



Department of Education Progress Report on Language of Instruction Regulations and Curriculum

October 2022



Part A – Progress on the Development of New Language of Instruction Regulations

Guiding the work on the Language of Instruction Regulations

The *Interim Language of Instruction Act* was developed to allow the Department of Education sufficient time to complete a comprehensive review of the Language of Instruction Regulations. Bilingual education and instruction in the Inuit language is a crucial aspect of our education system. For this reason, making decisions related to language of instruction requires significant community engagement.

The Department of Education heard from Members of the Legislative Assembly that we should not need to repeat consultations held for Bill 25, and the new *Education Act*. The Department of Education heard from our partners, that consultation with community members and stakeholders is crucial and must be done meaningfully.

With these points in mind, considering the importance of implementing effective bilingual education in our schools and the unique capacity challenges in how Language of Instruction models are implemented in each school and community, the Department of Education decided the approach to developing the new Language of Instruction Regulations would be focused on engaging partners early and often, even before consultations begin.



Status of the Work

Following the ascent of the *Interim Language of Instruction Act* in June 2022, the Department of Education began the planning for a stakeholder engagement session with the aim to co-develop a comprehensive consultation plan for the creation of the new Language of Instruction Regulations.

To support this work, the department contracted consulting firm DPRA Inc, and consultant/facilitator Pitseolak Pfeifer. The aim is to bring together education partners; the Coalition of Nunavut DEAs, and Nunavut Tunngavik Inc, along with Department of Education and Department of Culture and Heritage officials for a two-day engagement session.

The objectives of the engagement session, scheduled for October 12 and 13, 2022 were to:

- Support a collaborative working relationship between the Department and its partners related to the approach to consultations pertaining to the amendment of the Language of Instruction Regulations.
- Give partners the opportunity to voice their opinions, preferences and concerns related to the consultations on the amended Language of Instruction Regulations.
- Give partners the opportunity to inform the development of the planned approach for carrying-out consultations related to the amendment of the Language of Instruction Regulations.

The focus of the session was:

- The creation of a clear and comprehensive co-developed consultation plan to move forward on developing new Language of Instruction Regulations
- Agreement from partner organizations to work collaboratively to support consultations related to the review of the Language of Instruction Regulations.
- Collection of information needed to draft the Language of Instruction Regulations consultation plan. Specifically:
 - Identification of partners and stakeholders that should form part of consultations.
 - Identification and agreement on the topical scope of the consultations (i.e., specifically which features of the regulations will be emphasized during consultations, such as the Language of Instruction models).
 - Identification and agreement on the consultation approach/methods to be used and associated timelines.

The Department of Education looks forward to updating Members of the Legislative Assembly with the results of the engagement and the proposed next steps as our work progresses on the Language of Instruction Regulations.

Part B – Progress on the Development and Implementation of Curricula in the Inuit Language

Curriculum Development Background

The Department of Education is committed to delivering bilingual education for all Nunavummiut who enter the education system. Recognizing the reality and challenges of this goal, the department has developed plans for language of instruction implementation over the long-term.

While the department implements the plan, we will continue to deliver Inuit language instruction in schools using existing curriculum, resources, and training materials.

Nunavut's bilingual education model is dependent on curriculum that aligns with, and is grounded in the Inuit language, and Inuit culture. Currently, Nunavut's education system faces several challenges, including a limited amount of qualified Inuktitut speaking educators. While the Government of Nunavut continues to work to increase this number, the creation of more culturally reflective curriculum, fully supported by appropriate assessments and resources, will enhance the current delivery of instruction in Inuktitut, and may also assist with recruitment and retention of bilingual educators.



Nunavut's Curriculum

Nunavut's curriculum is organized in the following strands based on the principals of Inuit Qaujimagatuqangit:

Uqausiliriniq Strand

The Uqausiliriniq Strand is an integrated core curriculum that focuses on relationships in communication and language development, creative and artistic expression, and reflective and critical thinking. Delivery involves educators, Elders, community artists, and linguists, and includes the following curricula:

- **ILA** – Inuktitut Language Arts Curriculum
 - **ILAI:** Inuktitut Language Arts, First Language – Curriculum for students who are strong in Inuktitut
 - **ILI:** Inuktitut Language Immersion – Language revitalization curriculum for students who need to (re)learn and strengthen their Inuktitut skills
 - **IL2:** Inuktitut Second Language – Curriculum for students who are learning Inuktitut in the non-Inuit language stream of the Dual Model (for example, in Iqaluit and Rankin Inlet)
- **ELA** – English Language Curriculum
 - **ELAI:** English Language Arts, First Language – Curriculum for students who are strong in English
 - **EL2:** English Second Language – Curriculum for students who are learning English as a second language (for example in the Qulliq, Immersion, or Inuit language stream of the Dual Model)
- Fine Arts Curriculum

