

EDUCATION ACT

R-032-2025

Registered with the Chief Legislative Counsel

2025-07-10

LANGUAGE OF INSTRUCTION REGULATIONS

The Commissioner in Executive Council, under section 29 of the *Education Act* and every enabling power, and the Minister, under subsection 203(3) of the *Education Act* and every enabling power, make the annexed *Language of Instruction Regulations*.

Definitions

1. In these regulations,

"bilingual education model implementation plan" means the bilingual education model implementation plan drafted and, if applicable, modified in accordance with section 11; (*plan de mise en œuvre du modèle d'enseignement bilingue*)

"bilingual education model recommendation form" means the form provided under paragraph 6(3)(c); (*formule de recommandation de modèle d'enseignement bilingue*)

"departmental officer" means an employee in the department who is designated by the Deputy Minister of the department for a school for the purposes of these regulations; (*fonctionnaire du ministère*)

"interim level" means one of the interim levels of a bilingual education model, as described in the Schedule; (*niveau provisoire*)

"Language Committee" means a Language Committee established under section 7. (*comité sur les langues*)

Application

2. These regulations do not apply to the *Commission scolaire francophone*.

Models of bilingual education

3. In accordance with these regulations and section 24 of the Act, a district education authority may choose one or more of the following bilingual education models for the delivery of the education program:

- (a) the Siku model, as described in the Schedule;
- (b) the Quliuraqtuq model, as described in the Schedule;
- (c) the Sikusiqtuq model, as described in the Schedule.

Duty to follow model

4. (1) A district education authority and every principal in its education district must follow the bilingual education model that applies to the education district.

Duty to follow implementation plan

(2) A principal must follow the bilingual education model implementation plan that applies to their school.

Inclusive education

5. (1) If there is a conflict between the requirements of a bilingual education model and the individual student support plan of a student, the individual student support plan prevails with respect to the student.

No other modifications

(2) Modifications to the bilingual education models with respect to a student may only be made through an individual student support plan.

Process for choosing bilingual education model

Timing of process

6. (1) A district education authority
- (a) must initiate the process to choose a bilingual education model for its education district immediately following the fifth school year after the process was last completed;
 - (b) must initiate the process to choose a bilingual education model for its education district if the Minister revokes the approval under subsection 24(1.1) of the Act for the bilingual education model that applies in its education district; and
 - (c) may request approval from the Minister to initiate the process earlier.

Earlier process

(2) If the Minister approves a request under paragraph (1)(c), the district education authority must initiate the process to choose a bilingual education model for its education district.

Minister's approval

- (3) The Minister must, before a district education authority is required to initiate a process under subsection (1) or (2),
- (a) notify the district education authority of
 - (i) the bilingual education models that have been approved for its education district, and
 - (ii) if applicable, the interim level that the education district would be placed at for each of the models, based on existing capacity to provide instruction in the Inuit Language;
 - (b) provide the district education authority with instructions on the process for choosing a bilingual education model; and
 - (c) provide the district education authority with a bilingual education model recommendation form that requires the following information:
 - (i) the language of instruction, either English or French, that will be used in the education district with the Inuit Language,

- (ii) the chosen bilingual education model or models,
- (iii) if applicable, a recommendation for an interim level for each model,
- (iv) if more than one model is recommended, a description of how the models will be used in the schools of the education district,
- (v) a rationale for the recommendations,
- (vi) the manner in which community consultations have informed the recommendations, and
- (vii) the goals of the community with respect to future models and, if applicable, interim levels.

Pre-requisite

(4) Despite subsection (1) and (2), a district education authority must not initiate the process to choose a bilingual education model until the Minister has notified the district education authority of the bilingual education models that have been approved for its education district.

Language Committee

7. (1) The district education authority must appoint a Language Committee consisting of
- (a) the principals of all the schools in the education district;
 - (b) one member of the district education authority; and
 - (c) subject to subsection (6), at least two residents of the education district.

Preferred skills

(2) For the purposes of paragraph (1)(c), the district education authority must make best efforts to appoint residents of the education district who are

- (a) individuals with expertise in teaching or promoting the use of the Inuit Language, including current and former teachers who speak the Inuit Language;
- (b) Elders and others with expertise in Inuit culture and traditions;
- (c) municipal councillors;
- (d) employees of Nunavut Arctic College;
- (e) representatives of child day care facilities as defined in the *Child Day Care Act*; or
- (f) students in grades 10 to 12.

