

2020
2021

Annual Report

DEPARTMENT OF EDUCATION



Cover photos:

- Donations to Qaqqalik School
- Tuugaalik High School Graduates



Cultural activity at Joamie Elementary School in Iqaluit

Table of Contents

Minister's Message	2
Organizational Structure.....	4
Summary of divisions within the department	5
2020-21 School Year in Review	7
Department's Response to COVID-19.....	9
Department's Key Achievements for 2020-21.....	13
Ongoing Key Projects	19
Capacity Building	31
Good News Stories	37
Department of Education Budget	40
Appendices	44



Minister's Message

I am pleased to present the Department of Education's 2020-21 Annual Report.

Nunavut has been significantly impacted by the COVID-19 pandemic. The coronavirus has disrupted every aspect of our lives, including education for children, youth, and adult learners.

During the pandemic, the department's top priorities were the health and safety of students and staff and recovery learning. As a result, comprehensive plans and guidelines were developed in collaboration with the Chief Public Health Officer (CPHO) and our education partners. These plans and guidelines outlined the department's four-stage approach for school operations. They also provided information on actions such as enhanced cleaning protocols, classroom set-up, and the use of personal protective equipment.

With these plans in place, all Nunavut schools opened to in-class instruction at the start of the 2020-21 school year. However, on November 6, 2020, the CPHO confirmed Nunavut's first case of COVID-19 in Sanikiluaq. Schools in that community immediately closed and shifted to remote learning. As more cases were reported throughout Nunavut, most schools

experienced blended and remote learning. Students and staff showed their creativity and resilience, particularly in those communities that had extended school closures like Arviat, Iqaluit, and Kinngait.

To support students and teachers during periods of blended and remote learning, with funding from the Government of Canada and Nunavut Tunngavik Inc., the department was able to purchase 5,020 internet-ready digital devices to be deployed to students and teachers should in-school instruction become restricted because of COVID-19.

To ensure that school communities were provided up-to-date information on COVID-19, the department also held regular teleconferences with Nunavut's District Education Authorities, the Commission scolaire francophone du Nunavut, and the Coalition of Nunavut District Education Authorities.

The department also continued to support Nunavut's child care facilities during COVID-19, providing them with enhanced cleaning and health and safety guidelines. To support these guidelines, in August and September 2020, the department provided in-person training on enhanced cleaning processes to child care facilities and schools across Nunavut.

Beyond the department's response to the COVID-19 pandemic, there was much to celebrate this year.

The revised *Education Act* became law on November 10, 2020, having been passed unanimously by the members of the Nunavut Legislative Assembly. The amendments found in this Act represent the next steps to be implemented in our education system. They lay out a clear path for bilingual education; improve clarity on roles, responsibilities, and transparency; and ensure that students in every part of Nunavut will receive the same quality education.

On August 17, 2020, Iglulik High School opened its doors to students, school staff, and the community. The new school can accommodate 229 students in Grades 10 to 12. It includes 12 classrooms made up of six standard classrooms and six specialized classrooms. As well, there is a daycare, a library, a weight room, a gymnasium, and an accessible washroom.

In June 2021, the department and the Qikiqtani Inuit Association (QIA) signed a memorandum of understanding (MOU) to invest in the collaborative creation of educational resources grounded in Inuit culture and language. This MOU will help to strengthen cultural identity and Inuktitut language skills for preschool-aged children, K-12 students, and adult learners in Nunavut. It also builds upon the existing relationship between the department and QIA in the coordination of educational resource development projects of shared interest.

The department also secured \$10 million in funding from the Government of Canada to expand École des Trois-Soleils and the child care centre, the Centre de la petite enfance les Petits Nanooks. By providing additional classroom space to accommodate students from Kindergarten to Grade 12, this expansion will ensure that all the region's Francophone students are under one roof.

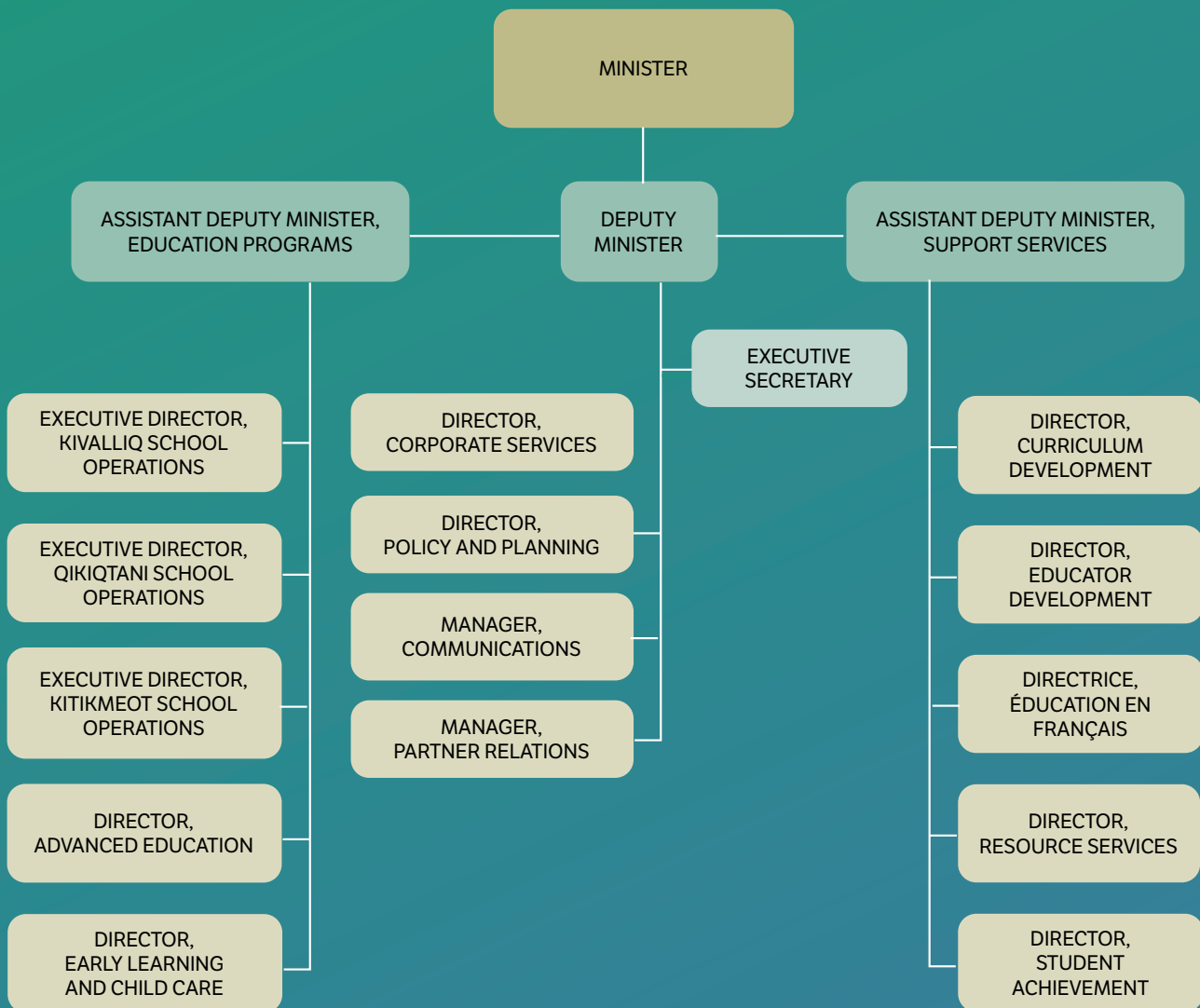
The challenges all Nunavummiut faced this year were unprecedented. Our education community came together for the good of the territory by supporting and ensuring the health and well-being of our students and school staff. Nunavummiut have shown that any challenge can be overcome through collective resilience, determination, and strength.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David Joanasié', with a stylized flourish extending to the right.

Honourable David Joanasié
Minister of Education

Organizational Structure



Summary of divisions within the department

Corporate Services

Corporate Services provides strategic financial management to the department, and oversees capital infrastructure projects and facility and vehicle management. It provides a full range of administrative support services to the department in the areas of strategic human resources. This division also provides health and safety support services and information technology/information system supports.

Policy and Planning

Policy and Planning is responsible for coordinating policy and legislation development, as well as meeting departmental obligations under the *Access to Information and Protection of Privacy Act* (ATIPP). This division also leads the department's strategic and business planning, and coordinates the preparation of information for the Minister and Deputy Minister.

Communications

Communications is responsible for broad communications advice across the department and for all media relations and translations for the department.

Partner Relations

Partner Relations is responsible for maintaining interdepartmental, intergovernmental, academic, Inuit organization, and business relationships. This division also provides administrative support to the Elders Advisory Committee, the Coalition of Nunavut District Education Authorities (CNDEA), and the Commission scolaire francophone du Nunavut (CSFN).

