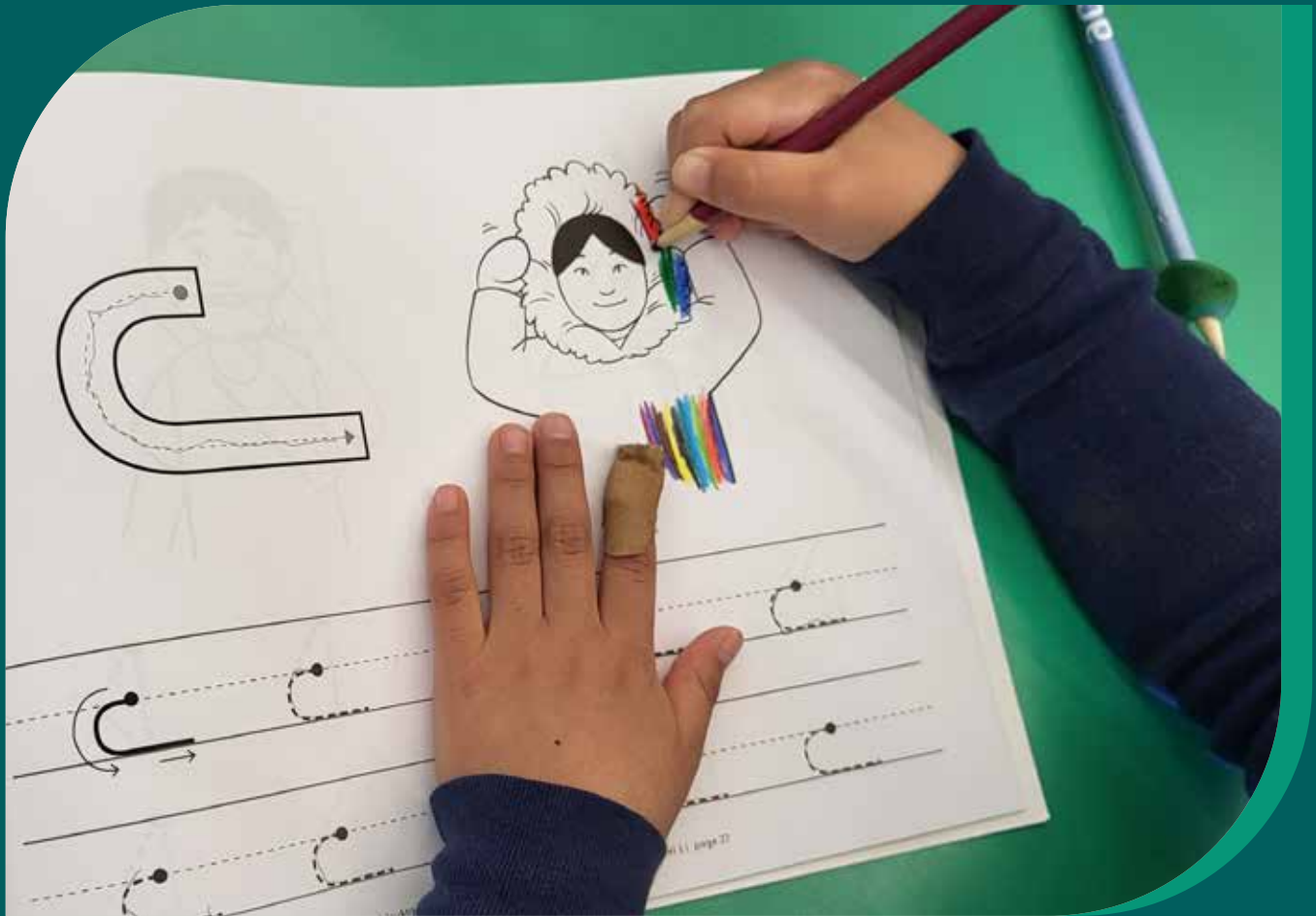


# 2022–2023 Annual Report



**Department of Education**  
Government of Nunavut





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# Minister's Message

I am pleased to present the Department of Education's annual report for the 2022-2023 school year. This year, the department achieved key milestones and made important accomplishments as the territory fully transitioned away from the restrictions and precautions that had been in place since 2020 to mitigate the spread of COVID-19.

We were proud to see 261 students graduate from Grade 12 in the 2022-2023 school year. This shows us that Nunavut schools, students, and their families continue to prioritize learning.

Several Department of Education initiatives which began in 2021-2022 continued into 2022-2023. For example, in 2022-23, the revised school staff funding formula provided funding for 25 additional Nunavut Employees Union (NEU) positions such as Secretaries, Custodians & School Community Counsellors.

We are committed to supporting the mental health and well-being of our students. In 2022-23, school-based positive mental health supports were rolled out to 22 Nunavut schools throughout 12 communities. These communities received in-person and virtual school-based mental health support services. We look forward to rolling this service out to all communities next year.

Also, during the 2022-2023 school year, the department partnered with the Coalition of Nunavut District Education Authorities to begin their initial community engagements as part of the review of the *Language of Instruction Regulations*. A total of seven Nunavut communities were visited from February to May 2023.

Another important accomplishment during the 2022-2023 school year was the significant leap forward in our pursuit of equitable, affordable child care for Nunavut. In December 2022, the parental fees for licensed child care centres were reduced to \$10 per day, making Nunavut the first jurisdiction to support \$10/day child care services under the federal agreement. This milestone was achieved a full 15 months ahead of our original schedule and more than three years ahead of the federal goal for Canada-wide implementation. This achievement has made a significant difference for families across the territory who have seen hundreds of dollars in savings each month. I am grateful to our Federal and Inuit Organization partners for supporting this initiative.

For our adult learners, the department continued to enhance the Financial Assistance for Nunavut Students (FANS) program. In 2022-23, FANS launched a new Part-Time Study Grant for eligible post-secondary students. A total of 533 Nunavut students (both full-time and part-time) received FANS funding of some kind during this year.

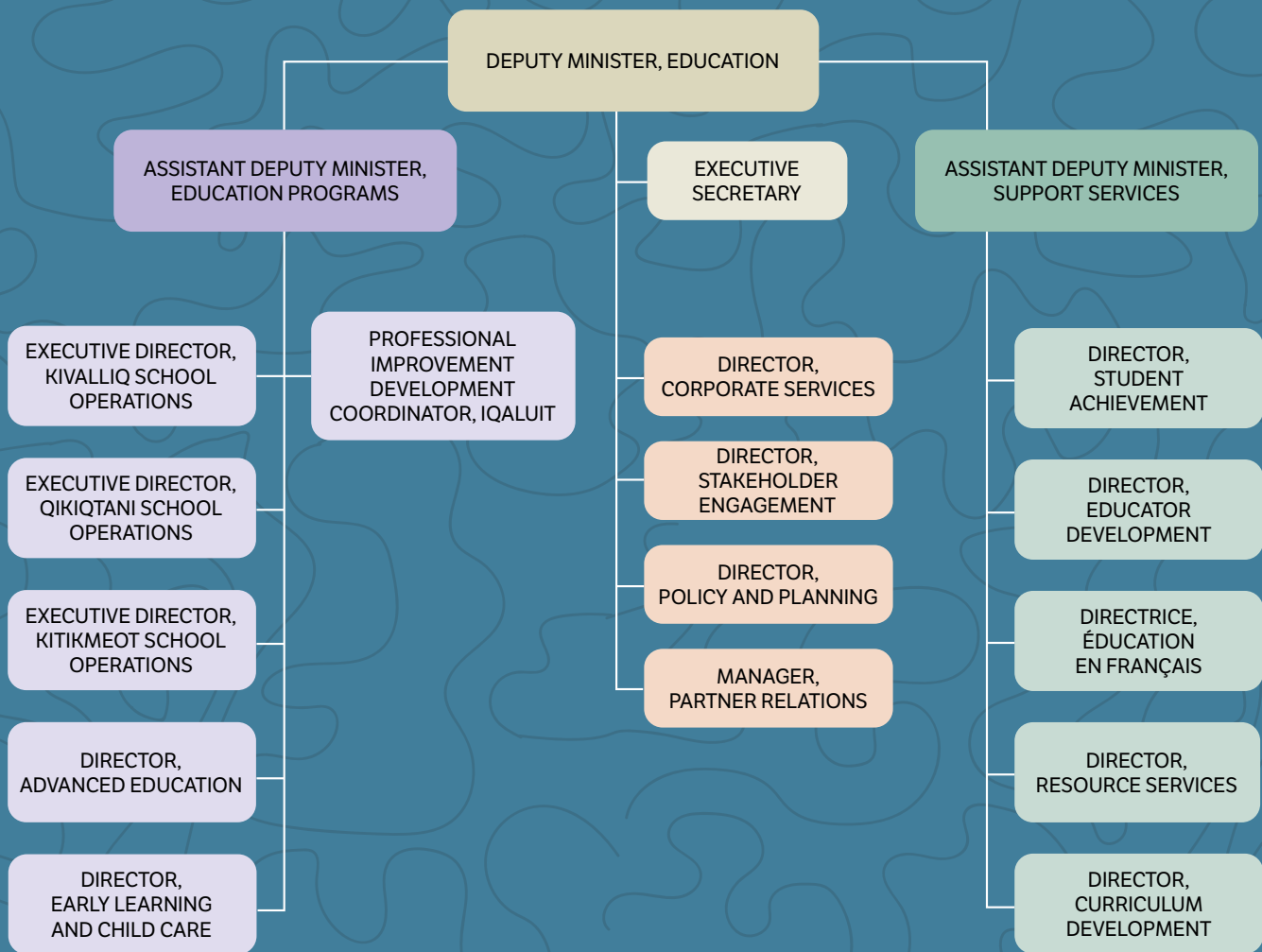
I am proud of the work of the Department of Education, and I look forward to what we can continue to accomplish for all our learners – children, youth, and adults – next year and beyond.

