EMPLOYED	% IE	POSITIONS FILLED	INUIT EMPLOYED	% IE
Executive	2.00	2.00	1.00	50%	2.00	1.00	50%
Senior Management	20.00	15.00	1.00	7%	20.00	3.00	15%
Middle Management	74.00	66.00	16.00	24%	67.00	18.00	27%
Professional	749.03	676.03	187.53	28%	676.00	202.00	30%
Paraprofessional	172.00	143.00	124.50	87%	153.50	148.50	97%
Administrative Support	309.71	256.23	238.48	93%	278.91	271.03	97%
<b>TOTAL</b>	<b>1,326.74</b>	<b>1,158.26</b>	<b>568.51</b>	<b>49%</b>	<b>1,197.41</b>	<b>643.53</b>	<b>54%</b>

## Medium-Term Goals and Targets

Medium-term goals are within 6 years from 2017, by March 2023.

MEDIUM-TERM GOAL	EXPECTED OUTCOMES (FTEs)
<p>By March 2023, the department will increase Inuit representation to 58% by:</p> <ul style="list-style-type: none"> <li>Ongoing recruitment efforts targeting Inuit.</li> <li>Targeting and supporting Inuit employees and utilizing HR programming such as Sivuliqtiksat.</li> <li>Increasing the number of NTEP program offerings in communities/pilot new delivery model.</li> <li>Collaborating with NAC to support the delivery of a SSA certificate to the public.</li> <li>Collaborating with NAC to design a new language instruction diploma program.</li> <li>Issuing an RFP to design and deliver a Master of Educational Leadership program for Inuit educators.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of Inuit employees in the Executive category to 2</li> <li>Increase the number of Inuit employees in the Senior Management category to 6</li> <li>Increase the number of Inuit employees in the Middle Management category to 22</li> <li>Increase the number of Inuit employees in the Professional category to 232</li> <li>Increase the number of Inuit employees in the Paraprofessional category to 155.50</li> <li>Increase the number of Inuit employees in the Administrative Support category to 281.03</li> </ul>

EMPLOYMENT CATEGORIES	CURRENT (FTEs) (March 21, 2019)				MEDIUM-TERM GOALS (FTEs) (By March 31, 2023)		
	TOTAL POSITIONS	POSITIONS FILLED	INUIT EMPLOYED	% IE	POSITIONS FILLED	INUIT EMPLOYED	% IE
Executive	2.00	2.00	1.00	50%	2.00	2.00	100%
Senior Management	20.00	15.00	1.00	7%	20.00	6.00	30%
Middle Management	74.00	66.00	16.00	24%	67.00	22.00	33%
Professional	749.03	676.03	187.53	28%	676.00	232.00	34%
Paraprofessional	172.00	143.00	124.50	87%	158.50	155.50	99%
Administrative Support	309.71	256.23	238.48	93%	289.91	281.03	97%
<b>TOTAL</b>	<b>1,326.74</b>	<b>1,158.26</b>	<b>568.51</b>	<b>49%</b>	<b>1,213.41</b>	<b>698.53</b>	<b>58%</b>

## Long-Term Goals and Targets

Long-term goals are beyond March 2023, within 10 years from 2017.

LONG-TERM GOAL	EXPECTED OUTCOMES (FTEs)
<p>Within 10 years, the department will increase Inuit representation to 65% by:</p> <ul style="list-style-type: none"> <li>• Fully implementing the Career Path for Education including:                             <ul style="list-style-type: none"> <li>○ Suite of pre-employment programs being delivered</li> <li>○ Education leave program with supports</li> <li>○ Certification and incentive system fully updated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of Inuit employees in the Senior Management category to 8</li> <li>• Increase the number of Inuit employees in the Middle Management category to 42</li> <li>• Increase the number of Inuit employees in the Professional category to 297</li> <li>• Increase the number of Inuit employees in the Paraprofessional category to 157</li> <li>• Increase the number of Inuit employees in the Administrative Support category to 284.03</li> </ul>