Kindergarten to Grade 12 School Operations

Kindergarten to Grade 12 School Operations are regional offices responsible for the day-to-day operation of schools, supervision of school staff, operational liaison with district education authorities (DEA)/Commission scolaire francophone du Nunavut (CSFN), and for overseeing the delivery of the Education Program and educational services for K-12 in schools across the territory.

Advanced Education

Advanced Education is responsible for guiding the development of governance, policy, and strategic planning for adult learning in Nunavut and the implementation of the Nunavut Adult Learning Strategy as well as the *Education Act*, as it relates to adult education. This division is also responsible for

the Financial Assistance for Nunavut Students (FANS) program and other adult programs that support equality of opportunity and encourage adult literacy, numeracy, and essential employability skills.

Early Learning and Child Care

Early Learning and Child Care (ELCC) is responsible for promoting quality care and education for children by licensing, inspecting, and providing guidance and support to all licensed child care facilities, ensuring compliance with the *Child Day Care Act and Regulations*. This division also provides training opportunities for early childhood program educators, staff, and parents.

Curriculum Development

Curriculum Development is responsible for managing the department's curriculum and the consistency in using the appropriate curriculum for each strand and programs of study for all grades in all schools. This division is also responsible for ensuring that the Education Program promotes Inuit culture and languages, in compliance with the *Education Act* and the *Inuit Language Protection Act*.

Educator Development

Educator Development is responsible for the design and delivery of a professional development framework for employees in Nunavut's school system. This division is also responsible for educator certification and standards.

Éducation en français

Éducation en français is responsible for the delivery of education services to Nunavut's Francophone community. This division supports the Commission scolaire francophone du Nunavut in their delivery of curriculum, projects, and programs in French as a first language, in compliance with the *Education Act*, Nunavut's *Official Languages Act*, and the *Canadian*

Charter of Rights and Freedoms, which recognizes the status of Canada's Francophone minority. The division is also responsible for the delivery of the French additional language curriculum in Nunavut schools.

Resource Services

Resource Services is responsible for the creation, publication, and distribution of teaching resources and learning materials that align with, and support, curricular outcomes as outlined in the approved curriculum. This division is supported by funding for Inuit Language Implementation to ensure materials are developed and made available in all of Nunavut's official languages per the *Education Act* and *Inuit Language Protection Act*.

Student Achievement

Student Achievement directs ilitaunnikiliriniq in Nunavut schools through the development of student assessment and reporting policies, procedures, standards, resources, and tools. Through its student registration office, it manages complete and accurate student records, information, and registration.

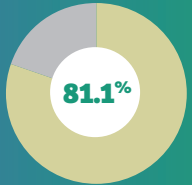
The division implements and supports inuglugijaituq / inclusive schooling through the development of policies, procedures, standards, and resources to enhance staff skills and knowledge and through the provision of universal, targeted, and individualized education support services including diagnostic assessment and a range of assistive technologies. Other responsibilities include supporting home schooling by establishing policies, procedures, and standards to support DEA-approved homeschooling programs.

Student Achievement also directs makittatiarniq in schools by providing health and wellness guidance, resources and supports to ensure schools are safe, inclusive and welcoming environments.

2020-21 School Year in Review




Number of Schools in Nunavut **45**



81.1%
School Utilization Rate

K-12 Enrolment **10,902**

K-12 Attendance Rate **57.7%**



Number of Teachers **827**

Number of Bilingual Teachers (Inuktitut-English) **183**

Student Support Assistants (SSA) **119**

Young Parents Stay Learning Recipients **14**



Certificate in Educational Leadership in Nunavut (CELN) (Educators Trained) **151**


47%

Inuit Employment Rate (Staffing and Education and Training)




Graduates **287**

Child Care Facilities **60**



Child Care Spaces **1247**




Financial Assistance for Nunavut Students (FANS) Recipients **239**

Pathway to Adult Secondary School (PASS) **105**

Nunavut Teacher Education Program (NTEP) (Enrolment) **164**

Budget	Actual	Variance
\$232,873,000	\$226,256,434	\$6,616,566

Employment Summary by Category

	Total Positions				Nunavut Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive	4.00	-	4.00	100%	2.00	50%
Senior Management	20.00	4.00	16.00	80%	1.00	6%
Middle Management	75.00	8.00	67.00	89%	16.00	24%
Professional	802.53	66.00	736.53	92%	206.53	28%
Paraprofessional	172.00	36.00	136.00	79%	117.50	86%
Administrative Support	314.71	76.12	238.59	76%	219.09	92%
Total Employment Categories	1,388.24	190.12	1,198.12	86%	562.12	47%

Towards a Representative Public Service as of March 31, 2021

Department's Response to COVID-19

Like every jurisdiction in Canada, the COVID-19 pandemic had a significant impact on the education system in Nunavut. To address the unexpected challenges this brought, the Department of Education prepared a customized strategy that prioritized keeping staff and students safe.

On July 24, 2020, the department released the *2020-21 Opening Plan for Nunavut Schools*, with a focus on health and safety, which was developed in collaboration with the Nunavut's Chief Public Health Officer (CPHO).

Direct support was also provided to District Education Authorities (DEAs), the Commission scolaire francophone du Nunavut (CSFN), and school leaders to assist in the reopening of schools in the fall.



Shaelyn Kuksuk, graduate, posting with the principal from Inuglak School

Supporting school openings for the 2020-21 school year

The Department of Education developed the following documents to support school openings for the 2020-21 school year:

Opening Plan for Nunavut Schools: Health and Safety: Developed in conjunction with the CPHO, this plan identified four stages that directed school operations depending on the impacts of COVID-19 in each community.

STAGE 1
No COVID-19 in the community or in other communities in the region Least restrictive learning environment
STAGE 2
Escalated Risk of COVID-19 Transmission in the Region Increased restrictions to in-school learning environments
STAGE 3
Isolated/Recovery COVID-19 in the Community Recovery-based restrictions to in-school learning environments
STAGE 4
Confirmed Case or Community Transmission of COVID-19 Complete closure of in-school and land-based learning environments

Health and Safety Guidelines for Nunavut Schools: These guidelines identified risk mitigation strategies for school staff, outlined enhanced hygiene requirements in schools and use of Personal Protection Equipment (PPE) in schools, and provided an overview of cohorting, classroom set-up, busing, food programs, and other activities.

Health and Safety Toolkit for School Staff: This document supplemented the Health and Safety Guidelines with easy-to-follow checklists, tables, and signage that could be used in schools including a COVID-19 screening tool, illness response protocol, expectations for custodians, sports guidelines, communication tools for schools, and classroom set-up and sample templates.

Recovery Learning Framework for School Leaders: This framework guided school staff and learning environments and ensured a smooth transition back to class. It identified expectations for school staff in assessing learning loss to determine where students are at the time of schools reopening, and where they need to be.

Educator Toolkit for Nunavut Schools: This toolkit was intended to complement the Recovery Learning Framework. It served as a helpful guide for school staff and included expectations of what learning and instruction would look like at each stage.

RESTORE School Toolkit for Nunavut Schools: This toolkit offered practical strategies to foster safe, caring, and healthy schools within the context of COVID-19. It also pointed school staff to resources that already exist in schools including:

- Nunavut Crisis Response Guidelines for Staff and Principals
- Northern Zones of Regulation Program K-8, with accompanying kit and posters
- MindMasters Resource for K-12

Enhanced Cleaning

Enhanced cleaning in schools was an important part of the Department of Education's action plan for the 2020-21 school opening. To maintain enhanced cleaning, the department secured a contract with BluMetric Environmental that offered in-person enhanced cleaning processes training to school custodians and school leaders. This custodial training was also provided to licensed child care facilities. Training sessions held from August 15 to mid-September were made available to K-12 schools and child care facilities.

BluMetric Environmental developed the following training modules specific to Nunavut schools:

- Legislation and WHMIS
- Chemical Management System (Chemscape)
- Personal Protective Equipment (PPE)
- Spill Response

Approximately 200 custodians, school leaders and bus drivers, and 140 child care facility staff were trained across the territory.

Supporting Recovery Learning

The school closures that began on April 17, 2020 and remained in place until the end of the 2019-20 school year led to a loss of learning for many students, as they could not access remote learning or faced other barriers to learning outside the classroom environment. To support a smooth transition back to class in fall 2020, the department created a *Recovery Learning Framework* for school leaders and their teams to ensure learning recovery for our students.

This framework aligned with the department's Health and Safety Opening Plan and the four stages directing school operations, while also addressing the gap

between what students were expected to learn during the 2020-21 school year and what they learned during the 2019-20 school year. It also outlined the expectations and deliverables from schools at each of the four stages and identified specific roles and responsibilities for school staff.

The framework was accompanied by the Educator Toolkit. This document served as a helpful guide for school staff, with additional tools to support the return to school and recovery learning. It outlined expectations and deliverables for schools, including plans for instruction and assessment.

