

Intro-Legislative Framework

- Part 4-Language of Instruction within the 2008 *Education Act* was entirely new.
- Part 4 mandates that students be given a bilingual education in the Inuit language and English or French. System must produce graduates capable of using both languages competently.
- DEAs are responsible for choosing a bilingual education model from options set out in regulations. DEAs must review their choice of model every five years.
- Phased implementation: K-3 for the 2009-2010 school year. All other grades phased in per the regulations, with full implementation by 2019-2020 school year.

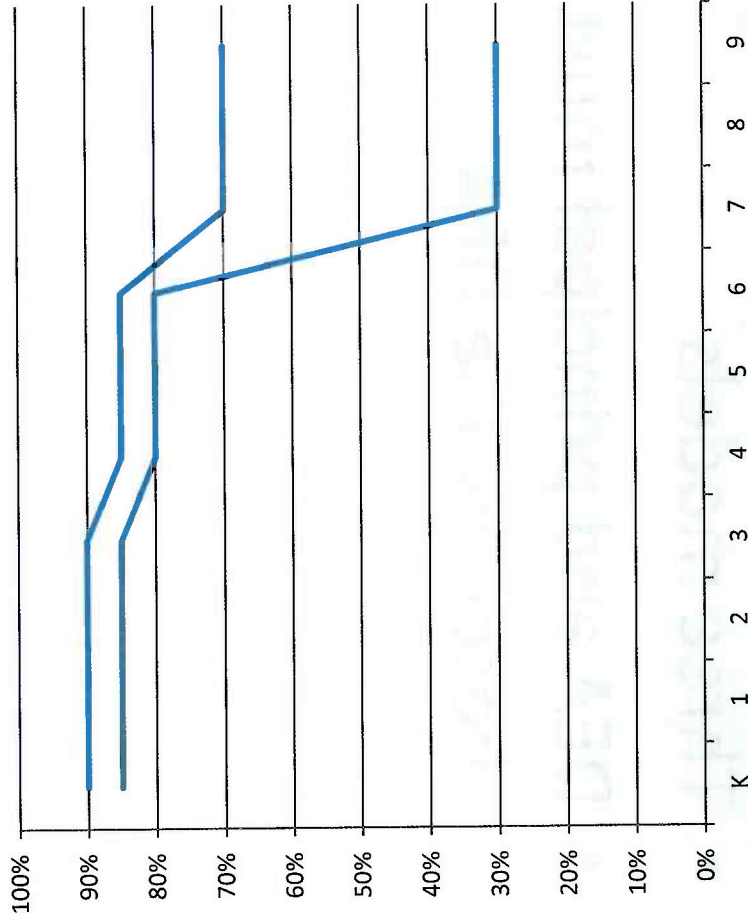


Language of Instruction Regulations

- Three models
- DEA and principal must follow the model chosen by the DEA
- Adjustments made in the case of an Individual Student Support plan prevail over the requirements set out for a particular model.
- Series of steps outlined for DEAs 5-year review



Current Models



Immersion

— Immersion Max
— Immersion Min

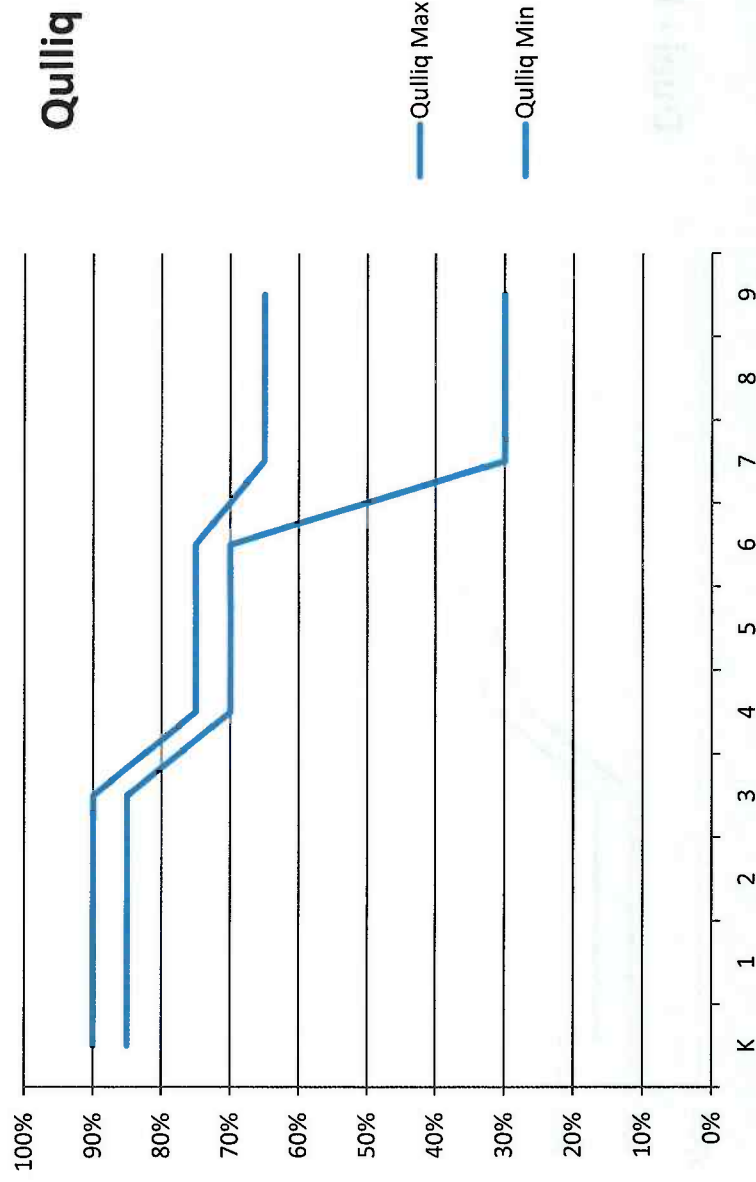
Grade	% of Time
K - 3	90 - 85%
4 - 6	85 - 80%
7 - 9	70 - 65%

