



Niigaan Gdizhaami

"We are Moving Forward Together"



Anishinabek Education System
Annual Forum Report

February 26-27, 2018

Toronto, Ontario



Anishinabek Education System Conference

Niigaan Gdizhaami – We are Moving Forward Together

Feb 26-27, 2018 | Toronto, Ontario

ACKNOWLEDGEMENTS

The Union of Ontario Indians Restoration of Jurisdiction Department and Kinoomaadziwin Education Body wish to acknowledge the support of Indigenous and Northern Affairs Canada and the Ontario Ministry of Education, as well as all the staff who contributed to making this annual conference a success.

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Message from the Kinoomaadziwin Education Body

Kelly Crawford - Director of Education

Aanii Kina Wiya!

I would like to welcome everyone to the Niigaan Gdzaami – We Are Moving Forward Together Forum 2018. We would like to acknowledge that we are gathered on the ancestral and treaty lands of the Mississaugas of the New Credit First Nation, of the Anishinabek peoples. We are grateful to them for sharing these lands for our mutual benefit.



Chi-miigwech to our Elder for the sunrise ceremony this morning and for starting us off in a good way. And finally, welcome to all the participants! It is great to see participants from our communities, the province and the federal government. This is the first year that the forum has included youth participants. I want to welcome each and every one of you and say miigwech for bringing your voice to the table.

Over the next few days, we have the unique opportunity to build our relationships and share our experiences with the goal of supporting student success and well-being. This forum is intended to provide a place to share information on the implementation of the Anishinabek Nation Education Agreement (ANEA) and the Master Education Agreement (MEA). We hope that this opportunity allows participants to provide input and learn about educational initiatives and best practices. This year, we are excited to hear from our Anishinabek youth on their priorities and needs, and we look forward to developing a plan together.

Miigwech!



Message from Youth

Quinn Meawasige - Anishinabek Nation Male Youth Representative

Aanii Kina Wiya! I am so glad to be part of the Niigaan Gdizhaami forum as a youth representative for the Anishinabek Nation.

The Anishinabek Education System is finally within our sights! To be able to learn in our own way, as Anishinaabe, is so exciting. This will bring so many new opportunities for learning, and even some old ways of learning.



Our youth know where they need support in our education system. They need support that is consistent, because education doesn't just happen in our schools, it also happens in our communities and in our homes. We are so unique in our ways of learning.

Our young people know the importance of language and culture, learning from the land and building relationships with Elders. In order for youth to access these important things, they need to be available in our school system and in our communities. They need to be able to learn in safe and welcoming environments. And they need to see themselves being properly represented in their environments.

The Anishinabek Education System has the ability to offer so many great things to our youth, and in turn, our students will be able to use this strong foundation to help them succeed in school and beyond.

Aho!



Message from Ontario

Message from Mitzie Hunter
Minister of Education

I am honoured to take part in the third annual forum of Niigaan Gdizhaami – We Are Moving Forward Together. It is inspiring to see first-hand the incredible work being done, as we prepare for the official launch of the Anishinabek Education System on April 1, 2018.

With the signing of the Master Education Agreement, the partnership between the Anishinabek First Nations and Ontario has been solidified into a new relationship – a Nation-to-Nation relationship. This relationship will be crucial as we move into this new phase of implementation.



On behalf of the province, I want to say that we are committed to strengthening this relationship, as we work together to support the well-being and achievement of Anishinabek students.

Today, I am mindful of the partnerships we've forged with school boards, educators and community organizations. With the passing of Bill C-61, the Anishinabek Education System will go live on April 1, 2018. Soon, students will have new opportunities to continue to learn, grow and reach their full potential, in a system that reflects their culture, identity and history.

As we look ahead, there is much to be excited about. This truly is a historic moment and I am so glad to share in it with you!

Message from Canada

Carolyn Bennett
Minister of Crown-Indigenous Relations
Indigenous and Northern Affairs Canada

I'd like to extend my best wishes to everyone in attendance at the Niigaan Gdizhaami – We Are Moving Forward Together forum.

As you all prepare for the tremendous responsibility of establishing the first self-governing education system in Ontario, know that you are supported by the incredibly strong partnership between the Anishinabek Nation, Canada and Ontario.

The Anishinabek Education System is an example of the importance of partnership, in achieving our shared goal of the empowerment, education and development of your youth and future leaders.

All of us, governments, nations and individuals, need to work together to realize a better tomorrow for First Nations youth. Youth are full of energy, innovation and optimism. It's up to all of us to listen to them. They want to be competent on the land and the water, fluent speakers of their language, and proud of their traditions and cultures. They want to be able to walk in both worlds.

The Anishinabek Education System and the Kinoomaadziwin Education Body are moving forward, breaking new ground and setting the path for the future of education for Anishinabek Nations.

Every young person has the potential to achieve greatness, to achieve one's true potential, and to make significant contributions to creating a strong society, together.

I look forward to the next steps going forward. The work you are doing is having a tremendous impact and you are all inspirations.

Thank you – Miigwech - Merci



Introduction

The third annual Niigaan Gdizhaami – We are Moving Forward Together forum was held on February 27 and 28, 2018 in Toronto, Ontario. It was the last forum held before the official launch of the Anishinabek Education System on April 1, 2018. It was also the first forum that Anishinabek youth formally participated in, together with representatives from the 23 Anishinabek First Nations, the Kinooaadziwin Education Body, the Ministry of Education for the Province of Ontario, Ontario District School Boards and Canada.

The objectives of the forum included:

- sharing information on what has been negotiated between the Anishinabek First Nations and Canada in the Anishinabek Nation Education Agreement, and between the Anishinabek First Nations, the Kinooaadziwin Education Body and Ontario in the Master Education Agreement;
- seeking input from the participants on the draft Education Services Agreements Guidelines;
- providing an opportunity for participants to learn about educational initiatives in the areas of reconciliation, special education, student well-being and parent/community engagement, through a series of workshop presentations;
- hearing from Anishinabek youth on their educational priorities and needs; and
- supporting Anishinabek First Nations and Ontario District School Boards to develop regional educational priorities.

