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Building Nunavut Together
Nunavut iuuqatigiingniq
Bâtir le Nunavut ensemble

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Ilinniagtuliyikkut
Department of Education
Ministère de l'Éducation



Annual Report 2013-2014

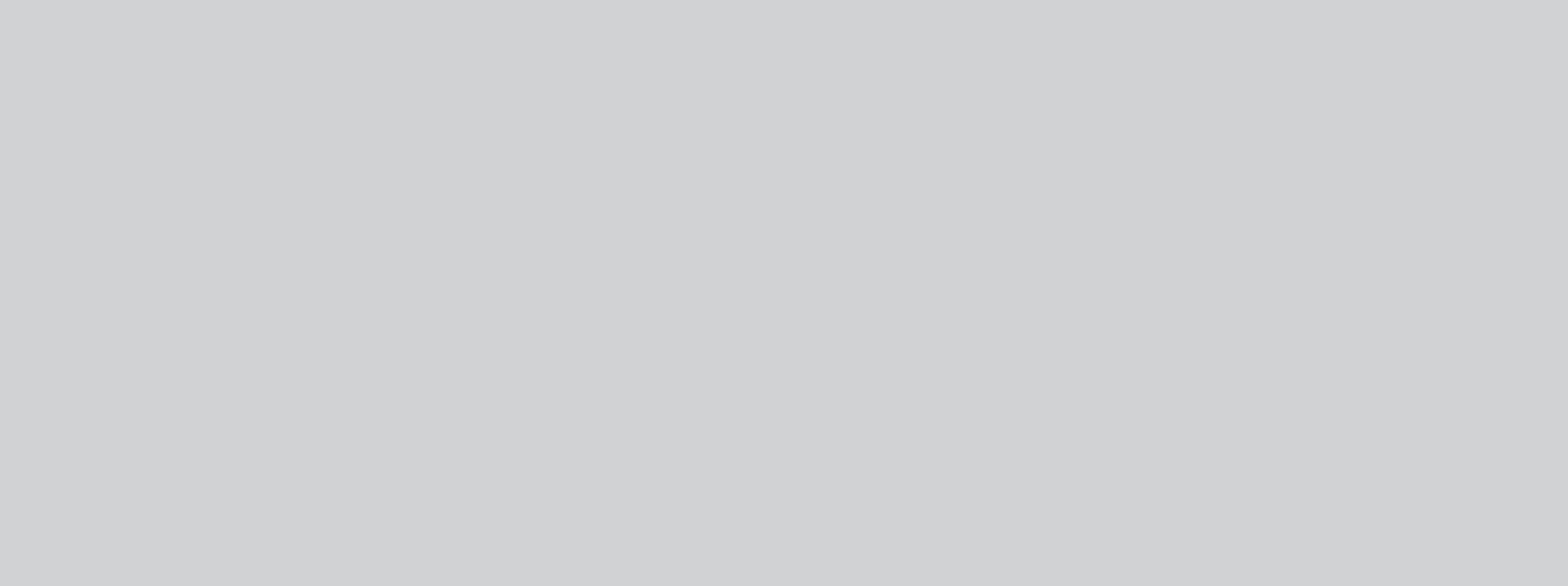


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Introduction

The Government of Nunavut has made education its top priority. To support this goal, the Department of Education is focused on developing strong partnerships between our communities, stakeholders and neighbor jurisdictions to help us build an education system that provides the best possible learning opportunities for all Nunavummiut.

The learning options we provide will help Nunavummiut gain the knowledge and skills they need to be self-reliant and take an active role in the cultural, social and economic development of our territory.

We are committed to strengthening the learning environment in our schools by creating a standardized education system that provides high-quality learning experiences and equal opportunities for success for all students.

It is important to report back to Nunavummiut on our progress as we move forward in our work to build an education system that meets the needs of all our learners.

This annual report, covering 2013-2014, gives us an opportunity to provide information on the programs and services we deliver.

On April 1, 2013, the new Department of Family Services began operations. All social services are administered by this new department allowing the Government of Nunavut to better serve the needs of children, youth and families. Education programs that moved to Family Services include: Financial Assistance for Nunavut Students, Career Development Services, Apprenticeship and Income Support.

The Department of Education continued to focus on the delivery of quality programming for early childhood, kindergarten to grade 12 and adult learning.

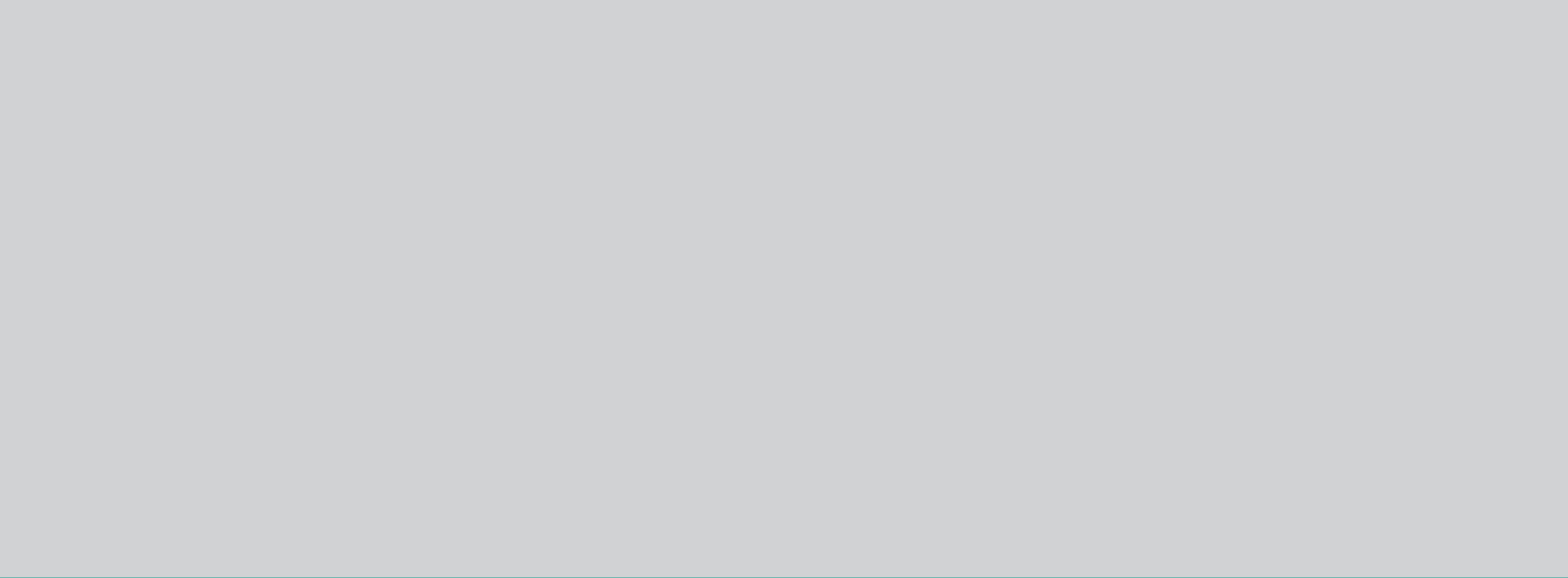
The two departments provided supports and services to each other during the transitional period until permanent and independent departmental operations were established.

Education is a shared responsibility and I encourage parents and families to embrace the important role they play in supporting learning at any age – your support is invaluable.

Thank you to all Education staff, our District Education Authorities, our parents, our Elders and community partners for their work in contributing to the success of our learners.



Honourable Paul Aarulaaq Quassa
Minister of Education





Overview – Department of Education

The Department of Education, under the Minister of Education, is responsible for programs and services that support the following: early childhood education, the K-12 school system, adult learning and educational initiatives, and literacy.

A wide range of programs and services are provided to Nunavummiut which encourage and support self-reliance, leading individuals towards productive decisions for themselves and their communities.

In order to successfully deliver these programs and meet the needs of Nunavummiut, the department has developed partnerships within Nunavut and throughout Canada. These partnerships involve Elders, schools, communities, Nunavut Arctic College, District Education Authorities (DEAs) including the Commission scolaire francophone du Nunavut (CSFN), the Coalition of Nunavut DEAs, other Government of Nunavut departments, the federal government, businesses and Inuit organizations, and public and non-profit boards and agencies.

The legislation and regulations in the Education Act help us develop a unique learning environment. We work with all our education partners to engage and recognize the needs of our communities. Regulations such as the

Early Childhood Program Regulations, the Inclusive Education Regulations and the Inuuqatigiitsiarniq Policy and Discipline Regulations help us develop a high quality environment for learning.

The department works to create an education system that supports and encourages life-long learning and is responsive to our vibrant economy through curriculum and resource development; early childhood programming; and by incorporation of Inuit societal values, language and culture into all programs and services.

In 2013, Education was allocated 14% of the Government of Nunavut's total budget. Of these budgets, the largest portions are devoted to K-12 school operations, comprising 85% of the department's overall budget. These funds support school operations in all regions, and also contribute to the support of operations by the District Education Authorities (DEAs), the Coalition of Nunavut DEAs, and the Commission scolaire francophone du Nunavut (CSFN), through a number of grant and contribution payments.

The latest national assessment of Student Educator Ratios (SER) (by Statistics Canada in 2013-2014) revealed that Nunavut's SER of 13.1, compared favourably to the national SER of 13.8. This satisfies the Education Act requirement that Nunavut's calculated SER remain lower than that of the latest nationally calculated SER. This figure is distinct to the NuSER calculated for funding purposes.

For 2013-14 Nunavut's SER was 13.1 to 1 making the SER lower than the latest nationally calculated SER of 13.8 to 1.

PLEASE NOTE

As of April 1, 2013, Financial Assistance for Nunavut Students, Career Development Services, Apprenticeship and Income Support all became part of the new Department of Family Services.

THE "BUDGET" COLUMN SHOWS AN ESTIMATE OF PROPOSED EXPENDITURES FOR THE FISCAL YEAR WHEREAS "ACTUAL" SHOWS THE FINAL EXPENDITURES.

Table 1 Budgets and expenditures for major programs and lines of business, 2013-2014²

	2013-2014	
	BUDGET	ACTUAL
EARLY CHILDHOOD	\$5,625,000	\$3,680,137
KINDERGARTEN – GRADE 12	\$154,633,000	\$157,356,042
CURRICULUM DEVELOPMENT AND SCHOOL SERVICES	\$16,127,000	\$13,952,812
ADULT LEARNING AND POST-SECONDARY	\$1,414,000	\$1,071,858
TOTAL	\$177,799,000	\$176,060,849

1 Department of Finance Main Estimates 2013-14; ISBN # 978-1-55325-230-6

2 Please note that as of April 1, 2013, Financial Assistance for Nunavut Students, Career Development Services, Apprenticeship and Income Support all became part of the new Department of Family Services.



Early Childhood Education

The Department of Education recognizes that families are the core of early childhood development, including the development of language, culture, values and beliefs. The early years of a child's life lay the foundation for lifelong health and well-being, which is why the Early Childhood Education (ECE) division recognizes families' pivotal role in the early development of language, culture, values, and beliefs in their children. The ECE division promotes awareness of early childhood issues within communities, and supports community-based organizations in developing and providing quality and culturally appropriate ECE and childcare programs. Supporting young parents who are still students to continue working toward their high-school diplomas is another way the ECE division aims to support the family and community.

The ECE division supports early childhood programs and services for children from birth to age six and for licensed out-of-school programs for children up to age 12. It also promotes quality childcare by licensing,

inspecting, and providing support and guidance to all early childhood programs; by providing workshops and training opportunities for parents and early childhood educators, and providing support for special needs children.

The Inuit Qaujimajatuqangit principles of Ilagiinniq and Inuuqatigiinniq guide our communities as they work to raise and teach our children and care for those in need.

Early Childhood Facilities

The Department of Education licenses community early childhood facilities under the Child Day Care Act. Regional offices, located in Cambridge Bay, Rankin Inlet and Iqaluit, provide start-up and annual operating funding to non-profit licensed childcare facilities and family day homes.

Early Childhood Officers (ECOs) inspect, license, monitor,

and provide funding to licensed childcare facilities. They also offer support, advice, guidance and training to the staff, boards, and parents of the facilities through workshops and meetings.

Licensed facilities can include daycares, Aboriginal Head Start programs, preschools, afterschool programs, and home day cares.

IN TOTAL THERE WERE:

54 licensed childcare facilities in 2013-2014, operating in 22 communities including:

32 licensed daycares,

7 Aboriginal Head-Start programs,

7 afterschool programs,

7 preschools, and

1 family day home;

THESE FACILITIES PROVIDED A TOTAL OF:

1122 licensed childcare spaces, which included

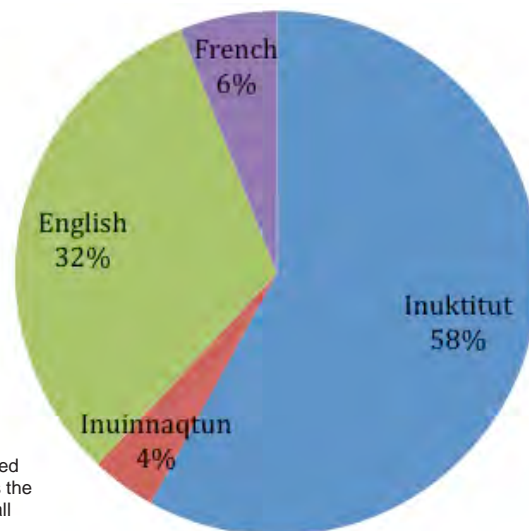
538 full time and

247 part-time preschool spaces,

188 infant spaces, and

149 afterschool spaces.

