Department of Education

Annual Report

2024-2025



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Minister's Statement



It is my pleasure to provide this report on the activities and milestones the Department of Education achieved in 2024-25. Throughout the school year, staff have worked tremendously hard to design, develop and implement activities, initiatives, projects and programs that support the educational interests of learners of all ages, and which embody Inuit culture, values and Inuktut.

In 2024-25, we continued our work to roll out Full-Day Kindergarten, expanding the pilot to an additional seven schools. This is a significant step towards offering the program to early learners across the territory. These efforts, coupled with assent of the new *Early Learning and Child Care Act*, represent important progress to ensure that children in Nunavut have access to culturally relevant and high-quality early education programming.

We continued development of the K-12 Nunavut curriculum and implementation of bilingual education requirements. Curriculum for Kindergarten to Grade 6 was finalized this year, with supporting resources being distributed and training implemented for Kindergarten and Grade 1 educators. Updated *Language of Instruction Regulations* were also developed and approved, following the review of the bilingual models and extensive consultations involving 1,600 Nunavummiut in all 25 communities. These efforts help ensure that Nunavut's education system is relevant and reflective of Inuktut.

We also developed the *Post-Secondary Student Support Act*, which will replace the previous *Student Financial Assistance Act*. The new Act encompasses improvements to address the recommendations coming out of the Financial Assistance for Nunavut Students comprehensive program review. Interim program enhancements that align with the new legislation were made this year to ensure that students pursuing post-secondary education have the supports they need to be successful.

Recognizing the important contribution that educators bring to Nunavut's education system, we delivered a range of professional development programming to support educators this past year, including the Principal's Conference in September 2024, and the launch of a redesigned Principal Certification Program, Sivuliaqtut. We also signed a new collective agreement with the Nunavut Teachers Association that includes key provisions intended to support Inuktut instruction, recruitment, and retention and to recognize the value that teachers bring in their schools and communities.

These milestones were achieved through strong collaborative efforts and the relationships that we have with our key partners, including educators, parents and families, community leaders and Elders, Inuit organizations, and the federal government. Their guidance and contributions are an integral part of these successes, and we remain committed to working with them to provide all our learners with the best education possible.

Qujannamiik,

Honourable David Akeeagok
Minister of Education

Overview of Department

The Department of Education, under the Minister of Education, is responsible for programs and services that support the following: early childhood education, the K-12 school system, and adult learning[1]. The Department is committed to taking action that will lead to real and visible progress for Nunavummiut by providing quality education through curriculum and resource development, supporting early childhood programming, supporting adult and post-secondary learners, and by incorporating Inuit societal values, as well as language and culture, into all programs and services.



Department programming spans early learning to adult learning and includes a wide range of activities such as licensing of early learning and child care centres, providing student supports and assessment tools, developing and implementing culturally relevant and bilingual curriculum, and ensuring the provision of post-secondary student financial assistance.



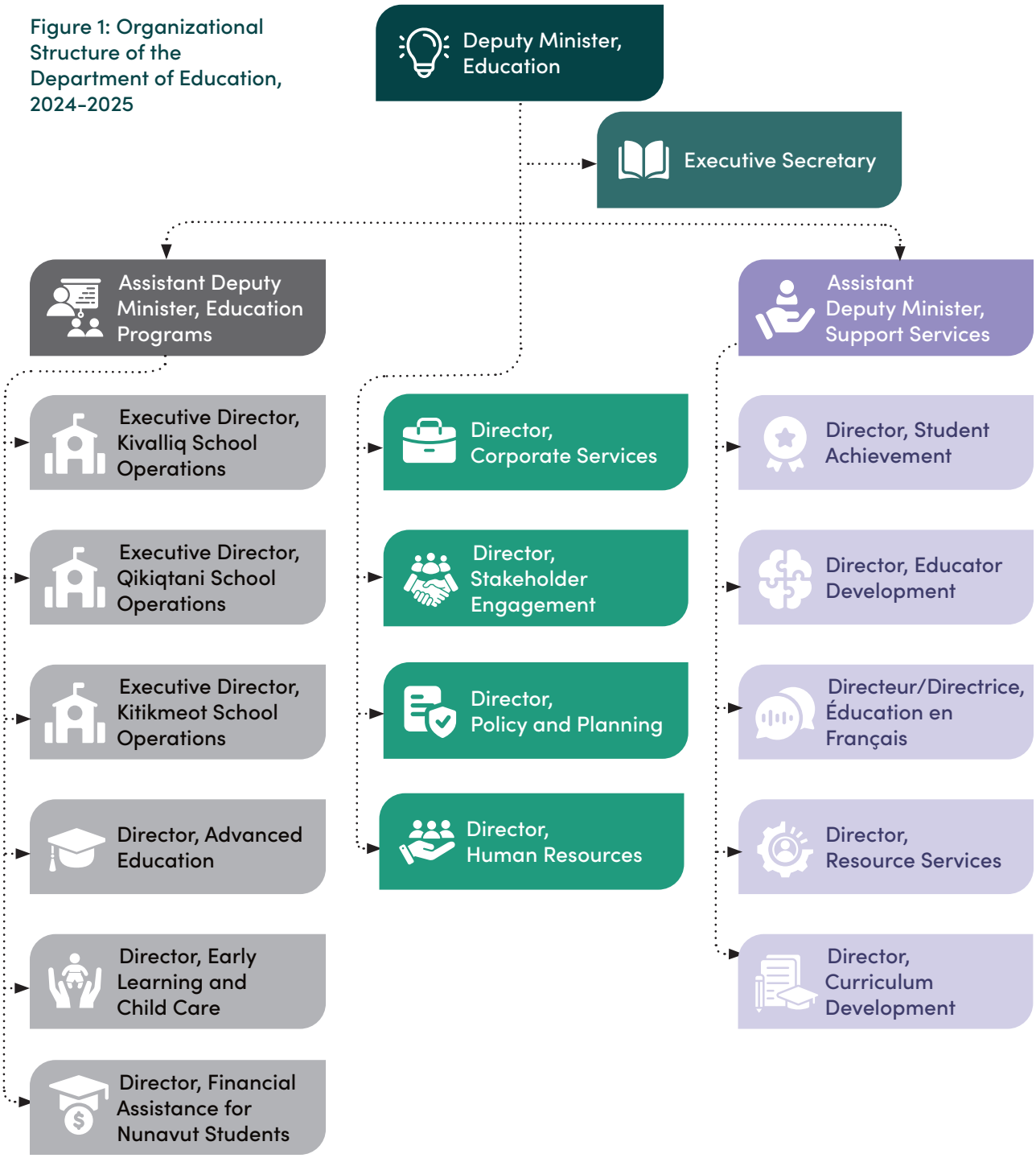
To successfully deliver these programs and meet the needs of Nunavummiut, the Department has developed and maintains partnerships within Nunavut and throughout Canada. These partnerships involve Elders, schools, communities, Nunavut Arctic College, District Education Authorities and the Commission scolaire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

1 *For more detailed information on Department of Education business plans and budgets, please visit Budgets by Year | Government of Nunavut.*

Organizational Chart

Figure 1 provides an overview of how the Department is organized to deliver on its mandate. Descriptions of each division's primary areas of responsibility are provided in Appendix A.

Figure 1: Organizational Structure of the Department of Education, 2024-2025



Inuit Employment Summary by Category

The Department of Education is committed to increasing Inuit employment to representative levels and meeting the requirements of Article 23. Table 1 provides a summary of the positions across the department as of June 30, 2025, organized according to category and position type. Also captured below are the number of filled and vacant positions and number of Inuit staff employed within the Department.

Table 1: Summary of Inuit Employment by Category

Total Positions					Nunavut Inuit	
Position	Total Positions	Vacancies	Filled	% Capacity	Hired	% IEP
Executive	3.00	0.00	3.00	100%	1.00	33%
Senior Management	23.00	2.00	21.00	91%	2.00	10%
Middle Management	79.00	22.00	57.00	72%	11.00	19%
Professional	832.50	142.00	690.50	83%	224.50	33%
Paraprofessional	197.07	57.50	139.57	71%	114.57	82%
Administrative Support	373.81	96.05	277.76	74%	259.76	94%
Total Employment Categories	**1,508.38**	**319.55**	**1,188.83**	**79%**	**612.83**	**52%**

Source: Government of Nunavut, Towards a Representative Public Service



As of June 30, 2025, the Department had 612.83 Inuit employees or 52% Inuit representation. This percentage represents a slight increase over the last two years.

The Department of Education completed a new 10-year Inuit Employment Plan in 2024-25. The renewed plan included actions to support Inuit Employment. The short-term goals include:

- Review the department's organizational structure to explore ways to support career laddering, including creating junior positions in more divisions. Laddering examples include:
  - At the school level (Student Support Assistant to Teacher to Principal, to Superintendent of Schools to Executive Director).
  - Within the Policy division (Junior Policy Analyst to Policy Analyst to Sr. Policy Analyst to Manager to Director)
  - Within the Finance and Human Resources divisions (from junior level clerk or officer to senior level to management to senior management)
- Consider career laddering in the re-organization of the Financial Assistance for Nunavut Students division.
- Add Inuit Employment as a standing item on Senior Management Committee and Executive Management Committee meeting agendas.
- Standardize all supervisory level employee performance review forms to include a section on Inuit employment goals and expectations.
- Actively collaborate with the Department of Human Resources on Inuit employment initiatives. For example, annual presentations on Inuit employment programs to the department's Senior Management Committee.
- Formally inform Inuit employees and managers and encourage Inuit staff to participate in an Inuit Employment Network. Direct managers to allow time for and encourage staff to attend events.
- Develop Inuit Educator Retention and Recruitment Action Plan to identify specific actions to increase and support Inuit educators.