EMPLOYMENT CATEGORIES	CURRENT (FTEs) (March 21, 2019)				LONG-TERM GOALS (FTEs) (within 10 years from 2017)		
	TOTAL POSITIONS	POSITIONS FILLED	INUIT EMPLOYED	% IE	POSITIONS FILLED	INUIT EMPLOYED	% IE
Executive	2.00	2.00	1.00	50%	2.00	2.00	100%
Senior Management	20.00	15.00	1.00	7%	20.00	8.00	40%
Middle Management	74.00	66.00	16.00	24%	67.00	42.00	63%
Professional	749.03	676.03	187.53	28%	676.00	297.00	44%
Paraprofessional	172.00	143.00	124.50	87%	158.50	157.00	99%
Administrative Support	309.71	256.23	238.48	93%	289.91	284.03	93%
<b>TOTAL</b>	<b>1,326.74</b>	<b>1,158.26</b>	<b>568.51</b>	<b>49%</b>	<b>1,213.41</b>	<b>793.03</b>	<b>65%</b>

## CHAPTER 6: ACTION PLAN TO 2023

**This chapter identifies the specific actions that the department will take to achieve its short- and medium-term goals. It includes the approach to monitoring and reporting on progress.**

### Types of Actions

In developing Inuit Employment Action Plans to 2023, departments and corporations have identified six types of actions to increase and enhance Inuit employment:

**Ensuring an Effective Public Service** includes actions to:

- Understand the departmental workforce
- Design organizations and jobs to support Inuit employment
- Identify career ladders and career paths
- Improve the workplace environment

**Staffing and Recruiting** includes actions to:

- Improve staffing processes and practices
- Make use of available staffing tools
- Attract and retain qualified Inuit
- Develop job competition skills

**Planning and Monitoring Training and Development** includes actions to:

- Communicate education, training and development opportunities to employees
- Plan and monitor education, training and career development
- Plan for succession

**Providing Education, Training and Development** includes actions to:

- Provide performance management training
- Offer an on-boarding program
- Sponsor advanced education



- Sponsor in-service training within the department
- Make use of GN-wide programs for Inuit employees
- Provide other leadership and management training

**Supporting Pre-employment Training** includes actions to:

- Provide new and improved pre-employment training programs
- Make pre-employment scholarships available

**Undertaking Public Outreach and Communications** includes actions to:

- Establish partnerships to attract Inuit candidates
- Promote the GN or department as an employer of choice

## Inuit Employment Action Plan to 2023

This section describes the actions that the Department of Education intends to pursue in order to enable it to support its goals for Inuit employment and to address barriers to employment.

### Ensuring an Effective Public Service

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1	Job description updates and standardization	Ensure artificial barriers are removed and improve reporting	Review and edit as required.	Director, Corporate Services Manager, Human Resources	2017-19
2	Professional standards development	Greater role clarity and expectations for educators	Finalize and introduce	Director, Educator Development	2017-19
3	Establish permanent recruitment capacity	Recruitment Strategy targeting: - Secondary students - NS students - NAC students - General public - Substitutes - LOA teachers	Hire staff Conduct site visits	Director, Educator Development Manager, Communications	2017-19
4	Review funding formula for school based positions	Greater stability Increase support to students	Develop options and consult with stakeholders	Director, Corporate Services	2017-19
5	Support the categorization of positions using NOC classification system	Enable more accurate planning and reporting	Coordinate with Department of Human Resources	Director, Corporate Services	2017-18
6	Develop model for calculating attrition rates	Improved Inuit employment planning	Incorporate into IEP and forecasting	Program Evaluation and Monitoring Coordinator	2017-18
7	Obtain approval and support for "Career Path for Education" concept	Conceptual framework to: align certification, supports, incentives, training and re-integration into workforce to support Inuit employment	Obtain support and approval in order to begin building components	Assistant Deputy Minister Director Policy and Planning	2017-18

