



STATISTICS

- In total, **92%** of students in the Anishinabek Education System attend provincially-funded schools.
- About **24,000** students attend school off-reserve from JK to Grade 12.
- About **2,000** students attend school on-reserve from JK to Grade 12.



- JK-12 Students Attending School On-Reserve
- JK-12 Students Living On-Reserve Attending School Off-Reserve
- JK-12 Students Living Off-Reserve Attending School Off-Reserve

BACKGROUND

The Anishinabek Nation Education Agreement (ANEA) is a sectoral self-government agreement under which the federal government recognizes participating Anishinabek First Nations' jurisdiction over elementary and secondary education.

The federal *Anishinabek Nation Education Act, 2017*:

- Restores legislative authority to the 23 Anishinabek First Nations over their education system (K-12), which means they are no longer subject to the education provisions of the Indian Act;
- Establishes and recognizes the Anishinabek Education System and its structures; AND
- Sets standards and other requirements for the provision of education programs.

WHAT IS THE KEB?

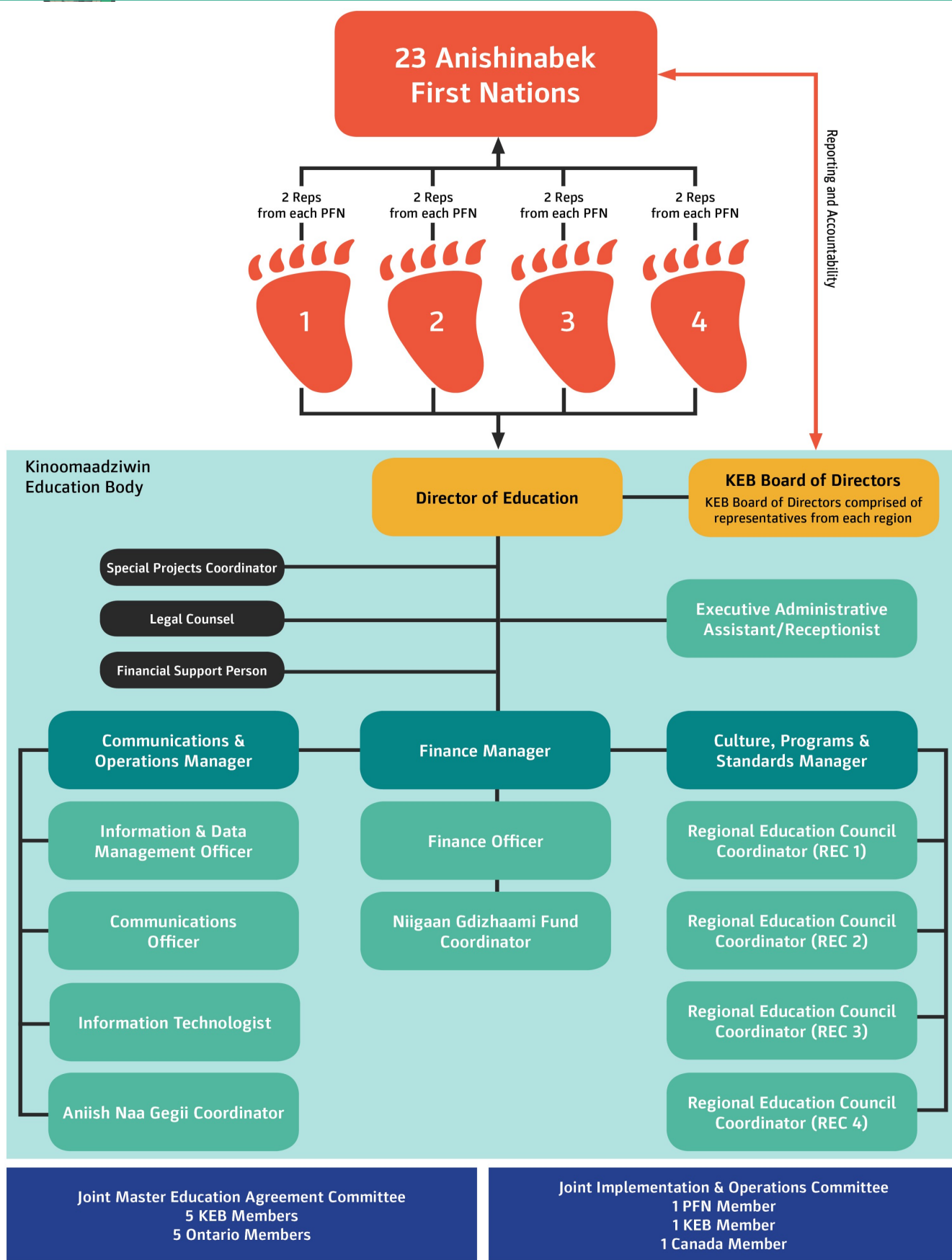
- First Nations participating in the Anishinabek Education System work together through a central administrative structure called the Kinoomaadziwin Education Body (KEB).
- The KEB supports First Nations in the delivery of education programs and services, and liaises with the Province of Ontario on education matters.