2024-2025 School Year in Review

Early Learning and Child Care

New child care spaces created in 2024-25:

16 full-time infant

37 full-time preschool

Net gain of **47** new licensed spaces when accounting for centre closings

1,364 Total licensed child care spaces

3 new licensed child care centres opened in 2024-25

Table 2: Licensed Child Care Spaces by Region

Region	Infant	Full-time preschool	Preschool / Head start	Afterschool	Total
Iqaluit	96	308	16	131	551
Qikiqtani	63	151	68	30	312
Kivalliq	50	145	50	17	262
Kitikmeot	31	126	82	0	239
Totals	240	730	216	178	1,364

Table 3: Number of Licensed Facilities by Region

Licensed Centres	Non-profit	DEA/ CSFN	Hamlet	Home Daycare	GN Operated	Total	In school buildings
Kitikmeot	5	3	2	0	0	10	1
Kivalliq	12	0	1	0	0	13	0
Qikiqtani	8	4	2	0	0	14	6
Iqaluit	12	1	0	8	1	22	5
Totals	37	8	5	8	1	59	12

Table 4: Number of Children on a Waitlist by Region (95% response rate)*

Region	Infant	Preschool	School-age	Total
Kivalliq	133	155	0	288
Kitikmeot	17	57	0	74
Qikiqtani	28	72	0	100
Iqaluit	339	620	199	1,158
Nunavut	517	904	199	1,620

**Note: The waitlist numbers may not be reflective of actual need. Some families may not put their child on a waiting list, and each centre may have their own waiting list, with some families putting their names on more than one waiting list.*

Table 5: Territorially Funded Contribution Agreements

Region	Young Parents Stay Learning Recipients	Healthy Children Initiative number of agreements	Inuit Language and Culture Funding number of agreements	Operations and Maintenance Funding number of agreements
Kivalliq	0	12	11	12
Kitikmeot	2	8	8	8
Qikiqtani	13	36	24	34
Total Recipients	15	56	43	54
Distributions	$35,340	$633,131	$588,893	$2,386,557

2024-2025 School Year in Review

K-12 Infographic Table

45 Schools

11,327 K-12 Enrolment

83.5% School Utilization Rate*

66% Attendance Rate

794 Teachers (filled positions)

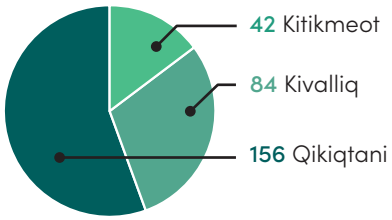
244 Teachers Receiving Inuktut Language Allowance

25 newly hired NTEP graduates in the 2024-25 school year (12 new graduates, 13 non-recent graduates/ graduates from earlier cohorts)

**Note: Utilization is the relationship between the school's total student teaching area capacity and the actual students attending the school. Utilization rates are calculated as a percentage of the school's capacity versus the number of students enrolled.*

282 Graduates

*Graduates by Region***



***Note: The 2025 gross graduation rate is 38.4%. Gross graduation rate is calculated by dividing the number of graduates by the population of those who are 17 and 18 years of age.*

Table 6: Kitikmeot Region Schools by Community

Community	School Name	2024/25 Enrolment	2024/25 Utilization
Cambridge Bay	Kiilinik High School	204	67%
	Kullik Ilihakvik	221	73%
Gjoa Haven	Qiqirtaq High School	208	109%
	Quqshuun Ilihakvik	249	101%
Kugaaruk	Arviligruaq Ilinniarvik	358	80%
Kugluktuk	Jimmy Hikok Ilihakvik	216	87%
	Kugluktuk High School	254	125%
Taloyoak	Netsilik School	392	126%

Due to capacity limitations at the department related to data collection, it is not possible to report on metrics associated with student assessment and progression at this time.

Table 7: Kivalliq Region Schools by Community

Community	School Name	2024/25 Enrolment	2024/25 Utilization
Arviat	John Arnalukjuak High School	355	84%
	Levi Angmak Elementary School	400	103%
	Qitiqliq Middle School	210	112%
Baker Lake	Jonah Amitnaaq High School	390	102%
	Rachel Arngnamaktiq Elementary School	260	83%
Chesterfield Inlet	Victor Sammurtok School	103	66%
Coral Harbour	Sakku School	323	96%
Naujaat	Tusarvik Elementary School	273	104%
	Tuugaalik High School	286	108%
Rankin Inlet	Leo Ussak School	305	88%
	Maani Ulujuk School	321	73%
	Simon Alaittuq School	137	78%
Whale Cove	Inuglak School	188	101%

Table 8: Qikiqtani Region Schools by Community

Community	School Name	2024/25 Enrolment	2024/25 Utilization
Arctic Bay	Inuujaq School	387	111%
Clyde River	Quluaq School	307	70%
Grise Fiord	Umimmak School	29	32%
Igloolik	Ataguttaaluk Elementary School	395	106%
	Sivuniit Middle School	165	83%
	Iglulik High School	277	121%
Iqaluit	Aqsarniit Ilinniarvik	319	62%
	Inuksuk High School	447	72%
	Joamie Elementary School	214	88%
	Nakasuk Elementary School	416	79%
Iqaluit (Apex)	Nanook Elementary School	42	51%

Community	School Name	2024/25 Enrolment	2024/25 Utilization
Iqaluit-French	École des Trois-Soleils	114	82%
Kimmirut	Qaqqalik School	156	77%
Kinngait	Peter Pitseolak High School	236	100%
	Sam Pudlat Elementary School	250	81%
Pangnirtung	Alookie Elementary School	197	80%
	Attagoyuk Ilisavik	251	72%
Pond Inlet	Nasivvik High School	259	81%
	Ulaajuk Elementary School	308	70%
Qikiqtarjuaq	Inuksuit School	169	76%
Resolute Bay	Qarmartalik School	53	51%
Sanikiluaq	Nuiyak Elementary School	184	74%
	Paatsaali High School	121	50%
Sanirajak	Arnaqjuaq School	378	121%

FANS Infographic Table

Table 9: Total Approved Financial Assistance for Nunavut Students Program Applications

Study location	Inuit	Non-Inuit	Total
In-territory (Nunavut Arctic College)	194	21	215
Out of territory (South)	246	95	341
Totals	440	116	556

545
Enrolled students
432 Inuit | **113** Non-Inuit

$11.5M
Budget for 2024-25 FANS Program Funding

Pathway to Adult Secondary School (PASS):

3
Program graduates

27
Active PASS Learners

33
PASS course completions

$175K
Youth learning programs funded through EDU - Ilitaqsiniq

$182K
Funding for Nunavut Sivuniksavut

Trends

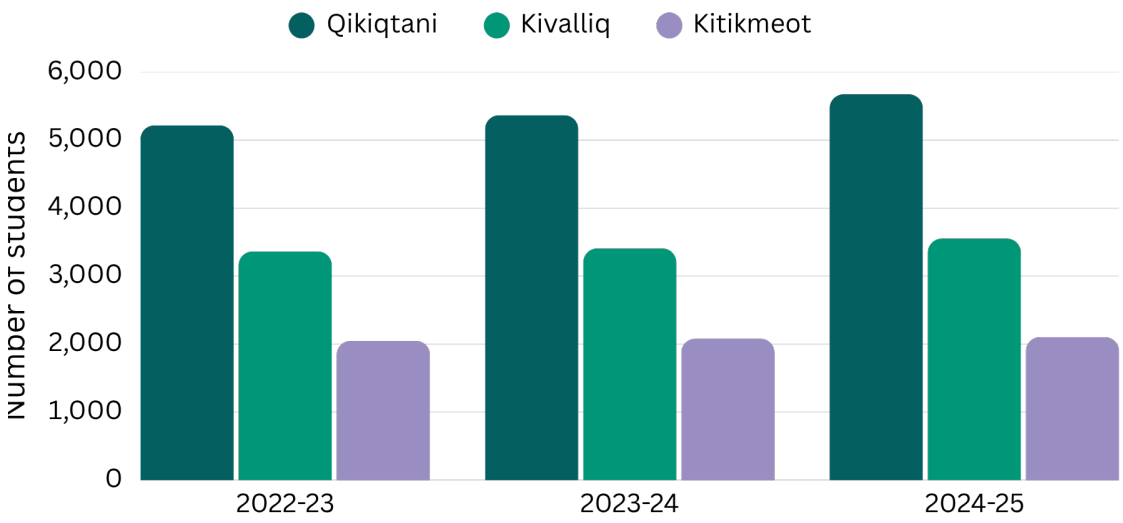
There can be many factors in communities and schools that contribute to educational results in a given school year. However, monitoring data over time allows the department to identify trends that contribute to planning efforts and support appropriate enhancements to programs, initiatives and supports. This section includes trends for the last three years for several key datasets that the Department tracks. This three-year time frame avoids using data from the years during the COVID-19 pandemic, which was associated with data collection and reporting challenges. In future years, the trends will be expanded to cover longer time frames.

Enrolment Remains Steady

The Qikiqtani region consistently records the highest level of student enrolment. A modest increase is observed between 2022-2023 and 2024-2025 across all three regions but overall, enrolment levels remain relatively stable over time.

Enrolment figures are also a component of the measurement of utilization, which looks at the occupancy rate of a particular school and whether it is overcrowded.

