

Master Education Agreement

- This agreement was signed by the 23 Participating First Nations (PFNs), the Kinoomaadziwin Education Body, and the Province of Ontario in August 2017.
- The shared vision stated in the agreement is, “a new relationship between Anishinabek First Nations and Ontario that supports Anishinabek student success and well-being in the Anishinabek Education System (AES) and the Provincially-Funded Education System.”
- One important objective of the agreement is to “increase knowledge and understanding of Bimaadziwin (Anishinabek histories, cultures, perspectives, languages, and contributions), Kendaaswin (Traditional Anishinaabe knowledge passed down from one generation to the next through ceremonial teachings), and Anishinaabe languages in Anishinabek First Nation schools and schools in the Provincially-Funded Education System.”

Statistics

- Of the approximately **1,790** students on-reserve from Junior Kindergarten to Grade 12 — approximately 1,040 live on-reserve and attend school on-reserve and approximately 750 live on-reserve and attend school off-reserve
- Approximately **11,000** students live off-reserve and attend school off-reserve, from Junior Kindergarten to Grade 12

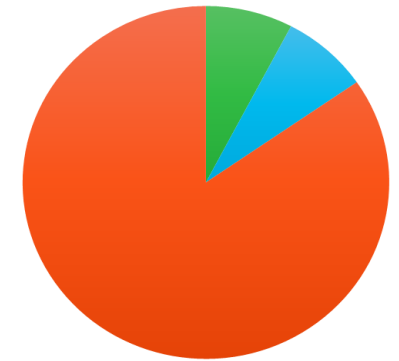
Multi-Year Action Plan

- The Multi-Year Action Plan supports the implementation of the Master Education Agreement (MEA). Each of the 17 projects outlined under this plan were designed based on the commitments outlined in the Master Education Agreement.
- Projects include opportunities for PFNs to create and pilot local initiatives and also to partner with local school boards to carry out initiatives that address student needs as determined by these local partners.
- Five projects focus on the work of committees with joint membership; two of those are the Data, Research and Evaluation Committee and the Special Education Committee.

Looking Forward

- Spring 2020 Regional Education Council meetings
- Completion of the Student Transitions Protocol
- Completion of the Special Education Guidelines
- Submission and review of Niigaan Gdizhaami Fund project applications: **September 15, 2020**
- Release of **Ezhi Kendmang Anishinaabe Naadziwin** (AES Cultural Competency Training) Application: **September 2020**
- MEA and Multi-Year Action Plan two-year evaluation wrap-up and report submission

On and Off-Reserve Students



- 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

Niigaan Gdizhaami Forum 2020

The Kinoomaadziwin Education Body (KEB) hosted the fifth annual **Niigaan Gdizhaami “We are Moving Forward Together” Forum** on **February 25 and 26, 2020**, in Toronto, Ontario, supported by the Ontario Ministry of Education.

With **189 participants** in attendance, the event brought together leadership, educators and students from the 23 Participating First Nations (PFNs) with Ontario District School Boards, and federal and provincial representatives. This was the perfect opportunity to learn more about the Master Education Agreement between the PFNs, the KEB and Ontario, as represented by the Ministry of Education. The forum also provided an opportunity to secure input from participants about AES programs and initiatives, to engage in planning discussions between partners, and to hear directly from the youth.

PFN members and representatives of the Ontario District School Boards worked through a busy two-day agenda, while AES youth focused on youth-specific topics and priorities. Activities at the forum included comprehensive updates on the projects of the Multi-Year Action Plan. Each of the four Regional Education Councils had an opportunity to engage in discussions around priorities and topics of their choice.



3 Committees and 1 Working Group

- Joint Master Education Agreement Committee
- Data, Research and Evaluation Committee
- Special Education Committee
- Transitions Working Group

Guidelines and Protocols

- Student Transitions Protocol**
- Special Education Guideline**
- Sharing Anishinabek Education Resources

Strategic Initiatives

Three Pilot Programs are in motion:

- Graduation Coach
- Learning as We Go
- Aaniish Naa Gegii

Anishinabek Resource Development

- Cultural Competency Training**
- Developing Resources to support curriculum

**At breakout sessions, participants learned more about these initiatives and were asked to provide input which would be used to further build the resources.

Multi-Year Action Plan Highlight

Anishinabek youth aspire to create an **Anishinabek Education System youth council** and they have ideas about how this would work. These ideas were enthusiastically shared with participants at the recent Niigaan Gdizhaami Forum.

Council roles would include a Chief, Vice-Chief, and Secretary. Youth were in agreement that they must include the presence of an Elder at meetings and activities, and seek out people with expertise in areas such as education to help advise them.

Council communications would involve social media, AES conferences, community events, teleconferences, semi-annual meetings for communities, Skype, and group chats.

Most importantly, the youth determined that they would be guided by their own priorities:

“Living healthy, creating safe spaces to be alone, friendship, having someone to trust, freedom, accessibility, confidence, comfort, ceremonies, support, self-care, having faith in yourself, sleep, good health, doing well emotionally, mentally and physically, being able to handle stress, self-love, mental health, happiness, strength, family.”