Supporting Learning, Instruction and Remote Learning

The department supported school leaders in the development of two sets of action plans for all grades and curricular areas, to ensure a smooth transition for all student returning to school in Stage 1 or when moving between the other three stages. These action plans addressed the changes in learning and instruction based on the stage a school was in.

During the 2020-21 school year, the Angirrami Ilinniarniq website (www.angirrami.com) was created to support remote learning. The Resource Services division maintained this website to ensure that families and caregivers could support their child's learning at home with culturally relevant educational resources. These resources included:

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

Deployment of devices

With funding from the Government of Canada and Nunavut Tunngavik Inc., the department supported remote learning across the territory by purchasing 5,020 internet-ready digital devices. As of February 2021, the department delivered 2,359 devices, enough for all Grade 10, 11 and 12 students and teachers in all communities.

- 406 devices to Kitikmeot
- 862 devices to Kivalliq
- 1,091 devices to Qikiqtani

Developing the Inuuqatigiitsiarniq Pandemic Policy Guide Template

The Inuuqatigiitsiarniq Pandemic Policy Guide Template provides guidance to educational stakeholders, particularly to District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN), in the development and maintenance of *Inuuqatigiitsiarniq* schools. This resource was provided to schools and DEAs and the CSFN in March 2021.

Inuuqatigiitsiarniq means respecting others, relationships, and caring for other people. The purpose of an Inuuqatigiitsiarniq Pandemic Policy Guide is to create and maintain a welcoming, positive, safe, caring, and healthy school and community environment that is supportive of the students and their education.

Support for parents and guardians

The department developed a guide to help parents and guardians find ways to make their home a supportive environment for remote learning. This guide provided tips on how to support children as they learned remotely, how to motivate and engage them, and keep learning activities on track. This guide included information on how to get started with remote learning, ways to stay creative, and tips for balancing responsibilities at home and managing stress.

Parents and guardians were encouraged to reach out for help and were provided with a list of different resources.

Nunavut Kamatsiaqtut Help Line

1-800-265-3333 (English, French, and Inuktitut)
Telephone counselling for Northerners who need to talk or are in crisis – available 24 hours a day, 7 days a week

Inuit Hope for Wellness Help Line

1-855-242-3310 (English, French, Inuktitut on request)
www.hopeforwellness.ca

Indian Residential School Resolution Crisis Line

1-866-925-4419 (Inuktitut, English, and French)

Iliisaqsivik Toll-free Counselling Line

1-866-331-4433 (Inuktitut and English)

Cambridge Bay Wellness Centre

1-867-983-4670

Pulaarvik Kublu Friendship Centre (Rankin Inlet)

1-867-645-2600

Tukisigiavik Society (Iqaluit)

1-867-979-2400

Crisis Services Canada

1-833-456-4566 (English and French)
Text 45645 (English and French)

Kids Help Phone

1-800-668-6868 (English and French)
Text CONNECT to 686868 (English and French)

Nunavut Victims Services

1-866-456-5216
victimservices@gov.nu.ca

Veterans Affairs Canada Assistance Services

1-800-268-7708 (English and French)

Department's Key Achievements for 2020-21

Passing of Bill 25

Computer replacement and installation in schools

Online professional development opportunities for school staff

2020-21 School Year Graduates

Passing of Bill 25

On November 5, 2020, Bill 25 passed third reading by the Members of the Legislative Assembly and received assent on November 10, 2020. The Department of Education is committed to ensuring Nunavummiut receive quality schooling and to improving student outcomes and strengthen Inuktitut.

In response to this commitment, the department developed a package of proposed amendments and tabled Bill 25, an Act to Amend the *Education Act* and the *Inuit Language Protection Act* during the spring 2019 sitting of the Legislative Assembly.

The purpose of proposed amendments

The proposed amendments are to ensure there is a practical, forward-looking legislative framework to the *Education Act* and the *Inuit Language Protection Act*. The changes are designed to:

- Increase standardization across the territory which will improve the quality of education, the provision of resources and the ability to assess properly;
- Ensure that roles and responsibilities are clear for everyone working in the education system;
- Ensure that the system can better address the shortage of Inuktitut-speaking teachers;
- Ensure that advocacy is strengthened for communities and District Education Authority (DEAs); and,
- Provide improvements to Inclusive Education and related assessments.

Benefits of Bill 25

- Improvement of educational outcomes for Nunavut students
- Delivery of education in the Inuit language, and a schedule for curriculum development
- Enhancement of accountability in the education system

Works supported by Bill 25

- Rights Inuit have under the *Inuit Language Protection Act*
- Students have access to quality instruction in their first language
- Effective implementation of a strong Inclusive Education model
- Increasing the number of Inuit educators in all schools
- Developing an Educator Retention and Recruitment Strategy to employ more Inuit educators
- Stronger rapport with DEAs and Coalition of Nunavut District Education Authorities (CNDEA)

Work is ongoing to develop the necessary regulations to support the implementation of the revised Act.

Inclusive Education Regulations amended

While the provisions of the revised Act regarding Inclusive Education will come into force on July 1, 2021, the previous provisions concerning existing Inclusive Education Regulations have remained in force for the 2020-21 school year.

Amendments to the regulations provide guidance for the development of individual student support plans (ISSPs) and access to education support services. These regulations also ensure that accountability and responsibility for Inclusive Education is clearer and more practical for everyone involved with a focus on:

- Improving school attendance, student achievement, and student well-being;
- Ensuring that the processes for accessing tools, resources, and services are fair and clearly laid out; and,
- Improving the monitoring, collecting, and reporting of data, which will allow a better understanding of and response to student needs.

Tuugaalik High School Graduates from Naujaat



Computer replacement and installation complete

After the Government of Nunavut (GN) experienced a ransomware attack in November 2019, many devices used within Nunavut schools became obsolete. To mitigate this situation, the Department of Education allocated a budget of \$500,000 to support the replacement of computers in schools.

The department purchased and replaced about 500 computers for staff, including Nunavut school staff. The replacements were needed due to security enhancements following the ransomware attack. The replacement actions were mostly applied and completed in the 2020-21 school year.

However, the replaced computers were not fully able to fulfill security requirements. For that reason, additional security tools were installed on all GN computers by the Department of Community and Government Services (CGS) after the ransomware attack. As a result, most devices had to be replaced. For the Department of Education, this meant there was a need for new computers in all Regional School Operations offices, as well as FANS, Curriculum Development, Student Achievement, the Education Headquarters office in Iqaluit, and all schools in Nunavut, except those in Taloyoak, Whale Cove, Chesterfield Inlet, Resolute Bay, Grise Fiord, Hall Beach (Sanirajak), and Qikiqtarjuaq.

Reformatting of computers was done in collaboration with CGS. CGS is responsible for staff computers, while the department is responsible for student computers. The department supported CGS in having all remaining issues and installations completed in each school.

All student and staff devices and the front-end network are back online.

Online Professional Development Opportunities for School Staff

During the 2020-21 school year, all educators were invited to participate in online courses and study groups. The department focused on providing online professional development and training opportunities to school staff and strengthening their professional practice so that instructional, assessment, and inclusive schooling practices are of the highest standard possible.

An online learning platform called Ning was selected to offer courses to educators and student support assistants. Courses from the *Orientation to Teaching in Nunavut* series, as well as *Supporting Reading Instruction* took place. Ning provides a space for educators to access the course material including readings and videos, and engage in online discussions with one another.

Courses from the Certificate in Educational Leadership in Nunavut program, which is accredited by the University of Prince Edward Island (UPEI), were delivered online using the UPEI Moodle learning management system, Microsoft Teams for videoconferences, and other technology for teleconferences.

Online communities of practice were established to connect educators in specific role groups such as student support teachers, learning coaches, school leaders, and educators implementing or supporting the Inuktitut Titiqqiriniq program resources. These online discussion boards provided a way for educators to collaborate and share best practices with one another. In addition, focused study groups on relevant books or Nunavut-developed resources connected these groups of educators through conference calls as they discussed the material and considered how they would implement it in their professional practice.

2020-21 School Year Graduates

Due to the ongoing COVID-19 pandemic, many students, schools, and communities in Nunavut experienced graduation ceremonies a little differently than in past years. School communities created unique experiences for their graduates, while also complying with health and safety measures.

For instance, Tuugaalik High School in Naujaat organized a parade through the community with police leading the graduates. Afterwards, for the indoor ceremony, restrictions were placed on the number of people who could attend, and seating arrangements were made to accommodate social distancing. Organizers placed more effort on decorations so that beautiful photos could be shared online with those who could not attend.

Despite the challenges graduates faced due to COVID-19, 287 students graduated from high school as of December 2021. The number of graduates in 2020-21 increased by 11% compared to number of graduates in the 2019-20 school year.

The number of graduates for 2020-21 was 287 **as of December 31, 2021.**

- 35 in the Kitikmeot region
- 123 in the Kivalliq region
- 129 in the Qikiqtani region

There were 255 graduates across the territory during the 2019-20 school year.

