ᑲᑐᑎᓗᒍ ᓄᓇᕗᑦ ᐱᕈᖅᐸᓪᓚᐊᑎᓪᓗᕗᑦ
Building Nunavut Together
Nunavuliuqatigiingniq
Bâtir le Nunavut ensemble

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ
Department of Education
Ilinniaqtuliqiyikkut
Ministère de l'Éducation

Inuktut and French Language Education in Nunavut
ᐃᓄᒃᑐᑦ ᐅᐃᕖᑎᑐᓪᓗ ᐅᖃᐅᓯᖕᒪᓂ ᐃᓕᓐᓂᐊᕐᓂᖅ ᓄᓇᕗᒻᒥ

François Ouellette
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Ashley Tulugak
Manager, Program Implementation & Training
Educator Development Division

Former Language of Instruction Models
ᐅᖃᐅᓯᖅ ᐃᓕᓴᐃᔾᔪᑕᐅᕙᓚᐅᖅᑐᖅ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ

Qulliq Model

Best for communities where Inuktut is dominant, starting with Inuktut as the main language and gradually introducing English.

ᐱᐅᓛᖅ ᓄᓇᓕᖕᓄᑦ ᐃᓄᒃᑐᑦ ᐅᖃᐅᓯᕐᓗᐊᑕᖃᖅᑐᓄᑦ, ᐱᒋᐊᕐᓗᒋ ᐃᓄᒃᑐᑦ ᓯᕗᓪᓕᖓ ᖃᓪᓗᓈᑎᑐᓪᓗ ᓴᖅᑭᑉᐸᓪᓕᐊᓕᕐᓗᒋ.

- Inuktut Language Arts 1st Language (ILA1)
- English 2nd Language (EL2)

Additional subject areas delivered in Inuktut:

- Physical Education, Health, and Wellness
- Social Studies
- Mathematics
- Science
- Arts Education

Immersion Model

Designed to build Inuit language skills in English-speaking homes, often used for revitalization.

ᐃᓚᓯᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ ᐋᖅᑭᒃᓱᖅᑕᐅᓯᒪᓪᓗᓂ ᐋᖅᑭᒃᓱᐃᕙᓪᓕᐊᔭᒪᓪᓗᓂ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᓂᒃ ᐊᔪᕐᓃᖅᑕᐅᕙᒃᑐᓂᒃ ᖃᓪᓗᓈᑎᑑᖅᐸᒃᑐᓄᑦ ᐊᖏᕐᕋᓇᔭᐅᔭᓂ, ᐊᑐᖅᑕᐅᒐᔭᒃᐸᒃᖢᓂ ᐅᖃᐅᓯᕐᒥᒃ ᐆᒪᖅᑎᑦᑎᒃᑲᓐᓂᕐᓂᕐᒧᑦ.

- Inuktut Language Immersion (ILI)
- English 2nd Language (EL2)

Additional subject areas delivered in Inuktut:

- Physical Education, Health, and Wellness
- Social Studies
- Mathematics
- Science
- Arts Education

Dual Model

Separates students into distinct Inuktut-first or English-first streams.

ᒪᕐᕉᓕᖅᑲᖓᔫᒃ ᐊᕕᒃᑐᐃᕙᒃᐳᖅ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐃᓛᒃᑯᖅᑐᓄᑦ ᐃᓄᒃᑐᑦ-ᓯᕗᓪᓕᕐᒥ ᖃᓪᓗᓈᑎᑐᓪᓘᓐᓃᑦ-ᓯᕗᓪᓕᖅᐸᐅᓪᓗᑎᒃ ᐊᑐᖅᑕᐅᕙᒃᑐᓄᑦ.

Inuit Language Stream
ᐃᓄᐃᑦ ᐅᖃᐅᓯᖏᓐᓄᑦ ᐊᑐᖅᑕᐅᔫᒃᓴᑦ

- Inuktut Language Arts 1st Language (ILA1)
- English 2nd Language (EL2)

Additional subject areas delivered in Inuktut:

- Physical Education, Health, and Wellness
- Social Studies
- Mathematics
- Science
- Arts Education

Non-Inuit Language Stream
ᐃᓄᓪᓚᑦᑖᙳᙱᑦᑐᑦ ᐅᖃᐅᓯᖅᑕᑦ

- English Language Arts 1st Language (ELA1)
- Inuktut 2nd Language (IL2)

Additional subject areas delivered in English:

- Physical Education, Health, and Wellness
- Social Studies
- Mathematics
- Science
- Arts Education

Current Bilingual Education Models & Challenges
ᓈᓇ ᒪᕐᕉᖕᓂᒃ ᐅᖃᐅᓯᓕᖕᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᒃᓴᑦ ᐊᒻᒪ ᐊᒃᓱᕈᕐᓇᖅᑐᑦ

- Current models are ᓈᓇ ᐊᑐᖅᑕᐅᓚᒃᑐᑦ ᐅᑯᐊᖑᔪᑦ:
  - Qulliq ᕐᑯᓪᓕᖅ
  - Immersion ᐃᓚᐅᓂᖅ
  - Dual models ᒪᕐᕌᓕᖅᑲᖓᔫᒃ ᐊᑐᖅᑕᐅᔪᓇᖅᑐᑦ
- Current models are not meeting goals ᓈᓇ ᐊᑐᖅᑕᐅᓚᒃᑐᑦ ᐊᖑᒻᒪᑎᙱᓚᑦ ᑐᕌᖅᐳᔪᑦ
  - #1 reason: shortage of Inuktut-speaking teachers

