

## Partnerships

### *Pilot Reach Ahead Credit Opportunity*

One of the outcomes for Project 9 of the 2018-2021 Multi Year Action Plan was to develop enhanced opportunities for Anishinabek student access to student success and pathways programs. Included in this project was the development of pilot programs that consider student engagement in Anishinabek specific curriculum content, where they can receive credits toward their graduation requirements.

In July 2021, Biigtigong Nishnaabeg offered a 4-week pilot Grade 9 Reach Ahead Credit to grade 8 students in Regional Education Council 1 (REC 1). The students participated virtually in the Grade 9 Food and Nutrition course (HFN10), delivered through the community's elementary school, Biigtigong Nishnaabeg Endzhi-gkinoohmaading.

The course offering was available to four Participating First Nation schools and two provincially-funded elementary schools. This learning opportunity was unique because the content was inclusive of Indigenous Food Sovereignty concepts. The course was built around the Ontario curriculum expectations and enhanced to include Anishinabek content and ways of knowing.

Biigtigong Nishnaabeg was fortunate to have the classroom teacher supported by local

Knowledge Keepers who shared their teachings with students. Some of the course topics included Manoomin (wild rice) Harvesting, Anishinaabe Moose Hunts/Food Preparation, and Identifying Indigenous Food Systems.

The Kinooomaadziwin Education Body (KEB) and Biigtigong Nishnaabeg are grateful to the pilot's amazing contributors:

- Lisa Michano-Courchene, *Biigtigong Nishnaabeg Education Director*
- Joshua Leclair, *Biigtigong Nishnaabeg community member*
- Tyna Legault, *Lakehead University Masters student*

Classroom teacher, Amina Yousaf, also brought a commitment and flexibility that was essential to helping Biigtigong Nishnaabeg deliver its first pilot Reach Ahead course, in a virtual learning environment.

All students enrolled in the course achieved their credit and the positive feedback from this pilot program will help plan for a larger AES Reach Ahead learning opportunity in the summer of 2022. These credits will be closely tied to local communities, focusing on Anishinaabe ways of knowing, land-based learning, local history, and local language.



ANISHINABEK EDUCATION SYSTEM & BIIGTIGONG NISHNAABEG

**REACH AHEAD CREDIT**

OPEN TO ALL GRADE 8 STUDENTS!

GET A HEAD START AND EARN YOUR FIRST HIGH SCHOOL CREDIT!

**FOOD & NUTRITION COURSE HFN10**

**INDIGENOUS FOOD SOVEREIGNTY**

THIS COURSE WILL COVER:

- NUTRITION AND HEALTH
- FOOD CHOICE
- LOCAL AND GLOBAL FOODS
- FOOD PREPARATION SKILLS

TO REGISTER PLEASE USE QR CODE OR EMAIL NANCY.ODONNELL@A-E-S.CA

Indigenous Focussed. Community Sharing.

## LOOKING FORWARD

### 2021 Regional Education Council Fall Meetings

#### REC #1

- October 7 (PFNs)
- October 8 (PFNs & DSBs)

#### REC #2

- October 13 (PFNs)
- October 14 (PFNs & DSBs)

#### REC #3

- October 20 (PFNs)
- October 21 (PFNs & DSBs)

#### REC #4

- October 27 (PFNs)
- October 28 (PFNs & DSBs)

### AES 23 Participating First Nations Gathering

- November 23, 2021

## Regional Highlight

*Aamjiwnaang First Nation & St. Clair Catholic District School Board*

### Secondary Youth Leadership - What is it?

This youth leadership project develops a student-centered approach to student learning and leadership. Students participate in developing their own learning, in building relationships, and in building a safe environment within the school and the community. The focus is to develop youth leaders in partnership with local Elders and Knowledge Keepers, to connect youth with the community, and to build cultural competency across the school environment.

### What happens?

Connecting youth with Elders and Knowledge Keepers allows for students to develop relationships with one another and with the Elders, Knowledge Keepers, and supportive adults. The online learning environment also enhances these activities by providing more opportunities for the youth to connect, including offering Anishinaabemowin language courses two evenings per week from January to June, and offering multiple sessions for medicines and drum making. The online platform also allowed for students to connect at times they weren't involved in their classes (late afternoon, late evening) which made it more accessible for students to participate. What a great way for youth to stay connected at home and school!