- 33 in the Kitikmeot region
- 101 in the Kivalliq region
- 121 in the Qikiqtani region



Kugluktuk High School Graduates

Ongoing Key Projects

Migration from Maplewood to Edsembli

Attendance and Registration Toolkit

Education Support Services Program

Literacy Initiative

Educator Retention and Recruitment Strategy

Nunavut-made Curriculum

Language of Instruction Implementation

Family Engagement Framework

Migration from Maplewood to Edsembli

The department's Student Information System (SIS) ensures that student data is collected accurately, safely, and consistently across Nunavut. The system allows for an up-to-date, comprehensive source of data to evaluate school and program performance at all grade levels. The current Maplewood SIS that has been in use for almost a decade has become obsolete and will be replaced early January 2022 with an updated version of a new SIS, developed, hosted, and supported by Edsembli. The new contract term runs from April 1, 2021, to March 31, 2025. Principals, teachers, and other administrative staff in all schools as well as the SIS team will have access to the system.

In preparation for the rollout in January 2022, training for use of the new SIS by school staff is ongoing and the training package includes:

- A SIS operational schedule to provide a complete list of what key tasks need to be executed, by whom, and by when, to ensure fluent operation of the system;
- A SIS user manual;
- Annual training for new principals and for others on a case-by-case basis;
- An online training module for principals; and,
- Development of online training modules for school office administrators, secretaries, and teachers.

The new SIS will offer accurate and additional tasks that are helpful and needed in data collection. It will be used to record and produce student registration and enrolment information, attendance information, validation statements, transcripts, and can produce report cards in all four official languages, typically in language combinations.

Attendance and Registration Toolkit

In a joint effort between the department and the community, an Attendance and Registration Toolkit is being created for District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN) to improve low attendance rates and registration of students in Nunavut.

It is a requirement under the *Education Act* that each DEA and the CSFN develops a Registration and Attendance Policy and oversees implementation of the policy in their schools. To this end, the department provides guidance and support to DEAs and the CSFN to ensure they are equipped to successfully develop and implement a Registration and Attendance Policy and promote regular school attendance and engagement in education.

Several focus groups were conducted by teleconference in all three regions by DEA Development Officers in six communities having challenges or successes with attendance and registration in their schools. The communities identified were Clyde River, Sanikiluaq, Arviat, Chesterfield Inlet, Kugaaruk, and Gjoa Haven.

The toolkit will have a Registration and Attendance Policy template and outlines strategies that DEAs and the CSFN can use to encourage parents to enroll their children in the school system.

The Attendance and Registration Toolkit will include:

- A communication tool that offers methods for effective communication and engagement with the community around registration and attendance.
- An attendance improvement tool that lists methods to increase attendance such as improving the school environment, family engagement, rewards, and incentives.
- A description and development tool describing the purpose of a Registration and Attendance Policy as required by the *Education Act* and a guideline for how to develop a Registration and Attendance Policy with samples.
- A Registration and Attendance Policy implementation tool detailing the DEA and school staff roles and responsibilities in implementing the developed Registration and Attendance Policy.

The Attendance and Registration Toolkit is expected to be completed and distributed to the DEAs in the 2021-22 school year.

Education Support Services Program

In September 2017, the Department of Education established and implemented the Education Support Services Program through the Student Achievement division. Since then, the department continues to expand and evaluate the Education Support Services Program to better support student success.

During the 2020-21 school year, the department expanded the range of the Education Support Services Program to include delivery of services to Kitikmeot schools. In addition to occupational therapy, physiotherapy, speech language and applied behaviour analysis, psycho-educational assessment is also offered under the program.

Due to the ongoing risk of COVID-19, the department developed and implemented a model for remote delivery of services for all schools. As a result, all schools have the capability for students, teachers, and education support service providers to connect via videoconferencing. The department continues to deliver services to schools using a blended model of in-person visits and remote support. Remote support is provided through videoconferencing, telephone calls, and email.

Additionally, teachers can request supports for the entire class, allowing all students to benefit from services using the Response to Intervention model. Response to Intervention is also known as tiered support (Tier 1, 2, and 3). It is a multi-tiered approach to the early identification and support of students with learning, social-emotional and behavioural needs that begins with high-quality, classroom-wide instruction (Tier 1), universal screening of all students (Tier 1), and applying interventions as required (Tiers 2 and 3).

Literacy Initiative

The Department of Education designed, developed, and is currently implementing a comprehensive strategy that covers early childhood to adult literacy components. This strategy is aimed at enhancing and promoting literacy attainment for students in Nunavut schools.

K-12 Literacy

The *Draft Nunavut Literacy Framework K-12* was released in September 2017. During the 2017-18 school year, revisions were made based on feedback provided by school staff. The finalized *Nunavut Literacy Framework K-12* was released in fall 2019.

The Literacy Framework brings consistency to literacy practices and its goals are to:

- Ensure students can read, write, and speak at high levels of proficiency in all official languages;
- Ensure high school graduates have literacy skills that will enable them to pursue post-secondary studies and career aspirations;
- Support teachers to deliver quality learning experiences for students;
- Ensure standardized curricula, lesson plans, and teaching strategies are effective across the territory;
- Ensure consistency and transparency of literacy assessment of students; and,
- Ensure schools have quality resources to support students' literacy acquisition in all official languages.

To support the *Nunavut Literacy Framework K-12*, work is underway on an accompanying Handbook. To ensure that this Handbook will be a practical document that meets school staff's needs, feedback on a draft table of contents was also collected from school staff.

School staff learning opportunities on Literacy Framework

For the 2019-20 and 2020-21 school years, schools needed to concentrate on student recovery learning. Therefore, expectations related to literacy in schools were reduced due to the COVID-19 pandemic. However, training opportunities that connect with literacy continued to be provided to school staff.

Terminology Development

The Resource Services division is developing Inuktitut and Inuinnaqtun terminology to ensure that high-quality teaching and learning materials can be created in those languages.

The division held ten terminology meetings in 2020-21 (five for Inuktitut and five for Inuinnaqtun) to develop vocabulary for teaching and learning resources in the subject areas of math, science, and social studies, as well as a meeting focussed on Inuktitut dialects.

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

New resources

The Resource Services division continued to develop Inuktitut and Inuinnaqtun resources to support literacy in Nunavut. A significant number of teaching and learning resources have been created. Resources developed to date include more than 800 student books and teacher resources in Inuktitut, and more than 400 student books and teacher resources in Inuinnaqtun.

Resources created in 2020-21 include:

- One issue of Takuttalirilli!, a high-interest, low-vocabulary magazine to support reluctant readers, in Inuktitut and English, with support from the Department of Family Services;
- Inuktitut guided reading books and teacher editions for Levels 19 and 20;
- Resources to support teaching and learning about COVID-19 in schools;
- Two new book series about Inuit Qaujimajatuqangit and traditional Inuit stories;
- A series of resources to support the new Inuktitut Language Arts (ILA1) curriculum and Inuktitut Second Language (IL2) curriculum, including books for shared reading, vocabulary cards, and reproducible workbooks; and,
- Teacher and student resources to support writing skills development, including reproducible activities, student dictionaries, and writing prompts.

Resource Services also printed levelled student books from the Inuutsiarniq series created by the Department of Health, the Tulliniliara series developed by the Department of Family Services, a graphic novel developed in partnership with the Nunavut Wildlife Management Board, and a levelled reader developed by the Representative for Children and Youth Office. These resources align with curriculum and ensure language arts instruction provides opportunities for cross-curricular connections.

Educator Retention and Recruitment Strategy

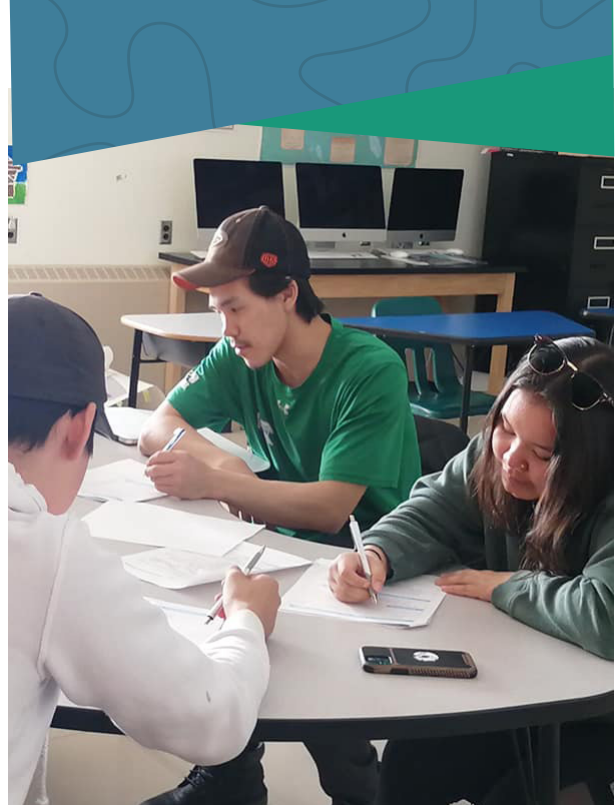
Nunavut schools are experiencing a teaching shortage. As of December 9, 2020, 34 NTA educator positions were available for competition across the territory. School staffing has been compromised because of the lack of housing for teachers. The department and Regional School Operations offices continue to discuss short- and long-term solutions with the Nunavut Housing Corporation.