Quana,

Honourable Pamela Gross  
Minister of Education



# Organizational Structure



# Summary of Divisions Within the Department

## Directorate

The Division:

- Manages the overall operation of the department
- Recommends goals, objectives, and standards to the Minister
- Provides strategic direction to the department
- Ensures that the government mandate and Ministerial directions are implemented consistently

## Corporate Services

The Division:

- Provides strategic financial management for the department
- Oversees the development, design, and planning of capital infrastructure projects
- Oversees facility and vehicle management
- Provides a full range of administrative support services to the department in the areas of strategic human resources including orientation, staffing, corporate training, and programming
- Provides occupational health and safety support services
- Provides information technology/information system supports in the areas of system planning, database management, and system analysis

## Stakeholder Engagement

The Division contains the Communications and Partner Relations sections.

The Communications section:

- Is responsible for departmental communications and engagement with the media
- Develops partner communications

The Partner Relations section:

- Maintains interdepartmental, academic, and business relationships
- Provides administrative support to the Elders Advisory Committee, the Coalition of Nunavut District Education Authorities, and District Education Authorities
- Provides support for community engagement
- Develops and manages agreements that support formal relationships between partners
- Maintains partner relations

## Policy and Planning

The Division:

- Manages policy and legislation development
- Is responsible for meeting departmental obligations under the Access to Information and Protection of Privacy Act (ATIPP) including actions to assess and respond to Access to Information requests
- Coordinates the preparation of information for the Minister and Deputy Minister to represent the department within the government, the territory, nationally and internationally
- Leads the department's strategic and business planning including: the development and management of an accountability framework; the oversight of a comprehensive framework for evaluating programs; and setting and monitoring performance measurements and targets

## Advanced Education

The Division:

- Guides the development of governance, policy, and strategic planning for adult learning in Nunavut, including work to increase the availability of quality post-secondary educational opportunities within the territory and ensuring that existing programs and services are of high quality for the benefit of students and government
- Guides the implementation of the Nunavut Adult Learning Strategy as well as the *Education Act* as it relates to adult education
- Is responsible for adult programs that support equality of opportunity and encourage adult literacy, numeracy, and essential employability skills
- Administers the Financial Assistance for Nunavut Students (FANS) program, which provides financial support to Nunavut students to attend post-secondary education programs

## Curriculum Development

The Division:

- Manages and develops the department's curriculum including regular review and replacement, when necessary
- Ensures that all schools have access to and are using the grade appropriate programs of study for each of the Nunavut's curriculum strands
- Is responsible, through the *Education Act* and the *Inuit Language Protection Act*, for ensuring that the Nunavut Education Program promotes Inuit culture and languages

## Early Learning and Child Care

The Division:

- Promotes and supports early childhood development and early learning for children zero to six years of age
- Promotes quality care and education for children by inspecting and licensing, and providing guidance and support to all licensed child care centres to ensure compliance with the *Child Day Care Act and Regulations*
- Promotes early childhood development by providing support for children with diverse needs, developing linguistically and culturally relevant resources and providing training opportunities for early childhood program educators, staff, and parents
- Is responsible for governance, policy, and planning of early learning and child care initiatives under the *Child Day Care Act and Regulations*

## Éducation en français

The Division:

- Provides services to the francophone community
- Supports the commission scolaire francophone du Nunavut in their delivery of the French first language curriculum, projects, and programs in French pursuant to the Department of Education's obligations under the *Education Act*, the *Official Languages Act of Nunavut* and the *Canadian Charter of Rights and Freedoms*, which recognizes the status of the francophone minority
- Is responsible for the delivery of the French Additional Language curriculum in Nunavut schools

## Educator Development

The Division:

- Designs and delivers a professional development framework for employees in Nunavut's school system
  - Including: orientation for new employees; mentorship opportunities; and delivery of training designed to improve professional practice so that instructional, assessment, and inclusive schooling practices are of the highest standard possible
- Is responsible for certification and standards for teachers

## Kindergarten to Grade 12 (K-12) School Operations

The Division:

- Supervises and supports the delivery of Nunavut's Education Program in schools across the territory including through supervision and guidance to principals, teachers, and other school staff to ensure that high quality instructional, assessment, and student support practices are occurring as required by the Minister
- Is responsible for the day-to-day operation of schools, supervision of school staff, operational liaison with District Education Authorities, and overseeing the delivery of the Education Program and educational services for K-12
- Hires, relocates, supervises, and oversees performance management of school employees

## Resource Services

The Division:

- Creates, publishes, and distributes teaching resources and learning materials and other operational resources as approved by the Minister, ensuring these resources align with and support the curricular outcomes outlined in the approved curriculum
- Manages funding for Inuit Language Implementation to ensure materials in Inuktitut languages are developed and made available per the *Education Act* and *Inuit Language Protection Act*
- Is responsible for inventory and supply chain management of teaching and learning resources, including copyright management, and the digitizing and archiving of educational materials



## Student Achievement

The Division:

- Manages the development of Ilitaunnikuliniriniq, student assessment, homeschooling and reporting policies, procedures, and standards, designing, developing, implementing, and evaluating assessment resources and tools
- Responsible for overseeing student registration, information and record management and the administration of diploma examinations
- Implements Inuglugijaittuq, inclusive schooling in Nunavut through the development of resources, policies, procedures, and standards to enhance staff skills and knowledge, and to provide education support services
- Is responsible for Makittatiarniq, providing student wellbeing supports to schools to ensure they foster safe, caring and inclusive learning environments



# Employment Summary by Category

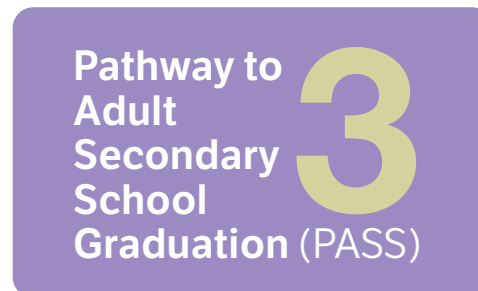
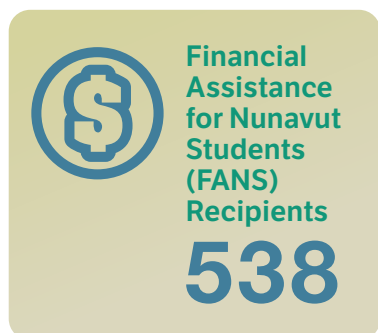
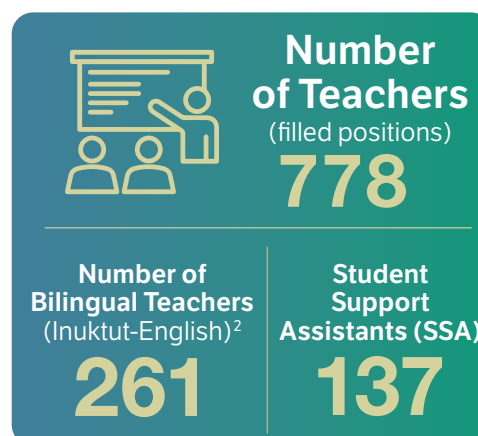
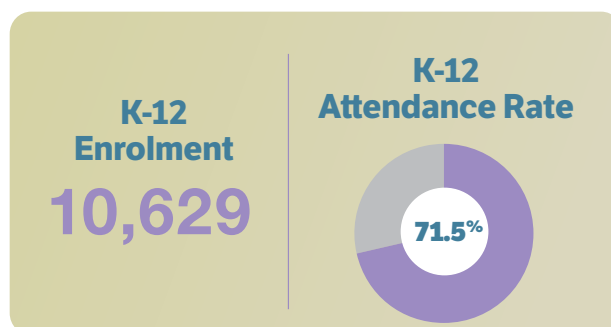
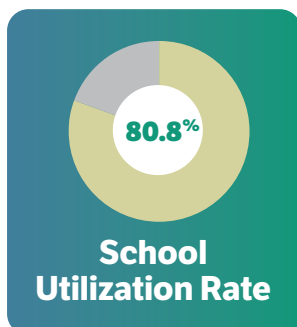
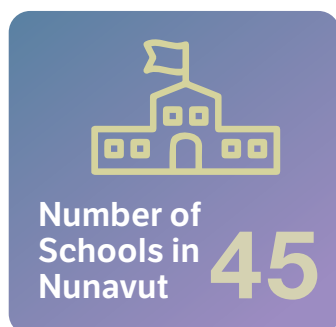
Table 1: Vacancy Rates and Inuit Employment in 2022-23