Figure 1 Language of primary use ¹ in ECE facilities for 2013-2014



¹ An annual language survey is conducted every fall that asks all licensed childcare facilities about the languages used in the facilities as well as the status of the staff (Nunavut beneficiaries and non-beneficiaries). Not all facilities complete the survey every year.

Table 2 Budgets and expenditures for ECE specific programs, 2013-2014

	2013-2014	
	BUDGET ¹	ACTUAL ¹
DAYCARE OPERATIONS AND MAINTENANCE	\$1,970,000	\$1,589,892
DEA-ECE FUNDING	\$1,600,000	\$383,833
ECE ADMINISTRATION	\$1,127,000	\$970,636
ECE TRAINING	\$200,000	\$19,765
HEALTHY CHILDREN INITIATIVE	\$595,000	\$516,026
YOUNG PARENTS STAY LEARNING	\$133,000	\$199,982
TOTAL	\$5,625,000	\$3,680,137

The Department of Education provides the following programs for early childhood education:

- Daycare Operations and Maintenance
- District Education Authorities – Early Childhood Education Funding (DEA-ECE Funding)
- Early Childhood Education Training
- Healthy Children Initiative
- Young Parents Stay Learning

Daycare Operations and Maintenance

The Early Childhood division is responsible for providing funding to licensed childcare facilities in the form of start-up grants and ongoing annual program contributions to assist in the operating costs of the facilities.

Program contribution funding helps maintain established, licensed child care programs. It also encourages the development of qualified staff and programs, and the provision of infant and special needs spaces.

Operations and Maintenance program contribution money is annual funding that can be used for any operating expenses. The funding allocation for daycare facilities is 75% for licensed spaces and 25% based on actual attendance.

¹ The "Budget" column shows an estimate of proposed expenditures for the fiscal year whereas "Actual" shows the final expenditures.

District Education Authority: Early Childhood Education Funding (DEA-ECE funding)

DEA-ECE funding is available to assist DEAs in compliance with Section 17 of the *Education Act* which requires them to provide an early childhood education program that supports development of the Inuit language and knowledge of Inuit culture or French language and culture in the case of the CSFN.

In 2013-2014, \$1.6 million was available to the DEAs to support Inuit language and culture programming in existing early childhood programs or to start a new Inuit Language Culture program through Elder involvement, engaging parents and using local resources.

2013-2014 DEA BUDGET \$1,600,000

- 10 of 27 DEAs accessed ECE funding.
- Total funds distributed:
\$410,648.20

Early Childhood Education (ECE) Training

Early Childhood Officers provide informal workshops to licensed childcare facility staff and board members when requested.

Annual funding is given to Nunavut Arctic College so that they will offer Early Childhood Education certificate or diploma courses in Nunavut.

The Department delivered program and financial in-service training to early childhood program managers in the fall of 2013.

To help licensed child care facilities manage administration processes and programming, computers and printers were sent to each licensed childcare facility in the spring of 2014.

2013-2014 ECE TRAINING BUDGET \$200,000

- The Department of Education used this funding one time to develop a plain language manual on Understanding the Child Day Care Regulations.

Healthy Children Initiative (HCI)

The Healthy Children Initiative (HCI) provides funding for the enhancement and development of early childhood programs and services, and for individual children requiring intensive developmental support or specific assistance.

HCI has two funding programs: community initiatives that fund family-centered early childhood services and programs for children under the age of six and their families; and supportive services that fund additional programs and services for children under the age of six who require extra supports to reach their full developmental potential.

HCI is administered through the three regional Early Childhood Services offices.

Some HCI Programs carried out in the 2013-2014 school year are:

- **Nearest & Dearest**
Physical activity program for babies and preschoolers.
- **Circle of Anaana**
Sewing circle with recipe sharing and discussions on parenting.
- **Storytime Program**
Theme based stories, songs, fingerplays and crafts for young children and their parents/ caregivers.
- **Little Tots Cultural Day Camp**
- **Support Assistants for kindergarten children**

TOTAL PROPOSALS FUNDED: 23

- **Kitikmeot: 10 proposals funded**
- **Kivalliq: 2 proposals funded**
- **Qikiqtani Region: 11 proposals funded**

2013-2014 HCI BUDGET: \$595,000

Kitikmeot: \$156,562.75

Kivalliq: \$31,147.50

Qikiqtani: \$214,618.75

Total funds distributed: \$402,329.00

Young Parents Stay Learning (YPSL)

Young Parents Stay Learning (YPSL) is a childcare subsidy that helps pay for childcare for the children of young parents who are continuing to work toward their high school diploma.

According to the 2012 Aboriginal Peoples Survey, 38% of Inuit women left school because they were pregnant or needed to care for children¹.

YPSL provides a 100% subsidy for childcare fees (up to established department amounts) at a community licensed facility (where available) for a young parent/family while the parent(s) attends school full-time.

Post-secondary students under the age of 18 can also apply for YPSL. After the student turns 18, he or she can apply for the daycare subsidy under the Income Support program, at which point they are removed from the YPSL program.

2013-2014 YPSL BUDGET: \$133,000

In 2013-2014, there were 72 YPSL applications funded:

- 21 in Kitikmeot
- 0 in Kivalliq
- 51 in Qikiqtani.



1 Aboriginal Affairs and Northern Development Canada. The Aboriginal Peoples Survey at a Glance: Preliminary Findings on Education and Employment Outcomes. 2014. <https://www.aadnc-aandc.gc.ca/eng/1405957280544/1405957331745>. Accessed 23 Sept. 2015.

Report of the Auditor General of Canada (OAG) to the Legislative Assembly of Nunavut - 2013 *Safety of Schools and Childcare Facilities in Nunavut*

On November 19th, 2013 the OAG released its report on the Safety of Schools and Childcare Facilities in Nunavut. The Report looked at the inspection and licensing process for early childhood facilities. The Report found that:

- The time between inspections of individual facilities was on average greater than 12 months.
- Some facilities did not have a current license, but rather a Letter of Permission for which there was no authority to issue.
- Fire and health inspections were not always in the files and therefore not sure whether those inspections were completed annually.
- The Report also noted that there was not a lot of follow-up documentation for compliance after an inspection was completed.

This report can be found at:

http://www.oag-bvg.gc.ca/internet/English/nun_201311_e_38770.html



Report of the Auditor General of Canada (OAG) to the Legislative Assembly of Nunavut - 2013 *Safety of Schools and Childcare Facilities in Nunavut*

Department of Education's Response: *Report of the Auditor General of Canada (OAG) to the Legislative Assembly of Nunavut - 2013 Safety of Schools and Childcare Facilities in Nunavut*

In 2013-2014, the Early Childhood division of the Department of Education dedicated a great deal of effort to respond to the Office of the Auditor General's (OAG) Report on Safety in Schools and Childcare Facilities.

The report was tabled in the Legislative Assembly of Nunavut in November, 2013, but the OAG shared its findings with the department in the spring of 2013.

This allowed the Early Childhood division to begin work addressing the concerns expressed in the report and act on the recommendations. A work plan was finalized in June 2013. This work plan identified all the actions the Early Childhood division was going to take to respond to the OAG report with timelines for these actions.

As of April 1, 2013, the Early Childhood Officers began reporting to the Early Childhood Development Manager. This new reporting structure provided improved support for Early Childhood programs and service delivery.

A major concern in the OAG report was the inspection and licensing process for early childhood facilities.

Licensing of child care facilities plays an important role in ensuring that Nunavut childcare facilities are safe environments for the children.

The Auditor General stated that the department must



carry out daycare inspections annually and ensure that all daycares in operation have valid licenses.

The department completed the outstanding inspections by December 31, 2013 to make sure that all facilities have current, valid licenses.

The department now issues licenses for two years rather than one, and has moved to a ten-month inspection cycle.

Moving to a ten-month cycle helps to ensure that the department meets the requirement for annual facility inspections as per subsection 7(1) of the Child Day Care Act and the two year licenses allows time for the facilities to correct non-compliant items before the next license is issued.

This new cycle provides the flexibility needed to deal with any possible delays in conducting inspections such as staffing, available accommodation in the communities or weather-related issues.

Work began to develop an electronic Early Childhood database to streamline reporting and document sharing.

Until this electronic database is developed and operating, the Early Childhood team is using a system that includes shared calendars and spreadsheets to help identify upcoming daycare inspections.

The Auditor General advised that the department must provide documentation of any follow-up from inspections. A new inspection letter that allows for better documentation of follow-up was developed and is being used by the Early Childhood Officers. The Early Childhood Officers now send pre-inspection checklists to the facility operators as a reminder of what they need to ensure has been completed before the actual inspection. This process identifies common areas of



non-compliance, potential solutions and issues that may lead to revocation of a license.

This checklist allows early childhood facilities to address problem areas, renew insurance if necessary and arrange timely fire inspections and meet health guideline prior to the licensing inspection.

The Department of Education is working with the Department of Community and Government Services (CGS), the Fire Marshal's Office and the Department of Health's Environmental Health Officers to develop simple communication protocols between all of the relevant parties.

These protocols help ensure that all appropriate reports and documentation are provided to the necessary contacts: the licensed early childhood facility, Early Childhood Officers and the Director of Child Day Care Services.

The Auditor General's report indicated that the

department needed to provide clear guidance on how daycares respond to the results of facility inspections, including how to follow-up on deficiencies, and how to maintain inspection documents including Fire Marshall reports and Health inspections.

A review of the inspection reporting system began to streamline an approach for identifying and addressing deficiencies.

The Department of Education is researching a compliance rating inspection system for items unrelated to health and safety. Development of additional resources for Early Childhood Officers began to guide them in conducting facility inspections including a plain language guide of the Child Day Care Act and Regulations, checklists, and supporting reference materials.

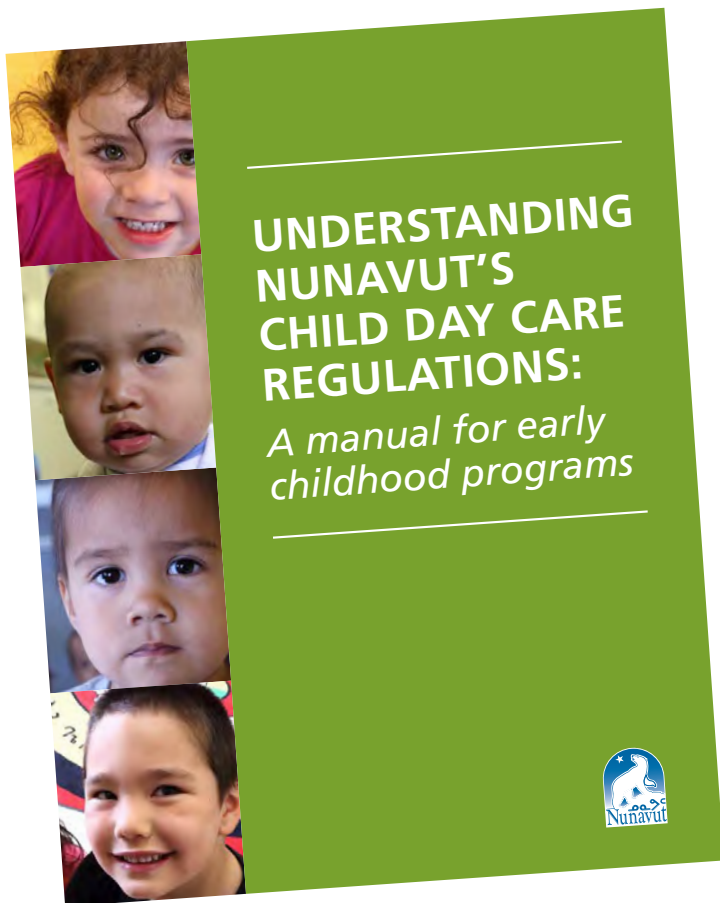
Much work was done to develop an operations manual for early childhood facilities that includes a plain language guide to the Child Day Care Act and



Regulations, and best practices to ensure programs are well-run.

The manual will help facilities to better prepare for annual inspections and identify points of contact to help them follow-up on deficiencies.

A draft version of this manual was completed by March 31, 2014.



Fire Safety and Fire Inspections

The Auditor General indicated that the department need to ensure that school principals are conducting evacuation drills as required. The importance of evacuation drills was addressed at the fall 2013 regional principal meetings. CGS presented at the regional meetings to clarify the responsibilities of each department and the principal's role in conducting and reporting evacuation drills.

The department reviewed pan-Canadian policies and procedures on fire safety in schools in order to adopt best practices that will provide more effective tracking of fire drill and fire alarm inspections, which are conducted by CGS. The department also changed its protocol on the number of annual fire evacuations to be consistent with the National Fire Code's requirement.

The department worked with the Regional School Operations offices, schools and DEAs to develop effective document collection and storage practices to show compliance in the areas of fire evacuation drills, fire alarm testing and fire inspections. This information is included in the Safe Schools manual.

A review of the principals' monthly reporting template was done to simplify the process for principals and streamline data collection to produce reliable and up-to-date information; this includes tracking fire drill evacuations in schools.

In 2013-2014 the department moved forward in development of its Safe Schools initiative.

Work began on several manuals, including the Emergency Preparedness Manual and the Crisis Response Manual.

The manuals included information for educators that reflects current issues and changes in safety, preparedness and emergency response standards in schools, to keep in line with the Inuuqatigiitsiarniq – Positive School Environment policy.