To respond to the teaching shortage, an Educator Retention and Recruitment Strategy is being developed to attract educators in and out of Nunavut.

An important purpose of the Educator Retention and Recruitment Strategy is to have the department meet the Inuit Employment Plan and Language of Instruction mandate by identifying, developing, and implementing integrated approaches to address the Inuit teacher shortage. This strategy will support the delivery of quality bilingual instruction.

In the meantime, diligent work to fill vacant educator positions is ongoing. The department was scheduled to attend several Canadian university job fairs throughout the spring 2020. However, due to COVID-19, these in-person fairs were cancelled. In place of these in-person career fairs, most universities organized their career fairs virtually, which the department attended. The recruitment team sent the career fair organizers the department's recruitment materials to share with their university's education students, graduates, and alumni.

The department created a recruitment website called [TeachInNunavut.ca](https://www.teachinnunavut.ca) that displays specific information on teaching opportunities, benefits, and living in Nunavut. The social media advertising campaign also continued with advertisements on Facebook, Google and Google AdWords that directed potential jobs seekers to <https://www.teachinnunavut.ca>.



Inuglak students in Whale Cove, in preparation for summer employment

Educator Recruitment Schedule in the 2020-21 School Year

Date	Job Fair	Location
January 21, 2021	ApplyToEducation	Virtual
January 25, 2021	University of Alberta	Virtual
January 26, 2021	University of Calgary	Virtual
January 28, 2021	ApplyToEducation	Virtual
January 30, 2021	Mount Saint Vincent	Virtual
February 1, 2021	University of Regina	Virtual
February 9, 2021	Brock University	Virtual
February 25, 2021	Lakehead University	Webinar
February 25, 2021	ApplyToEducation	Virtual
March 9, 2021	University of Prince Edward Island	Webinar
April 1, 2021	ApplyToEducation	Virtual
April 21, 2021	Education Canada	Virtual
April 22, 2021	ApplyToEducation	Virtual
May 6, 2021	ApplyToEducation	Virtual
May 7, 2021	ApplyToEducation	Virtual
May 14, 2021	Memorial University	Webinar
May 19, 2021	Education Canada	Virtual

Nunavut-made Curriculum

The Department of Education is creating Nunavut-made curriculum that will support the development of a fully bilingual education system in Inuktitut and English or French. To achieve this goal, the department has developed a comprehensive Language of Instruction (LOI) Implementation Plan to identify the scope of work and timelines for made-in-Nunavut curriculum and resources in all subjects and grades.

The department's plan for curriculum development aligns with the schedule set out in the *Education Act* 2020, by which the department must produce curricula, teaching materials, and training with respect to Inuktitut Language Arts by 2039.

Currently, Nunavut's programs of study include locally developed courses, as well as curriculum adopted and adapted from Alberta, Saskatchewan, Manitoba, and the Northwest Territories. Curriculum in Nunavut is organized into four strands:

1. Uqausiliriniq (Language Arts)
2. Nunavusiutit (Social Studies)
3. Aulajaaqtut (Health and Physical Education)
4. Iqqaqqaukkaringniq (Math and Science)

This new, more culturally relevant curriculum will enhance the delivery of courses in Inuktitut.

Inuit Qaujimajatuqangit Embedded in Curriculum

The revised *Education Act* 2020 that sets the Inuit Qaujimajatuqangit (IQ) foundation as the goal for a bilingual education system in Nunavut is supported by an IQ Framework for curriculum development. The Culture and Heritage team in the Curriculum Development division ensures that the curriculum is informed by IQ, particularly as it relates to new curriculum.



Cultural activities at Nanook School in Apex



Cultural activity at Jonah Amitnaaq Secondary School in Baker Lake

For example, within the Nunavusiutit curriculum strand, the following courses and resources have been developed using IQ as their foundation:

- Nunavut Adaptation of Science 7-8-9
- Entrepreneurship 11-12
- Sustainable Tourism 11-12
- Social Studies 10-1 and 10-2
- Umiaqtaalik: Franklin Expedition and Inuit Knowledge (Grade 8 Social Studies module)
- NTI Elections Unit (Grade 9 Social Studies)

During the 2020-21 school year, the following language curricula were in development for the Uqausiliriniq curriculum, as part of the department's curriculum development plan:

- **ILA1** (Inuktitut Language Arts 1st Language – curriculum for students who are strong in Inuktitut)
- **IL2** (Inuktitut 2nd Language – curriculum for students who are learning Inuktitut in the non-Inuit language stream of the Dual Model)
- **IL2** (Inuinnaqtun 2nd Language – curriculum for students who are learning Inuktitut in the non-Inuit language stream of the Dual Model)
- **ILI** (Inuktitut Language Immersion – language revitalization curriculum for students who need to (re)learn and strengthen their Inuktitut skills)

Comprehensive Language of Instruction Implementation Plan

The department has a plan to achieve a fully bilingual education system in Inuktitut and English or French. To achieve the goal of a fully bilingual school system, the department has created a comprehensive Language of Instruction Implementation Plan for the development of made-in-Nunavut curriculum and resources for all subjects.

The department has developed an approach for language of instruction implementation that includes a 20-year plan for curriculum and resource development, assessment, and educator training for all subject areas.

An implementation plan detailing the development of policies and other procedural documents, as well as training and development for staff on the changes to the Act, has been developed. This plan also includes updating training manuals to reflect the changes to the roles and responsibilities for DEAs, school staff, and departmental officials.

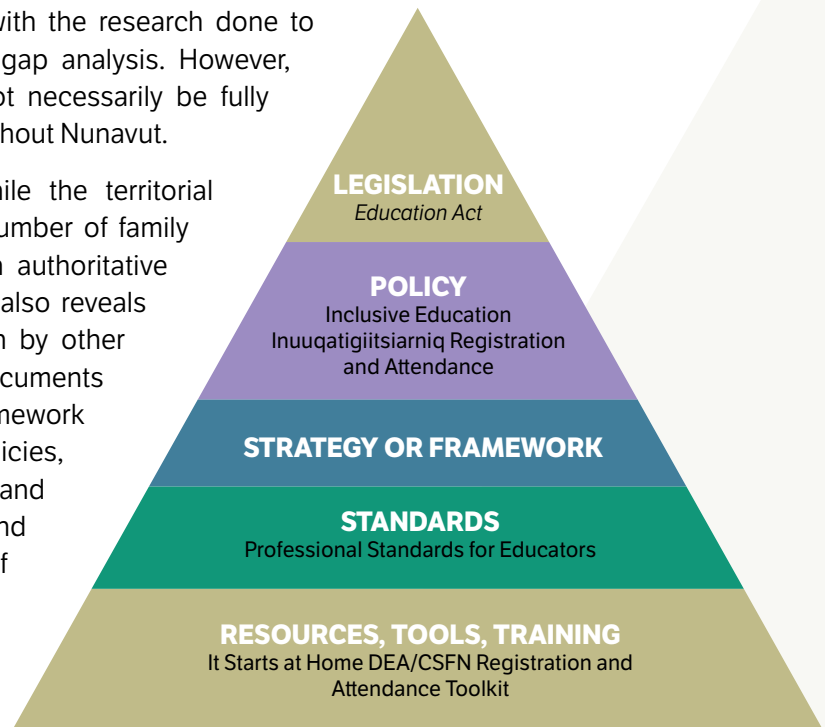
Until the time the plan is put into action, the department will continue to deliver Inuit Language instruction in schools using existing curriculum, resources, and training materials.

Family Engagement Framework

The department is developing a 10-year Family Engagement Strategy. It has completed a Current State Report and a Gap Analysis that will inform the development of the strategy. Once the development of strategy is completed, a Family Engagement Framework will be created that will establish a common vision and guiding principles on how stakeholders and the department will work together.

Summary of the Current State Report: Parent involvement is currently mentioned in the *Education Act*, Inclusive Education Policy and Framework, the Inuuqatigiitsiarniq Policy template, the Registration and Attendance Policy template, and school leader and teacher orientation material. The territorial scan revealed that several authoritative documents, initiatives, activities, and supporting materials referencing parent engagement exist and are aligned with the research done to inform the current state report and gap analysis. However, family engagement activities may not necessarily be fully documented or communicated throughout Nunavut.

Summary of the Gap Analysis: While the territorial scan shows the department has a number of family engagement tools and references in authoritative documents, this current state report also reveals a gap based on the approach taken by other jurisdictions and the hierarchy of documents for governance. A strategy or framework will support existing legislation, policies, standards, and tools. Strategies and initiatives that stem from legislation, and are critical to the successful delivery of services, typically require that each document lower in the hierarchy be related to and consistent with the higher document.