  #1 ᐱᔾᔪᑕᐅᔪᖅ: ᐃᓄᒃᑐᑦ ᐅᖃᓪᓚᒍᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔩᑦᓴᕐᓂᖅ
  - Insufficient guidance to schools on subject-time allocation

  ᐊᔪᓇᖅᑳᔾᔨᓯᒪᑦᑎᐊᙱᓐᓂᖅ ᐃᓕᓐᓂᐊᕐᕕᖕᓄᑦ ᖃᓄᖅ ᐱᕕᒃᓴᖃᖅᑎᑦᑎᔪᓇᕐᒪᖔᑕ ᐃᓕᓐᓂᐊᖅᑕᐅᔾᔭᒍᑦ

Why These Changes Are Proposed
ᖃᓄᐃᒻᒪᑦ ᑖᒃᑯᐊ ᐊᓯᔾᔨᖅᑕᐅᖁᔭᐅᕗᑦ

- Align with research and best-practices related to language acquisition.

ᐊᑕᐅᑦᑎᒃᑰᖃᑎᖃᕐᓗᓂ ᖃᐅᔨᓴᖅᓯᓂᕐᒧᑦ ᐱᐅᓛᒃᑯᓪᓗ ᐊᑐᖅᑕᐅᕙᒃᑐᓄᑦ ᐊᒃᑐᐊᓂᓕᖕᓂᒃ ᐅᖃᐅᓯᕐᒥᒃ ᐱᔭᐅᕙᓪᓕᐊᕙᒃᑐᓄᑦ.

- Respect community choice by providing DEAs a range of models to choose.

ᐃᒃᐱᒋᑦᑎᐊᕐᓗᒋᑦ ᓄᓇᓕᖕᓂ ᓂᕈᐊᕆᔭᐅᔪᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔨᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᐊᔾᔨᒌᙱᑦᑐᓂᒃ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᓂᒃ ᓂᕈᐊᕐᕕᒋᔪᓐᓇᖅᑕᖏᓐᓂᒃ.

- Reflect existing capacity and promote growth towards the final model.

ᑕᑯᒃᓴᐅᑎᑦᑎᓗᓂ ᒫᓐᓇ ᐊᔪᙱᓐᓂᓕᓴᐅᔪᒥᒃ ᐃᑲᔪᖅᑐᐃᓗᓂᓗ ᐊᖏᓪᓕᕙᓪᓕᐊᓂᓕᓴᐅᔪᒥᒃ ᑭᖑᓪᓕᖅᐹᒧᑦ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᒧᑦ.

Proposed Bilingual Education Models

- **Model 1**: Inuktut immersion with gradual introduction of English

ᖃᓄᐃᑦᑑᓂᖓ ᐊᑐᖅᑕᐅᓲᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ 1

ᓄᓇᓖᑦ ᐃᓄᒃᑐᐃᓐᓇᖅ ᐃᓕᓐᓂᐊᑎᑦᑎᔪᒪᔪᑦ ᐃᓕᓐᓂᐊᕆᐊᓕᓵᖅᑎᓪᓗᒋᑦ.

- **Model 2**: Early introduction of English with strong Inuktut foundation

ᖃᓄᐃᑦᑑᓂᖓ ᐊᑐᖅᑕᐅᓲᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ 2 ᓄᓇᓖᑦ ᐃᓄᒃᑐᑦ ᐃᓕᓐᓂᐊᑎᑦᑎᔪᒪᔪᑦ ᖃᓪᓗᓇᐅᔭᕐᓗᑎᓪᓗ ᐃᓚᖏᓐᓂᑦ.

- **Model 3**: Balanced Inuktut and English instruction

ᖃᓄᐃᑦᑑᓂᖓ ᐊᑐᖅᑕᐅᓲᖅ ᐃᓕᓐᓂᐊᕐᓂᖅ 3

ᓄᓇᓖᑦ ᑕᒪᒃᑭᑦ ᐃᓄᒃᑐᑦ ᖃᓪᓗᓈᑎᑐᓪᓗ ᐃᓕᓐᓂᐊᑎᑦᑎᔪᒪᔪᑦ.

Each model will follow a phased implementation and flexibilty in the levels for capacity building.

ᐊᑐᓂ ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᑦ ᒪᓕᖕᓂᐊᖅᐳᑦ ᑭᖕᒍᓕᓈᒃᑐᓂᒃ ᐊᑐᓕᖅᑎᑦᑎᓂᕐᒥᒃ ᐊᓯᔾᔨᒐᒃᓴᐅᔪᓐᓇᖅᑐᓂᓪᓗ ᐊᔪᙱᓐᓂᕆᔭᐅᔪᓂᒃ ᐋᖅᑭᒃᓯᐃᕙᓪᓕᐊᓂᕐᒥᒃ.

Model 1 – Detail ᓴᓇᓯᒪᔪᖅ 1 - ᐃᓗᓕᖏᑦ

- **Model 1** is designed for communities who want to focus heavily on immersive Inuktut in the early grades for students who get less Inuktut at home. ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ 1 ᐋᖅᑭᒃᓱᖅᑕᐅᓯᒪᕗᖅ ᓄᓇᓕᖕᓄᑦ ᑕᐅᑐᒐᖃᓪᓗᐊᑕᕈᒪᔪᓄᑦ ᐊᑐᖅᓯᓂᕐᒥᒃ ᐃᓄᒃᑐᑦ ᐃᓕᓐᓂᐊᓕᓵᖅᑐᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᒪᓂᒪᖕᖏᐅᙱᓐᓂᖅᓴᐅᔪᓄᑦ ᐃᓄᒃᑐᑦ ᐊᐃᓯᒪᔪᑎᒃ.

