

Department of Education

# Progress Report on Language of Instruction Regulations and Curriculum 2023



**Fall 2023**



Department of Education  
Government of Nunavut  
P.O. Box 1000, Station 960  
Iqaluit, Nunavut X0A 0H0

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## Background

The *Interim Language of Instruction Act* received assent on June 13, 2022. Under the *Act*, the Department of Education is committed to providing a progress report each year on the development of new Language of Instruction (LOI) Regulations and the development and implementation of curricula in the Inuit language.



## PART A

# Language of Instruction Regulations Review and Development

The Department of Education has committed to ensuring that the review of the *LOI Regulations* is done in collaboration with key stakeholders, such as Nunavut Tunngavik Incorporated (NTI), and the Coalition of Nunavut District Education Authorities (CNDEA).

This year, the department continued to build on the initial stakeholder engagement session that took place in October 2022, and partnerships were strengthened as work progressed.

Several important milestones in the regulation review and development process were achieved in the 2022–2023 school year, including:

- The establishment of a LOI Working Group
- The development of an Engagement, Data Collection, and Consultation Plan
- The start of initial community engagements
- The development of scopes of work to inform policy considerations

## LOI Working Group

The department and its partners worked to create the LOI Working Group to oversee and guide the review of the *LOI Regulations*. The working group includes many of the representatives that participated in the initial stakeholder engagement session, including representatives from:

- The Department of Education (Government of Nunavut)
- The Department of Culture and Heritage (Government of Nunavut)
- CNDEA
- NTI

In 2022–2023, the group committed to meeting regularly to support the initial review of the *LOI Regulations*. The working group developed a Terms of Reference to help govern its operations and ensure members have a common understanding of the group’s mandate and purpose.

The group agreed that its mandate would be to provide strategic advice to the Department of Education on broad elements related to the *LOI Regulations* review. This includes advice related to the development of:

- An Engagement, Data Collection, and Consultation Plan
- A scope of work for the assessment of LOI implementation
- A scope of work for the review of the LOI models

In the 2022–2023 school year, the working group met monthly to support the development of these materials.

## Engagement, Data Collection, and Consultation Plan

One of the primary objectives of the LOI Working Group was to support the development and approval of a plan to guide the group's activities during the review and development of revised *LOI Regulations*. The working group agreed that the plan would also need to support the development of proposed policy intentions including the collection of related information.

With this in mind, the working group developed an Engagement, Data Collection, and Consultation Plan that would act as a living document to help guide the work, and be updated and amended as needed.

The plan lays out several data collection activities in two phases. The first phase describes initial data collection and engagement to help identify policy issues and possible policy solutions. Phase two, still in development, focuses on receiving feedback from the department's partners and stakeholders on possible policy solutions.

Phase one of the plan is currently being implemented. Work is underway with respect to the initial community engagement and scopes of work that are described below.

## Helping to Better Understand Language of Instruction Implementation and Models

Another important achievement in the 2022-2023 school year was advancing two third-party studies that were suggested by members of the LOI Working Group:

1. An assessment of LOI implementation
2. A review of the bilingual education models

This work will support the revision of the *LOI Regulations* and is described below. The LOI Working Group developed the scopes of work for these studies, and the department is seeking contractors to carry-out the studies based on these scopes of work.

## Assessment of LOI Implementation

The purpose of this assessment is to better understand the level of implementation of Inuit language instruction in each school across the territory. This assessment will focus on schools' ability to implement their selected LOI models. The assessment will look at the capacity of teaching staff and explore successful implementation strategies where possible. It will include an examination of the amount of instruction time provided in each grade in each of the languages of instruction in comparison to the requirements of the bilingual education models. The assessment will also compare the number of teaching staff needed for implementation of the model to the number of staff available.

The objective of this assessment is to provide information about the capacity of Nunavut schools to implement LOI. This baseline information will help frame policy issues, possible policy solutions, and contribute to the larger review of the bilingual education models.

## Review of Bilingual Education Models

This review will build on information from the assessment of LOI implementation described above. The review is intended to help develop a range of bilingual education models that reflect schools' existing capacity, and allow flexibility for increased capacity in the future. This may require adjustments to the existing LOI models or the development of new models.

The goal of this review is to identify models, or series of models, designed for short-term implementation and allow flexibility for schools to increase Inuit language instruction over time. The models must provide for the best possible educational experience for students within a bilingual context and support the goal of producing bilingually capable graduates.

This review will also include an examination of language models used by schools across Inuit Nunangat, or in other jurisdictions where an Indigenous language is known to be required for instructional purposes, to determine whether such approaches can be adapted for use in Nunavut.