Inability to appoint members – public call

(3) If a district education authority is unable to identify at least two residents of the education district to appoint to its Language Committee, the district education authority must issue a public call for nominations, unless it has already done so.

Inability to appoint members – request to Minister

(4) If, following a public call for nominations, a district education authority is unable to identify at least two residents of the education district to appoint to its Language Committee, the district education authority must notify the Minister.

Inability to appoint members – Ministerial approval

- (5) Following a notification under subsection (4), the Minister must approve an exemption to paragraph (1)(c) for the district education authority if the Minister is satisfied that
- (a) the district education authority issued a public call for nominations; and
 - (b) there was an insufficient number of residents of the education district who responded to the public call.

Inability to appoint members – effect of exemption

- (6) If the Minister has approved an exemption under subsection (5) for a district education authority, its Language Committee is duly constituted even if it does not conform to the requirements of paragraph (1)(c).

Model recommendation

8. (1) After a Language Committee has been duly constituted, it must
- (a) complete the bilingual education model recommendation form; and
 - (b) provide a copy of the completed bilingual education model recommendation form to the district education authority.

Limitation – approved models

- (2) For greater certainty, a Language Committee cannot include on its bilingual education model recommendation form any bilingual education model that has not been approved for the education district under subsection 24(1.1) of the Act.

Model choice

- (3) After reviewing the completed bilingual education model recommendation form, the district education authority must provisionally choose a bilingual education model and, if applicable, recommended interim level.

Public consultation

- (4) The district education authority
- (a) must conduct at least one in-person consultation with residents of the education district on the provisionally chosen bilingual education model and, if applicable, recommended interim level;
 - (b) must provide, as part of the consultation documents, a copy of the bilingual education model recommendation form completed by the Language Committee; and
 - (c) may conduct additional consultation with the residents of the education district at any point in the process.

Adjustments to model choice

- (5) Following consultations under subsection (4), the district education authority must,
- (a) taking into account the consultation feedback, make a final decision on the chosen bilingual education model and, if applicable, recommended interim level; and
 - (b) notify the Minister, the DEA Coalition, the departmental officer and each principal in the education district, in writing, of

- (i) the bilingual education model chosen for the education district,
- (ii) if applicable, the interim level recommended for the education district,
- (iii) if applicable, the goals of the district education authority with respect to bilingual education models for the following five years, and
- (iv) the language of instruction, either English or French, which will be used with the Inuit Language.

More than one model

9. (1) A district education authority may choose more than one of the bilingual education models if,

- (a) in the opinion of the district education authority and the Minister,
 - (i) the choice is justified by a sufficient number of students in the education district with significantly different language needs and strengths,
 - (ii) there is sufficient education staff in the education district to deliver the education program using more than one bilingual education model, and
 - (iii) the bilingual education models are implemented in a manner that allows students to remain in the same bilingual education model from year to year; and
- (b) only one model will be used per school in the education district.

Ministerial certification required

(2) A Language Committee may not include more than one bilingual education model on its bilingual education model recommendation form unless the district education authority has received from the Minister a certification that the criteria in paragraph (1)(a) are met.

Interpretation

(3) For greater certainty, if a district education authority has chosen more than one bilingual education model in accordance with this section, any reference in these regulations to the bilingual education model that applies in or is chosen for an education district is a reference to all the bilingual education models that apply or have been chosen.

Full implementation

10. (1) If the Minister did not notify the district education authority of an interim level under subparagraph 6(3)(a)(ii) with respect to the bilingual education model chosen for the education district, full implementation of the bilingual education model applies to the education district until changed or modified under this section.

Initial interim level

(2) If the Minister notified the district education authority of an interim level under subparagraph 6(3)(a)(ii) with respect to the bilingual education model chosen for the education district, that interim level applies to the education district until changed or modified under this section.

Yearly review

(3) Before the beginning of each school year, the Minister must review the capacity of the education staff in each education district to provide instruction in the Inuit Language to determine

- (a) if full implementation of the bilingual education model that applies in the education district is possible; and
- (b) if full implementation is not possible, the highest interim level that can be implemented in the education district.