Kindergarten to Grade 12

Improving education and training outcomes is part of the Government of Nunavut's commitment to enhancing the quality of life for all Nunavummiut.

The Department of Education supports this through enhancements to the education system that:

- provides quality classroom instruction to all K-12 students across Nunavut within their community;
- supports District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN) in a manner that fosters cooperation between schools, communities and families; and
- provides a public education system that focuses on graduating bilingual youth who are equipped with the skills and knowledge to succeed in post-secondary studies, and to be successful in the world of work.

**IN NUNAVUT, THERE
ARE 43 SCHOOLS IN 25
COMMUNITIES**

The education framework in Nunavut is based on the philosophy of *Inuit Qaujimaqangit* – Inuit beliefs, knowledge, values and world-view. The Department of Education believes in developing strong partnerships in order to deliver programs designed to promote positive school environments, school completion and community engagement. The department encourages school staff, DEAs, parents, families and communities to work together in this effort. Support is provided by the three Regional School Operations offices, French Services and Curriculum & School Services.

The education program includes the programs of study for all grades from kindergarten to grade 12. All programs and resources that make up the Nunavut education program are approved by the Minister of Education.

In 2013-2014, there were **552** teaching positions and **9,728** students were enrolled in the school system

Table 3 Budgets and expenditures for K-12 programs

	2013-2014	
	BUDGET ¹	ACTUAL ¹
CURRICULUM AND SCHOOL SERVICES	\$16,127,000	\$13,952,812
DEA CONTRIBUTIONS	\$13,369,000	\$12,648,091
K-12 INSTRUCTION	\$121,955,000	\$124,267,352
REGIONAL SCHOOL OPERATIONS	\$17,300,000	\$18,489,562
STUDENT SUPPORT, INCLUSIVE AND BILINGUAL SCHOOLING	\$1,461,000	\$1,369,624
CSFN AND FRENCH SCHOOL OPERATIONS	\$548,000	\$581,413
TOTAL	\$170,760,000	\$171,308,854

Curriculum teaching resources and learning materials

Curriculum and School Services (C&SS) is responsible for a variety of services to the school system. These include the development of curriculum and teaching resources and learning materials, development and sometimes delivery of educator training programs, student assessment, the student information system, teacher certification, and development/training in aspects of Education Act regulation, policy and procedures.

Since 1999, a significant component of curriculum work is the on-going research with Elders on staff and the Elder Advisory Committee to explore all curriculum topics, and identify knowledge, skills and concepts to be taught from an Inuit perspective. Curriculum staff members consult with the Elders on each teaching unit that is developed.

Nunavut development work has focused primarily on adding courses and materials that reflect Nunavut for Grades 7-12. Projects include: Aulajaaqtut (health and wellness) courses, Inuktitut Language Arts courses, English as a second language units for Grades 7-9, Grade 10 Social Studies units, and northern modules in career and technology studies. The Inuit Qaujimagatuqangit Education Framework guides the development of curriculum, as mandated by the Education Act. For other high school courses, Nunavut still follows Alberta curriculum.

The kindergarten to Grade 9 curriculum currently used in Nunavut schools is a combination of documents from the Northwest Territories, curricula from the Western Northern Canadian Protocol (where western provinces and three northern territories collaborate on curriculum development), and curricula and units that have been developed in Nunavut.

Teaching materials and learning resources accompany the curricula for all 13 years of schooling to ensure that quality remains high at all levels, and that university entrance requirements are met. The goal is to ensure that students graduate with strong self-concepts, understand their personal strengths and skills, and have the knowledge and skills to make employment, post-secondary education and other life choices that will enable them to support their families and serve their communities.

¹ The "Budget" column shows an estimate of proposed expenditures for the fiscal year whereas "Actual" shows the final expenditures.

ELDERS IN SCHOOL

- The *Education Act* mandates that Elders be involved in schools as employees of the DEAs.
- Elders with specific skills are recommended by the DEAs to be designated as Innait Inuksiutilirijiit through certification by the Minister of Education.
- Innait Inuksiutilirijiit teach students Inuit language and culture including traditional living skills, on-the-land skills, and traditional environmental knowledge and navigation techniques.

In the 2013-2014 school year, there were **113** certified Elders in Nunavut schools.

12 were in Cambridge Bay,
10 were in Kugluktuk,
7 were in Gjoa Haven,
6 were in Qikiqtarjuaq,
15 were in Igloolik,
25 were in Taloyoak, and
7 were in Baker Lake.

2013-2014 Curriculum Resource Development Projects

Kindergarten to Grade 6

- *My Family in My Community, an integrated theme kit for Grade 2 that includes a teacher's manual, Inuktitut books and other resources like puzzles, flashcards, posters, borders and toys to support Inuktitut instruction in the primary grades*
- *The development of Uqalimaariqsaniq, a guided reading program in Inuktitut that consists of a series of progressively difficult, levelled student books and accompanying teacher resources in Inuktitut*

Grades 7-12

- *Nunavut Adaptation of Science 7-9 (based on Alberta Program of Studies)*
- *The Residential School System in Canada: Understanding the Past, Seeking Reconciliation, Building Hope for Tomorrow (Grade 10 Social Studies unit)*
- *Rights, Responsibilities and Justice (Grade 10 Social Studies unit)*
- *Governance and Leadership (Grade 10 Social Studies unit)*

RESIDENTIAL SCHOOLS CURRICULUM

Residential Schools in Canada: Understanding the Past, Seeking Reconciliation, Building Hope for the Future is the fourth module in the Nunavut grade 10 Social Studies course Inuuqatigiitsiarniq: Seeking Harmony.

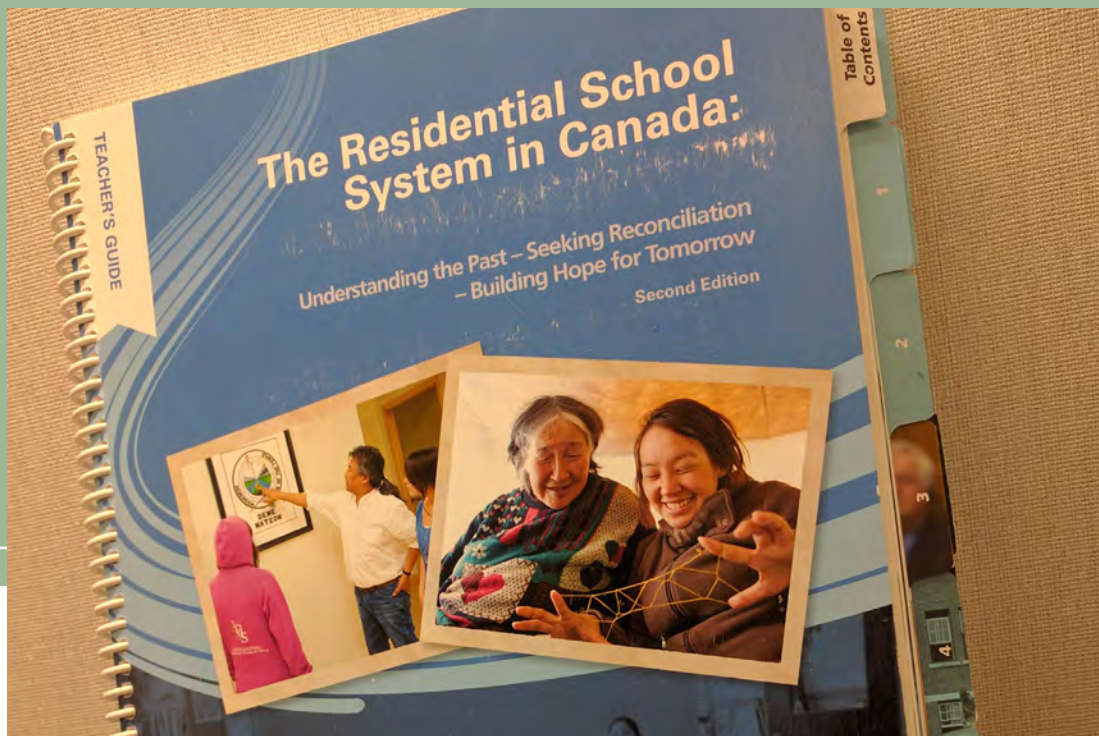
It is the product of a partnership between the Government of Nunavut, the Government of the Northwest Territories and the Legacy of Hope Foundation.

The stories told are those of Nunavummiut, including many leaders. Learning materials include historical literature, poetry and prose as well as audio-visual resources.

Students are engaged in research, analysis, discussions and presentation of their work.

The module takes the students through the history of the Residential School system in Canada with a northern focus and ends with the movement towards reconciliation and hope for tomorrow.

Providing education on the legacy of residential schools helps to contribute to increased understanding and reconciliation on this issue, which has affected many Nunavummiut.



Work done for kindergarten to Grade 6 included:

- Kindergarten Language Screening Tool - in-service for kindergarten teachers; kits distributed to all elementary schools.
- Kindergarten to grade 6 Communication and Information Technology curriculum completed; undergoing piloting in limited schools.
- Revision of kindergarten to grade 6 Inuktitut Language Arts curriculum – first working draft completed and piloted in some schools; ongoing work by Curriculum and School Services staff to input curriculum outcomes.
- Inuktitut Guided Reading – work begun on this teaching strategy and on Inuktitut leveled Guided Reading book sets for kindergarten to grade 6.
- English Language Arts – NWT kindergarten to grade 6 curriculum adopted.
- English-Guided Reading – kindergarten to grade 6 English leveled reading materials distributed to schools.
- Grade 1 Tundra unit, learning resources and teacher's manual – an integrated theme unit focusing on Science, Social Studies and Language Arts – undergoing editing and translation.
- Grade 3 Nunavut Unit and learning resources – an integrated theme unit focusing on Aulajaaqtut/Health, Social Studies and Language Arts based on life in Nunavut- undergoing editing and translation.
- Grade 3 Weather unit – an integrated theme unit with a focus on Science, with sub-topics covering introduction to weather; Inuit traditional weather predicting; weather experiments; legends and stories; weather safety – undergoing editing and translation.
- Kindergarten to grade 3 Health, Wellness and Citizenship (Aulajaaqtut) – NWT Health Curriculum/ Manitoba physical education curriculum being reviewed.

Work done for Grades 7-12 included:

Development of Grade 7 to 9 Aulajaaqtut (Health, Wellness, Leadership) teaching units and learning materials:

- Grade 7 – Stress Management; Harmony in Relationships; Adolescent Change and Growth; Circle of Belonging (Bullying Prevention); Suicide Prevention; Land Program
- Grade 8 – Anger Management; Communication; Adolescent Health; Positive Identity; Suicide Prevention; Land Program
- Grade 9 – Career Choices (Career and Program Planning); Leaders of Today; Healthy Bodies; Problem Solving; Suicide Prevention; Land Program

Grade 10-12 Aulajaaqtut (Health, Wellness and Leadership) Teacher Resource Handbook:

- Distributed and in serviced. This curriculum contains Career and Program Planning (CPP) units which are mandatory for Nunavut Students starting in grade 9.
- Aulajaaqtut 12 meets the entrance requirements for 26 universities across Canada.

Science

- Grade 7 to 9 Science – Nunavut adaptation of Alberta grade 7 to 9 Science curriculum – approved and distributed to schools
- Grade 7 Earth Sciences Nunavut unit being co-developed with Mining Matters education consultants
- Grades 10-12, Nunavut Environmental Science courses (3): Nuna 10, Tariuq 11 and Sila 12 courses under review and revision
- Grade 10-12 - Adopted NWT Experiential Science – Materials and texts distributed to high schools across Nunavut
- Grade 11 and 12 Nunavut Applied Physics approved curriculum that leads to trades, apprenticeship and college related post-secondary studies

Entrepreneurship

- Grade 10 *E-spirit* – An entrepreneurship course that was adapted and adopted from the Canadian Business Development Corporation program for use in Nunavut schools
- Grade 11 and 12 Entrepreneurship in Nunavut – approved curriculum that was co-developed with Kivalliq Chamber of Commerce, University of Manitoba; Manitoba School of Business and the Department of Education

Grade 12 course completion of Entrepreneurship in Nunavut has been put forward to be eligible for advance credit at several colleges

- Grade 10-12 Sustainable Tourism, with an environmental focus is under co-development with Manitoba Department of Education

Grade 7 to 9 Social Studies – Nunavut modules available electronically on the Social Studies Wiki ¹ :

- Grade 7 – The Community and History Project
- Grade 8 – Arctic Peoples and Archeology
- Grade 9 – Thunder and Stone; archeology and Inuit culture in the Netsilik region.

Nunavut social studies modules in development include:

- Grade 7 Nunavut Tunngavik Inc Election unit is being co-developed with NTI and Curriculum Services and will be piloted in schools in fall of 2014
- Grade 8 Land Thinking Skills is in the planning stages
- Grade 7 - 8 - Historical Thinking Guide – In the planning stages

¹ Wiki: a website that allows collaborative editing of its content and structure by users

Researcher Louie Kamookak gathered the Inuit oral record of the Franklin expedition. This historical record provided by the Inuit Elders played an important role in the discovery of one of Franklin's ships, the *Erebus*.



- A Grade 8 Franklin Mystery unit is being co-developed by Great Unsolved Mysteries in Canadian History (GUMICH) and the Department of Education in association with University of British Columbia and Parks Canada. This curriculum focuses on Inuit oral history and land thinking skills and the role this played in locating the HMS Erebus. This unit is to be launched on the GUMICH web-site. Nunavut Social Studies curriculum unit is being developed in Inuktitut and English for use in grade 8.