WORKING RELATIONSHIPS

- In August 2017, the KEB and the 23 Participating First Nations signed a formal agreement with the Province of Ontario (Ministry of Education) known as the Master Education Agreement (MEA).
- Commitments outlined in the MEA are operationalized through a Multi-Year Action Plan (MYAP), currently in its second year of implementation.
- Flowing from the MYAP, district school boards and First Nation communities are working in partnership in support of programs that address Anishinabek student success and well-being.
- This includes the annual February Forum and the Fall Regional Education Council meetings where First Nations and boards collaborate in support of programs outlined in the MYAP.

LOOKING FORWARD

- Niigaan Gdizhaami February Forum – February 25/26, 2020 Toronto Airport Marriott Hotel
- Spring Regional Education Council meetings
- Future release of the Student Transitions Protocol
- Annual General Meeting of AES membership





Regional Education Council #1

Biigtigong Nishnaabeg

Biinjitiwaabik Zaaging
Anishinaabek

Long Lake #58 First Nation

Pic Mobert First Nation

Superior Greenstone DSB

Superior North CDSB

Regional Education Council #2

Atikameksheng
Anishnawbek

Aundeck Omni Kaning First
Nation

Michipicoten First Nation

Sheshegwaning First Nation

Zhiibaahaasing First Nation

White Fish River First Nation

Rainbow DSB

Sudbury CDSB

Conseil scolaire catholique du
Nouvel-Ontario

Rainbow DSB

Conseil scolaire caatholique du
Nouvel-Ontario

Algoma DSB

Rainbow DSB

Rainbow DSB

Rainbow DSB

Huron-Superior CDSB

Regional Education Council #3

Dokis First Nation

Henvey Inlet First Nation

Magnetawan First Nation

Moose Deer Point First
Nation

Nipissing First Nation

Wahnapiatae First Nation

Wasauksing First Nation

Near North DSB

Rainbow DSB

Near North DSB

Near North DSB

Simcoe Muskoka CDSB

Near North DSB

Simcoe Muskoka CDSB

Near North DSB

Nipissing-Parry Sound Catholic
DSB

Conseil scolaire de district
catholique Franco-Nord

Conseil scolaire de district du
Nord-Est de l'Ontario

Rainbow DSB

Sudbury CDSB

Conseil scolaire catholique du
Nouvel-Ontario

Near North DSB

Regional Education Council #4

Aamjiwnaang First Nation

Chippewas of Georgina Island First Nation

Chippewas of Rama First Nation

Mississaugas of Scugog Island First Na-

Munsee Delaware Nation

Beausoleil First Nation

St. Clair CDSB

Lambton-Kent DSB

York Region DSB

Simcoe County DSB

Simcoe Muskoka CDSB

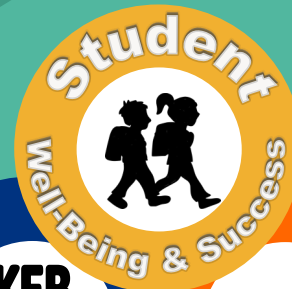
Durham DSB

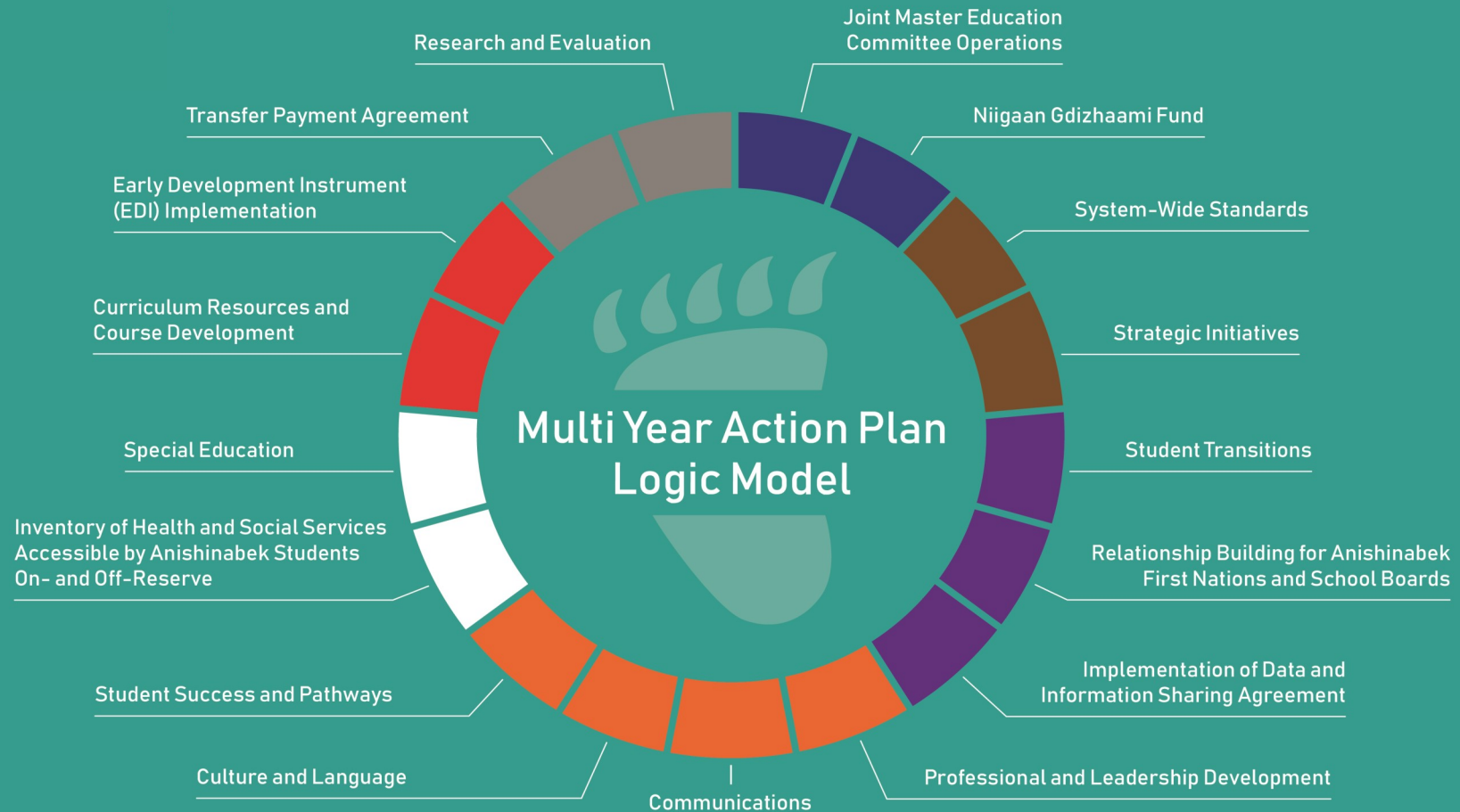