While the Participating First Nations, the Kinooaadziwin Education, the Ministry of Education, Ontario District School Board and federal representatives worked through an agenda, the Anishinabek youth representing 23 Anishinabek First Nations attended their own two-day forum.

This was the first forum in which Anishinabek First Nations, Ministry of Education, Ontario District School Board and representatives from Canada worked together with Anishinabek youth to identify educational priorities that are meaningful to the youth and that would support their success and well-being through education.

This report provides a summary of events for the 2018 Niigaan Gdizhaami – We are Moving Forward Together forum. Attached as Appendix A to this report is a copy of the agenda for the forum. Appendix B sets out the questions and answers from the forum. Appendix C includes a list of the forum materials that may be found at <http://aes-keb.com/publications>.

“Thank you for a well organized, useful, informative two days! Looking forward to moving forward.”



Overview of the Anishinabek Education System (AES)

Kelly Crawford

Director of Education for the Kinnoomaadziwin Education Body

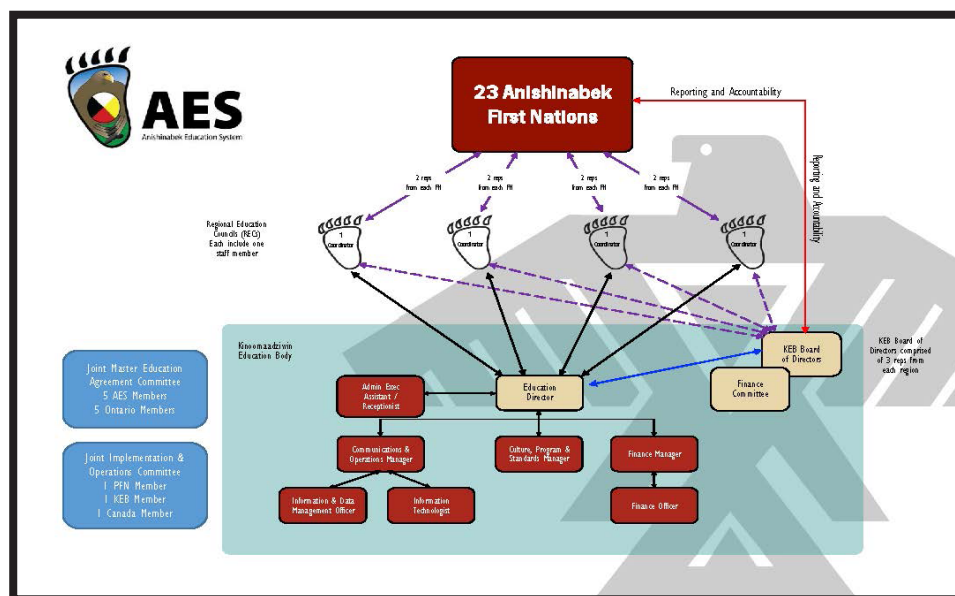
The Anishinabek Education System is comprised of the 23 Anishinabek First Nations that ratified the Anishinabek Nation Education Agreement and are now self-governing in education. These 23 First Nations are organized into four Regional Education Councils (RECs).

The RECs provide opportunities for the First Nations to network, to address regional education priorities, and to work with the Ontario District School Boards in the region. The RECs operate under the authority of the First Nations and the Kinnoomaadziwin Education Body (KEB).

The KEB is central education authority that supports the First Nations in addressing their educational priorities and overseeing the establishment and operations of the Anishinabek Education System. The KEB has a 12-member Board of Directors that is comprised of 3 representatives from the each of the four RECs.

The executive of the KEB's Board of Directors includes Catherine Pawis (Chair), Lisa Michano (Co-Chair), Lauri Hoeg (Treasurer) and Evelyn Ball (Secretary). The KEB board at large includes Elaine Stewart, David Shawanda, Janice Cada, Judy Desmoulin, Marianna Couchie, Nichole King, Vicki Ware and Jeanne Naponse.

The organizational chart for the AES, including the staff at the KEB, is set out below.



During this presentation, Kelly Crawford highlighted the REC meetings in November and December 2017. Representatives from the AES First Nations and Ontario District School Boards came together on the following dates and locations to identify common needs and priorities:

- November 29, 2017 – Thunder Bay for REC #1
- December 12, 2017 – North Bay for REC #3
- December 13, 2017 – Sudbury for REC #2
- December 20, 2017 – Barrie for REC #4

Regular regional meetings for the AES First Nations and the Ontario District School Boards will occur each fall.

Implementation of the Anishinabek Nation Education Agreement and the Master Education Agreement

Tracey O'Donnell, Negotiator for the Anishinabek Nation
Murray Pridham, Negotiator for Canada
Jay Kaufman, Negotiator for Ontario

The negotiators provided an overview on the implementation of the Anishinabek Nation Education Agreement (ANEA) between the Anishinabek First Nations and Canada and the Master Education Agreement (MEA) between Anishinabek First Nations and Ontario.

Tracey O'Donnell identified the Anishinabek Nation's goals in negotiating the agreements and highlighted the structures and relationships that have been put in place to implement each of the agreements. These include the:

- Implementation and Operations Committee (IOC) comprised of one representative for the Anishinabek First Nations, one for the KEB and one for Canada. This committee is responsible for overseeing the implementation of the ANEA, the Education Fiscal Transfer Agreement and the Education Implementation Plan; and,
- Joint Master Education Agreement Committee (JMEAC) comprised of one representative from each of the 4 RECs, one KEB representative and 5 representatives from the Ministry of Education. This Committee is responsible for overseeing activities associated with the MEA, including the Multi-Year Action Plan, and the Data and Information Sharing Agreement.

The KEB, Ontario and Canada have entered into a Tripartite Memorandum of Understanding to continue collaborating on the implementation of the AES.

Murray Pridham, negotiator for Canada, reviewed the mandate of the Implementation and Operations Committee, noting that responsibility for the ANEA at the federal level has shifted to INAC's self-government Implementation Branch and that the work of the IOC would be particularly intense as the Anishinabek Education System got itself up and running.