## Initial Community Engagements

One of the first steps of the *LOI Regulations* review process was to conduct initial community engagements. These initial community engagements are conducted to collect perspectives and insights from the communities on the bilingual education model(s) in their schools. The community visits are also expected to help inform communities of the goals of the regulation review and help increase participation in later community consultations that will inform the development of the revised *LOI Regulations*. Led by the CNDEA, the Department of Education collaborated to conduct these community visits in partnership. The visits started in the winter of 2023 and ended in spring 2023. The visits will start again in fall 2023, when schools reopen for the year.

During the 2022-2023 school year, the following communities were visited:

**Table 1: Community Visit Summary 2022-2023**

Date of Visit	Community Visited
February 13 to 18, 2023	Naujaat
February 18 to 28, 2023	Coral Harbour
March 6 to 16, 2023	Baker Lake
March 16 to 23, 2023	Chesterfield Inlet
April 17 to 27, 2023	Rankin Inlet
May 14 -18, 2023	Grise Fiord
May 18 - 22, 2023	Resolute Bay



## PART B

# Progress on the Development and Implementation of Curricula in the Inuit Language

## Made-In-Nunavut Curriculum Background

The Department of Education is committed to ensuring all students receive a bilingual education in the Inuit Language and either French or English<sup>1</sup> that is grounded in Inuit Qaujimajatuqangit and that all graduates are able to use both languages competently. To meet this goal, the department has established a 20-year plan to develop and implement a made-in-Nunavut curriculum supported with culturally relevant educational resources, assessment tools, and educator training for all subjects. A schedule for the development of Inuktitut Language Arts' curricula, teaching materials, and training has also been established under the Education Act. In 2022-2023, the department continued to implement the plan, is on track with the timelines, and is making strong progress forward.

While the department implements the plan, schools continued to deliver Inuit language instruction using existing approved curriculum, resources, and training materials. This included resources specific to the Inuktitut Titiqqiriniq Balanced Literacy Program.

The development of the made-in-Nunavut curriculum includes the following stages:

<b>Stage 1</b>	<b>Curriculum development that outlines expected learning outcomes in each subject and grade</b>
<b>Stage 2</b>	<b>Creation of assessment and reporting tools that align with curriculum learning outcomes and teaching methods</b>
<b>Stage 3</b>	<b>Creation of teaching and learning resources that support learner's progression towards curriculum learning outcomes</b>
<b>Stage 4</b>	<b>Creation and delivery of efficient training sessions that support teachers in the delivery of made-in-Nunavut curriculum</b>

<sup>1</sup> The district education authority will determine if the second language will be French or English.



## Made-In-Nunavut Curriculum Development Progress

Despite the challenges of COVID-19, curriculum development continued to move forward in 2022–2023. Although progress was made in the development of all subject areas, the department prioritized the development of the kindergarten–Grade 6 (K–6) language curricula as it is a key component of the department’s curriculum development plan.

Below is a summary of progress related to the development of the made-in-Nunavut curriculum in 2022–2023.

- Completed drafts of K– 6 curricula for:
  - Inuktit First Language: Third draft
  - 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

**Table 2: Summary of Kindergarten–Grade-6 Curricula Drafts Completed In 2022–2023**

First draft	Second draft	Third draft
Inuktitut Language Immersion	English Second Language	Inuktit First Language
English First Language	Social Studies	Inuktitut Second Language
Mathematics	Physical Education, Health, and Wellness	
Science		
Arts Education (Fine Arts)		

- Started development of Grade 7–9 curricula for:
  - Inuktit Language Arts First Language
  - Inuktit Second Language
  - Inuktit Language Immersion
  - English Second Language
  - Physical Education, Health, and Wellness
  - Social Studies
- Continued development of K–6 curriculum for Inuinnaqtun Second Language



## Next Steps

The department is committed to continuing the important work of developing its made-in-Nunavut curriculum. The following are some key activities planned for 2023 – 2025:

- **Gathering feedback from educators across Nunavut on the K-6 curricula**
- **Final approval for K-6 curricula in all subject areas**
- **Development of Grade 7-9 curricula for:**
  - **Inuktit Language Arts First Language**
  - **Inuktit Second Language**
  - **Inuktit Language Immersion**
  - **English Second Language**
  - **Physical Education, Health, and Wellness**
  - **Social Studies**
  - **Mathematics**
  - **Science**
  - **English First Language**
  - **Arts Education**

The department will support this work with stakeholder meetings and reviews with educators and subject-area experts. From 2023, the department will also partner with the Qikiqtani Inuit Association and Inuit Heritage Trust to support the development of resources for Social Studies and Arts Education curricula, respectively.

The following are some key activities planned for 2025-2027:

- **Completion and final approval of Grade 7-9 curriculum**
- **Development of Grade 10 – 12 Inuktit Language Arts, First Language, Inuktit Second Language, and Inuktit Language Immersion curricula**
- **Development of Grade 10-12 curricula in other subject areas**

The department will support this work with stakeholder meetings and reviews with educators and subject-area experts.



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