	Total Positions				Nunavut Inuit	
	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP <sup>1</sup>
Executive	3.00	-	3.00	100%	1.00	33%
Senior Management	21.00	3.00	18.00	86%	2.00	11%
Middle Management	75.00	13.00	62.00	83%	15.00	24%
Professional	800.53	142.00	658.53	82%	194.03	29%
Paraprofessional	180.00	58.50	121.50	68%	105.00	86%
Administrative Support	372.25	153.82	218.43	59%	204.68	94%
<b>Total Employment Categories</b>	<b>1,451.79</b>	<b>370.32</b>	<b>1,081.46</b>	<b>74%</b>	<b>521.71</b>	<b>48%</b>

Number of Inuit educators employed	277 of 778 filled educator positions
Number of Inuit non-educator school staff	227 of 243.5 filled school staff positions
Number of employees receiving the Inuktitut Language Incentive	261

<sup>1</sup> Inuit Employment Plan [https://www.gov.nu.ca/sites/default/files/documents/2023-12/trps\\_eng\\_q4\\_march\\_31\\_draft\\_ne\\_final\\_.pdf](https://www.gov.nu.ca/sites/default/files/documents/2023-12/trps_eng_q4_march_31_draft_ne_final_.pdf)

# 2022-2023 School Year in Review



Budget	Actual	Variance
\$252,280,000	\$241,583,355	\$10,696,645

<sup>2</sup> Teachers receiving the Inuktitut Language Incentive

# Department of Education

# Key Achievements

## 2022-2023

### Early Learning and Child Care: \$10/Day Daycare

On November 17, 2022, Karina Gould, Federal Minister of Families, Children and Social Development, along with Pamela Gross, Nunavut's Deputy Premier and Minister of Education, announced that Nunavut will be the first jurisdiction to achieve \$10-a-day for licensed child care centres under the Canada-Wide Early Learning and Child Care Agreement.

Using funding provided by the federal Government through the Canada-wide Early Learning and Child Care Agreement, the Department of Education spent \$2,276,469 to reduce licensed child care parental fees to \$10-a-day from December 1, 2022 to March 31, 2023.

Families in Nunavut with preschool-aged children at licensed child care centres and licensed home day cares became able to access child care for \$10-a-day, saving up to \$55 per child in care per day. This milestone was achieved 15 months ahead of Nunavut's Action Plan schedule, and more than three years ahead of the March 2026 federal goal for Canada-wide implementation.

This initiative represents a significant step forward in terms of realising the goal of making early learning and child care services more affordable in Nunavut.

### Staff Funding Formula – Student Educator Ratio

In 2020-2021, the department made a significant change to the way that schools are funded to capture all school staff positions and ensure a more consistent and equitable distribution of staff across schools. The revised funding formula looks at all school staff allocations while ensuring the *Education Act* requirements are followed and school and student needs more directly addressed, resulting in less fluctuations from year to year.

The new school staff funding formula helps students succeed by ensuring:

- All schools have a minimum number of teaching and non-teaching staff
- Schools have additional teaching and non-teaching staff based on school needs
- Staffing is more stable from year to year

The revised funding formula results in additional school-based positions. We are adding these positions over a three-year period. 2022-23, marked year 2 of the 3-year transition in funding. Year 2 provided funding for an additional 25 NEU positions, including Secretaries, Custodians and School Community Counselors or Ilinniavimmi Inuusilirijit.

Year 3 will provide funding to increase the number of teaching positions across Nunavut schools. Schools and students will continue to see benefits as the department implements the revised formula in future years.



## FANS Expansion to Include Part-Time Students

In 2022-2023, the Financial Assistance for Nunavut Students (FANS) program launched a new Part-Time Study Grant for eligible post-secondary students.

To qualify for a Part-Time Study Grant, a student must be accepted for registration in a program of studies at an approved institution as a part-time student and not be eligible for a basic grant at that time.

At present, the Part-Time Study Grant amount of \$4,943 is the maximum that applicants can receive within an academic year.

A total of 533 Nunavut students, including part-time students, received some level of FANS funding in 2022-23.

## Collaboration with the CNDEA

During the 2022-2023 school year, the department partnered with the Coalition of Nunavut District Education Authorities (CNDEA) to begin their initial community visits as part of the review of the *Language of Instruction Regulations*. By ensuring that communities have information about the use of bilingual education models in their community, these community visits were carried-out to serve as a primer to future consultations related to revising the *Language of Instruction Regulations*.

While visiting the communities, the department and CNDEA met with Parents, District Education Authority (DEA) members, Elders, Inuit Educators and students to talk about why the Inuit language is important to them, what is working well in terms of existing language instruction, what opportunities exist for improvements to language of instruction, and what members of the community would like to see in terms of a language of instruction model.

Community visits were carried-out from February to May 2023; in total, seven communities were visited during this time frame, including:

- Naujaat
- Coral Harbour
- Baker Lake

- Chesterfield Inlet
- Rankin Inlet
- Grise Fiord
- Resolute Bay

The department and the CNDEA will continue these engagements and aim to visit every community in the coming months.

This collaboration is part of a larger working group established by the department to review the *Language of Instruction Regulations*. Other partners on the working group include Nunavut Tunngavik Inc. (NTI) and the Department of Culture and Heritage.

## Language Nest

Language learning at an early age builds a strong foundation for children's success in their future academic years by enhancing their core cognitive skills and retention of Inuktitut. The department is committed to finding unique ways to support the use of Inuktitut to set our future students and their families up for success.

In 2021-2022, the Department of Education collaborated with Ilitaqsiniq and the Naujaat DEA to deliver the first Family Literacy/Language Nest pilot program (a 12-week family literacy program for stay-at-home parents and children 0-5 years old) in Naujaat.

In 2022-2023, the department collaborated with Ilitaqsiniq (the Nunavut Literacy Council) to deliver and manage its second 12-week program, which began in September 2022. Eight parents and 12 children participated in the program (from 1 April 2022 to 31 March 2023). Five program staff, one full-time coordinator and five part-time facilitators were hired for the program. Guest Elder instructors also supported the program.

The department hopes to continue to fund the expansion or replication of the Language Nest program in other communities in coming years and is working to develop a program guide and start-up manual to support the development of language nest programs in other communities.



## Council of the Federation Literacy Award

The Council of the Federation Literacy Award recognizes outstanding achievement, innovative practice and excellence in literacy. The awards are presented annually, in each province and territory, to recognize the excellence of educators, volunteers, learners, community organizations and businesses in many areas, including family, Indigenous, health, workplace and community literacy.<sup>3</sup>

The Council of the Federation awarded the 2022 Council of the Federation Literacy Award for Nunavut to Jeela Palluq-Cloutier. Jeela Palluq-Cloutier is a teacher, author, role model and mentor with a lifelong passion for language, teaching and ensuring the highest standards for Inuktitut, the Inuit language spoken throughout Canadian Arctic communities. Jeela has a wealth of experience teaching across Nunavut since 1989. Her teaching career encompasses a variety of roles including teaching elementary students in Igloolik and Iqaluit, high school in Iqaluit, as well as positions at Nunavut Arctic College, Nunavut Sivuniksavut, Carleton University and Piruvik Centre.

Jeela has taught Inuktitut to individuals of all ages. She is a celebrated author with four books under her name. As a mature student, Jeela returned to school to complete a master's degree focussed on the history of writing systems and the views of Nunavut educators on the standardization of Inuktitut. She supports digital Inuktitut resources to close the communication divide that many unilingual Nunavummiut experience. Jeela helped change the interface of popular social media and computer applications that involved not only translation work but more importantly terminology work, which involves researching and finding the right terms to describe these technologies. Jeela has contributed to validate the quality of new machine translation tools to allow for Inuit online engagement by translating over 11,000 Inuktitut words to social media. Jeela's incredible contributions to Inuktitut languages improve the quality of life throughout Nunavut communities and beyond.<sup>4</sup>

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<sup>3</sup> <https://www.canadaspremiers.ca/the-council-of-the-federation-literacy-award/>

<sup>4</sup> <https://www.canadaspremiers.ca/canadas-premiers-announce-2022-literacy-award-recipients/4/>

# Report on Inclusive Education/ Inuglugijaittuq

The Department of Education implements its Inuglugijaittuq Model of Inclusion with its Education Support Services Program to support every student to progress continuously and successfully in school.