Effect of change

(4) If a change with respect to level of implementation under subsection (3) would result in any student being affected by a change in the level of Inuit Language instruction that is greater than 15% of the total annual instructional hours, the Minister must, in consultation with the district education authority, establish a modified interim level or modified full implementation that

- (a) ensures that no student will be affected by a change in the level of Inuit Language instruction that is greater than 15% of the total annual instructional hours; but
- (b) otherwise conforms as closely as possible to the interim level or full implementation, as the case may be.

Full implementation determination

(5) If the Minister determines that full implementation of the bilingual education model that applies to an education district is possible, with or without a modification under subsection (4),

- (a) the Minister must notify the district education authority and each principal in the education district of the determination; and
- (b) the bilingual education model must be fully implemented in the education district, with the modifications made under subsection (4), if any.

Interim level determination

(6) If the Minister determines the highest interim level that can be implemented in an education district, with or without a modification under subsection (4),

- (a) the Minister must notify the district education authority and each principal in the education district of the determination; and
- (b) the interim level of the bilingual education model must be fully implemented in the education district, with the modifications made under subsection (4), if any.

Implementation plan

11. (1) After receiving the notification under paragraph 8(5)(b), the departmental officer must, in collaboration with the principal of each school in the education district,

- (a) draft a bilingual education model implementation plan based on the chosen bilingual education model and, if applicable, the interim level for the school that includes

- (i) the bilingual education model that applies to the school,
 - (ii) if applicable, the interim level that applies to the school,
 - (iii) teaching capacity to implement the bilingual education model and, if applicable, the interim level,
 - (iv) currently available teaching capacity to provide instruction in the Inuit Language,
 - (v) identification of staffing gaps with respect to implementing the bilingual education model that applies to the school,
 - (vi) list of instruction time and courses to be delivered in the Inuit Language for the academic year,
 - (vii) if applicable, the bilingual education model identified by the district education authority in its goals for the following five years,
 - (viii) if applicable, number of additional teachers who can provide instruction in the Inuit Language to meet those goals,
 - (ix) if applicable, recruitment priorities and measures to meet those goals, and
 - (x) any additional information required by the Deputy Minister of the department; and
- (b) submit the bilingual education model implementation plan to the district education authority.

Updating implementation plan

- (2) Each school year, each principal must, in collaboration with the departmental officer,
- (a) review the bilingual education model implementation plan and make any necessary updates; and
 - (b) submit the updated bilingual education model implementation plan to the district education authority.

Review of implementation plan

(3) The district education authority must review each new or updated bilingual education model implementation plan and may, with the consent of the principal and departmental officer, modify the bilingual education model implementation plan.

Effect of decisions – bilingual education model

12. (1) The bilingual education model chosen by the education district under subsection 8(5) applies to the education district until the end of a school year during which a new bilingual education model is chosen for the district education authority in accordance with sections 6 to 9.

Effect of decisions – bilingual education model implementation plan

(2) The bilingual education model implementation plan, as updated under subsection 11(2), applies to the school until the end of a school year during which a new bilingual education model implementation plan is drafted in accordance with subsection 11(1).

Effect of decisions – education program plans

(3) Education program plans developed under section 20.1 of the Act must be compatible with the applicable

- (a) bilingual education model and, if applicable, interim level; and
- (b) bilingual education model implementation plan.

Unplanned events

13. If an unplanned event that occurs after the start of the school year affects the instructional time provided in each language of instruction,

- (a) the principal, in consultation with the district education authority, must take all reasonable measures to mitigate the impact of the event on the instructional time provided in each language of instruction;
- (b) if those reasonable measures to mitigate the impact of the event are taken, the education district remains in compliance with its bilingual education model and, if applicable, interim level, despite not meeting the requisite percentage levels for each language of instruction.

Minister's responsibility

14. The Minister must

- (a) provide all reasonable support needed by education staff in implementing the bilingual education model implementation plan that applies to their school;
- (b) allocate education staff capacity in accordance with
 - (i) the bilingual education model that applies to their education district, and
 - (ii) the bilingual education model implementation plan that applies to their school; and
- (c) ensure that the strategy for the retention and recruitment of Inuit Language teachers under subsection 5(1) of the Schedule to the Act is reflective of the bilingual education model that applies in each education district.