Grade	Credits
10	15 IL Credits
11	10 IL Credits
12	10 IL Credits

Note: The Immersion model is currently selected for the following 4 communities: (Kitikmeot) Cambridge Bay, Gjoa Haven, Kugaaruk and Kugluktuk



Current Models



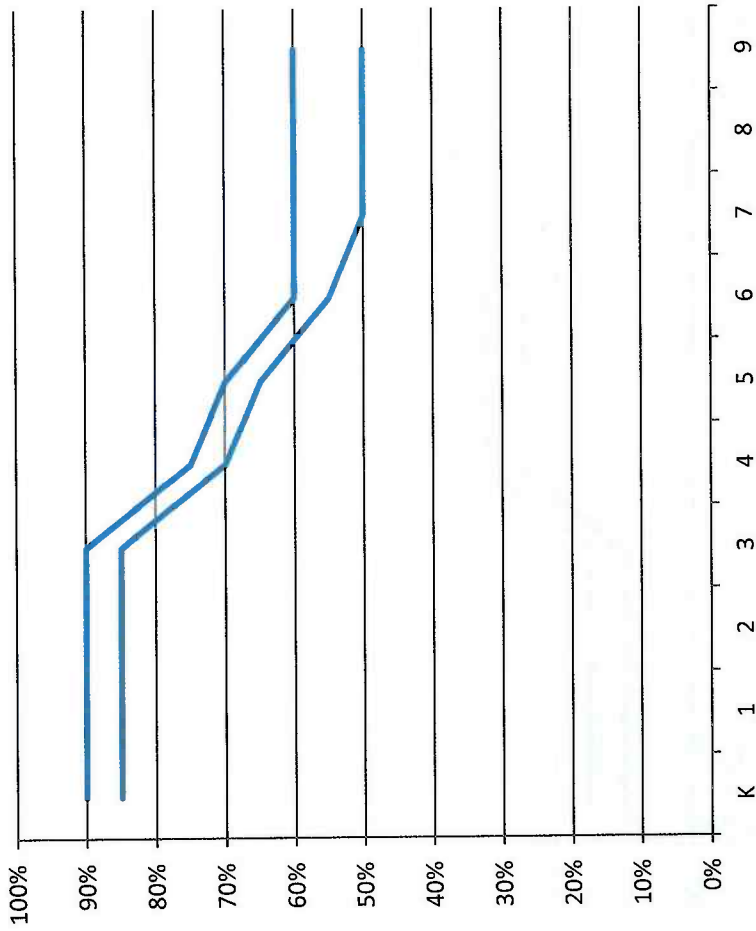
Grade	% of Time
K - 3	90 - 85%
4 - 6	75 - 70%
7 - 9	65 - 55%

Grade	Credits
10	15 IL Credits
11	10 IL Credits
12	10 IL Credits

Note: The Qulliq model is currently selected for the following 20 communities: (Kivalliq) Arviat, Baker Lake, Chesterfield Inlet, Coral Harbor, Naujaat, Taloyoak & Whale Cove (Qikiqtani) Apex, Arctic Bay, Cape Dorset, Clyde River, Grise Fiord, Hall Beach, Ingloolik, Kimmirut, Pangnirtung, Pond Inlet, Qikiqtarjuaq, Resolute & Sanikiluaq



Current Models



Dual - IL

— Dual Max
— Dual Min

Grade	% of Time
K - 3	90 - 85%
4	75 - 70%
5	70 - 60%
6	60 - 55%
7 - 9	60 - 50%

Grade	Credits
10	15 IL Credits
11	10 IL Credits
12	10 IL Credits

Note: The dual model is currently selected for the following 2 communities:
 (Qikiqtani) Iqaluit
 (Kivalliq) Ranking Inlet



System Assessment Issues with Current Models

- Because of the way these models are set up, there is no inherent way to measure the success of the model or to evaluate whether or not the Language of Instruction obligations are being met
- It also means the Department has few clear objectives on how to actively improve its delivery of the Lol models
- The Department attempts to gather this information
 - Through school consultations and consultations with the 3 Regional School Operations
 - From existing data sources



Current Assessment Methodology

- The Department has worked gather this information through using existing data sources including the Student Information System (Education), Organizational Charts (Education) and Establishment Reports (Finance)
- We cross reference this data of bilingual teachers (from the Establishment Report & Consultations) with what those classes those teachers are linked to in the Student Information
- This gives us an idea of what classes could be taught in an Inuktitut language and how close we are to meeting the current models
- The one class always excluded from this method is English Language Arts.