The Inuglugijaittuq Model of Inclusion provides support to schools to ensure that all students progress through the complete learning continuum in five stages:

1. **Qaujilisaaqtuq:** The Emergent Learner
2. **Tukisiliqtuq:** The Transitional Learner
3. **Tukisinaqsiliqtuq:** The Communicative Learner
4. **Pinasugunnaqsijuq:** The Confident Learner
5. **Pijunnaqsijuq:** The Proficient Learner

Education support service providers enhance school programs by providing training for staff; resources; and skill development for students. These services include:

- American Sign Language Education
- Assistive Technology for Learning
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- School-based Mental Health
- Speech Language Therapy
- Support for Students who are Blind or of Low Vision
- Support for Students who are Deaf and Hard of Hearing
- Support for Students who are Neurodiverse

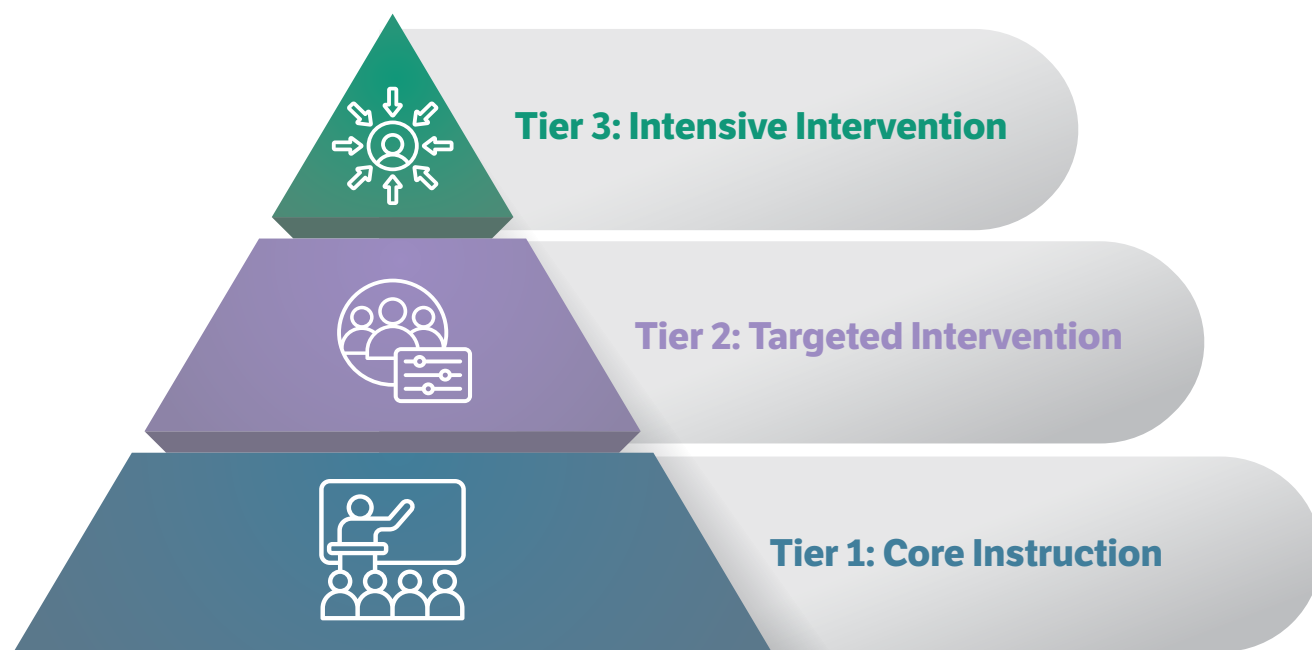
These education support services are delivered to students in-person and virtually through a tiered-system, that is individually, in small groups, or for whole schools or classes.

# School Mental Health Support Services

During the 2022-23 school year, the Department of Education expanded its School Mental Health Support Services from five communities (the pilot project) to 12 communities (Arviat, Cambridge Bay, Clyde River, Coral Harbour, Gjoa Haven, Igloolik, Kinngait, Kugluktuk, Nauyasat, Pond Inlet, Sanirajak, and Whale Cove).

School mental health consultants provided a range of tiered services with a focus on prevention, early intervention, and targeted, individualized services. The department uses the Inuglugiajaittuq model of service delivery which integrates timely training, coaching, consultative services and resource provision.

School Mental Health Support Services, in alignment with the Inuglugiajaittuq model of support, consists of three tiers, as depicted in the following diagram and described below.



### **Tier 1: The Whole Class**

All students in the classroom or school receive Tier 1 or universal support. Tier 1 consists of supports that foster belonging and academic success for all students. Staff and service providers collaborate to choose and use strategies and interventions designed to meet the needs of the majority of students on a general level. This level of support is inclusive of all students and may involve teaching self-regulation and using sound field systems in classrooms and other instructional areas.

Teachers are the main providers of Tier 1 service delivery, and they receive support from school mental health consultants in the form of coaching, training, and guidance. Consultants provide teachers with strategies to promote emotional literacy, self-regulation, and other relevant topics through activities like classroom visits, presentations, and resource sharing. Teachers monitor and assess student progress through assessment such as assignments, projects, presentations, and performance assessments. Teachers refer students that need additional support to the student support teacher, learning coach or the school team.

### **Tier 2: Small Group Interventions**

Some students benefit from additional support for specific goals. This assistance, typically delivered in small group lessons two to three times per week, focuses on addressing specific gaps. Tier 2 support may also involve teacher consultations and classroom-based activities; adjustments are made according to the progress students demonstrate.

Teachers receive guidance from mental health consultants as well as education support service providers for delivering Tier 2 support.

### **Tier 3: Individual Support Strategies and Interventions**

A few students require very personalised interventions. Typically, students receive Tier 3 interventions in very small groups or one-on-one for some time. This level of support aims to provide students with the extra help they need to successfully and consistently succeed in school.

The school team usually collaborates to develop and implement tailored Tier 3 supports for students. This team, collaborates with education support service providers to discuss potential strategies, obtain consent to proceed, and place a referral with the department for a student assessment. After assessment, a detailed support plan is developed, recorded, implemented, monitored, and reviewed as required.

In 2022-2023, the successful implementation of mental health services in alignment with this model resulted in 532 Tier 1 sessions, 397 Tier 2 sessions and 559 Tier 3 sessions benefitting 90 students.

Additionally, 12 psychosocial emergency responses were conducted in 9 communities, blending in-person and virtual support tailored to each community's needs. Initiatives included Psychological First Aid training for school staff, individual wellness check-ins with students, virtual empowerment groups for youth, support for interagency collaboration, safety planning and resource sharing. Two Canadian Red Cross Crisis Response representatives were deployed for 5-7 days of in-person support in schools, while virtual responses lasted 5 weeks.

# Support and Services Provided

The department successfully provided education support services in 2022-2023 as shown in the tables below.

**Table 2: Education Support Services Individualized Services Summary 2022-2023**

Support Service	Number of students who received individualized services
American Sign Language Education	11
Educational Psychology	12
Occupational Therapy	413
Physiotherapy	119
School Mental Health Services	90
Speech Language Therapy	435
Support for students who are Deaf or Hard of Hearing	87

## Occupational Therapy Services

Occupational therapists (OTs) in the school system are focused on supporting a child's overall ability to participate as successfully and fully as possible in the school environment. OTs can help teachers and parents better understand students' needs and provide strategies for success.

**Table 3: Occupational Therapy Services Provided in Schools 2022-23**

Tier 3: Individual Intensive Services						Tier 2: Targeted Services	Tier 1-2: Universal Services	Time In-Person Supporting Schools	
Total Students Receiving Support	New Referrals	Students released from support	School Appts	Virtual Appts	Total Appts	Students Supported	Number of Times Students Were Reached	In-School Time (days)	Trips to schools
413	111	50	850	1135	1985	341	43,903	180.75	81



## Physiotherapy Services

Physical therapy in a school setting promotes participation in the educational environment. The main goals of school-based physical therapy are to improve strength, balance, coordination, and/or mobility. Physiotherapists work with the school team to incorporate movement and activity into instruction.

Table 4: Physiotherapy Services Provided in Schools 2022-23

Tier 3: Individual Intensive Services						Tier 2: Targeted Services	Tier 1-2: Universal Services	Time In-Person Supporting Schools	
Total Students Receiving Support	New Referrals	Students released from support	School Appts	Virtual Appts	Total Appts	Students Supported	Number of Times Students Were Reached	In-School Time (days)	Trips to schools
119	26	12	225	375	600	63	5512	58.75	57

## Speech Language Pathology Services

Speech-language pathologists are essential members of the school team; contributing to all aspects of student communication, including the interconnection between listening, speaking, reading, writing, and interacting with others. Speech-language pathology services support academic success, as well as the social and emotional well-being of students.