Language of instruction report

15. (1) A principal must, in consultation with the school staff, complete a report each month on the following matters:

- (a) the following information with respect to education staff at the school who are members of the Nunavut Teachers' Association:
 - (i) total number of education staff,
 - (ii) number of education staff who are Nunavut Inuit,
 - (iii) number of education staff who are graduates of the Nunavut Teacher Education Program,
 - (iv) number of education staff who teach in the Inuit Language,
 - (v) number of education staff who teach in the Inuit Language who are on a leave of absence,
 - (vi) number of education staff who are enrolled in Inuit Language training, including relevant professional development courses;
- (b) the number of Nunavut Teacher Education Program practicum students at the school;
- (c) the Inuit Language Arts courses delivered during the term;
- (d) the other courses delivered in the Inuit Language during the term;

- (e) for each grade,
 - (i) the hours and minutes of instruction provided in the Inuit Language,
 - (ii) the number of education staff at the school who are able to provide instruction in the Inuit Language at grade level,
 - (iii) the courses that are provided in the Inuit Language,
 - (iv) whether the bilingual education model and, if applicable, interim level are being met during the term, and
 - (v) whether the bilingual education model and, if applicable, interim level will be met during the next term;
- (f) any additional information required to fulfil the reporting requirements of the Minister under the Act.

Submission of report

- (2) A principal must submit each report completed under subsection (1) to
 - (a) the Minister; and
 - (b) the district education authority.

Phased implementation

Application schedule

- 16.** (1) These regulations, including the bilingual education models, apply
- (a) with respect to kindergarten and grades 1 to 3;
 - (b) with respect to grades 4 to 12, commencing on the earliest date for that grade provided in the regulations made under section 6 of the Schedule to the Act.

Repeal

- (2) This section and the heading preceding it is repealed on the latest of the dates referred to in paragraph (1)(b).

Transitional

Transitional continuance of bilingual education models

- 17.** Despite any other provision of these regulations or the Act, during the 2025-2026 school year,
- (a) the following provisions of the *Language of Instruction Regulations*, R.Nu. R-014-2012, as they read immediately prior to their repeal, apply in kindergarten and grades 1 to 3:
 - (i) sections 2 to 5,
 - (ii) sections 24 to 26,
 - (iii) the Schedule;
 - (b) the bilingual education model or models that apply to kindergarten and grades 1 to 3 in a school are the same as the model or models that applied to it during the 2024-2025 school year;

- (c) each district education authority must initiate the process to choose a bilingual education model in accordance with these regulations.

Repeal

- (2) This section and the heading preceding it is repealed on July 1, 2026.

Transitional continuance for certain grade levels

18. (1) Despite any other provision of these regulations or the Act, the model referred to in paragraph 17(1)(b) is continued beyond the 2025-2026 school year for a grade level that satisfies both of the following conditions:

- (a) the students at that grade level started kindergarten before the 2026-2027 school year;
- (b) in accordance with the Schedule to the Act and the regulations made under that Schedule, when the students at that grade level will reach grade 4, Part 4 of the Act will not apply in the majority of subjects for those students.

Same

(2) Despite any other provision of these regulations or the Act, in a grade level referred to in subsection (1), the following provisions of the *Language of Instruction Regulations*, R.Nu. R-014-2012, as they read immediately prior to their repeal, apply to the grade level:

- (a) sections 2 to 5;
- (b) sections 24 to 26;
- (c) the Schedule.

Repeal

(4) This section is repealed the first date that, in accordance with the Schedule to the Act and the regulations made under that Schedule, Part 4 of the Act applies to the majority of subjects in grade 4 in both Inuktitut and Inuinnaqtun.

Repeal

19. On the coming into force of the order made under subsection 28(3) of the Act, section 14 is amended by adding "and" at the end of paragraph (a), replacing "; and" at the end of paragraph (b) with a period and repealing paragraph (c).