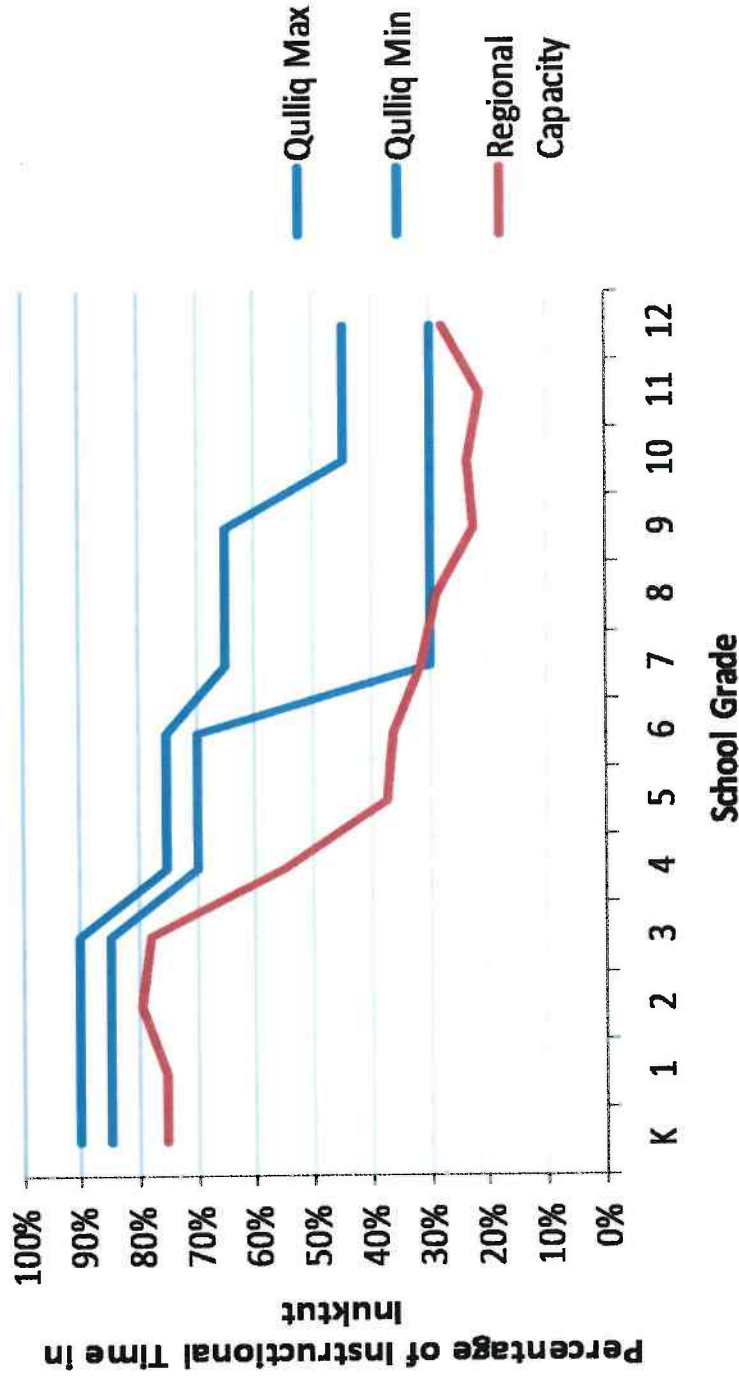
Issues with this Methodology

- Nunavut does not currently have a subject time allotment for courses. Therefore the methodology has to assume that all courses are receiving roughly equal teaching time across all schools
- Therefore the regional models created with this methodology are only representative of capacity to deliver instruction in Inuktitut and do not constitute instruction that is actually taking place