Capacity Building

Certificate in Educational Leadership in Nunavut

**District Education Authority
Roles and Responsibilities**

**Student Support Assistants
Professional Development Week**

**First Aid Training for
Child Care Facility Staff**

Certificate in Educational Leadership in Nunavut

In 2020-21, a total of 78 educators, including 35 Inuit educators, participated in the following online courses offered as part of the Certificate in Educational Leadership in Nunavut (CELN):

- Leadership of the School Improvement Process in Nunavut Communities
- Proactive Instructional Leadership in Nunavut Communities (Inuktitut and English)
- Foundations of Transformational Leadership in Nunavut Education (English)

All Nunavut educators are encouraged to apply to take CELN courses. Participants are prioritized as follows:

- Principals and vice-principals for principal certification required courses;
- Inuit educators;
- Long-term Nunavut educators;
- Educators who have demonstrated an ability to lead; and,
- Educators who have achieved satisfactory performance reviews.

CELN by region	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Educators trained (July 1, 2020 – June 30, 2021)				
Principals	7	8	14	29
Vice-principals	5	10	21	36
Educators other than principals and vice-principals	3	36	47	86
Number of Inuit participants in CELN	35			

The Certificate in Educational Leadership in Nunavut consists of five courses.

Required Courses	Elective Courses
Foundations of Transformational Leadership in Nunavut Education – ED 5090	Educational Leadership: Engaging Nunavut Parents, Elders, and Community – ED 5120
Proactive Instructional Leadership in Nunavut Communities – ED 5110	Leadership of the School Improvement Process in Nunavut Communities – ED 5130
Reflective Practice in Educational Leadership for Nunavut – ED 5140	Improving Language and Literacy Achievement – ED 5850
	The Inclusive Classroom – ED 5810

District Education Authority Roles and Responsibilities

To ensure that District Education Authorities (DEA) and the Commission scolaire francophone du Nunavut (CSFN) have the supports and resources they need to meet their requirements as stated in the *Education Act*, the department provides them with training opportunities.

During the 2020-21 school year, DEAs and the CSFN were provided an online training module on their roles and responsibilities, available in all official languages. To meet COVID-19 health and safety protocols, an online training format was used as an alternative to face-to-face trainings.

The objectives of this training are to familiarize DEA and CSFN members with their roles and responsibilities under the *Education Act* and to orient the DEA and CSFN on operational items such as policy development, human resources, planning, communication, and finance.

All new DEA and CSFN members and office managers were encouraged to complete the training as part of the onboarding conducted by the Partner Relation division's DEA Development Officers.

The training module is split into three weeks with 13 units in total:

- Unit 1: What I need to know
- Unit 2: What is a "District Education Authority"
- Unit 3: Where do DEAs get their authority? The Nunavut *Education Act!*
- Unit 4: What does the Act say about DEAs?
- Unit 5: Who's who in the Nunavut Education System?
- Unit 6: The structure of a DEA
- Unit 7: The work of a DEA
- Unit 8: The work of the DEA/CSFN: Planning and Communications
- Unit 9: Access to Information and Protection of Privacy (ATIPP)
- Unit 10: Governance through Policy
- Unit 11: The roles and responsibilities of a DEA member
- Unit 12: Committees
- Unit 13: Meetings!

Student Support Assistants Professional Development Week

Unlike Nunavut Teachers' Association (NTA) members, who can access funding through the Professional Development Council, there are limited funding opportunities that Student Support Assistants (SSAs) can access to further their skills. SSAs have an important role in Nunavut classrooms. Their main responsibility is to help students to access educational programs in classrooms, the school, and the community. Not being able to access training is a significant barrier to their professional development.

In response to this need for training, the department provided professional development opportunities for 196 SSAs during the 2020-21 Professional Development (PD) Week. This training took place in February 2021 for most of Nunavut's SSAs, with SSAs in Rankin Inlet receiving their training in October 2020.

Student Support Assistants were provided with a selection of professional development options to choose from, including:

- Introduction to Computer Basics course
- Introduction to Self-Regulation course
- Supporting Literacy Centres course
- Supporting Nipittivait Inuktitut course
- Supporting Reading Instruction course
- Self-Directed or School Leader Directed Activities

To meet the need for training and capacity building for SSAs, the Department of Education's Advanced Education division is working with Nunavut Arctic College to develop a Certificate Program for Student Support Assistants.

First Aid Training for Child Care Facility Staff

Child care facilities in 11 communities were offered first aid training for all staff who required it. As of June 30, 2021, a total of 101 staff were trained in first aid.

KITIKMEOT

Community	Child care facilities	Number of staff trained
Cambridge Bay	2	9
Gjoa Haven	2	7
Kugluktuk	2	6
Taloyoak	2	8

KIVALLIQ

Community	Child care facilities	Number of staff trained
Chesterfield Inlet	1	4
Rankin Inlet	4	19

QIKIQTANI

Community	Child care facilities	Number of staff trained
Clyde River	1	6
Iqaluit	13	27
Pangnirtung	2	7
Pond Inlet	2	4
Sanikiluaq	2	4

Good News Stories

Land and Cultural Activities

Nunavut Schools Awards

Land and Cultural Activities

Land-based instruction focuses on exploring Inuit culture with the aim of promoting Inuit values, giving students the opportunity to better understand their traditions, engage with their environment, and learn about Inuit history and values.

As outlined in the *2020-21 Opening Plan for Nunavut Schools: Health and Safety*, when in-class learning is limited, increased land-based activities can be implemented to make use of outdoor space. This allows important learning to continue, without the physical limitations associated with being in a traditional classroom, as required for health and safety reasons.

In 2020-21, all schools in Nunavut provided students with opportunities to engage in land and cultural activities such as qamutiik construction, seal cutting, and making bannock. For example, school staff at Inuglak School in Whale Cove prepared a land trip with students that included riding qamutiiks to a camp named Anautalik. Elder Louis Voisey told stories about the area and demonstrated how to drill the ice holes for fishing. Staff used an auger to drill holes in the ice and caught four trout. They also experienced driving snow machines and shooting hunting rifles under the supervision of a wildlife officer.



Inuglak School Land Trip

Nunavut Schools Awards

Nuna School program at Nanook School wins National Award for Excellence

Nanook School in Apex was the proud recipient of the Canadian Network for Environmental Education and Communications' (EECOM) Award of Excellence in Environmental Education and Communication for Outstanding K-12 School for their Nuna School land-based learning program.

The Nuna School program is the first land- and place-based Kindergarten to Grade 2 school program in Canada where students are outside learning on the land every day in all types of weather. Combining this land-based approach and Inuit Qaujimagatuqangit, creates a unique educational experience that also meets Nunavut's curricular objectives.

The Department of Education would like to thank community members, the Apex DEA, educators, and parents whose active support and enthusiasm make this award-winning program possible.

Mary Piercey-Lewis 2021 MusiCounts Teacher of the Year

The Canadian Scholarship Trust Foundation awarded the 2021 MusiCounts Teacher of the Year to Dr. Mary Piercey-Lewis from Inuksuk High School in Iqaluit. She received a \$10,000 cash prize, a substantial contribution to their school's music program, and a JUNO Award statuette. Piercey-Lewis has been teaching music in Nunavut for over 15 years, using her Ph.D. in ethnomusicology to provide culturally relevant music programming for her students.



Iqaluit music teacher nominated for national award

Department of Education

BUDGET

Directorate	BUDGET	ACTUAL	VARIANCE
DM's Office	\$ 814,000	\$ 3,406,447	-\$ 2,592,447
ADM, Education Programs	\$ 255,000	\$ 212,772	\$ 42,228
ADM, Support Services	\$ -	\$ 112,747	-\$ 112,747
Total	\$ 1,069,000	\$ 3,731,966	-\$ 2,662,966

Partner Relations	BUDGET	ACTUAL	VARIANCE
Partner Relations	\$ 1,307,000	\$ 1,086,671	\$ 220,329
Elders Advisory	\$ 296,000	\$ -	\$ 296,000
Coalition of Nunavut DEAs	\$ 665,000	\$ 665,000	\$ -
Total	\$ 2,268,000	\$ 1,751,671	\$ 516,329

Policy and Planning	BUDGET	ACTUAL	VARIANCE
Director's Office (Policy and Planning)	\$ 1,062,000	\$ 945,817	\$ 116,183
IQ/Inuit Employment Coordinator	\$ 155,000	\$ 102,277	\$ 52,723
Sivummuakpaallirutiksatsat Program	\$ 420,000	\$ 32,680	\$ 387,320
Legislation	\$ 232,000	\$ 203,103	\$ 28,897
Planning, Reporting and Evaluation	\$ 745,000	\$ 548,043	\$ 196,957
Total	\$ 2,614,000	\$ 1,831,920	\$ 782,080

Communications	BUDGET	ACTUAL	VARIANCE
Communications	\$ 583,000	\$ 480,943	\$ 102,057
Total	\$ 583,000	\$ 480,943	\$ 102,057

