

Biigtigong Nishnaabeg

Endzhi-gkinoohmaading Elementary School



Curriculum Guidelines

Background Information of BN

- 320 km east of Thunder Bay. 530 community members. 1 chief/11 councillors (1100) 1279 registered
- New school, Turtle Lodge. Catholic church
- Land claim is before the courts now to reclaim Aboriginal title to the unceded land
- BNES – operate a daycare, a K-8 elementary school, alternative private highschool, and offers support to secondary students attending a local public high school in a nearby town. Post-secondary support program.

Miigwech

- Miigwech to all the people who helped with this initiative: community members, School staff, Elders, Chief and Council, Knowledge keepers.
- Help in translating our stories to English.
- Ancestors

Why?

- We have the right to educate our own children.
- We wanted **control** over our own curriculum.
- 2008 – the change started – developing our curriculum.
- 2017 Anishinabek Education System (AES).

What do we
want our
students to
learn?



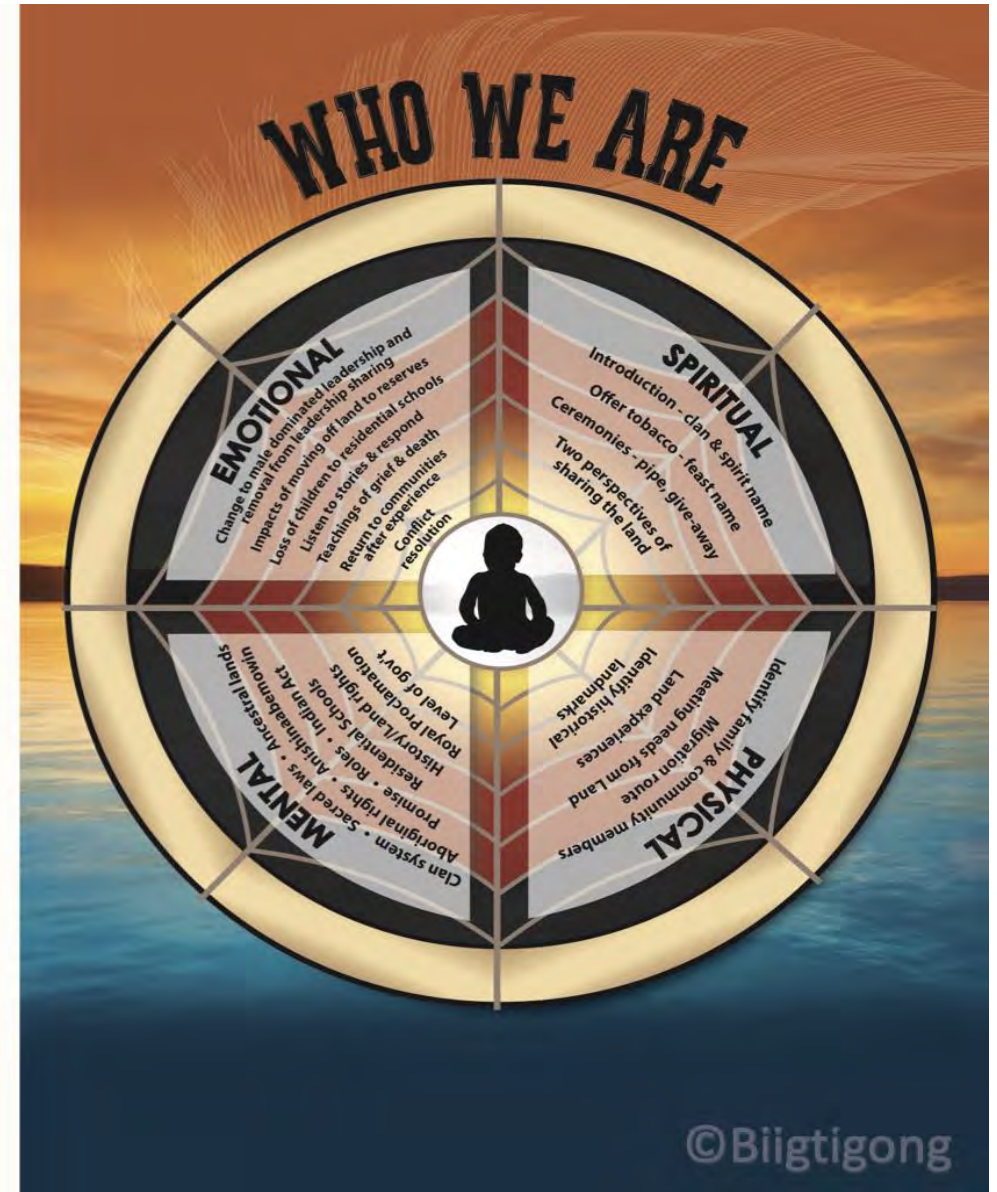
Developing the Curriculum

- **Community strategic planning sessions/focus groups:** engaged with the community, Elders, and knowledge keepers.
- **Set up community advisory committee and teams:** presented project. What would our framework look like?
- **Researched** other curriculum models that informed our design – themes, land-based

