



PARTNERSHIPS

Fall Regional Meetings

Throughout October and November, Fall Regional Meetings have taken place across the AES. These two-day hybrid meetings brought together members of Participating First Nations, partnering District School Boards, Ministry of Education representatives and KEB staff to network and discuss regional priorities.

The first day of each fall meeting is an opportunity for regional representatives from the Participating First Nations to meet with KEB staff to review new initiatives that are being developed, share ideas for future work and discuss regional priorities.

On the second day of the meetings, the PFN representatives and KEB staff are joined by members of the partnering District School Board and EDU. Together, each party updates on the work that they are doing to support student success and look forward to the collaborative work that can be done together.

Topics of discussion included:

- KEB Virtual Secondary School
- Transition Protocol
- Parent and Caregiver Special Education Modules

**Miigwech to everyone who was able to join
and share at the Fall Regional Meetings
this year!**



PARTNERSHIP OPPORTUNITIES

Fall Regional Meetings:

October 9th and 10th: Region 2
October 16th and 17th: Region 3
October 23rd and 24th: Region 4
November 6th and 7th: Region 1

Jordan's Principle Information Session

October 1st, 2024

Indigenous Language Teacher Professional Learning Circle

October 8th, 2024

Addressing Racism in Schools Virtual Presentation

October 30th, 2024

Learning Needs and Honoring the Gifts of Our Children

November 12th, 2024

REA Information Session

November 26th, 2024

Indigenous Language Teacher Professional Learning Circle

November 26th, 2024

Virtual Speaker Series: Ocean Cherneski

November 27th, 2024

Creating Culturally Respectful Individual Education Plans

December 10th, 2024

Virtual Speaker Series: Kelsey Borgford and Tessa Pizzale

December 17th, 2024

LOOKING FORWARD

Niigaan Gdzhaami Forum

April 8th & 9th, 2025

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

AES Youth Council: Virtual Speaker Series

On November 27th and December 17th, 2024, the AES Youth Council hosted the first two sessions of the Virtual Speaker Series. The Youth Speaker Series is an initiative developed by the Youth Council, who worked to plan, organize and then facilitate the sessions.

The Virtual Speaker Series showcases the achievements of inspiring Indigenous Youth from across the AES. The guests shared their passions, accomplishments and obstacles that they faced while pursuing their goals.

The first two sessions featured Youth from Bigtigong Nishnaabeg and Netmizaaggamig Nishnaabeg, Moose Cree First Nation and Nipissing. Each speaker highlighted the importance of their culture as a guide and source of inspiration for their work.

The sessions were hosted during the school day to allow classrooms from across the province the opportunity to tune into the live stream, or submit questions for the speakers to answer.

These engaging sessions were recorded and have been posted to the AES YouTube channel: @anishinabekeducationsystem5941

Watch the Virtual Speaker Series session
with Kelsey and Tessa here!



Anishinabek Education System Presents

VIRTUAL SPEAKER SERIES

The AES Youth Council invites you to tune into the Virtual Speaker Series featuring inspiring Indigenous Youth from across the AES to share their accomplishments and life story.

Hosted By

AES Youth Council

Special Guest

Ocean Cherneski

Ocean is an Anishinaabe Woodland artist from Bigtigong Nishnaabeg and Netmizaaggamig Nishnaabeg, who works with fashion, graphic art, and beadwork. Ocean will be joining the council to talk about her experience in fashion and design.

November 27th, 2024 2:00PM - 3:00PM

To register, and submit a question to Ocean, please complete the form below:
<https://forms.office.com/r/L31V74yNkv>



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Special Guests

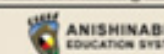
Kelsey Borgford & Tessa Pizzale

Kelsey Borgford is a Nipissing Nishnaabekwe from the Marten clan. She is an emerging author, passionate about utilizing writing as a tool to revitalize cultural connections.

Tessa Pizzale is a 23 year old Indigenous artist from Moose Factory, ON. She grew up in North Bay, ON and is currently going to Nipissing University for her Bachelor of Fine Arts.