Table 5: Speech Language Pathology Services Provided in Schools 2022-23

Tier 3: Individual Intensive Services						Tier 2: Targeted Services	Tier 1-2: Universal Services	Time In-Person Supporting Schools	
Total Students Receiving Support	New Referrals	Students released from support	School Appts	Virtual Appts	Total Appts	Students Supported	Number of Times Students Were Reached	In-School Time (days)	Trips to schools
435	113	134	480	1122	1602	446	38,968	155	56

As we increase and improve our reporting capacity, tier-related statistics for the other education support services (Deaf and Hard of Hearing education, American Sign Language education, educational psychology, school-based mental health, and support for students with neurodiversity) will be available in future annual reports.

In 2022-23 there was an increase in the number of students who received individualized speech language therapy (+26%) as well as occupational therapy (+18%), with a slight increase in the number of students who received physiotherapy (+7%).



# Report on Inuit Qaujimajatuqangit

In 2022-2023, the department continued its work to ensure that Inuit societal values and the principles of Inuit Qaujimajatuqangit were incorporated and fostered by the education system. Some of the department's key actions to foster Inuit Qaujimajatuqangit in 2022-2023 are highlighted below.

## Nunavut Curriculum

Inuit Qaujimajatuqangit is the foundation of Nunavut's education system; the department relies on its Inuit Qaujimajatuqangit Framework for curriculum development to guide the development of curriculum. The Curriculum Development division implements the Framework and ensures that the territory's education curriculum is informed by Inuit Qaujimajatuqangit, with support from a team that focuses on culture and heritage.

## Locally Developed Courses and Programs

The department supports locally developed courses and programs to meet the unique needs of students and communities. DEAs or the Commission scolaire francophone du Nunavut can offer courses that go beyond the standard curriculum as per the *Education Act*. Schools continue to offer locally developed courses where possible, including hunting and trapping, traditional clothing making with different materials and designs depending on the community, and science camp with a focus on regional geography.

## Professional Development

All educators and School Leaders were offered an opportunity to participate in two non-credit online 'Orientation to Teaching Nunavut' courses. The courses helped educators develop a greater understanding of Inuit Qaujimajatuqangit and included materials covering:

- Introduction to the Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum
- Cultural Awareness and Trauma-Informed Practice

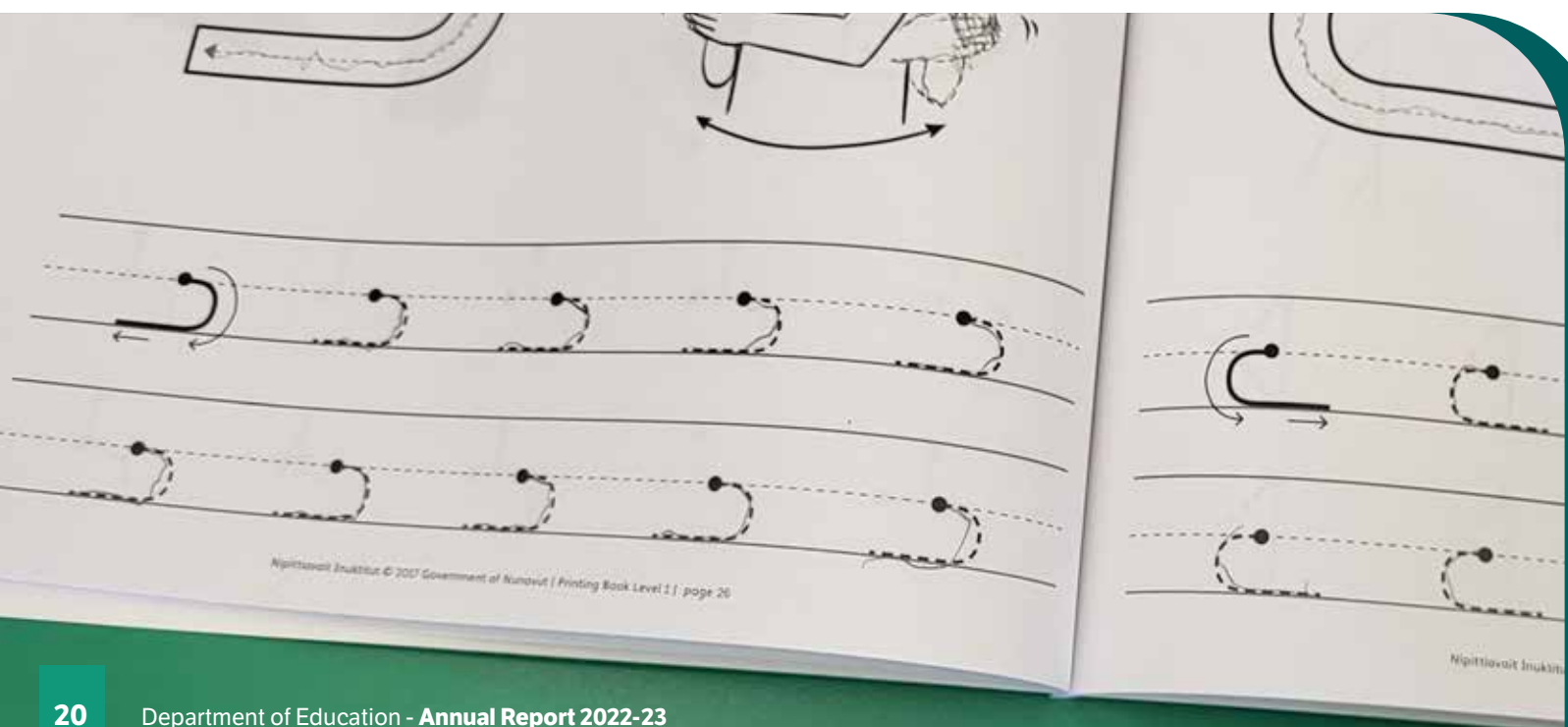
This year, all newly hired educators and School Leaders were also invited to a videoconference session to introduce the foundational beliefs about teaching and leading in Nunavut, including related to Inuit Societal Values, bilingual education, and our foundation documents.

# Report on Language of Instruction

## Implementation of the Bilingual Model

As required in the *Education Act*, the DEAs choose the languages of instruction (LOI) (Inuit Language and either French or English) and the bilingual education model for their community. There are three bilingual education models used in Nunavut schools:

- **The Qulliq Model;** intended to meet the needs of Nunavut communities where Inuktut is the first language of the community. Inuktut is the language of instruction in most subject areas initially and subjects taught in English are gradually introduced.
- **The Immersion Model;** intended for communities that have experienced significant language loss. This model focuses on reversing language loss. Most subjects are taught in Inuktut and subjects taught in English are gradually introduced.
- **The Dual Model;** intended for communities that have many strong Inuktut first-language speakers and English first-language speakers. In the Inuit Language Stream, most subjects are initially taught in Inuktut and subjects taught in English are gradually introduced. In the Non-Inuit Language Stream, most subjects are initially taught in English and subjects taught in Inuktut are gradually introduced. This aims to allow students to learn in their first language and also ensure graduates are bilingual.





The following table shows the current language model selected by the DEA in each community.

**Table 6: LOI Model by Community**

Community	LOI Model
Cambridge Bay	Immersion
Gjoa Haven	Immersion
Kugaaruk	Immersion
Kugluktuk	Immersion
Arviat	Qulliq
Baker Lake	Qulliq
Chesterfield Inlet	Qulliq
Coral Harbour	Qulliq
Nauyasat	Qulliq
Taloyoak	Qulliq
Whale Cove	Qulliq
Apex	Qulliq
Arctic Bay	Qulliq
Clyde River	Qulliq
Grise Fiord	Qulliq
Igloolik	Qulliq
Kimmirut	Qulliq
Kinngait	Qulliq
Pangnirtung	Qulliq
Pond Inlet	Qulliq
Qikiqtarjuaq	Qulliq
Resolute Bay	Qulliq
Sanikiluaq	Qulliq
Sanirajak	Qulliq
Iqaluit	Dual
Rankin Inlet	Dual

In June 2022, the *Interim Language of Instruction Act* received assent. Under the Act, the department is committed to completing the development of revised *Language of Instruction Regulations* by July 2025.

The department, through the *Language of Instruction Regulations* Working Group, is working to review the language of instruction models used in each school and will bring forward proposed changes to the models through the Regulations.

## Capacity To Provide Instruction in Inuktitut

In order to provide instruction in Inuktitut, the department needs school staff with the required language instruction skills and knowledge. During the 2022-2023 school year, there were 261 bilingual teachers<sup>5</sup> including Language Specialists across all schools in Nunavut. This was an increase from the previous year, 2021-2022, total of 259 bilingual teachers. The department continues to work on developing more Inuit and bilingual educators to support Inuktitut in our schools.