Grade 10- 12 Social Studies

- Grade 10 – 1 and 10-2 are approved Nunavut social studies course that replaces Alberta Social Studies
- Staking the Claim: Dreams, Democracy and Canadian Inuit- Standing Together; Governance and Leadership; Residential Schools in Canada; Causes of Conflict – Processes to Global Peace Project (Assessment Project)
- Grade 12 (30-1 and 30-2) revising and piloting is underway. This course is a summative assessment project which includes a comprehensive research project and presentation. It replaces the grade 12 Diploma Exam. Students complete the course work and then undertake a territory-wide mandated assessment project that is carried out over

time. The project includes four components: project management tasks, an essay, a presentation and a product. The project is designed to support the department's assessment strategy by providing feedback on competencies not readily achieved through single-sitting exams. The project ensures students experience a broad range of assessment tasks at the diploma level rather than focusing solely on one-time written examinations.

Language

- Inuktitut Grade 7 - 9:
 - Three modules available in schools: Inuillamisiurniq - surviving out on the land, Parnangniq - Planning and preparing to go out on the land, Pituinnaungittut- Strange happenings
- Inuktitut Grade 10-12:
 - Course outline, outcomes, scope and sequence re-distributed to schools fall 2014
 - Inuktitut grade 12 meets the entrance requirements for certain faculties at 26 universities across Canada
 - Dialects Module in Schools
 - Nunavut Secondary School English Language Arts Grade 10 – 12 Communications course

The curriculum has an *Inuit Qaujimajatuqangit* foundation and the core content is based on essential skills from Human Resources and Skills Development Canada.

The course has undergone piloting at all grade levels and contains a project summative assessment which will replace a diploma exam (Communications course 30-2).

The curriculum has been reviewed and accepted as meeting entrance requirements for non degree programs at Nunavut Arctic College, Red River College and Algonquin College.

Education Act Implementation 2013-2014

Eight schools in five communities from all three regions of Nunavut were visited by OAG staff between August 2012 and March 2013. The OAG also audited the individual support plans for 35 students and 48 student assessment files. The report examined what the Department of Education has done to implement the *Education Act* since it was passed in 2008. This involved examining bilingual education, curriculum, student assessment, inclusive education, attendance and parental involvement.

Interviews were conducted with department officials, school staff, District Education Authority (DEA) representatives and stakeholder groups allowing the OAG to produce a comprehensive report that provided a snapshot of *Education Act* implementation as of 2013-2014.

The Department agreed with all the findings in the OAG report.

The report looked at how the Department of Education has managed the implementation of the *Education Act*.

The report examined six key elements of the Act:

- attendance;
- assessment;
- bilingual education;
- inclusive education;
- curriculum; and
- parental involvement.

The OAG found the department has not adequately managed the implementation of most aspects of the *Education Act*. Progress in many areas, such as bilingual education, curriculum and inclusive education has been limited. Aspects of the implementation, and monitoring were not adequate and need to improve moving forward.

Education Act Implementation training

Implementation of the *Education Act* was introduced to principals and DEA Chairs at an in-service workshop in September 2009. The same training was extended to regional school teams and all school staff throughout that school year.

Work on implementation of the Act has been ongoing since then.

Staff in the Department of Education (regional and headquarters) participate on sub-committees for each topic under the *Education Act*, to help develop regulations, training materials, tools, procedures, handbooks and other supports required by schools. These sub-committees report to the *Education Act* Implementation Working Group of senior managers, who meet regularly to track and guide progress of this project.

In 2013-2014, the department, DEAs and schools did *Education Act* implementation in-service on education program planning and reporting, student records, local programming and implementation of the Student Information System .

The department created a planning and reporting template that the schools, DEAs and Regional School Operations (RSOs) could use.

Principals met with DEAs to develop plans for local programming that incorporated Inuit language and culture.

The department worked with principals and school staff to develop a process that used the Student Information System to produce and store student records.

The OAG performance audit was completed on May 31, 2013 and included all three regions of Nunavut.

Eight schools were visited in five communities and files were reviewed covering the 2009-10, 2010-11 and 2011-12 school years.

The OAG audited the individual student support plans for 35 students and 48 student assessment files.

Inclusive Education

In November 2013, the Office of the Auditor General (OAG) issued the Report on Education in Nunavut. The report stated that “Implementation of inclusive education requires more support from the Department of Education.”

In response to the OAG’s recommendation, the Deputy Minister of Education ordered an external review of inclusive education in Nunavut.

This review, to be completed in fall 2015, will help the department identify how to create a model of inclusive education that gives all students an education based on individual abilities and goals that are achieved by providing adequate support.

Bilingual Education and Language of Instruction in Nunavut Schools

Bilingual education is a key element of the *Education Act* and the department had underestimated the time and effort required to implement this requirement under the Act. Nunavut students need to be taught by qualified bilingual educators using bilingual curriculum and materials.

The department has data on the number of bilingual teachers and language specialists but more detailed information is needed on the gaps in human resources in order to meet bilingual education requirements for kindergarten to grade 3 and determine the number of bilingual teachers needed in future years.

In 2013-2014, development of a database began to gather data on educators’ bilingual capacities at all levels in the kindergarten to grade 12 system. This database will include existing educators’ training and language skill sets and where placements are needed to deliver the language of instruction models in each school.

Language of Instruction

When the *Education Act* came into force, District Education Authorities (DEAs) were required to select a Language of Instruction model to deliver bilingual education in the schools in their community. Bilingual education in Nunavut is delivered through three different models: the Qulliq, Immersion and Dual models - please see Appendix Table 11. To make bilingual education a success, DEAs must select the most appropriate combination of languages to produce bilingual graduates and the school program must ensure a high quality of language instruction in all courses in all grades.

Successful implementation of the Language of Instruction models was limited by the number of bilingual educators certified to teach the necessary range of subjects in Inuktitut and the resources available to support delivery of the curriculum.

Language of Instruction Initiatives

A number of initiatives were implemented to support the effective delivery of Language of Instruction models in 2013-2014. Some of the initiatives are listed below:

- Training teachers in language arts teaching (listening, speaking, reading and writing) approaches in both languages.
- A review of literacy teaching approaches across Canada to ensure that programs in Nunavut schools reflect the best in literacy instruction.
- Video footage was made in Nunavut classrooms of a very effective approach to combining literacy and art work – Picturing Writing - in Inuktitut and English. The English DVD was launched in September 2013. Work on the Inuktitut DVD began in winter 2013.
- Schools in Iqaluit, Igloolik, Kugluktuk, Arctic Bay, Sanikiluaq, Cambridge Bay, Arviat, Cape Dorset, Baker Lake, and Pond Inlet began using this methodology and teachers from many communities took professional development in the approach during teacher conferences.
- Training and classroom coaching in the approach was piloted successfully at different grade levels in sample schools in Nunavut in 2012-2013. More schools received training in 2013-2014.
- Bilingual teaching units for grades 1-3 were developed for four topics: My Family, My Family in my Community, My Family in Nunavut and Nuna.
- Teaching resources were implemented in Inuktitut Language Arts for grades 10-12 and developed for Inuktitut Language Arts for grades 7-9.

Assessment Tools

In 2013-2014, the department reviewed assessment tools from other jurisdictions that could be adopted for use in Nunavut and reviewed student assessment approaches in other jurisdictions to develop the Nunavut Assessment Strategy.

The goal of the department is to develop and implement a multi-layered approach to assessment by adopting and adapting tools from other jurisdictions that will work effectively in Nunavut.

In March 2014, the Minister of Education approved changes to curriculum and assessment in Nunavut schools that included:

- Adapting math and science curriculum for Nunavut students;
- Adopting English Language Arts curriculum from NWT;
- Adopting a new assessment framework for Nunavut schools; and
- Use of a new literacy framework and methodology in Nunavut

Regional School Operations staff made preparations to train kindergarten to grade 6 teachers for the 2014-2015 school-year on how to implement the new classroom assessment tools and the Student-Family-Teacher conferences with portfolios of student work. The focus will be on literacy and the conferences bring parents and teachers together to look at the student's learning progress in the elementary grades.

Work began to implement the Fountas & Pinnell Benchmark Assessment System 1 & 2 for students. Benchmark assessments are done every two to three months to measure advancement in learning.

The individualized nature of the data means that all students can be presented with learning materials and tasks at their required level and strengthens the commitment to differentiated instruction so that all our students can achieve.

The department also focused on adopting and

adapting the grades 7, 8 and 9 common assessments to allow the department to do summative assessments on Nunavut students. Adoption of common assessments provides students with the necessary practice and experience taking final summative assessments they will need to succeed in high school, post-secondary education, and career licensing/accreditation tests.

In addition, the adoption of common assessments helps standardize the instruction by teachers and performance of students in these areas across the territory is helping to ensure that all our students, regardless of community, receive the schooling they deserve.

The department moved forward to complete the development of a comprehensive strategy to effectively implement the use of the Canadian Achievement Test, Version 4 (CAT4) for use in kindergarten to grade 12.

The CAT4 provides data on student achievement in literacy and math and the data provides a standardized measurement of student performance across the territory. The data provided by the CAT4 can be used to verify the effectiveness of other interventions taken in Nunavut schools by comparing scores before and after the interventions were done.

The department is developing a multi-stage, multi-faceted literacy initiative to improve student literacy in all official languages. The literacy initiative was approved in March, 2014. The first phase of the literacy initiative focuses on kindergarten to grade 4 programming using a Balanced Literacy approach, resource development in all languages and professional development.

Balanced Literacy is a comprehensive approach to literacy development and includes guided reading, guided writing and word study.

In March 2014, the department purchased levelled literacy resources, benchmark assessment and levelled literacy intervention tools for English language arts and distributed them to all schools. Work with a local contractor began to produce matching levelled literacy resources in Inuktitut,

beginning with kindergarten to grade 2.

Also in March 2014, the department purchased math and science texts for all schools to support a common approach and equal access in all schools to student and teacher resources.

The Department of Education invested approximately \$1.5 million to update school resources by purchasing math and science text books, intervention materials and literacy program and assessment systems for all schools in Nunavut.

Adopting the best practices and successes from partner jurisdictions gave teachers the tools they need to help Nunavut students achieve grade levels and successfully move forward in the school system.

To strengthen delivery of the literacy initiative the department worked with the University of Prince Edward Island to develop three university-level courses in literacy as part of the Certificate in Educational Leadership in Nunavut. These courses focus on leadership to improve instruction, literacy coaching and family engagement. Course delivery will begin in 2014-2015.

The department is committed to supporting the DEAs and school administrators in their work to implement the Education Act.

In October 2013, the school principals and DEA chairs attended a conference together in Iqaluit.

At the conference attendees shared ideas on how to better engage parents, families and communities with the schools, DEAs and the Department of Education. Improving student attendance was an important topic of discussion.

The position of DEA Development Coordinator was filled in 2013-2014. This staff person works with the regional DEA Development Officers to support DEAs in their work and strengthen the working relationship between all divisions in the department and DEAs.

Regular student attendance is the most important factor in student learning success. Under the Education Act DEAs are required to develop a registration and attendance policy for the schools



they administer.

In 2013-2014, the department began airing a set of three television ads on CBC and APTN to promote good student attendance with the message: Parents motivate, Students participate, Together we can graduate.

The TV ads use modern visuals that reflect life in Nunavut and clearly show how good attendance gives young people a wide range of career choices.

By moving forward with the OAG's recommendations the department made changes to policy and programming that is helping to build an education system that fully supports student success.

Education Act Regulations

The following regulations were approved in 2013-2014: Registration and Attendance Regulations, DEA Administration Regulations and School Calendar Regulations.

The second phase of consultation on Planning and Reporting, and Student Record Regulations took place in the winter of 2014.

Inclusive Education

The principle of Inuglugijaituq recognizes that all students have the ability to learn, but may not learn at the same rate and may require differing levels of support to meet their goals of learning. Inclusive education requires educators to shape programs around the needs, interests and future plans of their students.