Early Learning and Child Care	BUDGET	ACTUAL	VARIANCE
Director's Office (Early Learning and Child Care)	\$ 1,340,000	\$ 940,700	\$ 399,300
Early Childhood Resources	\$ 713,000	\$ 335,950	\$ 377,050
Early Childhood Development	\$ 699,000	\$ 808,830	-\$ 109,830
Healthy Children Initiative	\$ 908,000	\$ 365,630	\$ 542,370
Daycare Grants and Services	\$ 2,150,000	\$ 2,603,647	-\$ 453,647
Early Childhood Support	\$ 179,000	\$ 44,915	\$ 134,085
Young Parents Stay Learning	\$ 170,000	\$ 64,838	\$ 105,162
Total	\$ 6,159,000	\$ 5,164,510	\$ 994,490

Corporate Services	BUDGET	ACTUAL	VARIANCE
Director's Office (Corporate Services)	\$ 566,000	\$ 1,518,028	-\$ 952,028
Finance and Administration	\$ 1,062,000	\$ 1,299,897	-\$ 237,897
Information Systems Planning	\$ 2,068,000	\$ 2,275,043	-\$ 207,043
Human Resources	\$ 347,000	\$ 477,193	-\$ 130,193
Capital Planning	\$ 256,000	\$ 324,409	-\$ 68,409
Health and Safety	\$ 447,000	\$ 829,848	-\$ 382,848
Total	\$ 4,746,000	\$ 6,724,418	-\$ 1,978,418

Curriculum Development	BUDGET	ACTUAL	VARIANCE
Director's Office (Curriculum Development)	\$ 338,000	\$ 427,348	-\$ 89,348
Team Lead Pathways Program	\$ 427,000	\$ 157,650	\$ 269,350
Team Lead Culture and Heritage	\$ 437,000	\$ 290,707	\$ 146,293

Team Lead Iqqaqqukkariniq	\$ 381,000	\$ 137,053	\$ 243,947
Team Lead Nunavusiutit	\$ 397,000	\$ 23,896	\$ 373,104
Team Lead Aulajaaqtut	\$ 383,000	\$ 31,447	\$ 351,553
Team Lead Uqausiliriniq	\$ 748,000	\$ 364,341	\$ 383,659
Total	\$ 3,111,000	\$ 1,432,442	\$ 1,678,558

K-12 School Operations	BUDGET	ACTUAL	VARIANCE
Headquarters School Operations	\$ 1,826,000	\$ 1,381,749	\$ 444,251
Qikiqtani School Operations	\$ 84,498,000	\$ 87,507,934	-\$ 3,009,934
Kivalliq School Operations	\$ 56,099,000	\$ 58,353,242	-\$ 2,254,242
Kitikmeot School Operations	\$ 32,705,000	\$ 32,840,805	-\$ 135,805
French School Operations	\$ 2,577,000	\$ 2,927,055	-\$ 350,055
Total	\$ 177,705,000	\$ 183,010,785	-\$ 5,305,785

Education en français	BUDGET	ACTUAL	VARIANCE
Director's Office (Education en français)	\$ 733,000	\$ 684,394	\$ 48,606
Total	\$ 733,000	\$ 684,394	\$ 48,606

Resource Services	BUDGET	ACTUAL	VARIANCE
Resource Services	\$ 2,696,000	\$ 2,144,472	\$ 551,528
Resource Services, Inuktut	\$ 1,060,000	\$ 201,259	\$ 858,741
Total	\$ 3,756,000	\$ 2,345,731	\$ 1,410,269

Educator Development	BUDGET	ACTUAL	VARIANCE
Director's Office (Educator Development)	\$ 220,000	\$ 219,119	\$ 881
Education Training Resources	\$ 3,344,000	\$ 626,748	\$ 2,717,252
NTA Professional Development Fund	\$ 3,615,000	\$ 3,963,023	-\$ 348,023
Program Implementation and Training Kugluktuk	\$ 863,000	\$ 210,459	\$ 652,541
Educator Development	\$ 944,000	\$ 209,403	\$ 734,597
Teacher Certification	\$ 302,000	\$ 144,489	\$ 157,511
Program Implementation and Training Pond Inlet	\$ 1,084,000	\$ 72,751	\$ 1,011,249
Total	\$ 10,372,000	\$ 5,445,992	\$ 4,926,008

Student Achievement	BUDGET	ACTUAL	VARIANCE
Director's Office (Student Achievement)	\$ 733,000	\$ 763,416	-\$ 30,416
Student Support	\$ 1,133,000	\$ 941,177	\$ 191,823
Student Assessment	\$ 1,155,000	\$ 1,033,374	\$ 121,626
Inclusive Education	\$ 2,583,000	\$ 946,842	\$ 1,636,158
Total	\$ 5,604,000	\$ 3,684,809	\$ 1,919,191

Advanced Education	BUDGET	ACTUAL	VARIANCE
Director's Office (Advanced Education)	\$ 226,000	\$ 235,615	-\$ 9,615
Pre-Employment Training	\$ 2,687,000	\$ 2,004,550	\$ 682,450
Adult and Post-Secondary Education	\$ 136,000	\$ 35,920	\$ 100,080
Adult Program Evaluation and Monitoring	\$ 127,000	\$ -	\$ 127,000
General Education Diploma	\$ 4,000	\$ -	\$ 4,000
Adult Program (PASS)	\$ 397,000	\$ 135,581	\$ 261,419
Adult Literacy and Basic Education	\$ 394,000	\$ 175,124	\$ 218,876
FANS - Administration	\$ 1,266,000	\$ 1,689,674	-\$ 423,674
FANS - Program	\$ 8,916,000	\$ 5,690,389	\$ 3,225,611
Total	\$ 14,153,000	\$ 9,966,853	\$ 4,186,147

APPENDICES

Appendix Table 1:
Licensed Early Childhood Education Facilities by Region

	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Licensed Daycares	5	9	19	33
Aboriginal Head Starts	3	2	2	7
Licensed Preschools	1	3	4	8
Licensed Afterschool Programs	0	0	7	7
Licensed Home Daycares	0	0	5	5
LICENSED CHILDHOOD PROGRAMS	9	14	37	60

Appendix Table 2:
Licensed Early Childhood Education Spaces by Region

	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Full-time Preschool Spaces	102	161	343	606
Part-time Preschool Spaces	82	60	116	258
Full-time Infant Spaces	31	53	134	218
Afterschool Spaces	0	0	165	165
LICENSED SPACES	215	274	758	1247

Appendix Table 3:
Primary and Secondary Language of Use
in Licensed Early Childhood Education
Facilities (percentage)

	NUNAVUT
PRIMARY LANGUAGE USED IN LICENSED FACILITIES	
Inuktitut	51.1%
Inuinnaqtun	2%
English	36.7%
French	10.2%
SECONDARY LANGUAGE USED IN LICENSED FACILITIES	
Inuktitut	33.3%
Inuinnaqtun	8.9%
English	55.6%
French	2.2%

Appendix Table 4:
Healthy Children Initiative Applicants
and Proposals (HCIAP)

REGION	
KITIKMEOT	2
KIVALLIQ	4
QIKIQTANI	10
TOTAL	16

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

	FUNDS APPROVED
NUNAVUT	\$ 635,670
KITIKMEOT	\$ 102,788
Cambridge Bay	\$ 45,588
Gjoa Haven	\$ 57,200
KIVALLIQ	\$ 187,326
Arviat	\$ 90,000
Rankin Inlet	\$ 97,326
QIKIQTANI	\$ 345,556
CSFN	\$ 57,000
Iqaluit	\$ 288,556

Appendix Table 6: Student Headcounts by Region, Community, School and Ethnicity

	INUIT	OTHER RESIDENTS	TOTAL
NUNAVUT	10257	645	10902
KITIKMEOT	1994	31	2025
CAMBRIDGE BAY	396	15	411
Kiilinik High School	167	3	170
Kullik Ilihakvik	229	12	241
GJOA HAVEN	393	0	393
Qiqirtaq Ilihakvik	141	0	141
Quqshuun Ilihakvik	252	0	252

	INUIT	OTHER RESIDENTS	TOTAL
KUGAARUK	407	1	408
Arviligruaq Illiniarvik	407	1	408
KUGLUKTUK	449	14	463
Jimmy Hikok Ilihakvik	201	8	209
Kugluktuk High School	248	6	254
TALOYOAK	349	1	350
Netsilik Ilihakvik	349	1	350
KIVALLIQ	3258	207	3465
ARVIAT	900	24	924
Levi Angmak Elementary School	373	10	383
Qitiqliq Middle School	189	3	192
John Arnalukjuak High School	338	11	349
BAKER LAKE	640	17	657
Rachel Arngnammaktiq Elementary	270	9	279
Jonah Amitnaaq Secondary School	370	8	378
CHESTERFIELD INLET	94	4	98
Victor Sammurtok School	94	4	98
CORAL HARBOUR	293	12	305
Sakku School	293	12	305
NAUJAAT	487	8	495
Tusarvik Elementary	273	1	274
Tuugaalik High School	214	7	221
RANKIN INLET	693	134	827
Leo Ussak Elementary School	301	19	320
Simon Alaittuq School	122	5	127
Maani Ulujuk Illiniarvik	270	110	380
WHALE COVE	151	8	159
Inuglak School	151	8	159
QIKIQTANI	5005	407	5412
APEX	40	4	44
Nanook School	40	4	44
ARCTIC BAY	342	1	343
Inuujaq School	342	1	343

