



KENJGEWIN TEG



Living, Learning...Inviting Opportunities!

KENJGEWIN TEG EDUCATIONAL INSTITUTE

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Giigdowin

Mnookmi (Spring) 2018

BOARD GOVERNANCE

The spring board meeting and planning session was held May 25th and 26th, 2018. In attendance were 6/8 member First Nations. Items discussed included: Indigenous Institutes Legislation Impacts; Organizational Updates (Spark Café); Board Governance Review; Human Resources Update; Borrowing By-law; 2018-19 High School Calendar; Executive Director Q4 Report; Annual Self Ratings for the Board of Directors. Interesting to note, the Board of Directors will be undertaking a review process to update Kenjgewin Teg's mandate and consider a refresh of the Board Governance Structure by December 31, 2019 in response to the Indigenous Institute's Legislation announced in November of 2018.

SKILLS AND TRADES CENTRE

The capital team along Collier's Project Management continues to meet regularly and has used the design-build approach. The project is still on track to be completed on time in August. The total construction and equipment furnishings is set at \$4,725,079. Fall programming includes welding techniques and trades fundamentals, both are certificates with Canadore College.



INDIGENOUS CENTRE OF EXCELLENCE

The Ministry of Education's Indigenous Centre of Excellence in Ontario was announced in March 2018. The new Indigenous Centre of Excellence will be a joint partnership with the Ontario Aboriginal Head Start Association and Kenjgewin Teg. An MOU was signed on June 14, 2018 by both co-leads and was very collaborative and respectful. A service plan is currently being developed that focuses on supporting Indigenous Early Learning will focus in several key focus areas with respect to pedagogy, training and capacity development:

- Support alignment with How Does Learning Happen (HDLH) and promote cohesion in pedagogical approaches and practices across early years programs, including Full-Day Kindergarten;
- Build the pedagogical leadership capacity of program staff working in the early years sector through innovative models and/or strategies that are grounded in current research and result in positive, inclusive and culturally relevant early years experiences for all children and their families;
- Create linkages to and/or develop professional learning resources that are responsive to the needs of the sector and accessible online; and
- Provide professional learning supports across the province through streams in all Ministry regions to support culturally relevant programming and the delivery of high-quality Indigenous child care and early years programs in the broad spectrum of Indigenous communities and organizations on- and off-reserve, including First Nation, Metis, and Inuit.



Ontario Aboriginal
Head Start Association

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Ontario's three Centre of Excellence projects in Ontario are funded under the Canada-Ontario ELCC agreement, Centres of Excellence for Early Years and Child Care. All three centres will be established to connect practitioners, education institutions, and service providers through innovative networks. This is an investment that recognizes the importance for quality professional learning and development opportunities for those children and families who access child care and early years programs.

- Consider how Indigenous world view intersects with current research and how that view can begin to create culturally safe spaces within the learning environment

Positions for this two-year initiative are currently being recruited. The positions are community educators (6), Administration Assistant, and the Provincial Manager to the Indigenous Centre of Excellence.



2018 ANISHINAABEK YOUTH AMBASSADOR TRAINING PROGRAM

The Anishinaabek Youth Ambassador training program will continue for the second year. The training program will reach 25 youth between the ages of 16-24 years over 8 weeks. The areas will cover cultural development, essential workplace skills, work placement and leadership skills. There is an opportunity for 10 students to receive and IDC or Coop course as part of their secondary school credits from July 3rd to August 25th, 2018. Check out our website and online application at:

www.kenjgewinteg.ca/anishinaabek-youth-ambassadors.html

ONTARIO SKILLS CAMP – JULY 19 & 20, 2018

Inspiring the next generation of skilled trade and technology professionals! Explore skilled trade and technology careers through: building, fixing, designing, and creating a fun, week-long day camp experience. The dates are from July 19 & 20th, 2018 and is targeted for youth 16 and over.

SCIENCE CAMP – AUGUST 7-10, 2018

There will be a science camp held from August 7-10, 2018 for children between the ages of 8-12 years of age. The camp will be in partnership with the University of Ottawa's Maker Mobile with the Faculty of Engineering. There is limited enrollment so pre-registration is encouraged.



BBQ , OPEN HOUSE & YARD SALE

Open House & BBQ @KenjgewinTeg, Come & Meet our Post-Secondary Education team! 374 Hwy 551, M'Chigeeng Sat. Jun.23/18 For More Info contact NatashaAbotossaway@kenjgewinteg.ca.

TEACHING OJIBWE – ADDITIONAL QUALIFICATION JULY 2018

Teaching Ojibwe is an Ontario College of Teacher (OCT) approved, schedule C Additional Qualifications (AQ) course for teachers. The program offers 120 hours of learning opportunities for current educators seeking to enhance their classroom proficiency in teaching the Ojibwe Language.

Session Date/Time:

Week 1: July 10, 11, 12, 13, 2018 (8:30-8:30 daily)

Week 2: July 17, 18, 19, 20, 2018 (8:30-8:30 daily)

PLUS 1 day (12 hours) observation/participation in immersion camp (July 30-Aug 10)

PLUS 1 online assignment (12 hours)

Location: Kenjgewin Teg (M'Chigeeng)

SPRING IMMERSION CAMP IN PARTNERSHIP – MAY 22 – 25, 2018

A four day immersion camp was held at Kenjgewin Teg on May 22-25, 2018 with approximately 25 participants daily. The sessions were facilitated by Shki Nishnabemjig and supported by Kenjgewin Teg staff members. The activities were all focused on language learning in a fun and interactive way. The next fall immersion camp will be held October 9-12, 2018 and is open for all language learners to join.