Figure 2: Enrolment by Region, 2022-2025

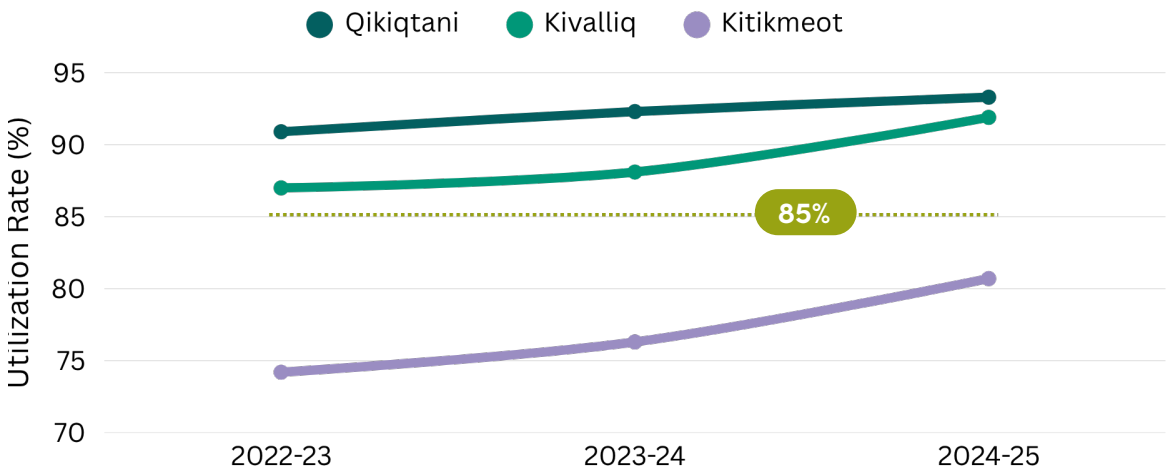


Utilization is Increasing Over Time



Utilization is one factor that is used by the department to help determine future educational space requirements, along with the age and condition of facilities. Utilization is a percentage measure of the current enrolment of the school, divided by the capacity of the building. An overutilization (i.e., where the utilization is higher than 100%) means that a school is overcrowded, which affects the ability to deliver effective programs. The Department uses a target rate of 85% utilization to plan for additional facility space. Figure 3 shows the regional utilization averages between the 2022-23 school year and the 2024-25 school year, against the target rate of 85%. Average utilization rates in all regions have generally increased, with Qikiqtani and Kivalliq regional averages rising above the target rate. Individual schools within a region show significant variation in a given year (See the figures in the 2024-2025 Year in Review section for a detailed breakdown of 2024-25 utilization figures, by school).

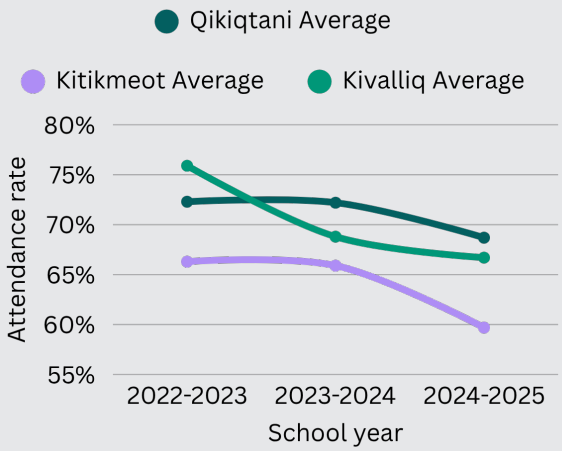
Figure 3: Regional Utilization Rates, 2022-2025



Attendance Rates

Attendance rates have shown a decrease in all regions since the 2022-23 year. Qikiqtani and Kivalliq regions generally show higher attendance rates compared to the Kitikmeot, as seen in Figure 4. Students may be absent from school for various reasons, including illness, travelling or being on the land with family, travelling for sports, medical or other appointments. The department continues to work with DEAs and school principals to develop stay-in-school initiatives.

Figure 4: Regional School Attendance Rates, 2022-2023 to 2024-2025

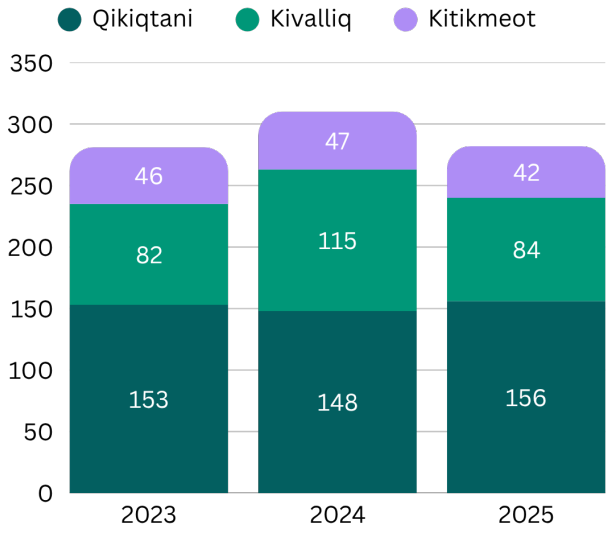


Graduation Numbers are Generally Increasing

Overall, graduation numbers have been trending upwards. However, the number of graduates in 2024-2025, 282, represents a slight decrease compared to the 2023-2024 school year, when there were 310 graduates. Figure 5 below provides an overview of the total number of graduates for the last three years, broken down by region. Graduation numbers are reviewed and adjusted each year to reflect that some students have course corrections or have later exam sittings or rewrites.

Although the number of graduates and the graduation rate in Nunavut are statistically lower than in other jurisdictions, they are generally trending upward. There is significant variability between communities in terms of graduation numbers, which is attributed to varying population per age group, especially in smaller communities.

Figure 5: Graduates by Region, by school year, 2023 to 2025



Interest and Uptake in the FANS Program Remains Steady

Generally, the total number of applicants to the FANS program has remained steady over the last three years, as has the proportion of beneficiary and non-beneficiary students.

Figure 6: FANS Applicants, 2022-2023 to 2024-2025

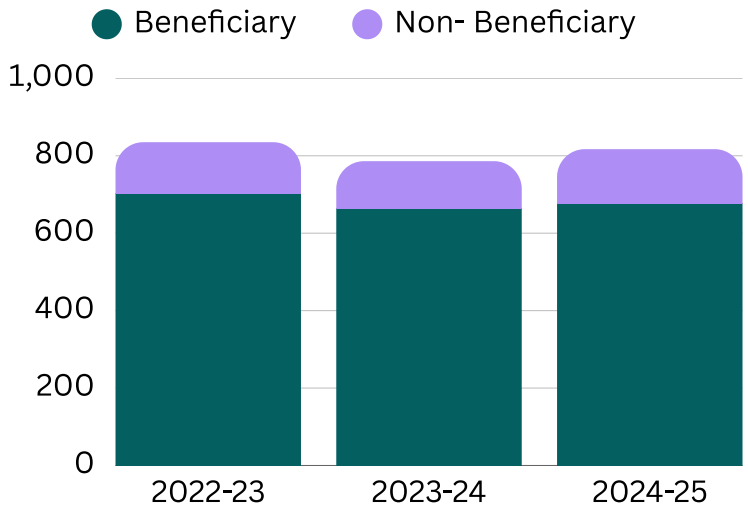
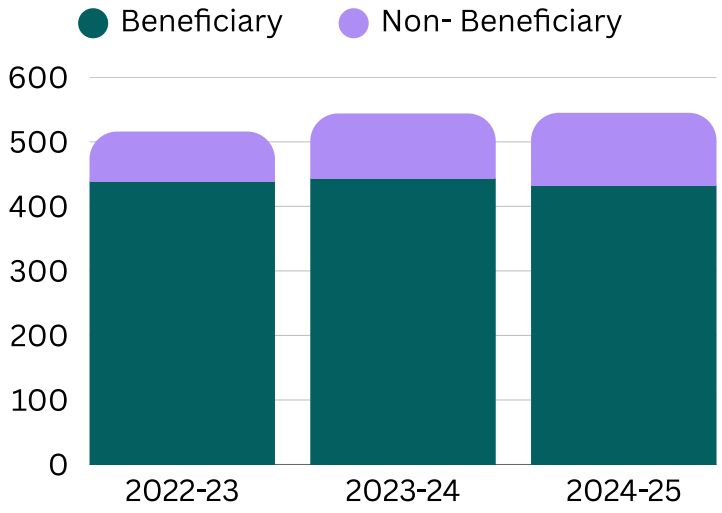


Figure 7: FANS Enrolment, 2022-2023 to 2024-2025



Across both applicants and enrolment, total numbers have increased over time. Beneficiary students consistently represent the majority of both applicant and enrolled students, while the number of non-beneficiary students remains smaller.

Key Achievements

Over the course of the 2024-25 school year, the Department achieved a number of milestones and advanced progress on a variety of key initiatives, including new early learning and child care legislation, full-day kindergarten expansion, new post-secondary student support legislation, development of updated *Language of Instruction Regulations*, curriculum development, a new collective agreement with the Nunavut Teachers' Association, educator development, and capital projects – standards design. Descriptions of these activities and milestones are included over the next several pages.



New Early Learning and Child Care Legislation

On June 3, 2025, Bill 66 – *Early Learning and Child Care Act* received assent. The Act was the result of significant effort to transform Nunavut's early learning and child care sector to emphasize Inuit-centered programs; accessible, affordable, inclusive, and quality care; accountability; and the safety and well-being of children. This legislation is a crucial step in ensuring that children in our territory have access to culturally relevant and high-quality early education programming.

Public consultations took place in 14 communities over Spring 2024; the Department summarized the community feedback gathered in a Child Day Care Act Consultation Report. The consultation process explored key topics that were critical in shaping the new Act.

The new Act includes:

- Improved licensing requirements and duties for operators to enhance safety and accountability;
- Creation of the Early Learning and Child Care Council, a body to provide advice and make recommendations to the Minister;
- Expanded accessibility, affordability, and inclusivity for families across the territory; and
- Enhanced support for the well-being of children, caregivers, and educators.

While the Act received assent in 2024-25, the Department must develop the accompanying regulations to bring the Act into force.



Full-Day Kindergarten Expansion

In 2024-2025, the Department continued work to expand the rollout of Full-Day Kindergarten, building on the 2023-2024 pilot that began in five schools. In 2024-25, schools in an additional seven communities began offering Full-Day Kindergarten. Table 10 provides a summary of the schools offering Full-Day Kindergarten across the territory.

With the addition of these seven schools to the rollout of Full-Day Kindergarten, 13 of the 27 schools offering Kindergarten across the territory now offer Full-Day Kindergarten, which includes École des Trois-Soleils which was already offering Full-Day Kindergarten.

The Department supported teaching staff in these seven schools through the distribution of the Full-Day Kindergarten Handbook, in-person training, and additional learning and teaching resources that were previously implemented in the five schools involved in the pilot program.

Feedback continues to be positive and teachers have indicated that they feel well-supported in the transition to Full-Day Kindergarten. The Department is exploring funding options to support further roll-out in additional schools.