- Has slow and gradual introduction of English. ᖃᓪᓗᓇᐅᔭᕆᐅᖅᓴᑎᑕᐅᕙᒃᐳᖅ ᓱᒃᑲᐃᑦᑐᒥᒃ ᓱᒃᑲᐃᑦᑐᒥᒡᓗ.

- Grades 10 – 12 has 50% English to support bilingualism in graduates. ᐊᔪᙱᓐᓂᓕᖕᓄᑦ 10-ᒥᑦ 12-ᒧᑦ, 50%–ᒥᒃ ᖃᓪᓗᓈᑐᑦ ᐱᑕᖃᖅᐳᖅ ᐃᑲᔪᖅᑐᐃᔪᒪᓪᓗᓂ ᒪᕐᕉᖕᓂᒃ ᐅᖃᐅᓯᓕᖕᓄᑦ ᐊᓂᒍᐃᔪᓄᑦ.

Model 1 – Table

ᖃᓄᐃᑦᑑᓂᖓ 1-ᑭᑉᐹᓇᒃᓯᓚᖅᓯᒪᔪᖅ

Grade ᖁᕝᕙᓯᖕᓂᖓ	Model ᓴᓇᓯᒪᔪᖅ 1	Level ᖁᑦᑎᖕᓂᖓ 1A	Level ᖁᑦᑎᖕᓂᖓ 1B	Level ᖁᑦᑎᖕᓂᖓ 1C	Level ᖁᑦᑎᖕᓂᖓ 1D	Level ᖁᑦᑎᖕᓂᖓ 1E	Level ᖁᑦᑎᖕᓂᖓ 1F
Kindergarten	100%	100%	100%	100%	85%	75%	70%
Grade ᖁᕝᕙᓯᖕᓂᖓ 1	100%	100%	90%	85%	75%	75%	70%
Grade ᖁᕝᕙᓯᖕᓂᖓ 2	100%	85%	85%	75%	65%	65%	65%
Grade ᖁᕝᕙᓯᖕᓂᖓ 3	90%	75%	75%	60%	55%	50%	50%
Grade ᖁᕝᕙᓯᖕᓂᖓ 4	80%	65%	60%	50%	45%	40%	40%
Grade ᖁᕝᕙᓯᖕᓂᖓ 5	70-75%	55%	40%	40%	35%	30%	30%
Grade ᖁᕝᕙᓯᖕᓂᖓ 6	70-75%	45%	40%	40%	25%	25%	25%
Grade ᖁᕝᕙᓯᖕᓂᖓ 7	60-65%	40%	30%	30%	25%	25%	25%
Grade ᖁᕝᕙᓯᖕᓂᖓ 8	60-65%	40%	30%	30%	25%	25%	25%
Grade ᖁᕝᕙᓯᖕᓂᖓ 9	60-65%	40%	30%	30%	25%	25%	25%
Grade ᖁᕝᕙᓯᖕᓂᖓ 10-12	50%	40%	20%	20%	20%	20%	20%

Model 2 - Detail

- **Model 2** focuses on Inuktut in early grades, but still introduces some English. ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ 2 ᑕᐅᑐᒐᖃᕐᓗᐊᑕᖅᐳᖅ ᐃᓄᒃᑐᑦ ᐃᓕᓐᓂᐊᓕᕆᖅᑐᓂ ᐊᔪᙱᓐᓂᓕᖕᓂ, ᑭᓯᐊᓂᓗᑦᑕᐅᖅ ᓱᓕ ᓴᖅᑭᑎᑦᑎᕙᒃᐳᖅ ᐃᓚᖓᒍᑦ ᖃᕐᓗᓈᑎᑐᑦ.

- Children who don't get outside exposure to English may benefit from this model, while still allowing for strong Inuktut foundation. ᓱᕈᓰᑦ ᖃᕐᓗᓈᐅᓯᕈᓐᓇᙱᑦᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᓯᓚᑖᓂ ᐱᕚᓪᓕᕈᑎᖃᕈᓐᓇᖅᑐᑦ ᑖᔅᓱᒥᙵ ᐃᓕᓐᓂᐊᕈᑎᒥᒃ, ᐱᓯᒪᐃᓐᓇᕐᓗᑎᒃ ᓴᙱᔪᒥᒃ ᑐᙵᕕᙵᓂᒃ ᐃᓄᒃᑐᑦ.

- Grades 10 – 12 has 50% English to support bilingualism in graduates. ᓱᕈᓰᑦ ᖃᕐᓗᓈᐅᓯᕈᓐᓇᙱᑦᑐᑦ ᐃᓕᓐᓂᐊᕐᕕᐅᑉ ᓯᓚᑖᓂ ᐱᕚᓪᓕᕈᑎᖃᕈᓐᓇᖅᑐᑦ ᑖᔅᓱᒥᙵ ᐃᓕᓐᓂᐊᕈᑎᒥᒃ, ᐱᓯᒪᐃᓐᓇᕐᓗᑎᒃ ᓴᙱᔪᒥᒃ ᑐᙵᕕᙵᓂᒃ ᐃᓄᒃᑐᑦ.