As the negotiator for Ontario, Jay Kaufman presented an overview of the Multi-Year Action Plan (MYAP) with Tracey O'Donnell. The MYAP is a three-year plan agreed to by the KEB, on behalf of the Anishinabek Education System, and the Ministry of Education (EDU). The plan identifies:

- projects and activities to be undertaken that will fulfill the objectives of the Master Education Agreement;
- parties that will participate in the completion of those activities;
- timeframe for the start of those activities;
- deliverables and outputs associated with those activities;
- outcomes and impacts associated with the project; and
- funding source and resources required to support those activities.

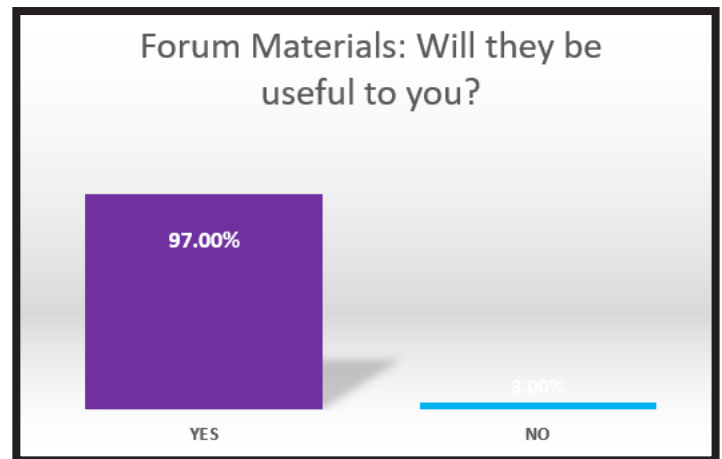
For the complete PowerPoint presentation on the Overview of the Anishinabek Education System and the Implementation of the ANEA and MEA, please visit <http://aes-keb.com/publications>.

Master Education Agreement: Education Services Agreement Guidelines

The ESA Guidelines were developed with the support of a joint working group comprised of representatives from the Anishinabek First Nations, Ontario District School Boards, the Ministry of Education and Canada. These guidelines apply to ESAs between AES First Nations and the associated School Boards. They set out the scope, activities and processes that AES First Nations and School Boards should consider in developing student-focussed ESAs and an education partnership that supports Anishinabek student success and well-being.

These guidelines do not include Reverse Education Services Agreements that cover students who reside off-reserve and attend school on-reserve.

The Guidelines were brought forward to the 2018 forum for review and input by the forum participants. The general response to the draft guidelines was favourable. Issues brought to the forefront included:



- ensuring that ESA discussions are guided by Anishinabek teachings and traditional principles;
- knowledge of the ESA negotiation and implementation process needs to be carried on and communicated effectively, even when there are changes to personnel within the Parties;
- First Nation Advisory Circles are valuable;
- the recognition of student participation in community and/or cultural events is integral in their learning and in having related absences granted without penalty;
- land-based learning is to be recognized as one of the principles of education for Anishinabek students and there should be credits around land-based learning;
- the importance of enhancing existing instructional and assessment methods and materials with those that are appropriate for First Nation learners;
- considering the inclusion of student trustees in the process – for facilitating the learning of rights and to support leadership;
- naming a First Nation Liaison where there is no trustee – this may be a valuable support;
- the critical importance of addressing the barriers to having First Nation teachers, Educational Assistants, and other professionals and paraprofessionals present and working with Anishinabek pupils in schools of Ontario District School Boards;
- special services provided for students may include First Nation student advisors in schools, additional staff funded through a First Nation job creation program, and possibly support personnel to work alongside the Board Mental Health Worker(s);
- a sample template ESA is required to support the implementation of the ESA Guidelines;
- the Guidelines should be implemented and then evaluated after the period of a year; and
- reverse tuition guidelines are needed.

For more information on the Education Services Agreements Guidelines, please visit <http://aes-keb.com/publications>.

Keynote: Moving Toward Reconciliation

George Couchie, Redtail Hawk Training & Consulting

The founder of Redtail Hawk Training & Consulting, George Couchie is a citizen of Nipissing First Nation and a former police officer. His dedication to youth engagement and Indigenous awareness training has earned him many distinctions and accolades over the years.

In his keynote address to forum participants, George touched on the following topics:

- the powerful effects of land-based learning among youth;
- the importance of knowing and understanding Anishinaabe history;
- building essential skills in youth that drive social change;
- developing workshops for healing and teaching;
- Walking the Path – a program for youth engagement and empowerment; and
- Walking the Path – how strategies are being implemented in Ontario's K-12 curriculum.



George Couchie's complete PowerPoint presentation can be viewed at <http://aes-keb.com/publications>.

Overview of Day One Workshops

On Day One of the forum, four different workshops were conducted twice in the afternoon. Each workshop featured a combination of presentations, activities, question and answer periods, and group discussions. Below are the workshop summaries, as well as the feedback collected from participants.

Workshop #1 - Moving Toward Reconciliation - Andy Garrow, Roslyn Bowness, Amanda Mathias-Mizzi

The Truth and Reconciliation Commission Call to Action number 62.1, urges each province to “make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.” Workshop #1 offered a panel presentation that provided information on what reconciliation looks like in the elementary and high school setting.

“I enjoyed the breakout sessions and time to connect with my First Nations partners.”

Participant Feedback:

- We need to start the conversation, listen, be prepared to act.
- Try to ensure that Ontario District School Boards are listening to the First Nation partners.
- Include youth.
- Include everyone in the journey.
- Make room for curriculum considerations.

Workshop #2 – Special Education: Best Practices – Elizabeth Bigwin

The Special Education workshop shared information and best practices, regarding quality education programs, supports and services to First Nation students requiring special education supports.

Participant Feedback

- Make cultural connections.
- Create safe spaces, influences of language; student support workers.
- Need collaboration with social services.
- Allow for experiential learning.
- Make school relevant to Anishinabek students.
- Assessments should be participatory and relevant.