Table 10: List of Schools Offering Full-Day Kindergarten

Schools Offering Full-Day Kindergarten in 2023-24	Schools Offering Full-Day Kindergarten in 2024-25
Nanook School, Apex	Inuksuit School, Qikiqtarjuaq
Qaqqalik School, Kimmirut	Netsilik Ilihakvik, Taloyoak
Victor Sammurtok School, Chesterfield Inlet	Nuiyak Elementary School, Sanikiluaq
Inuglak School, Whale Cove	Qarmartalik School, Resolute Bay
Jimmy Hikok Ilihakvik, Kugluktuk	Quqshuun Ilihakvik, Gjoa Haven
	Ulaajuk Elementary School, Pond Inlet
	Umimmak School, Grise Fiord

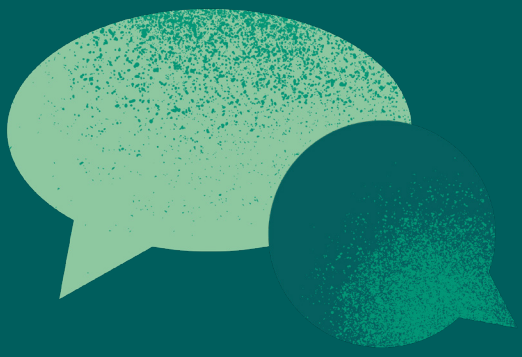
**École des Trois-Soleils was already offering Full-Day Kindergarten, independent of the broader pilot and recent addition of seven schools*

New Post-Secondary Student Support Legislation

On March 11, 2025, the Post-Secondary Student Support Act (PSSSA) received assent. The new PSSSA will replace the Student Financial Assistance Act once accompanying regulations have been developed. The PSSSA creates a legislative framework that assists in implementing the recommendations from the FANS Comprehensive Review, including:

- Inclusion of non-financial benefits such as wrap-around supports
- Outlining new eligibility requirements
- Approval and denial of funding provisions
- Creation of an appeal board
- Creation of a post-secondary forum with other post-secondary partners in Nunavut including NTI, RIAs, and Kakivak
- Modernization of language

The Act also expanded the list of items that would fall under Regulations, as the Department anticipates that the majority of the recommendations from the Comprehensive Review can be addressed through Regulations.





Development of Updated Language of Instruction Regulations

Over the course of 2024-25, the Department continued to facilitate the Language of Instruction (LOI) Working Group, including representatives from the Department and Culture and Heritage, Nunavut Tunngavik Incorporated (NTI), and the Coalition of Nunavut District Education Authorities (CNDEA), to review and update the Language of Instruction Regulations. From late January through March 2025, the Department, joined by NTI and CNDEA when possible, visited every community to carry out consultations to update the regulations.

The completion of these regulations marked the final stage in a two-year comprehensive, collaborative review process, and was an important step towards the reinforcement of a bilingual education system grounded in Inuktut.



Curriculum Development

In March 2025, the Nunavut Kindergarten to Grade 6 curriculum was finalized and approved by the Minister. With the curriculum from K-6 complete, the Department is working to develop associated student and teacher resources, as well as assessment tools to support curriculum implementation. This will significantly reduce planning time for teachers by providing weekly planned instruction. The Department also developed and distributed resources to schools that include guides and handbooks for educators, as well as a student dictionary.

The approved Nunavut curriculum will be rolled out through a phased implementation schedule, beginning with Kindergarten and Grade 1 in the 2025-26 school year. To support curriculum implementation, educators participated in training sessions in Iqaluit focused on curriculum delivery, classroom management, teaching strategies, and assessment tools.

New Collective Agreement with Nunavut Teachers' Association

On June 5, 2025, the Government of Nunavut and the Nunavut Teachers' Association (NTA) signed a new collective agreement in effect until June 30, 2028. The agreement was ratified following collaborative and productive discussions between the Government of Nunavut and the NTA. The agreement represents a shared commitment to supporting the work of educators and addressing their needs and challenges.

The new collective agreement includes provisions aimed at strengthening teacher recruitment and retention. This includes a 9% wage increase effective July 1, 2025, and 3% increases to take effect on July 1, 2026, and July 1, 2027. Nunavut teachers are now eligible for a Continuous Service Bonus, in line with other Government of Nunavut employees, recognizing the valuable service that teachers provide in support of positive educational outcomes. The new collective agreement also significantly enhances the Inuktut Language Allowance program; doubling the amounts to promote the role of educators which supports implementation of bilingual education and language revitalization more broadly.



Educator Development

Teachers play a key role in guiding students through Inuit societal values and supporting their development into healthy, positive, contributing members of their communities. To support teachers in this work, the Department continued to develop and provide training, resources and professional development opportunities for educators.

In March 2025, Kindergarten and Grade 1 teachers participated in in-person training in Iqaluit focused on curriculum delivery, classroom management, teaching strategies, and assessment tools. This training will help strengthen instructional practice and ensure teachers feel prepared to implement the new curriculum in ways that reflect Inuit knowledge and values.

In September 2024, the Department hosted the Nunavut Principal's Conference, which saw participation from principals from all 45 schools and nine Regional School Operations (RSO) staff. The four-day conference was a professional development opportunity that brought principals and RSO staff together to network and participate in educational sessions. Each day of the conference included presentations, guest speakers and discussions focused on different themes related to bringing intentionality to their roles:

- Being Intentional Through Inuit Qaujimajatuqangit
- Intentional Partnerships
- Being Intentional with Language
- Intentional Inclusivity

Feedback from the conference participants was positive, highlighting the quality of the presenters and appreciation for the opportunity to ask questions and collaborate with others.



The 2024-25 year also saw the launch of a redesigned Principal Certification program, now known as Sivuliaqtut. Newly hired school leaders have four years to complete certification. From February 17-20, 2025, the department offered the first course in the redesigned program, *Foundations of Culturally Responsive Leadership in Nunavut*. This is a 40-hour course that contributes towards meeting the required 240 hours of instruction and two practicum projects required by the Principal Certification Regulations. The course had 18 participants and was led by two current principals. The department will continue to offer further courses in the program going forward.

208 Student Support Assistants (SSAs) participated in educational opportunities as part of Professional Development week February 10-14, 2025. Offerings included a combination of 42 live and self-directed online courses on topics including mental health supports, addiction education, teaching and learning syllabics, the use of visuals, trauma informed approaches, de-escalation and co-regulation, supporting students with special needs, and more. SSAs had the flexibility to structure their week to meet their professional interests and needs. This was the first year the registration process was conducted online. The department also gathered feedback in order to identify potential improvements to professional development moving forward.

Capital Projects - Standards Design

Renovations and the construction of new schools are an ongoing priority of the department. To support effective and efficient planning, the department worked with the Department of Community and Government Services (now the Department of Transportation and Infrastructure) to hire a consultant to review and update the school design standards. The School Planning and Design Guidelines updates occurred in 2023 and 2024 and were tabled in the Legislative Assembly in November 2024. The new guidelines are being used for current major capital projects including:

Sakku School Renovations in Coral Harbour

Construction work continued on the new school through the 2024-25 year with the anticipated project completion date of October 2028. Work also includes the development of a new Community Learning Centre for Nunavut Arctic College.



New Pangniq High School in Taloyoak

Construction work on a new high school began in 2023 and continued through the 2024-25 year, with an anticipated completion date in July 2026. A new high school is intended to meet growing enrolment demands and population growth that the existing capacity of Netsilik School could not accommodate.



Planning for Replacement of Innujaq School in Arctic Bay

The department continued to plan and design a replacement school for Arctic Bay. The new school would replace Inuujaq School, which is in poor condition and over capacity.



School Activities

An integral component in the creation of a vibrant learning environment for students of all ages is the design and delivery of a variety of programs and initiatives at each school. In 2024-25, schools across the territory continued to implement activities rooted in Inuit culture and values and responsive to community and student needs and interests. This included regular on-the-land activities such as fishing day trips, berry picking, opportunities to prepare and eat country food or learn about arctic plants, and larger-scale multi-day hunting or camp trips. Regular clubs, teams and sports are also an important part of extracurricular activities that keep students active and engaged at many schools.

Elder participation is a key aspect of many on-the-land activities. Many schools make connections between students and Elders throughout the year including through weekly workshops and classes involving them in the school. Creative ways to incorporate Elder participation in school life beyond classes and traditional activities are occurring, such as students and Elders working together on poetry about mental health topics in John Arnalukjuaq High School. Kugluktuk High School incorporated visits to Elders, while students at Nakasuk School visited the Iqaluit Elder's Qammaq to participate in a fiddling workshop. Activities like these bring students to Elders to interact and connect, when Elders are unable to participate regularly in activities at the school.

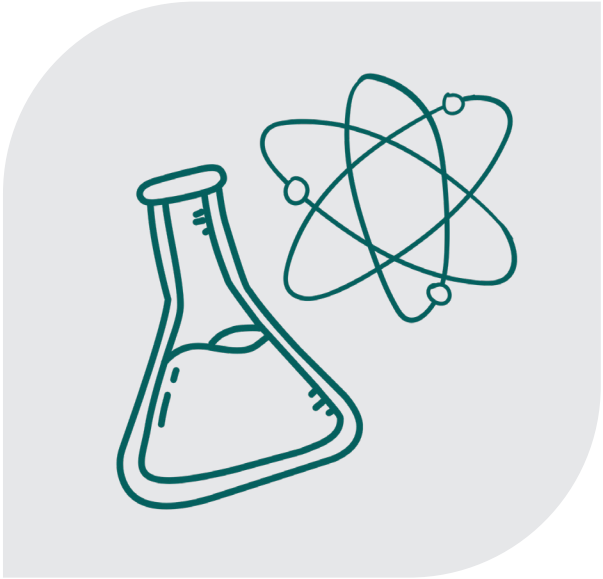
Additionally, many schools build in opportunities for ongoing family or community participation in events. These range from open houses for parents of Kindergarten students at Ulaajuk Elementary School to regular opportunities to involve families in making and sharing meals, and regular Family Literacy and Family Games nights such as those hosted by Jimmy Hikok Ilihakvik School organizes, to larger-scale initiatives like Nasivvik High School's launch



of the Revitalizing Interest, Strengthening Engagement and Empowering Families (RISE) program to support parental and Elder involvement in increasing student engagement and attendance.