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
8	Performance management	Incorporate IEP goals into annual senior manager goals for divisions		Deputy Minister Assistant Deputy Minister	2018-19
9	Improve exit survey process	Improve understanding of why employees leave school-based positions	Design survey instrument	Executive Directors, School Operations Director, Corporate Services	2018-19
10	Language Specialist position analysis	Ensure position fits within Career Pathway, is effectively supporting language instruction and employees are supported		Director, Corporate Services	2018-20
11	Research new language assistant position for schools to support Inuktitut	Support language instruction and language model implementation	Establish a new position on career pathway	Director, Corporate Services	2019-20

### Staffing and Recruiting

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1	Utilize staffing mechanisms such as restricted competitions where possible	Competitions posted as 'Inuit only' or in a given community	Identify key positions to target	Director, Corporate Services Managers, Human Resources	2017-18

### Planning and Monitoring Training and Development

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1	Promote EDU Education Leave program	Increase 'take-up'	Promote new program to all Inuit employees but target: -Letter of Authority teachers -Paraprofessional occupations	Manager, Communications	2018-19

### Providing Education and Training

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1	Develop a new EDU specific Education Leave program	Increased 'take-up'	Develop program outline Increase supports and tailor for EDU employees	Assistant Deputy Minister	2017-18
2	Develop a mentorship program for principals	Create a network of support	Research sustainable options	Director, Educator Development	2017-19
3	Offer cross-cultural competencies training	Greater awareness and understanding	Deliver train-the-trainer courses	Director, Educator Development	2017-19
4	Review orientation programs for teachers and principals	Increase awareness of expectations Better support	Expand upon draft orientation modules and implement	Director, Educator Development	2017-19
5	Offer CELN courses in Inuktitut to Inuit educators	Develop a cohort of Inuit leaders	Expand offerings to all CELN courses	Director, Educator Development	2017-23
6	Utilize the Career Broadening program	Increase opportunities for Inuit employees to obtain experience		Inuit Employment Coordinator	2017-23
7	Utilize the Sivuliqtiksat Internship Program	Target Superintendent of Schools positions to increase representation in senior management category	Target principal(s)	Senior managers Inuit Employment Coordinator	2017-23
8	Sponsor ILDP students			Inuit Employment Coordinator	2017-23
9	Increase the number of Inuit vice-principals	On-the-job training opportunity		Director, Corporate Services	2019-20
10	Design a new Master of Educational Administration program	Support an increase in the number of Inuit middle managers and senior managers	Program design	Director, Educator Development Director, Advanced Education	2019-20

### Supporting Pre-employment Training

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1	Provide an opportunity for existing SSAs to become certified	Certify as many existing SSAs as possible Enable future delivery to the public	Develop a business case to obtain funding for an SSA certificate program	Director, Advanced Education (in partnership with NAC)	2017-18
2	Conduct a review of the teacher education program and implement recommendations	New delivery model Increased availability Emphasis on Inuktitut language instruction	Finalize report Hold planning meeting Develop action plan	Director, Advanced Education (in partnership with NAC)	2017-18
3	Begin to research and design a new diploma level program focused on language instruction			Director, Advanced Education	2019-20

### Undertaking Public Outreach and Communications

#	GOAL	EXPECTED OUTCOMES	ACTIONS	ACCOUNTABILITY	TIMING
1	Ensure Nunavut Arctic College administration and faculty are aware of EDU priorities, policies and standards	NTEP students better informed and prepared for employment in schools	Ensure NAC staff are introduced to critical content	Director, Advanced Education	2017-23
2	Promote education occupations	Increased awareness and interest	Advertising campaign throughout NU and Inuit Nunangat	Manager, Communications	2018-19
3	Improve department website for educators and prospective educators	Simplify the site and improve the quality of information available on it in relation to jobs, certification, etc.	Consider options for consolidating and modernizing the functionality of the site	Manager, Communications	2018-19

## Monitoring and Reporting on Progress

Departments and territorial corporations report to the GN's central Inuit employment and training office twice each year on:

- Changes in Inuit employment by employment category; and
- Progress in implementing planned actions to increase Inuit employment.

