



PARTNERSHIPS

Building Relationships Through Pedagogy

On January 24, 2025 the KEB and Ministry of Education co-hosted the annual Building Relationships Through Pedagogy event. This year the theme of the event was ‘Re-Imagining Our Classrooms’ and featured four virtual presentations sharing the innovative approaches to teaching and learning that go beyond the boundaries of traditional classroom settings.

This year the event featured presentations by:

- Paulette Wrightman: Increasing Student Self-Esteem and Identity on the Land
- Michelle O’Brien and Angeline King: Innovation Meets Tradition: Language and Culture Teaching in Virtual Reality
- Lise Kwekkeboom and Serena Benson: The 7th Fire Alternative School
- Niibin Kwe and John Naveau: The Sweatlodge and Cross-curricular Learning

Each of the presenters shared creative practices that have had an impact on student success. Participants were encouraged to pop in and out of presentations as their schedule allowed and at any given time there were over 100 participants tuned into the presentations.

Anushiik/ Miigwech to the presenters for sharing their work and encouraging participants to push the boundaries of their classrooms.

**Anushiik / Miigwech to everyone who was able to
join the Building Relationships Through Pedagogy
event this year!**

PARTNERSHIP OPPORTUNITIES

Kweji kinoomaagzidaa: Clan Teachings with Gordon Waindubence Jr

January 20, 2025
February 10, 2025

Data and Information Sharing Agreement Information Sessions

January 22, 2025
January 23, 2025

Building Relationships Through Pedagogy: Re-imagining Our Classrooms

January 26, 2025

Reporting Racism Tool Information Session

January 28, 2025

Virtual Speaker Series: Connor Lafortune

February 6, 2025

Niigaan Gdizhaami Forum

April 8th & 9th, 2025

Building Thinking Classrooms

February 24, 2025
March 3, 2025
March 17, 2025

Youth Council: Election Engagement Sessions

February 26, 2025
March 5, 2025

Language Teacher Professional Learning Circle

March 6, 2025

Addressing Anti-Indigenous Racism Education Session

March 26, 2025

Jordan's Principle Information Session

March 26, 2025

LOOKING FORWARD

Spring Regional Meetings

May 7th, 2025: Region 4
May 14th, 2025: Region 3
May 21st, 2025: Region 2
May 28th, 2025 Region 1



REGIONAL HIGHLIGHT

Region 2 - Whitefish River First Nation

In January 2025, a language-centered pilot project began at Shawanosowe School in Whitefish River First Nation. The goal of this pilot project is to infuse Anishinaabemowin across the curriculum and incorporate the language throughout the school day.

The pilot project is beginning with two classroom teachers from two grade levels at the school and is focusing on incorporating the language into numeracy, literacy and physical education teaching blocks. With weekly support from the KEB, the teachers have naturally incorporated Anishinaabemowin words and phrases into their teaching practice by replacing commonly used terms in places where students will understand their meaning.

Shifts in practice include:

- Words such as 'name', 'instructions', 'read', and 'write' have been replaced with the Anishinaabemowin word.
- Teachers introduce the use of words such as 'naasop' and 'gaawii naasop' to the learners without explanation by demonstrating 'it is the same' or 'not the same' to support understanding.
- Calling out basketball commands and skills during gym class in Anishinaabemowin.

Since the implementation of this pilot project, the teachers have become more confident to infuse the language into their classrooms and have normalized cross-curricular language learning. Moxa wulut / Nishin!





KINOOMAADZIWIN
EDUCATION BODY

WORKING TOGETHER TO SUPPORT
THE EDUCATIONAL JOURNEYS
OF ANISHINABEK STUDENTS

The Multi-Year Action Plan is a three-year work plan supporting the implementation of the Master Education Agreement. The Journey Map visual illustrates the relationship between the Multi-Year Action Plan and the traditional Anishinabek governance Dodemaag system. Each project in the Multi-Year Action Plan plays a role within this system.

At the center of the visual, an infinite sweetgrass braid symbolizes the relationship between the Participating First Nations of the Anishinabek Education System, the Kinooaadziwin Education Body, and the Ministry of Education. This relationship is the driving force behind the Master Education Agreement and the Multi-Year Action Plan. For students of the Anishinabek Education System, collaboration among these parties is integral to supporting their educational journeys and promoting their overall success and well-being.