Regional Capacity - Qikiqtani

Qikiqtani Regional Capacity



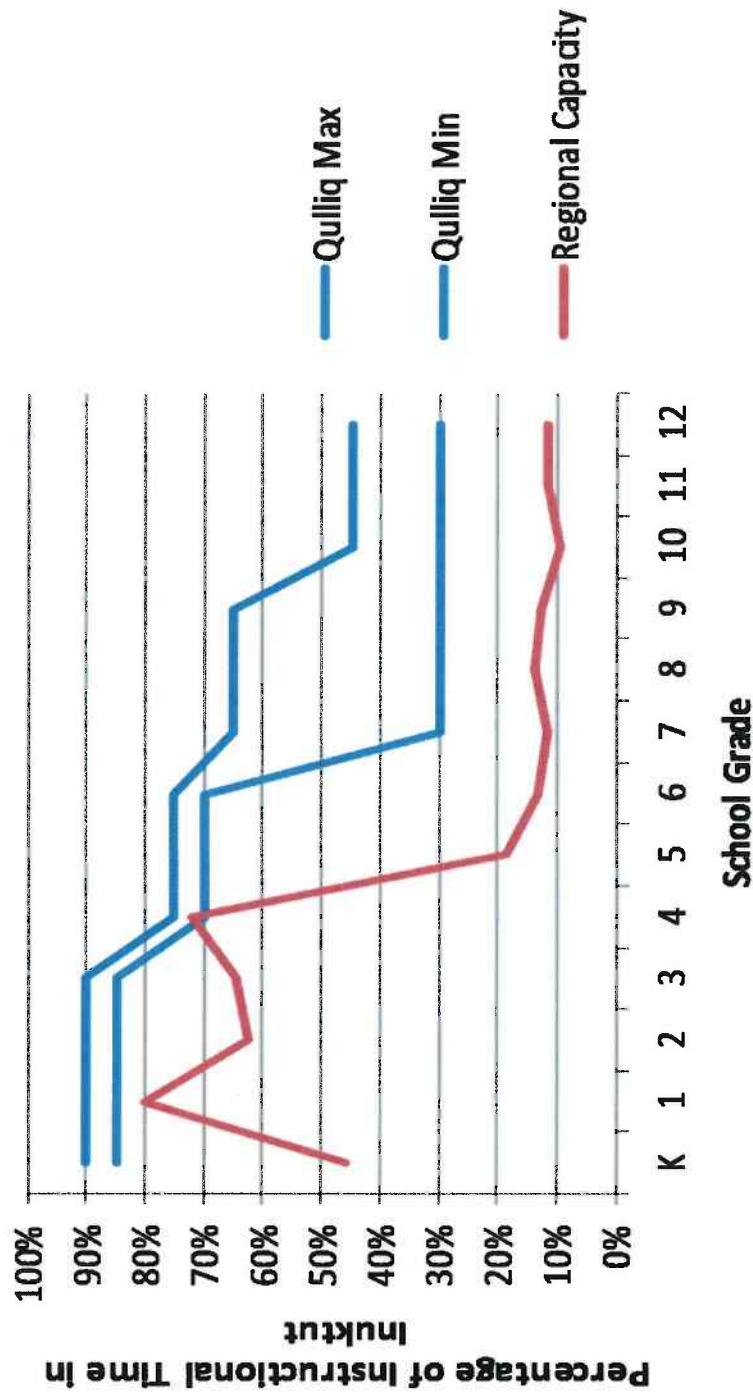
Inuktitut Capacity	
Grade	Current
K	75%
1	75%
2	80%
3	78%
4	55%
5	37%
6	36%
7	31%
8	29%
9	23%
10	23%
11	21%
12	28%

Note: This model has been graphed against the Qulliq model as a majority of communities in the Qikiqtani have selected that model.



Regional Capacity - Kivalliq

Kivalliq Regional Capacity



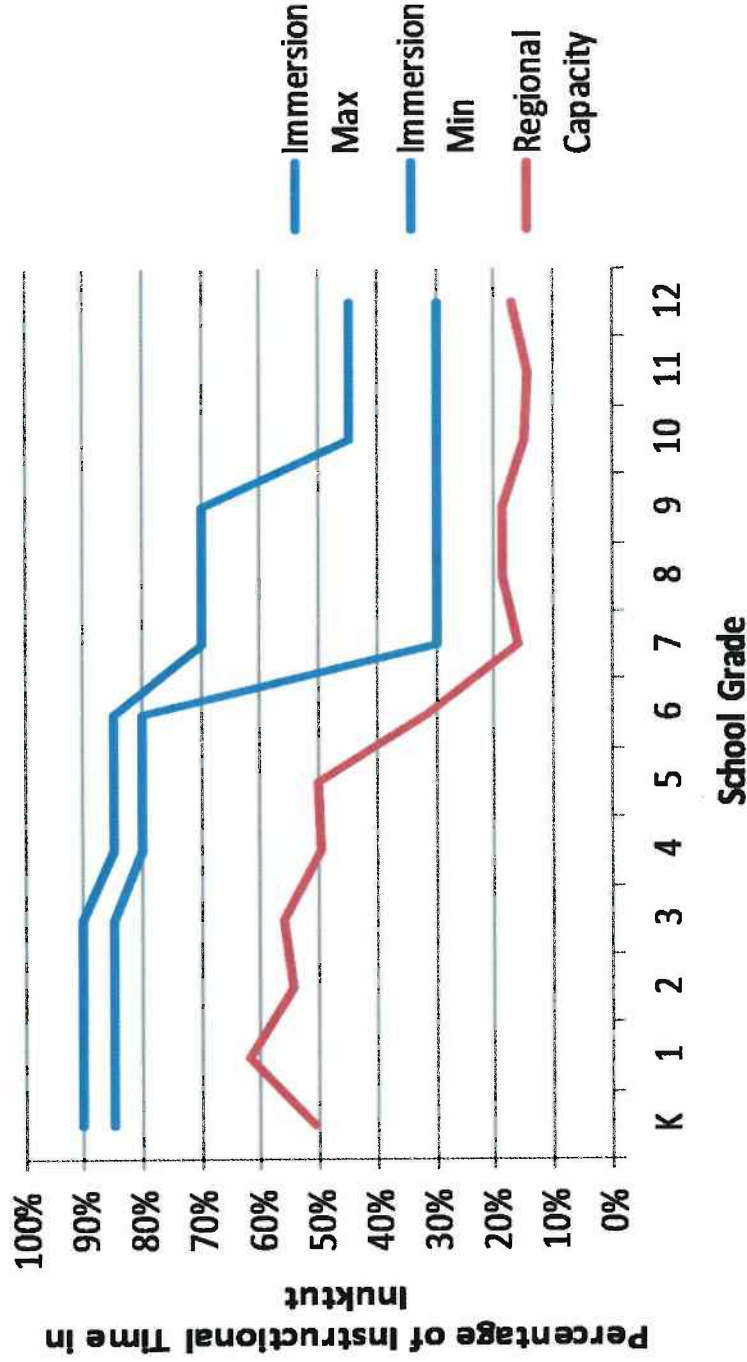
Inuktitut Capacity	
Grade	Current
K	46%
1	80%
2	62%
3	64%
4	72%
5	19%
6	13%
7	11%
8	14%
9	13%
10	10%
11	11%
12	12%