These are internal documents for monitoring progress towards goals, targets and planned actions.

Each progress report covers the previous two quarters. The Q1 progress report covers Q3 and Q4 of the previous fiscal year (October 1 to March 31). The Q3 progress report covers Q1 and Q2 of the current fiscal year (April 1 to September 30).

The Department of Education will not rely solely on GN-wide reporting but will also incorporate monitoring and reporting on Inuit employment into its internal planning cycles by creating a standing item on senior management team meeting agendas (in a manner similar to workplace health and safety) in order to ensure that the topic remains foremost in mind for managers at all levels. The Policy and Planning division led by the Director and supported by the Manager, Planning, Reporting and Evaluation and the Inuit Employment Coordinator will provide regular updates to this table and will work to ensure that managers are aware of an supported so that they may benefit from GN-wide programs and opportunities such as those available through Human Resources. The Department of Education further commits to reporting on its progress related to language of instruction in its Annual Report which is tabled in the Legislative Assembly.

The department will also retain membership on the Inuit Employment Steering Committee (IESC) and Building Capacity Committee as a way of sharing information including: challenges, best practise to the attention of other departments and agencies.

## APPENDIX I: DATA SPECIFIC TO DEPARTMENT OF EDUCATION

This appendix provides additional data and calculations related to the Department of Education

### NTEP Graduate and Retention Rate

	NTEP Graduates since 1985	NTEP Employed NTEP Graduates	Retention Percentage
<b>Total Employment Categories</b>	263	156	59%

As of March 31, 2018.

### Estimate of Required Bilingual Teachers across Regions

Region	Total Required Estimate	Total Current Bilingual Teachers	Total Sum of FTE
Qikiqtaaluk	231	73	72.0
Kitikmeot	83	24	23.5
Kivalliq	129	42	42.0
<b>Totals</b>	443	139	137.5

**Estimate interval:** The estimate assumes that analysis of required bilingual teachers in the Student Information System (SIS) could be off  $\pm 1\%$ . Therefore the estimate is  $443 \pm 4.43 =$  for an estimate interval of 438 - 447

## Bilingual Teachers Data (by community)

Please Note schools are arranged in ascending order from Elementary, to Middle, to Secondary in each Community

Qikiqtaaluk Region				
Community	School	Required Estimates*	Current Bilingual Teachers**	Current Sum of FTE***
Apex	Nanook School	3	1	1.0
Arctic Bay	Inuujaq School	13	8	7.5
Cape Dorset	Sam Pudlat School	10	4	4.0
	Peter Pitseolak School	7	0	0
Clyde River	Quluuq School	19	3	3.0
Grise Fiord	Umimmak School	4	0	0
Hall Beach	Arnaqjuaq School	14	3	3.0
Igloolik	Ataguttaaluk Elementary	20	8	8.0
	Ataguttaaluk High School	9	0	0.0
Iqaluit	Joamie School	9	5	5.0
	Nakasuk School	9	6	6.0
	Aqsamiit Illinarvik	15	1	1.0
	Inuksuk High School	12	0	0.0
Kimmirut	Qaqqalik School	9	2	1.5
Pangnirtung	Alookie School	11	5	5.0
	Attagoyuk Ilisavik	9	3	3.0
Pond Inlet	Ulaajuk School	15	9	9.0
	Nasivvik High School	10	3	3.0
Qikiqtarjuaq	Inuksuit School	9	2	2.0
Resolute	Qarmartalik School	7	0	0
Sanikiluaq	Nuiyak School	9	5	5.0
	Paatsaali School	8	5	5.0