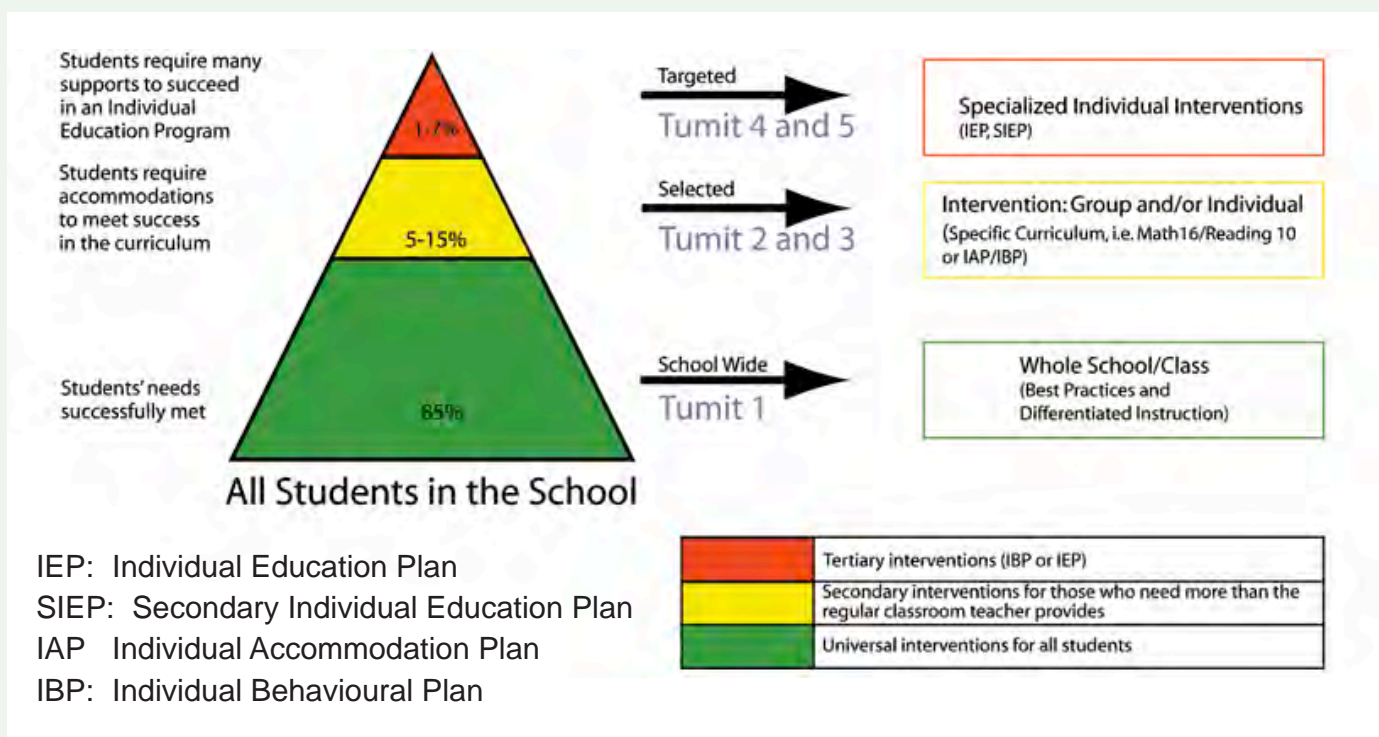
To provide our students with the support they need to succeed in schools the Tunit model of inclusive education is used (see figure 2). This model recognizes that all students may require some level of support for learning at some time in their educational career.

The Tunit model allows the education system to provide supports for student learning based on the understanding that students may vary in their rate of learning, the goals of learning, the levels of supports needed and length of time the supports may be required.

This model of inclusive education provides increasing levels of support from level one to level five. Student support plans are created through consultations that involve the teacher, the student support teacher, the school team and on some occasions the school community counselor and appropriate outside agencies. All plans are approved by parents and focus on promoting a positive attitude towards formal education.

The Tunit Model provides supports for student learning and behaviour in Nunavut schools. This model is based on the premise that all students may require some level of support for learning and/or behaviour at some time in their education. All decisions regarding a significant change to a student's program must involve parents and guardians, and, where possible and appropriate, the students themselves.

Figure 2 Tunit Model of Student Support



Tumit 1 supports are regularly provided in classrooms. Teachers use different ways of teaching to build on the strengths and address the needs of all students.

Tumit 2 supports: Individual Accommodation Plan (IAP). Tumit 2 supports are for students who need more or different help to succeed with the regular program. Supports may include hearing aids, peer tutoring, changes in instruction and assignments, or different methods of assessment.

Tumit 3 supports: Individual Behaviour Plan (IBP). Tumit 3 supports help students who need assistance with social skills and/or behaviour. These supports focus on improving behaviour and helping the student remain in school. Some students are dealing with significant social/emotional issues that require intense intervention.

Tumit 4 supports: Individual Education Plan (IEP) or Secondary Individual Education Plan (SIEP). Tumit 4 supports are for students whose curriculum has been significantly changed in some subjects. These students may require a partial IEP.

Tumit 5 supports: Individual Education Plan (IEP) or Secondary Individual Education Plan (SIEP). Tumit 5 supports help students who need their own curriculum and require supports throughout their schooling. The IEP or SIEP is often quite different from the regular program. The plan addresses all aspects of the student's development.

Student Support Services plays a key role in the delivery of inclusive education. The division works to engage all educators, students, families, District Education Authorities and other education stakeholders in the development of policies, tools and resources that strengthen staff knowledge and skills to deliver effective inclusive education.

Student Support Services

Manager of Student Support Services

The Manager of Student Support Services is accountable for overseeing the enhancement and implementation of inclusive education in all Nunavut schools from K-12. This responsibility includes development, in-servicing and coordination of all departmental student support

materials such as foundation documents, handbooks, program supports, teaching plans and resources, and student learning materials that address student learning challenges or gifts of any type. This position is also responsible for facilitating partnerships and liaising with agencies that support students in schools.

Student Support Training Coordinator

The Student Support Training Coordinator works under the direction of the Manager, Student Support Services, to coordinate, develop, deliver and evaluate system-wide staff training and development in inclusive education, student support and wellness.

Student Support Consultants

There is a Student Support Consultant (SSCs) at each of the Regional School Operations offices. The Student Support Consultant assists with training and coordination of inclusive schooling – i.e. schooling for all students in the region. We currently have 3 student support consultants.

Student Support Teachers

The Student Support Teacher (SSTs) provides the central in-school support for teachers with respect to educational programming for all students in the school. This professional educator, along with the Principal, acts as an instructional leader and provides support to teachers as they plan, deliver, and assess/evaluate the education program for each of their students.

We currently have 47 Student Support Teacher positions:

- Kitikmeot: 8
- Kivalliq: 14
- Qikiqtani: 25

Student Support Assistants

Student Support Assistants (SSAs) play an important role in helping teachers reach students who need support to overcome barriers to learning and wellbeing in order to meet their educational goals.

In the 2013-2014 school year, there were 154 full-time person years dedicated to SSAs in Nunavut schools. Some positions are part-time and some positions are full-time depending on students' education program needs.

Working with Nunavut Arctic College the department began developing a certificate training program for SSAs that consists of 10 course modules and three practical sessions to be delivered over three years. Courses include Inclusive Education in Nunavut, Supporting Literacy and Numeracy Strategies in Nunavut Schools, Child Development and Responsive Support. When SSAs complete the training program they will receive a certificate from Nunavut Arctic College

In 2013-2014, there were **154** full-time person years dedicated to SSAs in Nunavut schools. Some positions are full-time depending on the students' education program needs.

Ilinniarvimmi Inuusilirijiit (School Community Counsellor)

Ilinniarvimmi Inuusilirijiit (School Community Counselors - SSCs) provide advocacy, counseling and support services, as well as referrals for children, youth, families and staff that encourage mental health and well-being, and active and successful participation in school programs and activities. Some students need the support of in-school counseling in order to fully access the education program and/or be successful in that education program.

There are 36 Ilinniarvimmi Inuusilirijiit positions in the Nunavut school system.

The Department of Education continued with the Ilinniarvimmi Inuusilirijiit training program in partnership with Langara College in British Columbia. Training for 19 counsellors in Nunavut will be completed in 2015. The SCCs serve a vital role in providing personal guidance and counselling to students regarding personal well-being, healthy lifestyles and promoting a positive attitude toward education.

In 2013-2014, there were **36** Ilinniarvimmi Inuusilirijiit positions in the Nunavut school system

Classroom/Subject Teacher

Classroom/subject area teachers are responsible for planning, delivering, assessing and evaluating the education program for all of their students but they are not expected to do so in isolation or without support. Many others have roles to play but it is the classroom/subject teacher who remains at the centre of educational programming for their students.

Safe Schools Initiative

In 2013-2014, the department moved forward to review, revise, update and standardize emergency prevention, emergency preparedness and crisis intervention protocols in Nunavut schools and daycares as part of a Safe Schools initiative.

Several manuals, including the Emergency Preparedness Manual and the Crisis Response Manual were developed and distributed to school staff.

The manuals included information for educators that reflects current issues and changes in safety, preparedness and emergency response standards in schools, to keep in line with the Inuuqatigiitsiarniq – Positive School Environment policy.

Implementation and in-service of the manuals will take place at the beginning of the 2014-2015 school year.

Support for the Safe Schools Initiative was strengthened by the partnerships the department established with the Red Cross and the Embrace Life Council.

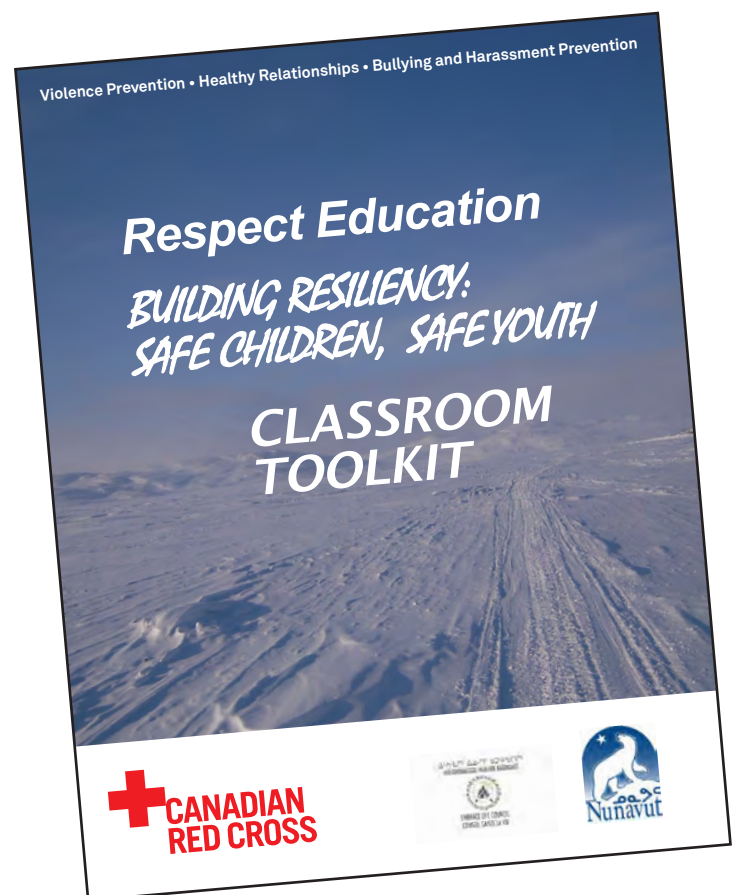
This partnership helped Education provide the leadership, training and resources that give children and youth the skills they need to stay safe and protect themselves from harm.

The Be Safe and RespectED training and programming delivered by the Red Cross and the Embrace Life Council included units on leadership, bullying, creating a safe environment, building healthy relationships and child abuse and neglect.

In 2013-2014, the Red Cross, with the support of the Embrace Life Council, delivered training workshops in Baker Lake, Cape Dorset and Clyde River. Workshops will be held until all communities have received training.

Another important training program that supports the Safe Schools Initiative is Uqaqatigiilluk/ASIST – Applied Suicide Intervention Skill Training. ASIST helps people feel more ready, willing and able to help prevent the immediate risk of suicide.

In 2013-2014 over 700 Education staff in 15 communities throughout Nunavut received ASIST training.



District Education Authorities

Each Nunavut community has a District Education Authority (DEA), an elected group that meets regularly to make decisions about education issues. In Iqaluit, the Commission scolaire francophone du Nunavut (CSFN) was created to offer educational services to the francophone community of Nunavut. It manages l'école des Trois-Soleils, a K-12 school that enrolled 83 students in 2013-14. Senior high school classes are offered in collaboration with Inuksuk High School in Iqaluit.

Under the Education Act, DEAs and the CSFN have authority over many aspects of schooling in their community: budget, programs (language of instruction, cultural activities), school calendars, staff hiring (together with principals), Elders in schools, and policies (student conduct, attendance, storm closures). An annual budget for school operations, which is based on a standardized funding formula, comes from the Department of Education.

Under the Education Act and the Financial Administration Act, DEAs and the CSFN are required to provide monthly financial reporting to the Department of Education on their financial activities within 90 days of the school year-end.

The department received final audits for the DEA and CSFN fiscal year ending June 30, 2013 for 23 out of the 27 DEAs and draft audits for the four remaining DEAs:

**THE OVERALL BUDGET
FOR DEA AND CSFN
FUNDING IN 2013-2014
WAS \$12.768 MILLION.**

**Oikiqtani: 14 of 14 DEAs
(11 final 3 draft)**

Kivalliq: 7 of 7 DEAs (7 final)

Kitikmeot: 5 of 5 DEAs (4 final 1 draft)

CSFN: 1 of 1 DEAs (1 final)

OF THE 27 DEAS:

- 19 had an accumulated surplus totaling \$2,563,460.
- 8 had an accumulated deficit totaling \$ 1,127,640.

The Coalition of Nunavut District Education Authorities

The Coalition of Nunavut District Education Authorities (CNDEA) represents the interests of all DEAs. The CNDEA works on behalf of DEAs on issues that affect the DEAs as a group.

The CNDEA has an executive of seven DEA representatives, elected by the DEA chairs or representatives of all DEAs.

The CNDEA provides a structure and membership that unites DEAs on shared issues of concern and ensures effective communication with the Minister of Education.

Under the Education Act, the CNDEA plays a role in hiring senior regional Department of Education staff; reviews and provides recommendation to the minister on the funding process for DEAs; and meet with department staff annually to assist the minister in long-term planning for the public education system in Nunavut.

The Minister of Education meets each year with the CNDEA at its annual general meeting.

In 2014 the department worked with the CNDEA to develop a training manual that provides DEA staff and elected members with a comprehensive reference guide.

French Services

The Bureau of Education and French Services (BEFS), or French Services, works to promote French language and first and second-language French education, by working with the francophone community in Nunavut and partner organizations.