## Curricula Development, Resources, Assessment, Training, Certification and Professional Development: Kindergarten to Grade 3 & Grades 4-12

The Department of Education has developed a 20-year implementation plan to guide the development of the made-in- Nunavut curriculum that will support a fully bilingual education system in Inuktitut and English or French. The LOI Implementation Plan identifies the scope of work and timelines for the creation of the 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*, by which the department must produce curricula, teaching materials, and training with respect to Inuktitut Language Arts by 2039. This new, more culturally relevant curriculum will enhance the delivery of courses in Inuktitut.

<sup>5</sup> Teachers receiving the Inuktitut Language Incentive

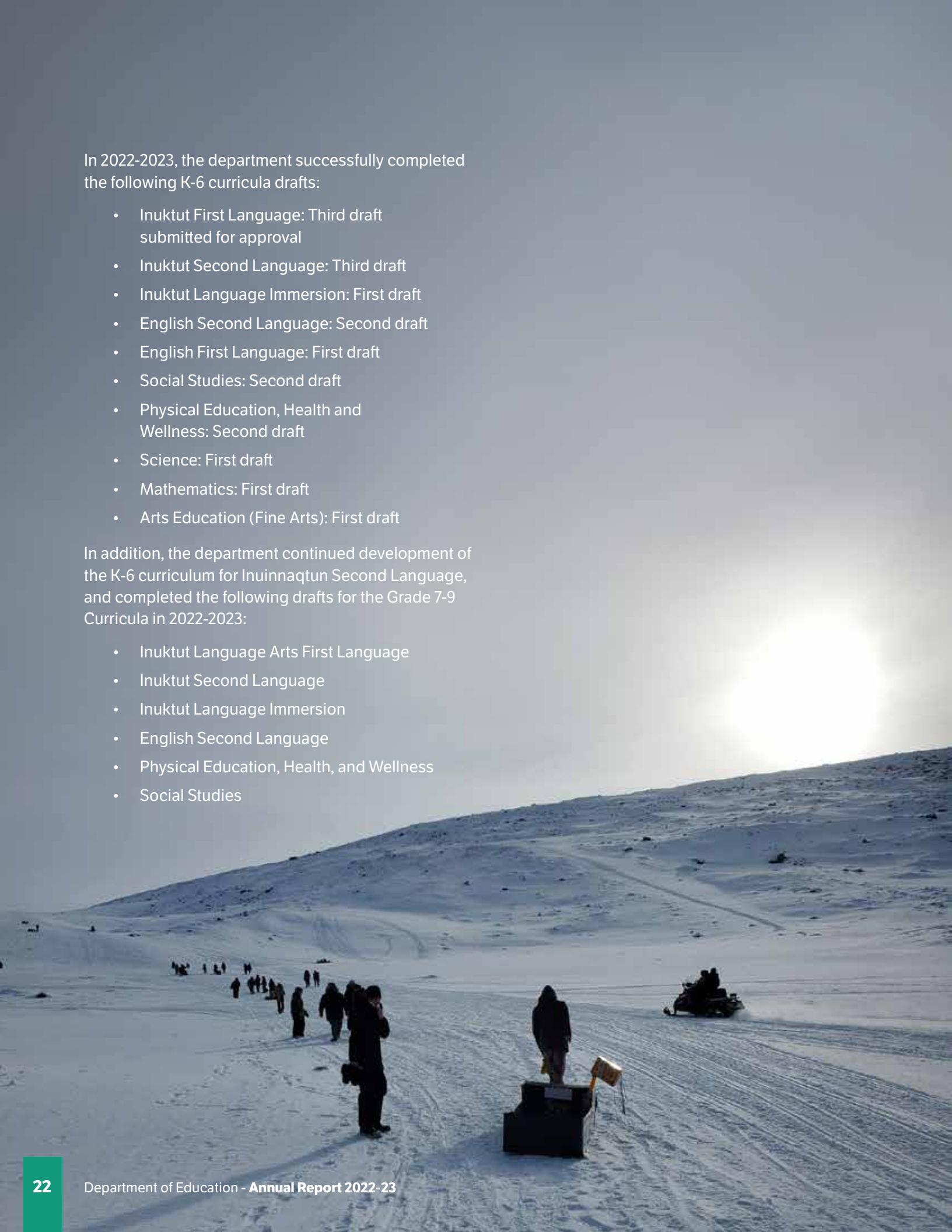


In 2022-2023, the department successfully completed the following K-6 curricula drafts:

- Inuktitut First Language: Third draft submitted for approval
- Inuktitut Second Language: Third draft
- Inuktitut Language Immersion: First draft
- English Second Language: Second draft
- English First Language: First draft
- Social Studies: Second draft
- Physical Education, Health and Wellness: Second draft
- Science: First draft
- Mathematics: First draft
- Arts Education (Fine Arts): First draft

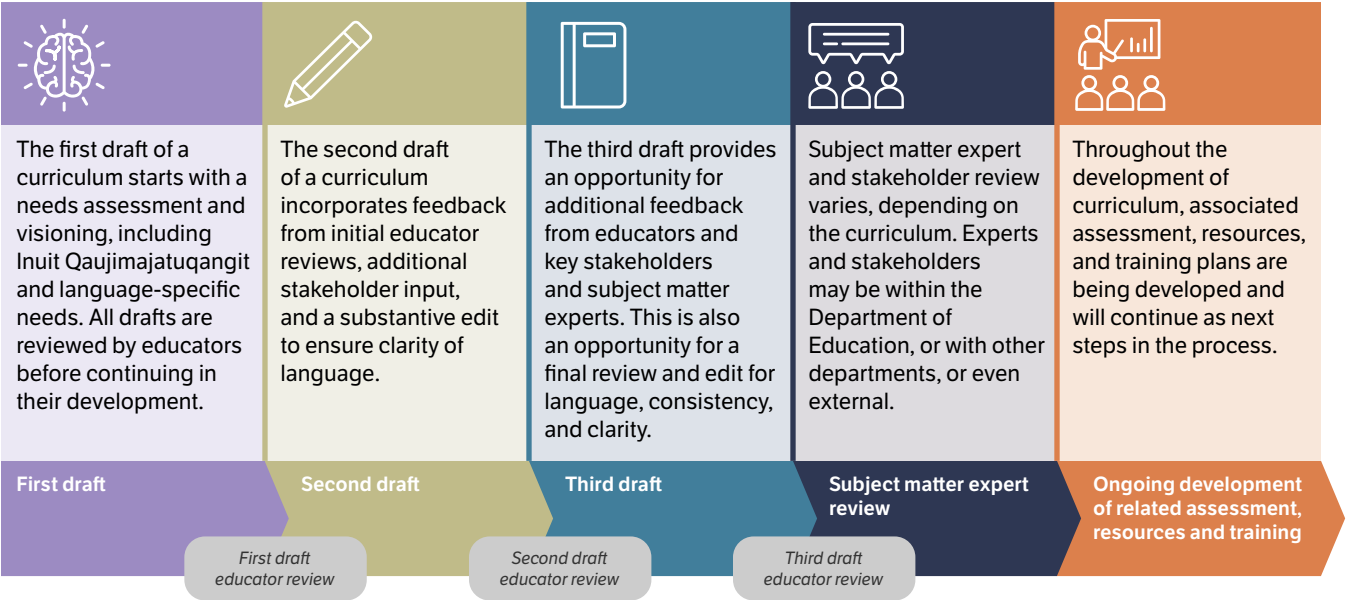
In addition, the department continued development of the K-6 curriculum for Inuinnaqtun Second Language, and completed the following drafts for the Grade 7-9 Curricula in 2022-2023:

- Inuktitut Language Arts First Language
- Inuktitut Second Language
- Inuktitut Language Immersion
- English Second Language
- Physical Education, Health, and Wellness
- Social Studies



Following the development of curriculum; assessment, evaluation, and reporting tools will be created. This will include the development of competency targets (learning outcomes). Teaching resources, aligned with the developed curriculum will also be created. Finally, once the curriculum, assessment, and resources are ready, the department will develop and deliver training to support teachers in implementing the new materials. The figure below shows the steps in the curriculum development process.

Figure 1: Made-in-Nunavut Curriculum Development Process



## Retention and Recruitment

In 2022-2023, the department continued its efforts to develop, recruit, and retain Inuit educators. This included ongoing collaboration with Nunavut Arctic College to support the Nunavut Teacher Education Program (NTEP). A total of 176 students from all three regions enrolled in the NTEP program in the 2022-2023 academic year.

The department also continued to support staff who wish to pursue advanced education through the Sivummuakpaallirutiksat Education Leave Program. Under the program, staff receive leave and funding to participate in full-time studies at a recognized post-secondary, vocational, professional or technical institution. In September 2022, 1 new employee enrolled in the program, for a total of 16 employees either currently enrolled, or having completed NTEP through the program.

# Department of Education

# BUDGET

The following is a break down of the department's budget and actual spending for 2022-2023 by division.