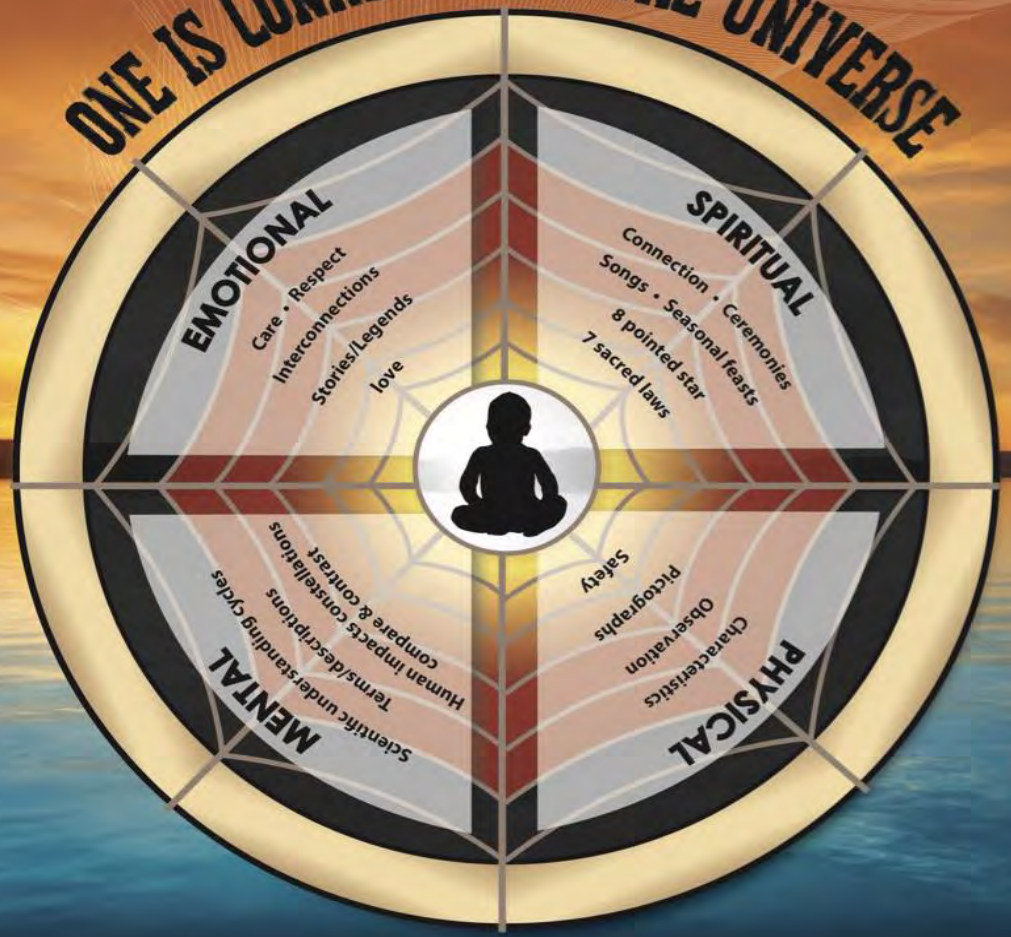
Local Curriculum

“What do WE want our Students to learn?”

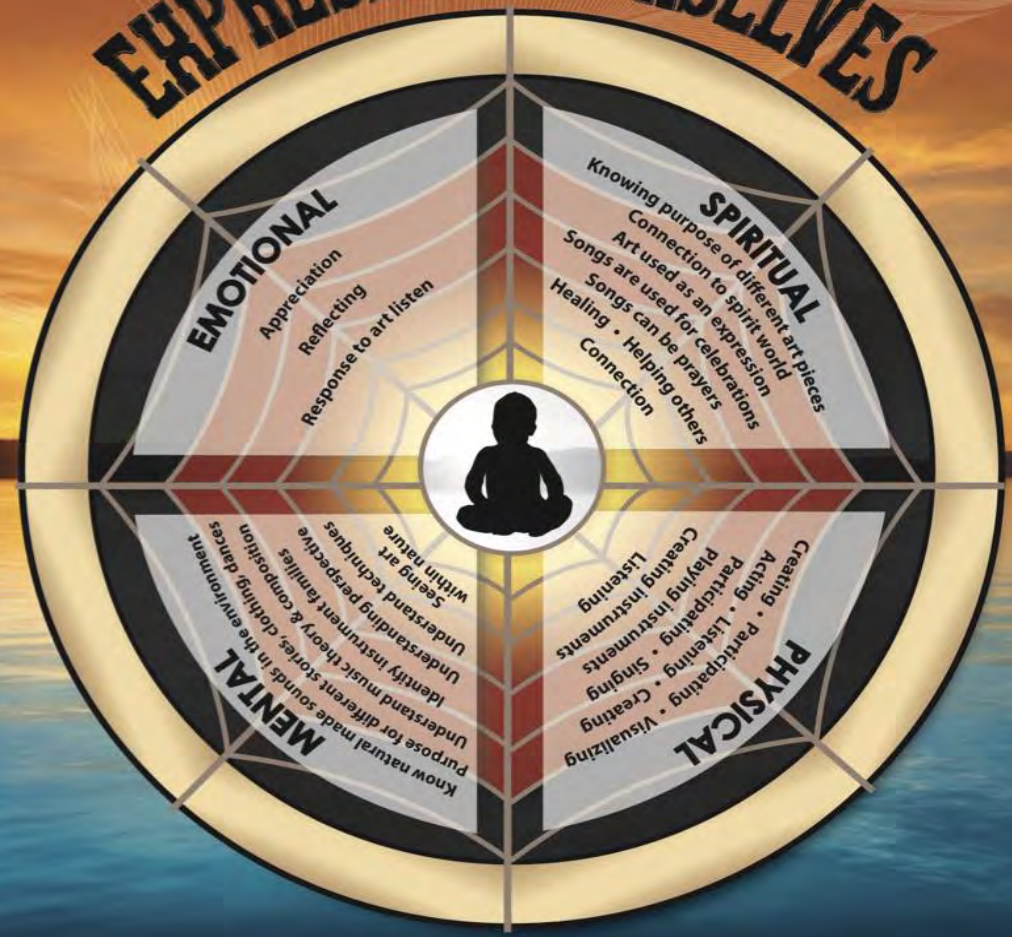
- Our language
- Local traditional practices:
 - Hunting
 - Fishing
 - Trapping
 - Food Sovereignty
 - Ceremony
 - Medicines
- Traditional Ecological Knowledge
- Traditional ways of “knowing”
- Traditional teachings