Workshop #3 – Student Well-Being – Nancy Young & Susan Gordon

The focus of the Student Well-Being workshop was to share information on measurement tools and work being done to support students as a whole person. In addition to academic achievement, the workshop emphasized the importance of cognitive, emotional, social and physical well-being among students.

Participant Feedback

- We need measurement tools – existing (Aniish Naa Gegii).
- Incorporate culture, language, student voice, land-based learning.
- Systemic change is required to affect change.
- Need responsive systems – staff who are knowledgeable, supportive, and take action.
- Sharing of student knowledge through their voices is impactful – this should be linked to the measurement tool.
- Must share responsibility in addressing student needs.
- Everything should be connected.

Workshop #4 – Parent and Community Engagement –Colleen Sheriff & Sandy Yep

Parents and First Nation communities can make significant positive contributions to support teachers, principals, schools and Ontario District School Boards in the education of Anishinabek students. The panelists in workshop #4 shared their experiences regarding First Nation parent and community engagement.

Participant Feedback

- Communication and understanding of the work that needed to be done.
- Building relationships and connections to parents in the community – daily face-to-face connection; mindfulness of effective communication, i.e. when the parents are available.
- Build on existing supports.
- Land-based learning and experiential learning.

The Importance of Anishinabek Language and Culture

Keynote Speaker: Alan Corbiere

Alan Ojiig Corbiere, Bne doodemid (Ruffed Grouse clan), is an Anishinabe from M'Chigeeng First Nation, on Manitoulin Island. As a local Indigenous language champion and expert, Alan honestly and practically spoke about language and culture revitalization. His presentation to forum participants focused on the following language-related topics:

- the importance of Anishinaabe identity;
- traditional clan governance systems;
- using local resources;
- recording Elders; and
- understanding orthographies and writing systems.

Alan Corbiere's complete PowerPoint presentation on the importance of traditional language in education, can be viewed at <http://aes-keb.com/publications>.



Research and Evaluation

Tracey O'Donnell, Negotiator for the Anishinabek Nation
Jay Kaufman, Negotiator for Ontario

The negotiators for the Anishinabek Nation and Ontario presented an overview of the KEB and Ontario commitments to research and evaluation under the provisions of the MEA. Their presentation covered a summary of the Data and Information Sharing Agreement (DISA) between the KEB and Ontario.

The DISA enables the Parties to share education data for Anishinabek students who attend schools in the provincially-funded systems and the Anishinabek Education System, where consent has been provided. Examples of the specific datasets, and a schematic of how these datasets will flow between the KEB and Ontario was also presented.

Finally, the negotiators introduced the joint KEB-EDU Data, Research and Evaluation Committee (DREC) that will provide advice and technical support with respect to monitoring, evaluation, research and reporting to the Joint Master Education Agreement Committee.

Following the presentation, forum attendees were invited to provide their written feedback to the Parties on issues and themes for research and evaluation. The forum attendees suggested that:

- indicators of student success be extended beyond the familiar achievement-based EQAO, graduation and attendance rates to also include feelings about cultural and school environment safety;
- it is important to ensure all voices are heard throughout the research process, particularly parents/guardians and the local community who know the individual stories of students; and
- real-time sharing of data and actualized findings in terms of concrete recommendations, funding and resources is important.

Youth Presentation on Education Priorities

Anishinabek Youth gathered in their regional groups to identify their priorities in education. Each group then shared their priorities with the main plenary. The following is a list of summative youth priorities from all four Regional Education Councils.

Regional Educational Council #1

- Respect for the Environment
- Outdoor recreational centres
- Youth involvement, Youth Council, Youth initiatives
- Youth and Elder relationships
- More support from the band
- More cultural awareness
- Stop the division of on and off-reserve students
- More programming for community
- Lunch Program
- Better relationship with neighbouring communities and First Nations
- Access to resources for special needs children
- More community and youth informants
- Bring back traditional sports
- Access to afterschool programs (clubs, groups, committees, etc)
- Anishinaabemowin immersion school
- More high school courses to learn the language in grade 11/12 /U
- More Indigenous teachers in Provincial schools
- More equipped high school courses on the history in 11/12/U
- Courses on Anishinabek Politics: courses
- More ceremonies
- Adult Classrooms (Life skills)

Regional Educational Council #2

Outdoor Infrastructure & Activities

- Indoor/outdoor culinary
- Harvesting foods/community gardens
- Bush camps (trapping, syrup making)
- Outdoor survival skills
- Fishing and outdoor yoga

Educational Support

- More funding
- Chief and Council support
- Friends and family
- Peer-to-peer

Cultural Teachings

- Sweat lodges, teepees, fasting
- Visit other communities within the Nation
- Stronger relationship with the Elders
- Traditional activities
- Summer cultural camp (1 month)

Other

- Rec Centre
- Save Haven
- Regional Powwow for students in different First Nations

Regional Education Council #3

- Ojibwe immersion!
- Indigenous-based clubs, games, courses, curriculum, school trips, events, foods, projects
- Truthful Indigenous content in Canadian history
- Morning smudging routine
- Culture room in schools
- More language teachers
- More Anishinaabemowin, less English
- Exposure to traditional skills
- Land-based learning
- More information sessions for non-Indigenous relations
- Ojibwe the same priority as French
- Indigenous motivational speakers and role models
- Cultural training for teachers
- More connection to guidance councillors
- Offer different learning styles
- More Indigenous arts
- More involvement with Elders and story tellers
- Late night bus

Regional Education Council #4

- Immersion schools and opportunities
- Transition programs/services/supports from elementary to secondary
- Cultural resource room (archives/history/culture)
- Transportation and access to different schools/programs/sports/recreation
- Outdoor education programs: canoes, kayaks, medicine walks
- Feeling of isolation: having to leave the rez for everything
- Qualified teachers with cultural competency
- Job opportunities throughout school year
- Qualified NSL teachers who are fluent language teachers
- Elder relationships and learning
- Life skills



First Nations Education Steering Committee British Columbia

Keynote Speaker: Jan Haugen

Jan Haugen is the Manager of Executive Services for the First Nations Education Steering Committee (FNEC). She is N'lakapamux, a member of the Lytton First Nation.