Note: This model has been graphed against the Qulliq model as a majority of communities in the Kivalliq have selected that model



Regional Capacity - Kitikmeot

Kitikmeot Regional Capacity



Inuktitut Capacity	
Grade	Current
K	51%
1	62%
2	54%
3	56%
4	49%
5	50%
6	31%
7	16%
8	18%
9	18%
10	15%
11	14%
12	17%

Note: This model has been graphed against the Immersion model as a majority of communities in the Kivalliq have selected that model



Capacity Challenges - Regional

- The major issue holding back is the lack of qualified bilingual teachers.
- Bilingual Bonus Recipients: As of March 3rd, 2016 the Department of Education had 223 school workers receiving a bilingual bonus. These include:
 - 7 Principals
 - 7 Assistant Principals
 - 3 Vice Principals
 - 127 Teachers
 - 76 Language Specialists
 - 2 Student Support Workers
 - 1 Learning Coach

Broken Down by Level:

POSITION_TITLE	LEVEL 1 BW	LEVEL 2 BW	LEVEL 3 BW	LEVEL ORIG BW	Grand Total
Assistant Principal	1			6	7
Inuinnagtun Teacher				1	1
Language Specialist	1		50	3	76
Learning Coach			1		1
Principal	1			5	6
Principal/SST	1				1
Student Support Teacher			1		2
Teacher	8		24	90	126
Vice Principal				3	3
Grand Total	12		76	109	223



Capacity Challenges - Regional

- The Qikiqtani Region has:
 - 289 Teaching positions
 - 216 of those positions would require bilingual staff
 - 65 bilingual teachers are employed
- The Kivalliq Region has:
 - 181 Teaching positions
 - 140 of those positions would require bilingual staff
 - 39 bilingual teachers are employed



Capacity Challenges - Regional

- The Kitikmeot Region has:
 - 109 Teaching positions
 - 75 of those positions would require bilingual staff
 - 21 bilingual teachers are employed
- To augment these numbers, the Department employs Language Specialists:
 - Qikiqtani: 57 Language Specialists
 - Kivalliq: 10 Language Specialists
 - Kitikmeot: 9 Language Specialists



Qikiqtani Region

Community	School	Teaching Positions	Requirement Estimate	Current Bilingual Teachers	Language Specialists
Arctic Bay	1 Inuujaq School	15	12	7	3
	Cape Dorset				
	2 Sam Pudlat School	8	6	3	2
	3 Peter Pitseolak School	14	9	0	2
Clyde River					
	4 Quluq School	17	14	4	6
Grise Fiord					
	5 Umimmak School	3	3	0	2
Hall Beach					
	6 Arnaqjuaq School	14	11	2	6
Igloolik					
	7 Ataguttaaluk Elementary	21	18	8	5
	8 Ataguttaaluk High School	13	8	0	1
Iqaluit					
	9 Joamie School	15	14	4	2
	10 Nakasuk School	23	20	6	3
	11 Nanook School	3	3	1	1
	12 Aqsarniit Ilinnarvik	21	15	1	0
	13 Inuksuk High School	27	12	0	3
Kimmirut					
	14 Qaqqalik School	10	8	1	2
Pangnirtung					
	15 Alookie School	12	9	6	2
	16 Attagoyuk Iisavik	12	8	1	3
Pond Inlet					
	17 Ulaajuk School	15	13	8	2
	18 Nasivik High School	17	8	3	3
Qikiqtarjuaq					
	19 Inuksuit School	7	6	2	4
Resolute					
	20 Qarmartalik School	4	4	0	1
Sanikiluaq					
	21 Nuiyak School	7	7	3	3
	22 Paatsaali School	11	8	5	1
		Totals:	289	216	57