2018 GRADUATION

The annual graduation planning is well underway. The date is set for June 28, 2018 for 10:00 a.m. Please plan on joining in on the celebration. It will be held outdoors again.

SECONDARY SCHOOL SHKI NESEWIN PARTNERSHIP @ MSS

In partnership with the Rainbow District School Board, Kenjgewin Teg will co-deliver a four credit Interdisciplinary Program (IDP) for the fall 2018 semester at Manitoulin Secondary School. This IDP package of courses will help students explore concepts around self, community, nation and world around them. This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. Students will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. This course integrates Aboriginal Beliefs, Values, and Aspirations in Contemporary Society (NBV3E), Designing Your Future, Grade 11, Open (GWL30), Learning Strategies (GLS 40), Healthy Living and Outdoor Activities (PAD 20).

MSHIGAADA MIIKAN ESSENTIAL SKILLS TRAINING PROGRAM – SPF – ESDC

The Mshiigaade Miikan project will enable Kenjgewin Teg Educational Institute, as one of 9 community based post-secondary Aboriginal Institutes in Ontario, to experiment and to be innovative by strengthening local partnerships with organizations and communities dedicated to personal and community wellness. This is an innovative strategy to help increase the employability and labour market readiness for Aboriginal/Anishinabek youth and adult members interested in the following key apprenticeship sectors: skilled trades, hospitality and tourism, and early childhood education.



A team is currently being recruited who will all contribute and provide expertise in the development of an indigenous learning theory and instructional methods in the design and delivery of the life skills and readiness programs which will include development in spiritual learning and language development for approximately 270 learners. The team will plan, implement and support services and activities that create a safe, welcoming environment that enables personal wellness growth amongst participants/learners. This is a paid training opportunity for Aboriginal learners for up to 750 hours.



OUTDOOR MOBILE PLAY PARTNERSHIP

Play in Parks, an initiative led by the Child and Nature Alliance in partnership with Kenjgewin Teg, will increase free, unstructured, active play opportunities for school-aged children by expanding and enhancing emergent playwork initiatives on Manitoulin Island communities over the duration of two years. The aims of this project are:

1. To support children and families to have increased opportunities to engage in *unstructured, free, child-led, outdoor play in underserved communities on Manitoulin Island.
2. To employ and train youth as youth playworkers to support this kind of play in these communities .
3. To support resiliency, increase and build positive connections to the land and community, and increase joy and well-being for children and youth
4. To support community-members to reclaim public space, with potential positive outcomes to positive usage of public space and decreased crime and vandalism.

Unstructured, free, child-led, outdoor play is play where children follow their own instincts, ideas, and interests without a defined purpose or outcome. In unstructured play, children choose freely what happens in any given moment based on their individual or collective group interests and imaginative ideas, they then personally direct this play without adult intervention. Additionally children are intrinsically motivated to continue engaging in play, and are not motivated by external rewards. The role of the adult or the youth playworker is to facilitate play and assist children in assessing and managing risk in their play. It is not initiated in an organized, planned or formal way, and from the perspective of the child it may feel exhilarating, thrilling and exciting. Playwork is the work of creating and maintaining spaces for children to play. The theory and practice of playwork recognises that children's play should ideally be "freely chosen, personally directed and intrinsically motivated," (Hughes, 2006). It is the job of a playworker to ensure that the broadest possible range of play types can be engaged in or accessed by children, and to observe, reflect and analyze the play that is happening and select a mode of intervention or make a change to the play space if needed (SkillsActive, 2005).



PATHWAYS TO POST SECONDARY EDUCATION, TRAINING, LEARNING & EMPLOYMENT

Kenjgewin Teg is currently launching the newly adapted "pathways" model which will follow a central student centred approach for learners who will be attending Kenjgewin Teg, using our Maawndoo Kinoomaagasiwin as the funnel for youth and adult learners whom are over the age of 18 years and over, including the Secondary School Program. Upcoming programs include the following:

- High School Credits
- Maawndoo Kinoomaagasiwin – LBS & Essential Skills
- Academic and Career Entrance (ACE)
- AQ -Teaching Ojibwe (July)
- Fetal Alcohol Spectrum Disorder Diploma
- Business Diploma
- Adult Educator Certificate
- Decolonizing Education Certificate
- Trades Fundamentals Certificate
- Mechanical Techniques - Welder / Fitter
- Personal Support Worker
- Mshiigaade Miikan – Essential Skills Training Program 750 Hours



ABORIGINAL ADVISORY COMMITTEE (AAC-ECD) AND THE JOURNEY TOGETHER

The Journey Together Proposal was approved by the Ministry of Education and planning commenced in January with the team at Kenjgewin Teg. The team is planning for a two year cycle and although the full amount of the proposal was not approved, there is support from DSSAB to supplement efforts of Kenjgewin Teg to ensure fulfillment of the anticipated project. Currently, there is a recruitment underway for a Lead Coordinator and two co-leads to carry out the objectives of the work plan in Early Childhood Development and Learning. On June 15, 2018 the Aboriginal Advisory Committee met to discuss local and priority initiatives in early childhood development (0-12 years of age).



LAND BASED LEARNING PROFESSIONAL DEVELOPMENT – AUGUST 23, 2018

LINKING LAND BASED INQUIRIES TO EARLY LEARNING – AGES 0 - 7

A gathering to share our knowledge and questions about our relationship to the land and how we can link these learning opportunities to the curriculum.

WHO SHOULD ATTEND: Early Childhood Educators, Kindergarten to Grade Two Teachers, EAs, Teacher Assistants, Early Learning Administrators

Registration deadline by August 1, 2018, via email DebbieDebassige@KenjgewinTeg.ca