To learn more about the 6 projects of the Multi-Year Action Plan, please click on the project titles or visit www.aes-keb.ca/MYAP

Relationships

Enhancing the collaboration among the parties to identify successful practices in education program and service delivery, promoting opportunities to foster family and community engagement, and continually developing the relationship between the Anishinabek Education System and Ontario.

Niigaan Gdizhaami Fund

The Niigaan Gdizhaami Fund supports and invests in community and joint projects and initiatives that are locally developed and advance the objectives of the Master Education Agreement.

Student Success & Wellness

The Master Education Agreement outlines a shared vision for student success and well-being, addressing physical, mental, emotional, and spiritual health. The project focuses on adapting and developing pathways and programs for student success and well-being that incorporate Anishinabek perspectives.

Data, Research and Evaluation

Establishing processes to align standards, collaborate with all parties, and monitor Anishinabek student achievement through data, research, and evaluation.



Special Education

The Special Education Program focuses on building and adapting existing guidelines, directives, and resources to address gaps and ensure alignment between the AES and the provincially funded education system. This is achieved through the development of culturally appropriate approaches, ongoing engagement, and collaborative professional development with partnering District School Boards.

Leadership & Professional Development

Professional development and leadership at all levels of the education system are foundational to student success and school effectiveness. This project works to develop collaborative learning opportunities that increase knowledge and understanding of bimaadziwin, kendaaswin, and the Anishinaabe language in Anishinabek First Nation and provincially funded schools.

TRADITIONAL ANISHINABEK GOVERNANCE CLAN SYSTEM



TURTLE CLAN: LAW MAKERS

The Turtle Clan are the healers, possessing knowledge of medicine and providing guidance. They also assist in resolving disagreements between the clans.



LOON CLAN: INTERNAL

The loon dives and observes the events beneath the water. The Loon Clan is 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 waterline. The crane watches the outside world and is known as the Outside Chief. The Outside Chief is responsible for negotiations with people from other communities (Nation-to-Nation).



DEER CLAN: SOCIAL

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



BEAR CLAN: HEALTH

The Bear Clan is responsible for protecting their people and ensuring the safety of the gentler clans within the community. The Bear Clan is also known as the medicine people, possessing knowledge of the healing properties of plants.



EAGLE CLAN: EDUCATION

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



MARTEN CLAN: ECONOMIC DEV.

The Marten Clan is known as the warriors and builders within their community, as well as skilled hunters and providers. The Marten Clan became renowned as master strategists in planning the defense of their people, and they also adopt individuals who do not know which clan they belong to.



Key Messaging from the Joint Master Education Agreement Committee

Quarterly Report for the period ending March 30, 2025.

Data and Information Sharing Agreement (DISA)

On January 22nd and 23rd, 2025 the KEB in partnership with the Education Analytics Branch of the Ministry of Education hosted Data and Information Sharing Agreement (DISA) information sessions for the Participating First Nations and partnering District School Boards.

At the information sessions, the DISA consent forms and data transfer process was reviewed to familiarize participants with the process and new digital consent form that has been developed.

In August 2024, the first analysis of the DISA dataset was shared with the Participating First Nations at the AES Annual General Meeting. The second dataset was transferred to the KEB in January 2025. With the support of the Education Analytics Branch, an analysis of this data set will be shared with the participants of the Niigaan Gdizhaami Forum on April 9, 2025 in Sault Ste Marie.

The dataset represents the achievement of students in the AES with signed DISA consent forms and provides the KEB with an overview of Anishinabek students educational outcomes in the provincially- funded system. As more consent forms are collected, this dataset provides more clarity on the achievement of Anishinabek students and how we can work collaboratively to support their continued success.

Niigaan Gdizhaami Fund

The KEB released the Call for Proposals for the Niigaan Gdizhaami Fund on April 9, 2025 for the 2025-2026 project year. Following the release of the Fund, Participating First Nations and partnering School Boards can submit applications for unique, collaborative, projects that will support student success and bimaadziwin.

The Niigaan Gdizhaami Fund is currently in its sixth year of implementation. During the 2023-2024 year, 24 projects were completed involving over 3000 students. There are currently 27 projects being supported by the Niigaan Gdizhaami Fund across the AES.

To view the Niigaan Gdizhaami Fund proposal template, sample proposal and fund guidelines, visit: <https://aes-keb.com/ng-fund/>

Proposals for the 2025-2026 Niigaan Gdizhaami Fund will be accepted until May 16, 2025.