Kivalliq Region

Community	School	Teaching Positions	Requirement Estimate	Current Bilingual Teachers	Language Specialists
Arviat	23 Levi Angmak Ilinniarvialaaq	18	15	12	0
	24 Qitigliq Middle School	9	9	3	1
	25 John Amalukjuak High School	18	11	3	1
Baker Lake	26 Rachel Arnigmaaktiq	18	14	4	3
	27 Jonah Amitnaaq	14	13	2	0
Chesterfield Inlet	28 Victor Sammurtok	9	7	2	1
Coral Harbour	29 Sakku School	19	15	5	0
Rankin Inlet	30 Leo Ussak	15	15	4	0
	31 Simon Alaittuq School	6	6	2	1
	32 Manni Ulujuk	24	12	2	0
Naujaat	33 Tusarvik	22	17	0	3
Whale Cove	34 Inuglak	9	6	0	0

Kitikmeot Region

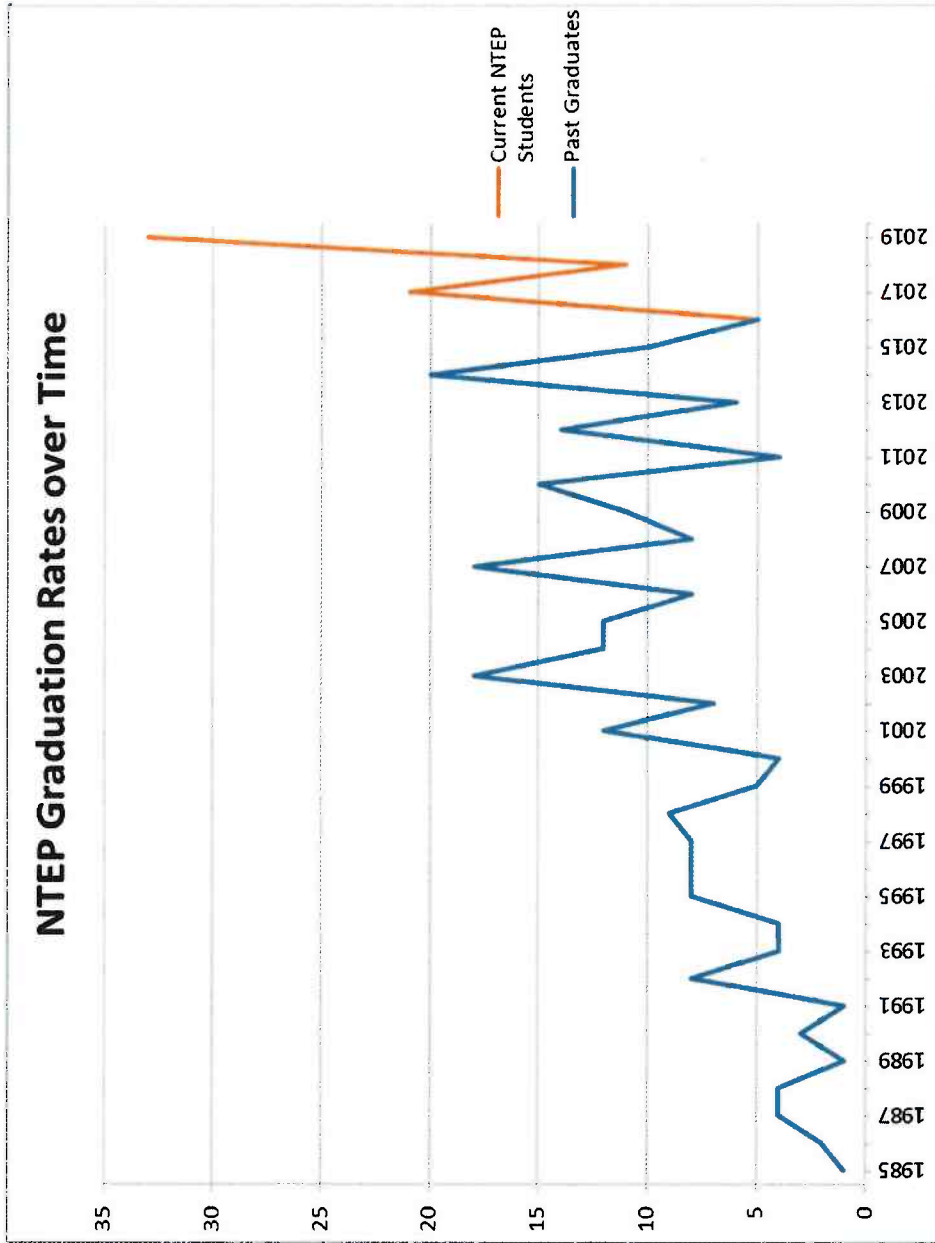
Community	School	# of Teachers	Requirement Estimate	Current Bilingual Teachers	Language Specialists
Cambridge Bay	35 Kullik Ilihavik	10	10	0	1
	36 Kiiilimik High School	12	8	1	1
Gjoa Haven	37 Quqshuun School	11	7	5	0
	38 Qiqirtaq High School	11	8	1	0
Kugaaruk	39 Kugaaruk Ilihavik	19	13	7	3
Kugluktuk	40 Jimmy Hikik Ilihavik	13	11	2	2
	41 Kugluktuk High School	15	6	0	1
Taloyoak	42 Netsilik School	18	12	5	1
Totals:		290	215	60	19