Model 2 – Table
ᖃᓄᐃᑦᑑᓂᖓ 2-ᑭᑉᐹᓇᒃᓯᓚᖅᓯᒪᔪᖅ

Grade ᖁᕝᕙᓯᖕᓂᖓ	Model ᓴᓇᓯᒪᔪᖅ2	Level ᖁᑦᑎᖕᓂᖓ2A	Level ᖁᑦᑎᖕᓂᖓ 2B	Level ᖁᑦᑎᖕᓂᖓ2C	Level ᖁᑦᑎᖕᓂᖓ2D	Level ᖁᑦᑎᖕᓂᖓ 2E	Level ᖁᑦᑎᖕᓂᖓ 2F
Kindergarten	85-90%	85%	85%	75%	65%	60%	55%
Grade ᖁᕝᕙᓯᖕᓂᖓ 1	85-90%	85%	75%	70%	65%	60%	55%
Grade ᖁᕝᕙᓯᖕᓂᖓ 2	85-90%	75%	75%	65%	50%	50%	40%
Grade ᖁᕝᕙᓯᖕᓂᖓ 3	85-90%	65%	65%	50%	45%	40%	30%
Grade ᖁᕝᕙᓯᖕᓂᖓ 4	75-80%	55%	55%	45%	35%	30%	30%
Grade ᖁᕝᕙᓯᖕᓂᖓ 5	65-70%	45%	45%	35%	25%	25%	25%
Grade ᖁᕝᕙᓯᖕᓂᖓ 6	60-65%	40%	40%	25%	25%	25%	25%
Grade ᖁᕝᕙᓯᖕᓂᖓ 7	50-55%	35%	35%	25%	20%	20%	20%
Grade ᖁᕝᕙᓯᖕᓂᖓ 8	50-55%	35%	35%	25%	20%	20%	20%
Grade ᖁᕝᕙᓯᖕᓂᖓ 9	50-55%	35%	35%	25%	20%	20%	20%
Grade ᖁᕝᕙᓯᖕᓂᖓ 10-12	50%	35%	35%	20%	20%	20%	20%

Model 3 - Detail ᓴᓇᓯᒪᔪᖅ 3 – ᐃᓗᓕᖕᒋᑦ

- **Model 3** offers a more even distribution of Inuktut and English. ᐊᑐᖅᑕᐅᔪᓐᓇᖅᑐᖅ 3 ᒪᓂᒪᑎᑦᑎᕗᖅ ᓇᓕᒧᕌᖕᓂᖅᓴᒥᒃ ᑐᓂᐅᖅᑲᐃᓂᕐᒥᒃ ᐃᓄᒃᑐᑦ ᖃᓪᓗᓈᑎᑐᓪᓗ.

- Has a bit more Inuktut in earlier grades to support Inuktut acquisition/maintenance. ᐃᓚᖃᖅᐳᖅ ᐃᓄᒃᑑᕐᓂᖅᓴᐅᕌᕐᔪᖕᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᓖᖅᑐᓂ ᐃᑲᔪᖅᑐᐃᔪᒪᓂᕐᒧᑦ ᐃᓄᒃᑐᑦ ᐃᓕᑦᑎᕙᓪᓕᐊᓂᕐᒥᒃ ᑲᔪᓯᑎᑦᑎᓂᕐᒥᓪᓗ.

- Offers more English instruction in every grade than other models. ᖃᓪᓗᓈᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅᓴᐅᕙᒃᐳᑦ ᑕᒪᐃᓐᓂᒃ ᕿᑉᕙᓯᖕᓂᓕᖕᓂᒃ ᑕᐅᑐᒃᓱᒋᑦ ᐊᓯᖏᑦ ᐃᓕᓐᓂᐊᕈᑕᐅᕙᒃᑐᑦ.

Model 3 – Table
ᖃᓄᐃᑦᑑᓂᖓ 3-ᑭᑉᐹᓇᒃᓯᓚᖅᓯᒪᔪᖅ

Grade ᖁᕝᕙᓯᖕᓂᖓ	Model ᓴᓇᓯᒪᔪᖅ 3	Level ᓴᓇᓯᒪᔪᖅ 3A	Level ᓴᓇᓯᒪᔪᖅ 3B	Level ᓴᓇᓯᒪᔪᖅ3C	Level ᓴᓇᓯᒪᔪᖅ 3D	Level ᓴᓇᓯᒪᔪᖅ 3E	Level ᓴᓇᓯᒪᔪᖅ 3F
Kindergarten	65%	50%	35-40%	25-30%	20%	20%	15%
Grade ᖁᕝᕙᓯᖕᓂᖓ 1	65%	50%	35-40%	25-30%	20%	20%	15%
Grade ᖁᕝᕙᓯᖕᓂᖓ 2	60%	40%	35-40%	20%	20%	15%	15%
Grade ᖁᕝᕙᓯᖕᓂᖓ 3	60%	40%	30%	20%	20%	15%	15%
Grade ᖁᕝᕙᓯᖕᓂᖓ 4	50-55%	30%	30%	20%	20%	15%	15%
Grade ᖁᕝᕙᓯᖕᓂᖓ 5	50-55%	30%	25%	20%	20%	15%	10%
Grade ᖁᕝᕙᓯᖕᓂᖓ 6	50-55%	30%	25%	20%	20%	15%	10%
Grade ᖁᕝᕙᓯᖕᓂᖓ 7	40%	20%	20%	20%	20%	15%	10%
Grade ᖁᕝᕙᓯᖕᓂᖓ 8	40%	20%	20%	20%	20%	15%	10%
Grade ᖁᕝᕙᓯᖕᓂᖓ 9	40%	20%	20%	20%	20%	15%	10%
Grade ᖁᕝᕙᓯᖕᓂᖓ10-12	25%	20%	20%	20%	20%	15%	10%