Schools are also delivering programming in innovative and collaborative ways, working with partner organizations in the delivery of classes or education initiatives:

- Kullik Ilihakvik in Cambridge Bay had visits from the Navy and Canadian Armed Forces to help with physical education classes
- Nakasuk School, in Iqaluit, hosted Olympic speed skaters for a student assembly
- John Arnalukjuak High School in Arviat brought in representatives from the Arctic Rose Foundation for art classes and discussions of resiliency
- Performers from Takuginai visited Peter Pitseolak High School, in Kinngait, for a performance
- Qaqqalik School in Kimmirut invited the Twin Flames band to the school for a concert



Many schools also offer innovative science and technology classes and programs throughout the year, including Actua Science, Technology, Engineering and Math (STEM) programming. Some schools welcome visiting researchers. For example, Qarmartalik School in Resolute Bay, hosted a marine biologist to present their work and engaged with Parks Canada to talk about caribou. Arviligruaq Ilinniarvik in Kugaaruk also supported aspiring makers (i.e., modern creators, inventors, and hobbyists) by securing funding for robotics equipment and activities, as did Nakasuk School in Iqaluit, which hosted a Maker Space for science activities.

These activities are just a snapshot of the activities and initiatives that school staff across the territory, in collaboration with families, Elders and partners, design and develop for students all year long.

Awards and Recognition

In May 2025, two students from Quluaq School in Clyde River, Jojo Killiktee and Emily Palituq, were awarded an Arctic Inspiration Prize for their Traditional Sewing and Beading Program. The Arctic Inspiration Prize celebrates Northern-led achievements in areas that matter deeply to Nunavummiut such as culture, language, science, and traditional knowledge.

Jojo and Emily received their prize in recognition of the creativity, leadership, and commitment they demonstrated through their sewing and beading workshops, which Elder Igah Hainnu guided. The workshops were designed to teach youth important life skills and strengthen cultural identity. Elder Hainnu also served as the program's instructor, sharing her traditional knowledge and expertise. Pamela Parks, the Learning Coach at Quluaq School, played an important role in supporting this initiative.

Jojo and Emily's work inspires others and shows the powerful impact of youth leadership in our communities. They have succeeded because of their vision, leadership, and commitment to ensuring traditional skills can thrive for future generations. Jojo and Emily were recognized in the Legislative Assembly in June 2025, along with Elder Igah Hainnu and Pamela Parks.





Report on Inclusive Education/Inuglugijaittuq

The department is committed to a holistic and supportive education system that is inclusive and responsive to the strengths and needs of students. Inclusive education removes barriers, fosters safety and belonging, and supports students' academic, physical and social-emotional learning. An inclusive education approach supports all students to succeed in school. It takes all levels of staff working together for schools to foster innumariit, capable human beings.

The department continues to implement Inuglugijaiituq, a model of multi-tiered education support that integrates timely training, coaching, consultations, resources and services. This is to help ensure all students can access the learning program and progress through the five stages of the learning continuum, including:

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 Services, in alignment with the Inuglugijaittuq model of support, consists of four tiers, which are illustrated in Figure 8. In 2024-25, the addition of Tier 4 was made. This additional tier recognizes that students may have needs beyond the school level that require greater collaboration between service providers, interagency groups or partners. For example, it may be necessary to provide complex medical supports requiring specialized training or equipment, address child protection concerns and family support, or support student re-entry after extended absences following mental health crisis.

In addition to the Tiers described in Figure 8, Urgent / Crisis support provides students whose safety or well-being is at imminent risk (i.e. violence, suicide, abuse) or experiencing situations that require urgent attention with specific and immediate support. This support may be provided by outside agencies. Once the immediate support addresses the concern, the student can be considered for on-going or follow up support based on the Inuglugijaittuq model.

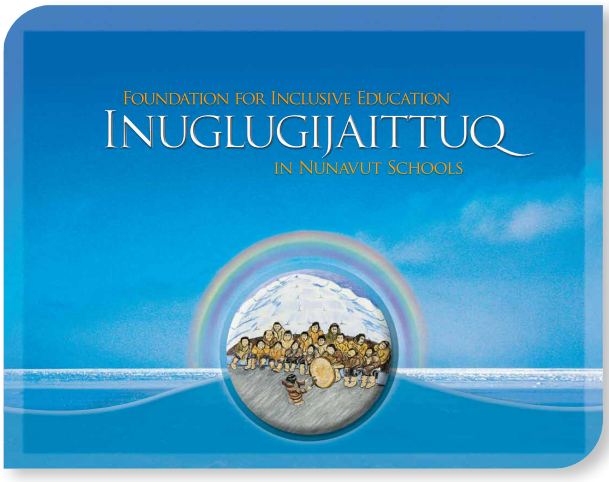
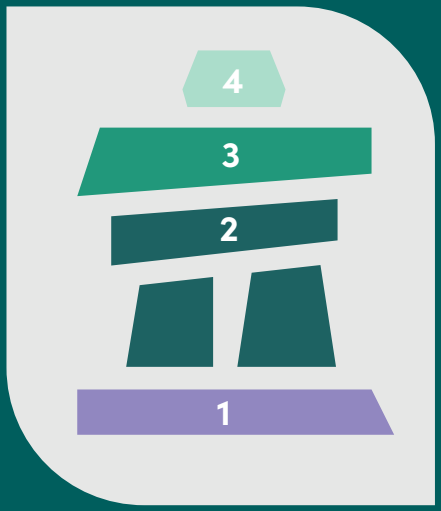


Figure 8: Inuglugijaittuq model of support



Tier 1: Universal

Universal or **Tier 1** support strengthens **inclusive environments** as well as school culture and benefits everyone within the school community. Universal practices and systems are implemented across educational settings.

Tier 2: Targeted

Targeted or **Tier 2** support offers **focused approaches** to enhance participation, learning, and well-being. Some students require targeted support in addition to universal practices. This may be early intervention or ongoing, short-term support for students experiencing academic, well-being, safety, or success concerns.

Tier 3: Tailored

Tailored or **Tier 3** support provides **more specific supports** for unique needs and contexts. Some students benefit from additional assessment and support to help them progress. Often, **Tier 3** refers to accommodations or **individualized** supports or services.

Tier 4: Co-ordination, Collaboration and Support

Tier 4 support provides **coordination, collaboration, and support between departments, agencies, and/or multiple support providers** for students and their families whose needs may be beyond the scope of the school. Team membership varies depending on the situation and identified needs, and can include school leaders, student support teachers, Ilinniarvimmi inuusilirjiit, education support service providers, members of the Student Achievement division, and other departments and stakeholders.

Education Support Services Provided in 2024-2025

Education support services are coordinated by the Student Achievement division and offer both virtual and in-school services. These services embody *Piliriqatigiinniq*, working together for a common cause, and include consultation, assessment, intervention, and engaging families and partners to help identify and address barriers to learning, build on student strengths, and ensure appropriate adjustments and support.

In addition to the range of education support services and access to service providers that are offered, the department supports the development and implementation of Individual Student Support Plans (ISSPs). ISSPs contain the adjustments and supports provided to students to ensure that they can successfully access the education program. The department has standardized templates for two different types of ISSPs: Individual Accommodation Plans and Individual Education Plans, as well as a handbook for educators to develop and implement ISSPs.

Table 11: Education Support Services and Service Providers Available for Schools

Service	Number of service providers
American sign language	4 sign language instructors
Educational psychology	3 educational psychologists
Occupational therapy	6 full-time occupational therapists
Physiotherapy	2 full-time physiotherapists
School mental health support services	24 child and youth mental health professionals
Speech language therapy	6 full-time speech language pathologists
Support for students who are Blind or have Low Vision	1 coordinator, blind and visually impaired
Support for students who are Deaf or Hard of Hearing	1 educator; Phonak system available in every school

Additional statistics on the education support services provided in the 2024-25 year are contained in the sections below. As the department has prioritized expanding and improving reporting capacity, some changes have been made in how statistics for education support services are reported compared to the approach used in last year's annual report. The focus in this year's report is on the Tier 3 individualized services that have been provided, as the supports provided in Tiers 1 and 2 are more universal and accessed by many students.

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' self-regulation, fine motor skill, coordination, interoception, sensory social emotional and classroom set up needs and provide strategies for success.

Table 12: Occupational Therapy Services Provided in Schools 2024-2025

Occupational Therapy Services	Services in Nunavut Schools	Occupational Therapy Totals – Territorial:
Tier 3 - Individual Services Time Supporting Schools:	Total Students Receiving Support	585
	Total Hours of Service	5466
	Weeks in Community	235

Speech Language Therapy Services

Speech-language pathologists contribute to all aspects of student communication, including the interconnection between listening, speaking, reading, writing, and interacting with others. Speech-language pathology services support success, providing support around augmentative and alternative communication, phonics, articulation, and visual schedules among others.

Table 13: Speech Language Pathology Services Provided in Schools 2024-2025

Speech Language Therapy Services	Services in Nunavut Schools	Speech Language Therapy Totals – Territorial:
Tier 3 - Individual Intensive Services Time Supporting Schools:	Total Students Receiving Support	535
	Total Hours of Service	3248
	Weeks in Community	218

School Mental Health Support Services

As of 2023-24, every school has a least one school mental health consultant; a child and youth mental health professionals with northern experience. Dedicated to specific schools, these staff build positive, trusting and supportive relationships both providing in-person and virtual services to schools. This includes training or consultations tailored to school identified needs such as responding to self-harm, de-escalation and co-regulation, supporting students experiencing grief or loss or running small groups around self-esteem and art as expression among others. Working closely with ilinniarvimmi inuusilirjiit, they also provide counselling, safety planning and individualized support for students.