French Services helps the Department of Education, Commission scolaire francophone du Nunavut, and the Iqaluit DEA with policy development and long-term planning, staffing and professional development, curricular projects, and funding for its operations for French language programs. It participates in inter-jurisdictional committees, conferences, and initiatives to meet the needs of French language education in Nunavut. French Services also supports the Department of Education and Government of Nunavut with French translation.

The Council of Ministers of Education Canada (CMEC) has negotiated a 5-year protocol with Canadian Heritage (2013-2014 to 2017-2018). Subsequent to this Protocol, the Government of Nunavut ratified in March 2014 the new Canada-Nunavut Agreement on French Minority Language Education and Second Official-Language Instruction for 2013-14 until 2017-18.

Nunavut is receiving \$1,422,631 per year as base funding.

The allocation is:

- **\$772,885 for Minority-Language Education, and**
- **\$649,746 for Second Official-Language Instruction**

The Minority-Language funding provides \$289,256 to the CSFN through a contribution agreement. The remaining funds go towards salaries, various initiatives promoting and enhancing French language, training and hiring French Language Assistants.

The Second Official-Language Instruction funding covers teachers' salaries, hiring of French Language Assistants, travel fees for students attending the Explore program during the summer, two literacy camps, the Afterschool French Program and a mobile language lab.

Table 4 District Education Authority (DEA)

	Total	Contribution			
		Regular ¹	Innait Inuksiutilirijiit	Innuqatigiitsiarniq	French
NUNAVUT	\$12,768,533.00	\$12,257,323.46	\$1,548,459.00	\$967,065.00	\$0.00
KITIKMEOT	\$2,405,818.07	\$2,329,029.00	\$268,487.00	\$144,955.00	\$0.00
CAMBRIDGE BAY	\$615,161.15	\$563,117.00	\$72,428.00	\$37,796.00	\$0.00
GJOA HAVEN	\$491,364.00	\$491,364.00	\$54,949.00	\$29,579.00	\$0.00
KUGAARUK	\$388,441.00	\$388,441.00	\$43,193.00	\$24,053.00	\$0.00
KUGLUKTUK	\$500,817.64	\$488,305.00	\$56,094.00	\$30,117.00	\$0.00
TALOYOAK	\$410,034.28	\$397,802.00	\$41,823.00	\$23,410.00	\$0.00
KIVALLIQ	\$4,300,263.00	\$4,179,153.00	\$541,753.00	\$280,903.00	\$0.00
ARVIAT	\$1,185,338.00	\$1,092,438.00	\$156,748.00	\$77,430.00	\$0.00
BAKER LAKE	\$795,796.00	\$795,796.00	\$101,014.00	\$51,231.00	\$0.00
CHESTERFIELD INLET	\$229,939.00	\$229,939.00	\$18,825.00	\$12,598.00	\$0.00
CORAL HARBOUR	\$428,427.00	\$428,427.00	\$50,372.00	\$27,428.00	\$0.00
RANKIN INLET	\$947,441.00	\$919,231.00	\$124,415.00	\$62,233.00	\$0.00
NAUJAAT	\$483,946.00	\$483,946.00	\$64,284.00	\$33,967.00	\$0.00
WHALE COVE	\$229,376.00	\$229,376.00	\$26,095.00	\$16,016.00	\$0.00
QIKIQTANI	\$6,062,451.93	\$5,749,141.46	\$738,219.00	\$541,207.00	\$0.00
APEX	\$60,427.00	\$60,427.00	\$4,802.00	\$6,007.00	\$0.00
ARCTIC BAY	\$363,231.00	\$337,751.00	\$39,288.00	\$22,217.00	\$0.00
CAPE DORSET	\$576,639.00	\$576,639.00	\$67,022.00	\$35,254.00	\$0.00
CSFN	\$321,581.25	\$274,232.00	\$13,037.00	\$9,877.00	\$0.00
CLYDE RIVER	\$401,823.00	\$380,783.00	\$47,163.00	\$25,919.00	\$0.00
GRISE FIORD	\$141,652.00	\$141,652.00	\$6,148.00	\$6,640.00	\$0.00
HALL BEACH	\$294,959.00	\$294,959.00	\$34,688.00	\$20,055.00	\$0.00
IGLOOLIK	\$673,654.00	\$673,654.00	\$86,676.00	\$44,492.00	\$0.00
IQUALUIT	\$1,295,006.00	\$1,181,245.00	\$209,679.00	\$102,311.00	\$0.00
KIMMIRUT	\$185,443.00	\$185,443.00	\$20,665.00	\$151,314.00	\$0.00
PANGNIRTUNG	\$417,861.46	\$417,861.46	\$63,476.00	\$33,692.00	\$0.00
POND INLET	\$558,098.38	\$508,193.00	\$67,245.00	\$35,359.00	\$0.00
QIKIQTARJUAQ	\$188,608.00	\$188,608.00	\$18,466.00	\$12,431.00	\$0.00
RESOLUTE BAY	\$169,343.84	\$153,569.00	\$8,415.00	\$7,705.00	\$0.00
SANIKILUAQ	\$414,125.00	\$374,125.00	\$51,449.00	\$27,934.00	\$0.00

¹ Regular contributions include DEA Operations and Maintenance; this includes administration of school programs, cultural programs, casual wages, Innait Inuksiutilirijiit (Certified Elders in schools), and Innuqatigiitsiarniq (safe and welcoming school environments).

Student Information System

The department has implemented a centrally managed territory-wide Student Information System (SIS) that captures attendance, performance and behaviour data for all kindergarten to grade 12 students in Nunavut.

Nunavut adopted an interim report card format for kindergarten to grade 6, grade 7 to grade 9 and grade 10 to grade 12.

Report cards are completed using SIS. This was done to help standardize reporting. The report card is provided in a bilingual format, English/Inuktitut or English/Inuinnaqtun.

SIS can also produce attendance reports, enrolment reports and official transcripts.

Student Enrolment, Attendance, and Graduation

All children and youth between the ages of six and 18 have the right and responsibility to participate in elementary and secondary education in Nunavut. Children as young as five may also be registered, and youth as old as 21 may remain in school until they complete their education.

Attendance rates generally reflect student involvement

and are linked to academic success and graduation figures. Nunavut's attendance rate generally hovers just over 75%, which includes students at all grade levels. We find that as students enter high school, these rates tend to drop. As students reach their senior years of high school, these rates recover to near average.

The graduation rate in Nunavut was 31.5% in 2014. The graduation rate is calculated according to the national standard. That rate compares the graduate count to the average population of people who are within the expected age-range for graduation, which is 17 or 18 years old.

It is important to note that the National Household Survey shows that 46% of Nunavut's population does not have a high school graduation certificate or equivalent¹. These outcomes indicate that many of our students are obtaining their high school diplomas or equivalencies when they reach 19 years of age or older.

Table 4 Breakdown of student headcounts over 2013-2014 Appendix Tables 6 and 8 show the headcounts by school.

	NUNAVUT	KITIKMEOT	KIVALLIQ	QIKIQTANI
INUIT	9310	1697	3113	4488
FEMALE	4550	834	1551	2165
MALE	4748	863	1562	2323
NON-INUIT	430	66	40	324
FEMALE	216	29	21	166
MALE	214	37	19	158
TOTAL	9728	1763	3153	4812

¹ The Nunavut Bureau of Statistics publishes Nunavut highlights from the 2011 National Household Survey on their website at stats.gov.nu.ca.

Figure 2 Average school attendance rates over the last five years¹

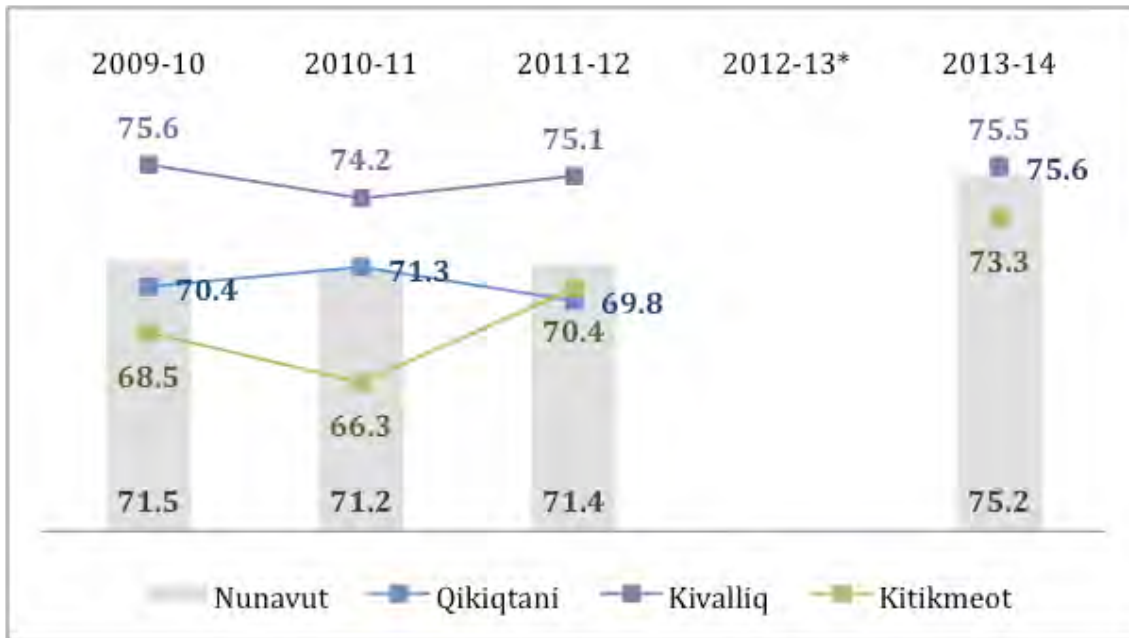
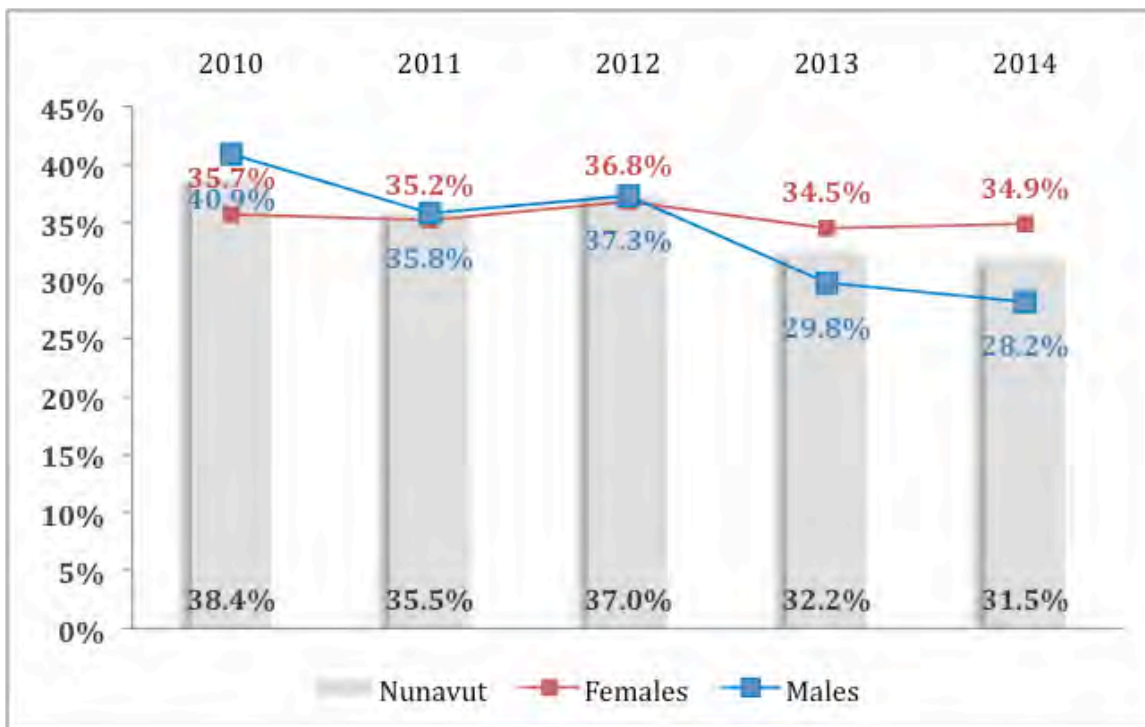


Figure 3 Graduation rates over the last five years.

Appendix Tables 11 and 12 show graduates by community and ethnicity.



¹ There is no data available for the 2012-13 school year due to a changeover in data collection systems from Student Records (SR) to Student Information System (SIS).



Educator Development

The department is committed to supporting the development and delivery of professional development opportunities for our educators. Dedicated time is provided throughout the school year for the delivery of topics such as Inuit Qaujimagatunqangit program delivery, language of instruction models, new assessment tools, etc. There is also a strong focus on training related to the implementation of the *Education Act*.

In addition to professional development, the department is striving to increase the presence of Inuktitut-speaking teachers at all levels in Nunavut's schools. Inuktitut-speaking teachers have the ability to act as strong role models for students of all ages, while fostering bilingual education and Inuit societal values.

2013-14 Educator Development Projects:

- Certificate in Educational Leadership in Nunavut
- Masters of Education Leadership
- Nunavut Teacher Education Program
- Nunavut Professional Improvement Committee

Certificate in Educational Leadership in Nunavut

Principals and Vice-Principals are required to take the Nunavut education leadership program under the Education Act. Teachers who are interested in the possibility of taking on a variety of leadership roles also take the education leadership program.

The department worked with University of Prince Edward Island (UPEI) to obtain university accreditation for the Certificate in Educational Leadership in Nunavut (CELN) program. In 2013, CELN celebrated its tenth year as a Nunavut-specific program, which incorporates philosophy, directions, documents and resources from the Nunavut school system.

