



# Partnerships

## Fall Regional Meetings

Anushiik, Miigwech to everyone who participated in the Fall Regional Meetings that took place across the AES in October and November 2025.

The first day of each regional meeting provided an opportunity for the Regional Education Council representatives to discuss regional priorities, review regional data compiled from the Annual Learner Survey, share language initiatives, and proposed any enhancements to the Transition Protocol.

On the second day, the Regional Education Council representatives were joined by members of the Ministry of Education and partnering District School Boards. Together, the group reviewed promising practices being developed to support communication between District School Boards and the First Nations. The group also examined trends and the supports in place to address anti-Indigenous racism, and shared initiatives planned for the 2025-2026 school year to support Anishinabek students.

A report from the Fall Regional Meetings will be shared with the Regional Education Councils and the Joint Master Education Agreement Committee. Recurring themes raised across regions included:

- additional special education information and Early Years screening trends
- in-depth review of special education data and trends
- language teacher certification, recruitment and retention
- supporting cultural competency and addressing anti-Indigenous racism

The KEB looks forward to working alongside the Participating First Nations and partnering District School Boards to action the items discussed at the Fall Regional Meetings.



# Partnership Opportunities

**Virtual Speaker Series with Rylee Restoule**  
November 18th, 2025

**Kweji kinoomaagzidaa “Lets Learn” with Tammy Naponse**  
November 20th, 2025

**Language Teacher Professional Learning Circle- Midhurst**  
November 10th, 2025

**Kweji kinoomaagzidaa “Lets Learn” with Nicole Van Stone**  
November 3rd, 2025

**Reclaiming Indigenous Understanding of Neurodiversity with Dr. Grant Bruno**  
October 30th, 2025

**KEB Education Gathering**  
October 28th, 2025

**Virtual Speaker Series with Tyler Moody**  
October 28th, 2025

**Building Strong, Resilient Learners: Rethinking the School Day for Healthy Development with Dr. Chris Musquash**  
October 23rd, 2025

**Addressing Anti-Indigenous Racism with Randi Ray**  
October 21st, 2025

**Language Teacher Professional Learning Circle: Sudbury**  
October 20th, 2025

**Language Teacher Professional Learning Circle: Thunder Bay**  
October 15th, 2025

**Language Teacher Professional Learning Circle: Thamesville**  
October 10th, 2025

**Kweji kinoomaagzidaa “Lets Learn” with Deborah McGregor**  
October 5th, 2025

**Fall Regional Meetings**  
October 15-16, 2025: Region 2  
October 22-23, 2025: Region 3  
October 29-30, 2025: Region 1  
November 5-6, 2025: Region 4

# Looking Forward

## Spring Regional Meetings:

**REC 4:** May 27, 2026

**REC 3:** May 13, 2026

**REC 2:** May 20, 2026

**REC 1:** May 7, 2026

**Semester 2 at the KEB Virtual Secondary School begins offering Level A, B and C Ojibwe, and Level A Lunaapew-** February 2, 2026

**Niigan Gdzaami Forum-** April 21-22, 2026



## **REGIONAL HIGHLIGHT:**

### **Collaborative Partnerships Strengthen Indigenous Language Education in Region 4**

A strong model of collaborative leadership in Indigenous education is emerging in Region 4 of the Anishinabek Education System (AES) where partners are working together to coordinate planning, funding, and professional learning. This model was highlighted at the upcoming Professional Learning Circle for Indigenous Language Teachers, on November 10, 2025, at the Simcoe County District School Board (SCDSB) office in Midhurst, Ontario.

The learning circle is the result of a partnership among the Ogemawahj Tribal Council (OTC), the Ministry of Education – Indigenous Education Office, SCDSB, the Lambton Kent District School Board (LKDSB), and the Kinooaadziwin Education Body (KEB). Together, these partners have jointly contributed resources, expertise, and leadership to support Indigenous language educators across the region.

More than 40 participants attended, with participation from Nelson Solutions, Georgian College, the Akwesasne Freedom School, and local Elders. The gathering provided a culturally grounded space for educators to connect, share instructional strategies, and strengthen language revitalization efforts.

This initiative reflects a balanced and respectful partnership model. Shared responsibility for funding and facilitation has strengthened relationships among Indigenous education organizations, school boards, and the Ministry, modelling reconciliation in practice through mutual accountability and trust.

The Professional Learning Circle demonstrates how shared leadership and coordinated planning can advance Indigenous language revitalization and student success. As a replicable model, it offers a strong foundation for sustained collaboration and meaningful progress in Indigenous education across Ontario.