Coordinating amendment

20. On the coming into force of section 66 of the *Early Learning and Child Care Act*, introduced as Bill 66 in the Second Session of the Sixth Legislative Assembly, paragraph 7(2)(e) is repealed and replaced by:

- (e) representatives of child care centres as defined in the *Early Learning and Child Care Act*;

Repeal

- 21. The *Language of Instruction Regulations*, R.Nu. R-014-2012, are repealed.**

Coming into force

- 22. These regulations come into force on the later of July 1, 2025 and the day that they are registered by the Chief Legislative Counsel.**

SCHEDULE

Bilingual education models

1. In this Schedule, "instructional cycle" means
 - (a) in kindergarten and in grades 1 to 9, one of a repeating series of instructional days, not exceeding ten instructional days, used for scheduling courses; or
 - (b) in grades 10 to 12, school year.
2. Each of the bilingual education models are described in the Tables below as follows:
 - (a) the percentages refer to the proportion of instructional time in each instructional cycle to be provided in the Inuit Language with respect to the delivery of the education program, excluding local education program enhancements;
 - (b) the remaining instructional time with respect to the delivery of the education program, excluding local education program enhancements, must provided in the other language of instruction;
 - (c) local education program enhancements may be provided in either language of instruction, as determined during the approval of the local education program enhancements under section 9 of the Act;
 - (d) the interim levels are listed from the highest level on the left to the lowest level on the right.

Siku Model								
Grade	Full implementation	Interim Levels						
		A	B	C	D	E	F	G
Kindergarten	100%	100%	100%	100%	85%	75%	70%	65%
Grade 1	100%	100%	90%	85%	75%	75%	70%	65%
Grade 2	100%	85%	85%	75%	65%	65%	65%	55%
Grade 3	90%	75%	75%	60%	55%	50%	50%	40%
Grade 4	80%	65%	60%	50%	45%	40%	40%	35%
Grade 5	70-75%	55%	50%	40%	35%	30%	30%	30%
Grade 6	70-75%	45%	40%	40%	25%	25%	25%	25%
Grade 7	60-65%	40%	30%	30%	25%	25%	25%	25%
Grade 8	60-65%	40%	30%	30%	25%	25%	25%	20%
Grade 9	60-65%	40%	30%	30%	25%	25%	25%	15%
Grade 10-12	50%	40%	20%	20%	20%	20%	20%	10%

Quliuraqtuq Model								
Grade	Full implementation	Interim Levels						
		A	B	C	D	E	F	G
Kindergarten	85-90%	85%	85%	75%	65%	60%	55%	50%
Grade 1	85-90%	85%	75%	70%	65%	60%	55%	45%
Grade 2	85-90%	75%	75%	65%	50%	50%	40%	35%
Grade 3	85-90%	65%	65%	50%	45%	40%	30%	30%
Grade 4	75-80%	55%	55%	45%	35%	30%	30%	25%
Grade 5	65-70%	45%	45%	35%	25%	25%	25%	20%
Grade 6	60-65%	40%	40%	25%	25%	25%	25%	20%
Grade 7	50-55%	35%	35%	25%	20%	20%	20%	15%
Grade 8	50-55%	35%	35%	25%	20%	20%	20%	15%
Grade 9	50-55%	35%	35%	25%	20%	20%	20%	15%
Grade 10-12	50%	35%	35%	20%	20%	20%	20%	10%

Sikusiqtuq Model							
Grade	Full implementation	Interim Levels					
		A	B	C	D	E	F
Kindergarten	65%	50%	35-40%	25-30%	20%	20%	15%
Grade 1	65%	50%	35-40%	25-30%	20%	20%	15%
Grade 2	60%	40%	35-40%	20%	20%	15%	15%
Grade 3	60%	40%	30%	20%	20%	15%	15%
Grade 4	50-55%	30%	30%	20%	20%	15%	15%
Grade 5	50-55%	30%	25%	20%	20%	15%	10%
Grade 6	50-55%	30%	25%	20%	20%	15%	10%
Grade 7	40%	20%	20%	20%	20%	15%	10%
Grade 8	40%	20%	20%	20%	20%	15%	10%
Grade 9	40%	20%	20%	20%	20%	15%	10%
Grade 10-12	25%	20%	20%	20%	20%	15%	10%