Kitikmeot Region				
Community	School	Required Estimates*	Current Bilingual Teachers**	Sum of FTE***
Cambridge Bay	Kullik Ilihakvik	12	0	0
	Kiiliniq High School	10	1	1.0
Gjoa Haven	Quqshuun School	8	6	6.0
	Qiqirtaq High School	8	0	0
Kugaaruk	Kugaruk Ilihakvik	13	8	7.5
Kugluktuk	Jimmy Hikik Ilihakvik	12	2	2.0
	Kugluktuk High School	7	1	1.0
Taloyoak	Netsilik School	13	6	6.0



Kivalliq Region				
Community	School	Required Estimates*	Current Bilingual Teachers**	Sum of FTE***
Arviat	Levi Angmak Ilinniarvialaaq	16	14	14.0
	Qitiqliq Middle School	7	4	4.0
	John Arnalukjuak High School	10	3	3.0
Baker Lake	Rachel Amgnamaaktiq	15	5	5.0
	Jonah Amitnaaq	13	3	3.0
Chesterfield Inlet	Victor Sammurtok	6	2	2.0
Coral Harbour	Sakku School	15	6	6.0
Rankin Inlet	Leo Ussak	9	2	2.0
	Simon Alaittuq School	4	1	1.0
	Manni Ulujuk	12	1	1.0
Naujaat	Tusarvik	16	1	1.0
Whale Cove	Inuglak	6	0	0

**\*Required Estimates** are centered around how teaching staff are already deployed in the communities based on what classes educators are linked to in the Student Information System (SIS). Significant changes in policies or regulations around time tabling and subject time allotment or on how bilingual teachers need to be deployed would alter these figures.

**\*\*Current Bilingual Teachers** tracks the total number of teachers per school receiving language allowances as per the *EDU Establishment Report 28 February 2017*.

**\*\*\* Sum of FTE** is a sum of all FTE designations of teachers receiving language allowances.

## Attrition Rate by Position Title

**Methodology for Calculating Attrition Rates:** In determining attrition rates among Inuit employees, the Department of Education strove to formulate a process that would be both systematic and replicable. Such an approach was deemed key to ensure a consistency of results when calculating attrition rates among Inuit employees for future Inuit Employment Plans. To that end, the Department determined that individual instances of attrition at the subcategory level can broadly be classified as falling into 3 cases:

1. Inuit Employees who leave the Government of Nunavut Service,
2. Inuit Employees who leave the Department of Education, but remain with the Government of Nunavut Service,
3. and, Inuit Employees who change positions within the Department of Education.

Data was then requested from the p2k Database at the Department of Finance for all Inuit employees who met these criteria within the timeframe of March 1, 2014 to March 1, 2017. This three (3) year timeframe was necessary to provide assumptions for projecting short and medium term goals

for each subcategory. This data was then reviewed for errors or duplicates and compiled in aggregate by region and by case (mentioned above). This was done to provide additional granularity on the nature of attrition rates while also protecting the anonymity of EDU employees.

## Tables of Inuit Attrition Rates by Subcategory

### Senior Management Category

Total Attrition	Qikiqtalluk		Kivalliq		Kitikmeot	
Headcount (HC)	Less than 3 HC	Less than 3.0 FTE	0 HC	0 FTE	0 HC	0 FTE
Less than 3 HC Full Time Equivalent (FTE) Less than 3.0 FTE	1. Less than 3 HC or 3.0 FTE Inuit employee left the GN Service from this subcategory 2. Less than 3 HC or 3.0 FTE Inuit employee left the Department from this subcategory 3. No Inuit employees changed positions within the Department					

### Middle Management Category: Principals

Total Attrition	Qikiqtalluk		Kivalliq		Kitikmeot	
Headcount (HC)	Less than 5 HC	Less than 5.0 FTE	0 HC	0 FTE	Less than 3 HC	Less than 3.0 FTE
5 HC Full Time Equivalent (FTE) 5.0 FTE	4. No Inuit employees left the GN Service from this subcategory 5. No Inuit employees left the Department from this subcategory 6. 5 HC or 5.0 FTE Inuit employees changed positions within the Department					