Jan works closely with FNEC's Executive Director and the FNEC Board to implement activities that support improved First Nation student achievement under the First Nations Education Jurisdiction Initiative and implementation of the Tripartite Education Framework Agreement. In her presentation, Jan discussed the process of developing British Columbia's First Nations Education System.



Jan's presentation focussed on the following topics:

- building partnerships with governments, First Nations leadership, and communities;
- establishing tripartite framework agreements and commitments;
- acknowledging the foundation of the education system;
- reporting on progress and evaluating academic successes; and
- funding protocols and reciprocal tuition agreements.

To view Jan Haugen's complete PowerPoint presentation, please visit <http://aes-keb.com/publications>.

Regional Discussions on the Youth Presentations and Joint Regional Education Priorities

All Regional Education Councils came together with their respective youth. They discussed joint priorities and participated in the creation of a Bear Paw activity. The joint priorities of each region are detailed below.

Regional Educational Council #1

- Think outside the box
- Continual revisit on \$ for allocation
- Concrete action on IL teachers
 - Recognition/qualifications (OCT/fluency)
 - Reclaim what was lost
 - Regulation process – equitable salary
 - Partnership and mentoring opportunities
- Transitions – provide cultural space (smudging) and support services at all levels
- Consider the use of Minnesota immersion program as a model for us
- Address “big” system challenges – listen to what youth are saying – creat positive images
- Opportunity to include the reality of situation

Regional Educational Council #2

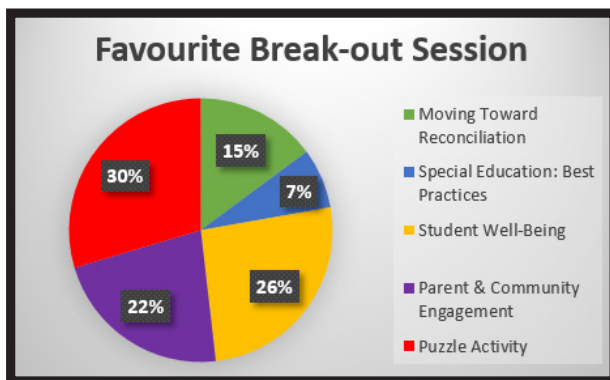
- Understand AES, MEA and reconciliation
- Engage & involve parents, students, communities
- Enhance existing programs and services
- Ensure regular conversation with school boards
- Develop Indigenous staffing formula
- Establish hiring qualifications (cultural needs)
- Lobbying
- Create joint committee for PFNs & ODSBs to meet quarterly and follow-up on forum priorities
- Find opportunities for partnership between PFNs and ODSBs
- Look at other schools, boards, communities for inspiration
- Additional resource people in schools
- Engage staff and community members in dialogue
- Express yourself in language so everyone understands its importance
- Support positive Indigenous images for students
- Keep youth voice alive through engagement
- Inter-PFN activities, teachings and ceremonies
- Start immersion programs in daycare
- Need support and promotion of Chief, Council, and community
- Consider alternative credits for Indigenous activities

Regional Education Council #3

- Maamwe Project – 69 corridor
- Culture-curriculum – existing program to be up dated – sharing the truth
- Develop tools for cross-cultural training
- Gr 1-8 should be expanded to K-12
- Establish a list of community resources
- Locally developed courses (cultural themes)
- Continually consult with youth
- Repository of language projects/programs needed for grade level implementation
- Implement the language, written and oral
- Create a communications strategy
- Provide opportunities for land connections
- Support Indigenous identity (name, land, song)
- Create safe spaces that support bimaadziwin

Regional Education Council #4

- Develop an Elders exchange: regionally based
- Consistent, sustainable cultural programming
- Establish relationships with Northern FN's
- Offer cultural activities – sugar bush, ricing camps, harvesting, water walks, medicine walks, etc.
- Integrate rites of passage in education – fasting, sweats, fire/water teachings
- Provide access to traditional ceremonies
- Find opportunities for language immersion
- Identify ways to secure additional funding and resources
- Develop a language strategy
- Implement Truth and Reconciliation in schools
- Implement treaty talks (civics courses)
- Include Indigenous content in history
- Measure health and well-being of students
- Be mindful of trauma (trauma-informed schools)



“The activity to finish the puzzle was invigorating!”

“Amazed by the youth and their words - very inspirational!”

Putting the Puzzle Together

Putting the Puzzle Together is an activity that brought the Anishinabek First Nation representatives, Anishinabek youth and the Ontario District School Board representatives together in four groups to decorate a blank puzzle piece. The groups represented each of the Regional Education Councils. To complete their puzzle pieces, each of the regions discussed the following four questions:



1. What can we do as a region to address the educational issues identified by the Anishinabek youth?
2. What other educational priorities do we need to address to enhance Anishinabek student success and well-being?
3. What images can we use to represent these priorities?
4. What images can we use to represent how will we work together?

After agreeing on their responses, the groups completed their puzzle pieces by decorating them with art supplies provided to their group. The four regional groups then presented their individual puzzle pieces to forum participants. The four pieces were joined together to form a puzzle in the shape of the AES bear paw logo.

Forum Reflections

Kinoomaadziwin Education Body

"I am grateful to each and every one of you for participating in this year's forum. It is inspirational to hear the very important conversations taking place. It is energizing to realize we have collective plans moving forward for our students.