December 17th, 2024 2:00PM - 3:00PM

To register, and submit a question to Kelsey and Tessa, please complete the form below:
<https://forms.office.com/r/gF4ptn6BPn>







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 KinooMaadziwin 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

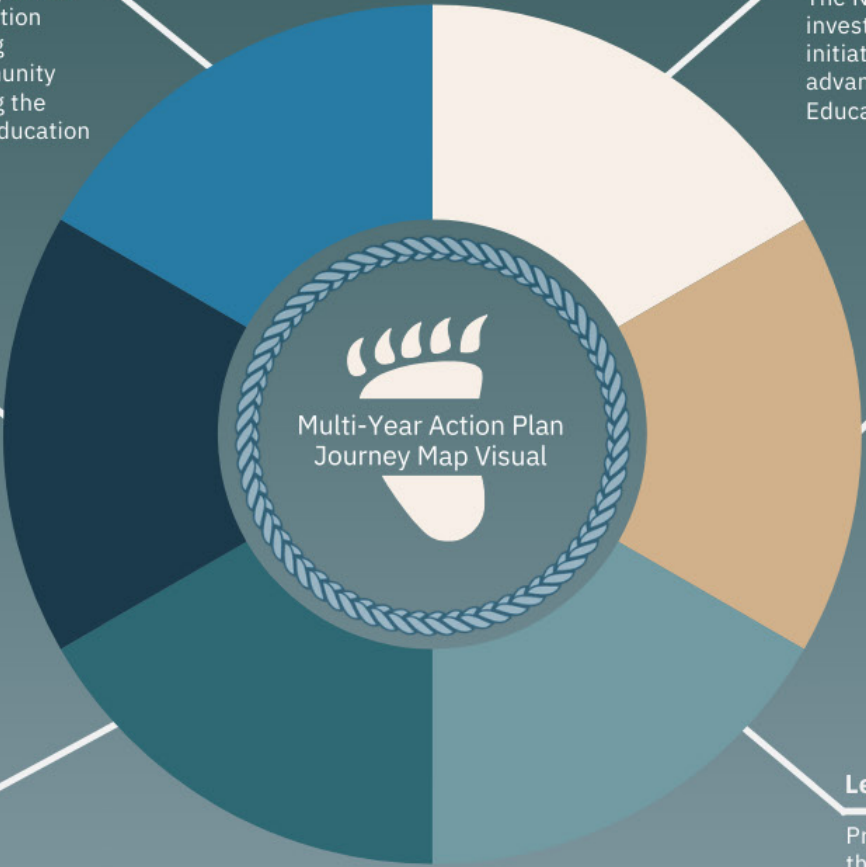
The Niigaan Gdizhaami Fund supports and invests in community and joint projects and initiatives that are locally developed and advance the objectives of the Master Education Agreement.

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 December 31, 2024.

Special Education Professional Development Opportunities

On November 12th and December 10th, 2024, the KEB hosted Dr. Pamela Toulouse who shared her knowledge with parents, educators and community members during one-hour virtual Lunch and Learn sessions.

During the November session, Learning Needs and Honoring the Gifts of Our Children, Dr. Toulouse shared that recognizing children's gifts is the basis of equitable education. Throughout the session, resources, activities and strategies were shared with participants that could be implemented immediately.

In December, Dr. Toulouse shared about Creating Culturally Respectful Individual Education Plans (IEPs). Dr. Toulouse spoke on the importance of IEPs being collaboratively developed, holistically designed and thoughtfully implemented to support students.

These sessions were attended by 343 participants, and recordings have been uploaded to the KEB Virtual Learning Environment. Providing professional development opportunities for educators that are centered around culturally respectful practices help support Anishinabek student success, create inclusive learning environments and foster a sense of well-being.

Addressing Anti-Indigenous Racism

On October 30th, 2024, the KEB hosted an education session for high school classrooms to participate virtually in learning directed at understanding and addressing racism.

This hour-long session was held during the school day for teachers to attend with their classes. The session provided students with a background on the impact of historic and on-going forms of racism but focused on empowering students with tools to address racism when they witness it occurring.

The Reporting Racism Tool is publicly available and can be used to report anti-Indigenous racism in educational settings. An information session on the Reporting Racism Tool is being held on January 28th, 2025 from 3:30-4:30pm and will share how to use the tool and explain what happens once a report is made using the tool. This session is open to all interested participants.

Excellent! You've absolutely turned my thinking upside down.

- Participant, Creating Culturally Respectful IEPs