Nunavut Teacher Education Program

- A majority of bilingual teachers employed by the Department of Education have completed the Nunavut Teacher Education Program (NTEP)
- NTEP (originally EATEP) began in 1979 and in 1981 entered into a Partnership with McGill University
- In 1993, NTEP expanded to offer programs in the following communities on a rotating basis; (Arviat, Rankin Inlet, Baker Lake, Cambridge Bay, Kugluktuk, Gjoa Haven, Taloyoak, Kugaaruk, Coral Harbour, Arctic Bay, Igloolik, Pond Inlet, Clyde River, Pangnirtung, Sanikiluaq and Cape Dorset)
- Since 2007, NTEP has been a jointly program between Nunavut Arctic College and the University of Regina
- Current Entrance requirements for NTEP are:
 - Acceptance by the University of Regina
 - Grade 12, with a minimum of 65% in five core subjects and NTEP tests in Inuktitut, English and Mathematics



Nunavut Teacher Education Program

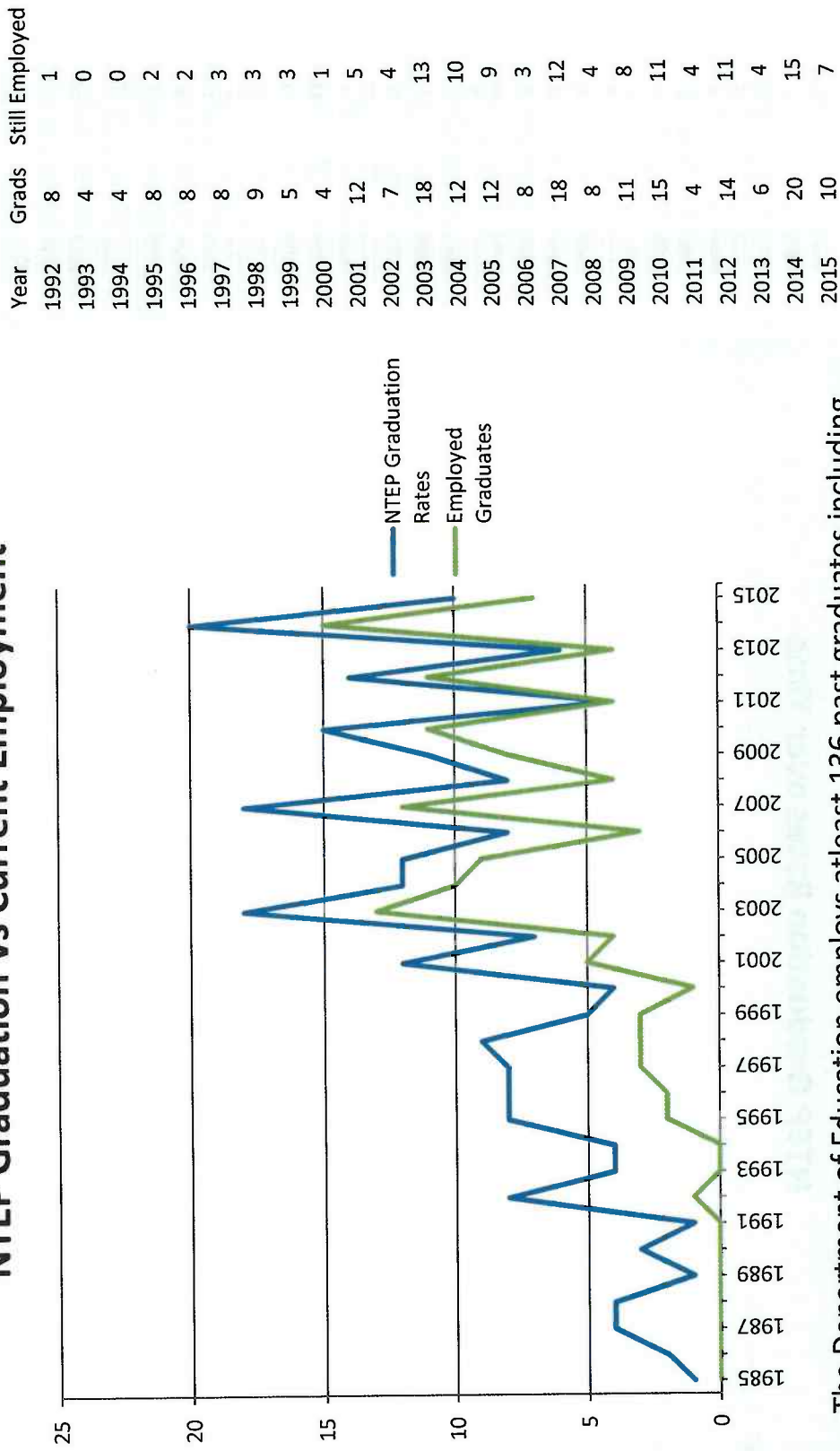


- NTEP has produced 254 graduates from 1985 to 2016



Nunavut Teacher Education Program

NTEP Graduation Vs Current Employment



The Department of Education employs at least 136 past graduates including 109 Teachers, 8 Language Specialists, 3 Principals, 4 Vice Principals and 6 Assistant Principals