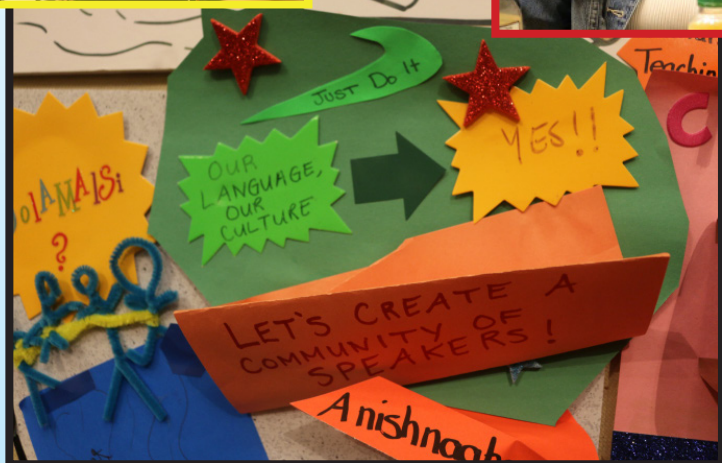
The youth participation was fantastic. It is clear that our youth know what they want for their future, and for the future of generations to come. One of the items they requested was for the truth to be told. That is very powerful.

Our youth are asking for a safe place, they are asking for transportation, they are asking for a connection to land, and they are asking for relationships to be built and maintained. Our youth are requesting the support of Aboriginal Wellness Workers, and they are asking for opportunities to be inspired by their own people. They are wanting of their language in a profound way, and they are longing for opportunities to experience relationships with our Elders.

What I hear, in listening to our youth speak, is that they're asking for the return of everything that has been taken away from them. They are asking us to do better. It's not a lot to ask.

I feel that collectively, we need to make a commitment to the youth in a lot of these areas, and I want to say Chi-miigwech to our youth for sharing so much with us."

Kelly Crawford
Director of Education



Appendix A - Agenda



Niigaan Gdizhaami – We are Moving Forward Together Forum
February 27th and 28th, 2018
Toronto, Toronto Airport Marriot - 901 Dixon Rd
Agenda

Tuesday, February 27th, 2018

7:00 am-4:00 pm

- | | |
|-------------------------|---|
| 7:00 a.m. | Sunrise Ceremony - Dixon Room |
| 8:00 a.m. to 8:30 a.m. | BREAKFAST BUFFET |
| 8:30 a.m. to 9:00 a.m. | Ngo Dwe Waanigizid Anishinaabe |
| | Welcoming Remarks <ul style="list-style-type: none">• Kinoomaadziwin Education Body Chairperson, Catherine Pawis• Ontario, Hon. Indira Naidoo-Harris, Minister of Education• Canada, Hon. Carolyn Bennett, Minister of Crown-Indigenous Relations and Northern Affairs [video message]• Anishinabek Nation Youth Representative, Summer Fisher, Nipissing First Nation |
| 9:00 a.m. to 9:10 a.m. | Agenda Review, Kelly Crawford KEB and Taunya Paquette Ontario |
| 9:10 a.m. to 9:45 a.m. | Overview of the Anishinabek Education System, Kelly Crawford and Catherine Pawis <ul style="list-style-type: none">• Introduction of KEB Board of Directors and Staff• The Anishinabek Regional Education Councils• Summary of 2017 REC and School Board Meetings• AES organizational chart and map• Launch of the AES |
| 9:45 a.m. to 10:45 a.m. | Implementation of the Anishinabek Nation Education Agreement and the Master Education Agreement
Tracey O'Donnell, Anishinabek Nation; Murray Pridham, Canada; and Jay Kaufman, Ontario <ul style="list-style-type: none">• What was agreed to by the Anishinabek First Nations and Canada• What was agreed to by the Anishinabek First Nations and Ontario• Implementation of the Agreements<ul style="list-style-type: none">i. The Multi-Year Action Plan, the KEB and Ontario |

10:45 a.m. to 11:00 a.m. **HEALTH BREAK**

11:00 p.m. to 12:15 p.m. Draft MEA Education Services Agreement Guidelines
MEA ESA Working Group - Bryon Brisard and Kelly Crawford

- Presentation
- Breakout Sessions

REC 1	REC 2	REC 3	REC 4
Salon A	Alberta	Plenary Room	Dixon

12:15 p.m. to 1:15 p.m. **LUNCH BUFFET**

12:45 p.m. to 1:15 p.m. **Keynote Speaker: George Couchie**
Moving Toward Reconciliation

1:15 p.m. to 2:30 p.m. Workshops

	Breakout #1 Moving Toward Reconciliation	Breakout #2 Special Education: Best Practices	Breakout # 3 Student Well-Being	Breakout #4 Parent and Community Engagement
Room	Plenary Room	Salon A	Alberta	Dixon
45 min.	Panel Presentation	Panel Presentation	Panel Presentation	Panel Presentation
30 min.	Dialogue on shared perspectives and priorities	Dialogue on shared perspectives and priorities	Dialogue on shared perspectives and priorities	Dialogue on shared perspectives and priorities

2:30 p.m. to 2:45 p.m. **HEALTH BREAK**

2:45 p.m. to 4:00 p.m. Workshops

	Breakout #1 Moving Toward Reconciliation	Breakout #2 Special Education: Best Practices	Breakout # 3 Student Well-Being	Breakout #4 Parent and Community Engagement
Room	Plenary Room	Salon A	Alberta	Dixon
45 min.	Panel Presentation	Panel Presentation	Panel Presentation	Panel Presentation
30 min.	Dialogue on shared perspectives and priorities	Dialogue on shared perspectives and priorities	Dialogue on shared perspectives and priorities	Dialogue on shared perspectives and priorities

4:00 p.m. to 4:30 p.m. Wrap-up, Co-Chairs

6:00 p.m. **DINNER**

Wednesday, February 28th

7:00 am - 4:00 pm

7:00 a.m.	Sunrise Ceremony - Dixon Room
8:00 a.m. to 8:30 a.m.	BREAKFAST BUFFET
8:30 a.m. to 9:00 a.m.	Keynote Speaker: Alan Corbiere The importance of Anishinabek Language and Culture
9:00 a.m. to 9:30 a.m.	Recap of Day One and overview of Day Two agenda, Co-Chairs
9:30 a.m. to 10:15 a.m.	Research and Evaluation, Tracey O'Donnell and Jay Kaufman <ul style="list-style-type: none">• Presentation• Table Discussions
10:15 a.m. to 10:30 a.m.	HEALTH BREAK
10:30 a.m. to 12:00 p.m.	Youth Presentation on Education Priorities
12:00 p.m. to 1:00 p.m.	LUNCH BUFFET
12:30p.m. to 1:00 p.m.	Keynote Speaker: Jan Haugen First Nations Education Steering Committee (FNESC)
1:00 p.m. to 2:15 p.m.	Regional Discussions on the Youth Presentation and Joint Regional Education Priorities <ul style="list-style-type: none">• Breakout Sessions: Jigsaw Puzzle Activity