Nunavusiutit Strand

The Nunavusiutit Strand is an integrated core curriculum that focuses on heritage, culture, history, geography, environmental science, civics, economics, current events, and world news. Students will learn about Nunavut and its critical links to national circumpolar and global issues. Delivery involves educators, Elders, and community experts, and includes the following curricula:

- Social Studies Curriculum

Aulajaaqtut Strand

The Aulajaaqtut Strand is an integrated core curriculum that focuses on wellness, safety, and one's place in society. Physical, social, emotional, and cultural wellness; goal setting; volunteerism; safety; and survival are curriculum content areas. Delivery involves educators, Elders, and community experts, and includes the following curriculum:

- Health and Physical Education Curriculum

Iqqaqqaukkaringniq Strand

The Iqqaqqaukkaringniq Strand is an integrated core curriculum that focuses on ways in which we describe and improve our world. Concepts in mathematics, analytical and critical thinking, solution-seeking, innovation, technology, and practical arts will be explored. Delivery involves educators, Elders, and community experts, and includes the following curricula:

- Mathematics
- Science
- Career and Technology Studies
- Practical Arts

Curriculum Development Progress to Date

Curriculum development and implementation is so much more than simply writing curriculum itself. It requires the creation of assessment and evaluation materials that align with curricular expectations, it requires the creation and publishing of resources and student materials in all languages, it requires the development of teacher guides to provide guidance, and it involves the creation and delivery of training to support teachers in the implementation of the new curriculum. All the steps above must be done in alignment with each other, and with a clear chronological path. Considering the sheer amount of work required to fully implement new made-in-Nunavut, culturally and linguistically relevant curriculum, the 20-year implementation plan set out by the Department of Education is ambitious.

Over the past several years, despite the challenges of COVID-19, and limited staff capacity, curriculum development continued with very few set backs to the originally projected timelines. The Department of Education will continue to work hard and dedicate its time, energy, and funds to develop made-in-Nunavut curriculum in all subject matters.

Below is a timeline of key curriculum development work over the past 4 years, including the work that had already begun before the creation of the new *Education Act*.

2018-2020

- Kick-off meetings with Elders and educators in Arviat, Iqaluit, Pangnirtung, and Rankin Inlet
- Jurisdictional scan of Kindergarten–Grade 6 curriculum across Canada
- Working group meetings for Uqausiliriniq (Language Arts and Arts Education), Aulajaaqtut (Physical Education, Health, and Wellness) and Nunavusiutit (Social Studies)

- Development of a new Nunavut curriculum framework informed by the Inuit Qaujimagatuqangit Education Framework
- Development of drafts of the Inuktitut Language Arts, First Language (ILA1) and Inuktitut Second Language (IL2) curricula for Kindergarten to Grade 6
- Initial field test of the Inuktitut Language Arts, First Language (ILA1) and Inuktitut Second Language (IL2) curricula in Nunavut schools

2020-2021

- Stakeholder meetings with Nunavut educators and subject-area experts. These meetings were conducted online or by phone as a result of COVID-19.
- Development of the draft Inuktitut Language Immersion (ILI), English Language Arts, First Language (ELA1), and English Second Language (EL2) curricula for Kindergarten to Grade 6
- Development of the draft Physical Education, Health, and Wellness, Social Studies, Mathematics, Science, and Arts Education curricula for Kindergarten to Grade 6. Each of these subject areas is being developed with the aim to deliver them in the Inuktitut and English language streams.
- Second draft of both the Inuktitut Language Arts, First Language (ILA1) and Inuktitut Second Language (IL2) curricula for Kindergarten to Grade 6 completed and reviewed

2022

- Third draft of Inuktitut Language Arts, First Language (ILA1) and Inuktitut Second Language (IL2) curricula for Kindergarten to Grade 6 completed
- Initial drafts of the Inuktitut Language Immersion (ILI), English Language Arts, First Language (ELA1), English Second Language (EL2), Physical Education, Health, and Wellness, Social Studies, Mathematics, Science, and Arts Education curricula for Kindergarten to Grade 6 anticipated to be completed by December 2022
- Ongoing internal and external curriculum review with educators and subject area experts
 - Including kick-off meetings planned to take place in Arviat for the Inuit Language curricula for 7-9, and for Social Studies and Health and Wellness for 7-9.

Next Steps

Going forward, the department will continue its important work on its made-in-Nunavut curriculum. Below are some highlights of the upcoming work.

2023 – 2025

- Development of Grade 7 – 9 Inuktitut Language Arts, First Language (ILA1), Inuktitut Second Language (IL2), and Inuktitut Language Immersion (ILI) curricula
- Development of Grade 7–9 curriculum in other subject areas
- Stakeholder meetings and reviews with educators and subject-area experts

2024 - 2027

- Development of Grade 10 – 12 Inuktitut Language Arts, First Language (ILA1), Inuktitut Second Language (IL2), and Inuktitut Language Immersion (ILI) curricula
- Development of Grade 10–12 curriculum in other subject areas
- Stakeholder meetings and reviews with educators and subject-area experts