Youth have told us they want...

More Culture

morning prayers, smudging, feasts, drumming, clan systems, and storytelling.

Cultural Competency Training

for teachers to better understand Indigenous backgrounds, handling racism and systemic problems.

Language Classes

*and more language teachers
(must be Indigenous language teachers)*

Summer Learning Opportunities

mentors and tutors, summer schooling for extra credits...

Transitions Working Group (TWG)

The TWG was mandated to provide support, advice and recommendations on matters related to Anishinabek **student transitions**, including enhancing coordination and support arrangements for Anishinabek student transitions that include:

- Entering schools for the first time;
- Moving between schools;
- Moving between the Anishinabek Education System (AES) and provincially-funded schools;
- Elementary to secondary transitions; and
- Transitioning to post-secondary, apprenticeships, training and employment, and other opportunities.

Draft Protocol

Since October 2018, the TWG has met consistently every 4 weeks developing its work plan, and reviewing existing guidelines, resources and tools (developed by various organizations including school boards, Indigenous organizations and other governments) that guide Indigenous student transitions.

Leveraging these materials, the TWG developed a **draft protocol** to guide and support Anishinabek Education System student transitions in Ontario. The development and refinement of the draft protocol was also informed by the feedback received at the 2019 and 2020 Niigaan Gdizhaami Forums.

The student transition protocol is in the final stages of review and will aim to build capacity within Participating First Nations and Ontario District School Boards over the course of the 2020-21 academic year.

5 Student Transitions Priorities:

1. Orientation and support arrangements for parents, caregivers, families and communities;
2. Continuity of on-reserve, student-focused health and social services when transitioning to schools in the provincially-funded education system;
3. Coordination and access to community-based social services, including child and youth mental health services and addictions support services;
4. Access, adaptation and development of student success, pathways and well-being programs and initiatives inclusive of Anishinabek perspectives; and
5. Other transition issues identified through student success, pathways and well-being programs, in order to identify opportunities to better support Anishinabek student transitions, and as may be agreed to by the Parties.

Membership

The TWG is comprised of six (6) members:

- 2 members representing the **Kinoomaadziwin Education Body**
- 2 members representing the **Ministry of Education**
- 2 members representing **Ontario District School Boards**



Pictured above are Sara Jamieson (KEB), Renee Restoule (KEB) and Beena Kondoopparampil (EDU) facilitating the Student Transitions workshop session at the 2020 Niigaan Gdizhaami Forum in Toronto, Ontario.

Joint Master Education Agreement Committee (JMEAC) Quarterly Report #6 2020 – Key Messages

1. Joint Implementation - Year 2 of 3

The Kinooaadziwin Education Body (KEB) and the Ministry of Education continue to work together to support the implementation of the Master Education Agreement (MEA) through the implementation of the Multi-Year Action Plan (MYAP). In year two of implementation, gains have been made in securing and incorporating feedback from Participating First Nations and Ontario District School Boards to help mold the completion of various products such as: The Special Education Guideline, Student Transitions Protocol and Cultural Competency Training. The collaborative work of the KEB's Regional Education Council Coordinators and IEO Education Officers continues to focus on implementing projects and activities that bridge the success and well-being of AES youth in district school boards.

2. Community and Student-Centred Approach

Influence from the Anishinabek community is essential to building the Anishinabek Education System, including defining methods and approaches that reach students. Regional priorities identified by the Anishinabek Education System's Regional Education Councils inform the continued development of the guidelines and resources that will ease student transitions and comfort level in any education setting they are in. Regional Education Council Coordinators are ensuring the compilation of inventories of supports such as Professional Development opportunities, and human and instructional resources that link to the regional priorities. This compilation of information will be a valuable resource to all school and system settings.

3. Data and Evaluation

System and program evaluation will support the improvement and efficiency of the Anishinabek Education System. As such, the Kinooaadziwin Education Body and the Ministry of Education have now jointly engaged in the formal evaluation process of the Multi-Year Action Plan. Meetings and discussions with the various parties involved in implementing activities found within the MYAP began in January 2020 and will continue into the spring of 2020. Learnings and new understandings from this evaluative process will be delivered to the MEA parties to help further inform next steps of the Anishinabek Education System.

4. Supporting Student Success and Well-Being

Over 12,000 students of the Participating Anishinabek First Nations continue to be supported in the Anishinabek community school settings and in publicly-funded schools, with the application of programs that are being tailored and designed to address specific needs and directions. Preliminary analyses of current pilot programs indicate trends toward greater successes in student attendance and active participation in their own learning. Integration of Anishinabek cultural practices, instructional methodologies, and traditional knowledge in all formal system settings is key to supporting student success and well-being. Opportunities through the Curriculum Resources and Niigaan Gdizhaami Fund projects, to develop resources to support curriculum, and that focus on local knowledge will peak student interest.