



The **Anishinaabe language** or the **Ojibwe group of languages** is the second most commonly spoken Native language in Canada (after Cree), and the third most spoken in North America (behind Navajo and Cree). It is spoken by the Anishinaabeg who are the Algonquin, Nipissing, Ojibwa (Chippewa), Saulteaux, Mississaugas and Odawa (Ottawa). As their fur trading with the French increased the Ojibwas' power, the Anishinaabe language became the trade language of the Great Lakes region...
(from Wikipedia)

Friday, February 15, 2008

**Learning from the wisdom of
First Nation, Métis and Inuit people:
The journey continues together...**

**Ojibwe
Some Basic
Conversation**

Aanii - hello
Aaniish na? - How are you?
Nishin - I feel good.
madbin - sit (1 person)
Biindigen - come in
Miigwech - thank you
Chi Miigwech - thank you
very much

English and French connections

Moozo - Moose
Moccasin - Moccasin – makizin/
mkizin
Kanata - Canada - kina daa
toboggan
kayak

moozhwe - mouchoir - moozhwen
boozhoo - bonjour - boozhoo
is in honour of Nanaboozhoo
Mooniyaang - Montréal

Introducing...

Rainbow District School Board's Ojibwe teachers: from left, Sandra Peltier, Albert Owl, Rose Corbiere and Stewart Roy



Stewart Roy has been involved in the educational field for nearly 12 years. Ten of these years has been delivering the Ojibwe Language and Native Studies programs for the Rainbow District School Board. Stewart taught at Espanola High School during semester one and is currently at Manitoulin Secondary School for semester two. He is a strong believer in cross-cultural sharing and awareness. Stewart's introductory language courses for non-native students is continually growing and currently consists of one full class in a semester with approximately 25 students. He has co-ordinated multi-cultural events at both schools and the events are well received and attended by many students and community members. Stewart enjoys being involved in extra curricular activities like the EHS Girl's Hockey Club who will be participating in league playoffs for the first time this year.

"I enjoy working with the students, be it in class or athletic activities. I enjoy attending summer courses at Lakehead University relevant to my field of specialty," says Stewart.

Sandra Peltier is a member of Wikwemikong Unceded Indian Reserve on Manitoulin Island. She has been teaching the Anishinaabe Language since 1995 at Little Current Public School. There are currently about 100 students enrolled in her Ojibwe classes from Grades 1 to 8. Sandra has held numerous other teaching positions during her career in the areas of Phys. Ed, ESL, Lion's Quest, and Early Reading Intervention. Sandra has two sons, Duke and Lyndon, a daughter, Rosalind, and two grandchildren, Landon and Ronni.

"My love of teaching my first language has been inspired by the many children I have taught, and consider my own. I would like my children to know, who they are, where they have come from, where they are going, and to teach them how their language and culture are so connected to Mother Earth," explains Sandra.

Rose Corbiere is originally from Wikwemikong First Nation on Manitoulin Island. She was the Ojibwe Language Teacher for the first semester this year at Lively District Secondary School. Rose also teaches Ojibwe classes at R.H. Murray Public School five days a week to students in Grades 1 to 8 and is teaching at Sudbury Secondary for the second semester. Rose understands the difficulty in trying to regain the knowledge of another language. She was 13 years old when she was first expected to speak another language, which was English. Rose is a widower with four sons and one grandson. She is retired from another profession and was hired by the Rainbow District School Board to teach her language this past fall.

"I am thoroughly enjoying teaching my language and observing how very comfortable the students are in learning their language," says Rose.

Albert Owl is a member of the Sagamok Anishnawbek First Nation. He was hired as the Ojibwe Language Teacher for Wembley Public School, Queen Elizabeth Public School, and Lansdowne Public School during the second week of October, 2007. Albert is thankful to all the staff at each of his three schools for making him feel welcome and for their assistance whenever he requires it. Working in such respectful environments has helped with his classes and his Anishnawbek students. Albert grew up with his language and has always had the ability to speak it. His teachers were the Elders in his community and the surrounding area. Besides learning and using the language through traditional cultural and ceremonial gatherings, Albert is also enrolled at Lakehead University's Ojibwe Language Program. The summer of 2008 will be his final year of the three year program.