Expected Outcomes

ᓂᕆᐅᒋᔭᐅᔪᑦ ᓴᖅᑭᓯᒪᓕᕐᓂᐊᕋᓱᒋᔭᐅᓪᓗᑎᒃ

- Preservation and revitalization of Inuktut.
- Improved bilingual education in Nunavut.
- Alignment with legislative requirements.
- Greater transparency and accountability
- Greater efficiency and ease for DEAs choosing a model.
- ᐊᓯᐅᑎᑦᑎᑦᑕᐃᓕᒪᓂᖅ ᐆᒪᓇᐊᖅᑎᑦᑎᓂᕐᓗ ᐃᓄᒃᑐᑦ.
- ᐱᐅᓯᕚᓪᓕᑎᑦᓯᓂᕐᒥᑦ ᒫᕐᓖᓐᓂᒃ ᐅᖃᐅᓰᓐᓂᒃ ᐃᓕᓐᓂᐊᕐᓂᕐᒥᑦ ᓄᓇᕗᒻᒥᑦ.
- ᐊᑕᐅᑦᑎᒃᑯᖃᑎᖃᕐᓂᖅ ᒪᓕᒐᑎᒍᑦ ᐱᔭᐅᔭᕆᐊᓕᖕᓂᒃ.
- ᓴᖅᑮᔭᕐᓂᖅᓴᐅᓕᕐᓗᑎᒃ ᓵᑕᒃᓴᐅᓂᖅᓴᐅᓗᑎᒡᓗ.
- ᐃᖏᕐᕋᑦᑎᐊᕐᓂᖅᓴᐅᓗᑎᒃ ᐊᔪᕐᓇᙱᓐᓂᖅᓴᐅᓗᑎᒡᓗ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᑦ ᑲᑎᒪᔨᖏᑦ ᓂᕈᐊᕆᔭᖃᕐᓗᑎᒃ ᐊᑐᖅᑕᐅᔾᔪᓇᖅᑐᒥᒃ.

French Language Instruction in Nunavut
ᐅᐃᕖᑐᑦ ᐅᖃᐅᓯᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᓄᓇᕗᒻᒥ

- **Dual Stream System:** Programs are divided into French First Language (FML) and French Additional Language (FAL).

- **Unique Context:** Education is delivered within a territory created through Inuit land claims, but where English is dominant, requiring a focus on cultural vitality.

- ᒪᕐᕉᓕᖅᑲᖕᒐᔫᒃ ᐊᑐᖅᑕᐅᕙᑦᑐᑦ: ᐱᓕᕆᐊᑦ ᐊᕕᑦᑐᖅᓯᒪᔪᑦ ᐅᐃᕖᑎᑐᑦ ᐅᖃᐅᓯᕐᖕᒐᐅᑎᓕᓐᓄᑦ (FML) ᐊᒻᒪᓗ ᐅᐃᕖᑎᑐᑦ ᐅᖃᐅᓯᒃᑲᓐᓂᕐᓄᑦ (FAL).

- ᐊᔾᔨᒋᔭᐅᙱᑦᑐᖅ ᐋᖅᑭᒃᓯᒪᓂᖓ: ᐃᓕᓐᓂᐊᕐᓂᖅ ᐱᑎᑕᐅᕙᒃᐳᖅ ᐅᑭᐅᖅᑕᖅᑐᒥ ᐊᕕᒃᓯᒪᓂᕆᔭᐅᔪᒥ ᐋᖅᑭᒃᑕᐅᓯᒪᓪᓗᓂ ᐃᓄᐃᑦ ᓄᓇᑖᕈᑎᖏᑎᒍᑦ, ᑭᓯᐊᓂᓗᑦᑕᐅᖅ ᖃᓪᓗᓈᑐᑦ ᐅᖃᐅᓯᓪᓗᐊᑕᕆᔭᐅᓪᓗᓂ, ᑕᐃᒪᐃᑦᑕᕆᐊᖃᖅᑎᑦᑎᓪᓗᓂ ᑕᐅᑐᙵᖃᓪᓗᐊᑕᕐᓂᕐᒥᒃ ᐃᓕᖅᑯᓯᑐᖃᕐᒥᒃ ᐆᒻᒪᕆᖕᓂᕐᒥᒃ.

Nunavut *Language of Instruction*
ᓄᓇᕗᒻᒥ ᐅᖃᐅᓯᖅ ᐃᓕᓴᐃᔾᔪᑕᐅᔪᖅ

- Part 4 of the Nunavut Education Act (2008, revised 2020) states (Part 4):

Bilingual education

23. (1) *Every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction.*

ᐃᓚᖓ 4 ᓄᓇᕗᒻᒥ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐱᕐᑯᓯᕐᒥ (2008, ᐋᖅᑭᒋᐊᖅᑕᐅᓯᒪᔪᖅ 2020) ᐅᖃᖅᓯᒪᖕᒪᑦ (ᐃᓚᖓ 4):

ᒪᕐᕉᓐᓂᒃ ᐅᖃᐅᓯᓕᖕᓄᑦ ᐃᓕᓐᓂᐊᕐᓂᖅ

23. (1) ᐃᓕᓐᓂᐊᖅᑎᓕᒫᑦ ᒪᕐᕉᖕᓂᒃ ᐅᖃᐅᓰᖕᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔭᕆᐊᖃᖅᐳᑦ, ᐅᖃᐅᓯᕐᒧ ᐃᓕᓴᐃᔾᔪᑕᐅᔪᖅ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖕᒐᐅᓂᐊᖅᐳᖅ ᖃᓪᓗᓈᑎᑐᓪᓘᓐᓃᑦ ᐅᐃᑳᑎᑐᓪᓘᓐᓃᑦ, ᐋᖅᑭᒃᑕᐅᓯᒪᓗᓂ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᒃᑯᓐᓄᑦ ᐃᓕᓐᓂᐊᕐᕕᖕᓄᑦ ᑭᒡᒐᖅᑐᐃᕕᒋᔭᒥᓄᑦ.