The CELN program includes two summer face-to-face sessions known as Phase 1 and Phase 2; and an independent winter distance education course in which each participant must complete an action research project. The CELN core courses focus on the foundations of leadership and the specialized courses focus on literacy leadership.

The CELN program provides participants with a variety of experiences, including work with Elders, on the land components, classroom study groups, a variety of presenters and guest speakers, and a variety of discussion, theoretical, practical and reflection activities.

In 2013, twelve participants successfully completed the CELN program. During 2013, there were seven phase one participants and 14 phase two participants, including principals, vice-principals, teachers, a regional consultant and a superintendent.

Masters of Education Leadership

On June 1st, 2013, twelve Inuit education leaders from Nunavut graduated with a Master of Education Leadership degree from the University of Prince Edward Island (UPEI) at a convocation ceremony held in Iqaluit.

This was the second group of Inuit educators to successfully complete this graduate degree program.

The program was developed to provide Inuit educational leaders with the leadership knowledge and skills they need to strengthen the education program and increase the bilingual fluency and graduation rates of Nunavut students.

The Masters of Education Leadership program was delivered entirely in Nunavut, except for two summer courses delivered at the UPEI campus. These summer courses gave the students the opportunity to see and experience the UPEI campus and library.

The courses for the second Nunavut Master of Education program were co-taught by alumni of the first graduating class, as well as university instructors with experience in Nunavut. The course content was developed specifically for Nunavut, with input from the Department of Education. Building on the strengths of the first master's program, the course instruction for the second group involved more Inuit co-instructors, more materials in Inuktitut and more Elders.

The first Nunavut Master of Education Leadership cohort graduated in 2009 with 21 successful graduates.

On June 1, 2013, twelve Inuit education leaders from Nunavut graduated with a Master of Education Leadership degree from the University of Prince Edward Island



Nunavut Teacher Education Program (NTEP)

The Nunavut Teacher Education Program (NTEP) has been offered since 1986. Since 2006 there have been 85 graduates. It offers teacher education programs in 10 communities: Iqaluit, Gjoa Haven, Taloyoak, Arviat, Rankin Inlet, Sanikiluaq, Cape Dorset, Clyde River, Pond Inlet and Hall Beach.

NTEP is jointly funded by Nunavut Arctic College and the Department of Education. The four-year Bachelor of Education (B.Ed) degree program is delivered through a partnership with the University of Regina.

Graduates of the four-year degree program are certified to teach in Nunavut schools. NTEP focuses on teaching kindergarten to grade 6 but graduates of the program with a B.Ed degree can teach other grades.

The school system needs more Inuktitut-speaking teachers at all levels to provide bilingual education and NTEP aims to meet this need.

NTEP has been offered since 1986. Since 2006, there have been 85 graduates. It offers teacher education programs in 10 communities: Iqaluit, Gjoa Haven, Taloyoak, Arviat, Rankin Inlet, Sanikiluaq, Cape Dorset, Clyde River, Pond Inlet and Hall Beach.

The budget allocation for NTEP in 2013-2014 was:

- \$2,637,300 from the Nunavut Arctic College base budget; and
- \$2,262,000 from the Department of Education.

Nunavut Professional Improvement Committee

The Department of Education and the Nunavut Teachers' Association (NTA) jointly manage the Nunavut Professional Improvement Committee (NPIC), which oversees professional development initiatives, policies and procedures for members. NPIC activities include Inuit language training, teachers' conferences, and short and long-term education leave.

Teachers' conferences are held annually. Each year the conferences alternate between a Nunavut-wide teacher conference, a regional conference and a conference held at the community level.

NPIC is also developing an orientation and mentoring program for new educators, aimed at introducing Inuit Societal Values as the foundation of the school system. Each NTA member receives financial assistance from the committee to help cover the costs of their participation in either the Masters of Education or the Certificate in Educational Leadership in Nunavut and principal certification programs.

The Government of Nunavut annually contributes 4.5% of the gross base salaries of all NTA members to the NTA Professional Development Fund.

The fund is used to provide:

- Nunavut-wide special Professional Development activities;
- Annual professional leaves with or without allowances;
- Short term Professional Development activities;
- School and individual Professional Development activities;
- Employment of Professional Development Staff; and Opportunities for Teachers to learn the languages in the bilingual language of instruction model(s) selected by the District Education Authority.

In 2013-2014, this amounted to a financial contribution of \$2.9 million to the fund.



Adult Learning and Educational Initiatives

The Adult Learning and Educational Initiatives division is responsible for research, policy development and strategic planning regarding the Nunavut Adult Learning Strategy (NALS) with programs such as the Pathway to Adult Secondary School graduation (PASS) program and adult literacy, and supports the work of DEA development and implementation of the Education Act. The Adult Learning and Educational Initiatives division provides advice and governance for adult learning in Nunavut. This division supports the successful delivery of adult programs in support of the economic growth of the territory, as well provides support to high priority educational initiatives of the department.

Nunavut Adult Learning Strategy (NALS)

The Nunavut Adult Learning Strategy (NALS) recommended the creation of a Nunavut Mature High School Diploma to allow those who did not complete high school to obtain their matriculation.

Pathway to Adult Secondary School graduation (PASS)

Pathway to Adult Secondary School graduation (PASS) was launched in 2013 with Nunavut Arctic College as the delivery agent. It is a program designed specifically for Nunavut adults who may wish to complete their last few high school courses, in their own community, on their own time outside of the high school environment, to receive their high school diploma. Nunavut Arctic College instructors deliver the online curriculum provided through the Alberta Distance Learning Center. The college also provides trained supplemental instructors, computer equipment, internet connectivity, specialized training to use the equipment and study space, helping students enrolled in a PASS course succeed in meeting their learning goals so they may earn their high school diploma.

In 2013-2014 PASS offered English 30-2 and Social Studies 20-2. There were 26 students enrolled in the program in the following communities: Cambridge Bay, Gjoa Haven, Rankin Inlet, Cade Dorset, Kimmirut, Pangnirtung and Iqaluit.

Education Act Implementation

The Education Act implementation coordinator along with the Education Act specialist, are responsible for the coordination and planning associated with implementation of the 2008 Nunavut Education Act and associated regulations and directives. This involves scheduling, planning, drafting and overseeing completion of the implementation process through consultation, training, communications and resource development projects.

Literacy

Literacy funding supports community organizations to develop and deliver local projects that will help people increase their reading and writing skills and raise awareness of the importance of literacy in all official languages of Nunavut.

Nunavut Literacy Council

The Nunavut Literacy Council (NLC), partnered with NWT Literacy Council, the Yukon Literacy Coalition and Literacy Newfoundland & Labrador to conduct a multi-year research project on Inuit, Métis & First Nations male participation in the labour market. The project began in April 2012 and is expected to be completed in November 2014.

The Department also funds NLC with an annual \$75,000 Contribution Agreement.

DEA Development

The DEA Development Coordinator is responsible for coordinating District Education Authority (DEA) development, training and consultation particularly in support of implementation of the Education Act and associated regulations and directives.

DEA Office Manager Training

The department works to help the DEAs and their staff gain the knowledge, skills and abilities needed to administer their organizations effectively and efficiently.

In March 2014, the department held conferences on financial management for DEA office managers in the Qikiqtani, Kivalliq and Kitikmeot regions. Three bookkeeping firms who had experience dealing with DEAs were contracted to deliver training on following correct financial processes and developing, organizing and maintaining proper financial records. The department also worked with the Coalition of Nunavut DEAs to develop a training manual that provides DEA staff and elected members with a comprehensive reference guide.

Table 5 Budgets and expenditures for Adult Learning and Educational Initiatives 2013-2014

	2013-2014	
	BUDGET	ACTUAL
ALPSS ADMINISTRATION	\$321,000	\$628,951
GENERAL EDUCATIONAL DEVELOPMENT (GED)	\$123,000	\$50,368
LITERACY	\$347,000	\$245,708
NUNAVUT ADULT LEARNING STRATEGY IMPLEMENTATION	\$623,000	\$146,831
TOTAL	\$1,414,000	\$1,071,858



Results of the Programme for International Assessment of Adult Competencies (PIAAC) skills survey

On October 8th, 2013, an international report through the Organization for Economic Cooperation and Development (OECD), and a national report through Statistics Canada were released along with a comprehensive file containing all the Program for International Assessment of Adult Competencies (PIAAC) data.

PIAAC was the largest and most comprehensive Canada-wide skills study ever accomplished, assessing literacy, numeracy, and problem solving in a technological environment. The survey measured populations aged 16-65.

The results capture a population-level understanding of competency in the skills that are core to cultivating other, higher-level skills that promote positive achievement at home, school, work, and in the community.

First-look reports were released on October 8th, 2013 by the OECD and Statistics Canada. Over the next few years, six more thematic reports are to be released, examining data too extensive for full analysis in the first release.

Nunavut's results showed that we are below the Canadian average in all measured domains. However, completing high-school and higher education is strongly associated with substantially improved outcomes on PIAAC.

Major PIAAC Results: Nunavut

Of any jurisdiction, Nunavut had the highest percentage (41%) of people who were taking the assessment in a language that was not their native language. Among those Nunavummiut who took the test in their native language (English or French), average scores were not considerably better, and were still far below the Canadian average.

Compared to other jurisdictions, Nunavut saw the highest proportion of PIAAC participants that had not completed high school, at 56% relative to 14.8% as the Canadian average.

- Compared to all other jurisdictions, Nunavut saw the highest proportion of PIAAC participants who were in the youngest age category (16 to 25), at 26% relative to 17.3% for Canada.
- In all age groups surveyed, Nunavummiut struggle with literacy and numeracy compared with all other jurisdictions in Canada.
- Youth (ages 16-24), who had achieved their high school diploma saw numeracy and literacy scores that were much higher than their peers. Although still scoring lower than the Canadian average, the proportional improvement seen by achieving a high school diploma is much greater in Nunavut.
- Literacy and numeracy scores are higher and are retained longer into life by those who achieve higher levels of education. On average, those with a bachelor's degree or higher are on-par with their Pan-Canadian peers. In General, PIAAC scores increase as the education level increases.
- Canada rates above average in Problem Solving in Technology Rich Environments (PS-TRE). However, Nunavut scored lower than all other jurisdictions in this assessment, and had the highest proportion of the population who identified "No computer experience" (16%) or choosing to voluntarily opt out of the Computer Based Assessment (25%), instead taking the pencil and paper version.
- Nunavut's non-Aboriginal population has a higher mean score in literacy and numeracy compared to the territory's Aboriginal population. The score gap between these sub-populations is also much larger in Nunavut than in the rest of Canada.

Overall, the results of the PIAAC data prove that education is key to eliminating the skills gap.

- The average literacy scores of Nunavummiut, ages 16-65, with post-secondary education (Bachelor's degree or higher), scored equivalent to or higher than averages in other jurisdictions.
- Significant jumps in literacy, numeracy, and PS-TRE scores are seen in those that achieve a high school diploma. Scores continue to rise among those who attend post-secondary education. Nunavut's highest scoring populations are those who achieved bachelor's degrees.
- Those who achieve a bachelor's are more resistant to the age-related score depreciation in literacy and numeracy that tends to occur in those portions of the population who achieve lower education attainment levels.



Department of Education's Response to the PIAAC Results

The Nunavut Department of Education conducted program reviews to improve education and skills outcomes for Nunavummiut.

- The department conducted reviews of the NTEP program, current assessment practices, curriculum and early childhood education programs to help improve education outcomes at all levels.
- The department is working to engage parents and communities in the education of children. Children can only succeed in their learning when they attend school regularly. Parental support is essential in making this happen.
- The department developed Pathways to Adult Secondary School (PASS) Graduation, a program designed specifically for Nunavut adults who may wish to complete their last few high school courses, in their own community, on their own time outside of the high school environment, to receive their high school diploma.
- The department partnered with NTI and CanNor to deliver a new training pilot project that will provide skills training and work experience for NLCA beneficiaries to prepare them for future positions within the public service.

The goal of the Department is to use the PIAAC data to move forward in our commitment to providing quality education that meets a high academic standard. We want education and training in Nunavut that can easily lead to successful education and training outside the territory.

APPENDICES:

EARLY CHILDHOOD EDUCATION

Appendix Table 1 Licensed ECE facilities and spaces by type and region 2013- 2014

	KITIKMEOT	KIVALLIQ	QIKIQTANI ¹	IQALUIT	NUNAVUT
LICENSED DAYCARES	4	9	11	8	32
ABORIGINAL HEAD STARTS	3	2	2	0	7
LICENSED PRESCHOOLS	2	1	2	2	7
LICENSED AFTERSCHOOL	0	0	2	5	7
LICENSED HOME DAYCARE	0	0	0	1	1
TOTAL PROGRAMS	9	12	17	16	54
FULL-TIME PRESCHOOL SPACES	89	149	140	160	538
PART-TIME PRESCHOOL SPACES	100	50	72	25	247
FULL-TIME INFANT SPACES	25	50	64	49	188
AFTERSCHOOL SPACES	0	0	50	99	149
TOTAL SPACES	214	249	326	333	1122

Appendix Table 2 Primary and secondary language of use in a sample of 50 licensed ECE facilities ²

	NUNAVUT
PRIMARY LANGUAGE	
INUKTITUT	29
INUINNAQTUN	2
ENGLISH	16
FRENCH	3
TOTAL	50
SECONDARY LANGUAGE	
INUKTITUT	13
INUINNAQTUN	3
ENGLISH	28
FRENCH	3
TOTAL	47

¹ The Qikiqtani columns above do not include figures for Iqaluit, which has its own column.