Thames Valley DSB

London DCSB

Simcoe Muskoka CDSB

Simcoe County DSB





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 are 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.



1. Joint Implementation - Year 2 of 3

The Kinoomaadziwin Education Body and the Ministry of Education continue to work together to support the implementation of the Master Education Agreement through the implementation of the Multi-Year Action Plan (MYAP). In year two of implementation, the MYAP continues to be revised to better support the operations.

2. Community and Student Centred Approach

Multi-Year Action Plan projects continue to support a community and student-centred approach. In year two, 23 community-based projects have been supported through the Niigaan Gdizhaami Fund*. Outside of the fund, the Enhanced Graduation Coach model** is being piloted, Learning As We Go – a continuous school improvement model is in development, and First Nation schools have also been selected to pilot Aaniish Naa Gegii, an Anishinabek well-being and student success support assessment tool. The value of each of these projects will be considered as programs that could possibly become implemented across the AES system.

3. Data and Evaluation

System and program evaluation will support the improvement and efficiency of the Anishinabek Education System. Through the work of the Data Research and Evaluation Committee, the development of a framework to evaluate the Master Education Agreement, Multi-Year Action Plan, and Data Information Sharing Agreement continue in Year Two. This work also includes the development of a longitudinal study to assess student success within the Anishinabek Education System.

4. Supporting Student Success and Well-Being

To further support student success and to inform the current practices and structures that affect Anishinabek students, information gathering is currently ongoing through various inventories such as student services, community-developed resources to support curriculum, and e-learning teaching capacity across AES communities. This work is being undertaken through a partnered approach which includes participating First Nation communities, the Kinoomaadziwin Education Body, district school boards, and the province.

*The Niigaan Gdizhammi Fund is an annual application based opportunity to support and invest in locally developed/community supported education initiatives.

**The Enhanced Graduation Coach Model is an initiative that focuses on student transitions, mentoring, and supports.