"It is an honour and a privilege to be teaching our language," says Albert.

Sharing our... **WISDOM**

The good life teaching of wisdom reminds us that we are life long learners. It also reminds us of the value of sharing and engaging in dialogue with 'what we know'.

This principle reflects that spirit of wisdom and the need for disseminating 'what works' for Aboriginal students. This can be achieved through on-going research and various professional learning opportunities (many modes of instruction).

Swanson (2003) provides us with many of those insights into key strategies that motivate/support Aboriginal students. Her research suggests these practical applications for the classroom:

- Celebrate their individual achievements and cultural background.
- Engage the student at a physical, emotional/mental, intellectual and spiritual level.
- Use a variety of teaching methods (with a particular emphasis on holism, visual organizers, kinesthetic opportunities and reflection).
- Create an environment where humour and 'group talk' is accepted.

These four points are great examples of suggestions that aid in Aboriginal student success. These examples come directly from Swanson's work in an Aboriginal community in Northern Ontario.

Best practices are crucial to the well being of the Aboriginal learner. Sharing these practices in formal and informal settings is key to our own growth as educators. Teachers need to be supported in research activities to reflect on their practice. Practitioner research, with adequate training in various forms of critical ethnography, can bring us great insight into 'what needs to be changed' for the Aboriginal learner.

This type of research offers the teaching/learning community a different view of the issue/s at hand.

Ontario First Nation, Métis and Inuit Education Policy Framework Goals, Strategies and Performance Measures

Within the Ontario First Nation, Métis, and Inuit Education Policy Framework, there are three goals to address the objective of improved student achievement and engagement for First Nation, Métis, and Inuit students. For each goal there are strategies for achieving these goals that are considered as starting points only. For each goal there are also specific performance measures that will be used to gauge the success of the implementation of the framework. These goals, strategies and performance measures were used in developing the Rainbow District School Board's strategic plan for the implementation of the Policy Framework and are outlined in the chart below.

GOALS	STRATEGIES	PERFORMANCE MEASURES
1. High Level of Student Achievement	1.1: Build capacity for effective teaching, assessment, and evaluation practices. 1.2: Promote system effectiveness, transparency and responsiveness.	1. Significant increase in the percentage of First Nation, Métis and Inuit students meeting provincial standards on province-wide assessments in reading, writing and mathematics 2. Significant increase in the number of First Nation, Métis and Inuit teaching and non-teaching staffing school boards across Ontario
2. Reduce Gaps in Student Achievement	2.1: Enhance support to improve literacy and numeracy skills. 2.2: Provide additional support in a variety of areas to reduce gaps in student outcomes.	3. Significant increase in the graduation rate of First Nation, Métis and Inuit students 4. Significant improvement in First Nation, Métis and Inuit student achievement 5. Significant improvement in First Nation, Métis and Inuit students' self-esteem 6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation students in First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools 7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis and Inuit students more effectively
3. High Levels of Public Confidence	3.1: Build educational leadership capacity and coordination. 3.2: Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees. 3.3: foster supportive and engaged families and communities.	8. Increased participation of First Nation, Métis and Inuit parents in the education of their children 9. Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards, and the Ministry of Education 10. Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis and Inuit peoples

The key components of this section are summarized and presented below:

Wisdom is Sharing

Celebrate Student: Achievements, Culture, Learning Styles

Class Environment: Holistic, Group Talk, Humour

Teacher Research: Critical Ethnography, Publish, Professional Development

Dr. Pam Toulouse's article - Supporting Aboriginal Student Success: Self-Esteem and Identity, A Living Teachings Approach

What is Rainbow District School Board doing?

Rainbow District School Board continues to implement strategies and activities that focus on sharing our wisdom in order to ensure success for all students, including our First Nation, Métis and Inuit students.

New initiatives and more...