### What the students said!

*"The thing that has stood out the most for me was feeling connected to my peers and community, while participating in the seminars."*

*"I loved to make the drum and to paint together."*

*"I loved the opportunity to learn from Elders and learn about our culture!"*

*"I would like to keep learning new things every year till I am gone."*

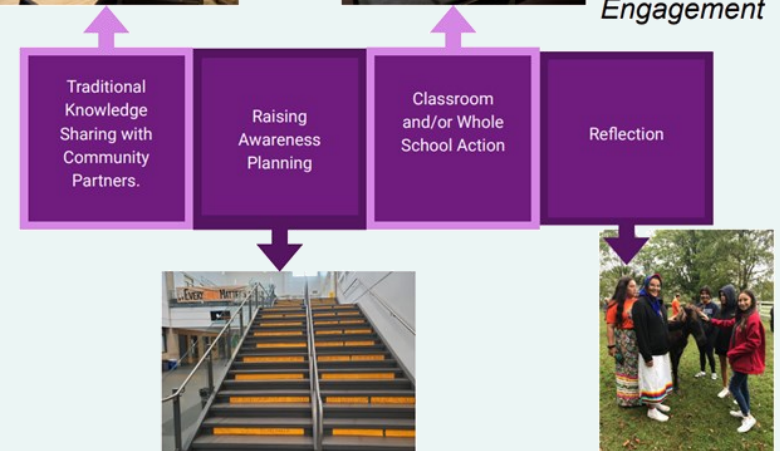
*"The one wish that I have is to continue to learn more about my culture and language."*

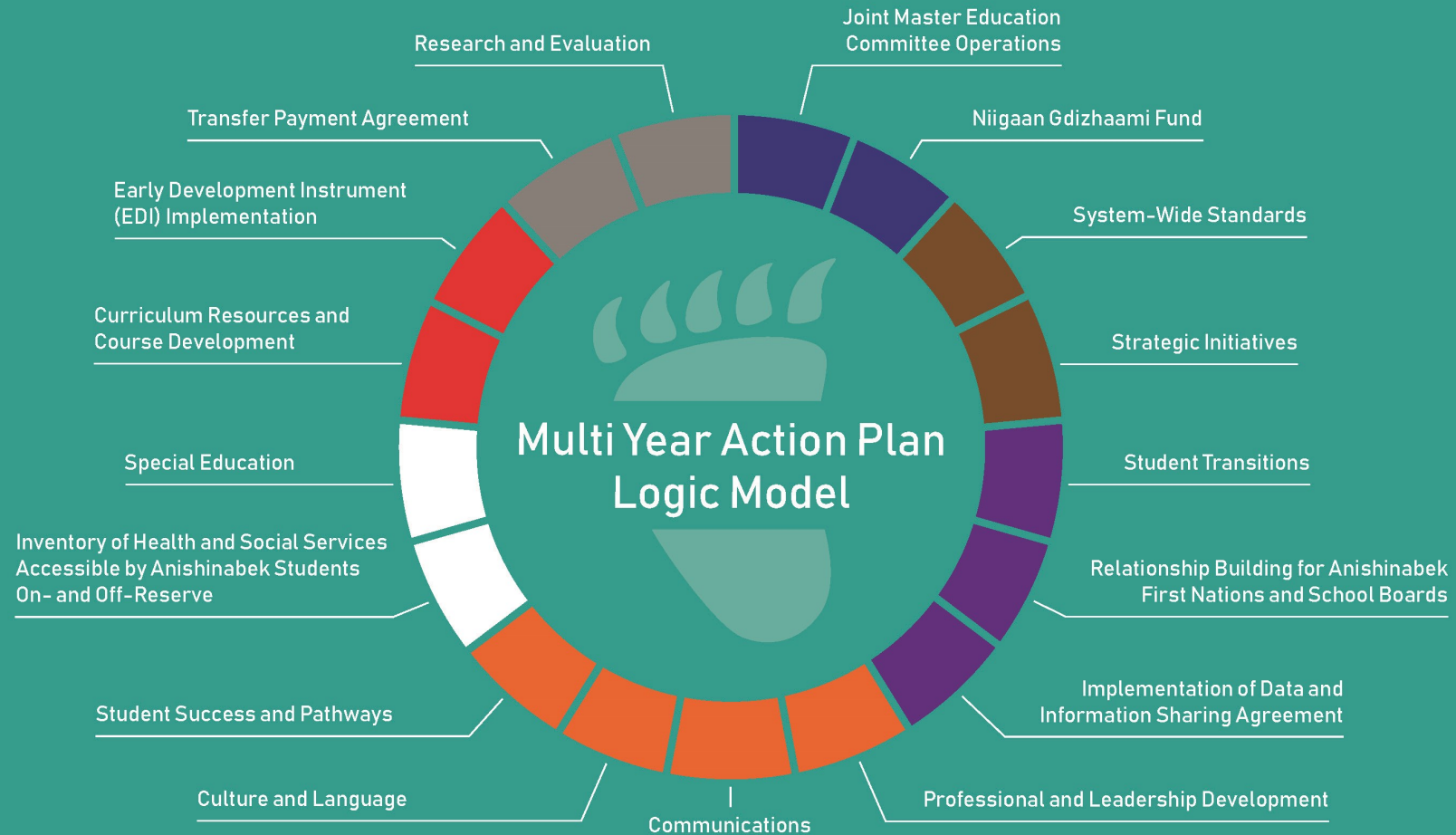
*"I've really enjoyed being connected and enjoyed learning."*