Directorate	Budget	Actual	Variance
09000 - Deputy Minister's Office	\$ 770,000	\$ -384,631	\$ 1,154,631
09010 - Assistant Deputy Minister (ADM), Education Programs	242,000	394,008	-152,008
09011 - ADM, Support Services	239,000	449,178	-210,178
09019 - Director's Office (SE)	178,000	0	178,000
09020 - Communications	572,000	503,764	68,236
09030 - Partner Relations	1,320,000	1,472,836	-152,836
09035 - Elders Advisory	296,000	1,350	294,650
09040 - Coalition Nunavut DEAs	665,000	3,103,000	-2,438,000
	<b>\$ 4,282,000</b>	<b>\$ 5,539,505</b>	<b>\$ -1,257,505</b>

Policy & Planning	Budget	Actual	Variance
09100 - Director's Office (Policy & Planning)	\$ 928,000	\$ 923,692	\$ 4,308
09130 - UQ/Inuit Employment coordinator	139,000	180,486	-41,486
09135 - Sivummuakpaallirutiksats Program	420,000	33,219	386,781
09140 - Legislation	161,000	81,629	79,371
09150 - Planning, Reporting & Evaluation	691,000	380,836	310,164
	<b>\$ 2,339,000</b>	<b>\$ 1,599,861</b>	<b>\$ 739,139</b>

<b>Corporate Services</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
09200 - Director's Office (Corporate Services)	\$ 1,764,000	\$ 2,512,993	\$ -748,993
09210 - Finance & Administration	1,137,000	1,702,234	-565,234
09220 - Information Systems Planning	2,271,000	2,630,725	-359,725
09230 - Human Resources	365,000	701,794	-336,794
09240 - Capital Planning	258,000	383,547	-125,547
09260 - Health & Safety	560,000	836,499	-276,499
	<b>\$ 6,355,000</b>	<b>\$ 8,767,793</b>	<b>\$ -2,412,793</b>

<b>Student Achievement</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
09300 - Director's Office (Student Achievement)	\$ 769,000	\$ 814,916	\$ -45,916
09310 - Student Support	1,344,000	788,698	555,302
09320 - Student Assessment	839,000	1,372,404	-533,404
09330 - Inclusive Education	2,857,000	3,180,134	-323,134
	<b>\$ 5,809,000</b>	<b>\$ 6,156,153</b>	<b>\$ -347,153</b>

<b>Advanced Education</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
09401 - Director's Office (Advanced Education)	\$ 447,000	\$ 659,714	\$ -212,714
09410 - Pre-Employment Training	2,687,000	175,000	2,512,000
09415 - Adult and Post-Secondary Education	119,000	1,226	117,774
09419 - Adult Program Evaluation & Monitoring	124,000	0	124,000
09420 - General Education Diploma	4,000	0	4,000
09430 - Adult Program (PASS)	390,000	57,022	332,978
09440 - Adult Literacy and Basic Education	388,000	175,000	213,000
09450 - FANS - Administration	1,282,000	1,981,385	-699,385
09460 - FANS - Program	8,917,000	9,599,185	-682,185
	<b>\$ 14,358,000</b>	<b>\$ 12,648,532</b>	<b>\$ 1,709,468</b>

<b>Resource Services</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
09500 - Resource Services	\$ 1,143,000	\$ 1,519,052	\$ -376,052
09504 - Resource Services, Inuktitut	2,517,000	1,362,750	1,154,250
	<b>\$ 3,660,000</b>	<b>\$ 2,881,802</b>	<b>\$ 778,198</b>

<b>Curriculum Development</b>	<b>Budget</b>		<b>Actual</b>		<b>Variance</b>
09510 - Director's Office (Curriculum Development)	\$	294,000	\$	1,246,515	\$ -952,515
09511 - Team Lead Pathways Program		491,000		4,136	486,864
09512 - Team Lead Culture & Heritage		369,000		244,710	124,290
09513 - Team Lead Iqqaqqukkariniq		408,000		2,098	405,902
09514 - Team Lead Nunavusiutit		408,000		101,210	306,790
09515 - Team Lead Aulajaaqtut		409,000		176,982	232,018
09516 - Team Lead Uqausiliriniq		436,000		-53,850	489,850
	<b>\$</b>	<b>2,815,000</b>	<b>\$</b>	<b>1,721,801</b>	<b>\$ 1,093,199</b>

<b>Éducation en français</b>	<b>Budget</b>		<b>Actual</b>		<b>Variance</b>
09550 - Director's Office (Education en français)	\$	759,000	\$	480,817	\$ 278,183
	<b>\$</b>	<b>759,000</b>	<b>\$</b>	<b>480,817</b>	<b>\$ 278,183</b>

<b>Educator Development</b>	<b>Budget</b>		<b>Actual</b>		<b>Variance</b>
09600 - Director's Office (Educator Development)	\$	1,489,000	\$	1,666,925	\$ -177,925
09605 - Education Training Resources		3,019,000		1,089,626	1,929,374
09607 - NTA Professional Development Fund		4,358,000		3,859,556	498,444
09610 - Program Implementation & Training Kugluktuk		839,000		3,595	835,405
09620 - Educator Development		912,000		331,508	580,492
09630 - Teacher Certification		301,000		329,274	-28,274
09640 - Program Implementation & Training Pond Inlet		1,042,000		2,356	1,039,644
	<b>\$</b>	<b>11,960,000</b>	<b>\$</b>	<b>7,282,840</b>	<b>\$ 4,677,160</b>



<b>Early Learning &amp; Child Care</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Director's Office (Early Learning & Child Care)	\$ 1,308,000	\$ 1,507,939	\$ -199,939
Early Childhood Resources	701,000	247,754	453,246
Early Childhood Development	656,000	781,074	-125,074
Healthy Children Initiative	908,000	300,814	607,186
Daycare Grants and Services	2,150,000	2,481,726	-331,726
Early Childhood Support	170,000	23,072	146,928
Young Parent Stay Learning	170,000	51,577	118,423
	<b>\$ 6,063,000</b>	<b>\$ 5,393,956</b>	<b>\$ 669,044</b>

<b>K-12 School Operations</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Headquarter School Operations	\$ 1,427,000	\$ 701,783	\$ 725,217
Qikiqtani School Operations	94,329,000	89,160,184	5,168,816
Kivalliq School Operations	59,621,000	60,974,170	-1,353,170
Kitikmeot School Operations	36,039,000	36,109,063	-70,063
French School Operations	2,464,000	2,165,095	298,905
	<b>\$ 193,880,000</b>	<b>\$ 189,110,295</b>	<b>\$ 4,769,705</b>



<b>09702 - Director's Office (Early Learning &amp; Child Care)</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Director's Office (Early Learning & Child Care)	\$ 308,000	\$ 647,789	\$ -339,789
DEA ECE Funding	1,000,000	860,150	139,850
	<b>\$ 1,308,000</b>	<b>\$ 1,507,939</b>	<b>\$ -199,939</b>

<b>09710 - Early Childhood Resources</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
09710 - Early Childhood Resources	\$ 701,000	\$ 247,754	\$ 453,246
	<b>\$ 701,000</b>	<b>\$ 247,754</b>	<b>\$ 453,246</b>

<b>09740 - Early Childhood Development</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Headquarters	\$ 183,000	\$ 173,679	\$ 9,321
Qikiqtani	227,000	276,227	-49,227
Kivalliq	123,000	151,471	-28,471
Kitikmeot	123,000	179,698	-56,698
	<b>\$ 656,000</b>	<b>\$ 781,074</b>	<b>\$ -125,074</b>

<b>09741 - Healthy Children Initiative</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani	\$ 438,000	\$ 161,062	\$ 276,938
Kivalliq	235,000	96,152	138,848
Kitikmeot	235,000	43,600	191,400
	<b>\$ 908,000</b>	<b>\$ 300,814</b>	<b>\$ 607,186</b>

<b>09742 - Daycare Grants and Services</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani	\$ 1,229,000	\$ 1,471,480	\$ -242,480
Kivalliq	526,000	578,197	-52,197
Kitikmeot	395,000	432,049	-37,049
	<b>\$ 2,150,000</b>	<b>\$ 2,481,726</b>	<b>\$ -331,726</b>

<b>09743 - Early Childhood Support (O&amp;M for ECO's)</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani	\$ 77,000	\$ 8,355	\$ 68,645
Kivalliq	43,000	8,688	34,312
Kitikmeot	50,000	6,029	43,971
	<b>\$ 170,000</b>	<b>\$ 23,072</b>	<b>\$ 146,928</b>
<b>09745 - Young Parent Stay Learning</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani	\$ 110,000	\$ 49,410	\$ 60,590
Kivalliq	30,000	1,554	28,446
Kitikmeot	30,000	613	29,388
	<b>\$ 170,000</b>	<b>\$ 51,577</b>	<b>\$ 118,423</b>
<b>09801 - Executive Director</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 371,000	\$ 378,080	\$ -7,080
Kivalliq School Operations	293,000	464,837	-171,837
Kitikmeot School Operations	321,000	317,986	3,014
	<b>\$ 985,000</b>	<b>\$ 1,160,903</b>	<b>\$ -175,903</b>
<b>09802 - Superintendent of Schools</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 224,000	\$ 316,449	\$ -92,449
Kivalliq School Operations	240,000	333,095	-93,095
Kitikmeot School Operations	276,000	275,800	200
	<b>\$ 740,000</b>	<b>\$ 925,344</b>	<b>\$ -185,344</b>
<b>09803 - Superintendent of Schools</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 266,000	\$ 309,288	\$ -43,288
	<b>\$ 266,000</b>	<b>\$ 309,288</b>	<b>\$ -43,288</b>
<b>09804 - Superintendent of Schools</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 220,000	\$ 136,397	\$ 83,603
	<b>\$ 220,000</b>	<b>\$ 136,397</b>	<b>\$ 83,603</b>