Table 14: School Mental Health Services Provided in Schools 2024-2025

School Mental Health Services	Services in Nunavut Schools	School Mental Health Services Totals – Territorial:
Tier 3 - Individual Services Time Supporting Schools:	Total Students Receiving Support	525
	Total Hours of Virtual Service	3892.5
	Total On-Site Days	789.25

Physiotherapy Services

Physiotherapy 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 in instruction as well movement breaks, physical literacy, gross motor skill development, back care, life and transfer training and gym inclusion activities.

Table 15: Physiotherapy Services Provided in Schools 2024-2025

Physiotherapy Services	Services in Nunavut Schools	Physiotherapy Totals – Territorial:
Tier 3 - Individual Intensive Services Time Supporting Schools:	Total Students Receiving Support	148
	Total Hours of Service	1044
	Weeks in Community	64

Deaf and Hard of Hearing Services

D/deaf[3] and Hard of Hearing (DHH) support services includes identifying support needs of D/deaf and hard of hearing students by providing classroom recommendations, working collaboratively with school teams, audiologists, American Sign Language (ASL) instructors and the Department of Health. This also includes training school staff, small-group interventions, interpreting audiology information, conducting hearing screenings, and supporting the use of Phonak Soundfield systems and troubleshooting issues with hearing aids. These services are provided in both virtual and on-site appointments.

Table 16: Deaf and Hard of Hearing Services Provided in Schools 2024-2025

Deaf and Heard of Hearing Services	Services in Nunavut Schools	Deaf and Heard of Hearing Services Totals – Territorial:
Tier 3 - Individual Services Time Supporting Schools:	Total Students Identified as Benefitting from Support	372
	Total Hours of Virtual Service	621
	Total On-Site Days	10

American Sign Language (ASL) Services

American Sign Language (ASL) service providers are focused on enhancing accessibility, supporting inclusive learning environments and equitable access to learning. They collaborate with school teams by promoting access to sign languages and by providing ASL instruction and strengthening communication for Deaf, Hard of Hearing, Deaf-disabled and non-verbal students as well as the educators, classmates and families who support them. These services are provided in both virtual and on-site appointments.

Table 17: American Sign Language Services Provided in Schools 2024-2025

American Sign Language (ASL) Services	Services in Nunavut Schools	American Sign Language (ASL) Services Totals – Territorial:
Tier 3 - Individual Services Time Supporting Schools:	Total Students Receiving Support	11
	Total Hours of Virtual Service	267
	Total On-Site Days	0

3 *The Canadian Association for the Deaf notes that the term D/deaf is used as a collective noun to refer to both those "Deaf" people who identify with the Deaf culture and those "deaf" people who do not. "Deaf" is a sociological term referring to those individuals who are medically deaf or hard of hearing who identify with and participate in the culture, society, and language of Deaf people, which is based on Sign language, while "deaf" is medical/audiological term referring to those people who have little or no functional hearing (deaf, Deaf, and deafened). See https://cad-asc.ca/our-work/terminology for more information on terminology.*

Educational Psychology Services

Educational psychologists provide consultation, training and assessment services by identifying students' learning strengths, needs and barriers. This includes conducting in-person psycho-educational assessments, consulting with staff, providing classroom recommendations, intervention planning, and training. Educational psychologists assist school staff to better understand student learning, behaviour, developmental needs and implement support strategies.

In the 2024-25 year, a total of 13 assessments were carried out on-site and 3 virtual consultations were conducted.



Summary of Individualized Tier 3 Services

The table below provides an overall summary of the Tier 3 Individualized Services that were provided in the 2024-25 year.

Table 18: Education Support Services Individualized Services Summary 2024-2025

Support Service	Students who received Tier 3 services
American Sign Language	11
Educational Psychology	16
Occupational Therapy	585
Physiotherapy	148
School Mental Health Services	525
Speech Language Therapy	535
Deaf and/or Hard of Hearing Support	372*

**students identified who would benefit from DHH support*

Tier 4 Support Services

Tier 4 Services have been developed to offer more comprehensive and coordinated supports for students with the most complex needs across different education support service providers and other departments. Three students were provided Tier 4 support in the 2024-25 school year. These supports included: re-entry planning, capacity building in co-regulation and de-escalation approaches involving community partners, facilitating access to trauma and psychiatric assessments, summer programming and family supports, and co-ordination with both Departments of Health and Family Services.



Crisis Response and Psychosocial Support

At the request of Regional School Operations and school leaders following a crisis or critical incident, 12 psychosocial emergency responses were provided in nine communities. This included seven virtual psychosocial responses, and five blended responses that included both virtual and in-person activities. Responses included a range of supports, including initial assessment, *Psychological First Aid* training for school staff, individual wellness check-ins, virtual empowerment groups for youth, support for interagency collaboration, safety planning and sharing targeted resources. These were coordinated with and included follow up support from school mental health consultants.

Student Support Resources

The department develops resources for school staff and offers support through webinars, videoconferencing, a shared virtual library, and dedicated email support for specific questions and requests related to inclusive programming. The following resources were finalized in the 2024-25 school year:

Pathways to Mental Health and Well-Being Support for School-Aged Children and Youth: A Collaboration Guide

This document was developed collaboratively with the Department of Health to provide an overview of supports, examples and guidance for department staff and educational partners (including District Education Authorities, parents, and service providers) about mental health and well-being tools and services available for school-aged children and youth. It also provides examples and guidance for how departments and partners can collaborate to ensure that comprehensive supports are being delivered.

Bullying Prevention and Intervention Tool Kit

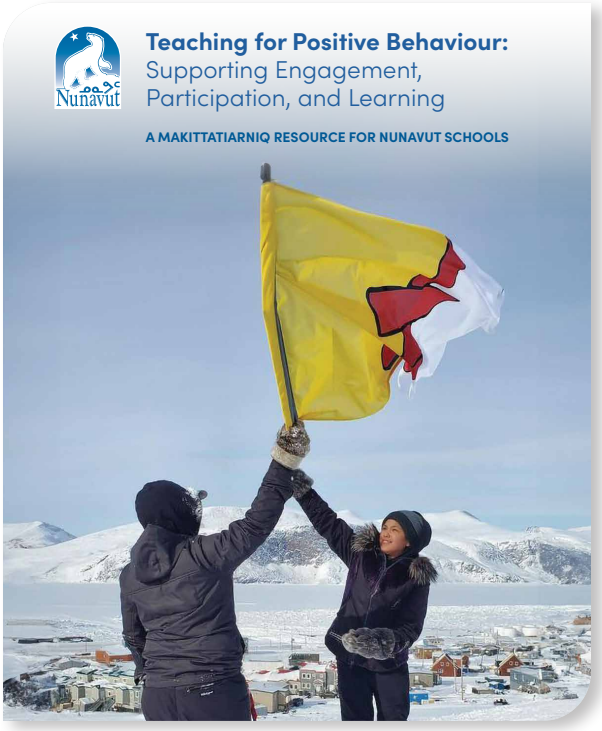
Bullying is most effectively addressed by collaborative strategies that consider the complexity of the issues involved and are planned by school leaders, school staff, outside agencies, students and with parents.

This resource, for use in grades K-12, contains information for teachers to identify types of bullying, recognize the differences between discrimination, harassment, and aggression, the effects and signs of bullying, and roles in bullying. The resource includes activity suggestions for use in classrooms divided by grades, and other resources for families:

- Where Does Bullying Happen – School Mapping Activity
- Bullying Prevention and Intervention PowerPoint for ilinniarvimmi inuusilirjiit (II)
- Pamphlets for Families X 2 – Signs of Bullying and Supporting Your Child

Teaching for Positive Behaviour in Schools: Supporting Engagement, Participation, and Learning

In April 2025, the department released *Teaching for Positive Behaviour in Schools: Supporting Engagement, Participation, and Learning*, along with an accompanying discussion guide for teachers. These resources offer strategies for fostering welcoming, respectful, and supportive learning environments grounded in Inuit Qaujimajatuqangit principles.



Report on Inuit Qaujimajatuqangit

The department remains committed to placing Inuit Qaujimajatuqangit principles at the heart of Nunavut's education system. Throughout 2024-25, Inuit knowledge, values, and ways of learning continued to guide curriculum development, teaching resources, and school scheduling.

Nunavut Curriculum

The department continues to make progress toward full implementation of the Inuit Qaujimajatuqangit-based Nunavut curriculum by 2036. In March 2025, the department finalized the Kindergarten to Grade 6 curriculum. The curriculum integrates the wisdom and experience of Elders, educators, linguists, and subject-matter experts who have been collaborating on its design since 2018.

Plans for the Grade 7–12 curriculum are underway and remain on track with the department's finalized implementation timeline.

Teaching Resources

During the 2024–25 fiscal year, the Resource Services division focused on developing and providing resources to support the implementation of the Kindergarten and Grade 1 curriculum. Grade 1 Educator Handbooks were created to assist educators in delivering the curriculum through a cross-curricular, thematic approach that supports learning throughout the school year.

In addition, a range of student resources in both Inuktut and English were developed and distributed to schools. These resources were designed to support student learning across subject areas, with a particular emphasis on strengthening early literacy skills and increasing access to culturally and linguistically relevant materials. A new online Learning Resources Hub was also developed to increase efficiency in sharing resources with educators in Nunavut.



Report on Language of Instruction (LOI)

Implementation of the Bilingual Education Models

A foundational feature of Nunavut's education system is the requirement to provide instruction in two of the territory's official languages, Inuktut, and either English or French. As required in the *Education Act* and *Language of Instruction Regulations*, District Education Authorities are required to select the bilingual education model to be used in their education district from the options listed in the regulations.

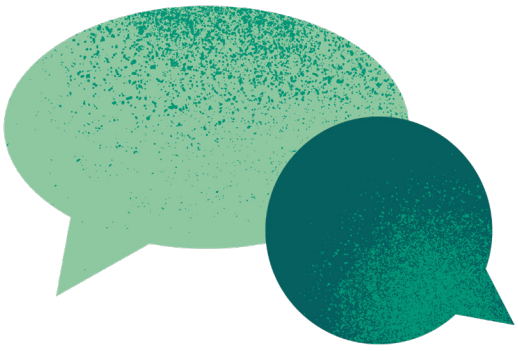
2024-25 marked the second to last year that District Education Authorities implemented the 2012 *Language of Instruction Regulations* and the associated bilingual education models, which include the Qulliq Model, Immersion Model, and Dual Model. A brief description of each model is provided below.