*"The thing that stood out to me for Youth Leadership is taking charge and being in the involved in the activities."*



*Secondary Student Leadership Cycle of Learning and Engagement*





## TRADITIONAL ANISHINABEK GOVERNANCE CLAN SYSTEM

### TURTLE CLAN: LAW MAKERS

The Turtle Clan are the healers, and have knowledge of medicine and give advice. The Turtle Clan helps with decisions if there is a disagreement between the clans.

### LOON CLAN: INTERNAL

The loon dives and sees the happenings inside the water. The Loon Clan are known as the Inside Chief as they are responsible for settling disputes and issues within their community.

### CRANE CLAN: EXTERNAL

The Crane stands in the water observing the world above the water line. The Crane observes the outside world and is known as the Outside Chief. The Outside Chief is responsible for negotiation with people from other communities (Nation-to-Nation).

### DEER CLAN: SOCIAL

The Deer/Hoof Clan are known for their kindness, gentleness and soft spoken nature. The Deer/Hoof Clan are responsible for the social aspects of the community including ceremonies and celebrations.

### BEAR CLAN: HEALTH

The Bear Clan is responsible for protecting their people to ensure the safety of the gentler clans inside the community. The Bear Clan are also the medicine people. They know the healing ways of plants.

### EAGLE CLAN: EDUCATION

The Eagle Clan, also known as the Bird Clan, are known to be the closest to the Creator as they are part of the sky world. The Eagle Clan are the keepers of knowledge and responsible for spreading seeds of knowledge.

### MARTEN CLAN: ECONOMIC DEV.

The Marten Clan are the warriors and builders within their community, as well as good hunters and providers. The Marten Clan became known as master strategists in planning the defense of their people. They also adopt people who don't know which clan they belong to.

## **Key Messaging from the Joint Master Education Agreement Committee**

**Quarterly report for the period ending June 30, 2021**

### **Celebrating, Learning, and Sharing**

The Niigaan Gdizhaami Forum was a four-day online event with 18 unique speakers, 13 sessions, and a peak of 127 attendees. The topics selected for focus at this event were intended to inspire, to reaffirm the important aspects of the development of the Anishinabek Education System (AES), and to invite engagement and the sharing of thoughts. Discussions on the integrated evaluation component of all Multi-Year Action Plan project work reinforced the Learning As We Go approach, which ensures that system successes, as linked to student success, are always at the forefront. Key speakers reminded participants of the possibilities that dreams, combined with careful planning, can afford in the pathways that lead to success and well-being as defined by Anishinabek. Despite the virtual format, community and school board partners were able to contribute and share in ways that will help the work going forward.

### **Anishinabek Education System Standards**

The KEB is in the process of articulating system-wide education standards for the AES. The Standards that will be further defined and reviewed are identified in s.7.11 of the MEA. Participating First Nations, the KEB, and the Ministry of Education are collaborating on the ongoing alignment of system-wide standards and processes, in respect of s.7.10 of the MEA. Other professional bodies may be engaged to support the development of the Standards statements which will be based on possible practices and partnerships. For example, the Ontario College of Teachers may be a valuable partner. While the primary focus of the Standards statements is to ensure that the system prepares Anishinabek students to know about Anishinaabe and traditional ways, it is important to also consider alignment that promotes transferability of Anishinabek students.

The Standards will address, among other things:

- the preparation of Anishinabek citizens for success through the provision of quality education;
- the delivery of Anishinaabe and English language programs where students have the opportunity to become fluent in Anishinaabemowin;
- the imparting of knowledge of the Anishinabek culture and history at the same time as knowledge of Euro-Canadian culture and history;
- the preparation of Anishinabek youth to realize their potential related to lifetime responsibilities in the areas of employment, family life, and recreation;
- the importance of respecting local First Nation autonomy in the development and delivery of education programs and services;
- the involvement of parents, Language Speakers, and Elders in all aspects of the development and delivery of education programs and services; and,
- the collaboration with provincial school boards to ensure Anishinabek educational standards are respected and reflected in the provincial schools.