<b>09805 - RSO, Human Resources</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 726,000	\$ 914,576	\$ -188,576
Kivalliq School Operations	514,000	632,022	-118,022
Kitikmeot School Operations	486,000	578,393	-92,393
	<b>\$ 1,726,000</b>	<b>\$ 2,124,991</b>	<b>\$ -398,991</b>

<b>09806 - Superintendent of Schools</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 249,000	\$ 27,364	\$ 221,636
Kivalliq School Operations	231,000	304,503	-73,503
	<b>\$ 480,000</b>	<b>\$ 331,867</b>	<b>\$ 148,133</b>

<b>09811 - Finance &amp; Administration</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 4,495,000	\$ 4,641,043	\$ -146,043
Kivalliq School Operations	3,547,000	3,537,248	9,752
Kitikmeot School Operations	1,249,000	1,555,380	-306,380
	<b>\$ 9,291,000</b>	<b>\$ 9,733,671</b>	<b>\$ -442,671</b>

<b>09816 - Removals</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Kitikmeot School Operations	\$ 358,000	\$ 394,249	\$ -36,249
	<b>\$ 358,000</b>	<b>\$ 394,249</b>	<b>\$ -36,249</b>



<b>09821-09879 - K-12 Instruction</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Qikiqtani School Operations	\$ 81,217,000	\$ 75,902,279	\$ 5,314,721
Kivalliq School Operations	50,562,000	51,542,340	-980,340
Kitikmeot School Operations	30,444,000	30,070,066	373,934
French School Operations	1,809,000	1,457,355	351,645
	<b>\$ 164,032,000</b>	<b>\$ 158,972,040</b>	<b>\$ 5,059,960</b>

<b>09890-09917 &amp; 09927 - Support to DEA's</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Headquarters	\$ 717,000	\$ 0	\$ 717,000
Qikiqtani School Operations	6,561,000	6,534,708	26,292
Kivalliq School Operations	4,234,000	4,160,125	73,875
Kitikmeot School Operations	2,905,000	2,917,189	-12,189
	<b>\$ 14,417,000</b>	<b>\$ 13,612,022</b>	<b>\$ 804,978</b>

<b>09920 - Directeur General</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Directeur General	\$ 382,000	\$ 410,290	\$ -28,290
Support to CSFN	273,000	297,450	-24,450
	<b>\$ 655,000</b>	<b>\$ 707,740</b>	<b>\$ -52,740</b>

<b>09928 - Regional Administration DEA Support</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Headquarters	\$ 710,000	\$ 701,783	\$ 8,217
	<b>\$ 710,000</b>	<b>\$ 701,783</b>	<b>\$ 8,217</b>





# Appendix A – Additional Statistics

Table 7: Grade 12 Graduates by Region and Community 2022-2023

<b>NUNAVUT</b>	<b>261</b>
<b>KITIKMEOT</b>	<b>36</b>
Cambridge Bay	12
Gjoa Haven	6
Kugaaruk	9
Kugluktuk	6
Taloyoak	3
<b>KIVALLIQ</b>	<b>81</b>
Arviat	37
Baker Lake	6
Chesterfield Inlet	5
Coral Harbour	4
Nauyasat	7
Rankin Inlet	18
Whale Cove	4
<b>QIKIQTANI</b>	<b>141</b>
Arctic Bay	1
Clyde River	6
Grise Fiord	1
Igloolik	10
Iqaluit	58
Kimmiut	7
Kinngait	16
Pangnirtung	21
Pond Inlet	8
Qikiqtarjuaq	0
Resolute Bay	5
Sanikiluaq	7
Sanirajak	1
<b>Graduated under PASS</b>	<b>3</b>

Table 8: Student Head Count by Region, Community and School

KITIKMEOT		
Cambridge Bay	Kiiliniik High School (KCBHS)	202
	Kullik Ilihakvik (KIS)	198
Gjoa Haven	Qiqirtaq Ilihakvik (QHS)	218
	Quqshuun Ilihakvik (QIS)	220
Kugaaruk	Arviligruaq Iliniarvik (KSK)	360
Kugluktuk	Jimmy Hikok Ilihakvik (JHS)	213
	Kugluktuk High School (KHS)	279
Taloyoak	Netsilik Ilihakvik (NES)	358
Total		2,048

KIVALLIQ		
Arviat	John Arnalukjuak High School (JAHS)	312
	Levi Angmak Elementary School (LAES)	358.5
	Qitiqliq Middle School (QAS)	216
Baker Lake	Jonah Amitnaaq Secondary School (JAS)	372
	Rachel Arnngnammaktiq Elementary (RAES)	245
Chesterfield Inlet	Victor Sammurtok School (VSS)	117
Coral Harbour	Sakku School (SCHS)	333
Naujaat	Tusarvik Elementary (TNES)	253
	Tuugaalik High School (TNHS)	275
Rankin Inlet	Leo Ussak Elementary School (LUS)	291
	Maani Ulujuk Ilinniariarvik (MUHS)	320
	Simon Alaittuq School (SAS)	113
Whale Cove	Inuglak School (IWCS)	158
Total		3,363.5

Table 8: Student Head Count by Region, Community and School (continued)

QIKIQTANI		
Apex	Nanook School (NIAS)	48
Arctic Bay	Inuujaq School (IABS)	346.5
Cape Dorset	Peter Pitseolak School (PPS)	185
	Sam Pudlat School (SPS)	226.5
Clyde River	Quluaq School (QCRS)	354
Grise Fiord	Umimmak School (UGFS)	26
Igloolik	Ataguttaaluk Elementary School (AES)	301
	Sivuniit Middle School (SMS)	153
	Amaqjuaq High School (AIS)	237
Iqaluit	Aqsarniit Ilinniarnvik (AMS)	338
	École des Trois-Soleils (ETS)	83.5
	Inuksuk High School (IHS)	462
	Joamie School (JIS)	229.5
	Nakasuk School (NIS)	347.5
Kimmirut	Qaqqalik School (QKS)	149
Pangnirtung	Alookie School (APS)	194.5
	Attagoyuk Illisavik (ATS)	256
Pond Inlet	Nasivvik High School (NAS)	257
	Ulaajuk School (ULS)	263
Qikiqtarjuaq	Inuksuit School (IQS)	136.5
Resolute Bay	Qarmartalik School (QRBS)	45.5
Sanikiluaq	Nuiyak School (NSS)	156.5
	Paatsaali School (PAS)	127
Sanirajak	Arnaqjuaq School (AHBS)	295
Total		5,217.5
NUNAVUT		Total
		10,629

Table 9: Licensed Early Childhood Education Facilities by Region

	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Licensed Daycares	5	8	20	33
Aboriginal Head Starts	3	2	2	7
Licensed Preschools	1	2	4	7
Licensed Afterschool Programs	0	1	6	7
Licensed Home Daycares	0	0	6	6
<b>Licensed Childhood Programs</b>	<b>9</b>	<b>14</b>	<b>38</b>	<b>61</b>

Table 10: Licensed Early Childhood Education Spaces by Region

	KITIKMEOT	KIVALLIQ	QIKIQTANI	NUNAVUT
Full-time Preschool Spaces	102	161	361	624
Part-time Preschool Spaces	82	50	108	240
Full-time Infant Spaces	31	58	138	227
Afterschool Spaces	0	17	147	164
<b>Licensed Spaces</b>	<b>215</b>	<b>262</b>	<b>766</b>	<b>1255</b>

Table 11: Healthy Children Initiative Applicants and Proposals

Region	Number of approved proposals processing new agreements
KITIKMEOT	2
KIVALLIQ	10
QIKIQTANI	10
<b>TOTAL</b>	<b>22</b>

Table 12: Financial assistance for Nunavut Students

	NUNAVUT
<b>Total FANS Applicants</b>	<b>835</b>
<b>Total FANS Recipients</b>	<b>538</b>
<b>Recipients studying at in-territory post secondary institutions</b>	<b>242</b>
<b>Recipients studying at out-of-territory post secondary institutions</b>	<b>296</b>

**Note:** In addition to the information shared in this appendix, the department is in the process of increasing its capacity to collect and report data on student assessment and progression across the territory.