Qulliq Model: Is for Nunavut communities where Inuktut is the first language of the community. These communities must provide rich language exposure and full immersion Inuktut. The vast majority of District Education Authorities have selected this model.

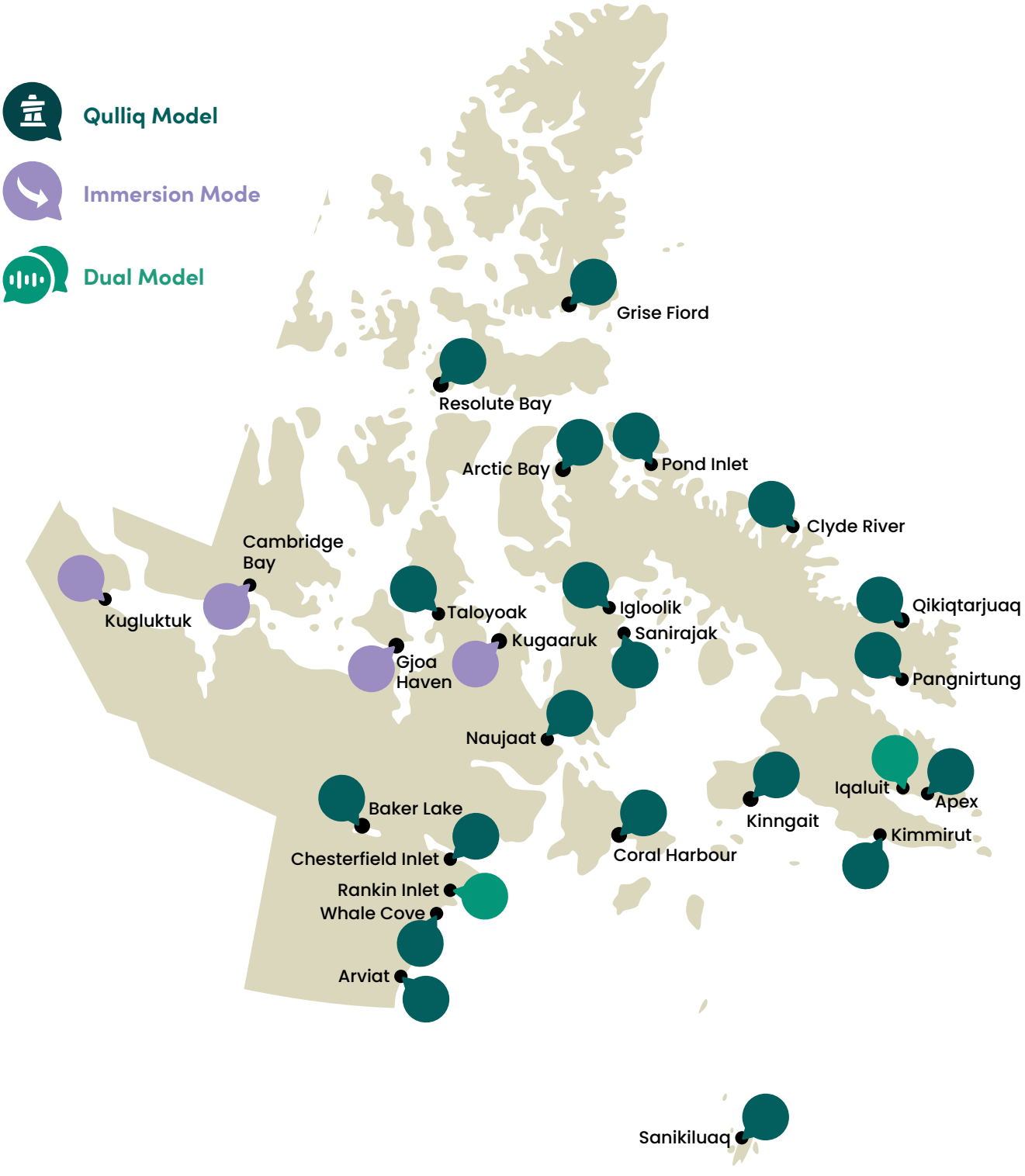
Immersion Model: Is for Nunavut communities that have experienced significant language loss. Only a small number of District Education Authorities have selected this model.

Dual Model: Is for Nunavut communities with a large base of both strong Inuktut first-language speakers and English first-language speakers. A few DEAs have selected this model.

Starting in the 2025-26 school year, the newly amended *Language of Instruction Regulations* will come into effect. District Education Authorities will be required to select bilingual education model from the model options listed in the new regulations. The selected models will be implemented in the 2026-27 school year for kindergarten to Grade 3.



A breakdown of the bilingual education model in place by community in 2024-25:



Capacity to Provide Instruction in Inuktut

Inherent to the delivery of a bilingual education system is the need for educators who can provide instruction in the various languages of instruction. Like many jurisdictions across Canada, Nunavut is grappling with a teacher shortage that makes it challenging to fill all teaching positions. While the number of filled teaching positions fluctuates throughout the year, an average of 88% of teaching positions (representing 794 positions) were filled in the 2024-25 school year.

A summary of filled teaching positions by region, as of January 2025, is provided in Table 19.

Table 19: Filled Teaching Positions by Region, as of January 2025

Community	Total NTA Positions in School	Total Vacant Positions	Total Number of Positions Filled	Percentage of Positions Filled
Qikiqtani	461	39	422	92%
Kivalliq	273	46	227	83%
Kitikmeot	164	19	145	88%
Total/Average	**898**	**104**	**794**	**88%**

In 2024-25, of the 794 filled teaching positions, 244 teachers (approximately 31%) teachers across Nunavut received the Inuktut language allowance.

The department continues to increase its capacity to deliver instruction in Inuktut and remains committed to the development of the next generation of Inuktut-speaking educators. In 2024-25, the department supported Nunavut Arctic College in delivering the Nunavut Teacher Education Program (NTEP) by enabling students to complete their education practicum in Nunavut schools and by hiring NTEP graduates.

A total of 87 students across 15 communities were enrolled in the Nunavut Teacher Education Program in 2024-25. In this same year, 25 NTEP graduates or recently graduated students were hired as teachers within Nunavut's education system.

The department also contributes to the development of educators through its internal Employment Education Leave program called Sivummuakpaallirutiksat. Department staff, such as student support assistants, school secretaries, or ilinniavimmi inuusilirijiit have accessed the program and in 2024-25, seven staff were actively enrolled in the program.

Review of the Language of Instruction Regulations

2024-2025 was an important year for the review of the *Language of Instruction Regulations*. With support from the Language of Instruction Regulations Working Group, the department undertook several key initiatives, culminating in the completion of updated regulations in June 2025.

Over the summer and fall of 2024, the department carried out a review of the bilingual education models. The outcomes of the review supported the development of policy intentions in the late fall of 2024.



With draft policy intentions developed, the department held a two-day working meeting with the *Language of Instruction Regulations* Working Group to discuss and refine the draft policy intentions. Some of the topics discussed during this two-day meeting included:

- how best to update the bilingual education models in order to build language proficiency while also reflecting teaching capacity available in the communities; and
- how to support the DEAs throughout the selection process for the bilingual education model, and the role the department should play in providing this needed support.

The Language of Instruction Working Group agreed on final policy intentions that included three new bilingual education models that aligned with research, provide District Education Authorities with a range of options to select from, and include interim levels to better reflect existing capacity within schools. It also included requirements to encourage capacity building through the development of a Bilingual Education Model Implementation Plan and to monitor implementation through regular monthly reporting by school principals on the language of instruction.

Once the policy intentions were finalized, the department turned its attention to re-engaging the communities. From January through the end of March 2025, the department returned to all communities to gather feedback on the proposed policy intentions.

More than 1,600 Nunavummiut participated in the community engagement sessions including students, educators, members of the public, and District Education Authority members.

Table 20 provides a summary of the communities visited in early 2025.



Table 20: Summary of Community Engagements in 2024-2025

Community	Date
Arctic Bay	January 22, 2025
Arviat	February 3, 2025
Baker Lake	February 19, 2025
Cambridge Bay	January 13, 2025
Chesterfield Inlet	February 6, 2025
Clyde River	March 6, 2025
Coral Harbour	February 18, 2025
Gjoa Haven	January 15, 2025
Grise Fiord	January 21, 2025
Iqaluit (including Apex)	March 10, 2025
Iqaluit	March 11-13, 2025
Igloolik	March 4, 2025
Kimmirut	March 24, 2025
Kinngait	February 17, 2025
Kugaaruk	January 16, 2025
Kugluktuk	January 14, 2025
Naujaat	February 20, 2025
Pangnirtung	January 28, 2025
Pond Inlet	January 23, 2025
Qikiqtarjuaq	February 25, 2025
Rankin Inlet	February 5, 2025
Resolute Bay	January 20, 2025
Sanikiluaq	January 30, 2025
Sanirajak	March 5, 2025
Taloyoak	March 3, 2025
Whale Cove	March 26, 2025

Appendix 1
Summary of Divisions within the Department

Directorate

Directorate includes Directorate, Stakeholder Engagement, Corporate Services, Human Resources, and Policy and Planning functions. The deputy minister and assistant deputy ministers provide advice to the minister of Education and cabinet on matters relating to the department's mandate. The Stakeholder Engagement division manages the department's communications and efforts to work collaboratively and support the needs of its key partner organizations. Corporate Services provides strategic financial management and oversees development, design and planning of capital infrastructure projects. It is also responsible for health and safety, and information and communication technology. Human Resources supports and advises on hiring practices, employee relations, casual and substitute staffing, leave and attendance, and is also responsible for efforts in recruitment and retention of educators. Policy and Planning is responsible for coordinating policy and legislation development as well as leading the department's strategic and business planning and reporting.

Programs

Directorate

The Directorate is responsible for the overall operation of the department and recommends goals, objectives and standards to the Minister. The Directorate is ultimately responsible for the provision of strategic direction for the department, as well as ensuring that the government mandate and ministerial direction are implemented faithfully.

