

## Partnerships

### *Regional Education Council Fall Meetings*

The Kinoomaadziwin Education Body (KEB) and partner Ministry of Education (EDU) host a series of regional meetings every year in the Fall, which bring together Regional Education Councils (RECs) and partner District School Boards (DSBs) of the Anishinabek Education System (AES).

The two-day meetings invite Participating First Nations (PFNs) to gather within their region on the first day of the event, while participation on the second day is extended to DSBs. The purpose of the meetings is to provide a platform for networking among partners and to foster relationship-building between the parties. This year, the REC Fall Meetings took place in October and were offered in a combination of in-person and virtual settings, which varied by region.

The agendas on Day One highlighted education priorities for the PFNs, but also provided space for open discussions on relevant and common topics including:

- the negotiation of the next five-year Anishinabek Nation Education Fiscal Transfer Agreement; and
- the development of a model for Anishinabek Education Services available to PFNs.

Similarly, on Day Two the agendas focused on regional priorities with the local DSBs, along with common topics including:

- the development of a professional and leadership development plan;
- the roll-out of the AES Student Transitions Protocol;
- student consent and self-identification; and
- continuing the conversation on Addressing Racism and Inequity in Schools.

The REC Fall Meetings are always a great opportunity for AES partners to work collectively towards student success and well-being for Anishinabek youth.

The Fall Regional Meeting reports will be shared with the PFNs and their partnering DSBs, early in 2022. The priorities and discussions driven from these meetings will inform the agenda for the Niigaan Gdizhaami Forum being held on April 20 & 21, 2022. The KEB and EDU look forward to the continued work and collective action with PFNs and DSBs.



## LOOKING FORWARD

### AES System-Wide Standards Community Engagement Session

- January 12, 2022

### AES Collaboration Event

- January 28, 2022

### Addressing Racism Professional Development Workshops

- February 2022

### Niigaan Gdizhaami Forum

- April 20-21, 2022

## Regional Highlight

### Regional Education Council #4

#### *Ezhi Kendmang Anishnaabe Naadziwin*

On November 2, 2021, the first module of Ezhi Kendmang Anishnaabe Naadziwin was delivered to a group of York Region District School Board (YRDSB) teachers, administrators, and outdoor learning team members.

The planning team gathered in a building on the shores of Lake Simcoe with a view of Georgina Island. The room was arranged in a circle where facilitators Shannon Crate and Lauri Hoeg, were joined by members of the Chippewas of Georgina Island.

Shannon is no stranger to delivering training on Indigenous matters and she has met with the YRDSB on many occasions. She never works from a script but rather uses her bundle, which was carefully laid out in the centre of the circle. Shannon is humble in her work, which has had an incredible impact on the Indigenous child protection landscape in Southern Ontario. She has spent a lifetime championing Indigenous ways of knowing in the world of child protection.

Lauri has spent her career in various positions, working to better education outcomes for Georgina Island learners. She is currently serving as an Indigenous Trustee for the YRDSB.

Lauri led the transition of the Georgina Island school

from a federally managed school to a successful First Nation school that prioritizes land-based learning.

Participants eagerly arrived, happy to be gathering in-person. They came grateful for the learning opportunity and showed that they truly *want* guidance and support in understanding the Anishinabek. They *want* to build their self-awareness and to strengthen their teaching skills so they might better support Anishinabek learners in their system.

Shannon is a gifted and relatable storyteller who weaves personal stories into the content, driving home important points. As a neuro-divergent individual, she frequently references how ADHD impacts all that she does. Her experience of going through school un-diagnosed was more than difficult and she peppers the session with personal examples of how she tried to cope.

One teacher shared the shock he felt when an Indigenous student refused to complete the homework he had assigned and brought a note from her mom, Shannon, to excuse the child from homework. When Shannon gestured to her bundle and explained to the teacher: “You have them all day. You have all day to teach them about your world. When they come home it’s time for me to teach them about this.” It was an AHA moment that participants won’t soon forget. They understood.

Teachers are hungry for this kind of instruction, and we look forward to more sessions in the New Year!