### Middle Management Category: EDU Divisional Managers

Total Attrition	Qikiqtalluk		Kivalliq		Kitikmeot	
Headcount (HC)	0 HC	0 FTE	0 HC	0 FTE	1 HC	1.0 FTE
Less than 3 HC Full Time Equivalent (FTE) Less than 3.0 FTE	1. No Inuit left the GN Service from this subcategory 2. Less than 3 HC or less than 3.0 FTE Inuit Employee is on an ITA with another Department in this subcategory 3. No Inuit changed positions within the Department					

**Professional Category: Vice-Principals**

Total Attrition Headcount (HC) 6 HC Full Time Equivalent (FTE) 6.0 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	4 HC	4.0 FTE	2 HC	2.0 FTE	0 HC	0 FTE
	<ol style="list-style-type: none"> <li>1. No Inuit employees left the GN Service from this subcategory</li> <li>2. No Inuit left the employees Department from this subcategory</li> <li>3. 6 HC or 6.0 FTE Inuit employees changed positions within the Department</li> </ol>					

**Professional Category: Teachers**

Total Attrition Headcount (HC) 67 HC Full Time Equivalent (FTE) 59.00 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	28 HC	26.5 FTE	20 HC	17.5 FTE	19 HC	15.0 FTE
	<ol style="list-style-type: none"> <li>1. 47 or 41.5 FTE Inuit employees left the GN Service from this subcategory</li> <li>2. Less than 5 HC or Less than 5.0 FTE Inuit employees left the Department from this subcategory</li> <li>3. 17 HC or 14.5 FTE Inuit changed positions within the Department</li> </ol>					

**Professional Category: Learning Coaches**

Total Attrition Headcount (HC) 0 HC Full Time Equivalent (FTE) 0 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	0 HC	0 FTE	0 HC	0 FTE	0 HC	0 FTE
	<ol style="list-style-type: none"> <li>1. No Inuit employees left the GN Service from this subcategory</li> <li>2. No Inuit employees left the Department from this subcategory</li> <li>3. No Inuit employees changed positions within the Department</li> </ol>					

**Professional Category: EDU Divisional Staff**

Total Attrition Headcount (HC) Less than 6 HC Full Time Equivalent (FTE) Less than 6.0 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	Less than 5 HC	Less than 5.0 FTE	Less than 3 HC	Less than 3.0 FTE	0 HC	0.0 FTE
	<ol style="list-style-type: none"> <li>1. Less than 3 HC or less than 3.0 FTE Inuit employees left the GN Service from this subcategory</li> <li>2. Less than 3 HC or less than 3.0 FTE Inuk employee left the Department from this subcategory</li> <li>3. Less than 5 HC or less than 5.0 FTE Inuit employees changed positions within the Department</li> </ol>					

**Paraprofessional Category: Language Specialists**

Total Attrition	Qikiqtalluk		Kivalliq		Kitikmeot	
	Headcount (HC)		Headcount (HC)		Headcount (HC)	Full Time Equivalent (FTE)
39 HC	25 HC	23.5 FTE	10 HC	8.0 FTE	Less than 5 HC	Less than 5.0 FTE
Full Time Equivalent (FTE)	1. 31 HC or 27.0 FTE Inuit employees left the GN Service from this subcategory 2. Less than 3 HC or less than 3.0 FTE Inuk employee left the Department from this subcategory 3. 7 HC or 7.0 FTE Inuit employees changed positions within the Department					
35.0 FTE						