Nunavut *Language of Instruction*

ᓄᓇᕗᒻᒥ ᐅᖃᐅᓯᖅ ᐃᓕᓴᐃᔾᔪᑕᐅᔪᖅ

Though the governing body responsible remains the Nunavut Department of Education, each community's district education authority decides on second language programming:

- **24.** (1) *A district education authority, in accordance with the regulations, shall decide which of English or French will be used with the Inuit Language as a language of instruction for the schools under its jurisdiction and shall, from the options set out in the regulations, choose the bilingual education model or models that will be followed in delivering the education program.*
- ᓄᓇᕘᒥ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᐊᐅᓚᑦᑎᔩᐅᖏᓐᓈᕋᓱᐊᖅᑎᓪᓗᒋᑦ ᑲᒪᒋᔭᖃᖅᖢᑎᒃ, ᐊᑐᓂ ᓄᓇᓖᑦ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔩᖏᑦ ᐋᖅᑭᒃᓱᕆᒃᐳᑦ ᐊᐃᑉᐸᖓᓂ ᐅᖃᐅᓯᕐᒥᒃ ᐱᓕᕆᐊᒃᓴᓂᒃ:
- 24. (1) ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔩᑦ ᑲᑎᒪᔩᖏᑦ, ᒪᓕᒡᓗᑎᒃ ᒪᓕᒋᐊᓕᖕᓂᒃ, ᐃᓱᒪᓕᐅᕆᓂᐊᖅᐳᑦ ᖃᓪᓗᓈᑐᑦ ᐅᐃᕖᑎᑐᓪᓘᓐᓃᑦ ᐊᑐᖅᑕᐅᖃᑦᑖᕐᓂᐊᕐᒪᖔᑦ ᐃᓄᐃᑦ ᐅᖃᐅᓯᖓᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᓗᓂ ᐃᓕᓐᓂᐊᕐᕕᖕᓂ ᑭᒡᒐᖅᑐᐃᕖᒋᔭᒥᓂ ᓂᕈᐊᕐᓂᐊᖅᐳᓪᓗ, ᓇᓖᕌᓚᒃᓴᓂᒃ ᒪᓕᒋᐊᓕᖕᓂᒃ ᐊᑐᐃᓐᓇᕈᖅᑎᑕᐅᔪᓂᒃ, ᒪᕐᕈᖕᓂᒃ ᐅᖃᐅᓯᓕᖕᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᒃᓴᓂᒃ ᐅᕝᕙᓘᓐᓃᑦ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᐊᑐᖅᑕᐅᖃᑦᑕᕐᓂᐊᖅᑐᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑕᐅᓕᖅᐸᑕ.

French Additional Language (FAL)
ᐅᐃᕖᑐᑦ ᐅᖃᐅᓯᒃᑲᓐᓃᑦ (FAL)

- **Program Types**
  - Pre-intensive (Grades 3-6), intensive (Grade 7) and post-intensive (Grade 8-12), with basic French instruction with a focus on oral competency (only offered in Iqaluit).

- **Curriculum**
  - Based largely on the Manitoba curriculum, supported by the neurolinguistic approach of teaching.

- **Trend**
  - Increasing demand for immersion programs as parents seek trilingual opportunities for career mobility in the public service; yet decrease in operational capacity due do time allotments set by revised *Nunavut Education Action* (see: LOI models).