	INUIT	OTHER RESIDENTS	TOTAL
CAPE DORSET (KINNGAIT)	449	11	460
Sam Pudlat School	244	9	253
Peter Pitseolak School	205	2	207
CLYDE RIVER	353	9	362
Quluqaq School	353	9	362
GRISE FIORD	24	0	24
Umimmak School	24	0	24
HALL BEACH (SANIRAJAK)	309	3	312
Arnaqjuaq School	309	3	312
IGLOOLIK	716	1	717
Ataguttaaluk Elementary School	332	1	333
Sivuniit Middle School	151	0	151
Amaqjuaq High School	233	0	233
IQALUIT	1126	359	1485
Aqsarniit Ilinniarvik	284	51	335
École des Trois-Soleils	17	77	94
Inuksuk High School	359	84	443
Joamie School	158	88	246
Nakasuk School	308	59	367
KIMMIRUT	147	2	149
Qaqqalik School	147	2	149
PANGNIRTUNG	448	2	450
Alookie School	201	2	203
Attagoyuk Illisavik	247	0	247
POND INLET	544	12	556
Ulaajuk School	293	5	298
Nasivvik High School	251	7	258
QIKIQTARJUAQ	129	1	130
Inuksuit School	129	1	130
RESOLUTE BAY	47	2	49
Qarmartalik School	47	2	49
SANIKILUAQ	331	0	331
Nuiyak School	179	0	179
Paatsaali School	152	0	152

Appendix Table 7: Student Headcount by Grade

	TOTAL
Kindergarten	812
Grade 1	833
Grade 2	893
Grade 3	798
Grade 4	829
Grade 5	813
Grade 6	851
Grade 7	792
Grade 8	769
Grade 9	729
Grade 10	999
Grade 11	818
Grade 12	966
Nunavut	10902

Appendix Table 8:
Attendance Rates (%) by Region, Community, School, and Gender

	TOTAL	FEMALE	MALE
NUNAVUT	57.7%	58.4%	57.0%
KITIKMEOT	49.8%	49.9%	49.6%
Cambridge Bay	54.99%	54.7%	55.3%
Kiilinik High School	66.83%	66.2%	67.5%
Kullik Ilihakvik	43.14%	43.1%	43.2%
Gjoa Haven	43.88%	44.2%	43.7%
Qiqirtaq Ilihakvik	28.65%	27.4%	29.9%
Quqshuun Ilihakvik	59.11%	61.0%	57.4%
Kugaaruk	55.20%	53.5%	56.7%
Arviligruaq Ilinniarvik	55.20%	53.5%	56.7%
Kugluktuk	48.35%	47.6%	49.1%
Jimmy Hikok Ilihakvik	39.14%	39.5%	38.8%
Kugluktuk High School	57.56%	55.8%	59.3%
Taloyoak	46.39%	49.3%	43.4%
Netsilik Ilihakvik	46.39%	49.3%	43.4%
KIVALLIQ	64.3%	65.0%	63.7%
Arviat	56.25%	57.3%	55.2%
John Arnalukjuak High School	90.08%	90.2%	89.9%
Levi Angmak Ilinniarvialaaq	21.43%	23.0%	19.8%
Qitiqliq Middle School	57.25%	58.7%	55.9%
Baker Lake	69.46%	70.8%	68.3%
Jonah Amitnaaq Secondary School	80.66%	81.4%	80.0%
Rachel Arngnamaktiq Elementary School	58.25%	60.1%	56.6%
Chesterfield Inlet	64.06%	64.0%	64.2%
Victor Sammurtok School	64.06%	64.0%	64.2%

Coral Harbour		61.45%	61.8%	61.1%
	Sakku School	61.45%	61.8%	61.1%
Naujaat		58.61%	58.6%	58.6%
	Tusarvik Elementary	46.19%	45.2%	46.9%
	Tuugaalik High School	71.02%	71.9%	70.2%
Rankin Inlet		67.18%	68.5%	65.9%
	Leo Ussak Elementary School	56.05%	58.8%	53.8%
	Maani Ulujuk Ilinniarnvik	68.40%	68.6%	68.2%
	Simon Alaittuq School	77.08%	78.0%	75.8%
Whale Cove		73.34%	74.2%	72.6%
	Inuglak School	73.34%	74.2%	72.6%
QIKIQTANI		59.0%	60.3%	57.8%
Apex		68.60%	75.8%	61.4%
	Nanook School	68.60%	75.8%	61.4%
Arctic Bay		52.20%	50.9%	53.3%
	Inuujaq School	52.20%	50.9%	53.3%
Cape Dorset (Kinngait)		69.24%	69.9%	68.6%
	Peter Pitseolak School	70.56%	70.6%	70.6%
	Sam Pudlat School	67.91%	69.3%	66.7%
Clyde River		58.89%	61.8%	56.1%
	Quluaq School	58.89%	61.8%	56.1%
Grise Fiord		68.92%	69.3%	68.3%
	Umimmak School	68.92%	69.3%	68.3%
Hall Beach (Sanirajak)		46.66%	49.3%	43.7%
	Arnaqjuaq School	46.66%	49.3%	43.7%
Iglolik		68.98%	70.3%	67.6%
	Ataguttaaluk Elementary School	50.88%	55.2%	46.3%
	Sivuniit Middle School	84.41%	84.1%	84.6%
	Iglulik High School	71.66%	71.5%	71.8%
Iqaluit		64.34%	63.5%	65.1%
	Aqsarniit Ilinniarnvik	66.02%	66.0%	66.0%
	École des Trois-Soleils	92.08%	90.8%	93.4%
	Inuksuk High School	59.27%	59.3%	59.2%
	Joamie School	50.71%	47.2%	54.0%
	Nakasuk School	53.60%	54.1%	53.1%

Kimmirut		48.00%	51.5%	44.5%
	Qaqqalik School	48.00%	51.5%	44.5%
Pangnirtung		55.31%	59.1%	51.1%
	Alookie School	46.88%	53.6%	39.4%
	Attagoyuk Illisavik	63.73%	64.6%	62.9%
Pond Inlet		48.70%	51.1%	46.2%
	Nasivvik High School	54.62%	56.0%	53.1%
	Ulaajuk School	42.58%	46.2%	39.2%
Qikiqtarjuaq		62.01%	63.0%	60.9%
	Inuksuit School	62.01%	63.0%	60.9%
Resolute Bay		72.17%	65.7%	76.7%
	Qarmartalik School	72.17%	65.7%	76.7%
Sanikiluaq		43.84%	42.5%	45.5%
	Nuiyak School	40.84%	40.0%	41.7%
	Paatsaali School	46.83%	45.1%	49.3%

Appendix Table 9: Graduates by Region and Community

NUNAVUT	287
KITIKMEOT	35
Cambridge Bay	3
Gjoa Haven	11
Kugaaruk	7
Kugluktuk	12
Taloyoak	2
KIVALLIQ	123
Arviat	48
Baker Lake	12
Chesterfield Inlet	4
Coral Harbour	19
Nauyasat	12
Rankin Inlet	24
Whale Cove	4
QIKIQTANI	129
Arctic Bay	10
Cape Dorset (Kinngait)	7
Clyde River	12
Grise Fiord	1
Hall Beach (Sanirajak)	3
Igloolik	27
Iqaluit	43
Kimmitut	4
Pangnirtung	8
Pond Inlet	5
Qikiqtarjuaq	3
Resolute Bay	0
Sanikiluaq	6

Appendix Table 10:
Graduates by characteristic

	GRADUATES	%
TOTAL	287	
AGE GROUP		
Under 17	2	1%
17 to 18	150	52%
19 and Over	135	47%
ETHNICITY		
Inuit	258	90%
Non-Inuit	29	10%
GENDER		
Female	155	54%
Male	132	46%

Appendix Table 11:
Nunavut Teacher Education Program Enrolment by region

	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Total NTEP Enrolment	15	78	71	164

Appendix 12:
Financial Assistance for Nunavut Students

	NUNAVUT
Total FANS Applicants	592
Total FANS Recipients	239
Recipients studying at in-territory post secondary institutions	121
Recipients studying at out-of-territory post secondary institutions	118

Appendix 13:
Pathway to Adult Secondary School (PASS) by region

	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Total PASS Enrolment	19	35	51	105
Total PASS Completion	2	9	11	22