REC 1	REC 2	REC 3	REC 4
Quebec	Alberta	Plenary Room	Dixon

2:15 p.m. to 2:30 p.m.	HEALTH BREAK
2:30 p.m. to 3:15 p.m.	Putting the Puzzle Together <ul style="list-style-type: none">• Reports from the Regional Discussions
3:15 p.m. to 3:45 p.m.	Forum Reflections, Co-Chairs
3:45 p.m. to 4:00 p.m.	Closing

Appendix B - Questions and Answers

Are provincial schools responsible for collecting data where First Nation Indigenous students are from? (in their self-I.D. data)	<i>No. Provincial schools and district school boards are not responsible for collecting where First Nation students are from. Nothing changes for provincial schools in terms of what information they collect on First Nation students as a result of the implementation of the Anishinabek Nation Education Agreement or the Master Education Agreement. The Kinoomaadziwin Education Body and the Ministry of Education will collaborate on Anishinabek student information collection and sharing under a Data and Information Sharing Agreement that is effective as of April 1, 2018. This agreement does not affect provincial schools or school boards.</i>
What database system will be used to share data?	<i>The Kinoomaadziwin Education Body and the Ministry of Education will collaborate on Anishinabek student information collection and sharing under a Data and Information Sharing Agreement. This agreement sets out the rules in relation to data collection, storage and use. There are measures in place to protect personal information of students.</i>
What equipment upgrade will be needed at the community level for this system to be put in place?	<i>The Kinoomaadziwin Education Body is contacting the Anishinabek First Nations to determine their current hardware and software use, and to identify if any upgrades are required at the community level to implement the Anishinabek student data and information system.</i>
Use of technology consent, are we using Google for example, to create forms where families can electronically sign? (difficulties to get consent)	<i>The Kinoomaadziwin Education Body will work the Anishinabek First Nations to develop processes to secure the required consents from parents or guardians.</i>
Budget – with very little in the budget announced for education, how does this affect us?	<i>There is negotiated funding from Canada under the Education Fiscal Transfer Agreement and from Ontario under a Transfer Payment Agreement. These will support the implementation of the Anishinabek Education System (AES). The Anishinabek First Nations have secured education funding under those agreements for five years and three years, respectively. Budget 2016 contained investments to improve the quality of First Nations' education, with investments of \$2.6 billion over five years, starting in 2016–17, in primary and secondary education on-reserve. The Anishinabek Nation Education Fiscal Transfer Agreement includes the funding for the K-12 education programs and services that First Nations were previously accessing, as well as new investments in funding announced in Budget 2016 and 2017. Also, the Education Fiscal Transfer Agreement includes provisions pertaining to "General Funding Increases", which will ensure that the Participating First Nations will benefit from any new federal funding to the agreed-upon education programs and services.</i>

Will there be language provided for new consents to be used for two systems?	<i>The Anishinabek Education System has its own consent forms for parents/guardians and students to sign. These forms are only used in the Anishinabek Education System. The provincial system has its own consent forms and these are not impacted by the establishment and operation of the Anishinabek Education System.</i>
What efforts will be made at board levels to get consent?	<i>There is no requirement for Ontario District School Boards to seek consents for students in the Anishinabek Education System. The Anishinabek First Nations will seek consents for the students that are part of the AES. The Ontario District School Boards remain responsible for securing consents from parents/guardians/students that attend their schools.</i>
Who will determine the process?	<i>The Anishinabek Education System and the Ontario education system are separate parallel education systems operating in Ontario. Each system has its own respective processes regarding consents for the collection, storing and use of student information.</i>
Who is responsible for collecting AES student information, KEB or Ontario?	<i>The Kinoomaadziwin Education Body will collect student information for all students attending the on-reserve schools. The provincial schools and Ontario District School Boards will collect student information for all students attending their schools.</i>
The data collected around “suspensions” leads to what?	<i>Data collected by the respective school systems will be used for internal purposes. Any information sharing at the First Nation-District School Board level or the Kinoomaadziwin Education Body-Ministry of Education level will be governed by the agreements negotiated by those parties.</i>
Who is going to have access to this information?	<i>Student information can only be accessed by the parties that are authorized by the consent of parents/guardians and students.</i>

<p>How fast will the curriculum be implemented in schools after April 1, 2018?</p>	<p><i>The Anishinabek First Nations will continue to deliver the curriculum that is approved at the First Nation level. There is no new curriculum to be implemented on April 1, 2018.</i></p>
<p>REC Development – I see the KEB being comparable to the Ministry of Education and the RECs as Ministry of Education regional offices. How (or) will the AES establish the RECs and what are the plans for moving forward with this?</p>	<p><i>The Anishinabek Education System includes Regional Education Councils that are comprised of First Nations in geographic proximity to each other. The composition of the RECs was determined by the Anishinabek First Nations. A Regional Education Coordinator will be hired to support the First Nations in each region to identify and achieve regional education priorities. The RECs have been operational since 2011 with each of the regions meeting at least twice a year. The Anishinabek RECs have also been engaged in meetings with the Ontario District School Boards in their region. These meeting will continue as a forum for the First Nations and Ontario District School Boards to work collaboratively to support Anishinabek student success and well-being.</i></p>
<p>When a student is attending a provincial school and requires an educational assessment, the wait list in a provincial school is lengthy. How will the AES help to alleviate the assessment process? Funding?</p>	<p><i>The Anishinabek First Nations, the Kinoomaadziwin Education Body and the Ministry of Education representing the Province of Ontario signed the Master Education Agreement. Under this agreement, special education is a topic that the parties agreed to address. Special education, including the issue of assessments, is so important to the parties that they established a Special Education Committee to focus on addressing the challenges and opportunities to address special education issues, including assessments.</i></p>
<p>Would we be able to create a system of learning the trades? Anishinabek youth are very skilled using their hands and imagination. A school for Anishinabek youth to attend and achieve these credentials: plumbing, traditional cooking and baking, electrical, language, carpentry, sciences, landscaping etc.</p>	<p><i>Yes. Under the Anishinabek Education System, the First Nations have the authority to establish programs and services that meet the needs of their students and that prepare them for a good life.</i></p>