- ᐱᓕᕆᐊᒃᓴᑦ ᖃᓄᐃᑦᑑᓂᖏᑦ
  - ᐱᔭᕆᑐᐊᒥᒃ (ᐊᔪᙱᓐᓂᓘᑦ 3-6), ᐱᔭᕆᑐᐊᑦ (ᐊᔪᙱᓐᓂᓘᑦ 7), ᐊᒻᒪ ᑭᖑᓂᐊᒍᑦ (ᐊᔪᙱᓐᓂᓘᑦ 8-12), ᐅᐃᕖᑐᑦ ᐊᔪᕈᓐᓃᖅᓴᖅᑎᑕᐅᓗᑎᒃ ᑕᐅᑐᒐᖃᓪᓗᐊᑕᕐᓗᑎᒃ ᐅᖃᓪᓚᒍᓐᓇᕐᓂᕐᒥᒃ (ᐃᖃᓗᓐᓂᑐᐊᖅ ᒪᓂᒪᑎᑕᐅᔪᖅ).
  - ᐃᓕᓐᓂᐊᕈᑎᒃᓴᑦ
  - ᑑᙳᕕᖃᓪᓗᐊᑕᖅᑐᑦ ᒫᓂᑑᐸᒥ ᐃᓕᓐᓂᐊᕈᑎᒃᓴᓂᒃ ᐊᒻᒪ ᐃᑲᔪᖅᓯᖅᑕᐅᓪᓗᑎᒃ ᖃᕋᓴᒃᑯᑦ ᐅᖃᐅᓯᓕᕆᓂᕐᒥᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᔾᔪᑎᓂᒃ.
  - ᖃᓄᐃᓕᕚᓪᓕᐊᓂᖏᑦ
  - ᐅᓄᖅᓯᕚᓪᓕᐊᑐᐃᓐᓇᖅᑐᑦ ᐱᔭᐅᔪᒪᕚᒃᑐᑦ ᐃᓚᐅᓂᕐᒧᑦ ᐱᓕᕆᐊᖑᕚᒃᑐᓂᒃ ᑕᒪᒃᑯᐊ ᐊᖓᔪᖅᑳᕆᔭᐅᔪᑦ ᕿᓂᖅᐸᙵᓂᖏᓐᓄᑦ ᐱᖓᓱᓂᒃ ᐅᖃᐅᓯᓕᖕᓂᒃ ᐱᕕᒃᓴᓂᒃ ᐃᖅᑲᓇᐃᔮᒧᑦ ᓯᕗᒻᒧᐊᖅᑎᑦᑎᔪᒪᓂᕐᒧᑦ ᑭᒃᑯᑐᐃᓐᓇᓄᑦ ᐱᔨᑦᑎᖅᓯᓂᕆᔭᐅᕚᒃᑐᒥ; ᑖᐃᒪᐃᒃᑲᓗᐊᖅᑎᓪᓗᒍ, ᐊᐅᓚᑦᑎᓂᕐᒧᑦ ᐱᔪᓐᓇᕐᓂᕆᔭᐅᔪᖅ ᒥᒃᓵᓪᓕᖅᐸᓪᓕᐊᕗᖅ ᐱᕕᒃᓴᖃᖅᑎᑕᐅᓂᖏᓐᓄᑦ ᐊᖅᑭᒃᑕᐅᓯᒪᔪᑦ ᐋᖅᑭᓯᐊᖅᑕᐅᓯᒪᔪᓄᑦ ᓄᓇᕘᒥ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒧᑦ ᐱᓕᕆᐊᖑᔪᓄᑦ (ᑕᑯᓗᒍ ᐅᖃᐅᓯᕐᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᕐᒧᑦ ᐊᑐᖅᑕᐅᕚᒃᑐᑦ).

French Additional Language (FAL)

ᐅᐃᒫᑐᑦ ᐅᖃᐅᓯᖃᓐᓂᑦ (FAL)

- **Explore Official Languages program**:
  - Funded by the Government of Canada and coordinated by the Council of Ministers of Education, Canada (CMEC), with territorial support.
  - Spring and summer language-immersion initiative that allows students to learn French or English while living in a different region of the country.
  - French sessions promoted throughout Nunavut.
  - While English sessions are not promoted, they are supported.
- ᖃᐅᔨᓇᓱᒡᓗᒋᑦ ᐅᖃᐅᓰᑦ ᐃᓕᓴᕆᔭᐅᓯᒪᔪᑦ ᐱᓕᕆᐊᒃᓴᑦ:
  - ᑮᓇᐅᔭᖃᖅᑎᑕᐅᔪᑦ ᑲᓇᑕᐅᑉ ᒐᕙᒪᒃᑯᖏᓐᓂᑦ ᐊᐅᓚᑕᐅᓪᓗᑎᒡᓗ ᑲᑎᒪᔨᑦ ᒥᓂᔅᑕᐅᖃᑎᒌᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᔨᒃᑯᓐᓄᑦ, ᑲᓇᑕᒥᑦ, ᐃᑲᔪᖅᑐᖅᑕᐅᓪᓗᑎᒃ ᐅᑭᐅᖅᑕᖅᑐᒥᑦ ᐊᕕᒃᑐᖅᓯᒪᔪᓂᑦ.
  - ᐅᐱᕐᖔᒃᑯᑦ ᐊᐅᔭᒃᑯᓪᓗ ᐅᖃᐅᓯᕐᒧᑦ ᐃᓚᐅᓂᐅᕙᒃᑐᖅ ᐱᓕᕆᐊᖑᕙᓪᓕᐊᔪᒪᔪᖅ ᐊᔪᕈᓐᓃᖅᑎᑦᑎᕙᒃᖢᓂ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᐃᓕᑦᑎᕙᓪᓕᐊᓂᕐᒥᒃ ᐅᐃᒫᑎᑐᑦ ᖃᓪᓗᓈᑎᑐᓪᓘᓐᓃᑦ ᓄᓇᖃᕐᓂᕐᒥᓂ ᐊᓯᐊᓂ ᐊᕕᒃᓯᒪᓂᕆᔭᐅᔪᒥ ᑲᓇᑕᒥ.
  - ᐅᐃᒫᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᑎᓂᖅ ᓴᖅᑮᔭᖅᑎᑕᐅᕗᖅ ᓄᓇᕘᓕᒫᒥ.
  - ᖃᓪᓗᓈᑐᑦ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᒃᓴᑦ ᓴᖅᑮᔭᖅᑎᑕᐅᙱᑦᑐᑦ ᑭᓯᐊᓂ ᐃᑲᔪᖅᓱᖅᑕᐅᔪᑦ.

Strategic Challenges & Goals

ᖃᓄᖅᑑᕈᑏᑦ ᐊᑦᓱᕉᑕᐅᕙᑦᑐᑦ ᑐᕌᒐᐃᓪᓗ

- Teacher Retention: In spite of severe French-speaking educator shortage and challenges of relocation, the greater issue is maintaining program quality through experienced teachers.

- Trilingualism: Balancing French education with the revitalization of Inuktut (the territory's foundational as well as majority language).