**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](http://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**

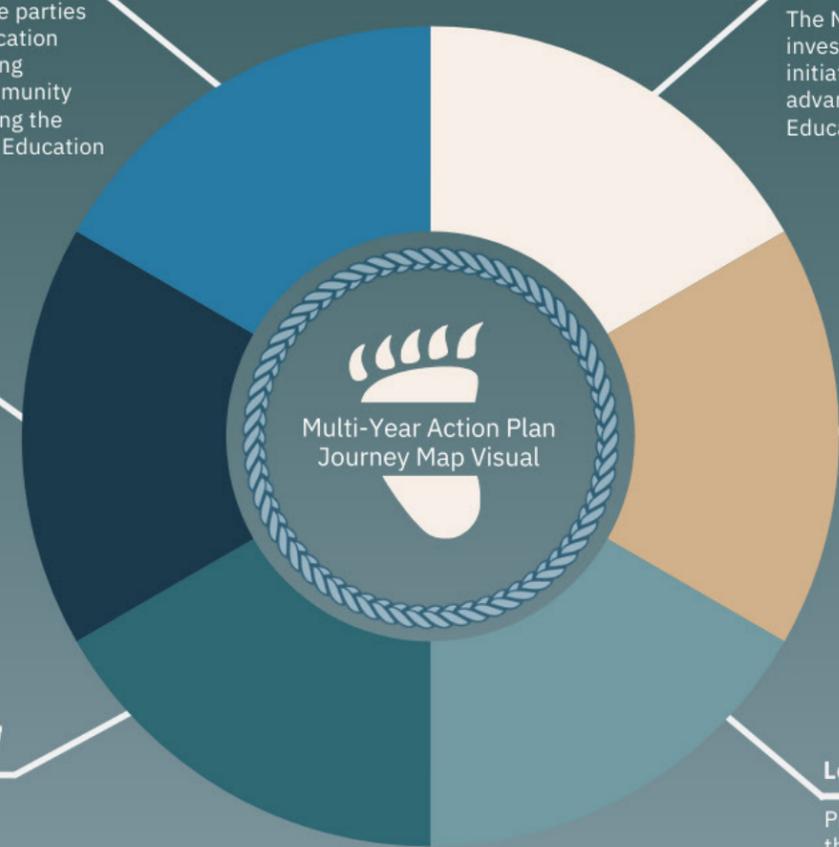
Establishing processes to align standards, collaborate with all parties, and monitor Anishinabek student achievement through data, research, and evaluation.

**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**

 <b>TURTLE CLAN: LAW MAKERS</b> The Turtle Clan are the healers, possessing knowledge of medicine and providing guidance. They also assist in resolving disagreements between the clans.	 <b>LOON CLAN: INTERNAL</b> 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.	 <b>CRANE CLAN: EXTERNAL</b> 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).	 <b>DEER CLAN: SOCIAL</b> 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.	 <b>BEAR CLAN: HEALTH</b> 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.	 <b>EAGLE CLAN: EDUCATION</b> 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.	 <b>MARTEN CLAN: ECONOMIC DEV.</b> 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.
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## **KEY MESSAGING FROM THE JOINT MASTER EDUCATION AGREEMENT COMMITTEE**

Quarterly Report for the period ending December 31, 2025.

### **Professional Development**

Each October, the JMEAC approves a Joint Professional Development Plan outlining opportunities that will be provided to educators to support Anishinabek learners. The plan is designed to be responsive to educational priorities and training requests from educators across the AES.

Throughout this quarter, there have been several impactful sessions that have challenged existing educational frameworks, supported educators to navigate situations involving anti-Indigenous racism and provided Indigenous perspectives on neurodiversity. Over 750 participants were engaged in professional learning opportunities during this quarter.

For the remainder of the school year, professional development will focus on other priority topics such as:

- Foundations of Trauma and Emotional Wellness
- Speech and Language Development
- Practical Planning: Accommodations and Safety
- Curriculum Integration and Indigenous Knowledge

Professional development opportunities are open to all. Many previous professional opportunities are recorded and uploaded to a Virtual Learning Environment (VLE) managed by the KEB. To request access to the VLE, please use the following QR code:



Virtual Learning Environment  
Registration

*"It was one of the best presentations I have heard or seen for a very long time."*

### **Addressing Anti-Indigenous Racism**

The Addressing Racism Committee includes representatives from the KEB, Participating First Nations, the Ministry of Education's Indigenous Education Office, and the Education Equity and Governance Secretariat. The committee supports the development and planning of opportunities to strengthen strategies that address racism, build youth leadership skills, and further enhance relationships between First Nations and District School Boards. The committee also promotes and monitors the use of the online Reporting Racism Tool.

This quarter, overall trends and themes identified through the Reporting Racism Tool were shared during each Fall Regional Meeting. Front-line experiences in schools generally reflected these themes, while acknowledging that instances of anti-Indigenous racism continues to be reported within school systems. In addition, the committee hosted an open workshop for educators on October 21 to share practical strategies for interrupting and addressing racism.

Moving forward, the committee will continue to promote the Reporting Racism Tool and support youth and educators in addressing and interrupting anti-Indigenous racism.

To learn more about the Reporting Racism Tool or to submit a report, please visit:

<https://aes-keb.com/addressingracism/>



AES Reporting Racism Tool