ONE IS CONNECTED TO THE UNIVERSE



EXPRESSING OURSELVES



SURVIVING OFF THE LAND



TAKING CARE OF OURSELVES



Key Features

- **Holistic Approach**
- **Land based learning**
- **Involves Family, Community, Elders, and Knowledge Keepers Spirituality foundation:**
- **Foundation Indigenous Worldview Teachings Perspectives.**

Key Features

- **Overall Expectations.**
- **Seasonally based:** fall, winter, spring, summer
- **Primary:** K- 4: **Junior:** 5 - 8
- **Anishinaabemowin.** Our way of Learning and Knowing.
- **Culturally relevant themes:**
- **Indigenous Knowledge is Privileged Within Indigenous Education:**

Learning Assessment Guide
Guiding Principles

How can their learning be
assessed through an
Anishinaabe lens?





Deer Hide



Fish Camp



Ceremony/
water
teachings





Moose Camp

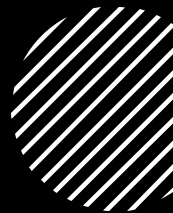




Manoomin Camp



Lessons Learned



Stakeholder's engagement –parents, community members, teachers, staff is important. Collaboration



Limited financial resources - volunteer



Time constraints



A change in leadership

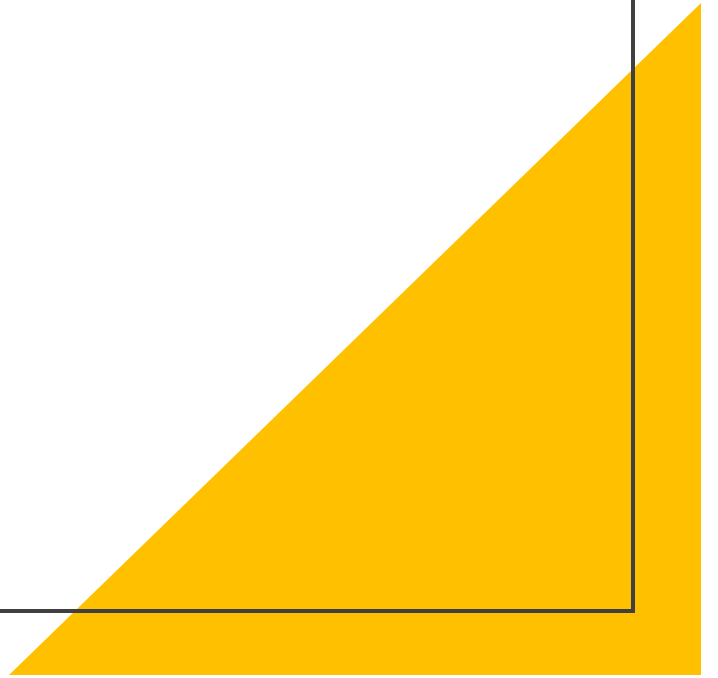


Teachers are the facilitators - they aren't expected to know everything. Include the community.

Future Direction

- Storytelling & Oral Tradition
- Unit Development on the themes
- Language Revitalization
- Personal Growth – learning about Indigenous perspectives
- Possibility of all year-round school year

Where are we Now?



Questions?



Contact:



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Adult Education Principal



Biigtigong Nishnaabeg Endzhi-gkinoomaading Elementary School



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