² Not all facilities responded to the language survey. The numbers reported are of all those that did respond. Of those facilities which responded with a primary language of use, not all responded with a secondary.

Appendix Table 3 Staff working in licensed facilities

	KITIKMEOT	KIVALLIQ	QIKIQTANI ¹	IQALUIT	NUNAVUT
BENEFICIARIES	39	58	53	36	186
NON-BENEFICIARIES	4	5	4	37	50
TOTAL ²	43	63	57	73	236

Appendix Table 4 Healthy Children Initiative funded proposals, CI: Community initiatives, SS: Supportive services

	KITIKMEOT	KIVALLIQ	QIKIQTANI ¹	IQALUIT	NUNAVUT
FUNDED CI PROPOSALS	6	0	5	3	14
FUNDED SS PROPOSALS	4	1	2	1	8
FUNDED CI AND SS JOINT PROPOSALS	0	1	0	0	1
TOTAL FUNDED PROPOSALS	10	2	7	4	23
COMMUNITIES WITH FUNDED PROPOSALS	4	2	6	1	13

¹ The *Qikiqtani* columns above do not include figures for Iqaluit, which has its own column.

² Total differs from expected sum of beneficiary and non-beneficiary, reflecting those staff whose beneficiary status was undeclared at data collection.

Appendix Table 5 District Education Authorities that accessed¹ DEA-ECE funding

			ACTIVITY		
	REQUESTED	ACCESSED	ELDER PARTICIPATION	RESOURCE DEVELOPMENT	FAMILY ACTIVITIES
NUNAVUT	\$556,668.20	\$410,648.20			
KITIKMEOT	\$82,723.20	\$42,723.20			
CAMBRIDGE BAY	\$38,403.20	\$38,403.20	Yes	Yes	Yes
	\$4,320.00	\$4,320.00	Yes	Yes	Yes
GJOA HAVEN	\$40,000.00	--	Yes	Yes	--
KIVALLIQ	\$187,550.00	\$118,210.00			
ARVIAT	\$119,720.00	\$90,000.00	Yes	--	--
RANKIN INLET	\$27,830.00	\$28,210.00	Yes	Yes	Yes
NAUJAAT	\$40,000.00	--	--	--	--
QIKIQTANI	\$286,395.00	\$249,715.00			
ARCTIC BAY	\$30,565.00	\$20,080.00	Yes	Yes	Yes
	\$9,375.00	\$5,400.00		Yes	
CLYDE RIVER	\$21,040.00	\$21,040.00	Yes	--	--
COMMISSION SCOLAIRE FANCOPHONE DU NUNAVUT (CSFN)	\$12,900.00	\$12,900.00	Yes	Yes	Yes
	\$20,000.00	\$16,960.00	Yes	--	Yes
IQALUIT	\$48,400.00	\$39,920.00	Yes	Yes	Yes
	\$64,000.00	\$53,000.00	Yes	Yes	--
KIMMIRUT	\$9,700.00	\$10,000.00	Yes	Yes	Yes
RESOLUTE BAY	\$30,415.00	\$30,415.00	Yes	--	Yes
SANIKILUAQ	\$40,000.00	\$40,000.00	Yes	Yes	Yes

¹ Communities that are not listed did not access DEA-ECE funding

APPENDICES: KINDERGARTEN TO GRADE 12

Appendix Table 6 Enrolments by school for 2013-2014

		TOTAL 2013-2014	FEMALE	MALE
NUNAVUT¹		9728	4766	4962
KITIKMEOT		1763	863	900
CAMBRIDGE BAY	Kiiliniq High School	201	97	104
	Kullik Ilihakvik	221	111	110
GJOA HAVEN	Qiqirtaq Ilihakvik	171	83	88
	Quqshuun Ilihakvik	208	100	108
KUGAARUK	Kugaardjuk Illinniarvik	262	121	141
KUGLUKTUK	Jimmy Hikok Ilihakvik	228	115	113
	Kugluktuk High School	159	78	81
TALOYOAK	Netsilik Illihakvik	313	158	155
KIVALLIQ		3153	1572	1581
ARVIAT	John Arnalukjuak School	381	207	174
	Levi Angmak School	355	166	189
	Qitiqliq Middle School	180	88	92
BAKER LAKE	Jonah Amitnaaq Secondary School	316	152	164
	Rachel Arngnamaktiq School	247	118	129
CHESTERFIELD INLET	Victor Sammurtok School	107	51	56
CORAL HARBOUR	Sakku School	293	148	145
RANKIN INLET	Simon Alaittuq School	283	138	145
	Leo Ussak Elementary School	342	177	165
	Maani Ulujuk High School	93	52	41
NAUJAAT	Tusarvik School	414	201	213
WHALE COVE	Inuglak School	142	74	68
QIKIQTANI		4812	2331	2481
APEX	Nanook School	41	17	24
ARCTIC BAY	Inuujaq School	267	129	138
CAPE DORSET	Peter Pitseolak School	176	96	80
	Sam Pudlat School	223	91	132
CLYDE RIVER	Quluq School	331	165	166
GRISE FIORD	Umimmak School	31	12	19
HALL BEACH	Arnaqjuaq School	246	123	123
IGLOOLIK	Ataguttaaluk Elementary School	393	160	233
	Ataguttaaluk High School	236	116	120

¹ The Nunavut Bureau of Statistics publishes Nunavut highlights from the 2011 National Household Survey on their website at stats.gov.nu.ca.

		TOTAL 2013-2014	FEMALE	MALE
QIKIQTANI CONTINUED				
IQUALUIT	Aqsarniit Illinniavik	284	142	142
	École des Trois-Soleils	83	45	38
	Inuksuk High School	407	208	199
	Joamie School	228	103	125
	Nakasuk Elementary School	355	193	162
KIMMIRUT	Qaqqalik School	132	51	81
PANGNIRTUNG	Alookie School	219	107	112
	Attagoyuk Illisavik	222	105	117
POND INLET	Nasivvik High School	234	109	125
	Ulaajuk Elementary School	251	121	130
QIKIQTARJUAQ	Inuksuit School	140	75	65
RESOLUTE BAY	Qarmartalik School	48	25	23
SANIKILUAQ	Nuiyak School	124	69	55
	Paatsaali High School	141	69	72

Appendix Table 7 Enrolments by grade 2013-2014¹

	TOTAL 2013-2014	INUIT			NON-INUIT		
		FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
KINDERGARTEN	821	357	389	746	26	49	75
GRADE 1	817	388	393	781	15	21	36
GRADE 2	767	334	393	727	18	22	40
GRADE 3	684	339	319	658	12	14	26
GRADE 4	733	330	373	703	18	12	30
GRADE 5	706	326	348	674	18	14	32
GRADE 6	668	302	342	644	14	10	24
GRADE 7	681	321	337	658	12	11	23
GRADE 8	685	298	357	655	20	10	30
GRADE 9	666	318	307	625	19	22	41
GRADE 10	917	443	447	890	15	12	27
GRADE 11	769	390	359	749	12	8	20
GRADE 12	814	404	384	788	17	9	26

¹ Breakdown of Inuit vs. non-Inuit students is done by grade rather than by community in order to protect the privacy of students in smaller communities

Appendix Table 8 Attendance Rates (%) by School 2013-2014

		TOTAL
NUNAVUT		77.3%
KITIKMEOT		73.3.3%
CAMBRIDGE BAY	Kiiliniq High School	80.7%
	Kullik Ilihakvik	84.7%
GJOA HAVEN	Qiqirtaq Ilihakvik	53.2%
	Quqshuun Ilihakvik	58.7%
KUGAARUK	Kugaardjuk Illinniarvik	... ¹
KUGLUKTUK	Jimmy Hikok Ilihakvik	78.7%
	Kugluktuk High School	87.8%
TALOYOAK	Netsilik Ilihakvik	69.6%
KIVALLIQ		75.5%
ARVIAT	John Arnalukjuak School	66.3%
	Levi Angmak School	60.2%
	Qitiqliq Middle School	61.5%
BAKER LAKE	Jonah Amitnaaq Secondary School	75.6%
	Rachel Arngnamaktiq School	79.5%
CHESTERFIELD INLET	Victor Sammurtok School	82.0%
CORAL HARBOUR	Sakku School	82.2%
RANKIN INLET	Simon Alaittuq School	83.9%
	Leo Ussak Elementary School	80.1%
	Maani Ulujuk High School	86.2%
NAUJAAT	Tusarvik School	71.7%
WHALE COVE	Inuglak School	77.2%

		TOTAL
QIKIQTANI		79.5%
APEX	Nanook School	96.1%
ARCTIC BAY	Inuujaq School	76.7%
CAPE DORSET	Peter Pitseolak School	86.7%
	Sam Pudlat School	87.4%
CLYDE RIVER	Quluq School	73.9%
GRISE FIOR	Umimmak School	59.5%
HALL BEACH	Arnaqjuaq School	64.5%
IGLOOLIK	Ataguttaaluk Elementary School	74.7%
	Ataguttaaluk High School	62.7%
IQUALUIT	Aqsarniit Illinniarvik	80.6%
	École des Trois-Soleils	94.2%
	Inuksuk High School	66.6%
	Joamie School	90.0%
	Nakasuk Elementary School	90.0%
KIMMIRUT	Qaqqalik School	82.3%
PANGNIRTUNG	Alookie School	82.7%
	Attagoyuk Illisavik	69.2%
POND INLET	Nasivvik High School	82.8%
	Ulaajuk Elementary School	76.0%
QIKIQTARJUAQ	Inuksuit School	73.2%
RESOLUTE BAY	Qarmartalik School	92.0%
SANIKILUAQ	Nuiyak School	89.6%
	Paatsaali High School	77.0%

¹ Attendance data is not available for the 2013-14 school year for Kugaaruk as the school did not provide it

Appendix Table 9 Graduates by community 2013-2014

NUNAVUT	206
QIKIQTANI	86
ARCTIC BAY	7
CAPE DORSET	1
CLYDE RIVER	6
GRISE FIORD	1
HALL BEACH	3
IGLOOLIK	13
IQALUIT	31
KIMMIRUT	3
PANGNIRTUNG	3
POND INLET	10
QIKIQTARJUAQ	0
RESOLUTE BAY	0
SANIKILUAQ	8
KIVALLIQ	86
ARVIAT	13
BAKER LAKE	14
CHESTERFIELD INLET	4
CORAL HARBOUR	5
RANKIN INLET	40
NAUJAAT	4
WHALE COVE	6
KITIKMEOT	34
CAMBRIDGE BAY	12
GJOA HAVEN	5
KUGAARUK	5
KUGLUKTUK	8
TALOYOAK	4

Appendix Table 10 Graduates by characteristic 2013-2014

TOTAL	206	%
AGE GROUP		
UNDER 17	2	1.0%
17 TO 18	125	60.7%
19 AND OVER	79	38.3%
ETHNICITY		
INUIT	191	92.7%
NON-INUIT	15	7.3%
SEX		
MALES	114	55.3%
FEMALES	92	44.7%

Appendix Table 11 Language of Instruction Regulations

Table of Bilingual Education Models – Time or Credits Related to Each Language by Grade Level

	QULLIQ MODEL	IMMERSION MODEL
K – 6	<ul style="list-style-type: none"> • Inuit language: 85-90% • Non-Inuit language, taught as a subject: 10-15% 	<ul style="list-style-type: none"> • Inuit language: 85-90% • Non-Inuit language, taught as a subject: 10-15%
GRADES 4 – 6	<ul style="list-style-type: none"> • Inuit language: 70-75% • Non-Inuit language: 25-30% 	<ul style="list-style-type: none"> • Inuit language: 80-85% • Non-Inuit language: 15-20%
GRADES 7 – 9	<ul style="list-style-type: none"> • Inuit language: 55-65% • Non-Inuit language: 35-45% 	<ul style="list-style-type: none"> • Inuit language: 65-70% • Non-Inuit language: 30-35%

Minimum Credits Required - Grades 10 -12, All Models

GRADES 10 – 12

Grade 10 courses:

- Inuit language: 15 credits
- Non-Inuit language: 15 credits

Grade 11 courses:

- Inuit language: 10 credits
- Non-Inuit language: 10 credits

Grade 12 courses:

- Inuit language: 10 credits
- Non-Inuit language: 10 credits

Additional courses:

- Inuit language: 15 credits
- Non-Inuit language: 15 credits

DUAL MODEL

- Students are assigned to one of the following streams by the school team in consultation with the parents
- both streams must be available

Inuit Language Stream

- Inuit language: 85-90%
- Non-Inuit language, taught as a subject: 10-15%

Grade 4:

- Inuit language: 70-75%
- Non-Inuit language: 25-30%

Grade 5:

- Inuit language: 60-70%
- Non-Inuit language: 30-40%

Grade 6:

- Inuit language: 55-60%
- Non-Inuit language: 40-45%

- Inuit language: 50-60%
- Non-Inuit language: 40-50%

Non-Inuit Language Stream

- Non-Inuit language, taught as a subject: 85-90%
- Inuit language: 10-15%

Grade 4:

- Non-Inuit language: 70-75%
- Inuit language: 25-30%

Grade 5:

- Non-Inuit language: 60-70%
- Inuit language: 30-40%

Grade 6:

- Non-Inuit language: 55-60%
- Inuit language: 40-45%

- Non-Inuit language: 50-60%
- Inuit language: 40-50%