Stakeholder Engagement

The Stakeholder Engagement division is responsible for the Communications and Partner Relations sections. The Communications section provides advice and support across the department and promotes an integrated and strategic approach to internal and external communication. The Partner Relations section maintains interdepartmental, intergovernmental, academic, Inuit organization, and business relationships. Partner Relations is responsible for support and collaboration with District Education Authorities, including the department's relationship with the Coalition of Nunavut District Education Authorities.

Policy and Planning

The Policy and Planning division leads the department's efforts to research, develop and consult with partners, obtain approval, and coordinate the implementation of various authoritative documents ranging from policies and directives to manuals and guidelines. This unit provides leadership related to the department's strategic planning and reporting processes, including business planning. It also leads efforts to ensure that internal reporting on program effectiveness is in place, and that the department is maintaining its obligations to report on its progress to the legislature and external stakeholders.

The Policy and Planning unit also leads research into legislation development, and reviews and updates legislation to meet the needs of Nunavummiut.

Corporate Services

The Corporate Services division is responsible for the financial management of the department, including managing the overall department budget and expenditure controls, providing financial planning and administration, safeguarding assets, preparing and issuing financial reports, and providing advice. The division also provides capital planning expertise and support for the development of new facilities, additions, and renovations to existing facilities. Working in partnership with the Department of Transportation and Infrastructure, this division assists in responding to schools and District Education Authorities to ensure that needs are met as promptly as possible.

The Corporate Services division is also responsible for information systems and providing expertise and departmental direction on matters pertaining to information and communication technology, ranging from supporting distance learning, database, and system development and maintenance, network design and support, and software and hardware project management.

Health and safety for the department also falls under the Corporate Services division, which provides expertise and guidance in relation to the development of health and safety procedures to support schools, in-school and District Education Authority-operated child care centres, and department offices. The health and safety unit provides technical expertise to ensure that the department is compliant with legislative requirements, policies and standards, and identifies opportunities for improvement on health, safety, and emergency preparedness training, programming, and implementation.



Human Resources

The Human Resources division provides expertise to the department's senior management team on Government of Nunavut hiring practices, employee relations, casual and substitute staffing, and leave and attendance. It takes a leadership role in recruitment and retention efforts, and in developing and implementing the department's Inuit Employment Plan. The Human Resources division also reviews and evaluates teacher credentials to determine eligibility to work within Nunavut schools. This includes the development and updating of policies and procedures associated with certification and standards, processing certification applications, determining salary levels, and suspending and/or cancelling certification.

Kindergarten to Grade 12 School Operations

Kindergarten to Grade 12 School Operations is comprised of the schools and regional offices of the Department of Education. It is responsible for delivering, supervising, and supporting the delivery of Nunavut's education program across the territory. Kindergarten to grade 12 education is offered in every community through a range of school staff, including principals, vice-principals, teachers, student support assistants, ilinniarvimmi inuusilirijiit, secretaries, and custodians, among others. Regional School Operations/Commission scolaire francophone du Nunavut offices are located in Kugluktuk, Baker Lake, Pond Inlet and Iqaluit. They are responsible for overseeing the day-to-day operation of schools, supervision of school staff, operational liaising with District Education Authorities, and the delivery of the education program and educational services for students. These offices provide direct support to the schools through supervision and guidance to principals, teachers and other school staff to ensure that high-quality instructional, assessment and student support practices are occurring. These offices are also responsible for hiring, relocating, supervising and completing performance management of school employees.



Programs

Kindergarten-Grade 12 School Programming

Schools across the territory deliver Nunavut's kindergarten to grade 12 education program, including bilingual education in Inuktut and English or French. Student learning is administered in accordance with set curricular learning outcomes, through an inclusive education model, to create culturally relevant, positive learning environments. Student support is implemented to promote individual student success at every level.

School programs are developed to increase and maintain student attendance and enrolment with the goal of graduating bilingual global citizens ready to participate in the labour market and contribute positively to society.

Health and safety of students and staff in schools is also a priority of the department and a key consideration in all school operations.

School Operations – Regional

Three Regional School Operations offices provide services and support to school staff and administrators, as well as District Education Authorities. Regional school operations include supervision and support for all schools, human resources functions including hiring educators, and financial management of contribution agreements with District Education Authorities.

Commission scolaire francophone du Nunavut

Provides delivery of the French first-language education program to École des Trois-Soleils in Iqaluit and across the territory in response to homeschooling requests.

Support Services

The Support Services branch is composed of the Curriculum Development, Student Achievement, Resource Services, Educator Development and Éducation en français divisions. Each division brings its own specialized area of responsibility, yet their work remains complementary as they collectively support the implementation of the bilingual education models based on the language of instruction and Inuit culture. Together, these divisions contribute in coordinated ways by:

- Establishing student learning outcomes, reporting on student achievement and maintaining accurate student records.
- Developing and providing classroom resources that reflect Inuit culture and Nunavut's official languages.
- Offering training that prepares educators to deliver quality instruction.
- Supporting inclusive education through student support services, including school-based mental health supports for all students.

Programs

Curriculum Development

The Curriculum Development division is responsible for the development of the Kindergarten to Grade 12 Nunavut curriculum. Additionally, it is responsible for ensuring that all schools have access to and are using the approved curriculum for each of Nunavut's curriculum foundations.

Resource Services

The Resource Services division is responsible for the creation, publication, and distribution of teaching resources and learning materials, ensuring these resources align with and support the learning outcomes outlined in the approved curriculum. The division is also responsible for inventory and supply chain management of teaching and learning resources, including copyright compliance, and the digitizing and archiving of educational materials.

Student Achievement

The Student Achievement division is responsible for supporting assessment, evaluation and reporting related to the Nunavut education program. Additionally, the division oversees the development of assessment and evaluation tools, including reporting policies and procedures. The division is also accountable for maintaining, managing and securing complete and accurate student records and information, including coordinating diploma exams, and guiding distance learning and homeschooling.

The Student Achievement division is responsible for promoting inclusive education in Nunavut schools. This division works to ensure inclusive, safe, caring and welcoming schools through training and policies grounded in best practices. The division

provides and administers specialized, multi-disciplinary education support services for Nunavut students to ensure fair and equitable access to the education program. Additionally, student engagement and well-being are strengthened by access to school-based mental health consultants and by coordinated crisis response at the territorial level.

Educator Development

The Educator Development division supports the effective implementation of Nunavut's education program by providing a variety of training and professional learning opportunities for all school-based employees to build capacity and ensure they are adequately informed and equipped to deliver high-quality instruction to Nunavut students. This work includes the design and delivery of programs and professional learning sessions related to territorial priorities, such as training in trauma-informed practice, orientation for new employees and the delivery of critical information to school staff through various mechanisms ranging from online learning to in-services and conferences.

Teacher professional development is also supported through a contribution agreement established under the Nunavut Teachers Association Collective Agreement. Funding is administered by the Professional Development Council, a joint committee comprised of representatives from the Nunavut Teacher Association and the Department of Education. This funding enables teachers, individually and collectively, to pursue development opportunities aligned with their professional goals and instructional needs.



Éducation en français

The Éducation en français division is responsible for the provision of services in education to Francophones students between K-12. This division supports the Commission scolaire francophone du Nunavut in their delivery of the education program 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 Franco-Nunavummiut minority. The division is also responsible for the appropriate delivery of the French Additional Language curriculum in Nunavut schools. As well, it coordinates the Official Languages programs Explore, Destination Clic and Odyssey offered by the Council of Ministers of Education, Canada, and supports partners in education offering community projects, including preschool and post-secondary learning in French as a first language.

The division also negotiates and manages the Canada-Nunavut Agreement on Minority-Language Education and Second Official-Language Instruction Agreement and its reporting obligations.

Early Learning and Advanced Education

The Early and Advanced Education branch includes the Early Learning and Child Care division, as well as the Advanced Education and Financial Assistance for Nunavut Students divisions. The Early Learning and Child Care division is responsible for promoting quality care and education for children by licensing, inspecting, and providing guidance, training, and support to all licensed child care centres to ensure compliance with the Child Day Care Act and its Regulations. The Advanced Education division is responsible for guiding the development of governance, policy and strategic planning for adult learning in the territory, including secondary school equivalency, adult literacy, pre-employment and post-secondary programming. The Financial Assistance for Nunavut Students division oversees the administration of the Financial Assistance for Nunavut Students Program, which provides support to eligible residents of Nunavut for post-secondary education.

Programs

Early Learning and Child Care

The Early Learning and Child Care division supports inclusive and quality early learning and child care through licensing and inspection of child care centres, including family home daycares, development and distribution of culturally and linguistically appropriate early learning resources, training, and grants and contributions. It also supports the creation of new licensed child care centres and spaces to increase access across the territory.

The division also manages related federal funding agreements and reporting, guides research, policy, and communications development for the early learning sector, and fosters strong, collaborative relationships with Inuit organizations and federal-provincial/territorial colleagues.





Advanced Education

The Advanced Education division supports the department's responsibilities related to how post-secondary institutions are authorized to operate in Nunavut. The division also manages the student financial assistance designation process to ensure that eligible programs are of high quality.

The division also manages grants and contributions to provide funding to organizations capable of demonstrating the capacity to positively impact Nunavut communities and adult learners through the provision of training or the development of resources that will increase adult literacy in all official languages, as well as numeracy and employability.

The Pathway to Adult Secondary School Program allows those who did not complete high school to obtain their Nunavut Secondary School Diploma. The Advanced Education division supports Nunavut Arctic College's delivery of this program. The division also maintains the records from the discontinued General Education Development tests and issues test results as requested.

Financial Assistance for Nunavut Students

The Financial Assistance for Nunavut Students division provides direct support for post-secondary students through grants, loans and non-financial wrap-around supports for Nunavut students attending designated post-secondary education programs. Financial Assistance for Nunavut Students helps students pay for tuition, books, travel, and living expenses. Additional grants are available for students with disabilities.

The division also works with other funders to strategically coordinate support to create the best opportunities for students.