- Territory-Wide Learning: Developing alternative French-language pathways (e.g. through distance learning partnerships).
- ᐃᓕᓴᐃᔨᓂᒃ ᐸᐸᑦᑎᓂᖅ: ᐅᐃᕖᑐᑦ ᐅᖃᓪᓚᒍᓐᓇᖅᑐᓂᒃ ᐃᓕᓴᐃᔨᑭᒃᓴᕐᔪᐊᕋᓗᐊᖅᑎᓪᓗᒋᑦ ᐊᒻᒪ ᐊᒃᓱᕈᕐᓇᖅᑐᑦ ᐊᒃᑐᐊᓂᓖᑦ ᓅᒃᑎᖅᑕᐅᓂᕐᒧᑦ, ᐊᒃᓱᕉᑕᐅᓂᖅᓴᐅᕗᖅ ᐃᓕᓐᓂᐊᖅᑕᐅᔪᒃᓴᑦ ᐱᐅᓂᖓᓐᓂᒃ ᑲᔪᓯᑎᑦᑎᓇᓱᒃᓗᓂ ᐱᓕᕆᓪᓚᒪᔪᓂᒃ ᐃᓕᓴᐃᔨᓂᒃ.

- ᐱᖓᓱᑦ ᐅᖃᐅᓯᓖᑦ: ᓇᓪᓕᒍᒌᒃᑎᑦᑎᓂᖅ ᐅᐃᕖᑎᑐᑦ ᐃᓕᓐᓂᐊᕐᓂᓕᕆᓂᕐᒥᒃ ᐆᒪᓇᐊᖅᑎᑦᑎᒃᑲᓐᓂᕐᓂᕐᒥᒡᓗ ᐃᓄᒃᑐᑦ, ᓄᓇᕗᑉ ᑐᙵᕕᒋᔭᖓ ᐅᓄᕐᓂᖅᓴᓄᓪᓗ ᐅᖃᐅᓯᖅᑕᖓᔪᐊᖅ.

- ᓄᓇᕗᓪᓕᒫᒥ ᐃᓕᓐᓂᐊᕐᓂᖅ: ᓴᖅᑭᑎᑦᑎᓂᖅ ᐊᑐᖅᑕᐅᖕᒌᕈᓐᓇᖅᑐᓂᒃ ᐅᐃᕖᑐᑦ-ᐅᖃᐅᓯᕐᒧᑦ ᐊᖁᑎᒃᓴᓂᒃ, ᓲᕐᓗ ᖃᓇᑕᐅᓯᑎᒍᑦ ᐃᓕᑦᑎᕙᓪᓚᐊᓂᕐᒧᑦ ᐱᓕᕆ ᖃᑎᒌᒃᐸᒃᑐᑎᒍᑦ

Conclusion & Future Outlook

ᐃᓱᓕᓐᓂᖓ ᐊᒻᒪ ᓯᕗᓂᒃᓴᒧᑦ ᖃᓄᐃᓕᖓᓂᐊᕐᓂᖓ

- Continuity of Programming: Canada-Nunavut 2024-2028 bilateral ensures key funding.

- Community Partnerships: Nunavummiut organisations, especially Franco-Nunavummiut, are growing in capacity.

- Integrated Learning: Movement toward fully Nunavut education that respects Inuktut and English as equal official languages and retains the central importance of Inuit Qaujimajatuqangit (Inuit traditional knowledge).
- ᑲᔪᓰᓐᓇᖅᑐᑦ ᐱᓕᕆᐊᒃᓴᑦ: ᑲᓇᑕ–ᓄᓇᕗᑦ 2024-2028–ᒧᑦ ᑕᒪᐃᓐᓄᑦ ᐊᖏᖃᑎᒌᒍᑎ ᓇᓗᙱᑦᑎᐊᕈᑕᐅᕗᖅ ᐱᔭᐅᔭᕆᐊᖃᓪᓚᕆᒃᑐᓂᒃ ᑮᓇᐅᔭᕐᑯᑎᒋᔭᐅᔪᓂᒃ.

- ᓄᓇᕐᔪᐊᓂ ᐱᓕᕆᖃᑎᒌᖕᓂᖅ: ᑲᑐᔾᔾᖃᑎᒌᑦ ᓄᓇᕗᒻᒥ, ᐱᓗᐊᙱᐊᖅᓗᓂ ᐅᐃᑲᑦ–ᓄᓇᕗᒻᒥᐅᑦ ᐱᓕᕆᖃᑎᒌᒃᐸᒃᑐᑦ, ᐊᖏᓪᓕᕋᓪᓕᐊᑎᑦᑎᕗᑦ ᐊᔪᙱᓐᓂᕆᔨᒥᓂᒃ.

- ᑲᑎᖅᓱᖅᓯᒪᔪᒥᒃ ᐃᓕᑦᑎᕋᓪᓕᐊᓂᖅ: ᐱᕋᓪᓕᐊᓂᖃᖅᐸᓪᓕᐊᕗᑦ ᓄᓇᕘᓕᒫᒥ ᑐᙵᕕᓕᖕᒥᒃ ᐃᓕᓐᓂᐊᖅᑐᓕᕆᔾᔪᑎᒥᒃ ᐱᒪᕆᐅᒋᔭᖃᖅᑐᓂᒃ ᐃᓄᒃᑐᑦ ᖃᓪᓗᓈᑎᑐᓪᓗ ᓇᓕᒧᒌᒃᑎᑕᐅᓗᑎᒃ ᐃᓕᓴᕆᔭᐅᓯᒪᔪᑦ ᐅᖃᐅᓰᑦ ᑲᔪᓯᑎᑦᑎᓗᑎᓪᓗ ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᓐᓂᒃ (ᐃᓄᐃᑦ ᖃᐅᔨᒪᔭᑐᖃᖏᓐᓂᒃ).