**Paraprofessional Category: Illinniarvimmi Innusiliriji**

Total Attrition	Qikiqtalluk		Kivalliq		Kitikmeot	
	Headcount (HC)		Headcount (HC)		Headcount (HC)	Full Time Equivalent (FTE)
10 HC	8 HC	7.5 FTE	Less than 3 HC	Less than 3.0 FTE	Less than 3 HC	Less than 3.0 FTE
Full Time Equivalent (FTE)	1. 7 HC or 7.0 FTE Inuit employees left the GN Service from this subcategory 2. Less than 3 HC or less than 3.0 FTE Inuit employees left the Department from this subcategory 3. Less than 3 HC or less than 3.0 FTE Inuit employees changed positions within the Department					
9.5 FTE						

**Paraprofessional Category: EDU Divisional Staff**

Total Attrition	Qikiqtalluk		Kivalliq		Kitikmeot	
	Headcount (HC)		Headcount (HC)		Headcount (HC)	Full Time Equivalent (FTE)
Less than 6 HC	Less than 3 HC	Less than 3.0 FTE	Less than 3 HC	Less than 3.0 FTE	Less than 3 HC	Less than 3.0 FTE
Full Time Equivalent (FTE)	1. No Inuit employees left the GN Service from this subcategory 2. 3 HC or 3.0 FTE Inuit employees left the Department from this subcategory 3. Less than 3 HC or less than 3.0 FTE Inuit employees changed positions within the Department					
Less than 6.0 FTE						

**Administrative Category: Student Support Assistants**

Total Attrition Headcount (HC)  29 HC Full Time Equivalent (FTE) 27.25 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	23 HC	23.0 FTE	Less than 3 HC	Less than 3.0 FTE	5 HC	Less than 5.0 FTE
	<ol style="list-style-type: none"> <li>22 HC or 20.25 FTE Inuit employees left the GN Service from this subcategory</li> <li>6 HC or 6.0 FTE Inuit employees left the Department from this subcategory</li> <li>Less than 3 HC or less than 3.0 FTE Inuit employees changed positions within the Department</li> </ol>					

**Administrative Support: Secretary/Receptionist**

Total Attrition Headcount (HC)  Less than 6 HC Full Time Equivalent (FTE) Less than 6.0 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	Less than 5 HC	Less than 5.0 FTE	0 HC	0 FTE	Less than 3 HC	Less than 3.0 FTE
	<ol style="list-style-type: none"> <li>3 HC or 2.5 FTE Inuit employees left the GN Service from this subcategory</li> <li>No Inuit employees left the Department from this subcategory</li> <li>Less than 3 HC or less than 3 FTE Inuit employees changed positions within the Department</li> </ol>					

**Administrative Support: Janitor/Custodian**

Total Attrition Headcount (HC)  19 HC Full Time Equivalent (FTE) 16.75 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	13 HC	11.25 FTE	0 HC	0 FTE	6 HC	5.5 FTE
	<ol style="list-style-type: none"> <li>7 HC or 7.0 FTE Inuit employees left the GN Service from this subcategory</li> <li>No Inuit employees left the Department from this subcategory</li> <li>No Inuit employees changed positions within the Department</li> </ol>					

**Administrative Support: Additional Administrative Support**

Total Attrition Headcount (HC) Less than 6 HC Full Time Equivalent (FTE) Less than 6.0 FTE	Qikiqtalluk		Kivalliq		Kitikmeot	
	Less than 3 HC	Less than 3.0 FTE	Less than 5 HC	Less than 5.0 FTE	0 HC	0 FTE
	1. 3 HC or 3.0 FTE Inuit employees left the GN Service from this subcategory 2. Less than 3 HC or less than 3.0 FTE Inuit employees left the Department from this subcategory 3. No Inuit employees changed positions within the Department					

**Issues:** It is important to note that this is a process that repurposes secondary data for which that data was not originally intended. While these numbers represent excellent historicity and can serve as baseline for estimating short and medium term goals for future Inuit Employment Plans, these figures should be broadly viewed as trends within Departmental rather than exact figures. As such, all proposed policies and projects by the Department in regards to Inuit employment will be focused on strengthening positive trends and reducing negative trends rather than eliminating specific instances of attrition.