Upcoming NTEP Programs

Year	Community	Number of Students
1 st Year	Kugaaruk	10
2 nd Year	Iqaluit	8
2 nd Year	Pond Inlet	9
2 nd Year	Clyde River	10
2 nd Year	Cape Dorset	2
2 nd Year	Sanikiluaq	6
3 rd Year	Iqaluit	6
3 rd Year	Taloyoak	5
4 th Year	Iqaluit	7
4 th Year	Rankin Inlet	5
4 th Year	Arviat	9

- Currently there are an estimated 77 students in NTEP programs across 9 communities
- These numbers still need to be confirmed as NAC is currently moving through the application and vetting process for the upcoming academic year



Most Recent Cohort and Projection

Year	Births	High School Graduates (17 Years Later)	NTEP Accepted (same year)	Graduates (5 Years Later)	Employed by Edu (Current)
1991	865*	244 (2008)	7 (2008)	6 (2013)	4 (2016)
1992	823*	237 (2009)	33 (2008)	20 (2014)	15 (2016)
1993	826*	229 (2010)	14 (2008)	10 (2015)	7 (2016)

*Estimated Births from the portion of the Northwest Territories that would become Nunavut

94
95
96
97

11
12
13
14

Year	Births	High School Graduates (17 Years Later)	NTEP Accepted (same year)	Graduates (5 Years Later)	Employed by Edu (Estimate)
2000	727	237 (2017)	30 (2017)	17 (2022)	13 (2022)

- High School graduates based on 32.59% graduation rate (2014/2015)
- NTEP Acceptance average over past 5 years
- NTEP graduates based on a 57% completion rate (past 5 years)
- NTEP graduates employment retention of 75% by the Department of Education (past 5 years)



Summary of Impacts of Legislative Framework and Teacher-shortage on Delivery

- There are two core issues: the shortage of Inuktitut-speaking teachers, the variation across the system that is created by the current framework
- The shortage exacerbates the problems created by the framework, in addition to making the framework irrelevant in terms of actual capacity.

Negative impact on delivery and student outcomes:

- Too much variation across the system hinders proper assessment of students, as well as teacher performance and system accountability
- Difficult to assign teachers classrooms, particularly given language of instruction is not standardized per subject, per grade
- Lack of standardized time allocations per subject, per grade increases variation across system, impacts on assessment and student outcomes, including for Inuit language acquisition.
- Difficult to understand the real needs of the system, and to ensure that the NTEP program is graduating teachers based on needs.



Additional considerations related to the 2008 legislation

- Non standardized time allocation for subjects
- Non standardized language of instruction per subject, per grade
- Non standardized school calendar with respect to the start and finish of the academic year.

All of this impacts on assessment of student outcomes, which undermines the ability to hold the system to account.



Proposed changes

Department is proposing:

- One standardized framework of bilingual education for the territory, that will emphasize, protect and promote the Inuit language;
- Framework will be set through Ministerial directive, and publicly consulted on;
- Language of Instruction will be set per subject, per grade;
- The framework will have particular requirements for Inuinnaqtun;
- Ministerial authority for setting time allocation per subject, per grade;

Benefits to system and student outcomes:

- Reduced variation across the system, improved conditions for assessment.
- Could lead to increase in student engagement and reduced drop-out rates
- A standardized framework will help Inuktitut-speaking teachers be trained for the courses and grade levels where they are required;
- This will ensure that bilingual education is achievable and high quality, as well as reduce variation.
- The framework would be flexible and adjust to fluctuations in capacity.
- The directive would work in conjunction with an Inuit Employment Plan.



Ministerial directive vs regulation

- A directive is more flexible and responsive than regulation, therefore can adjust per fluctuations to capacity/system needs and curriculum development.
- This flexibility is particularly important given the detail required in setting language of instruction per subject, per grade.
- This flexibility will marry well with the flexibility and phased approach of an Inuit Employment Plan
- This flexibility will help ensure a cross-functionality of efforts to make the NTEP program more relevant and responsive to system needs.
- As with regulations, there is a duty to consult publicly when developing directives.



Inuit Language Protection Act (ILPA)

- The current legislative framework does not reflect capacity within the system.
- The legal framework, set out in the *Education Act and ILPA*, should be made more flexible with respect to deadlines for implementation, and should be based on capacity to deliver bilingual education.
- Section 8 in ILPA, which sets out the right of a parent to have their child receive Inuit Language instruction will be amended to reflect that the right is to have the ‘majority of instruction’ be in the Inuit Language. This would be a baseline and not a cap on the level of instruction in the Inuit language.
- As teaching capacity increases, the standardized bilingual education framework set out in the *Education Act* and established through Ministerial directive would have the flexibility to increase the amount of instruction in the Inuit language.
- A reference to the ‘effective delivery’ of the education program should be added as a condition with respect to the list of departmental actions in section 8.



Additional Considerations

- The department is examining ways better ensure that Inuktitut-speaking teachers are supported in their jobs, both through mentoring and on-going training.
- The attractiveness of teaching as a profession must be increased and more thought should be put into how to increase retention of teachers and instructors across the system.