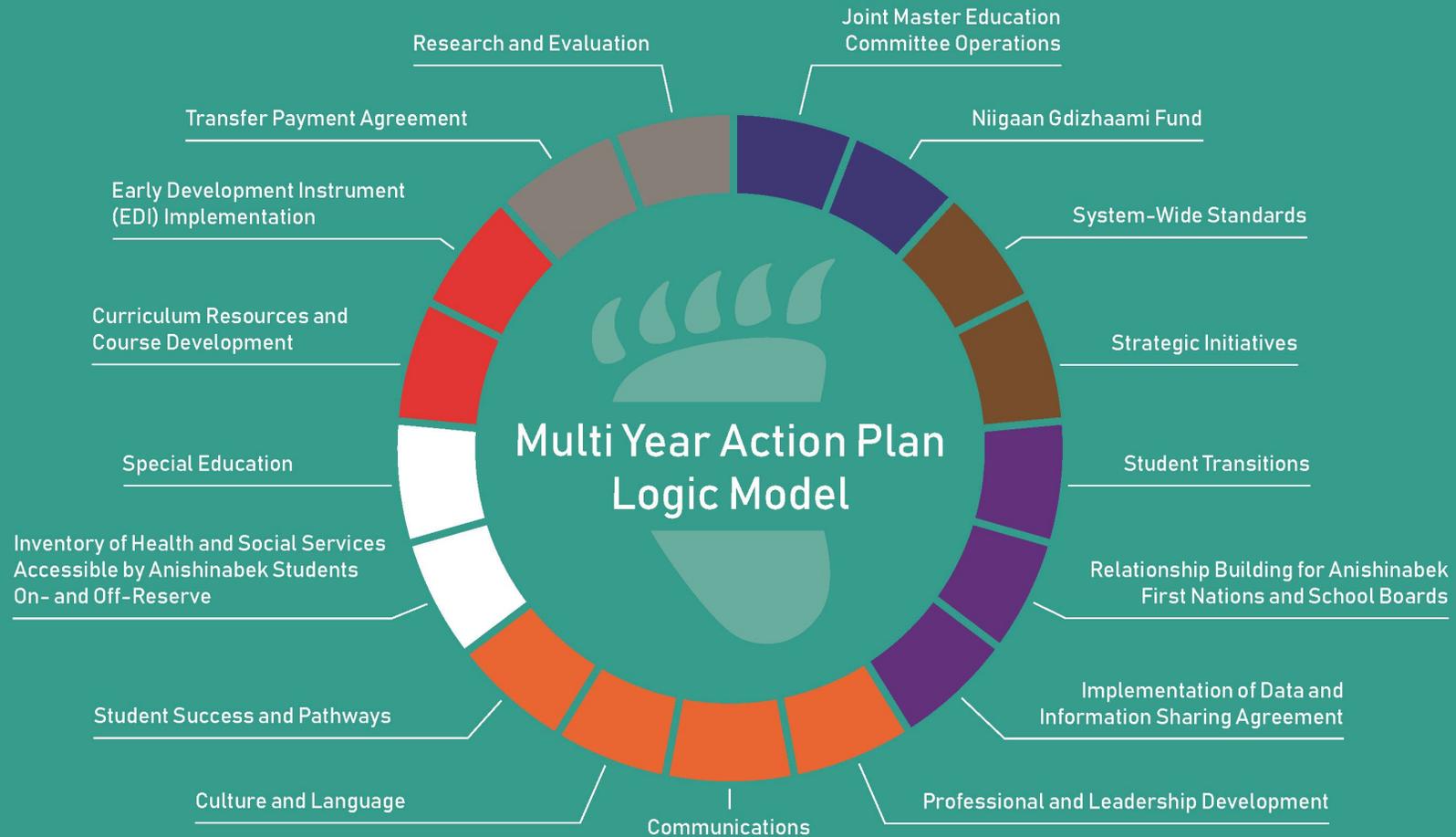
*Left photo:  
Facilitator Lauri Hoeg sits with the bundle at the heart, the centre, of the teaching circle.*



*Middle photo:  
More than \_\_\_ participants gathered in the first of four sessions with YRDSB and the Chippewas of Georgina Island.*



*Shannon Crate (left) and Lauri Hoeg (right) are a sister team from the Chippewas of Georgina Island First Nation. Their individual gifts brought a genuine and effortless energy to the session that left all participants feeling welcome and engaged. Miigwech to Lauri and Shannon for such a fantastic day!*



**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 December 31, 2021

### Continuing the Journey of the Multi-Year Action Plan

A new three-year Multi-Year Action Plan (MYAP) Agreement was signed in September 2021 between the Kinoomaadziwin Education Body (KEB), on behalf of the Participating First Nations, and the Ministry of Education. The MYAP will be implemented over three years and includes 14 joint projects funded through a transfer payment agreement in the amount of \$7.9 million. This funding is essential to further supporting the success and well-being of Anishinabek students. Under the renewed agreement, the KEB has engaged several additional staff to support the work of the MYAP. The new positions include a MYAP Manager, a Curriculum Development Coordinator, a Special Education Coordinator, and a Strategic Initiatives Coordinator.

### Pilot Projects

The KEB continues to work directly with the Participating First Nations through focused pilot programs that focus on student well-being (Aaniish Naa Gegii), continuous school improvement (Learning As We Go), and student support (Graduation Coach). New pilots will be implemented this year, such as the Summer Reach Ahead Credit program for Grade 8 students, as well as the Aboriginal Student Support Worker program in each of the four Regional Education Councils. The cultural competency training program, Ezhi Kendmang Anishnaabe Naadziwin is also being piloted this year in all four Regional Education Councils of the Anishinabek Education System.

In addition to pilot programs, there are currently 25 projects funded through the 2021-2022 Niigaan Gdizhaami Fund, which provides opportunity for PFNs to lead local projects individually or in partnership with local District School Boards. Some of the projects are new while others are ongoing projects from previous years that continue to develop in phases.

### Anishinabek Education System (AES) Standards

This year the KEB will finalize the draft AES Standards. This is integral work that defines the goals of the AES in achieving excellence in education and being grounded in who we are as Anishinabek. The draft standards statements were shared with the PFNs this fall and engagement continues at a regional level. We are grateful to the PFNs that provide valuable input through ongoing engagement sessions. These system standards will align with the Master Education Agreement to support the shared vision for student success and well-being that addresses one's physical, mental, emotional, and spiritual well-being. Miigwech to all those who have brought their knowledge, experience, and valuable input to these discussions to confirm the AES Standards.