Sue Racicot and Robin Duncanson
Little Current Public School



Sherri Conley
Lansdowne Public School

A Grade 1 pilot study using Aboriginal Guided Reading books, purchased from Eaglecrest Books in British Columbia, is currently taking place at Lansdowne and Little Current Public School. Sherri Conley, Sue Racicot and Robin Duncanson all eagerly agreed to take part in this initiative. A reading engagement survey was developed and administered to all Grade 1 students in these classes just after Christmas. These teachers are now using these books with all their students as part of their reading program. To further infuse Aboriginal content into their programs and classrooms, they are also using Aboriginal read-a-louds, teaching resources and posters to further develop student engagement.

The student engagement surveys will be completed again just before March Break and again at the end of May. Sherri, Sue and Robin are also monitoring development of reading levels over time and recording comments made by students or parents as a result of the use of these wonderful resources. An Aboriginal student from Robin Duncanson's class was recently looking at one of the photographs in the book *Hot Moose Stew* and stated, "That looks just like my cousin!" As Sue said, "Making connections already. A good sign."

OSSLT Preparation at Sagamok

Jan Trottier, a teacher from Espanola High School, submitted a Community Outreach proposal to host three OSSLT preparation classes for eligible Sagamok First Nation students. Jan and other dedicated staff from Espanola High School, Claudette Jones (a counsellor from Sagamok who works at EHS), Gary Vermier, Glyn Madill and Liane Trottier, are providing their students with this support on three Saturdays between now and the end of March. A light lunch will be served and then the tutoring sessions will take place from 1 pm to 3 pm. Their goal is to improve OSSLT success rates for the Sagamok First Nation Students. Miigwech!

Ojibwe Language

Ojibwe language teachers spent a day together sharing best practices. They will also attend the 14th Annual Anishinaabemowin Teg Language Conference in Sault Ste. Marie Michigan in March. A new Ojibwe class is now being offered at Sudbury Secondary.

Aboriginal Youth Support Workers

Positions for Aboriginal Youth Support Workers will soon be posted. A needs assessment is currently being conducted to determine what schools they will be working with and how often. These workers should be in the schools by early March.



Destiny Recollet, Grade 7, Monetteville Public School

Literacy Night

Monetteville Public School hosted a literacy night on January 29th. As part of their evening filled with literacy related activities, Kathy Ranney, Principal of First Nation, Métis, and Inuit Education attended the evening to share the new Aboriginal Guided Reading books with families at the school. She was also able to tell families about other Aboriginal initiatives taking place in Rainbow Schools. Through Community Outreach support, a bus was provided to bring families in from the Dokis First Nation to the school to attend the evening.

Aboriginal Tutors

Two Aboriginal Tutors are being hired, one based at Lively District Secondary School and the other at Sudbury Secondary School. One of the tutors will also be working out of the N'Swakamok Native Friendship Centre on Wednesday evenings from 4 pm to 6 pm. Through First Nation, Métis and Inuit initiatives, six to eight elementary students will be transported to the program at the Friendship Centre after the March Break.

Aboriginal Conference

About 40 Rainbow District School Board staff attended a two-day conference hosted by Kenjgewin Teg Educational Institute at the Radisson Hotel in Sudbury on January 31st and February 1st. On the first day, participants had the opportunity to learn about the "History of the Three Fires" during a keynote address by Eddie Benton Banaise, Author/Educator. On the second day, they heard opening remarks from Grand Chief John Beaucage. The rest of the time, staff were engaged in a variety of workshops including such topics as, The Clan Teachings, Literacy: Strategies as Work, The Seven Grandfather Teachings, Aboriginal Perspectives in the Curriculum, and Special Education, to name a few.

Aboriginal Youth Group

High schools have now identified two or three Aboriginal Youth from their schools to be part of a youth group. The students will meet in February with Kathy Ranney to have the opportunity to have their voices heard. Kathy will provide the students with a forum to tell her about their needs, issues, and/or concerns. As part of this group, they may also have an opportunity to participate in some leadership development training.