What if only one neighbouring First Nation is part of the AES and the other isn't and the students go to the same school? How would the AES deal with this difference?	<i>Each of the First Nations will still have tuition agreements with the Ontario District School Boards, and the First Nation students will continue to attend the provincial schools. There is not a difference at the school or board level for the students. The difference is that the Anishinabek First Nation is self-governing and part of a separate parallel education system operated by First Nations. The Anishinabek First Nation has the additional supports of the Regional Education Councils and the Kinoomaadziwin Education Body.</i>
Why did one of the first slides show 39 First Nations for the AES when 23 First Nations signed the Agreements?	<i>There are 39 First Nations that are part of the Anishinabek Nation and eligible to become part of the Anishinabek Education System. To date, 23 First Nations have decided to become part of the Anishinabek Education System. The agreement allows for more First Nations to sign on at a time of their choosing.</i>
What is the AES going to do in regards to the segregation between on and off-reserve?	<i>The Anishinabek Education System works to support Anishinabek student success and well-being for Anishinabek students whether they live on-reserve or off-reserve. The Anishinabek First Nations have signed the education self-government agreement with Canada that addresses education on-reserve and the Master Education Agreement with Ontario that addresses educational issues for Anishinabek students attending off-reserve schools.</i>
How is the AES going to support off-reserve students?	<i>The Anishinabek First Nations and the Kinoomaadziwin Education Body signed a Master Education Agreement with the Province of Ontario. This agreement identified a number of educational issues that the parties will address in a cooperative and collaborative way, in order to support Anishinabek student success and well-being. Some of the initiatives that are being undertaken to support Anishinabek students off-reserve include a graduation coach initiative, introducing measures to assess student well-being and ensuring that students in need receive the supports they require. There is also a special education committee to review and address priorities, among other things.</i>
For special education does/can the AES utilize Jordan's Principle for assessments, EAs, etc.?	<i>Jordan's Principle and the funding offered by Canada may be available for assessments but this funding is not a long-term solution. The KEB will work with the First Nations to ensure that First Nation student needs are addressed.</i>

Does the AES bypass INAC? If so, does that mean more funding for AES communities?	<i>The Anishinabek Education System operates under First Nation jurisdiction and it is not governed by Federal or Provincial laws. There is more funding for education for the Anishinabek First Nations that are part of the Anishinabek Education System than there are for other First Nations in the Province of Ontario. The Anishinabek First Nations negotiated for additional funding from Canada to operate the education system. In addition, the Anishinabek First Nations are signatory to the Master Education Agreement under which the Province of Ontario agreed to provide funding to support the implementation of the Master Education Agreement. This is new funding.</i>
How does the Implementations and Operations Committee work with the First Nations? Or do they?	<i>The Implementation and Operations Committee is a joint committee consisting of one representative appointed by the Participating First Nations, one appointed by the Kinoomaadziwin Education Body and one appointed by Canada. This committee oversees the implementation of the Anishinabek Nation Education Agreement with Canada. The two representatives appointed by the First Nations and the KEB will work together with the First Nations to ensure that the First Nation issues related to the implementation of the ANEA are addressed.</i>
Are there any definitions, policies, procedures, and guiding principles for the AES?	<i>The Kinoomaadziwin Education Body is governed by its by-laws and constitution. The KEB is establishing policies and procedures that govern the operation of the AES. The AES has a vision statement and mission statements. These govern the operations of the system and set out the high-level goals for the education system.</i>
Are we required to follow the existing guidelines or directives for post-secondary?	<i>Yes. The Anishinabek First Nations must use post-secondary education funding for post-secondary education. The First Nation has discretion on how to allocate the funding, as long as it is used to support education after Grade 12.</i>
Can we define what we consider to be post-secondary?	<i>Post-secondary programs must be education and training programs after Grade 12.</i>
Is the funding totally at our discretion? Can we get confirmation in writing?	<i>The Anishinabek Nation Education Agreement and the Education Fiscal Transfer Agreement address post-secondary education. These agreements are in writing and were signed by the Anishinabek First Nations and the Government of Canada.</i>

Appendix C - Supporting Documents & Links

The following list of supporting forum materials is available for viewing on the Kinoomaadziwin Education Body website, at <http://aes-keb.com/publications>.

1. Ngo Dwe Waangizid Anishinaabe
2. Agenda
3. Bios for Co-Chairs and Speakers
4. Report from February Forum Report 2017
5. KEB Board and Officers Information Sheet
6. KEB Staff Information Sheet
7. AES map and organizational chart
8. REC Summary Sheet
9. AES Educational Landscape
10. Summary of 2017 REC and School Board Meetings
11. Summary of the Education Implementation Plan
12. Summary of the MYAP
13. Draft ESA Guidelines
14. Questions Sheet for ESA Guidelines Breakout Sessions
15. Summary sheet on Research and Evaluation
16. Template for feedback on Research and Evaluation
17. Explanation of the Puzzle Exercise
18. Any papers or ppts shared by the speakers and workshop panelists
 - a) Workshop #1
 - b) Workshop #2
 - c) Workshop #3
 - d) Workshop #4
 - e) Keynote Speaker Alan Corbiere
 - f) Keynote Speaker George Couchie
 - g) Keynote Speaker Jan Haugen
19. Plain language Master Education Agreement
20. Conference evaluation form

